

CONSENT AGENDA
to the Open Agenda of the 646th Meeting of the Board of Governors

Tuesday, April 29th, 2025
Richcraft Hall 2440R

4.1 ITEM(S) FOR APPROVAL

4.1.1 Approval of minutes of the previous meeting and Business arising from the Minutes

MOTION: That the Board of Governors approves the open minutes of the 645th meeting of the Board of Governors, as presented.

4.1.2 Board Award for Outstanding Community Achievement Recipient

MOTION: On the recommendation of the Board Award Jury and Advancement and University Relations Committee, move to approve Artur Estrela da Silva as the recipient of the Board of Governors Award for Outstanding Community Achievement for 2024/25 academic year, as presented.

4.1.3 Founders Award Recipient

MOTION: On the recommendation of the Founders Award Jury and Advancement and University Relations Committee, move to approve Ed Bruggink as the recipient of the Board of Governors Founders Award for 2024/25 academic year, as presented.

4.1.4 Statement of Investment Policies and Procedures for the Retirement Fund

MOTION: On the recommendation of the Finance Committee, that the Board of Governors approves the Statement of Investment Policies and Procedures for the Trust Fund created under the Carleton University Retirement Plan, dated June 30, 2025, as presented.

4.1.5 Statement of Investment Policies and Procedures for the Non-Endowed Funds

MOTION: On the recommendation of the Finance Committee, that the Board of Governors approves the Statement of Investment Policies and Procedures for the Non-Endowed Funds, dated June 30, 2025, as presented.

4.1.6 Bill S-211 Fighting Against Forced Labour & Child Labour in Supply Chain Act

MOTION: On the recommendation of the Audit and Risk Committee, that the Board of Governors approves the Bill S-211 Fighting Against Forced Labour and Child Labour in Supply Chains Act- Carleton University Compliance Report, as presented.

4.1.7 Investment Committee Terms of Reference

MOTION: On the recommendation of the Investment Committee and Finance Committee, that the Board of Governors approves the revised Investment Committee Terms of Reference, as presented.

4.1.8 Capital Planning Policy

MOTION: On the recommendation of the Building Program Committee and Finance Committee, that the Board of Governors approves the revised Capital Planning Policy, as presented.

4.1.10 Endowment Fund & Non-Endowed Funds Responsible Investing Policy

MOTION: On the recommendation of the Finance & Investment Committees, that the Board of Governors approves the Responsible Investing Policies for the endowed and non-endowed funds, as presented.

4.1.11 Retirement Fund Responsible Investing Policy

MOTION: On the recommendation of the Finance and Pension Committees, that the Board of Governors approves the Responsible Investing Policy of the Retirement Plan, as presented.

4.1.12 2025/2026 Miscellaneous Administrative Fees

MOTION: On the recommendation of the Finance Committee, that the Board of Governors approves the Miscellaneous Administrative Fees to be implemented May 1, 2025, as presented.

4.1.13 2025/2026 Student Association Fees

MOTION: On the recommendation of the Finance Committee, that the Board of Governors approves the 2025-2026 Student Association Fees, as presented.

4.2 ITEM(S) FOR INFORMATION

4.2.1 Coordinated Accessibility Strategy Annual Report & Strategy 2025 - 2030

4.2.2 Update on University Financial Accountability Framework/Action Plan

4.2.3 Capital Renewal (Deferred Maintenance) Plan for 2025- 2026

4.2.4 Kinàmàgawin Strategy Progress Update

4.2.5 Department of University Communications Update

4.2.6 Advancement Strategy 2024/2025 Update

4.2.7 Government Relations Update

4.2.8 Minutes of Senate

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

Minutes of the 645th Meeting of the Board of Governors
Tuesday, March 18th, 2025 at 3:00 p.m.
Richcraft Hall Room 2440R

PRESENT:	B. Creary (Chair)	K. Furlong (Virtual)	J. Muthukumar (Virtual)
	C. Tessier (Vice-Chair)	D. Greenberg	L. Newton Miller (Virtual)
	W. Tettey	L. Grussani	J. Nelson
	H. Babb	A. Hamdani	M. Shea (Virtual)
	L. Breen	N. Laporte	J. Simpson
	J. Carr	D. Maseko (Virtual)	A. Tremblay
	A. Chan	S. Mingie	P. Wolff
	J. Devoe	G. Morris	
REGRETS:	Y. Baltacioğlu	P. Dion	M. Main
	Y. Bizuneh	G. Farrell	B. O'Connor
	J. Camelon	J. Greenberg	J. Taber
STAFF:	B. Appel Kuzmarov	R. Goubran	D. McNair
	M. Bright	L. Goudie	K. McKinley (Virtual)
	S. Blanchard	C. Khordoc	P. Rankin
	T. Frost	A. Marcotte	N. Siddiqi
	C. Hobin (Virtual)	N. Macdonald	K. Solomon
	A. Goth (R. Secretary)	K. Mann	

OPEN SESSION

1. CALL TO ORDER AND CHAIR'S REMARKS

The Chair called the meeting to order at 3:00 pm and welcomed governors and attendees to the third meeting of the 2024/25 Board year. She acknowledged the Algonquin First Nation territory on which Carleton University is located and provided a personal land acknowledgement. She welcomed Board members, management, and guests to the meeting and reviewed the meeting protocols for members and observers in person and virtually. She welcomed W. Tettey, President and Vice-Chancellor, and R. Sinclair, General Counsel to their first meeting of the Board of Governors.

2. DECLARATION OF CONFLICT OF INTEREST

The Chair asked for any declarations of conflict of interest from the members. J. Simpson declared a conflict with respect to Item 5.1 – 2025/26 Ancillary Budget and abstained from voting on the item.

3. APPROVAL OF AGENDA

The agenda was circulated in advance.

It was moved by L. Grussani and seconded by A. Chan that the open agenda of the 645th meeting of the Board of Governors be approved, as presented. The motion carried unanimously.

4. APPROVAL OF THE CONSENT AGENDA

The following items were circulated in the open consent agenda for approval: Open Session Minutes from the 644th Board Meeting and the Pension Plan Actuarial Report.

The following items were circulated in the open consent agenda for information: Carleton Energy Master Plan Update and GHG Update, Investment Committee Membership, Investment Report on the Endowment, Audited Financial Statements for the Carleton Retirement Fund, Update on the 2024/25 Operating Budget and Status of Reserves, Carleton University Responsible Investing Report, Draft Carleton University Sexual Violence Policy, The Evolution of Alumni Engagement, Department of University Communications Update, Government Relations Update, and minutes from Senate.

It was moved by A. Tremblay and seconded by J. Nelson that the items in the open consent agenda be approved, as presented. The motion carried unanimously.

5. ITEMS FOR APPROVAL

5.1 2025/26 Ancillary Budget

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

A. Hamdani, Chair of the Finance Committee, outlined that the Finance Committee received the presentation on February 27, 2025 and a robust conversation took place around some of the proposed increases.

S. Blanchard, Vice-President (Students and Enrolment) provided a presentation regarding the proposed budget for Ancillary Services in 2025/26. An overview of the ancillary units was provided including their mandate to generate sufficient revenue to fund the cost of providing services. For 2024/25, the overall performance of the ancillary portfolio remained strong and all relevant units had business plans and deferred maintenance plans. It was expected that all ancillaries would be in a surplus by 2027/28.

Highlights of the ancillary budgets included:

- Housing, Resident Life, and Conference Services: the opening of Rideau House was expected for Fall 2025, increasing capacity and revenue. For 2025/26, residence fees were proposed to increase by 4.2%;
- Dining Services: 2024/25 revenue would meet projections and for 2025/26, a 5.5% increase to the Dining Plan cost was proposed and a review of the retail experience would be undertaken;
- Physical Recreation and Athletics: in 2024/25, a student referendum passed to increase the athletics ancillary fee to expand the fitness centre. In 2025/26, athletics would continue to make capital investments to support facility renewal and the Athletics Fees would increase by 2.3% (Ottawa CPI);
- Parking Services: in 2024/25, P9 was decommissioned, and parking services was working towards virtual parking solutions. In 2025/26, it was proposed to increase parking rates to be in line with transit rates and student permits would be increased by 25%, eliminating the deficit by 2027/28; and
- Health and Counselling Services: demand remained high, and a referendum passed in 2023/24 for a \$25 per term student mental health fee (increasing by 2.3%), allowing Carleton to expand resources to meet the needs of students;
- The Print Shop's return to profitability in 2024/25;
- The Campus Store being brought in-house for 2025/26;
- Carleton Dominion Chalmers Centre (CDCC) need for capital reinvestment;
- The lease for the National Wildlife Research Centre would expire in 2027 and discussions with Environment Canada were taking place;
- The remaining units had small deficits in 2024/25, but a closing accumulated surplus of \$2.5 million was expected for 2025/26; and
- The largest investments for the coming year would be in Nideyinàn and the Campus Bookstore.

A member inquired about how the discontinuation of the daily employee parking rate aligns with on-campus work and exploring alternative transportation options. S. Blanchard responded that \$7 daily rate was introduced during the pandemic and Carleton was looking to increase parking rates closer to market and in line with OC Transpo. The staff monthly pass was still below market rate, but it would increase over the next two years.

A member noted the fee increases across the ancillaries and asked how this would be received by the university community. S. Blanchard responded that they aimed to increase the ancillary fees in line with CPI or use student referendums to seek approval for increases. The residence fee and residence dining fee would increase above CPI, but Carleton consulted the student association, additional services were being offered, and other steps were being taken to increase affordability for students. She acknowledged that there would be staff pushback to the parking increases and there were a limited number of student parking spaces available.

On the recommendation of the Finance Committee, it was moved by A. Hamdani and seconded by S. Mingie to approve Carleton's 2025/26 Ancillary Services budget, as presented. The motion carried with one abstention.

6. ITEMS FOR INFORMATION

6.1 Enrolment Report

A presentation was circulated in advance.

S. Blanchard provided a presentation on Undergraduate admission statistics. The trends in enrolment had shifted over the previous ten years and a regional comparison in application numbers was shared. The cost of undergraduate students moving away from home contributed to the increase in applications from Ottawa and Eastern Ontario. Carleton's international applications grew from 2015/16 to 2018/19 but there was a steep decline as of 2023/24 due to a number of geopolitical factors and government policy. Regional trends in new domestic student admissions over the past ten years were shared, with Ottawa and Eastern Ontario registrations being consistently strong but the team was working on strategies to increase the Greater Toronto Area (GTA) and other domestic registrations.

International admissions followed the same trend as applications, growing from 2015/16 but showing a steep decline in 2023/24. There was a noticeable decrease in the registered students compared to confirmed, indicating challenges in obtaining student visas or getting to Canada. To address this gap, Carleton was diversifying its markets. Compared to other Ontario universities, Carleton had diversified in the international market earlier, peaking around 16% international students in 2018/19. International enrolment began to decline in 2020/21 with Carleton's enrolment declining faster than the rest of Ontario, attributed to the specific emerging markets where Carleton was focused.

To address enrolment, a number of recruitment strategies were highlighted including personalizing the outreach at each stage of the recruitment process. The undergraduate recruitment office led direct outreach activities in high schools through career nights, mini courses, as well as other strategies. Faculties also interacted directly with prospective students at events such as the Ontario Universities Fair (OUF). International recruitment activities included direct, in person, and online events, student ambassadors, partnership activities, and utilizing agents.

A member inquired about the overall enrolment numbers and how Carleton's trends compared to other Ontario institutions. S. Blachard responded that overall, domestically and in Ottawa specifically, Carleton's market share had been trending well. During the pandemic, Carleton lost some of the GTA market share, and strategies were being implemented to address this loss.

A member asked for confirmation that Carleton offered residence to all first-year students. S. Blanchard confirmed that Carleton offered residence to all first-year and international students. She added that Carleton's residence rates were affordable, especially compared to the housing costs in the GTA. She spoke to recruitment efforts in the GTA, such as providing specific reasons, such as course offerings, for students to come to Carleton.

A member asked if the impact of the new administration in the United States was being felt on enrolment trends. S. Blanchard responded that it was too soon to tell as students would have started applying in Fall 2024 for Fall 2025, but she had not seen a big change thus far.

N. Siddiqi, Vice-Provost (Graduate Studies), provided a presentation on the ten-year enrolment trends with respect to Graduate Admissions. He advised that there were 5,594 full-time and part-time graduate students, with 78% of those students domestic and 22% international.

Since 2018, Carleton's International PhD enrolment had been steadily increasing and was supported through the implementation of International Doctoral Tuition Support in 2020. Domestic students' tuition was largely offset with scholarships, with funding per student received from the government. A breakdown of PhD student enrolment by Faculty was shared. The Faculty of Arts and Social Sciences (FASS) and the Faculty of Public and Global Affairs (FPGA) were trending downwards, but it was compensated by growth in the Sprott School of Business, the Faculty of Engineering and Design (FED), and the Faculty of Science.

Enrolment trends for master's students were shared, splitting out full-time and part-time students. Domestic full-time enrolment was trending upwards and domestic part-time nearly tripled from Fall 2024 to Fall 2025, largely attributed to the online Master's of Business Administration (OMBA). By faculty, FASS, FPGA, and Science were all trending slightly downwards, FED was trending slightly upward, and Sprott had increased substantially since Fall 2021, again attributed to the OMBA.

Year-over-year comparisons for domestic and international master's applications and confirmations illustrated the potential impact of the interventions initiated by Graduate Studies since August 2024, including rolling admissions and the diversification of the international master's portfolio. High confirmations were an effect of the rolling admissions initiative and would normalize by the end of March 2025. For budgetary purposes, a 7% increase in domestic master's enrolment was projected by August 2025.

Effective January 2025, the Government of Canada introduced Provincial Attestation Letters (PALs) as a requirement of graduate admissions. Their effect on the conversion of acceptances to registrations was unknown.

A member inquired about the downward trends and asked if this was Carleton-specific or Canada-wide. N. Siddiqui advised that this trend was Canada-wide and that the Canadian brand was affecting international applications.

A member inquired about the change in the number of approved compared to application numbers and asked if this was due to a change in admissions standards. N. Siddiqui responded that acceptances depended on GPA and he reported that the average GPA for acceptance remained approximately the same, and was actually slightly up, for 2025/26 as compared to 2024/25.

6.2 International Update

A presentation was circulated in advance.

B. Appel Kuzmarov, Associate Vice-President (International), provided a presentation, speaking to Carleton International's strategic vision of "Serve the World, Nurture Global Citizens". Its mission was to enhance Carleton's international reputation for research and teaching in programs that respond to the needs of society today and anticipate the needs of the future. In 2024/25, Carleton had 3,636 international graduate and undergraduate students, 69 active agreements with other institutions, and 109 student exchange agreements. She shared the following goals of Carleton International:

- International Research and Funding: creating research collaborations, increasing research funding and expanding student research mobility with 39 projects and \$7,026,924 awarded in 2024/25 to date;
- International Students: diversifying student population, enhancing student experience, with students registered in Fall 2024 from 145 countries; however, a decline in international students since 2020 was noted;
- International Teaching, Knowledge, and Expertise: expanding international programs, attracting international scholars with visiting scholars from over 40 countries in 2024;
- Internationalization at Home: leveraging Carleton's location in the nation's capital including engagement with embassies and high commission representatives, and promoting intercultural teaching events; and
- International Mobility and Experiential Learning: increasing international mobility and showcasing Carleton's success.

A number of challenges for internationalization from the previous few years were noted such as geopolitical instability, changing immigration policies, and research security. Carleton International met those challenges with enhanced risk assessments, with regular geopolitical briefings, establishing trusted new partnerships, and established clear procedures and guidelines.

