NOVEMBER 2021

EQUITY, DIVERSITY, AND INCLUSION (EDI) REPORT V1

Carleton University Students’ Association, Inc. (CUSA)

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## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Land Acknowledgement</td>
<td>3</td>
</tr>
<tr>
<td>Message from the Executive Team</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary &amp; Definitions</td>
<td>6</td>
</tr>
<tr>
<td>Purpose</td>
<td>12</td>
</tr>
<tr>
<td>Scope</td>
<td>12</td>
</tr>
<tr>
<td>Positionality</td>
<td>13</td>
</tr>
<tr>
<td>Method &amp; Consultation Process</td>
<td>13</td>
</tr>
<tr>
<td>Consultation Questions for Students</td>
<td>15</td>
</tr>
<tr>
<td>Consultation Questions for Staff</td>
<td>16</td>
</tr>
<tr>
<td>Accountability</td>
<td>17</td>
</tr>
<tr>
<td><strong>Calls to Action for CUSA</strong></td>
<td>18</td>
</tr>
<tr>
<td>Hiring and Staffing</td>
<td>18</td>
</tr>
<tr>
<td>Employee Onboarding and Training</td>
<td>19</td>
</tr>
<tr>
<td>Policy</td>
<td>19</td>
</tr>
<tr>
<td>Resources</td>
<td>21</td>
</tr>
<tr>
<td>Leadership</td>
<td>22</td>
</tr>
<tr>
<td>Student Support</td>
<td>22</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>24</td>
</tr>
<tr>
<td><strong>Recommendations for Carleton University</strong></td>
<td>25</td>
</tr>
<tr>
<td>Curriculum</td>
<td>25</td>
</tr>
<tr>
<td>Policy</td>
<td>26</td>
</tr>
<tr>
<td>Student Support</td>
<td>27</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>28</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>31</td>
</tr>
</tbody>
</table>
CUSA acknowledges the location of its office and Carleton University’s campus on unceded Anishinaabe and Algonquin territory. In the colonial state of Canada, settler colonialism is undertaken through forced displacement, genocide, forced assimilation, disenfranchisement, erasure, ideological doctrines and more. In 2021 specifically, settler colonialism is undertaken through police brutality, the undermining of treaty rights, disparities in health care, degradation of the land and environment, and more. We understand that given the history of colonialism, especially in academic institutions, land acknowledgements are not enough in terms of paying reparations to the Indigenous people of Turtle Island and the Anishinaabeg specifically.

We are committed to standing in solidarity with Indigenous communities, survivors, land protectors, and all those fighting against colonialism. We encourage all students to learn about current movements to support Indigenous self-determination and self-governance, such as the blockades at Fairy Creek and the Line 3 pipeline, the Idle No More movement, the movement to support Mi’kmaq fishing rights, and justice for Missing and Murdered Indigenous Women, Girls and Two-Spirit people. To learn more about the stolen land you live on and the movements occurring on that land, visit www.native-land.ca.
The CUSA Executive Team is extremely glad to be releasing the first version of CUSA’s EDI (Equity, Diversity and Inclusion) Report. We recognize the need for systemic change within the association and the wider Carleton community, in order for students to feel represented and supported. We understand that many students who represent diverse communities fear for their safety and comfort while on campus and participating in virtual activities. We hear their calls for increased action and advocacy.

CUSA represents the undergraduate student body, and has a mandate to enhance the student experience at Carleton University. Achieving this mandate includes creating a safe experience and campus for all students—something we have not yet accomplished. Both historically and recently, CUSA has made missteps in the realms of staff and executive diversity; equitable events, services and programming; the creation of inclusive and safe(r) spaces, and transparency regarding operations and practices, among other examples. This report is a small step toward acknowledging our shortcomings and committing to upholding equity, diversity and inclusion on campus. We are also committed to supporting students in every way possible, whether through resources, engaging with them online and at events, denouncing hate and discrimination, and pushing for social change.

We are committed to amending and reworking the EDI Report as the needs, concerns, and priorities of students change. We are open to hearing any feedback that the student body may have about the report or the process that was used to develop it. Please email research@cusaonline.ca or vpsi@cusaonline.ca to discuss. Alternatively, should students wish to stay anonymous while providing their feedback, they are invited to fill out this form: https://forms.gle/BTk3XC2VSe9UCZVA.

Sincerely,

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INTRODUCTION

The Carleton University Student’s Association (CUSA) is pleased to release the first version of its EDI (Equity, Diversity and Inclusion) Report.

In June 2021, CUSA set out to create an Anti-Racism Strategic Plan. After consulting with experts in the field, it became clear that we were not yet prepared enough to put out an Anti-Racism Strategic Plan. Anti-racism frameworks require in depth historical analyses, complete reformation of organizational structures and potentially thousands of consultations. Anti-racism is a framework that requires a base of equity, diversity and inclusion policies, which CUSA does not yet have. Given this, we decided to reframe our first draft as an EDI Report in order to have a base to work from when CUSA creates an Anti-Racism Strategic Plan in the future.

This document will serve as a guide for CUSA’s operations and will be the main resource as CUSA works to become a safe(r) workplace for all identities. CUSA acknowledges the need for systemic measures to be taken to mitigate harms in the spheres of oppression and discrimination based on race, ethnicity, religion, sexuality, gender, ability, age and class. The report includes calls to action aimed to reduce discrimination against all students.

