

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

**The 636<sup>th</sup> Meeting of the Board of Governors**  
**Wednesday, June 7<sup>th</sup>, 2023 at 3:00 p.m.**  
**Richcraft Hall 2440R**

**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 INFORMATION**

5.1 Student Mental Health Framework 2022-2026 Annual Report (K. Tousignant)

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

5.2 Equity, Diversity and Inclusion Action Plan: Progress Report (N. Badiou)

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

5.3 Strategic Integrated Plan Progress Update 2023 (B.A. Bacon)

- A report was circulated in advance and a presentation will be provided.

5.4 Report from the Chair (G. Farrell)

- The Annual Board Chair Report was circulated in advance.

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

- A verbal report will be provided.

**6. OPEN – OTHER BUSINESS**

**7. OPEN - QUESTION PERIOD**

**8. END OF OPEN SESSION AND BRIEF NETWORKING BREAK**

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# **AGENDA ITEM**

## **5.1**

<b>To:</b>	Board of Governors	<b>Date of Report:</b> 10 May 2023
<b>From:</b>	Vice-President (Students and Enrolment)	<b>Date of Meeting:</b> 7 June 2023
<b>Subject:</b>	<b>Student Mental Health Framework 2022-2026 Annual Report</b>	
<b>Responsible Portfolio:</b>	Vice-President (Students and Enrolment)	

**1.0 PURPOSE**

For Approval    For Information    For Discussion

**2.0 MOTION**

This report is for information only.

**3.0 EXECUTIVE SUMMARY**

The Student Mental Health Framework 2022-2026 (SMHF) launched in May 2022 and successfully completed its first year of implementation in 2022-2023. This year, like the last few years, has been a time of growth and adjustment for our students and community. With welcoming three cohorts of students to campus at once and students adjusting to life at Carleton and in Ottawa, there have been many opportunities to support the unique needs of our student population.

The SMHF Annual Report provides an overview of key outcomes from across our community during the first year of implementation. It should be noted that this report is not able to encapsulate a complete overview of mental health initiatives taking place across the Carleton community, instead, under each Area of Focus 5-10 examples of initiatives that support the SMHF recommendations have been highlighted. The outcomes in the SMHF Annual Report would not be possible without the immense input and shared knowledge of students, faculty, staff, and external community partners.

Over the past year, 3 recommendations are in the planning phase; 19 recommendations are underway; 4 recommendations have the status of continuous, meaning that key targets have been accomplished although work continues; and 4 recommendations are upcoming in the near-to-mid term. Since the launch of the SMHF, definitive actions have been taken on 26 of the 30 recommendations.

This annual report is respectfully presented to the Board of Governors as the SMHF’s ongoing commitment to transparency in the Carleton community.

**4.0 INPUT FROM OTHER SOURCES**

The SMHF falls under the purview of the Associate Vice-President (Student Health and Wellness). However, the ongoing implementation of the recommendations in the SMHF could only occur through the many collaborations with faculty, staff and students from across the university.

**5.0 ANALYSIS AND STRATEGIC ALIGNMENT**

As stated in Carleton’s Strategic Integrated Plan under Strive for Wellness, Strive for Sustainability, we continue to strive to enhance student wellness through a holistic, campus-wide approach. Since the first Framework was launched in 2009, Carleton has been striving for continuous improvement, which led to the development and launch of the SMHF 2.0 in October 2016, followed by our newest SMHF in May 2022. We remain committed to a holistic evolution in our approach to student mental health and wellness by further



incorporating spirituality, substance use health, Indigenous ways of healing, cyberbullying prevention, and pedagogy in addition to our already extensive programming and expanded counselling support.

As the SMHF completes its first implementation year, we continue to reflect, listen, and learn as a community what is working and what needs to be improved. We hope to continue to strengthen collaboration with our partners across campus to empower, inspire and engage with efforts toward supporting and enhancing wellness for our students.

## 6.0 FINANCIAL IMPLICATIONS

There are no financial implications.

## 7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Failure to implement the strategy and any actions contained therein would constitute reputational and strategic risk. The risk is mitigated by the actions being taken to implement the strategy and the communication plan to highlight the various initiatives.

## 8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Failure to implement the strategy and any actions contained therein could constitute reputational risk. The risk is mitigated by the actions being taken to implement the strategy and the communication plan to highlight the various initiatives. It is essential that we continue to implement, evaluate, and communicate the recommendations of the SMHF, which aligns with the Carleton University Strategic Integrated Plan.

Strategic communications are core to increasing visibility and awareness. A new comprehensive Wellness Website has been launched to help students access tools and resources Carleton offers to help understand, manage and improve their mental health and wellness. As part of this new website, the university launched the Wellness Services Navigator, an innovative tool designed to help navigate students to a curated list of mental health and wellness resources based on their unique circumstances, making accessing mental health and wellness resources easy, equitable and clear. We will continue to prioritize ongoing communication with students to support them in accessing wellness resources and information.

## 9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
<b>STRATEGIC</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LEGAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPERATIONAL</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TECHNOLOGICAL</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FINANCIAL</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>REPUTATIONAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **Student Mental Health Framework 2022-2026 Annual Report**

**Office of the Associate Vice-President (Student Health and Wellness)  
May 9, 2023**

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## Introduction to the Report

The inaugural Student Mental Health Framework (SMHF) Annual Report 2022-2023 is a synopsis of the collective work across the Carleton community in supporting student mental health and wellness. This annual report highlights some of the initiatives, programs, and services supporting student mental health and wellness, and outlines progress towards the 30 recommendations identified in the Student Mental Health Framework 2022-2026. This annual report cannot capture an exhaustive list of initiatives, supports, and services, but we will continue to collaborate with community partners to ensure diverse representation of the wide variety of efforts to support student mental health and wellness in each SMHF Annual Report.

## Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin Anishinabeg nation. We recognize that the Student Mental Health Framework 2022-2026 must reflect the values of the Algonquin people. Accordingly, we must strive to further strengthen relationships between Carleton and the Algonquin communities, and endeavor to accelerate the inclusion of Indigenous perspectives, ways of teaching and healing, and knowledge in our campus practices.

## Guiding Values

**Collaboration:** We engage students, staff, faculty, and external community partners to facilitate and support the sharing of knowledge, experience, and expertise to develop innovative and effective programs and practices.

**Holistic Environment:** We recognize that mental health and wellness exist on a continuum and are influenced by many sociocultural factors present in the learning environment and community. We will support a variety of complementary strategies to enhance mental health and substance use health, wellness, coping skills, and resilience at all levels of the institution to create an environment where all students can thrive.

**Accessibility, Equity, and Inclusion:** We believe that in order to provide a healthy and supportive environment, we need to understand students' unique needs and ensure our services are accessible, inclusive, and respectful of all cultures and identities.

**Continuous Improvement:** We strive to create a culture of continuous improvement, recognizing the need for continued evaluation of programs, services, and initiatives, and for the implementation of emerging best practices as they become available.

## A Message from the Associate Vice-President (Student Health and Wellness)

Welcome to the Student Mental Health Framework (SMHF) Annual Report 2022-2023. This report showcases a collection of achievements across the Carleton community and shares the amazing work of our staff, faculty, and students in supporting mental health and wellness. Within these pages, you will see the collaborative efforts of our community and the rollout of the Student Mental Health Framework 2022-2026, including new initiatives and data.

Throughout the fall and winter of 2021/2022, we held an extensive consultation process and developed the new SMHF 2022-2026. This newly refreshed Framework highlights our holistic approach to wellness, while continuing to foster relationships across and beyond the campus to provide comprehensive supports for our student population. As you will read in this report, the SMHF guides us forward and provides a framework for our community.

Organizationally, we are also evolving to better meet the increasingly complex needs of our students. July 2022 marked the inaugural creation of the Office of the Associate Vice-President (Student Health and Wellness). The newly created Student Health and Wellness portfolio brings together Health Services, Wellness Services, Attendant Services, the Paul Menton Centre for Students with Disabilities (PMC), and From Intention to Action (FITA). This amalgamation enables a more holistic, coordinated and collaborative approach to care and support for the health and wellness of students. Alongside this organizational restructuring, we also saw the opening of a new counselling waiting room in suite 2500 of the Carleton Technology and Training Centre (CTTC) and the movement of the Care and Support Team, Manager of Mental Health Strategy and Initiatives, and Health Promotion to suite 3600 CTTC.

Over the last few years, we have seen the demand for access and supports for mental health and wellness from our students. The COVID-19 pandemic added a complexity of challenges in ways no one could have predicted. The impact of social isolation, everchanging world events, and the ongoing unknowns has led to students reaching out in record numbers. I am extremely proud of each and every team member within my office for their continuing passion in serving our students within the Carleton community.

Students are the heart of our community and we hope that by highlighting all the work being done, it will help demonstrate our commitment and dedication to student wellness. I am optimistic that over the next few years we will continue to lead the way in ensuring students develop skills to promote effective mental health. In addition, my hope is to continue to foster relationships with community members to drive innovation in mental health and wellness initiatives across our campus.

Regardless of where students are in their educational journey, the ongoing issues they face continue to affect them. I encourage anyone struggling to reach out and get connected. I hope this report provides a better understanding of the services, programs, and initiatives we strive to provide our students.

Kristie Tousignant  
Associate Vice-President (Student Health and Wellness)

## Executive Summary

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*Aspiration Statement: We will strive for wellness by proactively promoting a holistic and intersectional approach to student mental health and wellness, and by strategically coordinating our programs, services, and initiatives to build skills and strengthen resilience.*

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The Student Mental Health Framework 2022-2026 (SMHF) launched in May 2022 and successfully completed its first year of implementation in 2022-2023, culminating in this first ever Student Mental Health Framework Annual Report. This year, like the last few years, has been a time of growth and adjustment for our students and community. With welcoming three cohorts of students to campus at once and students adjusting to life at Carleton and in Ottawa, there have been many opportunities to support the unique needs of our student population.

The SMHF Annual Report provides an overview of key outcomes from across our community during the first year of Framework implementation. It should be noted that this report is not able to encapsulate a complete overview of mental health initiatives taking place across the Carleton community, instead, under each Area of Focus 5-10 examples of initiatives that support the SMHF recommendations have been highlighted. The outcomes in the SMHF Annual Report would not be possible without the immense input and shared knowledge of students, faculty, staff, and external community partners. It is through the input of our community that we are able to showcase the tremendous work being done in support of student wellness.

Over the past year, 3 recommendations are in the planning phase; 19 recommendations are underway; 4 recommendations have the status of continuous, meaning that key targets have been accomplished although work continues; and 4 recommendations are upcoming in the near-to-mid term. Since the launch of the SMHF, definitive actions have been taken on 26 of the 30 recommendations. For a comprehensive overview of the progress toward our objectives and recommendations, please refer to [Appendix 1](#).

## Year in Review: Highlights from May 2022 – April 2023

### Mental Health

**13,897** visits to Counselling Services

**2,020** sessions by From Intention to Action

**29%** of students with PMC report mental health as primary disability

**1,316** new students registered with PMC

**701** Care Reports submitted

### Health

**34,622** visits to Medical Services

**250+** community members trained to administer Naloxone

**24,444** hours of care provided by Attendant Services

### Health Promotion

**3,585+** students attended Health Promotion events, workshops, and tabling

**550** Virtual Care Packages sent

**600+** students attended the Spirituality Centre's Pause Table

### Community

**600+** first-year students participated in First Year Connections

**2,500+** meetings through First Year Connections

**20+** plots allotted to members of the community for gardening by GSA

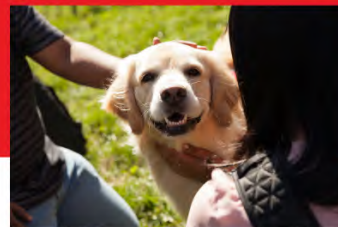
**300+** attendees at the World Mental Health Day Conference, hosted by The Royal

### Therapy Dogs

**7** new dogs trained

**1,200+** students visiting Therapy Dogs

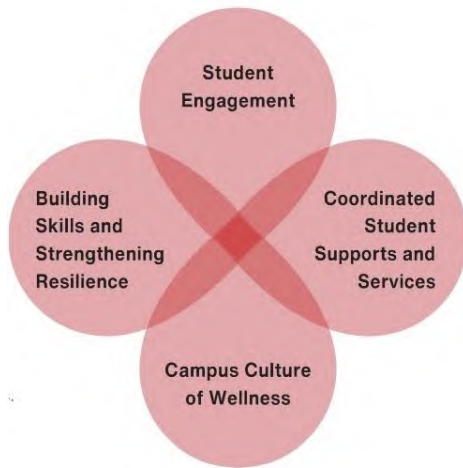
**82** visits held



This list is not exhaustive. If you have a mental health and wellness initiatives happening on campus, we'd love to hear about it! Email [wellness@carleton.ca](mailto:wellness@carleton.ca)



## Student Mental Health Framework Highlights from the Areas of Focus



The Student Mental Health Framework 2022-2026 (SMHF) outlines four Areas of Focus comprising 12 objectives and 30 recommendations. The Areas of Focus are interdependent and help to support overall student mental health and wellness at Carleton University.

Our first year of implementation saw tremendous success, with 4 recommendations in a continuous phase, 3 in a planning stage and 19 currently underway. Of the 30 recommendations, 26 have had some form of action initiated during this first year. The Student Mental Health Advisory Committee has been integral in the implementation, acting as communicators and advocates for the Framework across the Carleton community.

The following sections highlight examples of initiatives by some of our community members related to each Area of Focus. As a reminder, this snapshot is not exhaustive; the Framework is meant to encourage, inspire and support the many independently led mental health and wellness initiatives across campus, which cannot all be contained within this report.

### **Area of Focus #1: Student Engagement**

The SMHF would not be possible without the support, passion, and knowledge of our student population. Despite this being the third year of semi-irregular studies for our students, their willingness to engage with mental health and wellness programming and to take leadership roles is admirable. Our students continued to engage with our programming, provide feedback on initiatives, and lead these innovative programs while better establishing partnerships with services on campus to support our students.

#### **Highlights:**

- The Muslim Students' Association partnered with the Spirituality Centre to provide Sister Circles and Brother Circles for Muslim students on campus, while welcoming a new Muslim Chaplain to our volunteers.
- Equity and Inclusive Communities hosted Plant Potting and Decorating activities in Residence to support students coming together and destressing.
- The Office of the Associate Vice-President (Student Health and Wellness) and the Health Promotion team partnered with CUSA's Wellness Centre to support their *In This Together* campaign. Health Promotion provided educational and engaging materials on substance use health and general wellness.
- Carleton's Health Promotion team, consisting of four Health Promotion Team Leaders, two Health Science Placement students, and two Psychology Placement students, supported the implementation of health-based recommendations through their four topic areas: mental health, sexual health, substance use health, and healthy living. The Health Promotion Team has connected with over 3,000 students this year.



- The Student Mental Health Advisory Committee saw active participation from Carleton student groups including the Carleton University Students' Association (CUSA), Graduate Students' Association (GSA), and Rideau River Residence Association (RRRA) to learn about how our student associations are supporting our student populations and how we can better work together.
- The GSA Sexual Assault Outreach Coordinator worked with Counselling Services' Graduate Counsellor to bring back Healing Spaces, a safe space event with a first session focused on "Guiding You on Your Journey to Recovery"
- The Office of the Associate Vice-President (Student Health and Wellness) has partnered with the Department of Psychology to leverage graduate student expertise in surveying faculty members on campus. This survey is to assess how faculty are feeling about mental health supports on campus, how confident and comfortable they are with the topics, and will be used to inform future initiatives and how we engage faculty.

### **Area of Focus #2: Building Skills and Strengthening Resilience**

It was a unique year for our Carleton community members – not only were many of our staff and faculty returning to campus, but we were also welcoming three cohorts of students to campus. Because of this, there was a need to develop specific strategies to encourage personal growth, the development of self-awareness, and the acquisition of effective coping skills to ultimately strengthen resiliency in students.

#### **Highlights:**

- The new Carleton Wellness website was launched in late summer 2022 with a focus on ease of access for information and navigation. The new website highlights mental health, healthy living, spirituality, substance use health, and additional resources.
- The Carleton University Wellness Services Navigator was launched in May 2022 to help navigate Carleton students to a curated list of mental health and wellness resources. The Navigator was the result of collaboration with Dr. Kim Hellemans, Dr. Zachary Patterson, Strategic Initiatives (Students and Enrolment), and various student groups.
- Carleton's First Year Connections Mentorship Program supported over 600 first-year students in their transition to university during the fall 2022 term. New this year, the First Year Connections program introduced a Returning Ravens Stream which supported over 125 upper year students who started in-person studies for the first time. Over 2,500 meetings were facilitated by 150 trained peer mentors who supported students in connecting with the Carleton community, adjusting to post-secondary education, and developing plans for success focused on the eight dimensions of wellness.
- Equity and Inclusive Communities hosted a variety of workshops to support student resiliency, including (but not limited to):
  - We Heal Together: Seeds Yoga with Yami Kani: a yoga class specifically designed for survivors/victims/those affected by sexual and gender-based violence
  - Embodiment through Yoga, Journaling, and Dialogue: through gentle yoga, journaling prompts, and open discussion, participants explored a variety of questions related to socially constructed myths and their bodies

- Confidence, Consent, and Communication – A Workshop with Venus Envy: focused on creating a positive relationship with sex, moving beyond judgement and stigma to embrace what works for you.
- The GSA, in collaboration with Equity and Inclusive Communities, hosted a workshop for graduate students to educate students on the essence of equity, diversity, and inclusion, and best ways to enhance equity, diversity, and inclusion practices individually and collectively.
- Carleton’s Health Promotion Team ran an incredibly successful Mental Wellness Fair for Let’s Talk Week that saw over 600 students engaging with our mental health and wellness partners, learning about our services, and how to better integrate self-care into their routines.
- As part of The Royal’s World Mental Health Day Virtual Conference, a session was offered on digital dependency and its impact on mental health. Dr. Gail Beck from The Royal talked about the extent of social media usage, its impact on mental health, and how students can manage their own social media use to determine how it is impacting their lives.
- All People All Pathways is a substance use peer support meeting led by the Community Addictions Peer Support Association (CAPSA). They have hosted 88 meetings since December 2021 with 319 cumulative participants and will continue to offer the service for the foreseeable future.

### **Area of Focus #3: Coordinated Student Supports and Services**

Over the years, as mental health and wellness programs at Carleton have been expanded, navigating the many resources, webpages, and levels of support has proven to be difficult. It was a priority in this first implementation year to ease some of this navigation related stress for our community members while simultaneously increasing knowledge of campus resources, programs, and services. We set out to continue to build capacity in our faculty, staff, and student leaders when it comes to supporting students, and began looking ahead to what training, resources, and information is critical for our community members to know.

#### **Highlights:**

- Updated our Student Support documents which outline student services and programs, aligned with our streamlined “Stepped Approach”. These documents, available in both print and digital, included Supporting Students in Distress, the Mental Health and Wellness Resource Guide, and Responding to Disclosures of Sexual Violence.
- Acquired a service code for Breaking Free Online, a self -management tool for substance use to enable students to access the program free of charge and use the program in conjunction with services provided by Health Services and Wellness Services.
- A new position, Wellness Coordinator, has been created through the generous support of Carleton donors and is expected to begin in May 2023 to lead a brand new initiative: The Wellness Desk in MacOdrum Library. This position will support students in navigating resources and connecting to support, especially at times of distress.

- Following the launch of the SMHF, the Resource Guide for Mental Health was updated to follow a similar stepped model approach as the Mental Health Commission of Canada. Supporting Students in Distress documents were updated to reflect best practices of responding and referring. Documents will continue to be updated as needed.
- The Care and Support Team continued to offer training and workshops for faculty, staff, and students, including offering *Supporting Students in Distress*, *Building Student Resilience*, and *Supporting Student Well-Being: Understanding the Care Report*. Over 730 members of the Carleton community completed training with the Care and Support Team this year.
- Carleton's Spirituality Centre and its chaplains returned to in-person office hours and events after two years online. The services of the Spirituality Centre have been integrated into the updated mental health and wellness resources, and the Spirituality Centre continues to integrate into the community.
- Counselling Services has expanded their counselling team to enhance support for our diverse community, including a Trans/2SLGBTQ+ counsellor, a racialized counsellor in both the main counselling clinic and in Residence, as well as a term eating disorder counsellor.
- Counselling Services has created a new waiting room in 2500 CTTC for students waiting to see a counsellor so they no longer have to wait in the waiting room for the main medical clinic. Additionally, Counselling Services now has their own receptionist to help improve access to Counselling Services.
- A new office, Office of the Associate Vice-President (Student Health and Wellness), was created to better streamline our mental health and wellness services while creating a cohesive approach to student support.
- Completed partnership agreements with Naloxone Care and CAPSA to solidify the services they provide to the campus community.

#### **Area of Focus #4: Campus Culture of Wellness**

As our student population changes and our Framework begins implementation, the campus wide approach to mental health and wellness is as important as ever. We continued to see engagement with our Student Mental Health Advisory Committee, comprised of staff and faculty across the university, which enabled us to continue to foster the growth and outreach of the Framework. This has been timed excellently with the latest edition of the Healthy Workplace Strategic Plan, currently being updated.

#### **Highlights:**

- The GSA Garden opens to the Carleton community every summer, allotting plots and giving many access to plant a personal garden which contributes to the wellness of members by tackling food insecurity and providing the therapeutic benefits that come with gardening. In summer 2022, GSA allotted over 20 plots to members of the community for gardening.

- 24 members of the community added the Student Mental Health and Well-Being concentration to their Student Support Certificate. Some of these trainings included the Care and Support Team's *Supporting Students in Distress* workshop, which had over 200 community members attend.
- The Okanagan Charter is being taken through the necessary stages for approval, and is on track to be presented to the leadership team in summer 2023.
- We continue to work with the Carleton community and our guiding documents when it comes to implementing initiatives under this Framework. With representatives from a variety of departments comprising our Student Mental Health Advisory Committee, we are continuing our commitment to the greater Carleton University goals and strategic direction.
- Health Services trialed having a Doctor to provide specialized care for Indigenous students on Tuesday afternoons. Health Services is currently looking at options to continue this service offering.
- To date, there have been two Circle of Care meetings with Campus Safety Services, Equity and Inclusive Communities, Housing and Residence Life, the Centre for Indigenous Support and Community Engagement, Health Services, and Counselling Services present. These meetings will continue to progress the development of the Circle of Care protocol.

## What's Next for the Student Mental Health Framework

The Student Mental Health Framework 2022-2026 (SMHF) has successfully completed its first implementation year. Building from our previous Frameworks, it is imperative for us to think about how we need to continue to serve our students, address their needs, and become innovative in the programming and initiatives we offer to meet the ongoing impact to mental health we are seeing in our student population. We also know it is important that student mental health and wellness are, and continue to be, seen as a priority, not only within mental health and wellness services, but across the Carleton community. This focus needs to be apparent in our pedagogical practices, the care we provide, and how Carleton views mental health and wellness under our strategic wellness pillar.

Looking ahead, we will begin the process of developing a staff and faculty toolkit to focus on sharing similar mental health and wellness information while integrating practices into the classroom. The first step is to get a better understanding of where our community is at in terms of comfort and understanding of mental health and wellness services and approaches, as well as working with them to get a better understanding of what would be practical. This work will be supported by graduate-student expertise coming from the Department of Psychology.

With the upcoming signature of the Okanagan Charter, we are looking to further embed health promotion best practices into all aspects of campus culture. We are also intending to solidify partnerships with the community to have a better system for knowledge and resource sharing, while expanding the scope of resources under the Health Promotion team. Through establishing the new Wellness Coordinator, we will be able to better serve our students across campus, and be more present in high-stress environments.

Following the leadership of Healthy Workplace, we will contribute to and support the new Healthy Workplace Strategic Plan starting development over the next year. Like supporting student mental health and wellness, it is vital that our staff and faculty have their mental health and wellness supported too.

## Appendix 1: Areas of Focus and Recommendations Status

This Appendix contains the Objectives and Recommendations directly outlined in the Student Mental Health Framework 2022-2026 (SMHF). A status column has been added with the following indicators:

- **Planning:** activities (e.g., planning, coordination) have been initiated in the current reporting cycle
- **Underway:** activities are currently underway and being implemented
- **Continuous:** activities are complete, but implementation is an ongoing process with no definitive end date
- **Upcoming:** activities are planned in the near-to-mid term

The table below can be summarized as follows:

- **3** recommendations are in the planning phase
- **19** recommendations are underway
- **4** recommendations are considered in the continuous phase
- **4** recommendations are upcoming

It is worth noting as recommendations are actioned that implementation is an ongoing process with no definitive end. This is reflective of mental health and wellness not being an end state, but instead a continuous state of adaptation. With our first reporting year completed, definitive actions have been taken on 26 of the 30 recommendations.