B. Appel Kuzmarov spoke briefly about the Horizon Europe work program and funding opportunities for Carleton researchers. The existing International Strategic Plan was set to

end in 2025 and benchmarking would be undertaken to support data driven strategies in the next iteration of the plan and a geopolitical risk framework would be developed.

6.3 Report from the Chair

The Chair advised that applications for the Board Award for Outstanding Community Achievement and the Founders Award would close on March 21, 2025 and encouraged members to submit nominations. She advised that the Carleton Challenge Conference would be taking place on May 13, 2025 and the topic would be Artificial Intelligence. Registration was open and she encouraged members to attend.

6.4 Report from the President

A written report was circulated in advance.

W. Tettey, President and Vice-Chancellor, began his report by thanking all members and the broader university community for their support since he joined Carleton at the start of the year. He recognized a number of recent events at Carleton including Black History Month, International Women's Day, the annual Service Excellence Awards, and Ramadan. He also highlighted the annual Campus Community Campaign which celebrates the philanthropic culture on campus. Carleton celebrated the grand opening of the Abilities Living Laboratory (ALL), noting the work done by Governor A. Chan, a state-of-the-art interdisciplinary research facility dedicated to pursuing a fully inclusive and accessible Canada.

Recent, notable achievements at Carleton included:

- J. Anderson received a grant from Canadian Hearing Services to lead a significant study on the link between hearing loss and cognitive reverse;
- P. Crockford, Assistant Professor in the Department of Earth Sciences, was awarded a 2025 Alfred P. Sloan Research Fellowship in Earth System Science;
- Carleton was recognized as one of Canada's fastest-growing, research-intensive universities by ReSearch Infosource;
- In December 2024, four Carleton Alumni (V. Murty, B. Perry, M. Prince, and D. Sims) were appointed to the Order of Canada; and
- Student achievements included K. Medland Spence, chemistry student, for winning gold in the International Figure Skating competition, I. Umanah as well as L. Tham, and J. Woldegiorgis securing first place in the MLSE Global Partnerships Case Competition.

W. Tettey spoke to the recent Provincial election in Ontario and the sector was optimistic that there may be movement on tuition and the operating grant. He added that six Carleton alumni won seats in the election. Carleton would continue to be visible on issues facing universities in collaboration with its sector partners.

A member commented on the evolving operating budget deficit figures over the last several updates and asked the reason for the changes and if there were mitigation measures in place to address the increase. W. Tetey responded that the projections were based on the University's assessment of enrolment numbers which change over time and the team was working to address the downward trend, including looking for efficiencies, and providing updates to the campus community.

6.5 Committee Chair Updates

6.5.1 Building Program Committee

A. Tremblay, Chair of the Building Program Committee, advised that the Committee met on February 27, 2025 to review two items for information and one item for discussion.

The first item for information was the Energy Master Plan and Greenhouse Gas (GHG) update from S. MacDonald, Director of Energy and Sustainability Services. Carleton reported net savings of \$1.5 million since the Co-Generation Plan began operating; however, there had been an increase in GHG emissions from the plant's operations. The primary goals remained reducing Carleton's emissions by 50% by 2030 and achieving carbon neutrality by 2050. These goals were supported by projects such as the Electric Boiler Grant, Save on Energy Program, Decarbonization Projects, and Chilled Water Plant Consolidation.

The Committee received an update on the Ongoing Capital Projects and Capital Renewal on campus. Highlights included the Loeb Envelope Remediation Project moving towards the tendering phase, the Rideau House (new student residence) occupancy was delayed until July 2025. Regarding the Aquatics Wellness Centre, Carleton had entered non-binding discussions with the City and a funding proposal and transaction model were expected by Spring 2025. Lastly, the demolition of the P9 parking garage was complete and on track to save \$4.5 million due to bids coming in lower than expected.

The Capital Planning Policy was discussed and a summary of changes was provided including the policy being moved under the authority of the Board of Governors. Recommended changes included reviewing the policy in two years before returning to the five-year cycle, clarifying roles and responsibilities, and the changes would be incorporated and would return to the Committee for review and approval at the next meeting.

6.5.2 Finance Committee

A. Hamdani, Chair of the Finance Committee, advised that the Committee met on February 27, 2025, receiving three items for approval. Approved items included the proposed budget for the 2025/26 ancillary services, including revenue projections for

the ancillary units. The actuarial valuation of the retirement plan for the period ending June 30, 2024 was approved, noting it was solvent and fully funded on all measures. Lastly, the Committee approved the appointment of D. Burrill to the Investment Committee.

Items for information started with the 2024/25 Operating Budget Update and Status of the Reserves, noting it was still a challenging situation and there is an anticipated shortfall of \$26.2 million. An update was received on the University's Financial Accountability Framework and Action Plan and it was anticipated that Carleton would remain in the 'Medium' Action Plan. He spoke to the challenging macroeconomic climate and the strategies being undertaken by the University such as the Voluntary Retirement Incentive Program. Management presented their inaugural Responsible Investing Report showcasing Carleton's commitment to reducing carbon intensity in its investment portfolio.

7. OPEN-OTHER BUSINESS

No other business was brought forward.

8. OPEN-QUESTION PERIOD

No additional questions were brought forward.

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

There being no further business, the Open Session of the Board of Governors was adjourned at approximately 5:00 p.m.

COMMITTEE: Board of Governors

MEETING: April 29th, 2025

ITEM: Board of Governors Award
for Outstanding Community
Achievement

INFORMATION PRESENTED TO THE BOARD

On April 2, 2025, the Board Award Jury convened to review the nominations for the Board of Governors Award. For the 2024/25 Award, 11 nominations were received. Among several outstanding candidates, Artur Estrela da Silva is unanimously recommended as this year's recipient.

Artur will be graduating with a Bachelor of Arts Honours Major in Political Science Concentration in International Relations in Spring 2025. Having been awarded Dean's Honour List 2021 through 2024, maintaining a high academic standing, and working as a Research Assistant for Dr. Sean Burges assisting in research of Brazilian foreign policy, Artur is academically exemplary.

In his time at Carleton, Artur has contributed to the University community in multiple ways, holding positions with major association at the University and departmental levels. Artur has demonstrated exceptional leadership in student government serving with the Carleton Union's Students' Association (CUSA). He served as the Vice-President, Student Issues (former Associate VP, Research and Advocacy) from June 2023 to present where he worked to improve student life on campus by contributing to the CUSA Housing 101 Guide, helping fellow students navigate Ottawa and its challenging housing market. Artur also created CUSA's first partnership with the Embassy of Mexico, facilitating student internships, and the CUSA Think Tank, a volunteer research initiative enhancing student advocacy.

Artur was the Co-President (former VP Membership development and First Year Representative) with the Carleton Political Science Society from October 2021 to present, where he planned and executed multiple events which included Model Parliament, represented Carleton at open houses, and introduced students to the political science program to foster community engagement. Artur's volunteerism also extends beyond Carleton to the broader community, having volunteered as a Family Services Officer for Habitat for Humanity Greater Ottawa.

In his glowing reference letter, Dr. Aaron Ettinger, Associate Professor and Undergraduate Supervisor in the Department of Political Science, highlighted not only Artur's outstanding

academic performance but also his commitment to the Carleton student community, acting as a liaison between the Political Science department and students. Sam Kilgour, Head of Student Voice & Academic Engagement at the University of Bath, UK, and former Director of Student Development and former Director of Operations at CUSA, spoke to Artur's CUSA contributions and impact in his letter of reference. He noted that Artur's work as Vice President Student Issues had a tangible effect on students and helped to showcase CUSA broadly with housing recommendations being adopted by the offices of local Members of Parliament.

In addition to Artur's academic and volunteer achievements noted above, he has been awarded the 2022 Vereed Foundation Scholarship, the 2023 Honourable Walter Baker Memorial Scholarship in Political Science, the 2024 Garrett Elsey Memorial Award, and an International Award of Excellence.

RECOMMENDATION TO THE COMMITTEE

Considering his outstanding community service, achievements, and leadership qualities, the Advancement and University Relations Committee and the Board Award Jury recommends the approval of Artur Estrela da Silva as the recipient of the Board of Governors Award for Outstanding Community Achievement for the 2024/25 academic year, as presented.

COMMITTEE: Board of Governors

MEETING: April 29th, 2025

ITEM: Founders Award

INFORMATION PRESENTED TO THE BOARD

On April 2, 2025, the Founders Award Jury convened to review the nominations for the Carleton University Founders Award. This year, one new nomination was received, and five previous year nominations were considered. Among the several outstanding candidates, Ed Bruggink was chosen as this year's recipient.

Ed has been with Carleton for 44 years, having joined Carleton in 1981 as a greenhouse technician and becoming the greenhouse manager with the Department of Biology in 1998. As the Nesbitt Building Supervisor, Ed monitors and maintains all 14 Carleton greenhouses and grows 2,000 flowers annually to brighten convocation and the campus. Affectionately known as "Papa Papillion", Ed has shaped the community spirit at Carleton through his volunteerism with the Annual Biology Butterfly show. Through his time and effort, Ed has demonstrated a commitment to enhancing the education experience not only for the Department of Biology but for all of Carleton.

Ed has been the driving force behind the immersive Carleton University Butterfly Show for 25 years. Carleton's annual Butterfly Show features over 1,300 butterflies and it is a big draw, with thousands of attendees to campus. Partnering with Let's Talk Science, the show gives the broader Ottawa community the opportunity to appreciate the beauty of nature and to learn about the winged insects. It provides a volunteer opportunity for students, many of whom return to volunteer year after year because of Ed's leadership, mentorship, and genuine care for their well-being. Though donations are encouraged, the event continues to be free for visitors, keeping it accessible for everyone. The Butterfly Show has grown to invite local schools and groups such as retirement homes, drawing the community to campus. Ed puts his heart and soul into this project every single year, noting that the event falls on the Thanksgiving weekend and that he often sacrifices his own Thanksgiving to be present. The Butterfly Show provides an annual boost to Carleton's reputation within the Ottawa community, often being featured on local radio and in newspapers.

Going above and beyond for Carleton, Ed is a previous winner of the Service Excellence Award in 2018 for his outstanding work in organizing and educating people at the annual butterfly show, and for his tireless efforts in maintaining Carleton's greenhouses.

RECOMMENDATION TO THE COMMITTEE

In recognition of Ed Bruggink's immense impact on Carleton University, its students, and the broader community the Advancement and University Relations Committee and the Founders Award Jury wholeheartedly recommend Ed Bruggink for the 2024/2025 Founders Award. Ed Bruggink's 44 years of service and dedication to Carleton and its students embody the spirit of the Founder's Award and reflect the University's values.



To:	Board of Governors	Date of Report: 18 March 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	Statement of Investment Policies and Procedures – Retirement Fund	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Finance and Pension Committees, move to approve the Statement of Investment Policies and Procedures (SIP&P) as of June 30, 2025, as presented.

3.0 EXECUTIVE SUMMARY

The Pension Benefits Act of Ontario requires that a Statement of Investment Policies and Procedures (SIPP) be established for every registered pension plan. The SIPP must be reviewed and approved annually. This annual process is part of the governance process in place to ensure that the assets of the Retirement Fund are invested prudently and effectively to support the goal of the Retirement Plan to assist Plan beneficiaries in attaining a financially secure retirement income at a reasonable cost.

The SIPP is filed with the Financial Services Regulatory Authority of Ontario (FSRA), formerly the Financial Services Commission of Ontario (FSCO).

4.0 INPUT FROM OTHER SOURCES

The draft SIPP, effective June 30, 2025, has been reviewed and recommended by the Pension Committee.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The university is the sponsor of the Plan. Per the governance structure of the Plan, the Finance Committee is required to recommend to the Board of Governors the approval of certain decisions of the Pension Committee. One of these is a recommendation to approve the SIPP.

The SIPP is the document that formally outlines the investment policy for the \$1.9-billion Retirement Fund. In particular, it defines the asset mix policy for the Fund, rate of return expectations, and categories of eligible investments. It also sets out the mandates for the Fund's investment managers.

The Pension Committee reviews the SIPP annually. The SIPP was approved by the Pension Committee at its meeting on Mar. 6, 2025.

There were minor changes to the SIPP this year. Of most significance, were the following:

- *Section 4.5 Benchmark Portfolio* was updated to reflect Real Estate at 6% and Private Equity at 3% as the fund commitments are growing towards the ultimate targets of 10% each per the Asset-Liability Study;
- *Section 4.8* was updated to reflect the before-fees outperformance target of 0.90% relative to the Benchmark Portfolio. The target was lowered from 1.0% to reflect the recent 10% investment in global passive equity that is invested in the Benchmark MSCI World at a very low fee of 2.9bps;

- *Section 5.1 Asset Mix* was updated to reflect the new targets and ranges for Real Estate and Private Equity;
- *Section 6.4 Equity* was updated to reflect ranges for emerging market equities and small-cap up to 8%; and,
- *Appendix Section 4 Managers, Mandates and Objectives* was updated to reflect the new mandates.

6.0 FINANCIAL IMPLICATIONS

Investment policies define how plans will carry out their investment program, in order to strengthen both the financial condition of the plan and the promise to deliver benefits to plan participants. Investment policies set out investment goals and priorities, articulate the asset allocation strategy and convey performance review and measurement criteria to all interested parties.

The lack of a SIPP, or the failure to review and update the SIPP annually, could jeopardize the rate of return achieved by the Fund. This return directly affects the funded status of the Retirement Plan and related university contributions.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

This annual review of the SIPP assists the Finance Committee of the Board as it supports the university in its role as Sponsor and Administrator of the Retirement Plan.

The financial stability of the Plan is of strategic importance to the university, given its size, continued growth, and potential for volatility in funding requirements. Operational and financial risk are high as normal annual contributions to the Plan are in excess of \$20 million.

Volatility in funding requirements puts pressure on the operating budget. A related risk is market risk; i.e. the failure to achieve satisfactory returns due to capital market conditions, and related impairment of the assets supporting the Plan liabilities. Steps are taken to mitigate these risks through oversight and managing the Fund in accordance with prudent investment policy. It should be noted that the investment policy is based on a long-term assessment of the capital markets and periodic short-term volatility may occur.

The Plan is subject to regulatory risk as well, in this case, in ensuring that the university complies with all disclosure requirements relating to the investment policy. Failure to do so could result in the application of a fine for lack of compliance. This risk is managed by the office of Pension Fund Management.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

A significant reputational loss could occur following a negative announcement/news related to financial management issues at the university. Given the scale and operational importance of the fund, the risk is magnified. The university has a strong communications team and infrastructure, along with flexible emergency communications response plans to support if needed.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Statement of Investment Policies and Procedures Retirement Fund Update

April 14, 2025

Overview of Retirement Plan Documents

Statement of Investment Policies and Procedures

- Sets the investment policy for the \$1.9-billion Retirement Fund.
- Defines the mandates of the external investment managers.
- Updated annually to reflect changes to asset mixes, benchmarks or investments.

Carleton University Retirement Plan Text

- Defines the benefit, eligibility, contributions, leaves, etc.
- Sets out the administrative and decision-making structure for the Plan.
- Updated infrequently for Plan design changes or regulatory updates.

