

EQUITY, DIVERSITY AND INCLUSION AT CARLETON



Carleton
UNIVERSITY

Equity and Inclusive Communities
3800 Carleton Technology and Training Centre
Carleton University
1125 Colonel By Drive
Ottawa, Ontario, K1S 5B6



Carleton
UNIVERSITY

SHAPING OUR SHARED FUTURE WITH AMBITION AND STRENGTH

Following the release of Carleton's new Strategic Integrated Plan in 2020, we engaged in a process to define and develop the strategic, ambitious actions that the university must take to renew its commitment to leadership in the areas of anti-racism and equity, diversity and inclusion (EDI).

Carleton's Board of Governors, federal tri-agency research funders, faculty, staff, students, public and private sector employers, and other members of the external community have all highlighted EDI as a critical factor to the continued success of the university. This focus has become even clearer in the current environment of pandemic dislocation, transition to virtual operations, economic contraction, geopolitical instability, and social justice

reckoning. We know the combined thrust of these dynamics has exacerbated societal disparities that have deep historical origins.

The EDI Action Plan was developed through a collaborative process that included many members of our community. In particular, we thank the members of the Equity and Inclusive Communities Advisory Group for their leadership that proved to be critical to the development of this document. Faced with the monumental task

of sharing direct information and experience from the community to scope systemic success, opportunities and gaps, these collective group members hold immense experiential and scholarly capability and the value of their service is immeasurable.

Building on the priorities and values outlined in the Strategic Integrated Plan, the EDI Action Plan provides an institution-wide strategy for further integrating EDI into our work and mission. This comprehensive action plan outlines ways to reimagine curricular and pedagogical

practices, and makes recommendations about how to further enhance student supports, research infrastructure, leadership development for academic and non-academic staff, organizational culture and more.

The document you hold in your hands empowers all of us to take action to integrate the principles of equity, diversity and inclusion in our work. We wish to express our thanks to everyone for your important contributions, and for your continued engagement as we implement the recommendations.

Sincerely,



A handwritten signature in blue ink, appearing to read "Michael F. Charles".

Michael F. Charles

Assistant Vice-President and University Advisor, Equity and Inclusive Communities, and Chair, EIC Advisory Group



A handwritten signature in black ink, appearing to read "Jerry Tomberlin".

Jerry Tomberlin

Provost and Vice-President (Academic)



A handwritten signature in black ink, appearing to read "Benoit-Antoine Bacon".

Benoit-Antoine Bacon

President and Vice-Chancellor



A handwritten signature in black ink, appearing to read "YAPRAK BALTACIOGLU".

Yaprak Baltacioglu

Chancellor

OURS IS A DIVERSE COMMUNITY



Community is at the centre of Carleton.

We're fortunate that ours is a diverse community. Students, staff, and faculty from around the world call Carleton home. Established as a university to meet the needs of the local community, and later becoming known for internationally engaged research and student support, many of us are guests in this territory or are descendants of those who arrived by transatlantic and transpacific processes not of our making. We are connected to each other and to this place.

We know that throughout our national history, dominant cultures have simultaneously resisted and embraced diversity through patterns of evolving contradiction. Diversity has expanded alongside exclusion, discrimination, harassment and violence. But it has also been and continues to be a vital source of collective resilience, renewal and creativity.

We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsundered territory the Carleton campus is located. This acknowledgement is important to us and is a reminder of our pledge for (re)conciliation with Indigenous Peoples.



EDI is critical to our success.

It provides a powerful lens through which to chart our future. That has become ever clearer in the immediate environment of pandemic dislocation, transition to virtual operations, economic contraction, geopolitical instability, and social justice reckoning. We know the combined thrust of these dynamics has only exacerbated pre-existing societal disparities.

But prioritizing EDI isn't just the right thing to do, it's fundamental to our vision for excellence, community and wellness.

Inclusive communities are generative and prolific, bringing together different perspectives, experiences and identities to disrupt convention in ways essential to consequential imagination and discovery. This may be observed within organizations across multiple sectors and is especially vital for learning, teaching, research and working in institutions of higher education.

As a diverse community, it's essential that we integrate equity, diversity and inclusion (EDI) in the core activities and academic mission to ensure everyone can achieve their full potential. This is more than paying lip service, it's about acting every day – building the appropriate structures and adopting the right processes, procedures and behaviours – to advance our EDI objectives.

This plan touches every part of the university.

To have a real impact, the action we take must be felt across the whole university. That's why these recommendations are comprehensive. They've been developed with extensive consultation with our community, to ensure diverse voices are heard and acted upon.

4 TOWN HALLS

60

CONSULTATIONS

1600

ACTIVE PARTICIPANTS

37,000

SERVING PEOPLE

The following recommendations are structured along ten interconnected strategic actions:

- Curriculum and Pedagogy
- Student Supports
- Research
- Senior Leadership and Board of Governors
- Leadership Development (Academic)
- Leadership Development (Non-Academic)
- Disaggregated Demographic Data Collection
- Representation and Outreach
- Culture
- EDI Planning, Infrastructure and Reporting



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.