### *Area of Focus #1: Student Engagement*

Recommendations	Status
1. Increase student involvement in the implementation of all areas of focus in this Framework through developing and strengthening partnerships with students, staff, and faculty.	Underway
2. Further develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and wellness.	Underway
3. Continue to support and engage the Student Mental Health Student Engagement Committee in developing and implementing student-led initiatives.	Underway
4. Leverage the results of existing student surveys and explore the implementation of additional surveys to better capture and improve the overall health and wellness of our students.	Planning
5. Develop and implement assessment and evaluation tools for existing programs and services to ensure they are meeting students' needs.	Planning
6. Assess opportunities to engage graduate-level student expertise in researching and evaluating mental health and wellness initiatives on campus.	Underway

### *Area of Focus #2: Building Skills and Strengthening Resilience*

<b>Recommendations</b>	<b>Status</b>
1. Update the wellness website to provide access to comprehensive information on mental health and wellness to students, staff, faculty, and parents, including building resilience and coping skills, substance use health, and streamlining resource navigation.	Continuous
2. Provide regular training using an intersectional approach to enable students, staff, and faculty to assist students in a way that is respectful of culture and identities, and which reflects the diversity of Carleton community members.	Underway
3. Enhance online modules, workshops, and programming using an intersectional approach that introduces students to the concepts of overall wellness and thriving within the university environment, with a particular focus on key areas like nutrition, physical health, finances, living on your own, loneliness, and isolation.	Underway
4. Develop programming and initiatives to provide students with opportunities and resources that will help them to recognize personal strengths, develop coping skills, and build resilience.	Underway
5. Enhance training, events, and knowledge sharing of mental health and wellness services to contribute to overall student wellness, with a particular focus on encouraging health-seeking behaviours.	Underway
6. Develop and implement training, education, and resources to reduce harms in different online environments, such as social media.	Underway
7. Support the development and implementation of a substance use health and harm reduction strategy that is focused on support, resources, education, and partnerships.	Underway

### *Area of Focus #3: Coordinated Student Supports and Services*

<b>Recommendations</b>	<b>Status</b>
1. Update related documents that outline student services and programs, and align with a streamlined “Stepped Approach” depending on need for the range of mental health and wellness services available at Carleton.	Continuous
2. Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that takes into consideration the individual and cultural needs of our diverse student body.	Underway
3. Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and wellness.	Underway
4. Assess and respond to student demand and need for additional counselling services using an equity, diversity, inclusion, and accessibility lens.	Underway
5. Review the delivery structure of student mental health and wellness services at Carleton to respond to student mental health and wellness challenges in a	Continuous



coordinated way, while simultaneously addressing cultural barriers to service use.	
6. Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so that our community can respond in the most appropriate way.	Underway
7. Maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes, and liaising with off-campus services for after-hours care.	Underway

*Area of Focus #4: Campus Culture of Wellness*

<b>Recommendations</b>	<b>Status</b>
1. Enhance the availability of training that is culturally aware and sensitive for faculty, staff, and student leaders to support students in crisis.	Underway
2. Develop a university postvention strategy to reduce suicide risk and promote healing after a death by suicide.	Upcoming
3. Ensure collaboration with the employee mental health strategy and Healthy Workplace Strategic Plan, so as to have faculty and staff well supported as they support students.	Planning
4. Sign and implement the Okanagan Charter, committing to its calls to action to embed health into all aspects of campus culture and to lead health promotion action and collaboration.	Underway
5. Ensure continued collaboration with Carleton's many documents, frameworks, and strategies, including, but not limited to, the Coordinated Accessibility Strategy, the Equity, Diversity, and Inclusion Action Plan, Honouring Each Other, and Kinàmàgawin.	Continuous
6. In line with Kinàmàgawin Call to Action # 8, develop a Circle of Care Protocol for Indigenous students in crisis, in consultation with the Centre for Indigenous Support and Community Engagement, Health and Counselling Services, and the Office of Student Affairs.	Underway
7. Investigate ways to incorporate green spaces and environmental wellness into mental health and wellness programming in consultation with key stakeholders.	Underway
8. Create opportunities for staff and faculty to work together and learn from each other when integrating mental health and wellness practices, seeking to integrate research and evidence-based practices inside and outside of the classroom.	Upcoming
9. Develop and distribute a mental health toolkit for faculty that includes curriculum infusion, how to recognize when a student may need support, and how to support their own mental health.	Upcoming
10. In consultation with faculty, investigate and implement best practices for supporting student mental health and wellness into the curriculum and classroom, including course design and delivery.	Upcoming



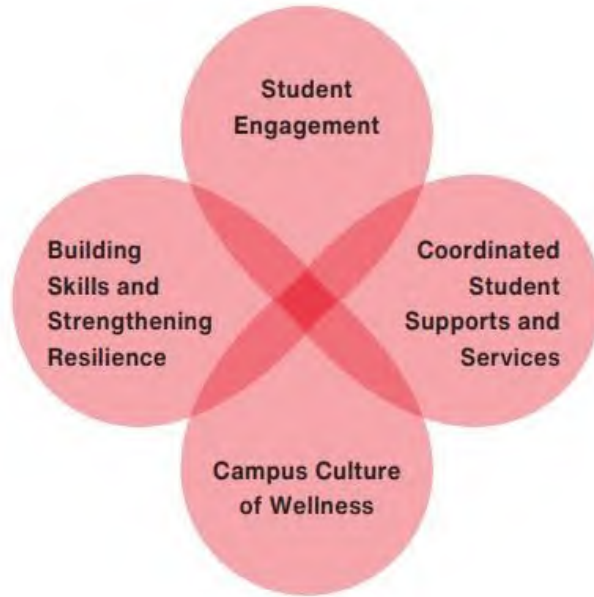
# **Student Mental Health Framework Annual Report 2022-2023**

Board of Governors

June 2023

Presented by Kristie Tousignant

# SMHF 2022-2026 Areas of Focus + Guiding Values



- Collaboration
- Holistic Environment
- Accessibility, Equity, and Inclusion
- Continuous Improvement

**Student Engagement:** 6 recommendations

**Building Skills and Strengthening Resilience:** 7 recommendations

**Coordinated Student Supports and Services:** 7 recommendations

**Campus Culture of Wellness:** 10 recommendations

# Progress on Recommendations

3

- Planning

19

- Underway

4

- Continuous

4

- Upcoming

26/30

- Definitive actions

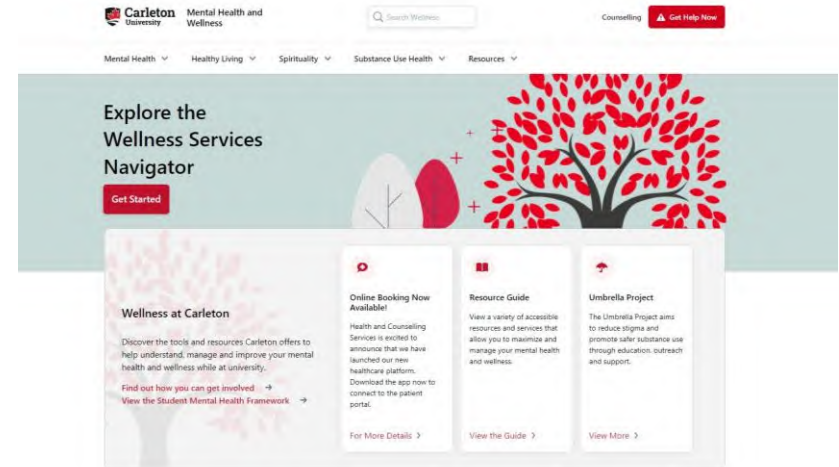
# Student Engagement Highlights (Action on 6/6)

- Partnership between Spirituality Centre and Muslim Students' Association
- Over 3,000 students engaged with the Health Promotion Team
- Wellness Services partnered with CUSA's Wellness Centre to support *In This Together* for mental health and substance use health
- Equity and Inclusive Communities hosted Plant Potting and Decorating activities in Residence to support destressing



# Building Skills and Strengthening Resilience Highlights (Action on 7/7)

- New Carleton Wellness website was launched
- Wellness Services Navigator was launched
- First Year Connections in the Student Experience Office supported over 600 first-year students
- Equity and Inclusive Communities hosted a variety of workshops to support student resiliency
- All People All Pathways, led by Communication Addictions Peer Support Association, continued to host peer support meetings for students, faculty, and staff



# Coordinated Student Supports and Services Highlights (Action on 7/7)

- New Office of the Associate Vice President Student Health and Wellness was formed
- Student Support documents updated with streamlined “Stepped Approach”
- Expected this upcoming year, new Wellness Coordinator position will lead the new initiative: The Wellness Desk in MacOdrum Library
- Acquired *Breaking Free Online*, a self-management tool for substance use
- Counselling Services expanded their team to include a Trans/2SLGBTQ+ counsellor, a racialized counsellor, and a term eating disorder counsellor

## Mental Health

**13,897** visits to Counselling Services

**2,020** sessions by From Intention to Action

**29%** of students with PMC report mental health as primary disability

**1,316** new students registered with PMC

**701** Care Reports submitted

## Health

**34,622** visits to Medical Services

**250+** community members trained to administer Naloxone

**24,444** hours of care provided by Attendant Services

# Campus Culture of Wellness Highlights (Action on 6/10)

- Graduate Students' Association opened their GSA Garden, allowing community members access to personal gardens
- 24 people added the Student Mental Health and Well-Being concentration to their Student Support Certificate
- The [Okanagan Charter](#) is being taken through necessary stages for approval
- Two Circle of Care meetings have been held to support Indigenous students in crisis
- Health Services trialed having a Doctor to provide specialized care for Indigenous students





## Next Steps (12 months)

- Publish first ever Student Mental Health Framework Annual Report
- Gain a better understanding of where our community is at in terms of comfort and understanding of mental health and wellness services
- Develop a staff and faculty toolkit
- Implement best practices from the Okanagan Charter into our community
- Contribute to the new Healthy Workplace Strategic Plan
- Continue to engage with our students and student leaders for feedback



# Special Thanks To...

- Student Mental Health Advisory Committee
- Accessibility Institute
- Campus Safety Services
- Centre for Indigenous Support and Community Engagement
- Equity and Inclusive Communities
- Health and Wellness Services
- Housing and Residence Life
- Office of Quality Initiatives
- Office of the Vice-President (Students and Enrolment)
- Paul Menton Centre for Students with Disabilities
- CUSA (including CUSA Wellness Centre)
- GSA
- Health Promotion Team
- Canadian Mental Health Association
- Community Addictions and Peer Support Association
- Centre for Innovation in Campus Mental Health
- Ottawa Public Health

**Thank you!**





**Student  
Mental Health  
Framework**  
2022-2026

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# Acknowledgements

The Student Mental Health Framework 2022-2026 emerged from the need to evolve our previous Framework, review our programs and services, consider new trends and best practices, and collaborate with the community to develop a more holistic approach to student mental health and wellness. We would like to acknowledge the work and support of the Student Mental Health Advisory Committee in the development and ongoing implementation of this Framework.

We would also like to acknowledge the members of the Carleton community and our external partners for engaging in the consultation process of this Framework, and for providing continuous feedback as we continue to strive for wellness on campus. During the consultation process, feedback was collected through closed meetings, guided group information and feedback sessions, online feedback forms, and email submissions. The input and feedback have provided us with critical perspectives and ideas for the development of this Framework. We wish to thank the Office of Quality Initiatives for facilitating the many feedback and information sessions throughout the consultation process. The development of this Framework has benefitted immensely from the input and shared knowledge of students, faculty, staff, and external community partners to create a guiding document that represents the voices of our diverse communities.





## Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin Anishinabeg nation. We recognize that the Student Mental Health Framework 2022-2026 must reflect the values of the Algonquin people. Accordingly, we must strive to further strengthen relationships between Carleton and the Algonquin communities, and endeavour to accelerate the inclusion of Indigenous perspectives, ways of teaching and healing, and knowledge in our campus practices.



# Student Mental Health and Wellness: Starting from Strength

Carleton University is a dynamic, diverse, and innovative university with over 31,000 undergraduate and graduate students and approximately 5,300 faculty and staff. We remain committed to creating a culture where the mental health and wellness of our students is prioritized. Since the first Framework was launched in 2009, Carleton has been striving for continuous improvement, which led to the development and launch of the Student Mental Health Framework (SMHF) 2.0 in October 2016. The SMHF 2.0 had the goal of building a holistic, campus-wide approach to mental health and well-being. Since its launch, students, staff, and faculty have been working collaboratively to implement the 38 recommendations under six areas of focus, which were all addressed or implemented as of the fall 2021 term. This section provides a summary of the key accomplishments achieved under SMHF 2.0, which enables us to start the revised Framework from a place of strength.

## Enhancing Mental Health Support

Diversifying and increasing access to mental health support was a key objective of the SMHF 2.0. Since fall 2018, Carleton University undergraduate students have been able to access Empower Me, a 24/7 off-campus professional mental health service that aims to contribute to a resilient student community. As part of our response to the COVID-19 pandemic, we also partnered with International SOS' 24/7 Emotional Support service in 2020. This service allows students studying outside of Canada to connect with mental health professionals and counselling services in over 60 languages to support their mental, emotional, and physical wellness.

To help meet the mental health needs of our students, the Health and Counselling Services team grew from six counsellors to 12 full-time counsellors and two part-time counsellors. This 133% increase in counselling services includes the addition of a same-day intake triage counsellor in 2020 and a crisis counsellor for all clients reaching out to counselling services. These two new counsellors assist students in quickly connecting with the counselling services and resources that best fit their mental health needs and has enabled the university to provide same-day counselling services to students in crisis. We also have several specialized counsellors providing mental health services for our diverse student communities, including 2SLGBTQ+, trans and non-binary, racialized, Indigenous, graduate, international, and residence students. Health and Counselling Services has also partnered with The Royal to increase psychiatric assessments, reducing the wait times for students accessing psychiatric care.



In the spring of 2018, a second KORU Mindfulness teacher was trained to provide students with mindfulness and meditation sessions to decrease stress and support resiliency development and satisfaction in life. The Care and Support team in the Office of Student Affairs also grew by 200% — enabling staff to connect with more students for individualized support with resource navigation.

## Increasing Awareness, Training, and Education

We have continued to produce and update various support documents and resources for members of our community, including *Supporting Students in Distress*, to assist faculty and staff in recognizing when a student is in distress and how to respond effectively; *Collaborative Resources for Mental Health and Well-being*, to assist in matching students to the appropriate level of support based on their specific needs; and *Supporting a Friend*, designed by students to help them support friends who may be in distress.

In addition, Supporting Students in Distress training sessions were offered regularly to staff, faculty, and student leaders. Supporting a Friend workshops were also offered, with the development and delivery of these sessions being overseen by students. We have continued to offer suicide prevention skills training through

safeTALK and LivingWorks Start as part of student leader and peer mentor training schedules, as well as to all faculty and staff.

The Umbrella Project, Carleton's Harm Reduction Strategy, was implemented to reduce stigma and promote safer substance use through education, outreach, and support. Since 2019, Carleton has distributed 300 Naloxone Training Kits and has offered more than 70 sessions of All People All Pathways to Carleton community members, a peer support group facilitated by individuals with lived or living experience with substance use and addiction.

## Building Thriving Communities

The Student Mental Health Student Engagement Committee was formed in fall 2017 to create engagement opportunities and to foster conversations on mental health and wellness on campus for students and by students. This included continuous improvements to student wellness programming and experiential learning through promotional campaigns and events. In the fall 2018 term, we launched the Carleton Therapy Dog program, the first of its kind in Canada, where faculty and staff had their personal dogs trained to be Carleton Therapy Dogs, providing comfort and support to students and helping to build thriving communities.









# Student Mental Health Framework 2022-2026

We are committed to further evolving our Student Mental Health Framework to highlight a more holistic approach to student mental health and wellness by further incorporating spirituality, substance use health, Indigenous ways of healing, cyberbullying prevention, and pedagogy in addition to our already extensive programming and expanded counselling support.

The development of this Framework was influenced by the complexity of global challenges that were present at the time of its creation. Notably, the COVID-19 pandemic has had significant impacts on the mental health and wellness of all members of our community. We know there will be many more challenges on the road ahead but are confident that this Framework will guide us in supporting our students as we transition back to in-person classes, support

services, and social engagements. Ensuring that equity, diversity, inclusion, accessibility, and Indigenous perspectives are woven into the fabric of this document and any related work plans remains a priority. We know there is still much work to be done, and we are committed to ensuring that the implementation of the recommendations in this Framework aligns with these values and takes an intersectional approach to mental health and wellness for all members of our community.

## Aspiration Statement

We will strive for wellness by proactively promoting a holistic and intersectional approach to student mental health and wellness, and by strategically coordinating our programs, services, and initiatives to build skills and strengthen resilience.

## Guiding Values

### Collaboration:

We engage students, staff, faculty, and external community partners to facilitate and support the sharing of knowledge, experience, and expertise to develop innovative and effective programs and practices.

### Holistic Environment:

We recognize that mental health and wellness exist on a continuum and are influenced by many sociocultural factors present in the learning environment and community. We will support a variety of complementary strategies to enhance mental health and substance use health, wellness, coping skills, and resilience at all levels of the institution to create an environment where all students can thrive.

### Accessibility, Equity, and Inclusion:

We believe that in order to provide a healthy and supportive environment, we need to understand our students' unique needs and ensure our services are accessible, inclusive, and respectful of all cultures and identities.

### Continuous Improvement:

We strive to create a culture of continuous improvement, recognizing the need for continued evaluation of programs, services, and initiatives, and for the implementation of emerging best practices as they become available.

# Areas of Focus: Objectives and Recommendations

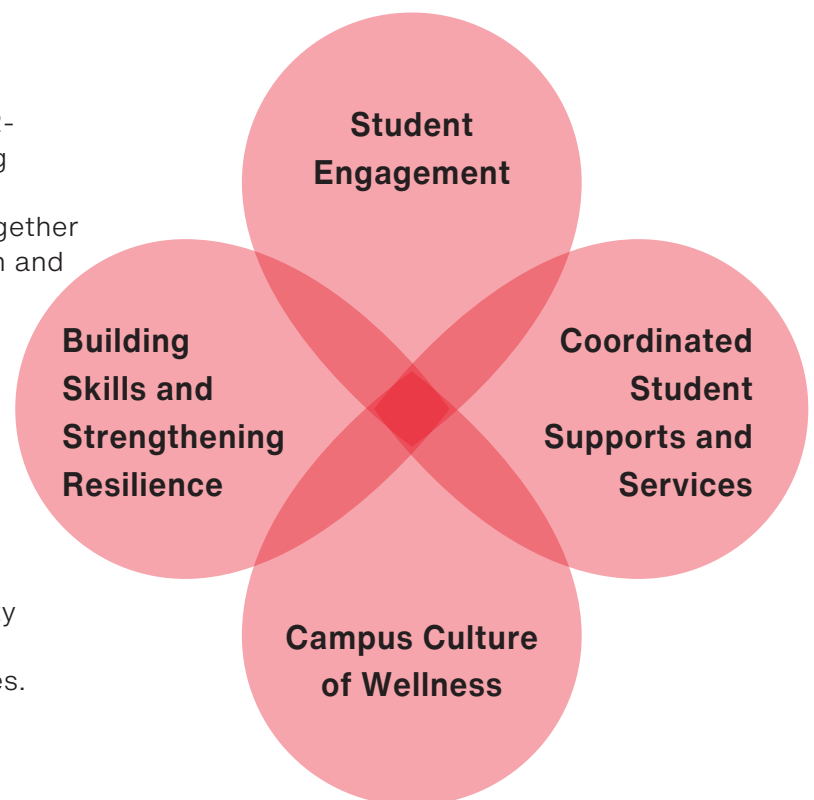


## Four Areas of Focus

The Student Mental Health Framework 2022-2026 outlines four areas of focus comprising **12 objectives** and **30 recommendations**.

Each area of focus is interdependent and together help to support overall student mental health and wellness at Carleton.

These **four areas of focus** have evolved from the original six identified in the Student Mental Health Framework 2.0. This updated and streamlined approach reflects our ongoing focus and commitment to thrive in each of these overlapping areas over the next four years. We will continue to seek feedback from the university community and strive for equity, diversity, and inclusion in all of our services, programs, and initiatives.



# Student Engagement

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## Objectives

- Recognize and support student engagement opportunities across our diverse university environment with a focus on student involvement, mental health and wellness, and inclusivity.
- Increase opportunities for student engagement and feedback in mental health and wellness initiatives, services, programs, and associated policies.

## Recommendations

- Increase student involvement in the implementation of all areas of focus in this Framework through developing and strengthening partnerships with students, staff, and faculty.
- Further develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and wellness.
- Continue to support and engage the Student Mental Health Student Engagement Committee in developing and implementing student-led initiatives.
- Leverage the results of existing student surveys and explore the implementation of additional surveys to better capture and improve the overall health and wellness of our students.
- Develop and implement assessment and evaluation tools for existing programs and services to ensure they are meeting students' needs.
- Assess opportunities to engage graduate-level student expertise in researching and evaluating mental health and wellness initiatives on campus.





# Building Skills and Strengthening Resilience

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## Objectives

- Enhance collaboration with internal and external stakeholders to support anti-stigma programming and campaigns, and continue to work towards increasing all aspects of mental health and wellness awareness.
- Encourage personal growth through opportunities to develop self-awareness and the acquisition of effective coping skills to strengthen resiliency.
- Develop specific strategies and frameworks to support holistic and proactive approaches to mental health and wellness.



## Recommendations

- Update the wellness website to provide access to comprehensive information on mental health and wellness to students, staff, faculty, and parents, including building resilience and coping skills, substance use health, and streamlining resource navigation.
- Provide regular training using an intersectional approach to enable students, staff, and faculty to assist students in a way that is respectful of culture and identities, and which reflects the diversity of Carleton community members.
- Enhance online modules, workshops, and programming using an intersectional approach that introduces students to the concepts of overall wellness and thriving within the university environment, with a particular focus on key areas like nutrition, physical health, finances, living on your own, loneliness, and isolation.
- Develop programming and initiatives to provide students with opportunities and resources that will help them to recognize personal strengths, develop coping skills, and build resilience.
- Enhance training, events, and knowledge sharing of mental health and wellness services to contribute to overall student wellness, with a particular focus on encouraging health-seeking behaviours.
- Develop and implement training, education, and resources to reduce harms in different online environments, such as social media.
- Support the development and implementation of a substance use health and harm reduction strategy that is focused on support, resources, education, and partnerships.

# Coordinated Student Supports and Services

## Objectives

- Increase knowledge and ease of navigation of existing campus resources, programs, and services for mental health and wellness that are available to students.
- Build capacity to ensure the provision of effective and interconnected campus mental health and wellness services to ensure optimal responsiveness and ease of access.
- Further develop effective partner relationships between Carleton mental health-related services, provincial and municipal resource networks, and community partners, and maintain effective liaison and referral protocols in partnership with external mental health resources.

## Recommendations

- Update related documents that outline student services and programs, and align with a streamlined “Stepped Approach” depending on need for the range of mental health and wellness services available at Carleton.
- Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that takes into consideration the individual and cultural needs of our diverse student body.
- Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and wellness.
- Assess and respond to student demand and need for additional counselling services using an equity, diversity, inclusion, and accessibility lens.
- Review the delivery structure of student mental health and wellness services at Carleton to respond to student mental health and wellness challenges in a coordinated way, while simultaneously addressing cultural barriers to service use.
- Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so that our community can respond in the most appropriate way.
- Maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes, and liaising with off-campus services for after-hours care.



# Campus Culture of Wellness

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## Objectives

- Increase awareness of signs of mental health distress, crisis, and suicidality; and enhance the appropriate coordinated responses and resources for referral.
- Strengthen institutional awareness of the impact of policies and practices that may create unintended stress for our students.
- Cultivate awareness of the importance of student mental health promotion and integration at all levels of the university, with a renewed commitment to continuous improvement and a particular emphasis on equity, diversity, inclusion, and accessibility.
- Work collaboratively with faculty to establish a community of practice for integrating mental health and wellness into the curriculum and in the classroom.



## Recommendations

- Enhance the availability of training that is culturally aware and sensitive for faculty, staff, and student leaders to support students in crisis.
- Develop a university postvention strategy to reduce suicide risk and promote healing after a death by suicide.
- Ensure collaboration with the employee mental health strategy and Healthy Workplace Strategic Plan, so as to have faculty and staff well supported as they support students.
- Sign and implement the Okanagan Charter, committing to its calls to action to embed health into all aspects of campus culture and to lead health promotion action and collaboration.
- Ensure continued collaboration with Carleton's many documents, frameworks, and strategies, including, but not limited to, the Coordinated Accessibility Strategy, the Equity, Diversity, and Inclusion Action Plan, Honouring Each Other, and Kinàmàgawin.
- In line with Kinàmàgawin Call to Action # 8, develop a Circle of Care Protocol for Indigenous students in crisis, in consultation with the Centre for Indigenous Support and Community Engagement, Health and Counselling Services, and the Office of Student Affairs.
- Investigate ways to incorporate green spaces and environmental wellness into mental health and wellness programming in consultation with key stakeholders.
- Create opportunities for staff and faculty to work together and learn from each other when integrating mental health and wellness practices, seeking to integrate research and evidence-based practices inside and outside of the classroom.
- Develop and distribute a mental health toolkit for faculty that includes curriculum infusion, how to recognize when a student may need support, and how to support their own mental health.
- In consultation with faculty, investigate and implement best practices for supporting student mental health and wellness into the curriculum and classroom, including course design and delivery.







# Implementation and Evaluation

The implementation of the Student Mental Health Framework 2022-2026 will be accomplished through the combined efforts of the entire Carleton community. The Office of the Associate Vice-President (Student Health and Wellness) takes ownership and accountability for this Framework under the Office of the Vice-President (Students and Enrolment). This office will engage the cross-functional Student Mental Health Advisory Committee to undertake annual strategic planning for the Framework, including prioritizing the recommendations, assigning ownership, developing work plans that are measurable, and creating a four-year implementation plan for continued support.

There will be numerous ways for faculty, staff, students, and external community partners to be involved in the implementation of the various recommendations. The Student Mental Health Student Engagement Committee will continue to explore ways to create engagement and

foster the conversation about mental health and wellness on campus, including the development of promotional campaigns and events. This committee of students will also have an important role in providing continuous feedback on the implementation of the Framework.

As the recommendations are prioritized and implemented, an additional assessment process will be established for individual recommendations in order to evaluate their impact and effectiveness in line with the National Standard of Canada for Mental Health and Well-being for Post-Secondary Students and related guiding documents. Necessary adjustments will be made where the recommendations do not achieve the intended results. New research and emerging best practices will also inform the ongoing implementation and evaluation of the Framework. Evaluation and research are critical for the ongoing public accountability of the Framework and enable us to optimally support student mental health and wellness.







## Reporting and Review

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The Student Mental Health Framework 2022-2026 charts our course for the next four years, identifying both short-term recommendations and longer-term objectives. To ensure we are continually working towards supporting student mental health and wellness, a planning, reporting, and review process has been outlined. To support transparency, an annual report on the implementation of the Framework will be shared with the campus community. This will help Carleton to highlight the innovations, contributions, and successes of the Framework, while also remaining accountable to its aspirations, values, and goals.

This Framework will undergo a collaborative consultation and review process every four years. Although this review will occur every four

years, it does not preclude students, faculty, and staff from providing ongoing feedback on the implementation of this Framework. The Student Mental Health Advisory Committee and Student Mental Health Student Engagement Committee encourages all members of the Carleton community to engage with the Framework and provide continuous feedback to contribute to the mental health and wellness of our student community.

Striving for wellness is an ongoing process that demands continuous improvement, and we are grateful to the entire Carleton community for their dedication and engagement to this critical work.





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**Carleton**  
University







## **OKANAGAN CHARTER**

### **AN INTERNATIONAL CHARTER FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES**

An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada



# ACKNOWLEDGEMENT

We acknowledge this Charter was developed on the territory of the Okanagan Nation.

*This land doesn't belong to us. This land belongs to seven generations down the road. I pray that the water that we drink, the water that we swim in, will be there for our great great great grandchildren. As well as all over the world. I pray that the land that we walk on, the trees that we enjoy, will be there for our generations to come. These things, they all come together with health. Health of humans. Health of the animals. And health of the Mother Earth.*

- Closing Prayer by Okanagan Nation Elder, Grouse Barnes, at the 2015 International Conference on Health Promoting Universities and Colleges

This Charter should be cited as:  
Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

Photos in this document represent the Charter values about people, places and planet (mentally and physically active people, "green" buildings, biodiversity), and also, the university and valley where the conference was hosted.





# **A TRANSFORMATIVE VISION FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES**

Health promoting universities and colleges<sup>1</sup> transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet.

## **SHARED ASPIRATIONS**

Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.

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1. This Charter includes universities, colleges, institutes and so forth, that is, all organizations that comprise the higher education or post-secondary sector. It is important to note that terminology for health promotion in higher education varies depending on regional context. In South America and Europe, Health Promoting Universities is the common phrase; in the United Kingdom and Spain, Healthy Universities; and in North America, Healthy Campuses or Healthy Campus Communities.



## PURPOSE OF THE OKANAGAN CHARTER

The purpose of the Charter is threefold:

1. Guide and inspire action by providing a framework that reflects the latest concepts, processes and principles relevant to the Health Promoting Universities and Colleges movement, building upon advances since the 2005 Edmonton Charter.<sup>2</sup>
2. Generate dialogue and research that expands local, regional, national and international networks<sup>3</sup> and accelerates action on, off and between campuses.
3. Mobilize international, cross-sector action for the integration of health in all policies and practices, thus advancing the continued development of health promoting universities and colleges.

## TWO CALLS TO ACTION

The Charter has two Calls to Action for higher education institutions:

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

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2. Edmonton Charter for Health Promoting Universities and Institutions of Higher Education.

3. We acknowledge that the terms local, regional, national, international and global are used differently in different contexts around the world. For brevity, the terms local and global will be used throughout this document, but understood to include regions and nations.



Cyclists in the Okanagan Valley. Photo Credit: tourismkelowna.com

## HEALTH PROMOTION

Health promotion action builds upon the Ottawa Charter for Health Promotion, which emphasizes the interconnectedness between individuals and their environments, and recognizes that “health is created and lived by people within the settings of their everyday life: where they learn, work, play and love.”<sup>4</sup> Health is viewed holistically, reflecting “physical, mental and social well-being and not merely the absence of disease or infirmity.”<sup>5</sup>

Health promotion requires a positive, proactive approach, moving “beyond a focus on individual behaviour towards a wide range of social and environmental interventions”<sup>6</sup> that create and enhance health in settings, organizations and systems, and address health determinants. As such, health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favour of health, equity, social justice and sustainability for all, while recognizing that the well-being of people, places and the planet are interdependent.

Health is understood as an expanding concept defined through an emergent conversation around health, well-being and wellness.

Health promotion is understood as “the process of enabling people to increase control over their health and its determinants, and thereby improve their health.”<sup>7</sup>

Health of people depends on the life supporting ecosystems of the planet “made possible by biodiversity and the products and services derived” such as oxygen, clean water, food, habitable climate, aesthetic and spiritual experience, livelihoods and recreation.<sup>8</sup>

- 
4. World Health Organization (WHO), 1986 Ottawa Charter for Health Promotion
  5. WHO, 1946 One health definition example is the understanding of health (salud) as living life with autonomy, solidarity and pleasure.
  6. WHO, 2015 [http://www.who.int/topics/health\\_promotion/en/](http://www.who.int/topics/health_promotion/en/)
  7. WHO, 2005 Bangkok Charter for Health Promotion in a Globalized World
  8. 2012 Our Planet, Our Health, Our Future | Human health and the Rio Conventions: biological diversity, climate change and desertification [http://www.who.int/globalchange/publications/reports/health\\_rioconventions.pdf](http://www.who.int/globalchange/publications/reports/health_rioconventions.pdf) and Canadian Public Health Association 2015 report: Ecological Determinants of Health <http://www.cpha.ca/uploads/policy/edh-brief.pdf>





Four Presidents from the province of British Columbia begin the Charter signing (The University of British Columbia, Simon Fraser Student Society, Okanagan College and UBCO Student Union) followed by Conference delegates from around the world.

## THE UNIQUE ROLE FOR HIGHER EDUCATION

Higher education plays a central role in all aspects of the development of individuals, communities, societies and cultures – locally and globally.

Higher education has a unique opportunity and responsibility to provide transformative education, engage the student voice, develop new knowledge and understanding, lead by example and advocate to decision-makers for the benefit of society. In the emergent knowledge society, higher education institutions are positioned to generate, share and implement knowledge and research findings to enhance health of citizens and communities both now and in the future.

A University or College is, by its very nature, an essential part of any systemic health promotion strategy, working collaboratively in trans-disciplinary and cross-sector ways. This Charter calls upon higher education institutions to incorporate health promotion values and principles into their mission, vision and strategic plans, and model and test approaches for the wider community and society.





The following opportunities exist on campuses:

- Advance the core mandate of higher education by improving human and environmental health and well-being, which are determinants of learning, productivity and engagement.
- Lead and influence by embedding health in knowledge production, student development, institutional policies and campus cultures, thus benefiting competencies of campus communities and setting an example for health promoting settings more broadly.
- Align with global agendas such as World Health Organization's Cross Sector Action and Health in All Policies and United Nations' Post-2015 Development Agenda, thus addressing social, environmental and economic determinants of health and improving equity, mental and physical well-being, social justice, respect for diversity, sustainability and food security.
- Provide transformational teaching and learning environments that enable and inspire students, faculty and staff<sup>9</sup> to become healthy and engaged citizens and leaders locally and globally.