SIP&P Update

- The 2022 Asset-Liability study recommended a change to the Retirement Fund's asset mix to enhance the projected return of the Retirement Fund to meet its objectives. The main conclusion was to increase real estate and private equity to 10% each while reducing Canadian equities.
- As of Dec 2024, the Mercer (actuarial consultant) long-term projected return/risk of these asset classes are below:

Asset Class	2022 SIP&P Target	2025 SIP&P	20-year expected return	Standard Deviation (risk)
CAD Universe Bonds	20%	20%	4.1%	5.4%
High Yield Bonds	5%	5%	5.3%	9.5%
Canadian Equities	25%	16%	5.9%	19.5%
Global Equities	25%	25%	5.9%	16.2%
Global Small Cap	5%	5%	6.2%	17.7%
Emerging Market Equities	5%	5%	6.8%	25.0%
Infrastructure	15%	15%	6.8%	14.0%
Real Estate	-	6% ¹	7.9%	17.0%
Private Equity	-	3% ¹	9.5%	21.5%

¹ 10% target for real estate and private equity is phased in with a pacing plan.

SIP&P Update

- *Section 4.5 Benchmark Portfolio* was updated to reflect a 6% weight to Real Estate, a 3% weight to Private Equity, and a similar reduction in Canadian equities.
- *Section 4.8* was updated to reduce the value-add target of the Retirement Fund from 1.0% to 0.9% (before fees) relative to the Benchmark Portfolio. A passive mandate was added within the 25% Global Equities allocation to invest in the Benchmark MSCI World. It has no value-add target and the fee rate was 2.9bps (0.029%).
- *Section 5.1 Asset Mix Policy* was updated to reflect the new Private Equity and Real Estate ranges and the reduction in the Canadian Equities ranges.
- *Section 6.4* was updated to tie the emerging market and small-cap equity maximum of 8% with the maximum outlined in Section 5.1.
- *The Appendix* was updated to reflect the new mandates and value-add targets of the managers.

Motion

On the recommendation of the Pension Committee, move to recommend to the Board of Governors, the approval of the Statement of Investment Policies and Procedures (SIP&P) as of June 30, 2025, as presented.

Statement of Investment Policies and Procedures
for the
Trust Fund Created Under
The Carleton University Retirement Plan

Prepared pursuant to
The Pension Benefits Act of Ontario
Registration Number 0526616

June 30, ~~2024~~2025

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Section 1 – Purpose

- 1.1. Carleton University (the “University”) provides pension benefits to its employees through the Carleton University Retirement Plan (the “Plan”). The primary goal of the Plan is to assist Plan beneficiaries in providing for a financially secure retirement income at a reasonable cost. The prudent and effective management of the Trust Fund (the “Fund”), as described in Section 13 of the Plan, will have a direct impact on the achievement of this goal.
- 1.2. This statement of investment policies and procedures (the “Statement”) addresses the manner in which the Fund shall be invested to achieve the primary goal of the Plan. The University has prepared the Statement to ensure continued prudent and effective management of the Fund so that there will be sufficient amounts to meet the obligations of the Plan as they come due. The Statement also defines the management structure and other procedures adopted for the ongoing operation of the Fund.
- 1.3. This statement has been prepared in accordance with all relevant legislation relating to the investment of registered pension plans assets. Investments shall be selected in accordance with the criteria and limitations set forth herein and in accordance with applicable legislation.
- 1.4. All references to the terms of the Carleton University Retirement Plan contained in this Statement are of a summary nature only. The Plan is administered in accordance with the terms of the Plan text as amended from time to time.
- 1.5. In accordance with section 78 of Regulation 909 of the Ontario Pension Benefits Act, this policy complies with the federal investment rules under Canada’s Pension Benefits Standards Regulation, 1985.

Section 2 – Governance and Administration

- 2.1. Section 15 of the Retirement Plan states that the Plan will be administered by the University. Section 15 also describes the composition and role of the Pension Committee (the “Committee”). The Committee is responsible for all matters in regard to the administration of the Plan. Various agents may be retained to assist the Committee in carrying out their duties in respect of the Fund. From an investment standpoint, the Committee is responsible for reviewing the performance of the Fund, and for the preparation of recommendations to the Board of Governors (the “Board”) of the University as to the appointment of the Investment Managers (the “Managers”) and the custodian.
- 2.2. The Board, the Committee, the Managers, and any agent or adviser providing services in connection with the investment of the Fund accepts and adheres to this Statement.
- 2.3. This Statement provides broad investment guidelines for the management of the Fund. The management of the assets of the Fund is delegated to the Managers. Neither the Board of Governors, the Pension Committee nor any employee of the University shall select securities on behalf of the Fund.
- 2.4. In developing the Statement, the Committee has considered factors such as the following:
 - the nature of the Plan's liabilities;
 - the allocation of such liabilities between active members and retired members;
 - the funded and solvency positions of the Plan;
 - the net cash flow position of the Plan;
 - the investment horizon of the Plan;
 - expected risk tolerance of the University and Plan beneficiaries,
 - historical and expected capital market returns and volatilities; and
 - the benefits of investment diversification.
- 2.5. The mandate of each Manager appointed shall be determined by the Committee, subject to approval by the Board.
- 2.6. A Custodian will be appointed for all or part of the Fund assets. Any Custodian shall be a trust company registered in Canada. All investments and assets of the Fund shall be held by a Custodian.
- 2.7. The Fund's financial statements shall be audited by an independent auditor at least

annually. The audited statements shall be reviewed and approved by the Committee and reviewed by the Board of Governors.

- 2.8. This policy shall be reviewed and approved by the Committee at least annually. It may be reviewed and amended from time to time by the Committee. It must be reviewed and approved annually by the Board of Governors.

Section 3 – Plan Overview

- 3.1. The Plan is fundamentally a money purchase plan, with contributions of 4.37% of pensionable earnings up to the Year's Maximum Pensionable Earnings (YMPE) plus 6% of pensionable earnings above the YMPE being made by each active member to that member's Money Purchase account. The University makes contributions of 4.62% of pensionable earnings up to the YMPE plus 6.25% of pensionable earnings above the YMPE to the member's Money Purchase account.
- 3.2. The University makes an additional annual contribution, based on actuarial requirements, and in accordance with relevant legislation to the Minimum Guarantee Fund. Contributions to the Minimum Guarantee Fund are essentially used, as required, to ensure that an active member's pension on retirement is not less than that produced by a defined benefit formula.
- 3.3. An account is maintained for each active member and for each former member for whom a balance has been left in the Fund. This account is credited with relevant contributions as well as a proportionate share of the Fund's investment return. Money Purchase Pensions are based on the amount in a member's account. Active members and these former members therefore have a direct interest in the Fund's return.
- 3.4. For pensioners, annual member pension benefits, including lifetime and bridge benefits, are adjusted by a percentage equal to the four-year arithmetic average investment return earned by the Fund minus 6%. So that annual adjustments are reasonably smooth, a four-year moving average of the Fund's return is used in the formula and there is a non-reduction provision for service prior to July 1, 2003. Pensioners therefore have a direct interest in the Fund's return.
- 3.5. As the Sponsor of the Plan, the University always has an interest in the success of the Plan, and therefore in the Fund's return.

Section 4 – Investment Objectives and Mandates

Investment Objectives

- 4.1. The Committee shall manage the Fund on a going concern basis, with the primary objective of providing reasonable rates of return, consistent with available market opportunities, a quality standard of investment, and commensurate with the University's risk tolerance level.
- 4.2. As the result of analyzing the relevant investment related features of the Plan's design, the Committee has identified the fundamental risk policy issue as follows:
 - To identify the best way of achieving an acceptable degree of opportunity for high long-term returns, subject to the following constraints:
 - safeguarding the University's contribution rate;
 - maintaining reasonable stability in pensioners' annual increases; and,
 - acceptably protecting the money purchase balances of active members nearing retirement.
- 4.3. After studying several different approaches, the Committee has noted that there is invariably a conflict between increased long-term investment opportunity and increased short-term safety.
- 4.4. The Committee expects the Benchmark Portfolio (as described in Section 4.5) to earn a 4.1% long-term real return, after investment management fees, over the long term (10 years or more). In any one year, however, the annual real return may be significantly above or below 4.1%.

Benchmark Portfolio

- 4.5. The Committee believes that a portfolio (the "Benchmark Portfolio") invested in the following asset mix (based on market value) can, over the long term, achieve the stated investment objectives:

Asset Class	Investment Category	Benchmark Index	Benchmark Portfolio (%)
Cash and Short-Term ⁽¹⁾	Short term notes and Treasury Bills	FTSE Canada 91-Day T-Bill Index	0.0
Fixed Income ⁽²⁾	Canadian bonds and debentures	FTSE Canada Bond Universe Index	20.0
High-Yield Debt	Non-Canadian bonds and debentures	BoAML US High Yield Constrained Index	5.0
Canadian Equities	Canadian stocks	S&P/TSX Capped Composite Index	22 16.0
Non-Canadian Equities, Core	Non-Canadian stocks	<u>MSCI</u> World Index	25.0
Emerging Markets Equity	Non-Canadian stocks	MSCI Emerging Markets Equity Index	5.0
Non-Canadian Equities, Small Cap	Non-Canadian stocks	MSCI World Small Cap Index	5.0
Global Infrastructure	Alternatives	CPI ³ + 4.0%	15.0
Real Estate	Alternatives	CPI ³ + 4.0%	36 .0
<u>Private Equity</u>	<u>Alternatives</u>	<u>MSCI World Index (1 quarter lagged)</u>	<u>3.0</u>
	Total		100.0

(1) Excludes temporary cash holdings arising from portfolio adjustments.

(2) Cash used as part of a bond duration strategy shall be deemed to be bonds for asset mix purposes.

(3) Consumer Price Index (Total CPI) as per the Bank of Canada.

- 4.6. Where cash and short-term investments are held as part of a derivatives strategy to gain exposure to a particular asset class, then, for the purpose of the Fund's asset mix, such investments shall be deemed not to be cash and short-term investments, but rather investments of the asset class to which the derivatives relate.
- 4.7. Since the Fund will be actively managed, and since asset classes provide different returns, the actual asset mix at any time may deviate from the above. Section 5 defines the limits for such deviations.

Rate of Return Objectives

- | 4.8. The Committee expects the total annualized returns of the Fund to exceed by ~~40.09~~0% the returns that could have been earned by passively managing the Benchmark Portfolio, assuming quarterly rebalancing of the Benchmark Portfolio. For the purpose of measuring rates of return of the Fund, all returns shall be measured before investment management fees, but after transaction costs, and over rolling four-year periods. All index returns shall be total returns. All foreign index returns shall be Canadian dollar returns.
- 4.9. To achieve its rate of return objectives, the Committee shall recommend the appointment of Managers. The Managers will be assigned such mandates and performance targets as the Committee deems to be in the best interests of the Fund. The Committee shall monitor the Managers both qualitatively and quantitatively.

Section 5 – Asset Mix and Rebalancing Policies

Asset Mix Policy

- 5.1. The market values of the individual asset class components of the Fund shall be within the following minimum and maximum aggregate investment limits:

Asset Class	Investment Category	Minimum (%)	Benchmark (%)	Maximum (%)
Cash and Short-Term	Short-term notes and Treasury Bills	0.0	0.0	5.0
Fixed Income	Canadian bonds and debentures	10.0	20.0	30.0
High Yield Debt	Non-Canadian bonds and debentures	2.0	5.0	8.0
Equities				
Canadian Equities	Canadian stocks	12 6.0	22 16.0	3 26.0
Non-Canadian Equities				
Global Core	Non-Canadian stocks	15.0	25.0	35.0
Emerging Markets	Non-Canadian stocks	2.0	5.0	8.0
Global Small Cap	Non-Canadian stocks	2.0	5.0	8.0
Total Equities		47 41.0	52 51.0	67 61.0
Global Infrastructure	Alternatives	5.0	15.0	20.0
Real Estate	Alternatives	0 3.0	3 6.0	49 13.0
Private Equity	Alternatives	0.0	0 3.0	10.0

- 5.2. Notwithstanding the asset mix ranges shown above, the Committee may authorize temporary asset mix positions outside those ranges to accommodate a Fund restructuring, a Manager restructuring, or a Manager request submitted in writing and providing the rationale for the request.

Rebalancing Policy

- 5.3. The Committee believes, for the reasons set out below, that it is in the best interests of the Fund to control asset mix deviations:

- The Committee has adopted the Benchmark Portfolio and ranges based on the acceptability to the Committee of its risk/return trade-offs. Significant asset mix deviations from the Benchmark Portfolio would for the Committee's purposes, be sub-optimal.
- The Committee has established the Manager structure to achieve goals of diversification and efficiency.

5.4. Therefore, the Committee may, from time to time and in its absolute discretion, rebalance the actual asset mix back to the Benchmark Portfolio so as to align the two more closely. Between rebalancing events, cash flow may be used to rebalance towards the asset mix of the Benchmark Portfolio.

5.5. Private equity, infrastructure, and real estate are, by their nature, illiquid and may not be able to be rebalanced immediately; however, the objective is to methodically move the allocation to within the investment policy range as soon as practicable.

Section 6 – Permitted Investments and Constraints

Permitted Investments and Constraints by Asset Class

- 6.1. The following investments may be made either directly, through pooled or mutual funds, private investment funds or through insurance contracts. The list of permitted investments and constraints outlined below apply to all relevant mandates. Additional constraints may be imposed by the Committee on certain mandates. Such additional constraints shall be documented in a separate manager mandate.

6.2. Cash

Permitted Investments

Cash on hand, demand deposits, treasury bills, short-term notes and bankers' acceptances, term deposits, commercial paper and guaranteed investment certificates having a term of less than or equal to one year.

Investment Constraints

All cash investments shall have a minimum rating of R1 by the Dominion Bond Rating Service (DBRS) or equivalent.

6.3. Fixed Income

The provisions of this section do not apply to high-yield debt mandates. Permitted investments and constraints for high-yield debt mandates are outlined in Section 6.8 of this document.

Permitted Investments

Bonds, debentures, or other debt instruments of corporations, Governments, Government agencies, or guaranteed by Governments, mortgage-backed securities, mortgages, preferred shares, and bonds where capital, interest, or both are linked to increases in the cost-of-living (i.e., real return bonds).

Investment Constraints

The investment constraints below apply to the total fixed income portion of the Fund and each Manager's fixed income portfolio.

Not more than 5% of the market value of fixed income securities shall be invested in any one non-government entity.

The bond portfolio may be invested to a maximum market value of:

- 100% in Federal government bonds and guaranteed Federal agency bonds;
- 60% in provincial bonds and guaranteed provincial agency bonds, subject to a single province a maximum of 15% for provinces rated AA or better and 10% for provinces rated less than AA (Standard and Poor's, DBRS, or equivalent rating);
- 10% in municipal bonds; and
- 50% in corporate issues and other bonds.

Investments in bonds and debentures shall have a minimum rating of BBB- by Standard and Poor's or DBRS, or an equivalent minimum rating by at least one credit rating agency that is recognized by a competent authority. Not more than ~~40~~15% of the market value of the fixed income portfolio shall be invested in BBB- bonds or debentures. Where an investment in the portfolio is downgraded to below BBB-, the Manager, in consultation with the Committee, shall use its best judgement to determine whether the BBB- rating is likely to be restored within a reasonable time. If so, the Manager may retain the investment and shall keep the Committee informed of its rating. If not, the Manager shall take all reasonable steps to liquidate the investment in an orderly fashion with due regard to price and liquidity constraints, while keeping the Committee informed.

Any direct mortgages in the fixed income portfolio shall meet the following requirements:

- shall only be first mortgages, shall not exceed 75% of the appraised value, and shall be in metropolitan areas;
- no one mortgage shall exceed 2% of the total market value of the fixed income portfolio, and the total value of all mortgages shall not exceed 5% of the total book value of the Fund.

6.4. Equity

Permitted Investments

Common shares, American depository receipts, global depository receipts, rights, warrants, installment receipts, securities convertible into common shares, real estate, venture capital, exchange traded index participation units or exchange traded

funds, and Canadian income trusts which provide provincially legislated limited liability protection to the unitholder.