We are confident that the calls to action outlined in this report will aid us in creating a safer workplace for all identities and will aid us in better serving the diverse student body at Carleton University.
EDI (Equity, Diversity and Inclusion)
Carleton University’s Department of Equity and Inclusive Communities explains EDI as: “the development of an inclusive and transformational university culture where individual distinctiveness and a sense of belonging for every member drives excellence in research, teaching, learning and working at Carleton. Such a culture facilitates cross-cultural and interdisciplinary collaboration, local and global engagement, and expands an environment of innovative intellectual inquiry where all can fulfil their potential.”

Discrimination
The Ontario Human Rights Commission (OHRC) states that discrimination has three core elements.

1. not individually assessing the unique merits, capacities and circumstances of a person
2. instead, making stereotypical assumptions based on a person’s presumed traits
3. having the impact of excluding persons, denying benefits or imposing burdens

The OHRC also explains that discrimination often takes place without any intent to do harm. Discrimination often comes from negative stereotypes, attitudes, and subconscious biases.

Harassment
The Canadian Human Rights Commission defines harassment as a form of discrimination that involves any unwanted physical or verbal behaviour that intimidates, offends, degrades, or humiliates you. It can also include exclusion and encouraging others to commit such acts. Harassment is usually persistent over time, though single incidents can also be considered harassment.

Cultural Competency
The American Psychological Association defines cultural competency as: “understand, appreciate and interact with people from cultures or belief systems different from one’s own [...] an important means of helping to eliminate racial, ethnic and socioeconomic disparities [...].”
Intersectionality
Kimberlé Crenshaw first introduced the term intersectionality in 1989. Intersectionality is a lens for seeing the ways different forms of inequality and oppression operate together and exacerbate each other. The word “intersectionality” comes from the idea that forms of oppression intersect to inform a person’s lived experiences. For example, a person who is Black, identifies as a woman, and has a physical disability has a vastly different relationship with oppression than a person who is white and identifies as a woman.

Racism
Author and racial equity activist Ibram X. Kendi defines racism as “a marriage of racist policies and racist ideas that produces and normalizes racial inequities.”

Merriam-Webster Dictionary defines racism as “a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race,” and “the systemic oppression of a racial group to the social, economic, and political advantage of another.”

Barbara Love, feminist writer and professor, defines racism as: “a system in which one race maintains supremacy over another race through a set of attitudes, behaviors, social structures, and institutional power.”

Informed by these definitions, CUSA will define racism throughout the rest of this document as: the systemic oppression of an individual or group based on race or ethnicity through social, political, economic and institutional means.

Anti-Asian Racism
The Government of Canada defines anti-Asian racism in Canada as: “Historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian descent, based on others’ assumptions about their ethnicity and nationality. Peoples of Asian descent are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political and cultural marginalization, disadvantage and unequal treatment. This includes perceptions of being a ‘Yellow Peril’ a ‘Perpetual Foreigner,’ a ‘Model Minority,’ ‘exotic,’ or ‘mystic.’ These stereotypes are rooted in Canada’s long history of racist and exclusionary laws, and often mask racism faced by peoples of Asian descent, while erasing their historical contributions to building Canada.”
Anti-Black Racism
The Government of Ontario defines anti-Black racism as: “prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.”

Anti-Indigenous Racism
The Government of Ontario defines anti-Indigenous racism as: “The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.

Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived-experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.”

Anti-Latinx Racism & Hispanophobia
According to Nadhif Altafy, anti-Latinx racism and Hispanophobia refer to discrimination and racial harassment towards people who identify as part of the Latinx and Hispanic communities, including people living in Central and South America, Spanish-speaking countries, and their diasporas. Racism towards the Latinx and Hispanic communities can look like hostility and violence, systemic barriers, the promotion of stereotypes and unequal treatment. Hispanophobia, in particular, is believed to have surged three times throughout history, as described by Altafy: “Originating in 16th-century Europe, reawakening during 19th-century disputes over Spanish and Mexican territory such as the Spanish–American and Mexican–American Wars, and finally in tandem with politically charged controversies such as bilingual education and illegal immigration to the United States.”

Anti-Racism
Ibram X. Kendi explains anti-racism as such: “The opposite of racist isn’t ‘not racist.’ It is ‘antiracist.’ What’s the difference? One endorses either the idea of racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of ‘not racist.’”
Antisemitism
The International Holocaust Remembrance Alliance defines antisemitism as: “a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.” Contemporary examples of antisemitism include “calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion”, “accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust”, and “holding Jews collectively responsible for actions of the state of Israel.”

Islamophobia
Professor Imran Awan and Dr. Irene Zempi provide a working definition of Islamophobia for the 46th Session of Human Rights Council in November 2020: “A fear, prejudice and hatred of Muslims or non-Muslim individuals that leads to provocation, hostility and intolerance by means of threatening, harassment, abuse, incitement and intimidation of Muslims and non-Muslims, both in the online and offline world. Motivated by institutional, ideological, political and religious hostility that transcends into structural and cultural racism which targets the symbols and markers of being a Muslim.”

Xenophobia
Dictionary.com defines xenophobia as: “fear and hatred of strangers or foreigners or of anything that is strange or foreign,” and “fear or dislike of the customs, dress, etc., of people who are culturally different from oneself.”