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9. Members of campus communities are described in various ways around the world (e.g., the term staff may or may not include faculty and administrators). In this document, the term campus community is inclusive of everyone on campus. However, occasionally students, faculty, staff, administrators and others will be emphasized for clarity.



Centre for Interactive Research on Sustainability at the University of British Columbia Vancouver

# AN ACTION FRAMEWORK FOR HIGHER EDUCATION

The following framework provides two Calls to Action with key action areas and overall principles that together guide the development of Health Promoting Universities and Colleges.

## **Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates**

- 1.1 Embed health in all campus policies.** Review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.
- 1.2 Create supportive campus environments.** Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and well-being, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organizational and learning environments.
- 1.3 Generate thriving communities and a culture of well-being.** Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.
- 1.4 Support personal development.** Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.
- 1.5 Create or re-orient campus services.** Coordinate and design campus services to support equitable access, enhance health and well-being, optimize human and ecosystem potential and promote a supportive organizational culture.





Avocets (species at risk) at Robert Lake wetlands on Okanagan campus. The marsh provides habitat for over 100 species of birds and filters and purifies water. Photo credit: Dr. Robert Lalonde

## **Call to Action 2: Lead health promotion action and collaboration locally and globally**

- 2.1 Integrate health, well-being and sustainability in multiple disciplines to develop change agents.** Use cross-cutting approaches to embed an understanding and commitment to health, well-being and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.
- 2.2 Advance research, teaching and training for health promotion knowledge and action.** Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future well-being of our communities, societies and planet.
- 2.3 Lead and partner towards local and global action for health promotion.** Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilize knowledge and action for health promotion locally and globally.



## KEY PRINCIPLES FOR ACTION

The following are guiding principles for *how* to mobilize systemic and whole campus action.<sup>10</sup>

- **Use settings and whole system approaches**  
Use holistic settings and systems as the foci for inquiry and intervention, effectively drawing attention to the opportunities to create conditions for health in higher education. Set an example for health promotion action in other settings.
- **Ensure comprehensive and campus-wide approaches**  
Develop and implement multiple interconnected strategies that focus on everyone in the campus community.
- **Use participatory approaches and engage the voice of students and others**  
Set ambitious goals and allow for solutions and strategies to emerge through use of participatory approaches to engage broad, meaningful involvement from all stakeholders, including students, staff, faculty, administrators and other decision makers. Set priorities and build multilevel commitments to action.
- **Develop trans-disciplinary collaborations and cross-sector partnerships**  
Develop collaborations and partnerships across disciplines and sectors, both within the campus community and with local and global partners, to support the development of whole campus action for health and the creation of knowledge and action for health promotion in communities more broadly.

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10. Higher education settings and contexts differ greatly around the world. These principles can and should be tailored accordingly.





- **Promote research, innovation and evidence-informed action**  
Ensure that research and innovation contribute evidence to guide the formulation of health enhancing policies and practices, thereby strengthening health and sustainability in campus communities and wider society. Based on evidence, revise action over time.
- **Build on strengths**  
Use an asset-based and salutogenic approach to recognize strengths, understand problems, celebrate successes and share lessons learned, creating opportunities for the continual enhancement of health and well-being on campus.
- **Value local and indigenous communities' contexts and priorities**  
Advance health promotion through engagement and an informed understanding of local and indigenous communities' contexts and priorities, and consideration of vulnerable and transitioning<sup>11</sup> populations' perspectives and experiences.
- **Act on an existing universal responsibility**  
Act on the "right to health" enshrined in the Universal Declaration of Human Rights to ensure health promotion action embodies principles of social justice, equity dignity and respect for diversity while recognizing the interconnectedness between people's health and health determinants, including social and economic systems and global ecological change.

The words local and indigenous are used with intention to recognize social and cultural diversity, inclusive of history, traditions, values and knowledge.

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11. Transitioning populations refers to the local and global movement of people, including immigrants and refugees of war, political oppression, environmental changes and disasters.





## ABOUT THE DEVELOPMENT OF THE OKANAGAN CHARTER

This international Charter was an outcome of the 2015 International Conference on Health Promoting Universities and Colleges<sup>12</sup> held on the University of British Columbia's Okanagan campus in Kelowna, Canada on June 22-25. The Charter development process engaged researchers, practitioners, administrators, students and policy makers from 45 countries.<sup>13</sup> The first draft of the Charter was based on input from 225 people through a pre-conference survey and expert interviews as well as a review of existing Charters and Declarations.

At the Conference, with the support of a writing team, 380 delegates critiqued and refined the Charter in a design lab and development sessions. Delegates were invited to bring forward into the Charter development, ideas from the multiple plenaries and concurrent sessions that comprised the scientific program.<sup>14</sup> On the final Conference day, higher education leaders and delegates, including network and organization representatives, signed a Pledge to bring the Charter back to their settings to inspire and catalyze further action towards the creation of health promoting universities and colleges. Representatives from the World Health Organization, Pan American Health Organization and the United Nations Educational, Scientific and Cultural Organization joined in the Pledge.

Through dissemination and use of the Charter in higher education, network building and future conferences, our hope is that health promotion will be advanced internationally.

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12. The idea for the conference originated with colleagues from the University of British Columbia, Simon Fraser University, the University of Victoria and the Canadian Mental Health Association (a national non-governmental organization)
  13. Andorra, Argentina, Australia, Austria, Barbados, Bolivia, Brazil, Canada, Central African Republic, Chile, China, Columbia, Costa Rica, Cuba, Denmark, Ecuador, Finland, France, Germany, Hungary, Italy, Lebanon, Lithuania, Malta, Mexico, New Zealand, Nicaragua, Nigeria, Norway, Panama, Peru, Philippines, Portugal, Puerto Rico, Qatar, Republic of Ireland, Spain, Switzerland, Thailand, The Netherlands, United Kingdom (England, Scotland), United States, Uruguay, Venezuela
  14. Documents and videos about the Okanagan Charter development and Conference, including videos of plenaries, are available at: <https://open.library.ubc.ca/cIRcle/collections/53926>

# **AGENDA ITEM**

## **5.2**

<b>To:</b>	Board of Governors	<b>Date of Report:</b> 24 May 2023
<b>From:</b>	Associate Vice-President (Equity and Inclusive Communities)	<b>Date of Meeting:</b> 7 June 2023
<b>Subject:</b>	<b>EDI Action Plan Progress Report – Phase 1</b>	
<b>Responsible Portfolio:</b>	Provost and Vice-President (Academic)	

### 1.0 PURPOSE

For Approval  For Information  For Discussion

### 2.0 MOTION

This report is for information only.

### 3.0 EXECUTIVE SUMMARY

Carleton University’s Faculties and departments have shown great commitment to implementing the Equity, Diversity and Inclusion (EDI) Action Plan that was adopted in 2021. This report highlights the collective actions the Carleton community has taken since the release of the EDI Action Plan. In particular, it highlights increased commitment in the following areas: Incorporating EDI language, training, support, and programming into all facets of campus life.

### 4.0 INPUT FROM OTHER SOURCES

This report was developed in a consultative manner and included input from all Faculties and several departments and units across the university.

### 5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The EDI Action Plan is Carleton’s inaugural institutional EDI plan. As part of its 10 Strategic Actions, it outlines a need for engagement and reporting to the Board of Governors. This Progress Report reports on the progress the Carleton community has made to date in fulfilling the plan.

### 6.0 FINANCIAL IMPLICATIONS

There are no new financial implications outlined in this report.

### 7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

While there are no risk or legal implications in this progress report, ensuring that the University continues to make progress on the implementation of the EDI Action Plan is critical to the University’s reputation and strategic initiatives. Failure to appropriately recognize EDI could be a reputational risk and continuing to implement the EDI Action Plan is a part of mitigating the potential risk.

### 8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Failure to advance EDI in university operations and awareness of same could result in reputational harm. Following the presentation of this report to the Board, the Department of Equity and Inclusive Communities will collaborate with the Office of the Provost and Vice-President (Academic) and the Department of University Communications (DUC) on communications efforts to promote the collective progress made by the Carleton community in relation to the EDI Action Plan. The annual Inclusion Week event hosted in October provides another strategic touchpoint in which to promote the EDI Action Plan Progress Report.

**9.0 OVERALL RISK MANAGEMENT ANALYSIS**

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
<b>STRATEGIC</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LEGAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPERATIONAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TECHNOLOGICAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FINANCIAL</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>REPUTATIONAL</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# EDI Action Plan Progress Report – Phase One

Department of Equity and Inclusive Communities

May 2023

## Forward Statement

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

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

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

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

### Department of Equity and Inclusive Communities

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## Introduction

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

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

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

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



## Strategic Action 1: Curriculum and Pedagogy

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

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

support and promote inclusive metadata descriptions.

- Librarians and Subject Specialists are working on a **Critical Race Studies guide** that is scheduled to be completed Summer 2023. This guide will be informed by student work in CRST 3812A: Anti-Racism and Indigeneity to develop a guide for Critical Race Studies. This will also provide guidance to others in the library to improve Black, Indigenous and People of Colour (BIPOC) content in other already-existing guides.
- In addition to continual improvements by instructors to the diversity of topics, readings, and pedagogical approaches within their courses, units in the Faculty of Public Affairs (FPA) have added **six new courses (four undergraduate and two graduate) with an explicit focus on EDI issues** such as race/racism, Indigeneity, and colonialism. To support these and future curricular and programmatic changes, FPA has **hired 11 tenured or tenure-track faculty positions** with a focus on diversity, racism, inequality, community engagement, and/or social justice, representing 44% of all tenure/tenure-track hires in the faculty in 2021 and 2022.
- Eight FPA units contribute courses to the **Critical Race Studies** program.
- Within FPA, units that are undergoing cyclical program reviews are now asked to **address decolonization, equity, diversity, and inclusivity in their self-studies**.
- Faculty of Science has developed the **"Science is for everyone: Integrating EDI in Teaching, a Toolkit for Instructors"** which was co-created by student and faculty members in Science and has been received positively by instructors supporting the inclusion of EDI in the classroom.
- With support from Teaching Mentors, the Faculty of Science is engaged in the development of **Collaborative Indigenous Learning Bundles (decolonization) and the adoption of EDI-informed teaching approaches**.
- The Faculty of Science launched a new event series that aims to increase Awareness, Collaboration and Engagement (ACE), and advance internal EDI efforts. Multiple **ACE EDI** events that support curriculum, pedagogy, and EDI and decolonization-focused research have been hosted.
- The Faculty of Science is focused on the ongoing hiring of faculty who are engaged in Indigenous science and health research.
- The Sprott School of Business and the Innovation Hub have developed several EDI-related initiatives. The **Future EDge Talent Eco-system** is an innovative professional development and executive education program that has developed a certificate program titled **Digital and Social Media Strategy for Social Good - Inuit Tapiriit Kanatami (ITK)** and the **Indigenous Entrepreneurship Program** in partnership with Future

EDge and Innovation Hub funded by EcoTrust.

- Sprott offers an online EDI course in the MBA program.
- The **T.E. Wealth Indigenous Scholarship in Finance** is awarded annually to one or two students on the recommendation of the Dean of the Sprott School of Business to an outstanding undergraduate Indigenous student proceeding from one year to another in any program within the Sprott School of Business.
- **Awareness and sensitivity training** is offered related but not limited to a focus on trans/bi/homophobia, sexism, racism, ableism, and ageism.
- **HoloPresence technology** has been acquired for advancement in pedagogical practices and the ability to expand the opportunity for

teaching and learning to populations with previously limited access

- Sprott and the Sprott Business Students Society co-hosted an **Equity and Inclusive Community Speaker Series**.
- In 2021, the Faculty of Arts and Social Sciences (FASS) launched an interdisciplinary Minor in **Critical Race Studies**.
- The Innovation Hub hosted a **Black History Month panel** in partnership with RISE (student support centre) and the Black Entrepreneurship Knowledge Hub (BEKH) which was attended by more than 60 participants
- The Innovation Hub hosted an **International Women History Month** event in partnership with the Womxn Service Centre which was attended by more than 400 participants



## Strategic Action 2: Student Supports

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

- The Faculty of Arts and Social Sciences (FASS) proudly opened the **Pius Adesanmi African Studies Resource Centre** and **African Studies Student Lounge**. The resource centre is aimed at making the Institute of African Studies a hub for students, visiting researchers and community members for research and networking.
- Carleton recently celebrated the renaming of its Pauline Jewett Institute of Women’s and Gender Studies to the **Feminist Institute of Social Transformation (FIST)**. The institute is the home of women’s and gender studies, sexuality studies and disability studies, and critical race studies.
- The Faculty of Engineering and Design (FED) has partnered with the University of Alberta on the **ELITE Program for Black Youth**. The program creates opportunities for Black Youth to access experiential learning and work integrated training in science, technology, engineering, and mathematics (STEM) fields and entrepreneurship.
- FED has created one of the first programs of its kind in Canada called the **Women in Engineering and Information Technology (WIE&IT) Program**. The WIE&IT Program is designed for women in STEM to access networking, mentorship, and soft-skill development opportunities to help retain them in the profession and help ease their transition into the workforce. The program is backed by 16 industry and government partners.
- Information and Technology Services, in partnership with the Paul Menton Centre and Scheduling and Examination Services, recently launched the **Ventus portal for Student Academic Accommodations**. This application is a vital student support that promotes accessibility by allowing students with disabilities to submit medical documentation, confirm exam participation, and select exam accommodations. This ensures that students with disabilities have equal access to educational opportunities and can succeed academically.

- Wellness Services offers graduate-specific resources through a **Graduate Student Counsellor**. Graduate students also have access to any **specialized counselling services for equity-deserving groups**.
- The Accessibility Institute offers professional development opportunities to graduate students regarding accessibility. There are currently two **Student Accessibility Champions** participating in an accessibility leadership development opportunity with the Institute. In addition, the Accessibility Institute continues to hire graduate student staff and invest in developing future accessibility professionals through programs such as co-op, ACT to Employ, practicums, and placements. These activities are also extended to undergraduate students.
- The Accessibility Institute has supported and helped lead the **READi (Research, Education, Accessibility and Design Innovation)** training program for the past five years.
- The Accessibility Institute is supporting the leadership of PMC and the Faculty of Graduate and Postdoctoral Affairs (FGPA) to help develop **guidelines for faculty research labs/groups and students with disabilities**.
- The Student Experience Office partnered with 2SLGBTQI+ students, staff, and faculty to host **Carleton’s first institutionally funded Pride Festival in 2021**. In 2022, the festival included highlights such as a virtual Q&A with disability and 2SLGBTQI+ advocate Spencer West, a speaker series on 2SLGBTQIA+ identities in Indigenous, racialized, and disabled communities and a drag show.
- The **Umoja Black Community Engagement Program**, which is a pan-Africanist organization dedicated to addressing anti-Black racism in education, was launched in 2022. The Umoja Program is managed by the Student Experience Office and led by African, Caribbean, and Black (ACB) students. The program is dedicated to the academic, professional, and personal empowerment of the Ottawa region's ACB Communities.
- The **Community Connections** mentorship program supports students with finding a sense of belonging and promoting positive well-being. Community Connections offers specialized streams for customized peer support: African, Caribbean, and Black stream, Muslim stream, 2SLGBTQI+ stream and Indigenous stream.
- An **Equity, Diversity, and Community Programs Coordinator** has been hired within the Student Experience Office who will be responsible for the integration, implementation, and evaluation of diversity, equity, and inclusion strategies.
- The Office of the Vice-President (Students and Enrolment) completed

the restructuring of the Student Affairs and Wellness portfolios in July 2022. Two new Associate-Vice Presidents (AVP) were hired: an **AVP Student Health and Wellness** and an **AVP Student Affairs and Student Life**. These two positions create a holistic and collaborative approach to supporting students with increasingly complex needs. Health and Counselling Services no longer exists in this structure, replaced by the newly established **Health Services** and **Wellness Services**, both of which are overseen by a Director.

- A permanent **Racialized Student Counsellor** has been established, reporting to the Director, Wellness Services. In addition, a new term position for a **Racialized Student Counsellor in Residence** has also been added.
- Wellness Services created **2SLGBTQI+ group therapy sessions, racialized group therapy sessions** and **Anti-Asian racism and student mental health workshops** in 2021.
- The counselling, nursing and administrative staff in Health Services and Wellness Services have had the opportunity to participate in a number of **EDI professional development opportunities**, for example: Anti-Black Racism Training, Pronoun Education, Care of Transgender and Non-Binary Students Workshop, Indigenous Cultural Awareness Workshop (with a particular emphasis on health care).
- With the support of Advancement, **37 EDI Awards** have been created to support students. A full list will be available online but some examples are: full tuition for the first year for an Indigenous student entering any undergraduate program of study within the Sprott School of Business; a fund to help cover the costs of participating in approved journalism internships focused on audio production for students who are Indigenous, Black or members of another racialized group; EDI Fund for student achievement and research that reflect the value of EDI as a scholarly focus, scholarship awarded to undergraduate students who are or have been a Convention Refugee.

## Strategic Action 3: Research

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

- The Office of the Provost and Vice-President (Academic) established the **Student EDI Research Award** in April 2021 to support students conducting faculty-supervised EDI-driven research. Equity and Inclusive Communities provides additional support through check-in meetings and award recipients present research findings during the annual **Inclusion Week**.
- The **Canada Research Chairs (CRC) Program** began offering a new equity, diversity, and inclusion (EDI) stipend of up to \$50,000 for a one-year period to institutions participating in the Program. The grants, for which institution must formally apply, are intended to help them address systemic barriers, such as unconscious bias and discrimination, that were identified in their CRC EDI Action Plans and have led to the underrepresentation of women and gender minorities, persons with disabilities, Indigenous Peoples, and racialized persons in among CRC chairholders. The Office of the Vice-President (Research and International) works closely with EIC to identify a project that would not only address systemic barriers identified within Carleton's CRC program, but serve the university as a whole. One of the projects funded by CRC is EIC's **EDI Speaker Series**, which focuses on topics such as inclusive approaches to hiring, equity-driven retention and support practices, and fostering a sense of belonging in higher education.
- The Faculty of Graduate and Postdoctoral Affairs has been working with the Office of the Vice-President (Research and International) on a **Responsible Conduct in Research** module that will, among other things, help faculty strengthen their work as research supervisors in ways that align with EDI priorities. They are also working on a potential training module focused on ensuring respectful conduct during thesis defences, particularly as it relates to EDI.
- The Faculty of Graduate and Postdoctoral Affairs is working on a **Graduate Indigenous Entrance Scholarship** to help defray costs to starting graduate school.



- The Faculty of Graduate and Postdoctoral Affairs is recommending that all **reviewers of scholarships participate in EDI training** on unconscious bias, hiring, and cross-cultural competency.
- The Office of the Vice-President (Research and International) aims to incorporate EDI-related interdisciplinary research with the **Researcher Profile Initiative**. This project is intended to build a searchable, public database of Carleton researchers and research interests/expertise. Faculty members will be able to select from over a thousand research classification tags and we will create and include tags for EDI-related topics to enable creation of an EDI Scholar's Index. An individual's Researcher Profile will be updatable at any time, and they will have the ability to opt-in or out of being contacted by potential collaborators and partners.
- In 2020, The Office of the Vice-President (Research and International) provided seed funding for a cross-Faculty interdisciplinary research called **Carleton University's Racialized and Indigenous Faculty Alliance (RIFA)**. With the assistance of the Carleton Office for Research Initiatives and Services, RIFA created the **RIFA Research Award** grant application process, which took place over two competition cycles. The Alliance disbursed six awards, with each awardee receiving \$4000 to assist in the preparation of external research grants, new publications, and other modes of knowledge mobilization.
- A team of students, staff, and faculty within the Faculty of Science are co-creating "**Striving for inclusive excellence in science research: a pocket guide**".
- The Faculty of Science has held multiple **ACE EDI** events that support curriculum, pedagogy, and EDI and decolonization-focused research.
- The Faculty of Science and the Anako Indigenous Research Institute co-hosted events for faculty members to learn about Indigenous sciences and knowledges.
- The Faculty of Science is focused on the ongoing hiring of faculty who are engaged in Indigenous science and health research.
- Every March in honour of **International Women's Day**, the Faculty of Engineering and Design (FED) holds an event to highlight the work of graduate-level women researchers. The event is an opportunity for FED to highlight women researchers and connect them with industry and government professionals.
- FED runs a research-based speaker series **Ingenious Talks**, an opportunity to highlight a researcher and their work. The team aims to highlight researchers who are underrepresented in STEM and/or are new in their roles. The event helps get them exposure to the broader engineering community.
- An initiative by a FED member is in progress to synthesize information available on incorporating **EDI**

**guidelines in research funding proposals and planning.**

- FED organizes an annual workshop to **support researchers in composing EDI statements and practices into Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery Grant proposals.** This will be expanded to include more general workshops focused on EDI in training and research practices.
- FED is currently advertising to hire a **Canada Research Chair in Accessibility**
- Sprott School of Business reports that the highest percentage of published articles are **EDI-related research.** A full list of publications will be available online. Examples include: *Sexual misconduct reporting: The silencing effects of hegemonic masculinity*; *Weathering the storm alone or together: Examining the impact of COVID-19*

*on sole and partnered working mothers; and A Systematic Literature Review of Indigenous Peoples and Accounting Research: Critical Indigenous Theory as a Step toward Relationship and Reconciliation.*

- Sprott has created **partnerships that support equity deserving groups.** A full list will be available online. Examples include: a partnership with the Centre for Research on Inclusion at Work to co-host panels and workshops focused on work engagement and career progression of marginalized and underrepresented groups, as well as on issues related to intersectionality; and MOUs with Canada's LGBT+ Chamber of Commerce (CGLCC), Black Women Entrepreneurship Hub, Massey University - Te Au Rangahau Māori Business and Leadership Centre;— and an international Indigenous research partnership.

## Strategic Action 4: Senior Leadership and Board of Governors

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

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

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

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

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



ways to reduce the possibility of unconscious bias by the hiring committee.

7. Communicate fully in writing in advance with information about the interview process, such as how long the interview will be, who the panel members will be and the type of interview they can expect.
  8. HR provides a recommended timeline to hiring managers around when they should respond to candidates; HR follows up with all candidates who have been spoken to update them on the status of the interview process.
- HR has been involved in an 18-month project to develop a **standardized evaluation framework**. The intention is to develop a process that clearly links the job descriptions to the postings to the criteria used to evaluate candidates and building internal competence within the Staff and Labour Relations team. This focused effort to increase competency within this team is to ensure work around items 1, 2 and 3 are carried out with a **foundational level of competence in EDI, Indigeneity and Accessibility**. The entire team has been asked to participate in the EDI courses (e.g., cultural competency) with the objective of the full team having completed the certificates/course within a two-year period.
  - Staff and Labour Relations has been involved with three **community**

**tables designed to increase awareness and promote strong employment practices in the areas of EDI:**

Employment Accessibility Resource Network (EARN) Steering Committee, Indigenous Employment Advisory Leadership Table, and the Hire Immigrants Ottawa Working Group. Participation in these three community tables increases Carleton's presence in the community in the space of EDI, Indigeneity and Accessibility and ensures a strong network for exchange of best practices and benchmarking outside the university community.

- A **Recruiting and Deselecting Campus Safety Services Staff Lean review** is being conducted with the goal of increasing the quality and diversity of candidate pools. Human Resources processes for identifying and fostering talent will recognize and integrate EDI education and professional development. The university will acquire/design and make available education and professional development to all academic and on-academic employees in the areas of Unconscious Bias, Inclusive Leadership/Management Development, Recruiting for Difference and human rights and equity. This will also be reflecting in a review of the content and activities throughout the **Carleton Leader Initiative**.
- The Office of Quality Initiatives (OQI) works collaboratively with the team in EIC to promote awareness and

participation in learning and professional development opportunities related to EDI. These collaborative efforts are also reflected in the design of the **Management Development Curriculum**, which integrates EDI-specific content, both currently on offer (e.g., Safer Spaces) and in development (e.g., EDI at Work and Beyond). Carleton Leader content and resources are undergoing review to enhance participant development and awareness surrounding EDI. Members of EIC have been invited to participate in these offerings and to provide guidance to OQI on incorporating leading practices across the Learning and Professional Development, Carleton Leader and Healthy Workplace portfolios.

- **Service Excellence Standards** are being expanded to include EDI elements to be developed and published for eligibility for the Service Excellence Award.
- Facilities Management and Planning (FMP) has engaged in training with EIC for staff on **values and expectations in equity and diversity**. FMP is also investigating opportunities to hire a consultant to further develop a training program for staff which would be directly related to staff development and hiring practices. FMP management is recommending all staff complete the Kinàmàgawin Indigenous Learning Certificate.
- FMP will create and implement a system that will encourage feedback and suggestions related to EDI and

access support from EIC to better understand the needs of diverse communities on campus.

- FMP will work with HR and EIC to develop a framework for recruitment and retention strategy to align with university practices. An example of this would be the establishment of FMP's **apprenticeship program for to support women in trades**. FMP will also develop a plan to increase the representation of Indigenous, Racialized, Gender, Differently Abled, and 2SLGBTQI+ persons in FMP.
- Carleton has continued to support the ongoing implementation of the Campus Safety Services (CSS) Action Plan: **Service Excellence and Engagement with Carleton's Diverse Communities as well as the Engagement and Inclusion Officer (EIO) Program**. This has resulted in several diverse community-based initiatives, such as the second annual Orange Ribbon Campaign, Sexual Assault Awareness Week "Walk a click in their kicks", EIO Engagement Space and Office Hours, and a collaboration with the Muslim Students' Association that resulted in the creation of two additional prayer spaces.
- CSS updated the **Cease and Desist Notice Guidelines** to make it more survivor-centered and inclusive. In addition, an employment systems recruitment and retention assessment was undertaken with the objective of developing a plan to increase the representation of Indigenous, Racialized, Gender,

Differently Abled and 2SLGBTQI+ persons in the CSS workforce as well as completion of the development of a CSS recruitment website, in collaboration with HR.

- CSS hired A2Z Consulting Inc. to develop and deliver training to all CSS staff in **de-escalation and anti-bias** as it relates to CSS direct

service delivery to the campus community, and CSS staff completed in a workshop about **self-identification** to develop departmental standards for consistency as well as completed the Kinàmàgawin Indigenous Learning Certificate.

## Strategic Action 6: Leadership and Development (Academic)

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

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



## Strategic Action 7: Disaggregated Demographic Data

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

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

## Strategic Action 8: Representation and Outreach

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

- Several **EDI committees within Faculties and departments** have been formed to review internal processes ensuring they align with EDI.
- Within FED, connections have been established with **Black Engineers Canada (BEC)**. BEC connected with several Carleton engineering students and faculty allowing for collaborating on future outreach projects.
- The Accessibility Institute is committed to diversity in its recruitment, hiring and outreach. For example, the team ensures that **lived/living experience is at the core of its research**, and this is **reflected in the recruitment and hiring of research personnel**. All Accessibility Institute employees, whether core or part of a project, are offered accommodations and other accessibility options as part of the onboarding process. This is also planned for in every budget submission external to the university.
- The Accessibility Institute is co-leading the development of the **Accessible Events Guide** which will help ensure access to better practices regarding accessible outreach.
- The Undergraduate Recruitment Office strives to hire a diverse team to represent Carleton across Canada. The Casual Recruitment Assistant job description includes the following statement: **“We encourage applications from student candidates who identify as 2SLGBTQI+, Racialized, Indigenous and students with disabilities.”**
- An **EDI Hiring Framework** for student staff within the Students and Enrolment Division has been developed and is currently being piloted within the Office of the Associate Vice-President (Student Affairs and Student Life).
- Residence collaborates with EIC to ensure Residence Fellow hiring practices are equitable.
- **ACT to Employ** works with employers on projects such as better conveying their accessibility and inclusivity in job postings for students and enhancing accessibility in recruitment and hiring.
- The Accessibility Institute launched **#AbleTo Tap into Talent**, an online self-guided learning series on disability inclusion at work; a direct output of the Skills Catalyst Project which wrapped up in summer 2021. The purpose of this tool is to create

accessibility videos and training materials for employers and employees to support the employability of persons with disabilities in the workplace.

- The Centre for Student Academic Support and the Student Experience Office integrate **EDI-focused interview questions in all professional staff hiring competitions** to evaluate candidate’s commitment to EDI.
- International Admissions and Recruitment actively recruits from approximately 40 countries, and in 2023, had applications from 132 countries, with our **total student population coming from over 150 countries**.
- A **Recruitment Coordinator, Indigenous Initiatives** was hired permanently and works collaboratively with the Undergraduate Recruitment Office (UGR) and the Centre for Indigenous Support and Community Engagement to develop an Indigenous recruitment strategy. The Recruitment Coordinator, Indigenous Initiatives actively participates at UGR events, as well as specific events for Indigenous students.
- The Recruitment Coordinator, Indigenous Initiatives participated in five weeks of the **Aboriginal Postsecondary Information Program (APSIP)** tour in 2022/2023 and connected with over 2,000 students who participated in these events. They also participated in smaller community centre visits in Ottawa, including visiting indigenous youth at Mary’s Home; working with

Wabano, Innuugatiguit, Tewgan house and other community partners to start visits; and building on the relationship with the Urban Aboriginal Alternative High School and other local school boards.