Investment Constraints – Canadian Equities

The investment constraints below apply to the total Canadian equity portion of the Fund and to each Manager's Canadian equity portfolio.

- The market value of any single equity holding shall not exceed its weight in the S&P/TSX Capped Composite Index plus 5%.
- The proportion of the market value of the Canadian equity portfolio invested in one sector of the S&P/TSX Capped Composite Index shall not exceed the sector's weighting in the S&P/TSX Capped Composite Index plus 10%.
- Not more than 10% of the Canadian equity portfolio shall be invested in small cap stocks (i.e., market capitalization of less than \$500 million).
- Not more than 10% of the outstanding securities of any one company shall be purchased.
- To achieve a reasonable level of diversification, there shall be at least 20 different Canadian equity holdings.

Investment Constraints – Non-Canadian Equities

The investment constraints below apply to the total non-Canadian equity portion of the Fund and to each Manager's equity portfolio.

- An investment in the shares of any single company shall not exceed 5% of the market value of all non-Canadian equities held.
- Not more than 10% of the outstanding securities of any one company shall be purchased.
- Not more than ~~58~~5% of the market value of the Fund shall be invested in small- cap stocks.
- Not more than ~~58~~5% of the market value of the Fund shall be invested in emerging markets equities.
- To achieve a reasonable level of diversification, there shall be at least 20 different foreign equity holdings.

~~For greater clarification, the investment constraints relating to non-Canadian small-cap and emerging market equities may from time to time exceed 5% in accordance with the asset mix ranges outlined in Section 5.1.~~

6.5. Real Estate

Permitted Investments

Real estate investments will be held through public or private long-term investment funds. The investment criteria for each fund (e.g. type of assets, geographic and sector focus) are outlined in the respective Investment Management Agreement or Private Placement Memorandum and related documents such as side letters. The Committee will review the investment guidelines for each real estate fund prior to recommending approval to the Board.

Investment Constraints

An investment in any one parcel of real estate shall not exceed 2% of the market value of the Fund.

6.6. Infrastructure

Permitted Investments

Infrastructure investments will be held through public or private long-term investment funds. The investment criteria for each fund (e.g. type of assets, geographic and sector focus) are outlined in the respective Investment Management Agreement or Private Placement Memorandum and related documents such as side letters. The Committee will review the investment guidelines for each infrastructure fund prior to recommending approval to the Board.

Investment Constraints

An investment in any one infrastructure asset shall not exceed 2% of the market value of the Fund.

6.7. Private Equity

Permitted Investments

Private equity investments will be held through private long-term investment funds. The investment criteria for each fund (e.g. type of assets, geographic and sector focus) are outlined in the respective Private Placement Memorandum and related documents such as side letters. The Committee will review the investment guidelines for each fund prior to recommending approval to the Board.

Investment Constraints

An investment in any one private equity asset shall not exceed 2% of the market value of the Fund.

6.8. High Yield Debt

Permitted Investments

Bonds, debentures or other debt instruments of corporations, Governments, Government agencies, or guaranteed by Governments, private placement securities classified as 144a debt securities, bank loans, U.S. Treasury futures and options, currency forward or futures contracts, credit default swaps, common and preferred shares and warrants.

Investment Constraints

The investment constraints below apply to the total high-yield debt portion of the Fund and each Manager's high-yield debt portfolio.

- No more than 5% of the market value of high-yield debt securities shall be invested in any one non-government entity.
- The maximum allocation to securities with ratings below B- or B3 is the Index weight +5%. If a security is unrated, a comparable rating shall be determined by the Manager. In the event that a security within the Manager's portfolio is downgraded and causes the Manager's portfolio to exceed the limit, the Manager shall immediately notify the Committee in writing of this occurrence and recommend a course of action for approval by the Committee.
- No more than 25% of the market value of high-yield debt securities shall be invested in any one industry.
- No more than 2% of the market value of high-yield debt securities shall be invested in equity or equity-related securities.
- Short sales of securities are not permitted.
- Security purchases on margin are not permitted except for futures or other over-the-counter derivatives.

6.9. Derivatives

Where appropriate and prudent, derivatives are used as a risk management tool. Derivatives will only be used after full consideration of the related risks and in compliance with market and regulatory obligations. Risk (such as counterparty risk) will be identified, measured, managed and monitored on an ongoing basis.

The Fund may use exchange-traded, over-the-counter and other forms of bilateral

derivative contracts to gain or reduce exposure to interest rates, foreign exchange rates, credit debt instruments, commodities and public equities. Exchange-traded derivative positions are regularly valued using quoted market prices, where available, or discounted cash flows using current market yields for over-the-counter derivatives. Derivative instruments are classified in accordance with the underlying exposure to fixed income or public equity.

Permitted Investments

Permitted derivative investments are:

- Option contracts, including stock, stock index, currency, bond, bond futures and interest rate
- Futures contracts, including stock index, currency, bond and interest rate
- Forward contracts, including currency, and interest rate
- Swap contracts, including credit default, equity, currency and interest rate
- Mortgage derivatives

Guidelines and Restrictions

- Derivatives may only be used with the expressed written consent of the Committee.
- Derivatives may be used as a hedge against existing investments or liabilities, provided their particular purpose/usage has been fully disclosed to the Committee.
- Derivatives may be used to hedge financial risks associated with the underlying portfolio when they hedge those risks more efficiently than cash market instruments. Derivatives used for hedging purposes must have a reasonably high negative correlation with the underlying asset or liability being hedged.

Investment Constraints

- Derivatives shall not be used to create leverage or for speculative purposes.
- Counterparties will carry a minimum BBB or its equivalent credit rating unless approved by the Committee. The Managers shall be responsible for assessing all counterparty risk associated with derivative instruments, with regards to credit rating, and total exposure limits for each derivatives securities dealer and bank.
- These guidelines and restrictions on derivative investments are not intended to restrict investments in derivative instruments by pooled vehicles, including limited partnerships, whose primary investment focus is to invest in other asset classes such as real estate, private debt and infrastructure. The Managers shall implement

internal procedures and controls in order to ensure that derivatives are used in compliance with the Statement at all times.

- Derivatives shall be sold only for securities held in the Fund, and bought only when the Fund holds sufficient cash to make the required payment at maturity.
- The Fund may post collateral as required to complete derivative transactions. Pledging of collateral for purposes of derivatives is permitted. Assets that can be pledged for collateral are set out in legal agreements or are defined by exchanges. The level of collateral pledged is determined and monitored as part of liquidity management.

6.10. Currency

A currency hedge on a portion of the Funds' U.S. and Non-North American equity and infrastructure, and real estate exposure ~~will~~may be used to manage currency risk. This hedging activity will be subject to the constraints outlined in Section 6.9 above.

Those managers whose mandate(s) permit hedging of the foreign exchange risk of the underlying foreign equity securities may do so directly into Canadian dollars, or into U.S. dollars and then back into Canadian dollars. Speculative currency management is not allowed.

Investments Requiring Prior Written Approval

- 6.11. The Managers shall not make investments in investment categories other than those explicitly permitted in the Statement, unless the Committee first consents in writing.

Other Constraints

- 6.12. The Fund shall not borrow funds to acquire securities or otherwise deal in margin trading.
- 6.13. All investments shall be made in accordance with the Code of Ethics and Standards of Practice of the CFA Institute.

Exceptions to Statement

- 6.14. If at any time an investment or group of investments does not conform with the limitations provided herein, the Manager, in consultation with the Committee, shall use its best judgement as to the action required to correct the situation. If it appears that

the situation shall be corrected within a reasonably short period of time through cash flow into the Fund, the Manager - with the approval of the Committee - may elect not to liquidate the temporarily non-conforming investments.

- 6.15. The Committee may direct a Manager to deviate from the investment guidelines of the Statement with respect to a portion of the Fund. Such direction shall be in writing and shall specify the value of the assets to be invested and how those assets are to be invested. Unless instructed otherwise by the Committee in the written direction, each Manager shall invest the remaining portion of the Fund according to the normal investment guidelines of the Statement as if the assets subject to the special instructions were not part of the Fund.
- 6.16. To the extent that the Committee invests all or part of the Fund in a Manager's pooled funds or private investment funds, the foregoing investment constraints, and any other provisions of the Statement that may be affected, shall not apply, but the Manager shall be governed by the Manager's own investment policy for the pooled funds or private investment funds. The Manager shall provide such policy to the Committee and shall inform the Committee when and how the guidelines of the pooled funds or private investment funds differ from the guidelines of the Statement.

Section 7 – Liquidity

- 7.1. It is expected that cash flow from contributions and regular income (i.e., interest, coupons and dividends) generated from securities held in the Fund will be sufficient to meet most or all of the required disbursements under the Plan.
- 7.2. Disposing of securities from time to time can make up any shortfall. Considering the type of investments held in the Fund and the anticipated shortfalls, it is not expected that the disposal of securities will have significant implications on the investment of the Fund.
- 7.3. The difference between cash flow/income and disbursements will be monitored by the Committee on an ongoing basis. Should the shortfall become sizeable in the future, the Committee will consider the options available to meet the Plan's liquidity requirements in order to avoid untimely disposal of securities, and instruct the Managers of any related modification to their mandates.

Section 8 – Conflict of Interest Policy

Conflict of Interest and Procedures for Disclosure

8.1. A conflict of interest refers to a situation where financial, professional or other personal consideration may compromise or have the appearance of compromising an individual's professional judgment in the performance of his or her duties or in the exercise of his or her fiduciary obligations as a member of the Pension Committee. A conflict of interest exists where (1) the member owes a duty to the beneficiaries of the Retirement Plan, and (ii) the member has a personal interest in the matter or owes a duty to act in the matter in the interests of a different person, group of persons, institution or organization. A conflict of interest may arise in various cases. The following are definitions of the various types of interests that a member may have, which could give rise to a conflict of interest:

- **Financial Interest:** A member has a pecuniary or financial interest where he or she stands to gain a financial advantage from a decision made. The financial interest may take the form of money, gifts, favors or other special considerations. This does not apply to compensation paid to University employees who are Members of the Pension Committee nor reimbursement of approved expenses to Members of the Pension Committee in the discharge of their duties.
- **Undue Influence:** A private or personal interest that impairs, influence or appears to influence the objective exercise of his or her duties as a member of the Committee.
- **Adverse Interest:** A member is a party to a claim or proceeding against the University.
- **Personal Relationship:** A non-arm's length relationship, including but not limited to family members and persons with whom there is or has recently been a close personal relationship.
- **Apparent/Perceived Conflict of Interest:** A reasonable apprehension which a reasonable person may have, that a conflict of interest exists, even if there is neither a potential nor a real conflict.

8.2. For the purposes of this Section 8, a Pension Committee member shall not be considered to have any such interest merely by virtue of being a member of the Plan.

Process for Dealing with a Conflict of Interest

- 8.3. Both prior to serving on the Pension Committee and during their term of office, Members must openly disclose a potential, real or perceived conflict of interest as soon as the issue arises and before the Pension Committee deals with the matter at issue. If there is any question or doubt about the existence of a real or perceived conflict, the matter may be referred to the Pension Committee, as the case may be, who will determine by majority vote if a conflict exists. The Member potentially in a conflict of interest shall be absent from the discussion and shall not vote on the issue. It is the responsibility of other Members who are aware of a real, potential or perceived conflict of interest on the part of a fellow Member to raise the issue for clarification, first with the Member in question and, if still unresolved, with the Chair of the Pension Committee. If a conflict is identified, the Member must abstain from participation in any discussion on the matter, shall not attempt to personally influence the outcome, shall refrain from voting on the matter and, unless otherwise decided by the Pension Committee, must leave the meeting room for the duration of any such discussion or vote. The disclosure and decision as to whether a conflict exists shall be duly recorded in the minutes of the meeting.
- 8.4. The Committee shall satisfy itself that an appropriate policy regarding conflicts of interest exists and is followed by any Manager recommended by it to the Board. As a minimum, the Code of Ethics and Standards of Professional Conduct adopted by the CFA Institute shall be deemed to apply to such Manager. Any investigation required by the Committee shall be carried out before the recommendation is made.
- 8.5. The failure of a person to comply with the procedures described in this Section 8 shall not of itself invalidate any decision, contract or other matter.
- 8.6. If after a decision has been made, it comes to the attention of the Committee that a member had or has had a conflict of interest, the Chair will appoint an "ad hoc" committee of the members, excluding the person with the alleged conflict, to review all the circumstances and to recommend to the Committee the action to be taken.
- 8.7. This policy shall apply also to the Board of Governors, and any agent or advisor to the Committee who assists the Committee in the execution of its responsibilities under the Pension Benefits Act (Ontario).

Related Party Transactions

- 8.8. For the purpose of this section, a “related party” in respect of the Plan has the meaning given to such term in Schedule III of the Pension Benefits Standards Regulations, 1985(Canada).
- 8.9. Prior to July 1, 2016, the following related party transactions are permitted for the Plan:
- any transaction that is required for the operation or administration of the Plan, the terms and conditions of which are not less favourable to the Plan than market terms and conditions; and
 - any purchase of securities of a related party, provided that those securities are acquired at a public exchange recognized under the Pension Benefits Standards Act and Regulations, 1985 (Canada).
- 8.10. On and after July 1, 2016, the following related party transactions are permitted for the Plan:
- Any transaction for the operation or administration of the Plan, the terms and conditions of which are not less favourable to the Plan than market terms and conditions and the transaction does not involve the making of loans to, or investments in, the related party.
- 8.11. On and after July 1, 2016, the following exceptions apply to the restrictions on transactions with related parties:
- Investments in an “investment fund” (as defined in the Pension Benefits Standards Regulations, 1985) or a segregated fund in which investors other than Carleton University and its affiliates may invest and which complies with the requirements applicable to a pension plan under Schedule III of the Pension Benefits Standards Regulations, 1985;
 - investments in an unallocated general fund of a person authorized to carry on a life insurance business in Canada;
 - investments in securities issued or fully guaranteed by the Government of Canada or a Province of Canada or an agency thereof;
 - investments in a fund composed of mortgage-backed securities that are fully guaranteed by the Government of Canada or a Province of Canada or an agency thereof;
 - investments in a fund that replicates the composition of a widely recognized index

of a broad class of securities traded at a marketplace; and

- investments that involve the purchase of a contract or agreement in respect of which the return is based on the performance of a widely recognized index of a broad class of securities traded at a marketplace.

8.12. A related transaction is also permitted if the value of the transaction is nominal or immaterial to the Plan. A transaction will be considered to be nominal or immaterial if its value is no more than one-half of one percent of the market value of the assets of the Fund at the time the transaction is entered into or completed.

Section 9 – Delegation of Voting Rights

- 9.1. The Committee delegates to the Managers the responsibility of exercising all voting rights acquired through the Fund. The Managers shall exercise such voting rights with the intent of fulfilling the investment objectives and policies of the Statement and for the long-term benefit of the Fund.
- 9.2. The Managers shall provide their voting rights policies to the Committee. Each Manager shall prepare an annual report to the Committee outlining and explaining any departures from, or exceptions to, the policies, any issues where the Manager has voted against corporate management, and any other extraordinary matters.
- 9.3. The Committee retains the right to exercise acquired voting rights at any time by notifying the Managers.

Section 10 - Valuation of Investments Not Regularly Traded

- 10.1. It is expected that most of the securities held by the Fund will have an active market and that the values of such securities will be based on their market values.
- 10.2. Investments that are not regularly traded shall be valued at least annually by the Custodian in co-operation with each Manager. In making such valuations, considerations shall be given to bid and ask prices, previous transaction prices, discounted cash flow, independent appraisal values, the valuations of other comparable publicly-traded investments and other valuation techniques that are judged relevant to the specific situation.
- 10.3. For untraded investments on which the Custodian has not been provided with a valuation, the Manager shall report to the Committee within ten days after such time as the investment became untraded.