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.



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.

LEADERSHIP

Leadership at Carleton University is a collective and distributed endeavor. It is not defined exclusively by title or role and occurs at frontline service and in governance. A leader possesses either personal or organizational capacity to inspire people towards the achievement of common goals. In this sense, leaders exist throughout the institution in all occupational groups.

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 also commits to ensuring EDI experience, education and professional development are valued and integrated throughout its leadership programming as well as in its processes of recruitment, retention, appointment and promotion.



PRIORITIZING EDI

ISN'T JUST THE RIGHT THING TO DO,

IT'S FUNDAMENTAL TO OUR VISION FOR

EXCELLENCE, COMMUNITY AND WELLNESS





DEMOGRAPHIC DATA COLLECTION

Good data lead to good decisions!

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.





REPRESENTATION AND OUTREACH

Representation matters.

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 broader communities to support change, to learn and to dismantle structural underrepresentation.



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 and attentive to unconscious bias, Carleton will build spaces of psychological safety, enabling all to fulfill their emotional, educational and professional potential.



EDI PLANNING, INFRASTRUCTURE AND REPORTING

Mounting an adequate institutional response to the challenges of EDI requires investment and long-term commitment.

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 Advisory Group

We would like to thank the members of the EIC Advisory Group for their contributions to the development of Carleton’s EDI Action Plan.

Students (7)

Name	Affiliation	Field of Study
Sheila Grantham	Student/Staff (Community Coordinator and Administrator)	School of Public Policy and Administration
Jasper Weeks	Undergraduate Student	Enriched Support Program
Ashli Au	Undergraduate Student	Law and Human Rights
Lahari Nanda	Undergraduate Student	Journalism
Michael Jaworski	Graduate Student	Architecture
Randa Hassan	Undergraduate Student	Engineering
Julie Cho	Undergraduate Student	Business

Faculty (11)

Name	Affiliation	Department
Adrian Chan	Faculty	Department of Computer and Systems Engineering
Allison Everett	Faculty	School of Social Work
Luciara Nardon	Co-Director, Centre for Research on Inclusion at Work (CRIW)	School of Business
Merridee Bujaki	Co-Director, Centre for Research on Inclusion at Work (CRIW)	School of Business
Rowan Thomson	Associate Dean, Equity Diversity and Inclusion, Faculty of Science	Department of Physics
Kim Hellemans	Chair	Department of Neuroscience
Thuy Nguyen	Faculty	The Institute of Interdisciplinary Studies
Carolyn Ramzy	Faculty	School of Art and Culture
Rebecca Merkley	Faculty	Institute of Cognitive Science
David Hornsby	Associate Vice-President Teaching and Learning	Norman Paterson School of International Affairs
Pauline Rankin	Dean	Faculty of Arts and Social Science

External (5)

Name	Affiliation	Organization
Sawsan Al-Refaei	Specialist, Strategic Programs and Projects Women and Gender Equity	City of Ottawa
Shawn Menard * Representative from Councillor’s office	Councillor – Ward 17 Capital	City of Ottawa
Gopal Bansal	Vice President, Diversity and Inclusion	Royal Bank of Canada
Lenore MacAdam	Head of Diversity and Inclusion	CORUS Entertainment
Yusra Osman	Anti-Racism Specialist	City of Ottawa

Staff (7)

Name	Affiliation	Department
Michael F. Charles	Chair	Equity and Inclusive Communities
Somei Tam	Senior Disability Advisor	Paul Menton Centre
Vanessa Cyr	Indigenous Programs Officer	Centre for Indigenous Initiatives
Cathy Malcolm Edwards	Research Facilitator	Research, Education, Accessibility and Design (READ) Initiative
James Botte	Electronics Specialist	Physics Department
Dwayne Taylor	Diversity, Equity and Community Programs Coordinator	Student Experience Office
Sue Geffken Graham	Staff Research Facilitator	Carleton Office for Research Initiatives and Services (CORIS)
Laura Storey	Director	Housing and Residence Life

Ex-Officio Members (6)

Name	Affiliation
Benoit-Antoine Bacon	President and Vice-Chancellor
Cindy Taylor	Assistant Vice-President, Human Resources
Namrata Tilokani	President, Graduate Student Association
Tinu Akinwande	Vice-President Student Issues, CUSA
Rick Colbourne	Assistant Dean Equity and Inclusive Communities, Sprott
Amber Lannon	University Librarian

A photograph of a modern building with large glass windows and a landscaped area with rocks and tall grass in the foreground. The building has a grey facade and large glass windows. The foreground features a rocky area with tall grass and some purple flowers. The background shows a clear blue sky and some trees.

AS A DIVERSE COMMUNITY,

**IT'S ESSENTIAL THAT WE INTEGRATE EQUITY,
DIVERSITY AND INCLUSION (EDI) IN THE CORE
ACTIVITIES AND ACADEMIC MISSION
TO ENSURE EVERYONE CAN ACHIEVE THEIR
FULL POTENTIAL.**