APSIP visits and community centre visits are continuing across Ontario, including Northern Ontario, in winter 2023. In summer 2022, the Recruitment Coordinator, Indigenous Initiatives also attended the Spirit of the Drum Pow-Wow to talk about what Carleton does for indigenous students and was involved in the Inuit Student gathering and the Inspire Youth gathering.

- The Undergraduate Recruitment Office collaborated with the Centre for Indigenous Support and Community Engagement on new **Indigenous publications for prospective students**, including a new Indigenous Student Viewbook, which outlines elements of the Carleton campus and student experience unique to Indigenous students, and a comprehensive **Indigenous Enriched Support Program** brochure.
- The Undergraduate Recruitment Office runs an email campaign for applicants who self-identify as being part of the First Nation, Inuit, or Métis communities. The email **highlights the Indigenous services at Carleton** and connects them to the Recruitment Coordinator, Indigenous Initiatives to answer any additional questions about their application and studying at Carleton.

- A new “**building a better world, together**” spread was added to the 2023 general recruitment Viewbook and highlights Carleton’s commitment to equity, diversity and inclusion and supporting Indigenous students.
- Reflecting the diversity of the Carleton campus in print and online publications has always been a priority for the Undergraduate Recruitment Office (UGR). As publications and event collateral have been reprinted, **UGR has worked hard to include diversity not only with the students featured, but also by showing areas of campus such as the rainbow crosswalk.**
- The Fall 2022 recruitment presentation that was delivered during all high school visits included stories about faculty research and student engagement. The stories featured by Undergraduate Recruitment over the past two years represent **Carleton’s commitment to EDI and supporting Indigenous students and reflect the diversity of our campus.**
- The Undergraduate Recruitment Office staff participate in an annual training program ahead of each recruitment cycle. **EDI and Indigenous training sessions** are included every year.
- Admissions Services has revised notices of acceptance to **ensure that all Indigenous applicants are aware of the Indigenous Enriched Support Program** as an alternative pathway program if entrance to an undergraduate degree program is unsuccessful.
- A working group, which includes both the Registrar’s Office and Admissions Services, has continued to work toward **ensuring that a student’s chosen name appears in all places** relevant to students, as well as in the Banner forms used to serve students.
- Since the launch of the EDI Action Plan in 2021, **several new awards** for Indigenous students, Black students, students with disabilities, racialized students and students from equity-deserving groups have been added, including the Joyce Family Foundation Bursaries for Indigenous Students; Rawlson King and Linda Grussani Scholarship for Indigenous, Black and Racialized Students and the KPMG Black Student Award.
- The **Umoja Black Community Engagement Program**, which is a pan-Africanist organization dedicated to addressing anti-Black racism in education, was launched in 2022. The Umoja Program is managed by the Student Experience Office and led by African, Caribbean, and Black (ACB) students. The program seeks to address recruitment and retention through the academic, professional, and personal empowerment of ACB students. Umoja offers programming for both current and prospect students to support recruitment and retention.
- A **Cultural competency training plan** has been developed within Advancement in collaboration with



EIC. This includes the creation of a committee within the department that will work with members of EIC on an ongoing basis to create a culture of EDI.

- Human Resources has developed a **list of recommended training** for

employees specifically on topics of cross-cultural competency, indigenous learning, and employment accessibility including accommodations.

## Strategic Action 9: Culture

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

- EIC has partnered with Teaching and Learning Services (TLS) in the development of an **online human rights module that will focus on equity and anti-oppression**. The Learning Specialist with EIC is leading this project and the goal is to launch a pilot version this fall.
- EIC worked with Information Technology Services (ITS) on the **Pronoun Enhancement Project**, to add the capability in Carleton Central to accommodate best practices in pronoun identification. The option is now available for a few core applications and the next Phase will see further applications modified to include the Chosen Pronoun option.
- Work on Carleton's **Human Rights Policy** which includes 13 separate policies and a procedure will be reviewed in the next year with a plan to update the policies in sequence over the next few years with an emphasis on updating procedures to reflect best practices.
- **Equity and Human Rights in your workspace** training has been developed for supervisors (which include managers, chairs, supervisors, Deans) on Equity, and the Human Rights Policy and Procedures.
- EIC hosted its **fourth annual Inclusion Week** in October 2022 with seven events focused on the theme of *Disrupting Cultures of Inequity: Engaging in Brave Actions and Making Meaningful Change*.
- Access Services Students and Senior Staff Council have completed **EDI training**, the goal is that every department will have this training. EIC staff have attended the Library Forum to lead an EDI at Carleton discussion. Librarians who are on hiring committees have all completed EDI training the past two years and continue to receive training and support from EIC.
- **Library renovations were completed to make core services more accessible**, such as, the building and furnishing of accessible group study rooms, and new accessible service desks.
- Library Services established an **Accessibility Committee** responsible for coordinating activities relating to accessibility across the library including communicating and raising awareness of accessibility concerns, priorities, and initiatives; and expanded accessibility services (e.g. transcription) to include faculty.

- Library Services have developed a **coaching program** with the support of external consultants in the library providing training on working with employees who are neurodiverse.
- The Sprott School of Business developed a variety of **awareness and sensitivity training** sessions for Innovation Hub, Future Edge, student consulting group and staff etc. related but not limited to a focus on trans/bi/homophobia, sexism, racism, ableism, and ageism.
- The Faculty of Science is **actively integrating EDI in hiring processes**, in the applicant's statement, an EDI question bank for panel interview, and rubric use on hiring committees, building momentum and visibility towards **changing culture with ACE EDI events** (plus ongoing learning and unlearning). The Science EDI committee unifies activities across the faculty developing ideas to integrate EDI in tenure and promotion.
- The **Chosen Name** application in Carleton Central was reviewed and a new project was undertaken in partnership between ITS and EIC. This is another key project which enhances the university's EDI-driven student/faculty/staff supports. The application promotes diversity by respecting and celebrating individual differences, as students/faculty/staff are able to use the name that best reflects their gender identity. Additionally, it fosters equity by reducing barriers to academic success that transgender and gender non-conforming students

may face due to discrimination and harassment. Furthermore, the Chosen Name application can address bias by providing a standardized process for requesting the use of a chosen name, which helps to ensure that all students/faculty/staff are treated fairly and without discrimination based on their gender identity.

Overall, the Chosen Name application is a valuable tool for promoting inclusivity, diversity, equity, and addressing bias.

- Facilities Management and Planning (FMP) will update its mission to include and reflect Strategic Integrated Plan and EDI standards to ensure that all activities and operations reflect those values and principles.
- FMP also plans to create a **Standard of Behaviour for Contractors Guide on inclusion, code of conduct and equity**. This guide would apply to all vendors, suppliers, and contractors that enter into an agreement to provide goods or services with Carleton University. It will include- **Responsible Treatment of Individuals, Respect and Diversity**: Contractors must maintain workplaces characterized by respect for the dignity of every individual. Contractors must respect the diversity of their employees and others with whom they interact, contractors must not tolerate any harassment, violence, intimidation, retaliation, discrimination based on protected characteristics, or other disrespectful or inappropriate behaviour, as well as **Employment**

**Practices:** Contractors must abide by applicable employment standards, labour, non-discrimination, and human rights legislation. Where laws do not prohibit discrimination, we still expect Contractors to be committed to non-discrimination principles.

- FMP is working with EIC to promote an **environment free from discrimination and harassment** and will also continue to support the university community to ensure that the campus is free of any offensive material such as graffiti or posters.
- FMP will liaise with facilities departments in peer institutions to benchmark activities and gain further insights into **alternative methods to further support EDI initiatives** as they relate to Facilities Management.
- Carleton University **Racialized and Indigenous Faculty Alliance** (RIFA) members are virtually connected through a **RIFA Carleton distribution list** that allows all members to discover other Black, Indigenous, and racialized members across the university. The distribution is now 70 members strong. RIFA also hosts in-person socials, a website, a twitter account, and an Instagram account to forge a

virtual community square – a place where RIFA research awardees have been celebrated, and news circulated among members. These spaces have been critical to the morale of new colleagues who had been hired during the university’s pandemic closures and who therefore had yet to begin building a sense of community with colleagues on campus.

- October 2021, RIFA partnered with EIC to offer a roundtable titled “**The Survey Course as Contested Space**” on deconstructing the canonicity of survey courses during Carleton University’s Inclusion Week. In October 2022, RIFA partnered with EIC once again to offer a workshop session titled “**Alternative Grading as an Anticolonial and Anti-Racist Praxis**”.
- Every March in honour of **International Women’s Day**, the Faculty of Engineering and Design (FED) holds an event to highlight the work of graduate-level women researchers, an opportunity for FED to highlight women researchers and connect them with industry and government professionals.



## Strategic Action 10: EDI Planning, Infrastructure and Reporting

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

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

EDI / anti-racism / social justice committees. The working group serves as a forum where individual and collective issues can be raised for discussion and resources and best practices can be shared. In 2022/23, participating units were each provided with \$3,000 in funding from the Office of the Dean, Faculty of Public Affairs (ODFPA) EDI budget to support their work.

- EDI planning is well embedded in the Faculty of Science response to the university's SIP (rather than as a separate undertaking). They are working on a **Science Indigenous Initiatives Plan**, which supports the calls to action outlined in Kinàmàgawin and the Truth and Reconciliation report.
- The **Sprott School of Business EDI Action Group** was launched which is composed of faculty, staff and students working towards an overall EDI engagement strategy, **'Equity and Inclusive Communities Strategy'**. In 2022, the Assistant Dean role was updated to Associate Dean, EIC and all faculty/staff onboarding incorporates EDI perspectives, training and development.
- The Director of Communications, DUC will lead the creation of an **EDI Communications Plan** that will fulfill the responsibilities outlined in SA 10-4 in consultation with EIC. EIC will support the creation of the plan, making any necessary recommendations to ensure that the responsibilities outlined in SA 10-4 are aligned. The DUC and EIC also agree that it would be beneficial to

**embed EDI considerations as a function of all DUC**

**Communications Specialists**

**roles**, rather than a primary function of one individual, to support the growth of an EDI mindset within the department.

- Information Technology Services (ITS) is prioritizing **web accessibility** which encompasses the design and development of websites, applications, and other digital resources ITS promotes inclusivity by ensuring that all students, regardless of their abilities, can access digital resources and participate in online learning. Prioritization of web accessibility fosters equity by reducing barriers to academic success that students with disabilities may face. By providing accessible digital resources, we can ensure that all students have equal opportunities to succeed.
- ITS also supports the **Coordinated Accessibility Strategy (CAS)** and the **Accessible Procurement Advisory Group (APAG)**. The Coordinated Accessibility Strategy's Information and Communication subcommittee identified augmentation of the existing security and privacy assessments for new software acquisitions with an "accessibility" component. Supporting this, the Accessible Procurement Advisory Committee has been **developing accessibility and EDI criteria for Carleton RFPs**.
- Strategic Actions from the university EDI Action Plan are embedded in the **Helping Ravens Soar:**

**Students and Enrolment Strategic**

**Plan 2021-2026.** Implementation is accomplished primarily through each unit's Annual Operating Plan.

Through these unit-level plans, the broad strategic directions of the university, are cascaded into concrete, actionable and measurable tasks.

- The Student Experience Office (SEO) successfully led the Orange T-shirt campaign in 2021. In 2022, Carleton Athletics supported the sales of a limited edition Every Child Matters (Orange Shirt Day) collection with all proceeds going directly towards the **Indigenous Student Emergency Fund**, which provides financial support to Indigenous students at Carleton who require immediate funding for essential expenses. Available exclusively through Diamond Phoenix Creations in Kitigan Zibi Anishinabeg First Nation, the limited-edition Orange Shirt Day logo was created by Patrick Tenascon of Kitigan Zibi and represents the amazing qualities of the residential school survivors – bravery, truth and strength.
- In 2022, Carleton Athletics supported the sales of a limited-edition Ravens Pride shirt designed by Carleton student Angel Xing. The design represented different forms of love; chosen family, romantic and self-love. All proceeds of the Pride shirt supported the **2SLGBTQI+ Community Access and Inclusion Fund**.
- The Housing and Residence Life Team fulfilled Kinàmàgawin Call to

Action #13 by **reserving 10 rooms for first-year Indigenous students who are coming from remote locations.** This is in addition to guaranteed housing for students who are entering their first year of studies at Carleton directly from high school.

- Recreation and Athletics launched a **comprehensive adaptive sport program**, as well as introduced **Women's Only and Trans and Allies fitness hours.** In summer 2022, they also launched a new **Adaptive Multi-Sport Camp** for children with disabilities. A \$10,000 grant from JumpStart helped fund the camp, which included sports like wheelchair basketball, pickle ball, boccia ball, wheelchair tennis, wheelchair badminton and T-ball.
- After a comprehensive consultation process, Carleton released the new **Student Mental Health Framework 2022-2026.** This Framework helps us to strive for wellness by proactively promoting a more holistic and intersectional approach to student mental health and wellness, and by strategically coordinating our programs, services and initiatives to build skills and strengthen resilience.
- Career Services and the International Student Services Office were awarded a **Global Skills Opportunities grant**, which will provide \$500,000 in funding over four years. The funds will be utilized in flagship international experience programs, providing greater access to students who may face more barriers to participating in outbound mobility, such as Indigenous

students, students with disabilities and low-income students.

- In 2021/2022, Career Services exceeded targets for **ACT to Employ placements with a record 228 placements**, while also maintaining a 100% participant satisfaction rating.
- The **150+ volunteers** in Fall Orientation 2021 received training from EIC and reviewed and abided by the Volunteer Charter, committing to creating a welcoming, inclusive, and safe environment on campus for community members. **The Ravens Pledge** was shared with participants during Opening Ceremonies and before each Fall Orientation event to encourage participants to create a welcoming and safe environment for all attendees.
- Recreation and Athletics launched their first annual **“Women in Sports Leadership” virtual symposium** in April 2022.
- The **Student Support Certificate** completed its fourth successful year in 2022 with a program record of 1,148 total participations in workshops, a **45% increase from the program’s first year**. Participation in the SSC concentrations also continues to grow, with an almost **200% increase in Equity, Diversity and Inclusion concentration completions and an 84% increase in Student Mental Health and Well-Being concentration completions**.
- In 2022/2023 the Student Support Certificate launched a new workshop focused on **Trans and Gender Diverse Inclusion**, which has been

added to the selection of courses in the Equity, Diversity, and Inclusion concentration.

- Scheduling and Examination Services partnered with the Paul Menton Centre for Students with Disabilities to **enhance the accommodations process**, with the goal of ensuring that students with disabilities have equal opportunities to access and participate in their courses. The new Ventus portal is a one-stop solution linking students with disabilities, their course instructors and the McIntyre Exam Centre under a **single academic accommodation management system**.
- The **SOAR 2023 Student Leadership Conference** welcomed Anishinaabe activist, broadcaster and filmmaker Sarain Fox on January 28, 2023. Sarain provided a powerful keynote presentation on career development and finding purpose. This year, the conference returned to in-person programming, welcoming 275 registrants and featuring 21 education sessions hosted by Carleton alumni, students, staff and faculty. Five expert speakers from the Carleton community were invited to present at the conference, including Rebecca Wilson, Debbie Owusu-Akeeyah, Alana Dunbar and Nathaniel Behar.
- To encourage inclusivity and belonging, we **recognize a rich and diverse range of holidays and dates of importance on social media through the @MyCarletonU and @CarletonRes** accounts. We also ensure mental health resources



are shared in conjunction with sensitive dates of importance (such as Orange Shirt Day) to support the community.

- Across the Students and Enrolment Division, photo and video choices on web and social reflect our diverse student body. Additionally, in line with our commitment to accessibility, we **utilize alt text** on website/newsletter images and social media graphics.
- The Student Experience Office partnered with the **Afro-Caribbean Mentorship Program** to host a **Black History Month** event in 2022 featuring keynotes from HON. Gline Clarke, High Commissioner of Barbados; HON. Greg Fergus, Liberal MP; Michelle Jean-Paul and Sarah Onyango. The 2022 event set out to support African, Caribbean, and Black (ACB) businesses that have been disproportionately impacted by the COVID-19 pandemic. The event **highlighted the role of ACB businesses** as community hubs and celebrated business owners who made immense contributions to supporting the ACB community throughout the pandemic.
- The Student Experience Office offered training modules that included **Exploring EDI** and **Intro to Anti-Black Racism for the Mentorship Network**, and **Intro to Intersectionality for Fall Orientation**.
- The Umoja Black Community Engagement Program celebrated Black History Month in February 2023 with two events focused on

creating **culturally-safe spaces for Black women and Black gender-diverse folks to talk freely about hair health, mental health, sexual health, body care and HIV, and how all can be seen as forms of self-care.**

- The Black History Month Shirt Campaign launched in February 2023. The Black History Month shirt was designed by Carleton student Teju Oladipo and 100% of the profits go toward a fund to **support African, Caribbean, and Black (ACB) students** experiencing financial challenges at Carleton.
- A new **Smudging Space was created in Residence**. The space is available to all Indigenous students and is intended to be a cultural space for dialogue and learning. Residence also opened a **Multi-Faith Prayer & Meditation Space in Leeds House**.
- The **Residence Life Curriculum includes two EDI-related learning goals: strengthening equity, diversity and inclusion and strengthening indigenous awareness**. The Residence team created programming and events around these goals, as well as professional development opportunities for student staff. EDI related programming included affinity groups for 2SLGBTQI+ students, international students, BIPOC students and students with visible and invisible disabilities. The **Residence EDI Coordinator** facilitates EDI student staff committee meetings as an opportunity to hear feedback directly

from Residence Fellows to enhance the student experience.

- Students and Enrolment collaborated with the Centre for Indigenous Support and Community Engagement to **enhance the Indigenous cultural protocols in place at Convocation.**
- The Student Experience Office **introduced focused streams** into the First Year Connections program and Community Connections program, including an Afro-Caribbean and Black stream, Muslim stream, and 2SLGBTQI+ stream.
- For all renovations and new construction projects Facilities Management and Planning (FMP) will include all accessibility and code requirements such as **barrier-free considerations, universal design practices, and inclusive spaces.** This will include but is not limited to following the Rick Hansen accessibility standards, inclusive washrooms, and multi-faith prayer spaces.
- FMP will also ensure that **furniture considers accessible and inclusive requirements** such as height adjustable deskings, ergonomic and bariatric options.
- As outlined within the Sustainability Plan are the three pillars of **economy, ecology, and equity.** These three pillars tie into the 2015 United Nations document, ‘Transforming our world: 2030 Agenda for Sustainable Development’, which outlines an action plan for people, planet, and prosperity. Outlined are 17 Sustainable Development Goals that

balance the economic, social, and environmental dimensions of sustainable development. Of relevance is **Goal 4: Quality Education**, FMP subscribes to the sustainable development goals and is therefore committed to supporting inclusive and equitable quality education and promote lifelong learning opportunities for all.

- Carleton took important steps towards further strengthening our commitment to Indigenous reconciliation and against anti-Black racism. Three of our main campus buildings have been renamed to reflect our diversity and commitment to inclusion.
  1. **Nideyinàn** (formerly the University Centre). Carleton is situated on the traditional, unceded and unsurrendered territory of the Algonquin Nation. In an effort to embody a significant territory acknowledgement in a meaningful way, Carleton engaged in a thorough consultation with the Algonquin Advisory Council and Algonquin communities in the region—notably Kitigan Zibi and Pikwakanagan—to name this central and high-profile facility which is the crossroads of all campus activity. The new name is Nideyinàn (pronounced nih-DAY-in-nahn) and translates to “our heart.”
  2. **Pigiarnvik** (ᐱᓯᐱᓯᐱᓯ) (formerly Robertson Hall). With the gracious support of the

Robertson family, Carleton is naming its main administrative building to acknowledge and honour Inuit and to further commit to the recommendations of the Kinàmàgawin Report. Following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, Carleton is naming this building Pigiavik (pronounced pee-ghee-awee-vik), which translates to “a place to begin” or “the starting place.”

3. **Teraanga Commons** (formerly Residence Commons). Carleton

engaged African, Caribbean and Black communities in a process to name this building, which is a central hub of student life. The new name, Teraanga Commons (pronounced tare-ang-gah), is a Senegalese name from the Wolof language that emphasizes generosity of spirit and sharing of material possessions in all encounters, even with strangers. This builds a culture in which there is no “other,” and that by being so giving to all, regardless of nationality, religion or class, a feeling grows that everyone is safe and welcome.

## Aligning with the Scarborough Charter

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

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

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



## Next Steps

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

# EDI Action Plan: Progress Report

June 2023

**Noël A. J. Badiou (him/lui)**

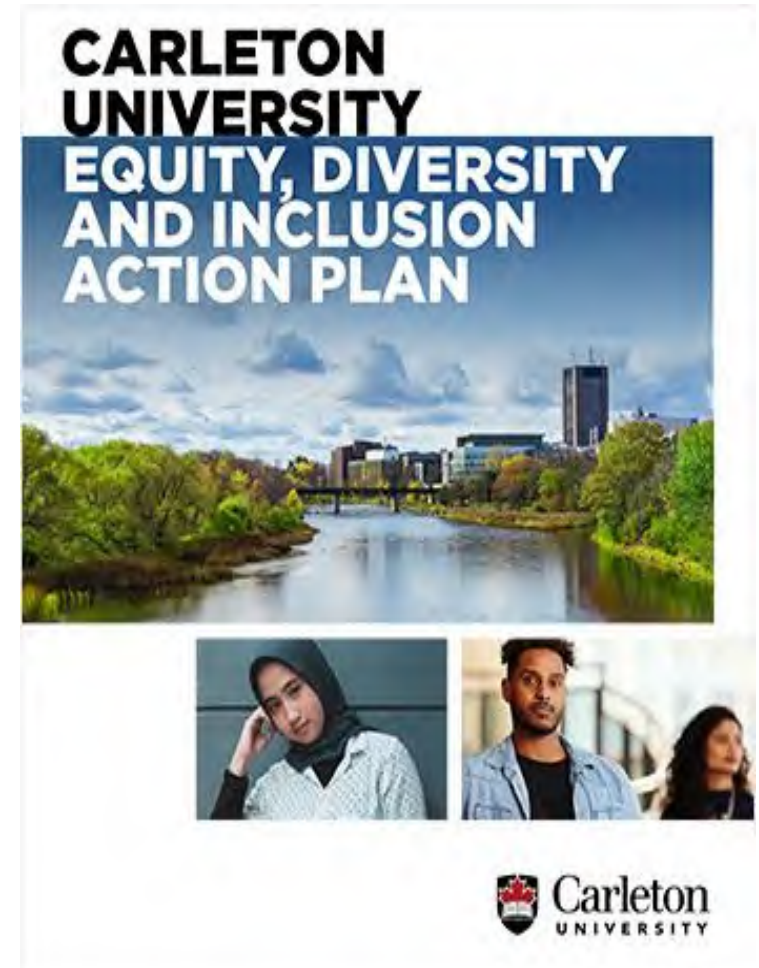
Associate Vice-President, Equity and Inclusive Communities

# Purpose of the EDI Action Plan

An institutional strategic vision for EDI at Carleton that proposes an operational framework of essential actions that will build upon efforts to integrate and embed EDI principles into the core activities and academic mission of the university to accelerate positive institutional and societal outcomes.

## EDI Action Plan Themes

Innovative	Integrated	Holistic	Flexible	Ambitious
------------	------------	----------	----------	-----------



<https://carleton.ca/edi-plan/wp-content/uploads/Carleton-University-EDI-Action-Plan-Full.pdf>

# EDI Action Plan: 10 Strategic Actions – Phase I

SA 1  
Curriculum  
and Pedagogy

SA 2  
Student  
Supports

SA 3  
Research

SA 4  
Senior  
Leadership  
and Board of  
Governors

SA 5  
Leadership  
Development  
(Non-  
Academic)

SA 6  
Leadership  
Development  
(Academic)

SA 7  
Disaggregated  
Demographic  
Data

SA 8  
Representation  
and Outreach

SA 9  
Culture

SA 10  
EDI Planning  
Infrastructure  
and Reporting



# SA 1: Curriculum and Pedagogy

- ✓ Deans EDI Working Group
- ✓ Critical Race Studies Program
- ✓ Science is for everyone: Integrating EDI in Teaching, a Toolkit for Instructors
- ✓ ACE EDI Events

## SA2: Student Supports

- ✓ Pius Adesanmi African Studies Resource Centre and African Studies Student Lounge
- ✓ Feminist Institute of Social Transformation (FIST)
- ✓ Ventus portal for Student Academic Accommodations
- ✓ Several positions created and filled
- ✓ 37 EDI Awards

# SA3: Research

- ✓ Student EDI Research Award
- ✓ EDI Speaker Series
- ✓ Responsible Conduct in Research
- ✓ Graduate Indigenous Entrance Scholarship
- ✓ Racialized and Indigenous Faculty Alliance (RIFA)

# SA 4: Senior Leadership Team and Board of Governors

- ✓ ISED 50-30: Innovation, Science & Economic Development Canada
- ✓ BoG Nomination Process
- ✓ EDI Educational Modules
- ✓ EDI: Dimensions: Equity, Diversity and Inclusion Canada

## **SA 5: Leadership Development (Non-Academic)**

- ✓ EDI best practices and criteria in recruitment, retention and promotion
- ✓ Non-academic hiring policy
- ✓ Employment Accessibility Resource Network (EARN) Steering Committee, Indigenous Employment Advisory Leadership Table, and the Hire Immigrants Ottawa Working Group
- ✓ Campus Safety Services (CSS) Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities as well as the Engagement and Inclusion Officer (EIO) Program

## **SA 6: Leadership Development (Academic)**

- ✓ Joint Committee on Employment Equity Diversity and Inclusion (JCEEDI)
- ✓ EDI Faculty Recruitments
- ✓ Associate Dean, Equity and Inclusive Communities
- ✓ Faculty Advisors on Anti-Black Racism and Black Inclusion have been appointed
- ✓ EDI Committees

# SA 7: Disaggregated Demographic Data

- ✓ Carleton University Disaggregated Demographic Data Survey (CUDDDS) Committee
- ✓ Campus-wide Consultations Complete
- ✓ Online Platform
- ✓ Launch Fall 2023

# SA 8: Representation and Outreach

- ✓ EDI Hiring Framework for Student Staff
- ✓ Recruitment Coordinator, Indigenous Initiatives
- ✓ Cultural competency training



## **SA 9: Culture**

- ✓ Online Human Rights Module
- ✓ Pronoun Enhancement Project
- ✓ Chosen Name
- ✓ Equity and Human Rights in your workspace
- ✓ Awareness and sensitivity training
- ✓ Standard of Behaviour for Contractors Guide

## **SA 10: EDI Planning, Infrastructure and Reporting**

- ✓ Several recruitment updates to support EDI driven initiatives
- ✓ EDI councils/action groups and individualized EDI action plans
- ✓ Housing for Indigenous Students
- ✓ Student Support Certificate
- ✓ Inclusive spaces

# Scarborough Charter on Anti-black Racism and Black Inclusion in Canadian Higher Education

*A commitment by post-secondary institutions across Canada to combat anti-Black racism and take meaningful action to foster Black inclusion in higher education.*

*The Charter was a co-creation process involving extensive consultations and collaboration with Black communities, academic institutions, governments, political and civic leaders, and activists across Canada.*

- ✓ Several points of alignment between the EDI Action Plan and Scarborough Charter as evidenced through the implementation of the strategic actions
- ✓ Recommendations that would fully realize the University's commitment to addressing anti-Black racism and foster Black inclusion across campus

# Next Steps

- ✓ Finalizing the progress report for promotion and the EIC website
- ✓ Promotion of the finalized report through Inclusion Week 2023 events
- ✓ EIC will continue to support faculties and departments with the implementation of the Strategic Actions within Phase 2 of the EDI Action Plan
- ✓ Launch the Self-Identification Survey (CUDDDS) to gain equity data to support the implementation of future EDI initiatives

**Thank You !**





# **AGENDA ITEM**

## **5.3**

# **Carleton University** **Strategic Integrated Plan** **Progress Update 2023**



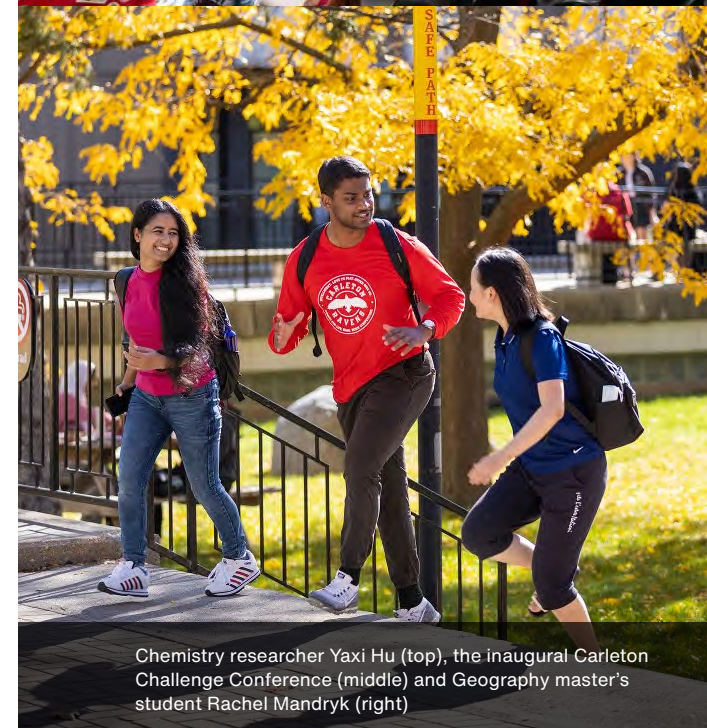


# MESSAGE FROM THE PRESIDENT



## THREE YEARS OF REMARKABLE PROGRESS

In the spring of 2020, in the early months of the COVID-19 pandemic, Carleton's Senate and Board of Governors approved the university's new Strategic Integrated Plan (SIP) 2020-2025. Almost exactly three years later, it is extraordinary how much progress has been achieved by the Carleton community, notwithstanding exceedingly challenging circumstances.