Section 11 – Securities Lending

- 11.1. The Fund may enter into securities lending agreements provided the loaned investments are secured by cash or readily marketable investments having a market value of at least 105% of the loan, and that level of security is maintained daily. Collateral provided with respect to any such securities lending agreements shall be held by the Lending Agent for the benefit of the Fund, and the collateral will not be subject to a right of set-off by a third party. For purposes of securities lending, acceptable collateral shall consist of the following:
- Obligations of or guaranteed by the respective governments of Canada or the United States, their respective agencies, or any Canadian province;
 - Widely-traded debt instruments having a rating of at least single A (low) or the equivalent from a nationally recognized statistical rating organization (“NRSRO”);
 - Commercial paper rated at least R-1 (low) or the equivalent by a NRSRO;
 - Commercial Acceptances of banks and trust and loan companies whose short-term deposits are rated at least R-1 (low) or the equivalent by a NRSRO;
 - High quality common and preferred shares;
 - Shares of an exchange-traded fund that trade on a major stock exchange, commonly known as Index Participation Units (when immediately convertible into the underlying securities);
 - Unconditional, irrevocable letters of credit that comply with the standards of the International Chamber of Commerce and which are issued by banks and trust and loan companies whose short-term deposits are rated at least R-1 (low) or the equivalent by a NRSRO;
 - Convertible preferred shares and convertible debt instruments (when immediately convertible into the underlying securities);
 - Sovereign debt obligations of countries other than Canada or the United States who are members of the Organization for Economic Co-operation and Development (OECD); and,
 - Canadian Hydro Bonds guaranteed by the respective Provincial governments having a rating of single A (low) or the equivalent by a NRSRO.
- 11.2. The terms and conditions of any securities lending shall provide for the ability to recall loaned securities to exercise proxy voting rights.

Section 12 – Soft Dollar Policy

- 12.1. No Manager shall enter a soft-dollar arrangement for trades on behalf of the Fund for the payment of third party services without the prior written approval of the Committee.
- 12.2. In the event a Manager receives soft dollars, these monies shall be used for the benefit of the Plan and not for the benefit of the Manager's firm.
- 12.3. The Managers shall be governed by the Soft Dollar Policy of the CFA Institute

Section 13 – Statement Review

13.1. The Committee shall review the Statement at least annually, taking into account whether any developments such as the following have occurred:

- governance changes;
- changing investment beliefs;
- changing risk tolerance;
- changes to benefits provided by the Plan;
- changes to the Plan's membership demographics and liability distribution;
- changes to the Plan's cash flow and surplus/deficit position;
- changed expectations for the long term risk/return trade-offs of the capital markets;
- new investment products;
- changes to legislation; and
- any practical issues that arise from the application of the Statement.

Appendix

**Implementation Guidelines for the
Statement of Investment Policies and Procedures
for the
Trust Fund Created Under
The Carleton University Retirement Plan**

June 30, ~~2024~~2025

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Section 1 - Purpose

- 1.1 This Appendix forms part of the Statement and shall be interpreted in accordance with and subject to the Statement. Except where the context requires otherwise, a capitalized term in this Appendix shall have the meaning that is given to that term in the Statement.
- 1.2 Carleton University (the “University”) administers the Trust Fund (the “Fund”) to pay benefits in accordance with the terms of the Carleton University Retirement Plan (the “Plan”). The Pension Committee (the “Committee”), acting through the Board of Governors (the “Board”), has prepared a statement of investment policies and procedures (the “Statement”) pursuant to the requirements of The Pension Benefits Act of Ontario.
- 1.3 The Committee has prepared these guidelines (the “Guidelines”) to support the Statement and direct its implementation.

Section 2 – Fund Governance – Roles and Responsibilities

- 2.1 The University is the legal administrator of the Plan and is responsible for all matters relating to the administration of the Plan. The Board delegates tasks to the Committee, and through the Committee to various agents retained to assist it in carrying out its duties. The Board, however, retains overall responsibility for the Fund. The Board has allocated its responsibilities in respect of the Fund as set out below.

2.2 The Committee

The Committee shall:

- establish the Statement for approval by the Board;
- review the Statement at least annually, and recommend confirmation or amendment to the Board as needed;
- recommend for the Board’s approval one or more custodians (the “Custodian”) to hold the assets of the Fund;
- establish the specific investment mandates and recommend for the Board’s approval the investment managers (the “Managers”) to manage the Fund in accordance with such mandates;
- engage and monitor one or more investment consultants (the “Consultants”) to assist the

Committee with its fiduciary duties in respect of the Fund;

- engage and monitor an actuary (the “Actuary”) to review the financial status of the Fund at regular intervals and to perform such other duties as are required by legislation or deemed necessary by the Committee;
- evaluate, both quantitatively and qualitatively, each Manager's performance at least annually. The review shall include a comparison of the rates of return achieved relative to the objectives established, an analysis of the reasons for such return, and an assessment of the risk assumed in the pursuit of such returns;
- ensure that the Custodian's reports are prepared and reviewed by a designated body;
- review and approve the audited financial statements of the Fund; and
- delegate tasks relating to the overall management of the Fund to selected agents or advisers retained by the Committee.

2.3 The Managers

The Managers shall:

- manage the short-term asset mix within the long-term guidelines of the Statement and Guidelines and select securities within each asset class, subject to all relevant legislation and the constraints and directives contained in the Statement and Guidelines and in any supplementary document provided by the Committee;
- prepare written reports of investment performance results at least quarterly; submit certificates at least annually, or more often if the Committee so requests, attesting to their compliance with the Statement and Guidelines, and notify the Committee if at any time an investment or group of investments does not comply with the Statement and Guidelines;
- meet with the Committee and/or the Office of Pension Fund Management at least annually, or more often if requested, to present their analysis of the investment performance relative to the objectives established, an analysis of the reasons for such return, an assessment of the risk assumed in the pursuit of such returns, ESG update, operational review and their current and future investment strategies regarding their specific investment mandates. The results of this annual review will be distributed to the Committee;
- give prompt notice to the Custodian of all purchases and sales of securities;
- advise the Committee on an ongoing basis of any changes in the organization, personnel or investment process;
- permit a tour of their premises and a review of their internal control systems and procedures

- by the Committee and/or the Office of Pension Fund Management at least once a year;
- identify provisions in the Statement and Guidelines that may need to be revised due to new investment strategies or changes in the capital markets; and
- be governed by the Code of Ethics and Standards of Professional Conduct of the CFA Institute.

2.4 The Custodian

The Custodian shall:

- perform the regular duties required of a custodian by law;
- maintain safe custody over the assets of the Fund,
- perform the duties required of the Custodian pursuant to agreements entered into from time to time with the University, including the collection of contributions and payment of pension benefits and expenses relating to the administration of the Plan.
- Execute instructions of the University and the Investment Managers, process the security transactions that result from the buy and sell orders placed by the Managers and record income; and,
- provide the Committee with monthly portfolio reports of the assets of the Fund and monthly reports of the transactions during the period, as well as any reports containing additional information agreed upon between the Committee or its agents and the Custodian.

2.5 The Performance Measurement Consultants

The Performance Measurement Consultant shall:

- At least quarterly, provide the Committee with the annualized time-weighted rates of return for the Fund, for each asset class component of the Fund, and for each Manager;
- At least quarterly, provide the Committee with analyses of Fund performance relative to market indices or custom indices as may be agreed upon with the Committee, on a total Fund basis and for each Investment Manager,
- provide such other information and analysis as the Committee may from time to time as requested.

2.6 The Actuary

The Actuary shall:

- perform actuarial valuations of the Plan as required, but no less frequently than every three years;

- advise the Committee on any matters relating to Plan design, funding, and regulatory matters; and
- assist the Committee in any other way as required in order for the Committee to meet its fiduciary duties.

2.7 The Consultants

The Consultants may:

- from time to time assist the Committee in meeting their fiduciary responsibilities in managing the Fund.

Such Consultants shall:

- provide advice and deliverables to the Committee per the terms of the engagement;
- adhere to this policy as per section 2.3 of the Statement.

Section 3 – Investment Beliefs

3.1 The Committee has from time to time reviewed and confirmed its investment beliefs.

Currently, the Committee believes:

- that equity investments will provide greater long-term returns than fixed income investments, although with greater short-term volatility;
- that it is prudent to diversify the Fund across the major asset classes;
- that a meaningful allocation to foreign equities increases portfolio diversification and thereby decreases portfolio risk while, at the same time, providing the potential for enhanced long-term returns;
- that investment managers with active mandates can add after-fee value mostly through security selection strategies and/or reduce portfolio risk below market risk;
- that investment managers with active balanced mandates can add incremental value through their short-term and mid-term asset allocation strategies and/or reduce portfolio risk below the risk of a portfolio with a static asset mix, and that a portion of the Fund should be allocated to such managers;
- that multiple investment managers are appropriate, given the size of the Fund, provided they offer asset class or style diversification;
- that the overall Fund should be rebalanced within prescribed limits to manage the risk of deviating too far away from the Benchmark Portfolio; and
- that it is prudent to manage currency risk on a non-speculative, non-leveraged manner to

control the overall foreign currency exposure of the Fund.

Responsible Investing

3.2 The University provides pension benefits to its employees through the Plan. The primary goal of the Plan is to assist Plan beneficiaries in providing for a financially-secure retirement income at a reasonable cost. The University as Administrator under the Pension Benefits Act, has a fiduciary duty to act in the long-term best interest of the beneficiaries of the Plan. The Committee in carrying out its functions per the Plan Text, also has a fiduciary responsibility to the Plan beneficiaries. The prudent and effective management of the Fund as described in this Statement has a direct impact on the achievement of this goal.

3.3 The development of the Responsible Investing Policy is guided by certain principles as they relate to responsible investing. These are:

- That the fund should be invested to achieve the best possible risk-adjusted rate of return on the Fund's assets.
- That portfolio diversification is necessary to achieve these returns.
- That responsible corporate behaviour with respect to environmental, social and governance (ESG) factors can have a positive effect on long-term financial performance (to varying degrees across companies, sectors, regions, assets classes and time).
- That taking into account ESG issues may better align the portfolio with the interests of our stakeholders.
- That imposing constraints or negative screens on portfolio investments may increase risk or reduce returns or both.
- That stewardship by investors may be an effective way to encourage responsible corporate behaviour.

3.4 The University is a signatory to the United Nations-supported Principles for Responsible Investment (PRI) which are considered best practice in the area of responsible investing. As a signatory, the University commits to the following Principles:

- Incorporate ESG issues into investment analysis and decision-making processes.
- Be an active owner and incorporate ESG issues into ownership policies and practices.
- Seek appropriate disclosure on ESG issues by the entities in which it invests.

- Promote acceptance and implementation of the Principles within the investment industry.
- Work together with other signatories to enhance its effectiveness in implementing the Principles.
- Report on its activities and progress towards implementing the Principles.

3.5 The Responsible Investing Policy applies to all Fund assets, unless otherwise specified. The Policy, outlines the beliefs, commitments, and approach to Responsible Investing.

Section 4 – Managers, Mandates and Objectives

4.1 The Committee has retained the following external Managers and assigned them the investment mandates shown:

Manager	Mandate
Phillips, Hager & North Investment Mgmt Ltd.	Domestic Balanced <u>Canadian Fixed Income and Equities</u> – Active
MFS Investment Management Canada Ltd.	<u>Canadian Fixed Income and Equities</u> Domestic Balanced – Active
Mackay Shields LLC	High Yield Debt
Foyston, Gordon & Payne, Inc.	Canadian Equities – Active
MFS Investment Management Canada Ltd.	Non-Canadian Equities – Active
Alliance Bernstein <u>Connor, Clark, and Lunn</u>	Non-Canadian Equities – Active
<u>State Street</u>	<u>Non-Canadian Equities - Passive</u>
William Blair	Emerging Markets Equities - Active
Brandes Investment Partners	Global Small Cap Equities - Active
Global Infrastructure Partners III & IV	Infrastructure
Brookfield Infrastructure Fund III	Infrastructure
JP Morgan Infrastructure Investment Fund	Infrastructure
Antin Infrastructure Partners Fund V	Infrastructure

Manulife Core Property Portfolio	Real Estate
Canfirst Industrial Realty Fund VIII	Real Estate
<u>WCP NewCold III</u>	<u>Real Estate</u>
<u>National Data Center Fund</u>	<u>Real Estate</u>
<u>New Mountain Capital Partners VII</u>	<u>Private Equity</u>
<u>Clearlake Capital Partners VIII</u>	<u>Private Equity</u>
State Street Global Advisors	Strategic Currency Hedge

- 4.2 The Committee expects that the annualized returns of the Manager's portfolio and its component asset classes shall exceed the returns of the representative benchmark indexes plus the value-added targets identified below for that Manager. Total portfolio value-added shall be the principal measure of performance; asset class value-added shall be a supplemental measure of performance.
- 4.3 A secondary performance objective for an active Manager shall be to equal or exceed the median of the returns of other managers with comparable mandates in a well-recognized manager performance universe, on an asset class level.
- 4.4 The Committee expects that the volatility of a Manager's quarterly returns shall be equal to or less than the median volatility of other managers with comparable mandates in a well-recognized manager performance universe.
- 4.5 For the purpose of measuring rates of return for the Managers, all returns shall be measured before investment management fees, but after transaction costs, and over rolling four-year periods. All index returns shall be total returns. All foreign index returns shall be Canadian dollar returns. The returns of all portfolio benchmarks utilizing more than one asset class shall be calculated assuming quarterly rebalancing.
- 4.6 In the benchmark tables below, the portfolio benchmark allocations and the minimum and maximum ranges are measured at market value.

Balanced Canadian Fixed Income Benchmark
for Phillips, Hager & North and MFS Investment Management Canada, Ltd.

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Cash and Short-Term	FTSE Canada 91-Day T-Bill	0	10	0	0.00
Fixed Income	FTSE Canada Bond Universe	55100 *	75100	65100	0.35
Canadian Equities	S&P/TSX Capped Composite Index	25	45	35	1.50
Total *	Portfolio Benchmark			100	0.75

**Operational cash is allowed up to 5% of the portfolio.

Includes value-added expectation for asset mix management.

MFS Investment Management Canada, Ltd.

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio- Benchmark (%)	Value-Added Target (% / annum)
Cash and Short-Term	FTSE Canada 91-Day T-Bill	0	10	0	0.00
Fixed Income	FTSE Canada Bond Universe	30	50	40	0.35
Canadian Equities	S&P/TSX Capped Composite Index	50	70	60	1.50
Total *	Portfolio Benchmark			100	1.00

* Includes value-added expectation for asset mix management.

**Canadian Equity Benchmark for Phillips, Hager & North, MFS Investment
Management Canada, Ltd., and Foyston, Gordon & Payne, Inc.**

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
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Canadian Equities	S&P/TSX Capped Composite Index	100*	100	100	1.50
Total	Portfolio Benchmark			100	1.50

*Operational cash is allowed up to 5% of the portfolio.

Non-Canadian Equity Benchmark
for MFS Investment Management Canada Ltd. and Connor, Clark and Lunn -

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Non-Canadian Equities	MSCI World	100*	100	100	1.5

* Operational cash is allowed up to 5% of the portfolio.