Colonialism
According to Robert Longley, colonialism is: “the process of a country taking full or partial political control of a dependent country, territory, or people. Colonialism occurs when people from one country settle in another country for the purpose of exploiting its people and natural resources. Colonial powers typically attempt to impose their own languages and cultures on the Indigenous peoples of the countries they colonize.”

Decolonization
NGO Indigenous Corporate Training describes decolonization as: “a long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power […] Decolonization is about shifting the way Indigenous Peoples view themselves and the way non-Indigenous people view Indigenous Peoples. Indigenous Peoples are reclaiming the family, community, culture, language, history and traditions that were taken from them under the federal government policies designed for assimilation. Some communities are reclaiming control via self-government agreements, treaties, or other negotiated agreements. It’s about revealing, renewal and rediscovery.”
Religious Discrimination

The Ontario Human Rights Commission states that religious discrimination refers to discrimination on the basis of creed, religion, and aspects of religion such as practices, beliefs and observances. Religious discrimination does not include “personal moral, ethical or political views, and does not protect religions that promote violence or hate towards others, or that violate criminal law.”

Ableism

Access Living defines ableism as: “Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability […] and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.”

Ageism

The Ontario Human Rights Commission defines ageism as: “a socially constructed way of thinking about older persons based on negative attitudes and stereotypes about aging and a tendency to structure society based on an assumption that everyone is young, thereby failing to respond appropriately to the real needs of older persons.”

Non-Binary

NGO GLAAD explains that non-binary can be defined as identifying one’s gender as existing outside of the existing gender binary of man and woman; masculine and feminine. Kylin Camburn, ambassador for GLAAD, explains that they have an inability to force themselves to “exist comfortably within the social rules surrounding gender.” People who identify as non-binary often do not use male-identifying or female-identifying pronouns, and will often opt for they/them pronouns.

Two-Spirit

Two-spirit is a term that was coined during the Third Annual Intertribal Native American/First Nations Gay and Lesbian Conference in 1990. It refers to a person who carries both a masculine spirit and a feminine spirit. In many Indigenous cultures, people who identify as two-spirit are highly honoured. More specifically, two-spirit is meant to “facilitate Indigenous Peoples’ connections with Nation-specific expressions and roles of gender and sexual diversity. It is a way for Indigenous Peoples to reconnect with their traditional languages, ways and cultures within a pre-colonial setting.”
Transphobia
Queer Dictionary defines transphobia as: “strong dislike, hatred, sense of disgust, or fear related to trans people. It is observed in both conservative anti-LGBT+ circles and in some self-identified progressive communities, such as the trans-exclusionary radical feminist (TERF) movement. Transphobic beliefs and practices are a source of anxiety, violence, and systematic discrimination against transgender people.” NGO TransActual says that transphobia includes attempting to remove trans people’s rights, misrepresenting trans people, abuse, systematically excluding trans people from discussions that directly affect them, and other forms of discrimination.

2SLGBTQ+
2SLGBTQ+ is an acronym for two-spirit, lesbian, gay, bisexual, transgender and queer. It is generally used as an umbrella term to refer to a person’s sexual orientation or gender identity. The “+” symbol is used to describe people with identities that are not represented within the acronym.
The purpose of the EDI Report is to design a strategy meant to identify and eliminate gaps within CUSA’s structure, policies, training and practices that have the potential of leading to discrimination or oppression towards students or staff. The people we consulted expressed to us that these conversations are long overdue within the student community and within CUSA. We are pleased to be beginning this journey and expect this report to be utilized and referred to this school year and beyond.

Our consultations were composed of participants coming from many backgrounds. The information and experiences they shared with us with during our consultations allowed us to create recommendations on the topic of equity and anti-discrimination. Our recommendations use an intersectional lens to support the many different identities within the Carleton student body, meaning we considered how different forms of oppression can intersect and inform each person’s life.

CUSA’s senior leadership, both executive and managerial, has expressed a commitment to implement the recommendations made in this report. CUSA’s executives have committed to bringing our recommendations for the wider Carleton community to the administration at Carleton University and advocating for them to be implemented. This will be done through meetings with senior administration, holding frequent conversations with appropriate departments, and keeping students updated with meeting topics, progress and results. Though this report does not have authority over decision-making processes at Carleton University, the executive team is excited to hold these meetings and have these conversations.
CUSA understands the unique position we hold as a business within a western academic institution. Academic institutions have historically been used to disenfranchise, other, belittle and alienate racialized people, Indigenous peoples, and all marginalized groups. This was done through knowledge-sharing and perpetuating colonial stereotypes about racial groups, gender roles, and hegemonic power. CUSA is determined to create a safe and actively anti-discriminatory association that can then influence the wider Carleton institution and the Carleton student body as they learn along with us. We understand that this positionality may not represent global diversity as we are approaching the report through a western lens with western values and ideals.

The contributors of the EDI Report also acknowledge their own identities and how they affect their everyday interactions, opportunities and choices. We recognize that those managing and responsible for the report do not represent the full diversity of the undergraduate student body. Knowing this, we sought consultations with those who could offer diverse perspectives. A staff member from CUSA’s Racialized and International Student Experience Centre was present during many of the consultations with students and acted as emotional support when dealing with difficult topics. Prior to our consultations with students and staff, we consulted experts in facilitation and consultation with marginalized communities at Carleton and externally to learn about creating a safe(r) space for discussion.