This progress report reviews our shared successes and accomplishments in implementing the three Strategic Directions defined by the plan:

We committed to **Share Knowledge and Shape the Future**. Our research funding, a good proxy for research excellence and impact, has grown to almost \$100 million annually, an increase just shy of 80 per cent. Similarly, our pedagogy has advanced by leaps and bounds and student success indicators are at an all-time high.

We committed to **Serve Ottawa and Serve the World**, and indeed we are delivering on both our inaugural Strategic Plan for Community Engagement (SP4CE) and inaugural International Strategic Plan.

Finally, we committed to **Strive for Wellness and Strive for Sustainability**. I am perhaps most proud of the progress we have achieved together on Indigenous initiatives; accessibility; equity, diversity and inclusion; and on our commitment to countering climate change both on and off campus.

All of these successes are directly attributable to the hard work, creativity, flexibility and compassion of the students, faculty, staff and partners of Carleton University. I am thankful to everyone for all that you contribute to our community, our country and our world.

I hope you enjoy this progress report, which out of necessity can only capture some of the highlights of an extraordinary three years. Onwards and upwards!

**Benoit-Antoine Bacon**  
President and Vice-Chancellor  
[carleton.ca/president](http://carleton.ca/president)

Chemistry researcher Yaxi Hu (top), the inaugural Carleton Challenge Conference (middle) and Geography master's student Rachel Mandryk (right)

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# SHARE KNOWLEDGE, SHAPE THE FUTURE

Around the world, we are witnessing dramatic shifts 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.

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.

Supporting operational plans include:





## PREPARING STUDENTS FOR SUCCESS

**2,150**

**courses tagged with an experiential learning component**



Student Onome Oyiborhoro participated in the Carleton Model Parliament, a political science student-led initiative held in the Canadian Senate

the opening of the Experiential Learning Hub later in 2023. The hub will feature three new spaces to support experiential learning using XR (expanded reality) media: a teaching studio, a creation studio and an experience studio. Through this lab and hub instructors will have access to innovative applications, experiences, hardware, tools and support provided in part by the Future Skills XR Grant in partnership with EON Reality, the world leader in augmented and virtual reality-based knowledge and skills transfer for industry and education.

### **Improving Graduation and Employability Outcomes**

Increased experiential learning opportunities (in research, industry, museums, government, hospitals, non-governmental organizations, or with community members) and a new suite of micro-credential offerings are helping students enhance their skillsets prior to graduation. This includes the Citizen Scholar/ FUSION Skill Development initiative, a self-directed online learning experience that bridges academic and employability skills for the next generation of citizen scholars. The program enhances student skill development in three areas critical to 21st-century success and leadership: metacognition, communication and problem-solving. This year, FUSION modules were implemented in 17 academic courses taken by 336 students. In addition, 224 students enrolled in modules as part of experiential learning or work-integrated

opportunities at Carleton. The university also continues to invest in experiential learning through several initiatives such as the Carleton University Experiential Learning Fund, which supports instructors in engaging in experiential learning projects; I-CUREUS, which provides undergraduate students with the opportunity to conduct hands-on, faculty-supervised research; and the Students as Partners Program, which fosters greater collaboration between instructors and students in developing and designing courses.

### **Responding to Societal Needs and Questions**

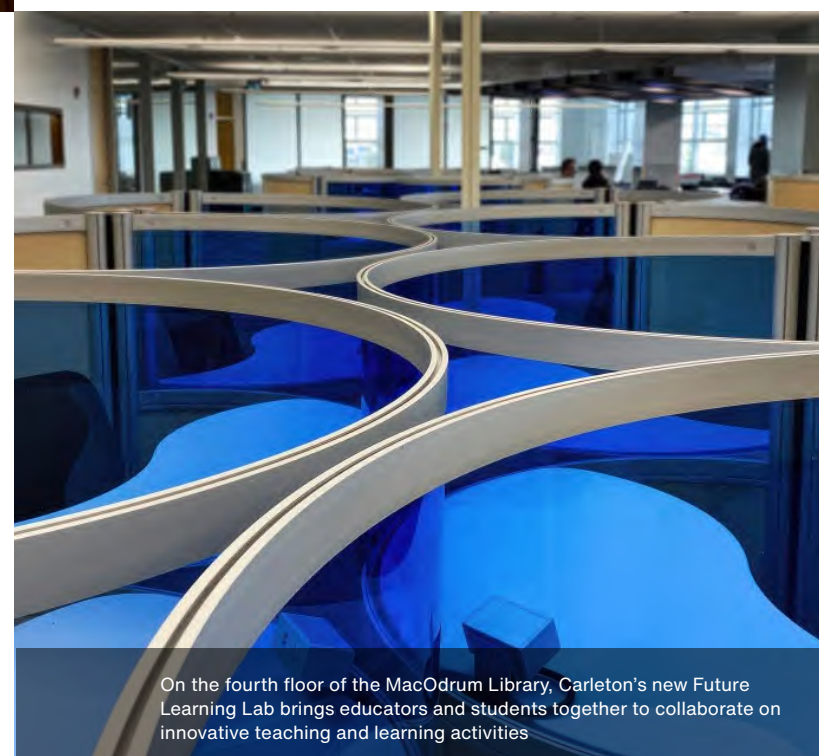
Quality academic programming that responds to societal needs and questions is being accomplished by introducing programs such as the MA in Human Rights and Social Justice, the Social Statistics and Data Analysis Graduate Diploma, the Engineering Practice MEng, the Master of Finance, the MA in Teaching English as an Additional Language, the Master of Biotechnology and the MSc in Clinical Trials and Regulatory Affairs. New concentrations or pathways include the Modelling and Simulation MEng and MASc in Electrical and Computer Engineering. New certificate programs such as Science Communication and Science and Policy provide students with practical skills and foundational knowledge to ensure success.

# READY FOR AN EVER-CHANGING FUTURE

Carleton is investing in impactful opportunities for students to participate in research, work-integrated learning, skill development, knowledge exchange and entrepreneurship. These commitments are outlined in the new and exciting Carleton Academic Plan.

### **Enhancing Student Learning**

Carleton's Future Learning Lab was launched in 2023 thanks to \$2 million from the Ontario Ministry of Colleges and Universities and matching contributions from the university. The lab encourages innovation and student-centred teaching through a physical space and various programs, including undergraduate research opportunities and innovation grants. It allows instructors to experiment with pedagogical design and enhanced study spaces for individual, group and collaborative learning. The lab will be enhanced with



On the fourth floor of the MacOdrum Library, Carleton's new Future Learning Lab brings educators and students together to collaborate on innovative teaching and learning activities

**97.9%**  
**of undergraduates**

finish Carleton having taken at least one course with an experiential learning component

**87.8%**  
**of alumni**

were employed in a field related to their studies two years after graduation



# LEVERAGING THE POWER OF RESEARCH



## SOLVING CRITICAL ISSUES

As one of Canada's fastest growing research-intensive universities, Carleton is committed to its mission of leveraging the power of research to solve critical issues.

In 2022, the university reported \$97.4 million in sponsored research funding — an unprecedented 79 per cent gain over the past four years, placing us second in growth among Canada's comprehensive and medical universities. With a focus on interdisciplinary and collaborative research in areas of societal importance such as health and wellness, technology, sustainability and the economy, Carleton is well positioned to inspire new discoveries and have a meaningful impact on our collective future. In addition, Carleton's rankings in ReSearch Infosource highlighted our research funding in no less than seven of their Winner's Circles — a first for Carleton. We placed in the top five among comprehensive universities in Canada in categories including not-for-profit and corporate income growth and increases in federal funding from the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC).

### Top Researchers Honoured

National and international recognition for Carleton researchers is a direct indicator of the impact they are having. Two of our highly accomplished researchers were awarded major awards from NSERC. Lenore Fahrig from the Department of Biology won the Gerhard Herzberg Canada Gold Medal for Science and Engineering, the country's top science and engineering honour. Sonia Chiasson from the School of Computer Science received an Arthur B. McDonald Fellowship, given to only six early-stage researchers annually in all fields of natural sciences and engineering to enhance their research capacity so they can become leaders in their field. Additionally, in 2022 the annual Highly Cited Researchers List from Clarivate Analytics included three Carleton researchers. Fahrig was named along with Steven J. Cooke from the Department of Biology and Peter Xiaoping Liu from Systems of Computer Engineering.

**\$97.4 million**  
in annual research funding — an increase of nearly 80%



Biology researcher Lenore Fahrig (top, with President Benoit-Antoine Bacon) won the Gerhard Herzberg Canada Gold Medal for Science and Engineering, the country's top science and engineering honour; Mitacs Industrial Postdoctoral Fellow Annemarie Dedek does research on chronic pain



Computer Science researcher and CRC Sonia Chiasson received an Arthur B. McDonald Fellowship

**32** Canada Research Chairs

Engineering researcher Fateme Rajabiyazdi (right) with PhD student Mahsa Sinaei and graduate research assistant Connor Haberl

### National and International Collaborations

Carleton renewed its fruitful partnership for a second term with Turnstone Biologics, which began in 2019. The partnership supports Carleton's growing biosciences programs and the development of scientific talent and augments the university's expertise in novel oncology research. A new collaboration with Best Buy Health, the Bruyère Research Institute and AGE-WELL has been formed to research how technology introduced into the home can improve the quality of life for older adults aging at home. Carleton also marked the official opening of the Ericsson-Carleton Mobile Wireless Lab in 2022. The lab is a part of the existing Ericsson partnership to expand experiential learning and research in wireless

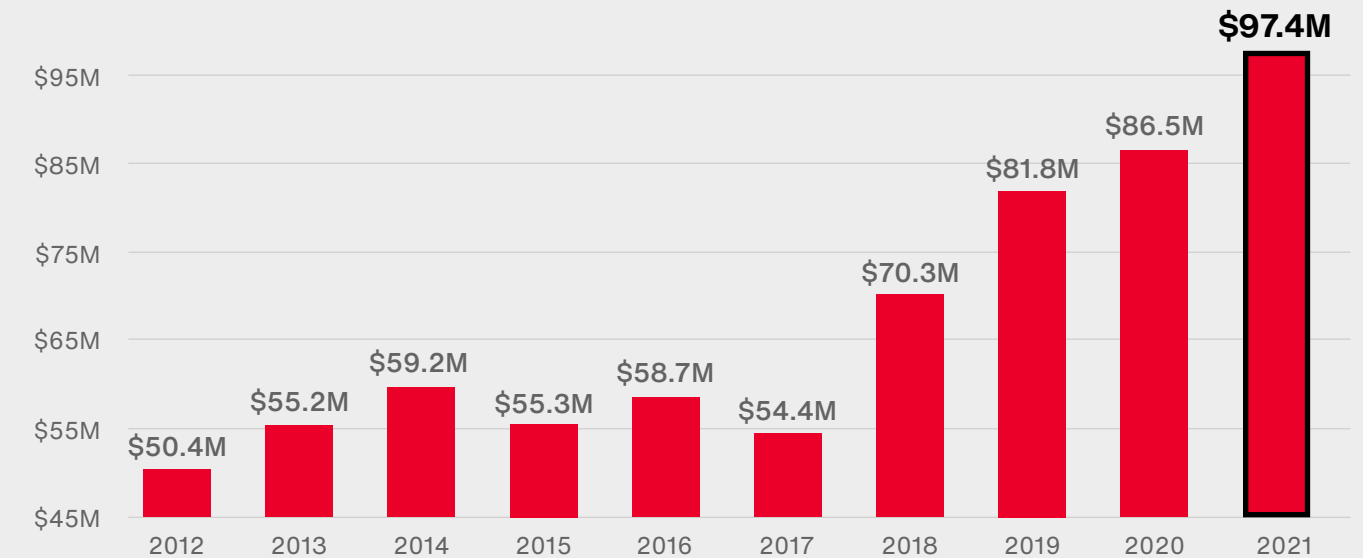
communications. A first of its kind in Canada, the lab hosts a private standalone 5G network that will allow graduate students and researchers to develop, test and optimize state-of-the-art applications. Additionally, our funding from Mitacs has increased by more than 153 per cent since 2020, further expanding our innovative capacity.

### Making a Difference in Health

In the winter of 2023, Carleton researchers received over \$3 million from the Canadian Institutes for Health Research (CIHR). This represents a single-round record of CIHR funding for Carleton, supporting critical research on diabetes, chronic pain, gut health disturbances and brain injuries.

### External Research Revenue

Source: Council of Ontario Finance Officers





## A CULTURE OF INTERDISCIPLINARITY

Increasing collaboration, partnerships and interdisciplinarity in research and teaching is a major theme of the new and exciting Carleton Academic Plan, which was approved in 2023. In addition to programming related to entrepreneurship and collaboration on campus, the physical space of the new Future Learning Lab encourages innovation and student-centred teaching.

### Cultivating an Entrepreneurial Mindset

Carleton is building additional opportunities for entrepreneurship and innovation and cultivating an entrepreneurial mindset across campus through programs and events delivered by the Innovation Hub. Launched in 2021, the Innovation Hub provides student entrepreneurs with opportunities and resources to collaborate and engage in experiential learning focused on entrepreneurship education and new venture creation pursuits.

### Unique New Interdisciplinary Programs

- Data science is the next frontier of information technology. Carleton's new Data Science, Analytics and Artificial Intelligence (DSAAI) master's and PhD programs are a natural extension of the popular Collaborative Specialization in Data Science, which is offered jointly by several departments. The Collaborative Specialization is focused on interdisciplinary data science, while the DSAAI programs offer opportunities to undertake groundbreaking research in data science and analytics from several directions, such as statistics, AI methods and software engineering. DSAAI is a joint program between the Faculty of Science and Faculty of Engineering and Design, spanning four academic units, offering a wide disciplinary breadth and providing students with multiple perspectives.
- The one-of-a-kind Collaborative PhD program in African Studies will offer students interdisciplinary knowledge, training and skills in the field of African Studies through a collaborative partnership between



## INTERDISCIPLINARY PROGRAMMING AT THE INNOVATION HUB

- 258 program participants from Sprott School of Business (118), Engineering and Design (43), Science (35), Public Affairs (33), Arts and Social Sciences (17) and non-student (12)
- 15 participants for Nest (learn about entrepreneurship), 62 for Hatch (start a business), 31 for Launch (grow a business), 11 for Breakthrough (scale a startup), 58 for Ideas Internship (multidisciplinary problem solving teams) and 81 for Changemaker (social innovation challenge)
- 48 domestic student ventures supported, 12 international ventures supported, 12 non-student (including alumni) ventures supported

## EMBEDDING INTERDISCIPLINARITY INTO OUR CULTURE

THE INNOVATION HUB PROVIDES STUDENT ENTREPRENEURS WITH OPPORTUNITIES AND RESOURCES TO COLLABORATE AND ENGAGE IN EXPERIENTIAL LEARNING FOCUSED ON NEW VENTURE CREATION

Cinema and Technology students participated a virtual reality film screening in the new Future Learning Lab; opposite page: Carleton's Innovation Hub, whose acting director is John Nelson (top, at right), invites students from all faculties to join a vibrant community of entrepreneurial exploration

the Faculty of Arts and Social Sciences, the Faculty of Public Affairs and Sprott School of Business. The new Collaborative MA Specialization in Digital Humanities provides training in critical theories and methodologies in humanities scholarship enabled by new digital media, texts and tools.

- The new interdisciplinary Environmental and Climate Humanities Minor in English is the first of its kind in Ontario and responds to the urgency of the current moment by introducing students to environmental and climate-related work being done in a range of disciplines in the humanities and social sciences, including English, French, History, Religious Studies, Visual Art, Film, Music, Curatorial Studies, Law, Geography, Economics, Sociology and Anthropology, Communication and Journalism, Human Rights, African Studies, and Indigenous and Canadian Studies.

### Skill Development for Grad Students

Over the past two years, the graduate professional development team has developed and implemented new initiatives that aim to prepare graduate students for future success. These initiatives include the introduction of the Trajectories non-credit certificate program, further development and expansion of skill-development workshops, and increased engagement with alumni in the form of alumni conversation events for current students. This represents a significant enhancement of the Faculty of Graduate and Postdoctoral Affairs' professional development portfolio, which includes coordinating a full calendar of workshops, organizing research communication competitions such as the Three Minute Thesis, thesis-writing and career planning consultations, and conducting class visits.



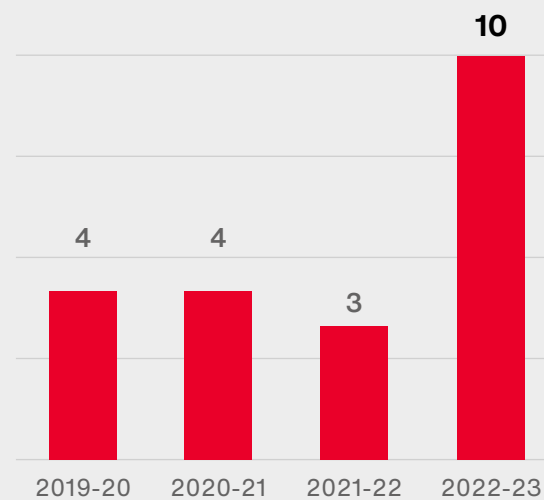
## IMAGINATION IN PEDAGOGY

# LEVERAGING LESSONS FROM THE PANDEMIC



Communication researcher Irena Knezevic is a Carleton University Chair in Teaching Innovation who experiments with different methods to create engaging learning environments for students

### New Academic Programs



“Transforming University Education: A Report by the Future of Teaching and Learning Working Group” was published in 2023 to envision the future of teaching and learning at Carleton. The report proposes a set of directions to guide thinking around student engagement, strong pedagogy, experiential learning and more. These directions build on the SIP and emphasize that teaching and learning at Carleton should be empowering, collaborative, flexible and sustainable.

#### Engagement, Innovation and Excellence

Carleton is promoting and rewarding engagement, innovation and excellence in teaching and learning through continued investment in opportunities such as the Carleton University Chair in Teaching Innovation, which was established to assist in achieving an institutional commitment to teaching, learning and innovation. Currently, there are three active chairs: Irena Knezevic (Journalism and Communication), Martha Mullally (Biology) and James McGowan (Music).

#### Fostering Student Success

Carleton is enabling and encouraging teaching that fosters student engagement, access, inclusion and success by providing funding to opportunities such as the Future Learning Innovation Fellowship, which supports faculty members and instructors in exploring and implementing new and innovative teaching and learning practices. These selected projects highlight the use of emerging technologies, including virtual reality-aided instruction, augmented reality storytelling and artificial intelligence detection, to solve teaching and learning challenges.

- The Course Transformation Fund provides support for instructors and academic units interested in redesigning courses in which students and instructors may face significant challenges. This

academic year, 13 instructors from all faculties received funding to work on projects with the goal of improving student engagement and academic success.

- Carleton received the Future Skills XR Grant in partnership with EON Reality. The grant will provide institutional access to the EON-XR Platform, the XR self-directed learning program, licences and hardware. This project will enable Carleton students to engage in hands-on learning experiences and empower them to become creators of artifacts using immersive technologies.
- In 2022, Carleton received \$177,000 through the second round of the eCampusOntario Virtual Learning Strategy to support two projects, building on the success of the first round of funding the previous year when Carleton received approximately \$800,000 in funding for 14 projects.
- Carleton welcomed Profs. Peter Felten and Susan Hrach this year as the newly appointed Fulbright Canada Distinguished Chairs in the Scholarship of Teaching and Learning (SoTL).

#### Flexible Student-Centred Learning

Carleton is offering new and flexible opportunities for student-centred learning. For example, Teaching and

Learning Services and the Sprott School of Business developed and launched a fully online delivery mode of the MBA program. Delivered asynchronously, the online MBA can be completed full-time over 12 months or part-time over 24 months. The program welcomed its first cohort of students in 2022 and features six entry points throughout the year. More than 400 students enrolled during the first five admissions points during this inaugural year.

#### Engaging Indigenous Knowledge

Carleton is engaging Indigenous knowledge to build new ways of teaching and learning through the Carleton Indigenous Learning Bundles, which were created as a way to gather Indigenous ways of knowing and make them available to the Carleton learning community without overburdening Indigenous experts. Designed as both a resource for instructors and a learning tool for students to use in the classroom, the Bundles provide the necessary factual and theoretical basis for understanding Indigenous history and politics in Canada, while also prompting students to consider how this knowledge might be applied in their area of study.



Kahente Horn-Miller, Carleton's inaugural Associate Vice-President, Indigenous Teaching, Learning and Research, has received Canada's most prestigious recognition of excellence in post-secondary teaching and educational leadership

**THE CARLETON INDIGENOUS LEARNING BUNDLES PROVIDE THE NECESSARY FACTUAL AND THEORETICAL BASIS FOR UNDERSTANDING INDIGENOUS HISTORY AND POLITICS IN CANADA**

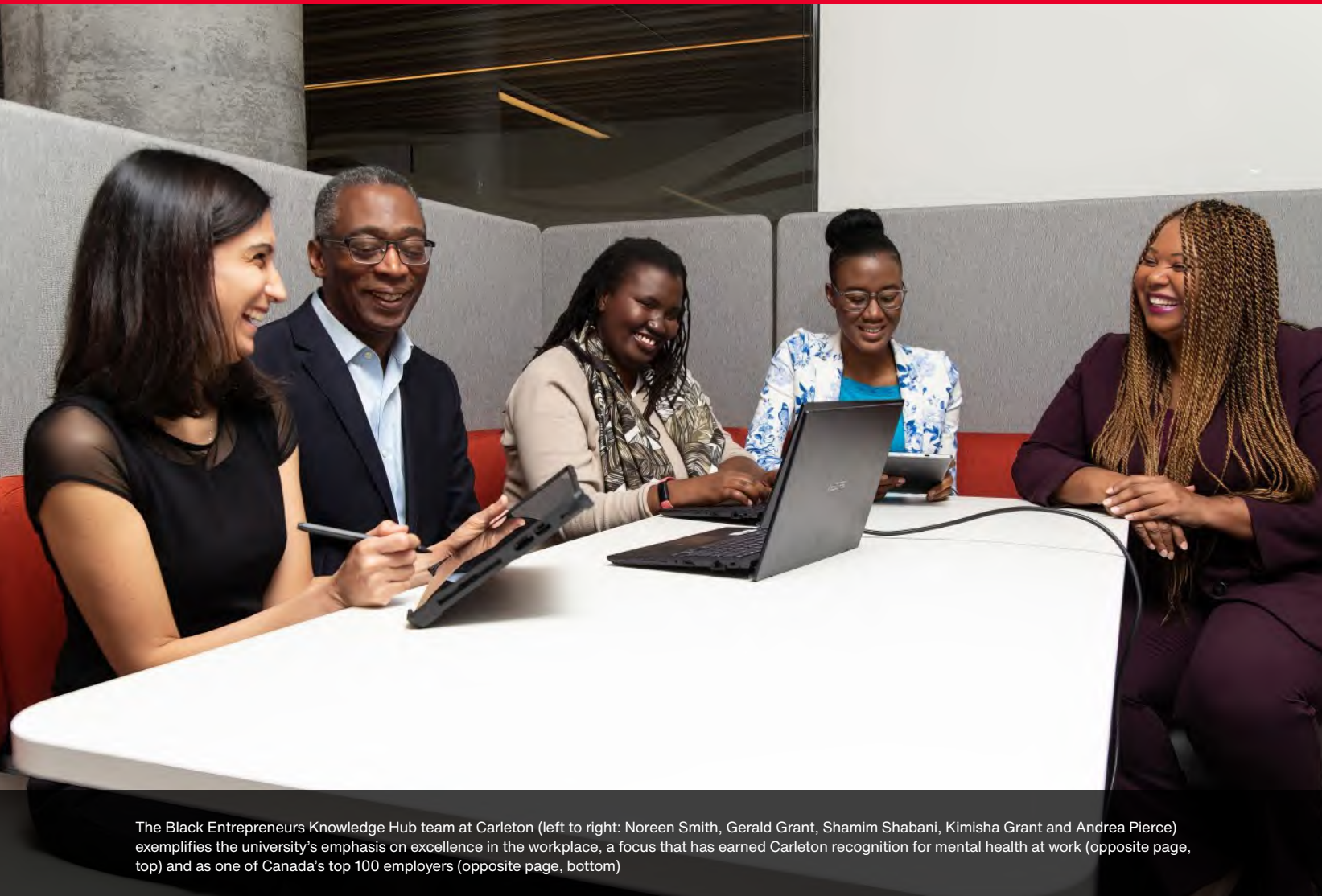
**SCHOOL OF INDIGENOUS AND CANADIAN STUDIES PROFESSOR KAHENTE HORN-MILLER IS A RECIPIENT OF A 2023 3M NATIONAL TEACHING FELLOWSHIP**



## ORGANIZATIONAL EXCELLENCE

# SETTING BEST PRACTICES

Carleton is deeply committed to organizational excellence. Over the last three years almost 50 strategic planning, benchmarking and lean process improvement projects were completed or are underway. These collaborative projects continue to have an impact on how daily work is done in service to the university. Emerging opportunities around equity and inclusion, and embedding EDI in campus culture, continue to open exciting new areas for growth.



The Black Entrepreneurs Knowledge Hub team at Carleton (left to right: Noreen Smith, Gerald Grant, Shamim Shabani, Kimisha Grant and Andrea Pierce) exemplifies the university's emphasis on excellence in the workplace, a focus that has earned Carleton recognition for mental health at work (opposite page, top) and as one of Canada's top 100 employers (opposite page, bottom)

### Top 100 Employer in Canada in 2023

Carleton was named a Top 100 Employer in Canada in 2023 — a first for the university — as well as a Top Employer in the National Capital Region for the ninth consecutive year, a Top Employer for Canadians over 40 and one of Canada's Top Family-Friendly Employers (also both firsts for the university). These awards are a testament to Carleton's commitment to continuous improvement and putting into place innovative initiatives like Carleton Leader and the Identify, Foster and Share Talent framework, which provide learning opportunities and support career growth. Another contributor to this recognition was the introduction of flexible working arrangements which have allowed many staff to better manage work-life balance.

### Inspiring Collaborative Leadership

The rigorous consultation process adopted for the development of Carleton's SIP has become a best practice at all levels of the university. This comprehensive and collaborative approach was implemented in the development of Carleton's inaugural Digital Strategy and Roadmap. Each iteration of this university-wide strategy was presented to the campus community (faculty, staff, students and governing bodies) for feedback in order to capture diverse perspectives. As a result, the final Digital Strategy and Roadmap provides a broad and holistic guide for Carleton's digital mindset.

### A Very Healthy Workplace

Carleton's healthy workplace initiatives have earned the university Platinum certification in Mental Health at Work from Excellence Canada, an independent, not-for-profit corporation dedicated to advancing organizational performance across Canada. Carleton is also the first post-secondary institution to achieve Gold certification in Mental Health at Work from Excellence Canada. Over the last several years, the university has implemented a number of initiatives to support the mental wellness of students, faculty and staff, including an award-winning student Mental Health Framework and training for faculty and staff.

### Systematic Approaches to Service Excellence

One of the 46 service excellence projects that was completed in 2022 was a collaboration between the Office of Quality Initiatives and Facilities Management and Planning. The work order process was reviewed and updated before moving from a paper-based system to an electronic one. The goal was to improve efficiency and accuracy throughout the lifecycle of a work request. A year later, the positive impact of moving to an electronic system was nothing short of phenomenal as average work order completion times dropped from 60 to 1.2 days.

### Using Resources Strategically and Sustainably

Carleton has made numerous investments in its infrastructure — lighting, tunnel ventilation systems and a new student residence to name a few — to ensure that physical assets meet the needs of the campus community and support the university's sustainability goals. This also includes Carleton's IT infrastructure, which has moved to an "evergreening" model. Evergreening is a reliable and sustainable maintenance approach to key IT services. Other examples of the strategic and sustainable use of resources include the recently completed co-generation power plant and updated responsible investment policies.