Non-Canadian Equity Benchmark for Alliance Bernstein

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Non-Canadian Equities	MSCI World	100*	100	100	1.5

~~* Operational cash is allowed up to 5% of the portfolio.~~

Non-Canadian Equity Benchmark for State Street

<u>Asset Class</u>	<u>Benchmark Index</u>	<u>Min. (%)</u>	<u>Max. (%)</u>	<u>Portfolio Benchmark (%)</u>	<u>Value-Added Target (% / annum)</u>
<u>Non-Canadian Equities</u>	<u>MSCI World</u>	<u>100*</u>	<u>100</u>	<u>100</u>	<u>0.0</u>

Non-Canadian Equity Benchmark for William Blair

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Emerging Market Equities	MSCI Emerging Markets	100*	100	100	1.5

* Operational cash is allowed up to 5% of the portfolio.

Non-Canadian Equity Benchmark for Brandes Investment Partners

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Global Small Cap Equities	MSCI World Small Cap Index	100*	100	100	1.00

* Operational cash is allowed up to 5% of the portfolio.

**Infrastructure Benchmark for Global Infrastructure Partners, Brookfield, Antin, and
JP Morgan**

Asset Class	Benchmark Index	Min (%)	Max (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Global Infrastructure	CPI + 4.0%	100*	100	100	1.5

* Operational cash is allowed up to 5% of the portfolio.

Real Estate Benchmark for Manulife, CanFirst, WCP NewCold, and National

Asset Class	Benchmark Index	Min (%)	Max (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Real Estate	CPI + 4.0%	100*	100	100	1.5

* Operational cash is allowed up to 5% of the portfolio.

Private Equity Benchmark for New Mountain and Clearlake

<u>Asset Class</u>	<u>Benchmark Index</u>	<u>Min (%)</u>	<u>Max (%)</u>	<u>Portfolio Benchmark (%)</u>	<u>Value-Added Target (% / annum)</u>
<u>Private Equity</u>	<u>MSCI World (1 quarter lag)</u>	<u>100*</u>	<u>100</u>	<u>100</u>	<u>1.5</u>

* Operational cash is allowed up to 5% of the portfolio.

High-Yield Debt Benchmark for Mackay Shields LLC

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)

High-Yield Debt	Merrill Lynch U.S. High Yield Constrained Index	100*	100	100	0.75
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* Operational cash is allowed up to 5% of the portfolio.

Reasons for Termination of Managers

4.7 The Committee shall from time to time determine whether any or all of the Managers should be replaced. Although not limited to the reasons set out below, a Manager may be replaced due to:

- failure by a Manager to meet the value-added performance targets set out in herein;
- a change in a Manager's ownership or key personnel;
- a desire to change the investment management structure;
- a failure to satisfy the requirements of Section 2;
- a failure to adhere to the investment constraints set out in the Statement and Guidelines;
- a change in a Manager's investment process or style; and
- an increase in investment management fees.

Section 5 – Monitoring and Control

5.1 Performance

The performance of the Investment Managers will be reviewed at least quarterly by the Committee. Both quantitative and qualitative criteria will be used, including those listed in Section 4.6 of the Appendix. In cases of Manager underperformance, the Committee will undertake a detailed review of the Manager and record same in the Committee minutes and/or notes held in the Office of Pension Fund Management.

5.2 Compliance Reporting by Investment Managers

Each Fund Manager is required to complete and deliver a compliance report to the Committee on a quarterly basis. The report will indicate compliance with this policy. In the event that a Manager is not in compliance with this policy, the Manager shall advise the Committee immediately and recommend a course of action to remedy the situation.

5.3 Selection of Investment Managers and Consultants

In the event that a new Investment Manager must be hired, whether to replace a terminated manager or to expand the existing Manager structure, the Committee will undertake an Investment Manager search. The criteria for selecting new managers will be consistent with the investment beliefs outlined in Section 3 of the Implementation Guidelines, the fit of the Manager within the policy asset mix and existing manager

structure, and the investment constraints detailed in Section 6. Other factors include, but are not limited to, the investment style and process of the Manager, risk controls, depth of key personnel, and organizational stability. Follow on vintages of closed-end funds with existing Investment Managers within Alternatives (Global Infrastructure, Real Estate, Private Equity) are not considered a new hire.

~~The process for selecting consultants to assist the Committee in the discharge of its duties shall follow the guidelines applicable to the Broader Public Sector for the sourcing of such services.~~

5.4 Control Reporting by Custodian

Annually, the Custodian will be required to provide a Service Organization Control report to the Office of Pension Fund Management and to the external auditors for the Fund.



To:	Board of Governors	Date of Report: 25 March 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	Statement of Investment Policies and Procedures – Non-Endowed Fund	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Finance and Investment Committees, move to approve the Statement of Investment Policies and Procedures for the Non-Endowed Fund dated June 1, 2025.

3.0 EXECUTIVE SUMMARY

The Non-Endowed Fund (the Fund) Statement of Investment Policies and Procedures (SIPP) has been followed by the university administration and the Investment Committee as part of their governance. However, it has been in draft format. The SIPP has been formatted to reflect the same language as the Retirement Plan and Endowment Fund SIPP, while ensuring the policy reflects the more restrictive nature of an operating fund. The value of the non-endowed fund as of Dec. 31, 2024 was \$746.88 million.

4.0 INPUT FROM OTHER SOURCES

The SIPP was reviewed by the Finance Office, Pension Fund Management, and the Investment Committee. Other university SIPPs were also reviewed.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The main provisions to highlight in the SIPP are as follows:

- *Section 1.7:* the Fund can be characterized by a Core Amount, which contains equities, and a Variable Amount that contains cash, short-term investments, and fixed income.
- *Section 2.2:* highlights that cash in the short to medium term forecast of the university's budget should be in the Variable Amount managed to arrange the maturity of investments with the liquidity requirements of the university. Cash in excess of this required for day-to-day use is managed to maximize yield.
- *Section 3.1:* The university maintains separate general ledger accounts for all sources of restricted funds.
- *Section 4.1:* Explains the Core Amount of the Fund is managed by third-party equity managers that are also leveraged by the Endowment, and are subject to those policies and benchmarks outlined in the Endowment SIPP.
- *Section 4.4:* Explains the Asset Mix Policy and that the Core Amount of equities being targeted is 10% and the Variable Amount of cash, short-term securities, and fixed income being targeted is 90%. The ranges provide flexibility to the university administration to manage the cash flows appropriately.
- *Section 5 Permitted Investments and Constraints:* Explains the Variable Amount is restricted to low risk government securities and highly rated short-term investments, as well as secure Canadian Fixed Income.
- *Section 5.4* – Highlights that no institution can hold more than \$250,000,000 of Carleton assets subject to temporary exceptions.
- *Section 6* – Added the responsible investing language from the SIPP of the Retirement and Endowment Fund.

6.0 FINANCIAL IMPLICATIONS

Investment policies define how operating funds are managed. Within the Variable Amount, capital preservation is of utmost importance and the investments are restricted to cash, short-term investments and fixed income to ensure it is available to meet the short to medium term requirements of the university. Failure to follow the SIPP could lead to risk of loss if the permitted investments are not followed or not maximizing yield within the permitted investments. Also, not balancing the requirements of the Variable Amount with equity investments in a Core Amount is an opportunity cost to earn equity like returns for the university.

The lack of a SIPP, or the failure to review and update the SIPP, could jeopardize the rate of return achieved by the Fund. This return directly affects the operating funds of the university.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

This review of the SIPP assists the Finance Committee of the Board as it supports the university in its financial operations. Capital preservation and minimizing liquidity risk is of utmost importance to the investments in the Variable Amount to ensure they are available to meeting the short to medium term requirements of the university. Ensuring a reasonable amount of risk to generate a return is also important for the Core Amount for funds that are not required to meet the short to medium term requirements of the university.

Failure to manage cash appropriately could result in risk of loss or not optimizing returns.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

A significant reputational loss could occur following a negative announcement/news related to financial management issues at the university. Given the scale and operational importance of the fund, the risk is magnified. The university has a strong communications team and infrastructure, along with flexible emergency communications response plans to support if needed.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Statement of Investment Policies and Procedures Non-Endowed Fund

April 14, 2025

Overview of Non-Endowed Fund

- The Non-Endowed Fund is the operating fund of the university managed by the Finance Office.
- The Fund is overseen by the Investment Committee and is managed in accordance with the Non-Endowed Statement of Investment Policies and Procedures (SIPP).
- The SIPP of the Non-Endowed Fund is more restrictive on the permitted investments than an Endowment or Retirement Fund because the financial goals are different.
- A Non-Endowed is focused on managing the cash flows of the university where capital preservation and liquidity are paramount.

SIP&P Update

- Section 1.7 explains that the Non-Endowed Fund is split into two buckets:
 - *Core Amount* that contains equities and should generate a reasonable level of return commensurate with acceptable risk; and,
 - *Variable Amount* that contains cash, short-term investments, and fixed income and should preserve capital and minimize liquidity risk to meet the cash needs of the university.
- Section 4 explains that the Core Amount is leveraging third-party investment managers that buy stocks. The university leverages the same equity managers as the Endowment Fund.
- The Variable Amount can be managed internally by the Finance Office or externally. They use financial products such as high interest savings accounts, GICs, and secure bond funds to maximize yield.

SIP&P Update

- Section 4 Asset Mix Policy highlights the allowable ranges within the two buckets:

Classification	Asset Class	Minimum (%)	Benchmark (%)	Maximum (%)
Core Amount	Equities	0	10	20
Variable Amount	Cash, Short-Term and Fixed Income	80	90	100

- The Investment Committee reviews the third-party equity investment managers' performance and compliance of Core Amount in accordance with the Endowment Fund SIPP because they are the same investment managers.
- The Investment Committee ensures the Finance Office is maximizing the yield of the Variable Amount within the constraints of Section 5 Permitted Investments.

SIP&P Update

- Section 5.4 – Highlights a \$250-million limit per financial institution subject to small temporary variances.
- Section 6 – Added the Responsible Investing provisions that are already in the approved Retirement Fund and Endowment SIPP.
- Section 7 – A review of the SIPP was scheduled for every five years because a Non-Endowed Fund is very restricted in its investments, and the policy does not require an annual review.
- *Appendix A* – Added the list of current mandates within the Non-Endowed Fund.

Motion

On the recommendation of the Investment Committee, move to recommend to the Board of Governors, the approval of the Non-Endowed Statement of Investment Policies and Procedures (SIP&P) as of June 1, 2025, as presented.

Statement of Investment Policies and Procedures

Carleton University Non-Endowed Fund

June 1, 2025

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Section 1 - Purpose of the Investment Policy

- 1.1 The Statement of Investment Policies and Procedures (the “Statement”) has been adopted by the Investment Management Committee (the “Committee”), effective June 1, 2025.
- 1.2 The Committee, the external Investment Managers (the “Managers”) and any agent or adviser providing services in connection with the investment of the Carleton University Non-Endowed Fund (the “Fund”) accepts and adheres to this Statement.
- 1.3 This Statement provides broad investment guidelines for the management of the Fund. The management of the assets of the Fund may be delegated to Managers.
- 1.4 The mandate of each Manager appointed shall be determined by the Committee.
- 1.5 The primary purpose of this document is to ensure the prudent investment and administration of the Fund.
- 1.6 The cash flows of the University are generally predictable. The Fund consists of amounts not immediately required for use, whether from short-term operating surpluses or from research and capital project financing received in advance of use. These amounts are pooled together for greater flexibility on maturity dates and quality of investments.
- 1.7 This further permits the characterization of the Fund into a Core and Variable amount and have the following objectives:
 - 1.7.1 Core Amount: contains equities and should generate a reasonable level of return commensurate with acceptable risk.
 - 1.7.2 Variable Amount: contains cash, short-term term investments, and fixed income and should preserve capital and minimize liquidity risk to meet the cash needs of the University.
- 1.8 To meet the above objectives, Carleton University (the “University”) has chosen to invest the Fund in a diversified portfolio.
- 1.9 The Fund will be invested in accordance with this policy, unless otherwise bound by contract.

Section 2 - General Philosophy

- 2.1 The University Administration is responsible for determining the amount considered as a Core Amount based on the medium-to-long-term financial forecast and the constraints of this Statement.
- 2.2 The management of the Variable Amount is based on the short to medium-term cash flow requirements of the University, covering a period of up to five years. Funds in excess of those required on a daily basis should be invested at a maximum yield available consistent with the requirements for security and liquidity. Investments in the Variable Amount should be arranged so that through maturity dates or sales will meet the liquidity requirements of the University.
- 2.3 An asset mix policy has been established in Section 4 to provide an investment strategy that will balance the competing needs of preserving capital and minimizing liquidity risk with the desire to generate a reasonable level of return.
- 2.4 Managers will manage the Core Amount of Fund, and the Variable Amount of the Fund may be invested externally or internally. Managers will report to the Committee on the performance of the Fund no less frequently than quarterly. For greater certainty, each Manager shall be subject to the provisions of Section 9 - Compliance of Fund Investment with Applicable Law.

Section 3 - Expenditures

- 3.1 The University maintains separate general ledger accounts for all sources of restricted funds.
- 3.2 The investment income earned on the Fund accrues to the unrestricted investment income account of the University to supplement current operating and capital requirements.
- 3.3 At April 30th each year, the total investment returns will be compared to budget, with any excess being appropriated to an investment income fluctuation reserve, and any deficiency being transferred from the reserve. The status of the reserve will be reviewed by the Committee annually with a view of making any ad hoc adjustments deemed to be appropriate.

Section 4 - Asset Mix Policy and Diversification Policy

Expected Returns

The expected return objectives of the Fund are as follows:

- 4.1 The Core Amount of the Fund will be subject to the measurements and benchmarks outlined in the Statement of Investment Policies and Procedures – Carleton University Endowment Fund for the individual Managers used in the Fund.
- 4.2 The Variable Amount of the Fund should seek to invest funds to preserve capital and minimize liquidity risk. Returns will be maximized within the investment constraints of Section 5 – Permitted Investments and Constraints. The focus is on managing the university's cash requirements with the maturity dates of the investments.
- 4.3 To achieve its rate of return objectives, the Committee shall recommend the appointment of Managers for the Core Amount and may internally or externally manage the Variable Amount. The Managers will be assigned such mandates and performance targets as the Committee deems to be in the best interests of the Fund. The Committee shall monitor the Managers both qualitatively and quantitatively. For greater certainty, each Manager shall be subject to the provisions of Section 9 - Compliance of Fund Investment with Applicable Law.

Asset Mix Policy

4.4 The central asset mix policy of the Fund shall be as follows:

Classification	Asset Class	Minimum (%)	Benchmark (%)	Maximum (%)
Core Amount	Equities	0.0	10.0	20.0
Variable Amount	Cash, Short-Term and Fixed Income	80.0	90.0	100.0

4.5 Notwithstanding the asset mix ranges shown above, the Committee may authorize temporary asset mix positions outside those ranges to accommodate a Fund restructuring, a Manager restructuring, or a Manager request submitted in writing and providing the rationale for the request.

Rebalancing Policy

4.6 The Committee believes, for the reasons set out below, that it is in the best interests of the Fund to control asset mix deviations:

4.7 The Committee may, from time to time and in its absolute discretion, rebalance the actual asset mix back to the Benchmark to align the two more closely. Between rebalancing events, cash flow may be used to rebalance towards the asset mix of the Benchmark.

4.8 If any asset class is outside the allowable range set out in Section 4.5 the Committee will rebalance the portfolio to more closely align with the Benchmark Portfolio no later than six months following the breach.

Section 5 - Permitted Investments and Constraints

Permitted Investments

5.1 The list of approved investments for the Core Amount is included in the Statement of Investment Policies and Procedures – Carleton University Endowment Fund as approved by the Board of Governors.