**METHOD & CONSULTATION PROCESS**

During the summer of 2021, CUSA undertook a series of consultations with student groups, students at large and CUSA’s staff. Prior to reaching out to participants, the contributors of this report undertook a self-education process on anti-oppression approaches. They researched the EDI plans that Carleton has in place to understand the current climate on campus and the supports that are available for students. The contributors also spoke to experts in the field of Equity, Diversity and Inclusion to gain insight on EDI frameworks and consultation conduct.
These consultations acted as spaces in which students could speak freely about their experiences at Carleton University. We asked the participants specific questions about their experiences and asked them to share instances in which they experienced discrimination if they felt comfortable. We also asked how CUSA and Carleton University can do better. We understand that people with diverse identities will have different experiences with discrimination, and may have different ideas for solutions because of this. Our calls to action were created with this nuance and complexity in mind.

Listed below are examples of the questions asked during initial consultations. Questions with similar themes were asked one after the other, but we worked to avoid double-barreled questions; questions that touch upon more than one issue yet only allow for one answer. There were two sets of consultation questions: one for students and one for staff.

The participants were reassured that any personal experiences they shared with us would not be shared with anyone else, even in this report. Participants could revoke their consent to participate at any time. The data we collected and all consultation notes are kept in a secure, password-protected cloud storage system. All information that may lead to a participant being identified was scrubbed from our consultation notes.

Alternatively, in case students did not feel comfortable revealing their identities to us, we created an anonymous form where students could provide feedback, personal experiences, and recommendations to CUSA. We received 3 responses from this form.

From the consultations, we identified themes of concern that came up multiple times during our conversations with the people we consulted. Within those themes, we constructed 38 concise and specific calls to action for both CUSA and Carleton University to eliminate sources of oppression and discrimination based on race and ethnicity. Our calls to action were designed to be tangible goals with progress points that can be measured.

After the first draft of the EDI Report was created from the consultations, we sent it to be reviewed by the participants. They gave constructive feedback and suggestions on what was written and gave their opinions on the calls to action that were created. The report was then revised and reworked based on the feedback provided and released as a current version. This report will be revised frequently as the needs, concerns and priorities of students and staff change
CONSULTATION QUESTIONS FOR STUDENTS

- Have you been involved with CUSA in the past?
- Has CUSA done anything related to equity, diversity and inclusion that you did not like?
  - How about Carleton?
- Are you aware of any of CUSA’s initiatives to support equity, diversity and inclusion?
  - How do they make you feel?
  - Do you feel that they are accessible to students?
  - Were they representative of student communities and student issues?
- Have you ever felt apprehensive about accessing a CUSA service?
- What did you think of CUSA’s statements on violence in Palestine
  - What about the London terrorist attack?
  - How do you feel about CUSA taking a stance on world issues such as these?
- Do you think CUSA does enough to support communities facing political or human rights issues and/or violence?
  - How can CUSA further support students who are part of communities facing difficult issues?
- Have you ever seen, heard or witnessed something on campus that you didn’t know how to react to?
- Have you experienced or been a bystander in any kind of discriminatory situation?
- In these situations, would you know who to approach at Carleton to report or handle them?
- Are they easily accessible?
- If yes, did you feel heard, understood within the process?
- In your experience interacting with CUSA, do you consider that the CUSA’s events, campaigns and programs have promoted equity, diversity and inclusion for all students?
- Do you have any recommendations for CUSA in terms of anti-discrimination?
- How can CUSA be held accountable for its EDI actions?
- Do you have any questions for us?
- Would you like to say anything else that was not covered within these questions?
CONSULTATION QUESTIONS FOR STAFF

• Are you aware of any of CUSA’s initiatives to support EDI?
  ○ How do they make you feel?
• Do you feel supported by CUSA’s policies, your coworkers and the execs?
  ○ Would you feel comfortable bringing concerns about EDI to your higher-ups or coworkers?
• In your experience working with CUSA, do you consider that CUSA’s internal policies have promoted equity, diversity and inclusion?
• Have you ever seen something on campus that you didn’t know how to react to?
  ○ In these situations, would you know who to approach at Carleton to report or handle them?
  ○ Are they easily accessible?
• Have you ever faced any challenges while providing services to students due to language, cultural, or social barriers?
• In your interactions with students have you heard or been given any feedback regarding CUSA’s operations, services or events?
• What kind of training would you like to see be available for CUSA staff?
• Have you experienced or been a bystander in any kind of discriminatory situation?
  ○ Was there any response/action plan from CUSA?
  ○ If yes, were you pleased with the response?
• Do you have any recommendations for CUSA in terms of anti-discrimination?
• How can CUSA be held accountable for its EDI actions?
• Do you have any questions for us?
• Would you like to say anything else that was not covered within these questions?
ACCOUNTABILITY

We understand that accountability will be the most difficult part of the EDI Report as we begin to implement the calls to action within the report. Our goal is longevity; to ensure that the EDI Report is abided by every year after the 2021-2022 school year with every new executive team.