**CARLETON IS A TOP 100 EMPLOYER IN CANADA**

**TOP EMPLOYER IN THE NATIONAL CAPITAL REGION FOR THE NINTH CONSECUTIVE YEAR**





# SERVE OTTAWA, SERVE THE WORLD

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.

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.

Supporting operational plans include:





## OPENING OUR DOORS TO THE COMMUNITY

In 2021, Carleton established the Centre for Community Engagement to provide the appropriate infrastructure to support the community engagement priorities outlined in the SIP. The centre led the development of Carleton's first Strategic Plan for Community Engagement (SP4CE), released in October 2022, and is working to develop the corresponding support systems required for implementation. Serving as a focal point for strategically aligning community engagement across the university and with partners, the centre collaborates with key stakeholders, including community partners, Carleton's Community Engagement Steering Committee and senior leadership.



### Carleton Dominion-Chalmers Centre

Our downtown arts, performance and learning centre expanded community programming opportunities with the transformation of two physical spaces in the building. With support from the Ottawa Community Foundation, a new hardwood sprung floor movement studio was created to promote health and wellness for movement arts, welcoming tap dance and all-abilities dancers at the centre for the first time. And a former chapel was converted into The Jean Teron Green Room to provide a warm and calming space for artists and groups prior to and after being onstage. Hundreds of community members have been thriving in the new spaces already.

### Engaging with Indigenous Communities

Carleton is engaging with Indigenous communities through sustained relationships founded in mutual responsibility and accountability through the Centre for Indigenous Support and Community Engagement, which is developing Indigenous community engagement protocols for the Carleton community.

### Partnerships and New Opportunities

Carleton is growing partnerships and associations with alumni, community and not-for-profit organizations, industry and governments, and is expanding service-learning opportunities for students, faculty, staff and community partners to work together. In collaboration with several campus partners, the Centre for Community Engagement has made great strides in developing university-wide affiliation agreements between Carleton and partner institutions to support and expand student placement opportunities. Along with campus partners, the centre is leading the university's participation in the City of Ottawa's new Innovation and Technology Advisory Table to foster strategic relationship building across city representatives, industry stakeholders and community organizations to better serve the citizens of the region through evidence-based research and decision making on key city challenge initiatives.



**18** academic courses  
at Carleton Dominion-Chalmers Centre  
in 2022-23

# EMBEDDED IN THE FABRIC OF OTTAWA

The Carleton Dominion-Chalmers Centre has helped grow the university's presence in Ottawa



**CU@KANATA AND HUB350 HAVE HOSTED SEVERAL INTERNATIONAL DELEGATIONS (U.K., BAHAMAS, SOUTH KOREA, INDIA AND TAIWAN) INTERESTED IN CONTRIBUTING TO THE CITY'S EMPLOYMENT BASE AND ECONOMIC DEVELOPMENT**

### An Expanded Ottawa Footprint

Carleton is strengthening its physical and reputational presence within Ottawa through the ongoing support of events and services delivered through the Centre for Community Engagement, Carleton Dominion-Chalmers Centre, Innovation Hub and CU@Kanata. In partnership with Invest Ontario and Invest Ottawa, CU@Kanata and Hub350 have hosted several international delegations (U.K., Bahamas, South Korea, India and Taiwan) interested in contributing to the city's employment

base and economic development. CU@Kanata, the Innovation Hub and the Future Edge Talent Ecosystem have partnered to engage local communities through a variety of programming and events, which include technovation events with the Faculty of Engineering and Design, generation changemaker events with Kanata high schools and lifelong learning and executive education experiences in CU@Kanata on broad topics of interest.



Prime Minister Justin Trudeau (top, photo courtesy Melanie Coulson) visits Hub350 in Kanata North, home to CU@Kanata, an innovation space where industry, finance and academic partners (such as Carleton Faculty of Science Dean Maria DeRosa, middle) collaborate and connect

**2,000-plus** students, faculty and partners attended CU@Kanata events in the past year



## COMMUNITY ENGAGEMENT

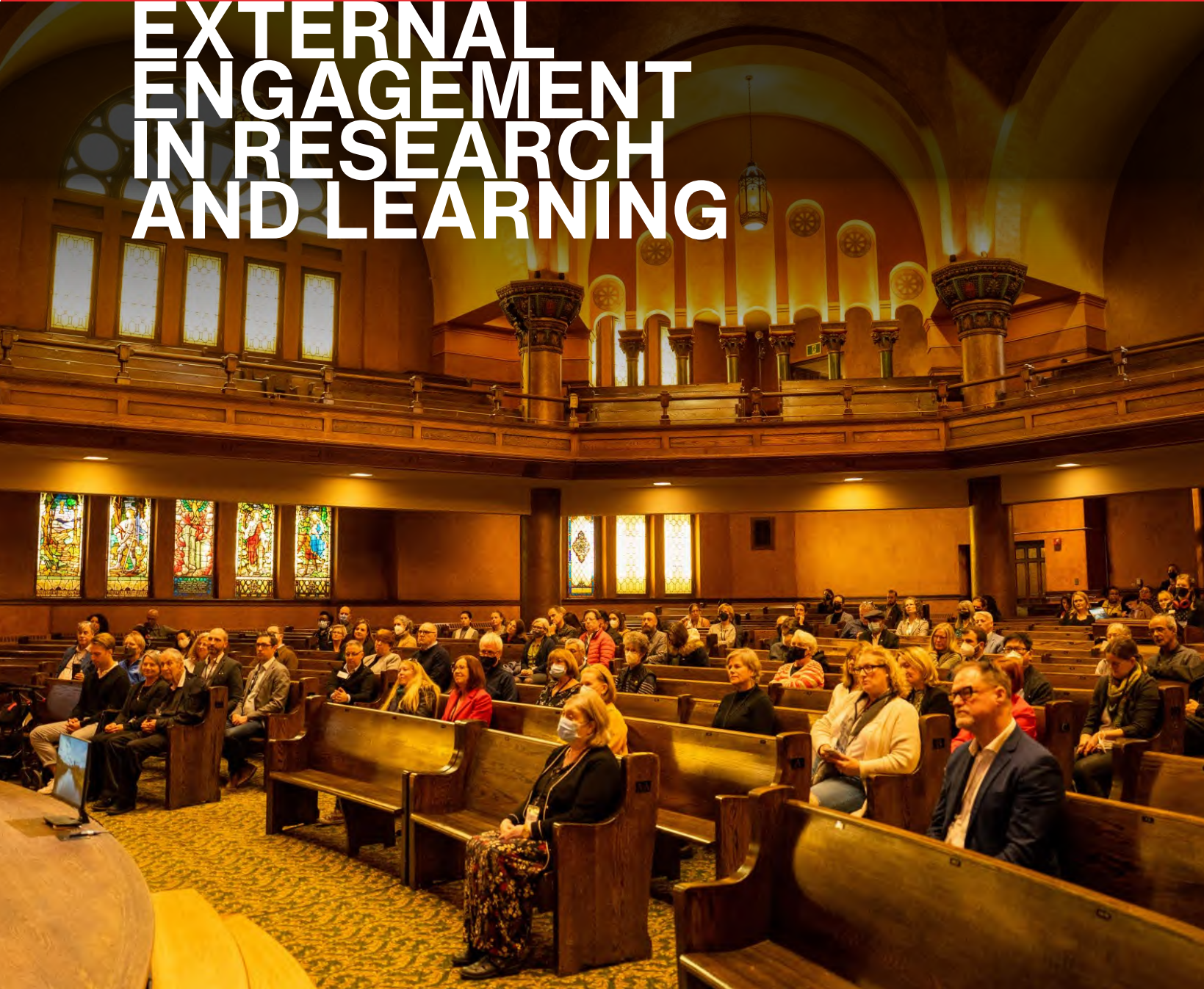
Carleton continues to focus on community engagement as a priority. The Carleton Academic Plan discusses the ways in which community engagement aligns with the academic and research mission of the university. “The purpose of higher education is perhaps more important now than ever,” it declares. “The pursuit of knowledge production, mobilization and consumption is a response to the complex issues of our time and necessitates a need for citizen scholars — those who embrace knowledge and its power to do good. In this realm, universities have a critical role to play in stepping up to a social mission of creating and fostering spaces for academic discovery and knowledge creation, preservation and sharing.”



Carleton's first Strategic Plan for Community Engagement was launched at the Carleton Dominion-Chalmers Centre (opposite page) in October 2022

REFLECTING A YEAR-LONG CONSULTATIVE PROCESS, CARLETON'S STRATEGIC PLAN FOR COMMUNITY ENGAGEMENT OUTLINES FIVE KEY PRIORITIES THAT WILL GUIDE THE UNIVERSITY'S COLLECTIVE EFFORTS

## EXTERNAL ENGAGEMENT IN RESEARCH AND LEARNING



### Benefits on Campus and Beyond

Carleton is expanding community-based research and community-based pedagogy opportunities for the benefit of researchers, students, instructors and communities.

- As an institutional member of Community-Based Research Canada (CBR Canada), Carleton actively attends and promotes community-based research events and related opportunities. The Centre for Community Engagement has been accepted to present at the annual Community-Based Research Canada C2U Expo. This year's conference is being hosted in June 2023 by Lakehead University. The C2U Expo is CBRCanada's international conference providing leadership and space for both academics and communities to showcase community-campus partnerships that address local and global societal problems.
- The Centre for Community Engagement has been approached to support Carleton's efforts in developing course content for Research Impact Canada's Summer 2023 MobilizeU program. Two areas of focus include knowledge mobilization and community engagement-focused communications.
- Researchers are driven to expand their knowledge and influence beyond academia for the betterment of society. Among Carleton's many community-based initiatives are Engendering Disability-Inclusive Development (Thuy Nguyen, SOAN); the Transgender

Media Lab (Laura Horak, SSAC); and a research collaboration between the First Nation of Na-Cho Nyäk Dun (FNNND) in the Yukon and Carleton.

### Strategic Plan for Community Engagement (SP4CE)

Reflecting a year-long consultative process that engaged approximately 600 members of the internal Carleton community — including students, staff, faculty, Senate and the Board of Governors — and external community partners, the plan outlines five key priorities that will guide the university's collective efforts around community engagement:

1. Foster and maintain existing relationships, while building new ones for positive impact;
2. Develop systems and services to support our relationships;
3. Focus on creative and innovative community engagement that is sustainable;
4. Improve communications across communities to support connection; and
5. Provide greater recognition of collective efforts that exemplify community engagement.



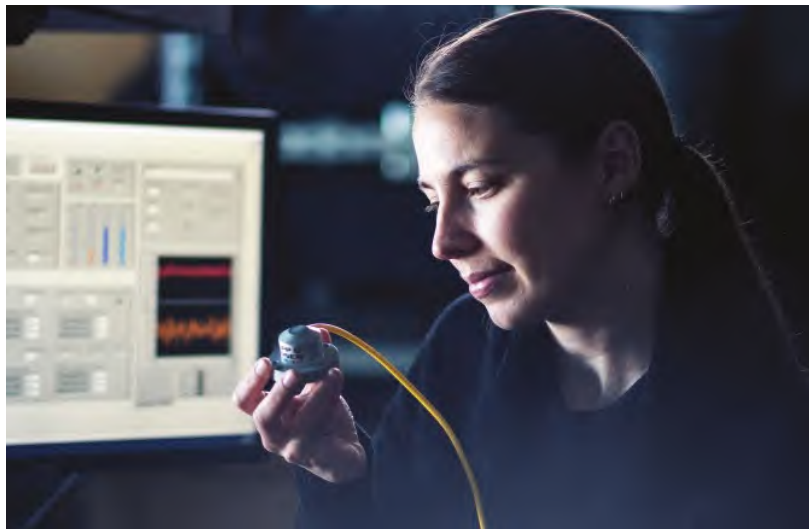
## COLLABORATION

# PARTNERSHIPS WITH PURPOSE

Carleton takes a purpose-based approach to partnership — collaborating with industry, community and individual supporters to focus on shared issues and solutions that benefit society, its economy and institutions and the health and well-being of citizens around the world. Through the SIP, Carleton has developed unique approaches to partnership that have amplified the university’s external voice, given meaningful opportunities to students, encouraged innovative research and provided significant benefit to partners and the communities Carleton serves.

### Holistic Integrated Partnerships

The Office of the Vice-President (Research and International) and University Advancement are leading a new value-added approach to industry collaboration. The Holistic Integrated Partnerships (HIP) program streamlines engagement between the university and a corporate partner, enabling better research and development collaborations, creating learning and employment opportunities for students and advancing mutual societal goals. Since 2020, the HIP initiative has helped establish and enhance numerous high-value collaborations with industry leaders. The Ericsson-Carleton University Partnership for Research and Leadership in 5G Wireless Networks focuses on the challenges and opportunities of 5G; the collaboration has advanced significant research and created more than 500 co-op work terms for Carleton students. The BlackBerry QNX-Carleton University Partnership is a five-year partnership that provides Carleton faculty and students with access to leading technology for



**48.6% INCREASE IN CORPORATE RESEARCH INCOME GROWTH IN THE PAST YEAR**

**THE ERICSSON-CARLETON PARTNERSHIP HAS CREATED MORE THAN 500 CO-OP WORK TERMS FOR STUDENTS**



Cynthia Cruickshank (top), director of Carleton’s new Centre for Advanced Building Envelope Research; MP and Carleton alumnus Yasir Naqvi (middle) speaks at the opening of the Ericsson-Carleton Mobile Wireless Lab; Bruce Wallace, executive director of the Sensors and Analytics for Monitoring Mobility and Memory project, a partnership between Carleton, the Bruyère Research Institute and the AGE-WELL Network

research and learning opportunities in a wide range of industries. And Carleton and IBM Canada have embarked on a multimillion-dollar collaboration to equip students for essential jobs in emerging digital careers such as AI, machine learning and data science.

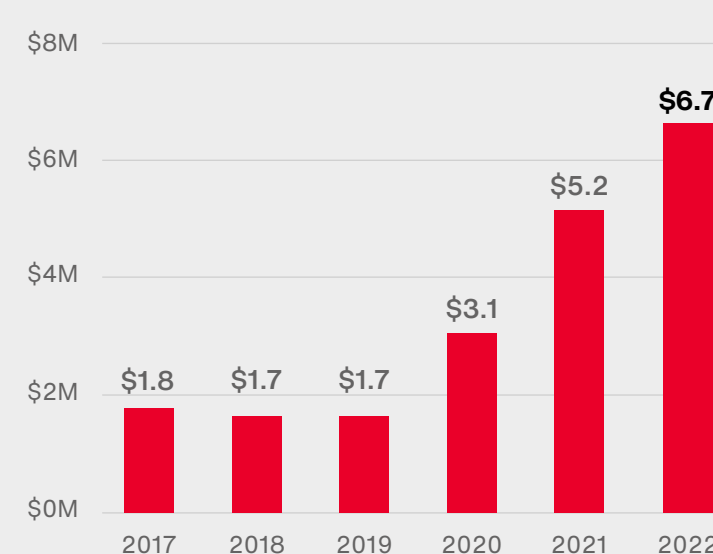
### Broader Social Impact and Purpose

Through philanthropic partnerships, donors and champions give not to Carleton but *through* Carleton, investing in the power of higher education to advance social progress, community impact and the greater good. Since 2020, thousands of private supporters and foundations have helped establish teaching and learning opportunities, new research initiatives and inspiring community engagement projects that make a difference on campus and beyond. The Joyce Family Foundation established a \$2.5 million endowment to support bursaries, mentorship, Indigenous programming, student recruitment and create conditions for Indigenous student success at Carleton. The Cristine Rotenberg Scholarship for Academic and Creative Pursuits, established by a celebrated Carleton alumna and entrepreneur, supports students who have demonstrated a commitment to their education while pursuing creative interests. And with the support of generous grants from Jumpstart Charities, Carleton is able to offer a variety of adaptive sports and recreation programs for community members of all ages.

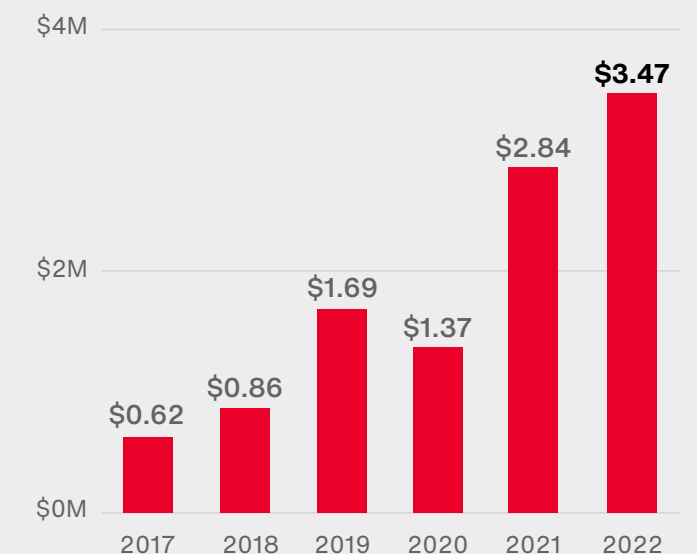
To meet the growing need for new approaches to health and well-being, Carleton has established significant research partnerships with health-care institutions in Ottawa. Working closely with The Ottawa Hospital (TOH) Research Institute, researchers from the Faculty of Engineering and Design are developing ways to improve the success of orthopedic surgeries, such as hip and knee replacements. Meanwhile, a comprehensive partnership with the Bruyère Research Institute and the AGE-WELL Network is developing smart home systems to help older adults live safely and independently.

The fight against climate change requires diverse approaches, including a renewed focus on energy efficiency in homes, workplaces and commercial facilities. Carleton’s new Centre for Advanced Building Envelope Research (CABER) — funded in collaboration with Natural Resources Canada and the Ontario Research Fund — is exploring numerous “building envelope” innovations that can help homeowners and industry renovate their facilities both effectively and quickly, while keeping costs down. CABER is also working with Ottawa Community Housing to test techniques to add exterior panels to existing structures, a cost-effective approach that doesn’t require a full renovation and displacement of residents.

### Business Enterprise (3-year average) \$M



### Mitacs Funding (cash revenue) \$M





## BUILDING BRIDGES TO THE WORLD

# BECOMING A GLOBAL INSTITUTION

As an interdisciplinary, research-intensive institution, Carleton prioritizes a strong international focus. With a comprehensive approach to global outreach, we believe in the immense value of building bridges and fostering partnerships around the world. Whether it be through research funding, mobility opportunities or institutional relations, these linkages help our community members participate as global citizens and support us in our mission to transform Carleton into a hub for intellectual engagement and knowledge sharing.



An MOU signed by Carleton and South Africa's University of Pretoria (top), the work of Carleton researchers Luciana Nardon and Amrita Hari on immigrant work integration (middle), the Canada-India Centre's annual Dhahan Lecture (bottom) and former visiting Queen Elizabeth Scholar Sophia Bakili (opposite page) showcase the university's global reach



**4,490**  
international students  
from **142 countries** in the  
2022-23 academic year

### Helping Afghan Scholars Find a New Intellectual Home

Researchers at Carleton and the University of British Columbia joined forces to help scholars and others who are fleeing the crisis in Afghanistan, especially women and ethnic minorities, establish a new intellectual community in Canada. Their project, "Placement, Preservation and Perseverance: Afghan At-Risk Scholars, Activists and Students," received a \$1.096 million grant from the International Development Research Centre (IDRC). Carleton is also contributing \$164,000 towards the project, reflecting the university's leadership in supporting the Scholars at Risk initiative.

### Shifting How Migration Policy Is Made

A new initiative based in Carleton's Local Engagement Refugee Research Network (LERRN) is seeking to correct the imbalance in research informing forced displacement policy. Supported with \$8 million over seven years, the IDRC's Research Chairs on Forced Displacement Network will establish 12 research chairs at universities in Africa, South and Central America, the Middle East and Southeast Asia. The chairs will form an international network to encourage collaboration and amplify their findings.



### New Connections with International Students

Thanks to \$287,360 in funding from the IDRC, Carleton is one of 11 Canadian universities participating in the QES-Advanced Scholars West Africa program. Funding was awarded for initiatives with an emphasis on gender equality. Coordinated by Nduka Otiono and the Institute of African Studies, the Her Own Room to Write project will enable 17 women PhD and post-doctoral scholars from West Africa to engage in research training and placement opportunities. It will support them in overcoming the institutional prejudice and structural barriers that prevent many African women from completing the necessary requirements of their education.

### International Experiences for Student Mobilization

A group of Carleton students led by David Hugill, Department of Geography and Environmental Studies, and Patrizia Gentile, Institute of Interdisciplinary Studies, recently travelled to Havana, Cuba, for a newly developed two-week field course. The experience engaged in urban history, urban development, sustainability, architecture, urban culture and questions of urban equity. Students met with local faculty from the Latin American Faculty of Social Sciences at the Universidad de La Habana, as well as researchers specializing in Cuban sustainability and urban planning.

### Expanding Overseas Research Partnerships

Currently, the Punjab Probation and Parole Service Department in Pakistan does not have a systematic means of assessing the risks, needs and strengths of women on probation, making it difficult to know what programs they should receive to help them transition into life post-incarceration. Thanks to funding from the International Research Seed Grant program (IRSG), Shelley Brown, Department of Psychology, and Mazhar Bhutta from PMAS-Arid Agriculture University Rawalpindi in Punjab are working on a Probation Services and Assessment Plan (P-SAP) to develop an easily administered and sustainable assessment measure to be permanently adopted by the probation department in Punjab.

**CARLETON HAS 64 ACTIVE INTERNATIONAL MOUs AND 133 STUDENT EXCHANGE AGREEMENTS**

**CARLETON ENGAGED DIRECTLY WITH 32 EMBASSIES AND HIGH COMMISSIONS IN 2022**

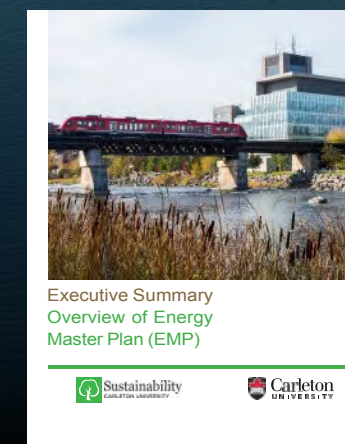
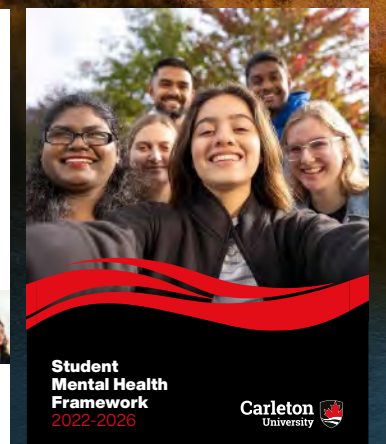
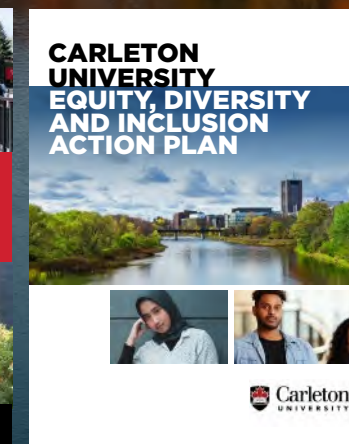


# STRIVE FOR WELLNESS, STRIVE FOR SUSTAINABILITY

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.

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.

Supporting operational plans include:





## HEALTH AND WELLNESS

Carleton strives to enhance personal wellness and health, choosing 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.



Racialized Student Counsellor Manal Haji Egeh is part of an expanded support team at Wellness Services

# PRIORITIZING PHYSICAL AND MENTAL HEALTH

Wellness Services expanded to a total of

**17** counsellors from 10 in 2020

### Student Mental Health Framework

Following the successful implementation of the Student Mental Health Framework 2.0, Carleton launched a broad and inclusive consultation in 2021 to update our framework. The new Student Mental Health Framework 2022-2026 strives to proactively promote a holistic and intersectional approach to student mental health and wellness by effectively and strategically coordinating programs, services and initiatives to build skills and foster resilience.

### A Coordinated Student Wellness Portfolio

In July 2022, the Students and Enrolment Division established a new student health and wellness portfolio to better streamline and consolidate health, mental health and wellness services and programs for students. The newly created Student Health and Wellness portfolio brings together Health Services, Wellness Services, Attendant Services, the Paul Menton Centre for Students with Disabilities and From Intention to Action under the leadership of an inaugural Associate Vice-President Student Health and Wellness. This amalgamation enables a more holistic, coordinated and collaborative approach to supporting students with increasingly complex needs.

### An Expanded Counselling Team

To meet increased demand for mental health support, Wellness Services expanded to a total of 17 counsellors. The team includes a variety of specialized counselling roles, such as an Intake Counsellor, who helps to assess risk and supports students to receive the right services at the right time; a Trans and 2SLGBTQ+ Counsellor; Indigenous Cultural Counsellor; Racialized Student Counsellor; Graduate Student Counsellor; counsellor with a specialization in eating disorders; and a Crisis Counsellor for same-day urgent support. Wellness Services went from a 300-person psychiatry waitlist to a less than 40-person waitlist at any given time by establishing a partnership with The Royal Ottawa Mental Health Centre for telemedicine psychiatry.

### Therapy Dogs and More Tools

Wellness Services continues to share tools and resources for managing and improving student mental health and well-being. Through the Student Mental Health Engagement Committee, wellness presentations and workshops, the Therapy Dog Program, distributing virtual care packages and more, Carleton's Health Promotion team continues to strive for improving wellness across campus. With the support of Naloxone Care, Carleton has installed a total of 19 Emergency Naloxone stations across campus. These stations each contain two doses of Narcan nasal Naloxone which can temporarily reverse the effects of an opioid overdose.

Since spring 2020, Naloxone Care has offered 22 training sessions with 1,237 students, staff and faculty registered, providing almost 1,000 Naloxone kits to participants. Additionally, over 500 Naloxone kits have been provided to the Carleton University Students' Association to support their Party Safe(r) campaigns, which are run in advance of events like the Panda Game and St. Patrick's Day.

### Updated and Interactive Resources

In 2022, the Office of the Vice-President (Students and Enrolment) updated and mailed printed copies of the Student Support Resources to faculty and staff across the Carleton community to assist in supporting students through their time at Carleton. In addition, all updated resources were also made available digitally on the Student Support website. Resources include a Student Referral Guide, Resource Guide for Mental Health and Wellness, Responding to Disclosures of Sexual Violence, Supporting Students in Distress and more. A new Mental Health and Wellness website was launched to help students discover the tools and resources Carleton offers to help understand, manage and improve their mental health and wellness while at university. The new website features a calendar of wellness events and workshops across the Carleton community, an interactive Wellness Services Navigator tool and information on healthy living, spirituality, substance use health and more.



Left to right: Carleton Challenge Conference keynote speaker and mental health advocate Clara Hughes, President Bacon and Clerk of the Privy Council and Carleton alumna Janice Charette, who spoke at the May 2023 conference about the federal public service's shift from focusing on individual wellness to organizational health

WELLNESS SERVICES  
**REDUCED A 300-PERSON  
PSYCHIATRY WAITLIST  
TO LESS THAN 40**  
THROUGH A TELEMEDICINE  
PARTNERSHIP WITH THE  
ROYAL OTTAWA MENTAL  
HEALTH CENTRE



## A LEADER IN SUSTAINABILITY

Carleton has made significant progress on our sustainability plans and has identified opportunities for carbon reduction, demonstrated our climate commitment and assessed our sustainability work against benchmarks and external assessments.

Carleton defines sustainability in an inclusive style, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations. The university has received national and international recognition for our sustainability initiatives over the last three years. This includes the UI Green Metric World University Rankings. This is a global ranking concerned with broader sustainability impacts including waste, energy and teaching, which ranked Carleton as the most sustainable university in Ontario and the second most sustainable university in Canada.

# FIGHTING CLIMATE CHANGE ON AND OFF CAMPUS



# 1st

**IN ONTARIO AND  
2<sup>ND</sup> IN CANADA  
IN UI GREEN  
METRIC WORLD  
UNIVERSITY  
RANKING**

Geography and Environmental Studies professor Elyn Humphreys has been conducting research at Ottawa's Mer Bleue since 2005, with an eye toward protecting the important ecological role that the bog plays — an example of Carleton's wide-ranging sustainability leadership

### Deeply Embedded Sustainability Considerations

Carleton is working towards a future where both operations and infrastructure embody and exemplify sustainability principles, best practices and innovation. New initiatives include the installation of bird-friendly glazing within several of our buildings. LED lighting retrofits have been completed for MacOdrum Library and lighting audits and retrofits are ongoing. A Carbon Budget, which documents the path to our 50 per cent carbon reduction by 2030, is also in development. To facilitate this, a comprehensive evaluation of the university's electrical infrastructure is underway across campus, including a detailed nodal plant study, an electric steam boiler feasibility study and the future replacement of the hydroelectric sub-station.