5.2 The Variable Amount can invest in the following investments:

5.2.1 Cash and Short-Term Investments

- Cash on hand and demand deposits;
- treasury bills issued by the federal, provincial, and municipal governments and their agencies;
- commercial paper and corporate bonds with a minimum rating of R-1 (low) from DBRS or A1- from S&P
- Guaranteed Investment Certificates from a Schedule 1 Canadian bank;
- deposit accounts of the custodian to invest surplus cash holdings; and,
- pooled funds investing in the above noted securities.

5.2.2 Canadian Fixed Income

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian issuers and supra-national issuers, such as the World Bank, whether denominated and payable in Canadian dollars or a foreign currency;
- NHA insured mortgage-backed securities;
- The minimum quality standard for individual bonds and debentures are investment grade “BBB-” or equivalent as rated by a recognized bond rating agency, at the time of purchase.
- Pooled funds investing in the above noted securities.

5.2.3 Non-Canadian Debt Instruments

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of non-Canadian issuers;
- The minimum quality standard for individual bonds and debentures are investment grade “BBB-” or equivalent as rated by a recognized bond rating agency, at the time of purchase.

Canadian Fixed Income and Non-Canadian Debt Instrument Constraints

5.1 Maturities:

5.1.1 Maximum term to maturity of any instrument is five years.

5.1.2 The average maturity is two years.

5.2 Quality Requirements:

5.2.1 Up to 100% in Federal government bonds and guaranteed Federal agency bonds;

- 5.2.2 Up to 60% provincial bonds and guaranteed provincial agency bonds, subject to a single province maximum of 15% for provinces rated AA- or higher, and 10% for provinces rated less than AA-;
 - 5.2.3 Up to 10% in municipal bonds; and
 - 5.2.4 Up to 50% in corporate issues and other bonds.
- 5.3 Where an investment in a bond portfolio where an issuer is downgraded to below BBB- the Manager, in consultation with the Committee, shall use its best judgement to determine whether the BBB- rating is likely to be restored within a reasonable time. If so, the Manager may retain the investment and shall keep the Committee informed of its rating. If not, the Manager shall take all reasonable steps to liquidate the investment in an orderly fashion with due regard to price and liquidity constraints, while keeping the Committee informed.

General Constraints

- 5.4 The maximum investment with any one external manager or with one financial institution, will be \$250,000,000. Investment balances may exceed this limit by up to 10% on a temporary basis, to allow for cash influxes due to tuition payments.
- 5.5 The Manager shall not make investments in investment categories other than those explicitly permitted in this Statement, unless the Committee first consents in writing.
- 5.6 The Fund shall not borrow funds to acquire securities or otherwise deal in margin trading.
- 5.7 All investments shall be made in accordance with the Code of Ethics and Standards of Practice of the CFA Institute.

Exceptions to this Statement

- 5.8 If at any time an investment or group of investments does not conform with the limitations provided herein, the Manager, in consultation with the Committee, shall use its best judgment as to the action required to correct the situation. If it appears that the situation shall be corrected within a reasonably short period of time through cash flow into the Fund, the Manager – with the approval of the Committee – may elect not to liquidate the temporarily non-conforming investments.
- 5.9 The Committee may direct a Manager to deviate from the investment guidelines of this Statement with respect to a portion of the Fund. Such direction shall be in writing and shall specify the value of the assets to be invested and how those assets are to be invested. Unless instructed otherwise by the Committee in the written direction, each Manager shall invest the remaining portion of the Fund according to the normal investment guidelines of this Statement as if the assets subject to the special instructions were not part of the Fund. Notwithstanding this paragraph, any deviation from the investment guidelines of this Statement shall continue to comply with Section 9 - Compliance of Fund Investment with Applicable Law.

- 5.10 To the extent that the Committee invests all or part of the Fund in a Manager's pooled trust funds, the foregoing investment constraints, and any other provisions of this Statement that may be affected, shall not apply, but the Manager shall be governed by the Manager's own investment policy for the pooled funds. The Manager shall provide such policy to the Committee and shall inform the Committee when and how the guidelines of such pooled funds differ from the guidelines of this Statement. Notwithstanding this paragraph, however, Section 9 - Compliance of Fund Investment with Applicable Law shall continue to apply to any such investment and Manager.

Section 6 - Investment Beliefs

- 6.1 The Committee has from time to time reviewed and confirmed its investment beliefs. Currently, the Committee believes:
 - 6.1.1 Equity investments will provide greater long-term returns than fixed income investments, although with greater short-term volatility;
 - 6.1.2 It is prudent to preserve capital and minimize liquidity and investment risk to meet the cash needs of the University;
 - 6.1.3 Managers with active mandates can add after-fee value mostly through security selection strategies and/or reduce portfolio risk below market risk;
 - 6.1.4 Multiple Managers are appropriate, given the size of the Fund, provided they offer asset class or style diversification; and
 - 6.1.5 The overall Fund should be rebalanced within prescribed limits to manage the risk of deviating too far away from the Benchmark.

Responsible Investing

- 6.2 The goal of the University with respect to the Fund is to preserve capital and minimize liquidity and investment risk to meet the cash needs of the University. Excess funds should generate a reasonable level of return commensurate with acceptable risk. The prudent and effective management of the Fund as described in this Statement has a direct impact on the achievement of this goal.
- 6.3 The University is guided by certain principles as they relate to responsible investing. These are:
 - 6.3.1 That the Fund will strive to achieve the best possible risk-adjusted rate of return on the Fund's assets;
 - 6.3.2 That portfolio diversification is necessary to achieve these returns;
 - 6.3.3 That responsible corporate behaviour with respect to environmental, social and governance (ESG) factors can have a positive effect on long-term financial performance (to varying degrees across companies, sectors, regions, assets classes and time);
 - 6.3.4 That taking into account ESG issues may better align the portfolio with the interests of our stakeholders;
 - 6.3.5 That imposing constraints or negative screens on portfolio investments may increase risk or reduce returns or both; and,

- 6.3.6 That stewardship by investors is an effective way to encourage responsible corporate behaviour.
- 6.4 The University is a signatory to the United Nations-supported Principles for Responsible Investment (PRI), which are considered best practice in the area of responsible investing. As a signatory, the University commits to the following Principles:
 - 6.4.1 Incorporate ESG issues into investment analysis and decision-making processes;
 - 6.4.2 Be an active owner and incorporate ESG issues into ownership policies and practices;
 - 6.4.3 Seek appropriate disclosure on ESG issues by the entities in which it invests;
 - 6.4.4 Promote acceptance and implementation of the Principles within the investment industry;
 - 6.4.5 Work together with other signatories to enhance its effectiveness in implementing the Principles; and,
 - 6.4.6 Report on its activities and progress towards implementing the Principles.
- 6.5 The University will manage the Fund in accordance with its Responsible Investing Policy, which outlines its beliefs, commitments, and approach to Responsible Investing.

Section 7 - Review Procedures

- 7.1 The Committee shall review the performance of each Manager against the relevant benchmarks and objectives on a quarterly basis, with a view to measuring progress towards the relevant investment objectives.
- 7.2 This Statement of Investment Policies and Procedures shall be reviewed by the Committee no less than every five years.

Section 8 - Conflicts of Interest

Conflict of Interest and Procedures for Disclosure

- 8.1 A conflict of interest refers to a situation where financial, professional or other personal consideration may compromise or have the appearance of compromising an individual's professional judgment in the performance of his or her duties or in the exercise of his or her obligations as a member of the Investment Committee.

A conflict of interest exists where the Member has a personal interest in the matter or owes a duty to act in the matter in the interests of a different person, group of persons, institution or organization.

A conflict of interest may arise in various cases. The following are definitions of the various types of interests that a Member may have, which could give rise to a conflict of interest:

Financial Interest: A member has a pecuniary or financial interest where he or she stands to gain a financial advantage from a decision made. The financial interest may take the form of money, gifts, favors or other special considerations. This does not apply to compensation paid to University employees who are Members of the Investment Committee nor reimbursement of approved expenses to Members of the Investment Committee in the discharge of their duties.

Undue Influence: A private or personal interest that impairs, influence or appears to influence the objective exercise of his or her duties as a member of the Committee.

Adverse Interest: A member is a party to a claim or proceeding against the University.

Personal Relationship: A non-arm's length relationship, including but not limited to family members and persons with whom there is or has recently been a close personal relationship.

Apparent/Perceived Conflict of Interest: A reasonable apprehension which a reasonable person may have, that a conflict of interest exists, even if there is neither a potential nor a real conflict.

Process for Dealing with a Conflict of Interest

- 8.2 Both prior to serving on the Investment Committee and during their term of office, Members must openly disclose a potential, real or perceived conflict of interest as soon as the issue arises and before the Investment Committee deals with the matter at issue.

If there is any question or doubt about the existence of a real or perceived conflict, the matter may be referred to the Investment Committee, as the case may be, who will determine by majority vote if a conflict exists. The Member potentially in a conflict of interest shall be absent from the discussion and shall not vote on the issue.

It is the responsibility of other Members who are aware of a real, potential or perceived conflict of interest on the part of a fellow Member to raise the issue for clarification, first with the Member in question and, if still unresolved, with the Chair of the Investment Committee. If a conflict is identified, the Member must abstain from participation in any discussion on the matter, shall not attempt to personally influence the outcome, shall refrain from voting on the matter and, unless otherwise decided by the Investment Committee, must leave the

meeting room for the duration of any such discussion or vote.

The disclosure and decision as to whether a conflict exists shall be duly recorded in the minutes of the meeting.

- 8.3 The Committee shall satisfy itself that an appropriate policy regarding conflicts of interest exists and is followed by any Manager engaged to manage assets of the Fund. As a minimum, the Code of Ethics and Standards of Professional Conduct adopted by the CFA Institute shall be deemed to apply to such Manager. Any investigation required by the Committee shall be carried out before such Manager is engaged.
- 8.4 The failure of a person to comply with the procedures described in this Section 8 shall not of itself invalidate any decision, contract or other matter.
- 8.5 If after a decision has been made, it comes to the attention of the Committee that a member had or has had a conflict of interest, the Chair will appoint an "ad hoc" committee of the members, excluding the person with the alleged conflict, to review all the circumstances and to recommend to the Committee the action to be taken.
- 8.6 This policy shall apply also to the Board of Governors, and any agent or advisor to the Committee who assists the Committee in the execution of its responsibilities.

Related Party Transactions

- 8.7 The following related party transactions are permitted for the Plan:
 - 8.7.1 any transaction for the operation or administration of the Fund, the terms and conditions of which are not less favourable to the Fund than market terms and conditions and the transaction does not involve the making of loans to, or investments in, the related party.
- 8.8 A related transaction is also permitted if the value of the transaction is nominal or immaterial to the Fund. A transaction will be considered to be nominal or immaterial if its value is no more than one percent of the market value of the assets of the Fund at the time the transaction is entered into or completed.

Section 9 - Compliance of Fund Investment with Applicable Law

- 9.1 Notwithstanding any other provision in this Statement, this Section 9 applies to this Statement, including any appendices, and in the event of a conflict between this Section 9 and any other provision this Section 9 shall prevail.
- 9.2 It is intended at all times and the Committee will ensure that the Fund complies with all applicable laws, including in particular sections 27 to 31 of the *Trustee Act* (Ontario), and the requirements of the *Income Tax Act* (Canada) and regulations thereunder and of the Canada Revenue Agency applicable to charitable organizations.
- 9.3 In investing the Fund property, the Committee will exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments.
- 9.4 The Committee may authorize any agent to exercise any function relating to the investment of the Fund property to the same extent that a prudent investor, acting in accordance with ordinary investment practice, would authorize an agent to exercise any investment function, subject to the following:
 - 9.4.1 The Committee may not authorize an agent to exercise functions on its behalf unless this Statement continues to exist and continues to comprise reasonable assessments of risk and return that a prudent investor could adopt under comparable circumstances, and the Statement continues to be intended to ensure that functions will be exercised in the best interests of the beneficiaries of the Fund.
 - 9.4.2 The Committee may not authorize an agent to exercise functions on its behalf unless a written agreement between the Committee and the agent is in effect and includes:
 - 9.4.2.1 a requirement that the agent comply with this Statement as may be amended from time to time; and,
 - 9.4.2.2 a requirement that the agent report to the trustee at regular stated intervals.
 - 9.4.3 The Committee may not authorize an agent unless it exercises prudence in selecting the agent, in establishing the terms of the agent's authority and in monitoring the agent's performance to ensure compliance with those terms. For this purpose prudence in monitoring an agent's performance includes:
 - 9.4.3.1 reviewing the agent's reports;
 - 9.4.3.2 regularly reviewing the agreement between the Committee and the agent and how it is being put into effect, including considering whether

this Statement should be revised or replaced, replacing this Statement if the Committee considers it appropriate to do so, and assessing whether this Statement is being complied with;

9.4.3.3 considering whether directions should be provided to the agent or whether the agent's appointment should be revoked; and,

9.4.3.4 providing directions to the agent or revoking the appointment if the Committee considers it appropriate to do so.

9.4.4 For the purposes of the above paragraph (9.4.3), prudence in selecting an agent includes compliance with any regulation made pursuant to section 30 of the *Trustee Act* (Ontario).

9.5 An agent who is authorized to exercise a function relating to investment of the Fund's property has a duty to do so:

9.5.1 with the standard of care expected of a person carrying on the business of investing the money of others;

9.5.2 in accordance with the agreement between the Committee and the agent; and,

9.5.3 in accordance with this Statement.

9.6 An agent who is authorized to exercise any function relating to investment of the Fund's property shall not delegate that authority to another person.

Appendix A – List of Investment Managers / Financial Institutions

Manager	Investment Account	Benchmark
Scotia Institutional Asset Management	Scotia Money Market Fund	FTSE TMX Canada 60-day T-Bill Index
TD Asset Management	Short Term Bond	40% FTSE Canada Short Term Overall Bond Index and 60% FTSE Canada 365 Day T-Bill Index
RBC Global Asset Management	PH&N Short Term Bond and Mortgage Fund	FTSE TMX Short-Term Overall Bond Index
RBC Global Asset Management	PH&N Canadian Equity	S&P/TSX Capped Composite Index
MFS Investment Management	MFS Global Equity	MSCI World Ex-Canada



To:	Board of Governors	Date of Report: 24 March 2025
From:	Chair, Audit and Risk Committee	Date of Meeting: 29 April 2025
Subject:	Bill S-211 – Fighting Against Forced Labour & Child Labour in Supply Chains Act	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Audit and Risk Committee, move to approve the 2024-2025 Bill S-211 Fighting Against Forced Labour and Child Labour in Supply Chains Act – Carleton University Compliance Report, as presented.

3.0 EXECUTIVE SUMMARY

In 2023, Canada implemented legislation promoting supply chain transparency and passed Bill S-211, which became effective January 1, 2024. This legislation stipulates:

- Annual reporting on measures undertaken to combat forced and child labour, on or before May 31, for activities undertaken in the preceding fiscal year
- Report must be endorsed by the entity’s “governing body”, made publicly available on the entity’s website and be submitted electronically with the completed questionnaire to the Ministry of Public Safety. The deadline for submission is determined each year and has previously been at the end of May.
- Failing to comply with the Act’s requirements can result in a fine of up to \$250,000
- Reports must address 7 categories of content: Proactive Interventions, Policies and Procedures, Risk Identification, Remediation Actions, Loss Mitigation, Training, Continuous Improvement.

Carleton has not identified any instances of forced or child labour requiring remediation or loss mitigation.