We asked the participants of our consultations how CUSA should be held accountable for completing the items in this report. The participants of our consultations gave many great recommendations on how to keep CUSA accountable, including:

- Give the EDI Report legal authority by including it in CUSA’s policies
- Give the CUSA Council (the members of which are elected by the student body) the authority to make decisions to advance the calls to action within the EDI Report
- Create a new position titled “Equity, Diversity and Inclusion Coordinator” whose duties will include working to implement the calls to action outlined in the EDI Report
- Prioritize the implementation of the calls to action in the EDI Report under the portfolio of the VP Student Issues
- Create an anti-racism committee composed of representatives from all departments of CUSA; executives, full-time staff, service centre staff, council members, CUSA business staff, etc.
- Release frequent progress reports to inform the student body about the progress of implementing the calls to action
- Administer yearly surveys for students to reflect and give feedback on CUSA’s progress implementing the calls to action
- Include a specific “How?” , “Who?” and “When?” for each call to action

After consulting with the CUSA executives and senior management, the main avenues that will be used to implement the calls to action are:

- Adding the EDI Report to CUSA’s policies
- Including the EDI Report under CUSA Council’s authority
- Prioritizing the implementation of the recommendations under the VP Student Issues’ portfolio
- Releasing frequent progress reports to the student body
- Administering a student satisfaction survey regarding the EDI Report and the implementation of its recommendations
CALLS TO ACTION FOR CUSA

The items laid out under this heading are items that the CUSA executive and managerial staff have committed to implementing. The items encompass Hiring and Staffing; Employee Onboarding and Training; Policy; Resources; Student Support; and Infrastructure. They cover the CUSA office, service centres and businesses.

HIRING AND STAFFING

**We will hire a Director of Human Resources**
CUSA will hire a Director of Human Resources to oversee the interviewing and hiring process, implementation of training programs, and the improvement of employee engagement. This staff member will be hired and completely onboarded by the end of January 2022.

**We will release an annual report of CUSA’s recruitment and retention data released to the Carleton student body**
CUSA will release information and demographics about recruitment and retention annually in order to maintain accountability in its commitment to a diverse workforce. These statistics will be included in CUSA’s 2021/2022 year end report. This information will be easily accessible to the Carleton student body through the CUSA website.

**We will release an annual report of CUSA’s discrimination claim statistics to the Carleton student body**
CUSA will release general statistics about all claims made to Human Resources relating to discrimination or prejudice annually in order to maintain accountability in our commitment to a discrimination-free workplace. Within these statistics, we will ensure all information is non-identifiable by focusing on quantitative data rather than subject matter. These statistics will be included in CUSA’s 2021/2022 year end report. This information will be easily accessible to the Carleton student body through the CUSA website.

**We will make a commitment to the hiring of employees with diverse backgrounds**
CUSA will commit to hiring employees with diverse backgrounds in order to create an anti-discriminatory workplace that is informed by the lived experiences, concerns, needs and priorities of those employees. A recommended avenue for accomplishing this would be by establishing a hiring board that represents different communities, overseen by the Director of Human Resources.
EMPLOYEE ONBOARDING & TRAINING

Those we consulted expressed a need for training amongst CUSA employees based on EDI and anti-discrimination and oppression. The ‘Employee Onboarding and Training’ theme shares calls to action based on training for all CUSA employees, whether during the onboarding process or throughout their employment.

We will implement anti-oppression training for all staff as part of the onboarding process with the inclusion of person-first language training
Anti-oppression training will assist CUSA’s staff to recognize oppressive actions, systems and policies and act on this recognition. This will aid CUSA in creating a more inclusive workplace and aid its employees who wish to further their learning about anti-discrimination. CUSA also understands differences in preferences in terms of person-first language and will be clear on the differences within the training. This training will be implemented during the 2021-2022 school year and will be developed and administered by an outside party.

We will develop training for the prevention of microaggressions in the workplace for CUSA staff as part of the onboarding process
Training on the prevention of microaggressions will create a safer work environment for CUSA staff who are racialized and will educate staff who are non-racialized on how to spot microaggressions. This training will be implemented during the 2021-2022 school year and will be developed and administered by an outside party.

We will utilize Carleton EIC’s cultural competency training for all employees
CUSA will use the cultural competency training from Carleton’s Department of Equity and Inclusive Communities for all employees, which will be administered during onboarding sessions as part of new hires’ welcome packages.

POLICY

The ‘Policy’ theme shares recommendations based on the revision, updating, and accessibility of CUSA policies. Policies can often reinforce discriminatory values and ways of thinking, and can act as barriers for many communities. Those we consulted spoke of barriers within policies that prevent true equity, diversity and inclusion from being practiced at CUSA, for both staff and students.
We will perform a full policy review and update all policies, including the Discrimination on Campus policy
CUSA will review all policies that are currently in place and update the language, motions and statements made. This will be prioritized by the VP Student Issues, VP Community Engagement and the Research and Advocacy Coordinator during the Fall 2021 term. The process used and the changes made will be shared to the CUSA website. CUSA Council will also perform a review of the EDI policies every year to ensure policies and terms remain up to date and relevant. The above parties will also use clear and consistent language concerning discrimination across all CUSA policies. Clear and consistent language about discrimination removes discrepancies between policies and other documents and establishes universal respect for all students and staff who are racialized. Policies will be amended to reflect consistent language during the 2021-2022 school year.

We will amend internal policies to include community-specific clauses on discrimination and harassment
We understand the need for community-specific clauses in order to prevent discrimination and harassment against said communities. CUSA will amend its policies to include these communities and the unique challenges they face, as well as all types of discrimination that may be faced by students and staff. More specifically, policies will be amended with the goal to reduce anti-Black racism, anti-Indigenous racism, anti-Asian racism, anti-Latinx racism and Hispanophobia, Islamophobia, antisemitism, ableism, sexism, homophobia, transphobia, xenophobia and ageism. This will be completed through consultations with impacted communities and prioritized by the VP Student Issues and Research and Advocacy Coordinator during the 2021-2022 school year.