### Sustainability Gold STARS

Carleton earned a Sustainability Tracking Assessment and Rating System (STARS) Gold rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE). With more than 900 participants in 40 countries, the STARS program is the most widely recognized global framework for publicly reporting information related to a college or university's sustainability performance. Carleton was named a top performer in the 2022 AASHE Sustainable Campus Index, achieving a Top-10 ranking in the impact areas of Water and Well-being & Work. As part of our commitment to the global effort to find solutions to climate change, Carleton is a signatory of Investing to Address Climate Change: A Charter for Canadian Universities, which provides principles and practices to guide responsible investment decisions. This builds upon the university's commitment to the United Nations supported Principles for Responsible Investing (PRI), one of the key elements of the Climate Charter. These actions align with Carleton's review of Environment, Social and Governance (ESG) considerations in areas such as investments and energy.

### Academic Programming Around Sustainability

A key component of Carleton's holistic approach to sustainability is the new Sustainability and Climate Change committee, established with pan-campus representation including faculty, staff and students. To support the committee's work, sub-groups focusing on Teaching, Research and Operations have been created. In 2022, Carleton updated its Environment and Sustainability Policy to reflect sustainability programs and to provide guidance to the university for future operations.

**IN 2022, CARLETON'S CO-GENERATION PLANT PRODUCED 17% OF THE ELECTRICITY USED ON CAMPUS, REMOVING THE LOAD FROM THE PROVINCIAL GRID**

**THERE ARE NOW MORE THAN 25 ELECTRIC VEHICLE CHARGING STATIONS ACROSS CAMPUS**



## ACCESSIBILITY

# THE MOST ACCESSIBLE UNIVERSITY IN CANADA

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, as well as other initiatives and programs across campus, Carleton will advance accessibility across research, training, employment, policy and community engagement.

### Introducing The New Accessibility Institute

The Research, Education, Accessibility and Design (READ) Initiative celebrated its 10-year anniversary in October 2022 by announcing its transformation into the Accessibility Institute, the first-ever institute of its kind in post-secondary and in Canada. The institute will further strengthen and expand collaborations to advance accessibility across disciplines and sectors and reaffirm Carleton's ambition to continue leading toward a fully inclusive and accessible Canada. Since the launch of the SIP in spring 2020, the initiative-turned-institute has attracted \$7 million in funding for accessibility research. Some examples of its projects include accessible housing for autistic adults, employment outcomes for post-secondary students with disabilities and the effectiveness of artificial intelligence in assessing disability-related needs. In 2021, the initiative-turned-institute launched the second phase of the David C. Onley Initiative (DCOI): DCOI 2.0: Building a Collective Impact Strategy.



Ravens adapted multisport camps and Carleton's Junior Ravens wheelchair basketball program embody the university's approach to inclusive athletics; Accessibility Institute and Canadian Accessibility Network director Boris Vukovic presents accessibility advisor Dean Mellway with the READ Initiative Founders Award at a reception where the initiative was formally renamed the Accessibility Institute

Funded by the Ontario government with \$3 million over three years, its objective is to create an online toolkit that will build the capacity of post-secondary institutions across Ontario to provide enhanced employment supports for students with disabilities as they transition into the workforce.

### Rick Hansen Foundation Certification

The Accessibility Institute continues Carleton's longstanding partnership with the Rick Hansen Foundation. The Accessibility Institute and Facilities Management and Planning are leading a project to assess each building on Carleton's campus using the Rick Hansen Foundation Accessibility Certification standards. The goal of the audit is to increase overall accessibility on campus, remove barriers in the built environment and create inclusive spaces for everyone.

### Coordinated Accessibility Strategy

The Coordinated Accessibility Strategy (CAS) is making steady progress toward continuing to

build Carleton's culture of accessibility and be a catalyst for creating a more accessible and inclusive university community, in particular for persons with disabilities. Since its launch in 2020, definitive actions have been taken on 36 of the strategy's 40 recommendations based on our community's priorities. Under the guidance of the Associate Vice-President, Human Resources, and in response to the strategy's recommendations, an extensive benchmarking project facilitated by the Office of Quality Initiatives was completed to identify best practices that improve the experiences and increase inclusion of persons with disabilities throughout the employee lifecycle at Carleton. From this research, the Benchmarking Team identified 10 recommendations aimed at growing a culture of accessibility for Carleton employees.

### Canadian Accessibility Network

Carleton's leadership in accessibility continues to be reflected in the growth of the Canadian Accessibility Network (CAN), a national collaboration led by the

CARLETON'S NEW ACCESSIBILITY INSTITUTE – THE FIRST OF ITS KIND IN POST-SECONDARY AND IN CANADA – IS INVOLVED IN PROJECTS SUCH AS ACCESSIBLE HOUSING FOR AUTISTIC ADULTS AND EMPLOYMENT OUTCOMES FOR POST-SECONDARY STUDENTS WITH DISABILITIES



Accessibility Institute. CAN's vision is to be Canada's cross-sectoral, national platform to empower persons with disabilities, improve socio-economic and health outcomes and change mindsets and behaviours. Since its inception in 2019, CAN has brought together 76 organizations and 150 individuals from not-for-profits, service providers, educational institutions, government organizations, community organizations and other sectors, representing eight provinces across Canada.

### Paul Menton Centre for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC), in partnership with Scheduling and Examinations Services and Information Technology Services, began wrapping up a multi-year effort to bring a new academic accommodation management system to Carleton in the fall of 2022. The Ventus portal became a one-stop solution linking students with disabilities, their course instructors and staff from the McIntyre Exam Centre and the PMC.



## TAKING ACTION TOWARD RECONCILIATION

Carleton is guided by the sector-leading Kinàmàgawin report in its commitment to seek reconciliation with Indigenous Peoples and make campus a safe and welcoming space for all Indigenous students, faculty and staff. These efforts have been complemented by a \$2.5 million donation from the Joyce Family Foundation — matched by an additional \$2.5 million from the university — which has allowed the university to mobilize many of its intentions.

### Addressing the Calls to Action

The university is fulfilling Carleton-specific Calls to Action developed by the Carleton University Strategic Indigenous Initiatives Committee. Carleton continues to work towards implementing the Kinàmàgawin report. In response to the report, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) was established to support Indigenous faculty, develop Indigenous pedagogical tools and guide the Ānako Indigenous Research Institute and other research initiatives. The Centre for Indigenous Support and Community Engagement (CISCE) was established to support students, staff and faculty by providing culturally safe spaces for dialogue and learning. CISCE nurtures a sense of belonging for Indigenous students and develops and delivers resources and training to educate the Carleton community about the experiences, histories and worldviews of Indigenous Peoples. The Ānako Indigenous Research Institute was established to bring together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous Peoples and in Indigenous territories.



### Embracing Indigenous Worldviews

Carleton is deepening understanding of Indigenous worldviews throughout the university community through events such as the annual Kinàmàgawin Symposium, which addresses timely topics — chosen by Indigenous students — relevant to Indigenous Peoples and empowers students, staff and faculty to further their knowledge and become a positive force for change.

Carleton is situated on the traditional, unceded and unsundered territory of the Algonquin Nation. In an effort to embody a significant territory acknowledgement in a meaningful way, Carleton engaged in a thorough consultation with the Algonquin Advisory Council and Algonquin communities in the region — notably Kitigan Zibi and Pikwakanagan — to rename the University Centre, which is the crossroads of all campus activity. The new name is Nideyìnàn, which translates to “our heart.”

With the gracious support of the Robertson family, Carleton has renamed its main administrative building to acknowledge and honour Inuit and to further commit to the recommendations of the Kinàmàgawin Report. Following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, Carleton now calls this building Pigiariq, which translates to “a place to begin” or “the starting place.”

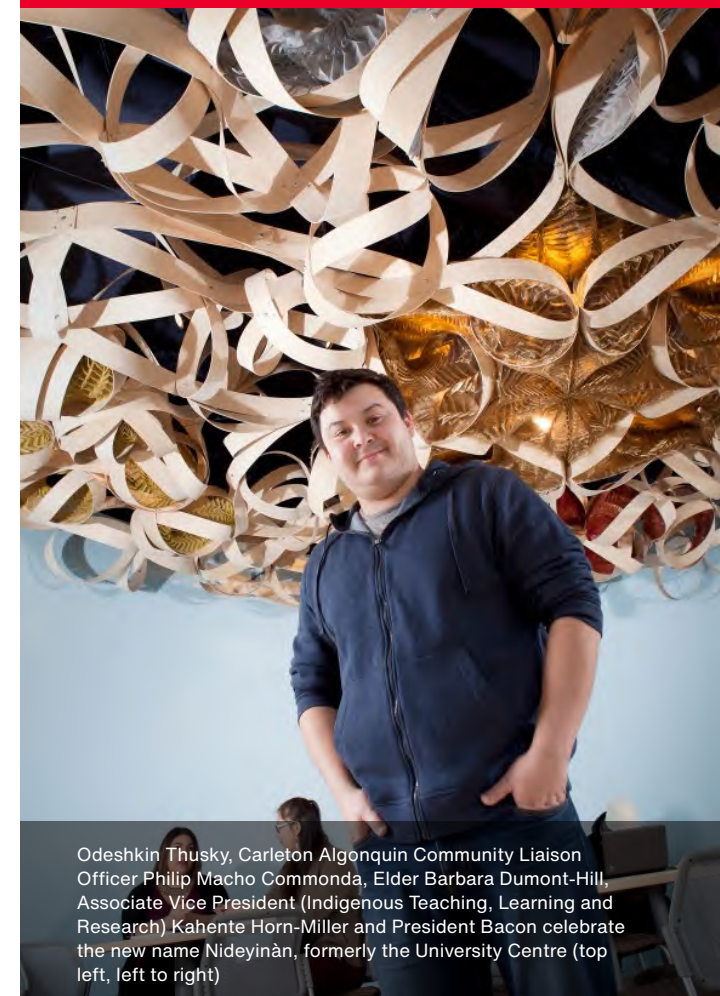
Motivated by pursuits of justice found in the self-determining practices of Indigenous Peoples, and the critical and urgent problems associated with climate change and the disconnect of humanity from the Earth, a new course (Land As A Relation Field Course, INDG 4015) offered through the School of Indigenous and Canadian Studies brings together Indigenous knowledge keepers from the Algonquin community of Kitigan Zibi to provide basic knowledge and direction for understanding what it means to live in relationship with the land.

**CARLETON ENGAGED IN A THOROUGH CONSULTATION WITH THE ALGONQUIN ADVISORY COUNCIL AND ALGONQUIN COMMUNITIES IN THE REGION TO RENAME THE UNIVERSITY CENTRE — THE NEW NAME IS NIDEYİNÀN, WHICH TRANSLATES TO “OUR HEART”**

## LEARNING TOGETHER



Saulteaux Elder Irene Compton sings an eagle song to open one of Carleton’s annual Kinàmàgawin Symposiums



Odeskin Thusky, Carleton Algonquin Community Liaison Officer Philip Macho Commonda, Elder Barbara Dumont-Hill, Associate Vice President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller and President Bacon celebrate the new name Nideyìnàn, formerly the University Centre (top left, left to right)



## FOSTERING BELONGING

# WHERE EVERYONE IS INCLUDED

In 2020, Carleton published an institutional Equity, Diversity and Inclusion (EDI) Action Plan which outlines specific strategic actions to advance EDI on campus. In 2022, Carleton joined several other Canadian universities in signing the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. As part of this commitment and in support of building faculty-specific initiatives, Profs. Audra A. Diptée (History) and Nduka Otiono (African Studies) were appointed as Faculty Advisors on Anti-Black Racism and Black Inclusion.



### Nurturing Inclusivity and Diverse Perspectives

Carleton is encouraging and nurturing inclusivity and a diversity of perspectives and identities to strengthen the university's communities. Teaching and Learning Services and the Department of Equity and Inclusive Communities are collaborating to develop an introductory module discussing human rights and intersectional anti-oppression. The module will be available to Carleton's first-year students and it will include testimonials from students, examples, definitions and information on how to be an anti-oppressive Carleton community member.

The Department of Equity and Inclusive Communities hosts a variety of events, including the annual Inclusion Week event series, which raise the visibility and awareness of the value of human rights work and EDI, explore practical ways to integrate its principles into the university's organizational structures and culture, and strengthen the potential for prosperity in the community.

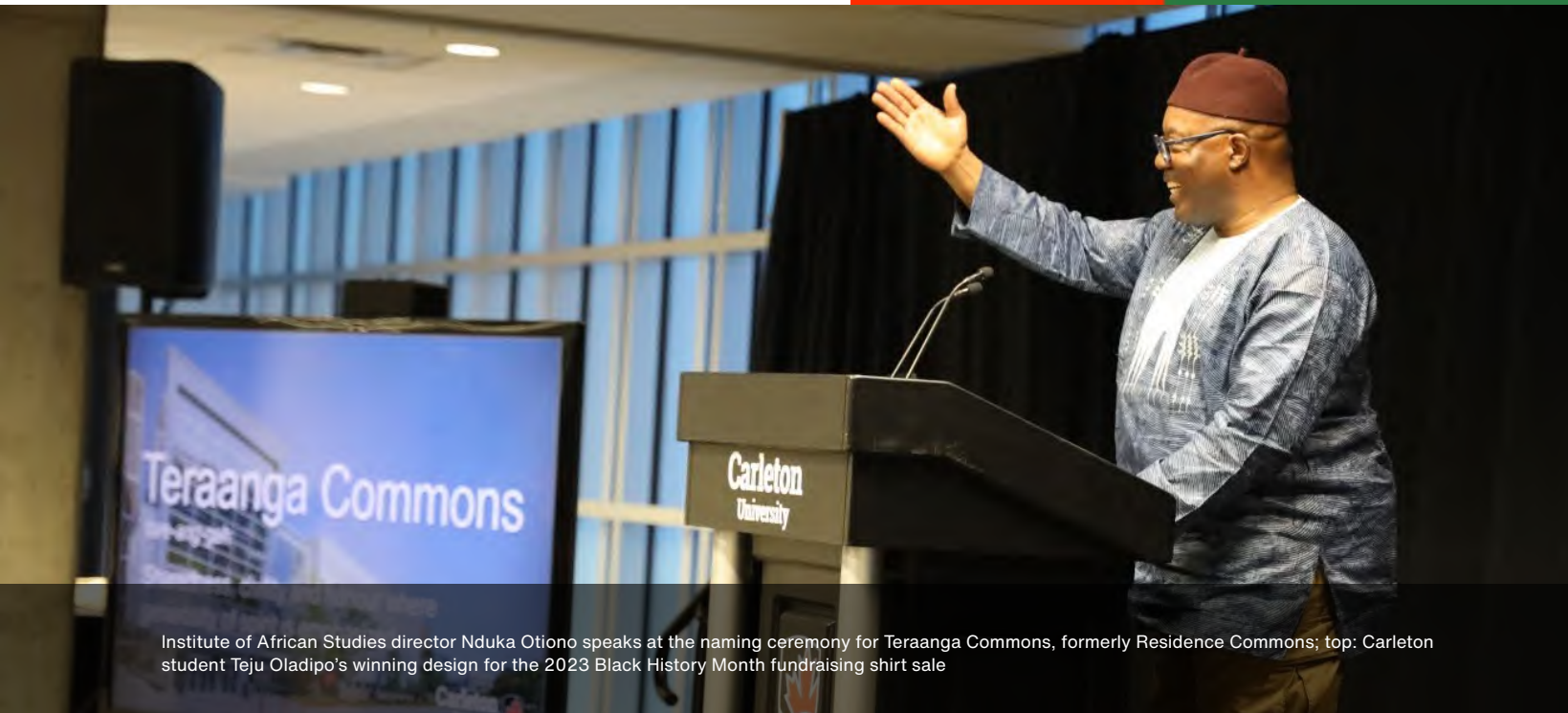
In alignment with the EDI Action Plan and in collaboration with campus partners, Equity and Inclusive Communities has launched the first phase of the Pronoun Enhancement Project, which provides students, staff and faculty with an opportunity to indicate their chosen pronouns through Carleton Central.

Several EDI initiatives are also taking place at the faculty level. For example, many Faculty of Arts and Social Sciences departments have developed EDI and

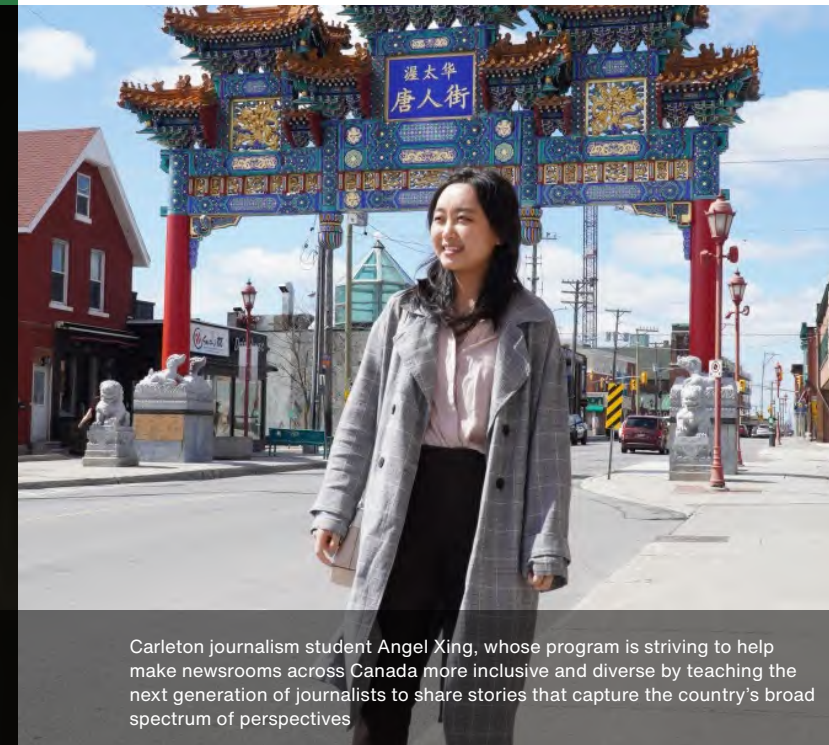
decolonization committees, which have led to significant teaching and curriculum changes. The Faculty of Engineering and Design welcomed hundreds of women students to its Women in Engineering and IT Program this past year. The two-year pilot program helps women students access mentorship, networking and soft skill development opportunities as a way to help close the gender gap in STEM. The Faculty of Engineering and Design also successfully completed its first year of the Experiential Learning in Innovation, Technology, and Entrepreneurship (ELITE) Program for Black Youth. In partnership with the University of Alberta, the program placed numerous Black students in engineering and IT in funded internships and provided them with technical support and coaching.

### Inclusive Excellence and a Commitment to Equity

Carleton is strengthening employee recruitment, retention and advancement based on principles of inclusive excellence and a commitment to equity. In response to a priority outlined in the institutional EDI Action Plan, Carleton is moving forward with an initiative to collect disaggregated demographic data from students, staff and faculty in order to better understand the representation, experiences and perspectives of employees and students. This will inform the design of equitable and inclusive services, build supports and enhance outcomes across the university.



Institute of African Studies director Nduka Otiono speaks at the naming ceremony for Teraanga Commons, formerly Residence Commons; top: Carleton student Teju Oladipo's winning design for the 2023 Black History Month fundraising shirt sale



Carleton journalism student Angel Xing, whose program is striving to help make newsrooms across Canada more inclusive and diverse by teaching the next generation of journalists to share stories that capture the country's broad spectrum of perspectives

SEVERAL EDI INITIATIVES ARE ALSO TAKING PLACE AT THE FACULTY LEVEL; FOR EXAMPLE, MANY FACULTY OF ARTS AND SOCIAL SCIENCES DEPARTMENTS HAVE DEVELOPED EDI AND DECOLONIZATION COMMITTEES, WHICH HAVE LED TO SIGNIFICANT TEACHING AND CURRICULUM CHANGES



## NEXT STEPS



# ONWARDS AND UPWARDS FOR CARLETON

Growth and progress have been constant forces at Carleton since the university was established in 1942. At over 30,000 students and over 5,000 employees, we are now a major teaching and research hub with national and international impact. Carleton research is growing by leaps and bounds and our reputation continues to rise. The university has tremendous momentum and the future is bright for Carleton. As we continue to implement the SIP until 2025, the following projects will have a transformative impact:

### New Student Residence

Construction has started on Carleton's new 450-plus bed, nine-storey residence for first-year students. The design of this new residence was developed in consultation with faculty, students and staff — including Residence Life staff — to identify and address needs. A small, informal ground-breaking ceremony was held in mid-March 2022 to celebrate this new exciting addition to the university campus. This state-of-the-art, 180,000-square-foot facility will showcase an amenity floor that includes study, social, fitness and cooking spaces for the entire residence community.



Carleton's planned Regional Aquatics Centre and Wellness Hub (opposite page), ground-breaking on the new student residence (above) and Vice-President (Finance and Administration) Lorraine Dyke with Dean of Graduate and Postdoctoral Affairs Patrice Smith at the launch of the current SIP

This building follows the fundamentals of Passive House design focusing on the high-performance building envelope and will serve as a beacon as community members come onto campus. It's expected to be completed in 2025.

### New Regional Aquatics Centre and Wellness Hub

Located within Carleton's Athletics precinct, this multi-purpose building will support a full range of services, spaces and amenities for students and the broader Ottawa community. It features a new Regional Aquatics Centre designed to host international competitions as well as an expanded fitness facility, both in response to an identified city-wide need. The architectural personality and expression of the building have been derived from the Indigenous history of the land on which Carleton is situated, evoking the metaphor of a river, an element of health, life giving and movement — a journey through wellness. Design plans include the use of mass timber structure as a renewable material with sequestered carbon, a focus on occupant health through the choice of healthy materials, ample use of daylight, views of nature, the use of native landscaping and placing accessible features in equal profile to able-body infrastructure. Carleton is consulting with the City of Ottawa about the timeline and scope of this project.

### Transformational Fundraising Campaign

Carleton is actively preparing for its next transformational fundraising campaign. Immediately following the close of our successful \$300-million campaign in 2019, Advancement, its campus partners and philanthropic champions began reviewing campus priorities, operational processes, fundraising strategies and market realities for an even more ambitious campaign in support of the university's mission and the SIP. Currently in the "silent phase" of the planning cycle, this \$500-million campaign will leverage Carleton's sector-leading strengths in engagement and purpose-based fundraising while exploring new accountable, responsible and impactful opportunities in philanthropy and corporate partnership to advance research, teaching and learning.

### SIP Renewal

Carleton's current SIP is a roadmap guiding the university's actions and activities from 2020 to 2025 — which means that it is almost time to begin collaborating on the next iteration. This is an opportunity to look back at how far we have come and what we have accomplished as a community over the last three-plus years, and to look ahead at the goals and ambitions we will set for ourselves for the next five-year period. The challenges faced by our communities have not diminished since 2020; indeed, they have intensified. But Carleton has never shied away from challenges and remains ready to challenge what is possible.





The Carleton Ravens made history on March 12, 2023, becoming the first women's and men's basketball teams to win both U SPORTS national championships in the same season since 1985. Carleton is only the third university ever to do so and the first outside B.C. The Ravens women beat Queen's 71 to 59, while the men beat St. Francis Xavier 109 to 104 in double overtime, their fourth straight championship and 17th in the last 20 years.



# **AGENDA ITEM**

**5.4**





**Board of  
Governors**

# Chair's Report

**2022-2023**

**Carleton**  
University







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## MESSAGE FROM YOUR CHAIR

Stepping into the role of Board Chair amid a worldwide pandemic would, for many, be cause for pause. Yet through the unyielding demonstrations of my community and colleagues I am assured, 'No problem is so great that it cannot be dealt with successfully.'

Coming out on the other side, I am astounded by the incredible spirit of resilience, tenacity, and innovation Carleton has shown in the face of considerable uncertainty.

While the pandemic highlighted our adeptness to change, the full reopening of campus in Fall 2022 was a sobering reminder of what was lost, but more importantly, the promise of what stands to be gained.

As we adjust to a new way of normal this has meant incorporating solutions borne from the challenges of the last two years. Whether that be through embracing hybrid work and learning models, keen oversight of our university's operations and ancillary budgets, or improving the delivery of student services – as an institution, we are continuously listening, learning, and moving forward.

Year over year, and month over month, Carleton's positioning as a national leader in higher education continues to grow. Showcasing our prowess in the areas of research, athletics, and community building – we have emerged as a force for good, serving Ottawa and the world.

This success is thanks to the formidable leadership that governs our institution and the community members that uphold it.

Throughout the past year, much attention has been on restoring our beautiful campus – both in look and feel. Through the update of a sustainability-focused Campus Master Plan, implementation of Carleton's Equity, Diversity, and Inclusion (EDI) Plan, New Names for New Times Initiative, and more inclusive spaces – we are creating an environment entrenched in our values.

With multiple projects on the horizon, including a new 456-bed student residence, work continues between building on an ever-increasing momentum and our top priority: ensuring the continued well-being of all staff, students, and faculty.

Sincerely,

**Greg Farrell**, FCPA, FCA

Chair, Carleton University Board of Governors



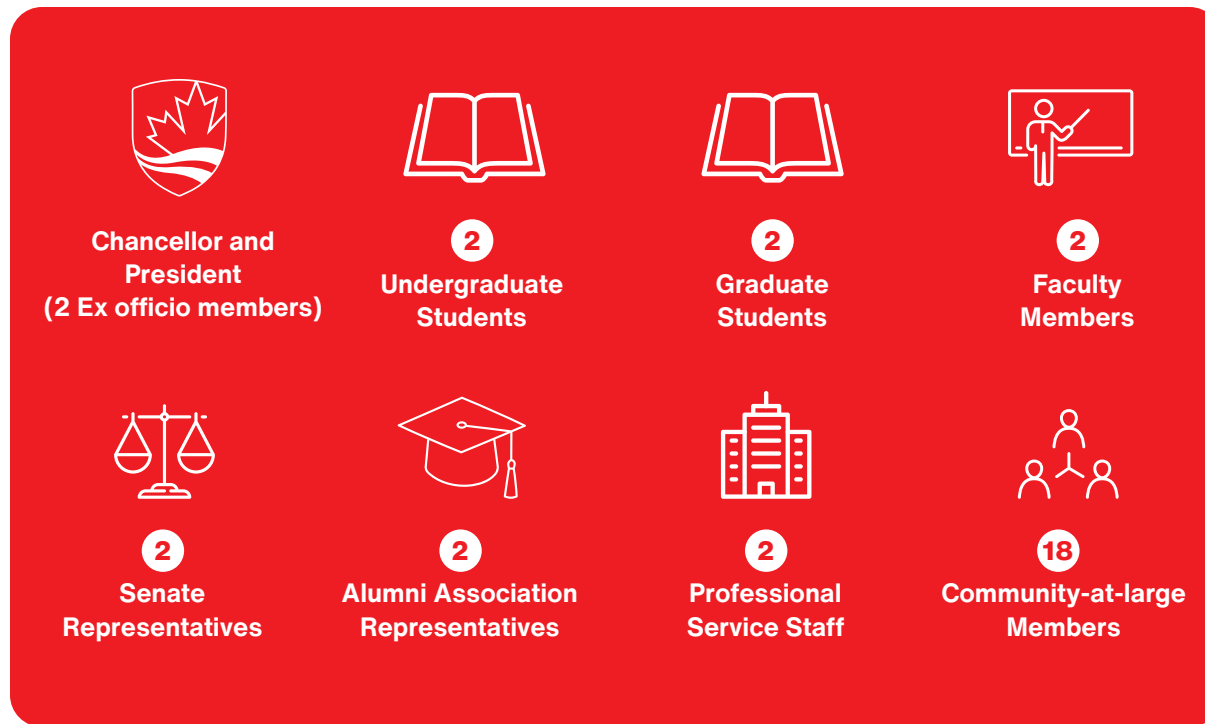
## About the Board

Carleton University's Board of Governors is a diverse group of volunteers, each with a unique understanding of higher education and its mission for good. As the corporate body of the university, the Board provides oversight and guidance on University operations to the senior executive team. To help execute its duties, the Board has formalized six standing committees:

- Advancement and University Relations
- Audit and Risk
- Building Program
- Executive
- Finance
- Governance

## Board Composition

The Board is composed of 32 members representing the Carleton community:



# BOARD OF GOVERNORS 2022/2023



**Benoit-Antoine Bacon**  
President & Vice Chancellor



**Yaprak Baltacıoğlu**  
Chancellor



**Adrian Chan**  
Faculty



**Beth Creary**  
Community



**Puja Dabas**  
Graduate Student



**Patrick Dion**  
Community



**Greg Farrell**  
Chair, Community



**Konrad von Finckenstein**  
Community



**Dan Fortin**  
Past Chair, Community



**Marion Fraser**  
Community



**Kim Furlong**  
Community



**Mira Gillis**  
Undergraduate Student



**Dan Greenberg**  
Community



**Linda Grussani**  
Alumni



**Al Hamdani**  
Community



**Louise Hayes**  
Alumni



**Lynn Honsberger**  
Community



**Nina Karhu**  
Staff



**Alice Keung**  
Community



**Abhishek Khoyani**  
Graduate Student



**Dudley Maseko**  
Community



**Susan Mingie**  
Community



**Laura Newton Miller**  
Faculty



**Brenda O'Connor**  
Community



**Jonathan Ojangole**  
Undergraduate Student



**Meredith Porter**  
Community



**Patrice Smith**  
Faculty - Senator



**Jane Taber**  
Community



**Christina Tessier**  
Community



**Ann Tremblay**  
Community



**Art Ullett**  
Community



**Pamela Wolff**  
Faculty

## The Board

As an institution committed to upholding the values of Equity, Diversity, and Inclusion, we endeavor to comprise a Board that reflects the totality of talent and expertise within our community. This commitment is made further in our pledge to the [Government of Canada's 50-30 Challenge](#). Since joining the initiative in January 2021, the Board has achieved representation of 56% women and 31% other equity-deserving groups.