EDI policies (including this report) will be made easily accessible to the student body and the wider public on the CUSA website and social media
Making policies widely accessible to the student body and the public will keep CUSA accountable for its actions, practices and training.

We will perform a full policy review and update all policies, including the Discrimination on Campus policy
CUSA will review all policies that are currently in place and update the language, motions and statements made. This will be prioritized by the VP Student Issues, VP Community Engagement and the Research and Advocacy Coordinator during the Fall 2021 term. The process used and the changes made will be shared to the CUSA website. CUSA Council will also perform a review of the EDI policies every two years to ensure policies and terms remain up to date and relevant. The above parties will also use clear and consistent language concerning discrimination across all CUSA policies. Clear and consistent language about discrimination removes discrepancies between policies and other documents and establishes universal respect for all students and staff who are racialized. Policies will be amended to reflect consistent language during the 2021-2022 school year.
We will implement personal days for all employees that would allow them to properly celebrate cultural holidays
The Research and Advocacy Coordinator and the VP Student Issues will meet with the General Manager and the organization’s union representatives to call for the implementation of personal days for all employees. These personal days are intended to be used to celebrate cultural holidays that are not already statutory holidays in Canada. Given this, employees would not have to use accumulated vacation time to celebrate holidays.

RESOURCES

The ‘Resources’ theme shares recommendations for the implementation of helpful documents, courses, workshops and databases to both the student body and CUSA’s staff. Resources are helpful to students who may be in distress, would like to learn more about anti-discrimination and social justice, or would like to obtain extra training or attend events.

We will develop a digital resource hub for social justice education and resources for coping with trauma due to discrimination
The resource hub will include readings, movies, podcasts, documentaries, and more based on self-determination, self-governance, and histories of different cultural groups and minority groups and social movements in Canada. It will also include resources about practicing allyship, training courses, and education on microaggressions. This resource list will be compiled by CUSA’s service centres and the Research and Advocacy Coordinator and will be published on the CUSA website during the 2021-2022 school year.

We will develop bystander intervention workshops in the context of racial harassment, available to all undergraduate students
Bystander intervention is fantastic in preventing sexual violence, but many do not know how to act or react when they are bystanders during incidents of racial harassment. These workshops, available at no cost to all undergraduate students, will be developed during the Fall 2021 term and be scheduled to take place during the Winter 2022 term, and be prioritized within the VP Student Issues and VP Community Engagement portfolio.
LEADERSHIP

The ‘Leadership’ theme outlines calls to action related to CUSA Council and the senior leadership (executive and full-time managerial staff) at CUSA. Strong leadership that holds themselves and the organization to the highest standard will aid in practicing EDI.

We will develop a strategy to encourage students from diverse backgrounds to run for CUSA Council

This strategy will encourage students from diverse backgrounds to run for CUSA Council positions. It was expressed to us during our consultations that CUSA Council will benefit from having students with different lived experiences and passions advocating for changes they want to see. This strategy will be developed by the VP Internal and the Research and Advocacy Coordinator during the 2021-2022 school year.

A standing item will be created within CUSA Council meetings dedicated to further identifying gaps within CUSA’s structures that may be impacting equity, diversity and inclusion

CUSA Councillors hold unique perspectives as students with strong relationships with CUSA and its staff. CUSA Council will include a discussion on EDI within their monthly meetings to attempt to identify issues that may be impacting CUSA’s anti-discrimination practices.

STUDENT SUPPORT

The ‘Student Support’ theme shares calls to action based on the wellbeing, concerns and priorities of all students. Those we consulted explained that there is a need for increased support catered towards students, specifically, supports designed to prevent discrimination, handle cases of discrimination claims, and support affected students throughout the process.

We will administer a student satisfaction survey to determine the sentiments of the student body regarding CUSA’s EDI practices

CUSA will develop and administer a survey to the general student population to collect primary data concerning students’ thoughts on how CUSA has woven EDI into events, service centres, businesses, and practices, and how CUSA can improve in this area. This survey will be prioritized under the VP Community Engagement’s portfolio. The survey will occur once per school year with gift card giveaways to incentivize participation.
We will develop a stronger relationship with international students by offering support and resources such as cultural awareness workshops and anti-discrimination policies tailored to them. CUSA will collaborate with the International Students’ Advisory Committee, the ISSO (International Students Services Office) and RISE (Racialized and International Student Experience Centre) to create a workshop dedicated to learning about Canadian culture and customs. This workshop will be prioritized under the VP Student Issues’ and VP Community Engagement’s portfolios and will be completed to be administered in September of 2022 under the executives of that year. CUSA will also create an anti-discrimination policy tailored to international students, as they often experience oppression due to having differing nationalities.

We will be mindful to prevent the scheduling of events on days of importance in major religions. CUSA will create a holiday calendar in order to prevent the scheduling of events on days of importance within major faiths to ensure all students can participate. CUSA will also advocate to Carleton University to avoid planning events on these holidays through executive meetings.

We will create an online portal where students can anonymously make complaints about discriminatory cases. We will create an anonymous reporting service with the use of usernames or account numbers to maintain anonymity. CUSA staff, such as service centre staff, the VP Student Issues, and the Research and Advocacy Coordinator, working in tandem with Carleton Ombuds, will be available to help students through the process of handling their claims through an anonymous messaging system on the CUSA website.

We will commence biweekly check-ins with students who are passionate about accessibility on campus and disability rights. Those we consulted indicated that they would like to have more frequent communication with CUSA on issues related to accessibility and disability rights. The VP Community Engagement and Research and Advocacy Coordinator will conduct bi-weekly check-in meetings with interested parties and bring any concerns and needs to the attention of the Accessibility Fund Committee.
The ‘Infrastructure’ theme outlines calls to action based on CUSA’s physical spaces on campus. Both historically and recently, physical space has been used to discriminate against and exclude specific populations.

We will create signage for CUSA’s office stating the location of CUSA’s workplace on Anishinaabe territory, written in English, French and Ojibwe or Anishinaabemowin. Land acknowledgements and knowing the territory we live and work on are the first steps in standing in solidarity with those fighting colonialism. The signage will be created by CUSA’s Communications Coordinator and will be placed in the CUSA office during the Fall 2021 term. CUSA’s Research and Advocacy Coordinator will consult with students, staff and community leaders to determine whether Ojibwe or the dialect of Anishinaabemowin will be used.

We will reach out to collaborate with the Ojigkwanong Centre at Carleton and the Odawa Native Friendship Centre in Ottawa to provide signage in English, French and Ojibwe or Anishinaabemowin at CUSA’s establishments. CUSA will reach out to local Anishinaabe organizations to propose a collaboration to translate signage to Anishinaabemowin in CUSA’s office, service centres, and businesses. All signs that are already written in English and French will also be translated into either Ojibwe or Anishinaabemowin. CUSA’s Research and Advocacy Coordinator will consult with students, staff and community leaders to determine whether Ojibwe or the dialect of Anishinaabemowin will be used.
The recommendations outlined below are meant for Carleton University rather than CUSA itself. The implementation of these items are out of CUSA’s control, but we will encourage the university to implement all of them. The items are categorized into themes: Curriculum; Policy; Student Support; and Infrastructure.

**RECOMMENDATIONS FOR CARLETON UNIVERSITY**

The ‘Curriculum’ theme shares calls to action based on what students are learning at Carleton University. Education has, both historically and recently, been used to disenfranchise minority groups, erase important history, and promote prejudices. Those we consulted expressed a need for changes to be made amongst the Carleton University curriculum, including focuses on anti-racism and decolonization.

*We stand in solidarity with the Kinämàgawin Report in calling for land-based learning and the introduction of Indigenous language courses*

The Kinämàgawin Report made great recommendations to the university, and CUSA extends its solidarity to them in calling for land-based learning and the introduction of Indigenous language courses. This is a way for Carleton to aid in language preservation efforts and prioritizing Indigenous ways of knowing and learning.

*We stand in solidarity with the Kinämàgawin Report in calling for the creation of a course on Indigenous history, the effects of colonization and continuing colonialism for first-year students, accessible for all students*

All students should understand the history of colonization and the neocolonialism that continues today, both outside and within academic institutions. CUSA will support the Kinämàgawin Report in advocating for the creation of a course, accessible to all students, to learn about Indigenous history, struggles and resistance to colonialism.
We support Carleton’s EDI Action Plan in advocating for the creation of a mandatory online course on anti-racism, microaggressions and racial bias for first-year students, and be accessible to all students.

While many students have begun learning about anti-racism and human rights on their own, CUSA will advocate alongside Carleton’s EDI Action Plan for the creation of an online, module-based course on anti-racism and human rights for those who have not had the opportunity to learn about these important topics.

**POLICY**

The ‘Policy’ theme shares recommendations based on the revision, updating, and accessibility of Carleton’s policies. Policies can often reinforce discriminatory values and ways of thinking, and can act as barriers for many communities. Those we consulted spoke of barriers within policies that prevent true equity, diversity and inclusion from being practiced at Carleton, for both staff and students.

We call for Carleton University to review and update its Online Conduct policy to reflect instances of online racial discrimination and the actions they will take in these situations.

Carleton University must be more clear in their policies and how they will step in during incidents in which students post racially insensitive or offensive comments online. CUSA will advocate for the addition of these actions to its existing Online Conduct policy.

We call for Carleton University to review their procedures and protocols for dealing with discrimination and harassment in residences.

Those we consulted who have experience living in residence expressed a need for change within protocols and policies related to discrimination. Cases of discrimination, microaggressions and harassment in residence must be handled swiftly and effectively in order to prevent them from reoccurring. CUSA will also advocate for further training for residence fellows on these topics. CUSA will meet with Housing and Residence Services and the Rideau River Residence Association to urge them to reevaluate the protocols in place for these situations.

We call for Carleton University to develop a guidebook for student employee rights.

We learned, from those we consulted and anonymous contributors, that toxic work environments exist at Carleton workplaces that employ students. This includes instances of homophobia, transphobia, racial microaggressions and sexism. We learned that oftentimes when these incidents are reported or brought to the attention of employers, there is no action taken. CUSA will advocate for the Carleton Ombuds Services to create a guidebook for student employees so they can understand their rights as employees and what to do if they experience these instances.
The ‘Student Support’ theme shares calls to action based on the wellbeing, concerns and priorities of all students. Consultants explained that there is a need for increased support catered towards students, specifically supports designed to prevent discrimination, handle cases of discrimination claims, and support affected students throughout the process.