Diversity and inclusion drive our excellence, furthering the institution's reputation as a leader across Canada and increasing our capacity to effectively address and serve the interests of our global community.

## Incoming Governors

The Carleton Board of Governors welcomed seven new members, whose roles commence July 1, 2023:



### **Howard Babb, Community**

Howard works as a Director, Project Management at Tiree Facilities Management, a professional services company focused on providing innovative infrastructure solutions, real property management, and more. Howard is a Professional Engineer and Project Management Professional with experience in capital project delivery, project management, building engineering design, and construction.



### **Jennifer Camelon, Community**

Jennifer is the Chief Financial Officer and Vice-President, Corporate Services at Canadian Blood Services. Jennifer brings extensive executive-level leadership experience in finance, corporate planning, procurement and supply chain, and enterprise risk management. She is a chartered professional accountant (CPA, CA) and holds an ICD.D designation.



### **Jim Devoe, Community**

Jim Devoe has been Chief Executive Officer at Congress of Aboriginal Peoples for 11 years, a national Indigenous organization that represents and advocates for the rights and interests of off-reserve status and non-status, Southern Inuit and Métis Indigenous Peoples living in urban, rural, remote, and isolated areas throughout Canada. Jim has also served on several Boards including The White Ribbon Campaign, Crime Prevention Ottawa, Mothercraft Ottawa, and the Ottawa Food Bank.





**Mathew Main, Alumni**

Mat is Vice-President, Corporate Development and Senior Project Manager at Dymech Engineering. As a Mechanical Engineer, Mat is responsible for all aspects of mechanical design, review and verification of components, systems and programs at Dymech Engineering. A licensed Engineer in the province of Ontario since 2011, Mr. Main leads a team of designers and EITs to deliver design, prototype, and fabrication projects covering a wide range of classical mechanical disciplines. Mat also serves as the President of the Carleton University Alumni Association.



**Georgette Morris, Graduate Student**

Georgette is pursuing a Ph.D. at Carleton University in Law and Legal Studies. She holds an Honours BA in Human Rights and Equity Studies, a BA in Social Science, and an MA in Public Policy Administration and Law from York University. She also holds certificates in Law and Society, Public Policy Analysis, and graduate diplomas in Democratic Administration and Ethics and Public Affairs. Her primary research interests have been labor, policy, equity, human rights (im)-migration, citizenship, government, political debate, public reason, and agenda setting.





**Janakan Muthukumar, Graduate Student**

Former humanitarian worker, Janakan is pursuing his Ph.D. at Carleton's Department of Law and Legal Studies in the Faculty of Public Affairs. He has experience representing diverse communities and has worked alongside policymakers, government and non-government officials, and administrative and expert groups to gather knowledge and expertise in setting priorities and working toward the common good.



**John Nelson, Administrative Staff**

John is a higher education administrator and coach with more than 17 years of professional experience in student affairs, international education, and international partnership development. For thirteen of the last fourteen years, John has worked in two of the five-line faculties and three of the four VP portfolios at Carleton. He now occupies the role of Acting Director of Carleton's Innovation Hub and sits on the Advisory Committee on University Records (ACUR), and Cross Faculty Initiatives Committee.



## Outgoing Governors

We express our profound gratitude to this year's outgoing Board Members, whose commitment to service and the advancement of our institution's governance has led to the betterment of Carleton and its community.

- Puja Dabas, Graduate Student
- Lynn Honsberger, Community
- Meredith Porter, Community
- Marion Fraser, Community
- Abhishek Khoyani, Graduate Student
- Art Ullet, Staff
- Louise Hayes, Alumni



L to R: [Figure 1] Board of Governor, Lynn Honsberger (Community); [Figure 2] Board of Governor, Adrian Chan (Faculty) and David Hornsby; [Figure 3] Board of Governor Meeting in Richcraft Hall. All images can be found on brand website if you search "Richcraft"





## CELEBRATING RENEWED LEADERSHIP

### **Jerry Tomberlin's Provost and Vice-President (Academic) Term Extended**

The Board approved the extension of Jerry Tomberlin's mandate as Provost and Vice-President (Academic) until June 30, 2024.

Since 2017, Jerry has excelled in his role as Provost, leading and serving the Carleton community through challenging circumstances. Notably, he revitalized the

Provost portfolio, renewed a strong Decanal team, ensured continued academic excellence through the ongoing pandemic, skillfully led the development of the annual operating budgets in a very challenging fiscal context, steered several successful collective agreement renewals, and played an important role in the development and implementation of Carleton's Strategic Integrated Plan, Kinàmàgawin Indigenous Initiatives Strategy, and Equity, Diversity and Inclusion Action Plan.

### **Carleton Launches Provost and Vice-President (Academic) Search**

In January 2023, Carleton University embarked on the process of selecting a new Provost and Vice-President (Academic).

In accordance with the appointment guidelines of the Board of Governors, an Advisory Committee was struck comprising 13 members, including senior leadership, staff, faculty, and students. To begin its work, the committee issued a brief questionnaire to the Carleton community requesting consultation on the process.

The Advisory Committee continues its work with assistance from consultants Laverne Smith & Associates Inc. The appointment will commence between July 2023 and January 2024, depending on the availability of the successful candidate.

## MAINTAINING FINANCIAL STABILITY

### 2023/24 Operating Budget Approved

The Board approved a balanced operating budget for the 2023/24 year, in April 2023, with total revenues and expenses of \$525 million. The Board also approved the Ontario Tuition 2023/24 Framework, alongside student association and miscellaneous administrative fees. Carleton's 2023/24 budget allocations continue to support the direction of the university's 2020-25 Strategic Integrated Plan, ensuring the institution's forward momentum and ongoing success.

### 2023/24 Ancillary Budget Approved

Despite the challenges presented over the last few years, the Board is pleased to report Carleton's ancillary portfolio is expected to end the 2022/23 fiscal year with a small operating surplus.

In March 2023, the Board approved the university's ancillary budget for 2023-24, outlining projections of expected revenues, anticipated costs, and increased rates and fees where applicable. The proposed budget also includes a plan for deferred maintenance and capital projects for the year.





### **Carleton University Pension Plan is Fully Funded**

An actuarial valuation, prepared for the period ending June 30, 2022, by Mercer, the plans' actuary, showed that the financial position of the Carleton University Retirement Plan has improved since its last valuation.

Presently, the Plan is funded therefore there are no special payments required of the university to fund a deficit for the next three years. The next actuarial valuation will be required by June 30, 2025.

### **Audited Financial Statements & Findings Report Approved**

The Board approved the 2021/22 consolidated financial statements and the audit findings report, audited by KPMG LLP in October 2022. The report was issued without qualification, and the related findings report explains the audit process, pinpoints risk results, and highlights internal control observations.

The report indicated no significant changes or differences requiring adjustment, and the statements were presented fairly in all material respects.





# A REVITALIZED CAMPUS

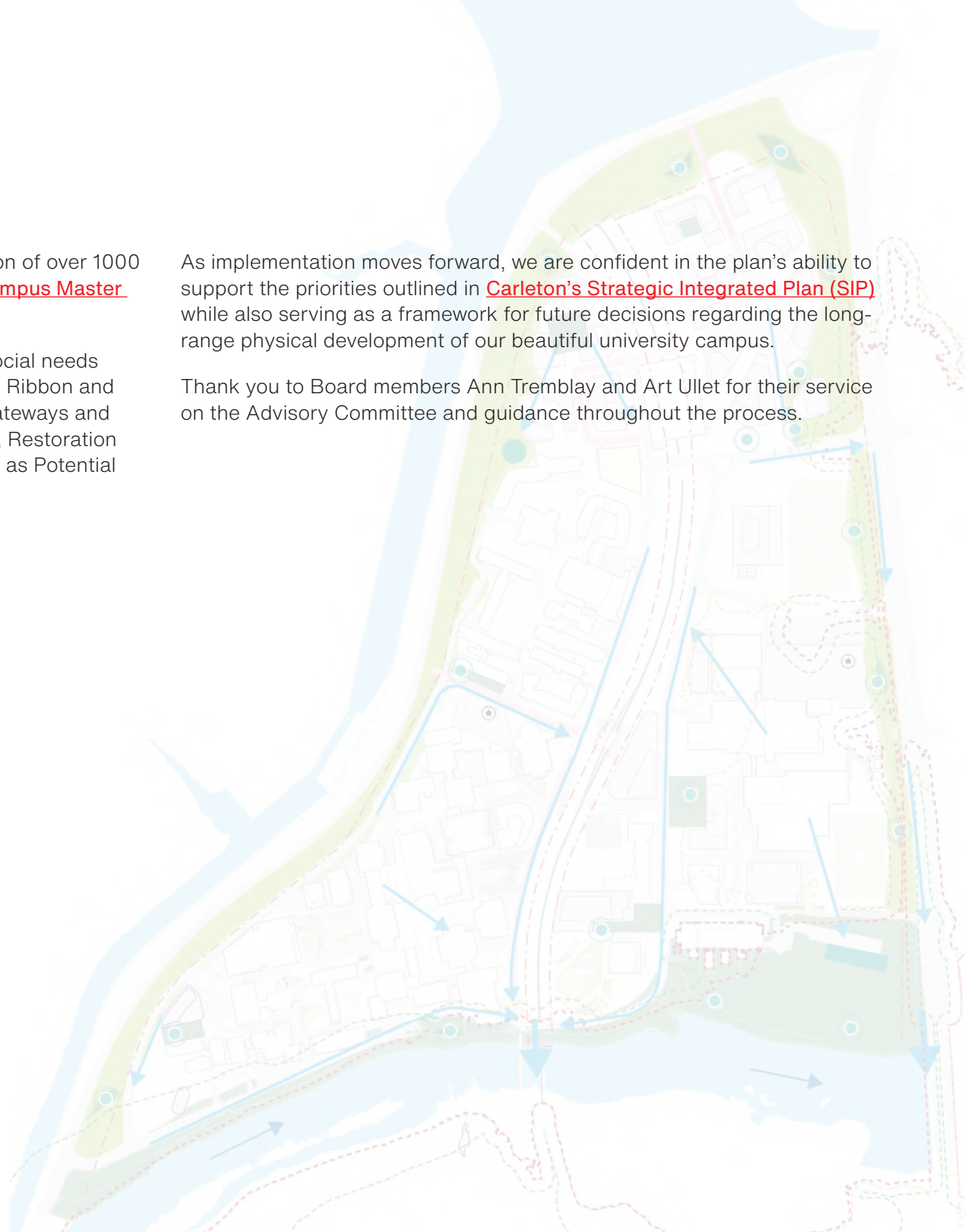
## Campus Master Plan

Following the collaborative and community-wide consultation of over 1000 Carleton members, the Board approved the [2022-2027 Campus Master Plan](#), developed by consultants Brook McIlroy (BMI).

The plan, which aims to serve the diverse academic, and social needs and interests of the university community, features a Green Ribbon and Geological Time Trail, Flexible Campus Streets, Campus Gateways and Pedestrian Network, Tunnel Improvements and Expansions, Restoration of Riparian Habitats and Storm Water Management, as well as Potential Building Enhancements and Developments.

As implementation moves forward, we are confident in the plan's ability to support the priorities outlined in [Carleton's Strategic Integrated Plan \(SIP\)](#) while also serving as a framework for future decisions regarding the long-range physical development of our beautiful university campus.

Thank you to Board members Ann Tremblay and Art Ullet for their service on the Advisory Committee and guidance throughout the process.



## New Student Residence Update

Progress on Carleton's new 456-bed student residence is moving ahead. The 188,000 sq. ft. space aims to support the housing demands of the Housing and Residence Life Services department while promoting and enhancing a student-focused residential community experience. In addition to the modernized look and feel, the residence also incorporates Passive House Design principles to achieve a high level of sustainability, aligning with Carleton's [Sustainability Plan](#) and [Energy Master Plan](#).

Due to rising construction costs in the market, the Board approved a new projected construction cost of \$98 million plus a recommended contingency of \$8 million, if required, for the student residence. Over time, these costs will be covered by the revenues of the residence precinct. The current project schedule indicates April 2025 for building occupancy.

## Carleton Completes New Engineering Student Design Centre

Following its January 2023 completion, Carleton's Faculty of Engineering and Design's (FED) vision for an all-new Engineering Design Centre is now a reality.

The \$16-million, 25,000-square-foot facility, which connects to Carleton's existing Mackenzie Building on Library Road, provides a dedicated space for students to collaborate, a maker space lab, workshop bays, and design rooms.

In keeping with a commitment to sustainability and accessibility, the entire Centre is accessible throughout, including barrier-free clearances that meet or exceed the Ontario Building Code, and energy-efficient building systems and strategies for electricity conservation.





# OUR COMMUNITY HARD AT WORK

The Board was pleased to welcome several campus and community leaders throughout the Board year to discuss a variety of topics:

## Strategic Plan for Community Engagement (SP4CE)

In October 2022, Carleton released its first-ever [Strategic Plan for Community Engagement](#) (SP4CE) - an initiative that serves to strategically align community engagement across the university and with partners.

An event was held in celebration on October 28 at the Carleton Dominion-Chalmers Centre (CDCC). The CDCC is the university's first downtown Ottawa building, providing groups from Carleton and the community with a welcoming, professional, and safe environment for multi-generational, diverse, and inclusive programming.

As implementation of the plan rolls out, the Centre for Community Engagement will collaborate with key stakeholders, including community partners, Carleton's Community Engagement Steering Committee, and senior leadership.

## Implementation of Carleton's Equity, Diversity, and Inclusion Action Plan

Following its launch in March 2021, the Board has kept abreast of the ongoing implementation of [Carleton's Equity, Diversity, and Inclusion \(EDI\) Action Plan](#). In November 2022, Noël Badiou, Associate Vice-President, Equity and Inclusive Communities, provided an update on the plan's ten interconnected strategic actions, alongside highlights on the continuous efforts to integrate and embed EDI principles into the core activities and academic mission of our institution. [Learn more.](#)



[Figure 1] (L to R) Benoit Antoine-Bacon, CU President, Chantal Trudel, Director, Jerry Tomberlin, Provost, VP Academic; [Figure 2] SP4CE Launch attendees; [Figure 3] Carleton's Dominion-Chalmers Center (CDCC).





L to R: Odeskin Thusky, Philip Macho Commonda, Algonquin Elder Barbara Dumont-Hill, Prof. Kahente Horn-Miller, and CU President Benoit Antoine-Bacon

### **New Names for New Times Initiative**

In November 2022, the Board proudly approved new, meaningful names for three main campus buildings – a consultative process led by those within the Algonquin; Inuit; and African, Caribbean, and Black communities.

Since its approval, the Carleton community has celebrated the renaming of Nideyinàn, formerly the University Centre, and Teraanga Commons,

formerly Residence Commons. Celebrations for the renaming of Pigiavik, formerly Robertson Hall, will be held later this year. In each instance, the university will go beyond the naming itself and commit to additional inclusion initiatives that will accompany and complement the new names.



## Reputational Enhancement Project (REP) Update

Following the launch of Phases 1 and 2, Carleton's [Reputational Enhancement Project](#) has exceeded its goals of engagement, further bolstering the university's reputation at the regional, national, and international levels.

Using a narrative strategy to highlight Carleton's contributions to the areas of Health and Wellness, Tech for Good, The New Economy, Sustainability, and Social Innovation, the project aims to engage more broadly with the Carleton community and external stakeholders to ensure our culture and values are well understood and well represented in the resulting work.

## Senate Annual Report

Elinor Sloan, Clerk of Senate, presented the [2021/22 Senate Annual Report](#) on the Senate's work to approve a mixed delivery model of learning for both the winter and spring terms and introduction of compassionate grading options. In addition to these significant updates, Senate also received nine community presentations and approved:

- 6,664 graduates
- 260 medals and prizes
- 7 honorary degrees
- 2 new programs
- 11 new minors, concentrations, streams & specializations
- 12 cyclical reviews
- 1 policy

## Digital Strategy

Following two years of development and consultation from more than 1000 faculty, staff, and students, Carleton launched its inaugural [Digital Strategy and Roadmap](#) in January 2023.

Aligned with the university's Strategic Integrated Plan (SIP), the plan supports the university's mission pillars: Teaching and Learning, Student Experience, Research, and Organizational Excellence.

Key elements of the strategy include a new IT Policy Framework that enhances the digital governance structure with a better configuration of the digital planning cycle with the university's overall budget and planning cycle; and strengthening the digital culture at Carleton to further amplify the ingenuity and potential of our students, staff, researchers, instructors and community partners.

## CU Research Update

Carleton's research portfolio continues to see unprecedented gains, garnering a record \$97.4 million in funding this past year alone.

Building on this momentum, key research priorities for the upcoming year will be sustaining the increase in research productivity and external research funding, enhancing post-award support to researchers, cementing our reputation, strengthening international activities, expanding community engagement, partnerships, and impact on society, supporting multidisciplinary collaboration, impact, and large strategic projects, and promoting Carleton's core values across all activities.

## Coordinated Accessibility Strategy (Update)

Since its launch in 2020, Carleton's [Coordinated Accessibility Strategy \(CAS\)](#) has brought together diverse voices and perspectives while making internal recognition of accessibility part of Carleton's culture.

To this end, this past year alone there are:

- Seven recommendations in the planning phase;
- 13 recommendations underway;
- 16 recommendations classified as continuous, meaning that key targets have been accomplished although work continues; and
- Four recommendations upcoming in the near-to-mid term.

Efforts continue on extending support to graduate students and ensuring that accessibility is embedded more formally in the roles and policies that guide our institution.

[Figure 1] Prof. Elyn Humphreys studies the carbon cycle at Ottawa's Mer Bleue bog;

[Figure 2] Prof. Ian Beausoleil-Morrison showcases innovative experimental research on building sustainability & energy conservation; [Figure 3] Prof. Cynthia Cruickshank works to create greener buildings; [Figure 4] Prof. Tyler J. Avis and team of researchers tackle food security.





## International Strategic Plan (Update)

Despite the global instability of the last two years, Carleton's [International Strategic Plan](#) continues to see increased growth and expansion in the primary areas of international mobility and experiential learning, internalization at home, international teaching, knowledge, and expertise, international students, and international research and funding.

With two years remaining on the plan's rollout, the focus will be on benchmarking international operations, building geopolitical risk frameworks, using benchmarking to support regional strategies, incorporating community feedback, and preparing for the next iteration of the plan.

## Continuous Improvement Through Capital and Facility Renewal

Capital Renewal and Deferred Maintenance project investments improve campus space and the built environment to facilitate collaboration, enhance the student experience, and support academic programming to align with the initiatives outlined in the [Strategic Integrated Plan](#). The Board of Governors commits \$14 million annually to capital and facility renewal.

The Building Program and Finance Committees received updates throughout the year from Facilities Management and Planning on various projects including:

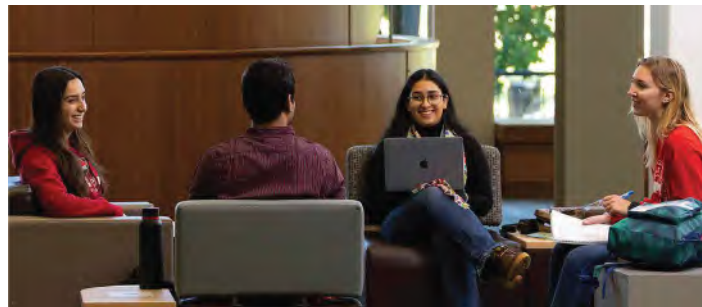
- Campus Perimeter Security Upgrades
- MacOdrum Library Cooling Tower Replacement
- Roof Replacements including Azrieli Pavilion and Theatre, Tory Building, and Nideyinàn
- Paterson Hall Quad Area Infrastructure Improvements
- Richcraft Hall Theatre Seating Replacement

## Student Mental Health Framework Update

The first year of implementing the [Student Mental Health Framework \(SMHF\) 2022-2026](#) ended in April 2023, with definitive actions taken on 26 out of 30 recommendations.

Work includes progress in a wide variety of initiatives, including engaging students through workshops, committees and initiatives; strengthening resilience through programming and events; coordinating student supports and services by updating resources and launching new projects; and creating a campus culture of wellness by committing to the Okanagan Charter and offering ongoing development opportunities.

The first SMHF Annual Report, highlighting the numerous actions taken in pursuit of our student's wellness, was presented to the Board of Governors in June 2023.





## A TIME FOR CELEBRATION

### Super Convocation

After two long years, the Carleton community proudly welcomed the resumption of in-person convocation activities, hosting its largest celebration from June 13 to June 24, 2022.

Aptly dubbed “Super Convocation,” the 40-ceremony event saw over 6,700 students from the graduating classes of 2020, 2021, and 2022 cross the stage to the affirming applause of family, friends, and faculty.

### Seven Honorary Doctorate recipients were also recognized:

- **Roger Greenberg**, Executive Chairman, Board of The Minto Group and Minto Apartment REIT, Executive Chairman and Managing Partner, Ottawa Sports, and Entertainment Group
- **John ApSimon**, Professor Emeritus of Chemistry, Carleton University

- **Helen Branswell**, Senior Writer, STAT
- **The Right Honourable Jean Chrétien**, Canada’s 20th prime minister and member of the Liberal Party of Canada
- **Claudette McGowan**, Global Executive Officer, Protect Fusion and Cyber Experience, TD Bank Group
- **Bill Namagoose**, Executive Director, Cree Nation Government, Chair, First Nations Bank of Canada
- **Janice McDonald**, Chief Executive Officer and Founder of The Beacon Agency

Thank you to the Carleton community for rallying together to make last year’s Spring convocation an unforgettable experience.



## Fall Convocation

On November 12, more than 1,200 students from the Class of 2022 received degrees recognizing their hard work and commitment to education.

An Honorary Doctorate was also presented to astronaut, aquanaut, pilot, physician, scientist, and CEO, Dafydd Rhys (Dave) Williams in recognition of his contributions to space medical research and exploration and leadership in promoting and enhancing the health of astronauts.





## RECOGNIZING SERVICE IN COMMUNITY

Every year the Board of Governors recognizes the outstanding voluntary efforts of a remarkable student in the Carleton community through its Board Award for Outstanding Community Achievement.

### 2023 Award Recipient Dakota Livingston



Cultivating an ethos of community is foundational in how we lead; recognizing those who help advance this mission is how we endure.

Dakota is a Bachelor of Global and International Studies graduate, with a focus in Global Law and Social Justice and a Minor in Political Science. During her time at Carleton, she has served as the 2022/23 President of the Carleton Academic Student Government, Senator on Carleton Senate, Vice President of Research at the Carleton Human Rights Society, and volunteer for Ausome Ottawa Community Partnership Project.

However, it is not only Dakota's extracurricular pursuits that evidence her excellence. Dakota has also demonstrated her profound achievement by receiving multiple awards and scholarships for outstanding academic performance. This success has seen Dakota achieve Dean's Honour List status in 2020 and 2021, the Murdoch Maxwell MacOrdum Scholarship, and the David A. Golden Scholarship for Academic Achievement.

Described as a hard worker by her peers, Dakota has consistently dedicated herself to enriching the lives of those around her and enhancing the student experience. Cited as someone who is compassionate and committed to helping others, Dakota is a shining example of what it means to be a Raven and an invaluable member of the Carleton community.





# CONTINUOUS LEARNING

## Board Orientation and Strategy Sessions

The Board resumed its in-person annual orientation session on September 7, providing new and returning members the opportunity to (re)familiarize themselves with the role of the Board. The session featured updates from senior leadership, a presentation from guest speaker Cheryl Foy, author of *An Introduction to University Governance*, and committee and network break-out sessions.

As part of the Board mentorship program new members were paired with experienced governor mentors who provided resources, helping acclimatize the incoming governors. Ten new members participated in the program for the 2022/23 year.

In follow-up, the Board of Governors met again on October 4 for the annual Strategy Session - an opportunity to discuss topics relevant to the university's strategic direction, including the Campus Master Plan Renewal and the Strategic Plan for Community Engagement (SP4CE).

## Board Educational Modules – Indigenous Learning Bundles

In keeping with its commitment to fostering a culture that values equity,

diversity, and inclusion through learning, the Board received access to Carleton's Collaborative Indigenous Learning Bundles - an educational resource conceived by Kahente Horn-Miller as a way to gather Indigenous ways of knowing and make them available to the Carleton learning community.

## Professional Development

A series of training and development courses were available to Board members throughout the year, including the Kinàmàgawin Indigenous Learning Certificate, Indigenous Cultural Awareness Workshop, Accessibility in Higher Education, and Cross-Cultural Competence Training.

## Capital Planning Policy Module

This module presented an overview of the Capital Planning Policy, which provides the framework for all major capital projects on campus. The Building Program and Finance committees oversee the life cycle of major capital projects, infrastructure renewal programs, departmental / faculty projects, or projects from dedicated government funding valued at \$5M or more. Major approvals include the Capital Proposal Form, Project Planning Report, and Project Implementation Report.







## STAYING CONNECTED

### Board Meeting Summaries

Post-meeting [Board summaries](#) are provided to the Carleton community through Carleton's Top5 and the Board website. The summaries serve as a high-level recap of key decisions made until the official meeting minutes become available.

### Inside Senate

Eight issues of [Inside Senate](#) summaries were distributed to the community through Carleton's Top5 newsletter and posted on the Senate website. These high-level summaries ensure that Senate's key decisions are accessible to the Carleton community shortly after each meeting.

### @CU\_BoardChair

The [@CU\\_BoardChair Twitter](#) account continues to grow in engagement and prominence. Run by the University Secretariat's communications team, the account is used to garner greater interaction with the community, enhance transparency and promote Carleton Board news and activities.



# OVERSIGHT

Board members either reviewed or approved the following reports, presentations, and policies at the committee level:

- 2021-2022 Year in Review Information Technology Services
- 2022 Credit Rating
- 2022/2023 Status of Reserves
- 2023/2024 Operating Budget
- Academic Governance of the University Joint Policy
- Advancement Overview and Strategy 2022/2023
- Audited Financial Statement for the Carleton University Retirement Fund
- Board of Governors Travel and Related Expense Policy
- Campus Master Plan 2022-2027
- Capital Renewal (Deferred Maintenance) Plan for 2023 – 2024
- Carleton Dominion Chalmers Centre – Community Engagement Update
- Carleton University Energy Master Plan Update
- Centre for Community Engagement Progress Report
- Commemorative Naming – Pius Adesanmi African Studies Resource Centre
- Commemorative Naming – Steve Wilson and Leonard Librande Reading Room
- Coordinated Accessibility Strategy Annual Report
- Cybersecurity Update
- Decommissioning of P9 Parking Garage – Capital Proposal Form
- Digital Strategy
- Enterprise Risk Assessment Report
- Equity, Diversity and Inclusion Action Plan – Progress and Update
- Government Relations Overview and Update
- Greenhouse Gases and Carbon Budget
- Internal Audit Report – Capital Project Management
- Internal Audit Report – Travel and Expense Management
- International Strategy Annual Report
- Investment Report for the Endowment
- Loeb Building Renovations – Capital Proposal Form
- Major Capital Projects Overview
- New Student Residence Update
- Ongoing Capital and Deferred Maintenance Project Status Report
- Pension Plan Report
- Project Conclusion Report – Co-generation Facility
- Project Conclusion Report – Engineering Student Design Centre
- Provincial Metric Ratios 2020/2021 & 2021/2022
- Reputational Enhancement Project and Brand Campaign
- Research Update
- Responsible Investment Policies for the Endowment, Non-Endowed Funds and Retirement Fund
- Risk and Insurance Annual Report
- Short-term Parking Strategy
- Status of Implementation of Internal Audit Recommendation
- Strategic Integrated Plan Annual report
- Strive for Sustainability Annual Report
- Transportation Plan & Parking Strategy Update

# THE YEAR AHEAD

The Board looks forward to the 2023/24 academic year, which will focus on:

- Increasing student recruitment, retention, and engagement;
- Continued fiscally sustainable stewardship
- Demonstrating Carleton's continued commitment to fostering equity, diversity, and inclusion through on-campus initiatives and EDI action plan;
- The development of a safe, sustainable, and inclusive campus via the implementation of Carleton's 2022-2027 Campus Master Plan; and
- Recognizing the continued excellence of Carleton community members and students through the Board Award for Outstanding Community Achievement and Founders Award.





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