We stand in solidarity with the Carleton Academic Student Government and CU Care Act in calling for the immediate reinstatement of the Attendant Services Program
Attendant Services is a service at Carleton that offers personal care services 24/7 at no cost to disabled students living in residence. In September 2021, it was announced that the Attendant Services Program would be suspended for the Fall 2021 semester due to COVID-19 restrictions. It is unacceptable that this service is not being made available to students during the Fall 2021 term, as this is an essential service for many disabled students to navigate campus and residence. CUSA will provide support to the Carleton Academic Student Government and CU Care Act as they campaign to have the program reinstated immediately.

We stand in solidarity with students-at-large calling for an action plan from Carleton University about the prevention of sexual violence in residences
Many students are calling for Carleton University to review, amend and enhance its Sexual Violence Prevention Strategy. CUSA supports these demands and the proposal created by students-at-large for a Sexual Violence Prevention Program. The VP Student Issues and the Research and Advocacy Coordinator will consult with the student leaders on the frontlines of this campaign to determine how CUSA can support their cause.

We call for Carleton University to further promote the Department of Equity and Inclusive Communities’ discrimination reporting service to students
Many students are unaware of the EIC’s reporting service and are unsure of how to report discriminatory cases. CUSA will advocate for Carleton University to further promote this service so students feel supported and prepared while reaching out to report a case of discrimination.

We call for Carleton University to avoid planning events on days of importance in major religions
CUSA will advocate to Carleton University to prevent the scheduling of large campus-wide events on days of importance within major faiths in order to ensure all students can participate. This will be done through executive meetings.
We call for Carleton University to halt tuition increases for international students
CUSA will advocate to Carleton University to freeze tuition hikes for international students. As Carleton University froze domestic tuition, the burden has been shifted on international students, whose tuition increased by 8% in 2020. It is unacceptable that international students are paying 3-4 times more in tuition fees than their peers. It is time to end these excessive increases in fees to create a more equitable campus for international students. This advocacy campaign will be led by the VP Student Issues, the Research and Advocacy Coordinator, and CUSA’s International Students’ Advisory Committee.

INFRASTRUCTURE

The ‘Infrastructure’ theme outlines calls to action based on the physical spaces on campus and how they can be changed to promote EDI. Both historically and recently, physical space has been used to discriminate against and exclude specific populations.

We call for all Carleton signage to be updated with English, French and Anishinaabemowin
CUSA will advocate for Carleton signage that is currently available in English and French to be updated with Anishinaabemowin as well. This is one of our efforts to help Indigenous students feel welcome in a colonial institution that has historically been used to belittle and disenfranchise them.

We call for the addition of the decolonization of academic structures to the mandate of the Carleton University Strategic Indigenous Initiatives Committee and Student Sub-Committee
CUSA understands the importance of recognizing the land we live and work on and the part CUSA plays in colonial systems. We commend the Carleton University Strategic Indigenous Initiatives Committee and Student Sub-Committee for their fantastic work on the Kinámìgawin Report. The participants of our consultations expressed an interest in the committee to focus more on decolonizing academic structures to further support Indigenous self-determination and to move away from colonial systems.

We call for Carleton University to ensure the upkeep of all accessibility aspects of the campus
Those we consulted stated that they are faced with accessibility issues when on campus, such as an elevator out of order or a button for automatic doors not working. CUSA will advocate to Carleton to work harder to ensure the upkeep and maintenance of all accessibility aspects on campus to ensure students are able to move freely around campus and access every building and room. This will be a priority for the VP Student Issues and the Research and Advocacy Coordinator during the 2021/2022 school year.
We support the Carleton Trans Advocacy Group in their call for Carleton University to create gender neutral bathrooms in the remaining 8 buildings that do not have them. CUSA will support the Carleton Trans Advocacy Group in the advocacy campaign for Carleton University to build gender neutral bathrooms in Azrieli Theatre, Azrieli Pavilion, Macodrum Library, Tory Building, Nesbitt Biology Building, Robertson Hall, Southam Hall and River Building. Students who utilize gender neutral bathrooms should not have to be inconvenienced by having to seek out specific buildings that accommodate them.

We call for the designation of more prayer spaces on campus
We will meet with appropriate parties at Carleton to discuss the designation of more prayer spaces on campus. These meetings will be initiated by the VP Community Engagement and the Research and Advocacy Coordinator during the Winter 2022 term.
CONCLUSION

We are invigorated in our EDI journey and committed to completing all 38 calls to action within this report. We are confident that the calls to action we developed will create a safer workplace and association for both staff and students whom CUSA serves. This report serves as a guide for CUSA’s path forward.

To restate, CUSA will be working on the implementation of the calls to action within this report. CUSA will be using the aforementioned methods of accountability to ensure the completion of all recommendations. After the release of this report, we will begin the creation of an implementation plan that will also be released to the student body. Once the implementation plan has begun, we will release monthly progress reports to the student body so they can stay up to date with the work we are doing.

We are receptive to all feedback from students and staff alike. We are committed to reworking the EDI Report as the concerns and priorities of students and staff change. Should you have any questions or would like to provide feedback on the report, please contact research@cusaonline.ca or vpsi@cusaonline.ca or fill out the anonymous feedback form at this link: https://forms.gle/ztN31KqcWggy7YtC9.
REFERENCES


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