4.0 INPUT FROM OTHER SOURCES

This reporting process is now in its second year, and consultation has been undertaken with other Ontario Universities regarding reporting approaches, training module development, and policy development and rollout. Within Carleton, key stakeholders including Procurement, Pension Fund Management, Campus Services and Facilities Management and Planning were consulted in the development of this report.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Carleton University’s strategic integrated plan, [Shape the Future 2020-2025](#), identifies sustainability and wellness as a strategic direction. The Finance and Administration strategic plan also commits to embedding Environmental, Social and Governance (ESG) principles.

Additionally, Carleton University has established its [Supplier Code of Conduct](#) (September 2024) to establish the importance of its suppliers in addressing forced labour and child labour within its supply chains by establishing minimum conduct standards for suppliers and subcontractors, fostering proactive engagement and collaboration between the university and its suppliers, and enhancing transparency, accountability, and trust amongst all stakeholders. The university's Supplier Code of Conduct is informed by the provisions of Bill S-211, and reinforces the Broader Public Sector Supply (BPS) Chain Code of Ethics as outlined in the BPS Procurement Directive. Standard #3 (Social Responsibility) directly addresses human rights and labour rights, including requiring suppliers to adhere to applicable labour laws and international standards. Carleton's due diligence processes involve supplier assessments, audits, and ongoing monitoring to ensure compliance with these standards.

There is also a robust Procurement Policy to ensure that current legislative and regulatory requirements with respect to public entity purchases are met, including mandatory requirements related to the governing directives. This includes the following purpose: "The primary purpose of the Procurement Policy is to ensure that the acquisition of goods and services is undertaken in an open, fair, transparent, efficient, ethical, and cost-effective manner while obtaining the best value for money for the university."

6.0 FINANCIAL IMPLICATIONS

Failing to comply with the Act's requirements can result in a fine of up to \$250,000.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Carleton University acknowledges that certain parts of its business and supply chains could carry inherent risks of forced labour and child labour. The university has an established enterprise risk framework that is used to proactively conduct risk assessments and will be used to create a risk registry going forward. Through these tools, the university has completed an initial supply chain risk identification exercise. In the future, this framework could include engaging with suppliers to address potential issues, fostering transparency, and diversifying sourcing to minimize dependence on potential high-risk regions. Furthermore, the university has begun the process of implementing a new eProcurement module (Total Supplier Management) which will include an attestation by suppliers regarding their compliance with Bill S-211 requirements. These activities help mitigate the risks associated with failing to comply with the legislation.

Our investment managers have identified activities and supply chains that carry risk of forced and child labour being used. Additional scrutiny surrounds the consumer and retail space where products are made overseas (and sold domestically) and could be subject to this risk. We are aware, in general, that overseas suppliers can have low-cost production which could potentially exploit weak country labour standards. The above activities will assist to identify potential problems and allow appropriate steps to be taken.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Carleton's reputation could be negatively impacted if we don't report; or if we are seen as not being proactive in addressing supply chain risks or if the university is seen to be complicit in potential breaches of the legislation. As the university develops a fulsome action plan, it will be supported by a robust communications plan.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Addressing Bill S-211

Fighting Against Forced Labour
and Child Labour in Supply
Chains



Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains

The [Global Slavery Index](#) estimates that over 49.6 million people around the world live in modern slavery

According to the [Supply Chain Risk 2023 Report](#), Canada is a contributor, with an estimated 7.5 per cent of imports deemed “risky”

In 2023, Canada implemented legislation promoting supply chain transparency and passed [Bill S-211](#), which became effective Jan. 1, 2024

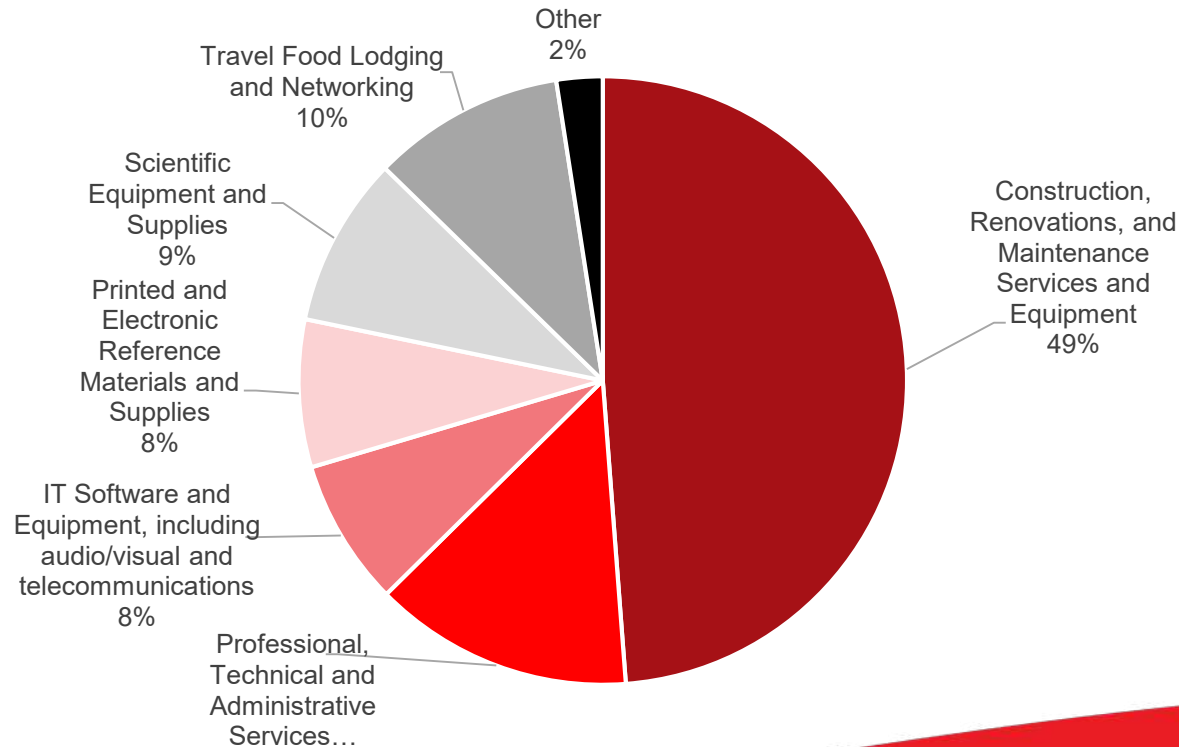


Source: [World Vision](#)

Reporting Requirements for Defined Entities

- Annual reporting on **measures undertaken to combat forced and child labour**, on or before May 31, for activities undertaken in the preceding fiscal year
- Report must be endorsed by the entity's "governing body", made publicly available on the entity's website and be submitted electronically with the completed questionnaire to the Ministry of Public Safety
- Failing to comply with the Act's requirements can result in a fine of up to \$250,000
- Must address [7 categories of content](#): Proactive Interventions, Policies and Procedures, Risk Identification, Remediation Actions, Loss Mitigation, Training, Continuous Improvement

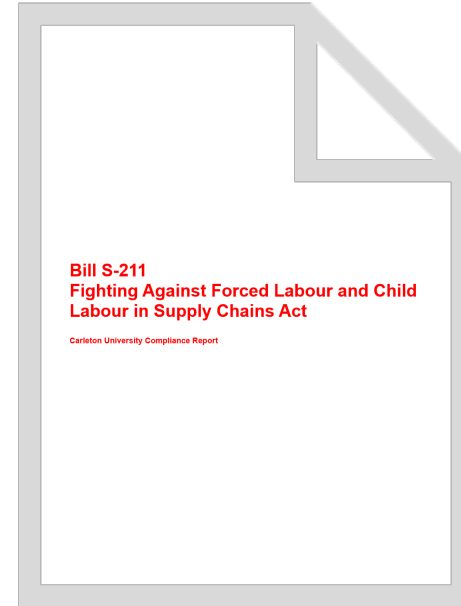
Procurement Spend by Commodity Category Fiscal Year 2024-2025



- 89% of annual procurement expenditures are with **Canadian** businesses
- 2024-2025 total spend: \$168 million (May 1, 2024 – March 21, 2025)

Approach to Carleton's Compliance Reporting

- Acknowledges our history with, and commitment to, eliminating and mitigating forced and child labour in our activities and supply chains
- Addresses actions undertaken to date, with a continued focus on developing an action plan for future years
- Aligns with other Ontario universities



Overview of 2024-2025 Report Content



Proactive Interventions

- Implement Total Supplier Management



Policies and Protocols

- Supplier Code of Conduct, Procurement, Responsible Investing



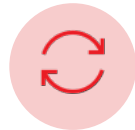
Risk Identification

- Completion of supply chain risk identification exercise



Remediation Actions

- Under Review in 2024-2025



Loss Mitigation

- Under Review in 2024-2025



Training

- OUPPMA training rollout



Continuous Improvement

- Focus on Action Plan

Action Plan for 2025-2026

- Complete implementation of Total Supplier Manager
- Review supplier registrations to inform risk identification exercise and framework development
- Continue developing and completing the Ontario University Professional Procurement Management Association (OUPPMA) training modules as they become available
- Training plan for suppliers and Carleton community
- Develop KPIs through consultation with internal stakeholders to define goals for continuous improvement

Motion:

Move to recommend to the Board of Governors, the approval of the 2024-2025 Bill S-211 Fighting Against Forced Labour and Child Labour in Supply Chains Act - Carleton University Compliance Report, as presented.

Questions

Bill S-211

Fighting Against Forced Labour and Child Labour in Supply Chains Act

Carleton University Compliance Report

March 2025

Preamble

Carleton University is recognized as a leader nationally as a Top 5 comprehensive university, as well as a three-time Canada's Top 100 Employer plus Top Employer in the National Capital Region for 11 consecutive years.

As such, Carleton recognizes that forced and child labour remains prevalent around the world, and the importance of mitigating and upholding ethical standards to combat it within our operations and supply chains. As dramatic shifts in the nature of social interaction and the global economy continue, we are committed to Carleton's participation in the creation of solutions to Canada's shared social, economic, ecological and political challenges. Our vision is to extend our influence beyond campus and inspire our students to be engaged citizens who work to strengthen meaningful community partnerships. Together, we strive for wellness and sustainability — for individuals, for communities and for our planet.

In addition to Carleton University's strategic integrated plan, [Shape the Future 2020-2025](#), which identifies sustainability and wellness as a strategic direction, the university has begun its journey to facilitate ethical supply chain management practices and has several short-term activities planned. This report will serve to address these activities as they relate to ***Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains***.

Structure and Supply Chain

Governance and Structure

Carleton University was created by the Ontario Legislature through the passage of the [Carleton University Act](#) in 1952. The Act states the objects and purposes of the university, which are:

- The advancement of learning,
- The dissemination of knowledge,
- The intellectual, social, moral and physical development of its members, and the betterment of its community, and
- The establishment and maintenance of a non-sectarian college with university powers, having its seat in or about the City of Ottawa. 1952, c.117, s.3; 1957, c.130, s.1.

Carleton University is committed to respecting and achieving good governance. As a bicameral institution, governance at Carleton is shared by the [Board of Governors](#) and the [Senate](#). The Board of Governors serves as the corporate body and the Senate as the highest academic body.

Carleton University's organizational chart is available [here](#).

Supply Chain

Carleton University engages in extensive procurement activities, adhering to public procurement regulations and ethical sourcing practices. These activities encompass a broad spectrum of goods and services, including construction, professional and technical services, scientific equipment and supplies, IT hardware, network equipment and software, food and catering, book acquisitions and printing services, and waste, custodial and facilities management.

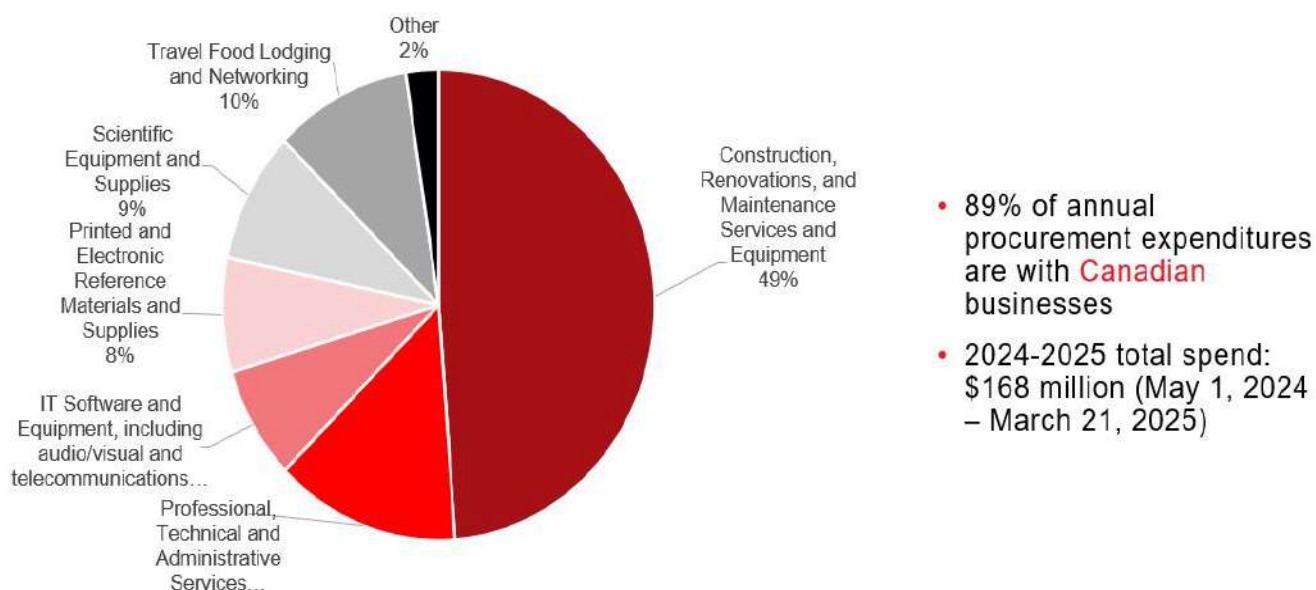
A significant portion of procurement is conducted through collaborative frameworks, notably with the Ministry of Public and Business Service Delivery, the Ontario Education Collaborative Marketplace (OECM), and other consortia, to leverage collective purchasing power and achieve cost efficiencies.

The university's procurement operating model is centrally led. This means that high-dollar and strategic procurement sourcing activities are co-ordinated centrally while delivery and transactional work are executed in a decentralized fashion. This model ensures compliance with Broader Public Sector procurement directives and our obligations under domestic and international trade treaties. Bringing about meaningful change to mitigate the risks of forced and child labour in the supply chain will be well supported by the centrally led procurement operating model, which helps to improve knowledge sharing, best practice execution and compliance.

Carleton recognizes the existence of forced and child labour risks across its supply chains and, further, that these risks could be elevated in certain supply chains due to factors such as geographical location and/or source locations for materials and products procured by the university. There is an identified lack of visibility in certain overseas markets, which could present an increased risk of forced and child labour, especially in secondary (and further) supply chain tiers and in source materials used in the university's goods and services.

Figure 1 summarizes the university's primary procurement spending across commodity categories representing 5 per cent or more of the total procurement spend. Note that 89 per cent of annual procurement expenditures are with Canadian businesses.

Figure 1: Procurement Spend by Commodity Category Fiscal Year 2024-2025



The university encourages a disciplined approach to sustainable procurement which considers the right balance of environmental, societal and economic considerations in each procurement activity. This requires a careful and thorough evaluation of procurement requirements while also exploring opportunities that are environmentally responsible and promote “healthy communities.” Individuals participating in a university procurement are required to give appropriate consideration in the evaluation process to those goods, services, and vendors that reflect a commitment to sustainability or a broader social responsibility. These include but are not limited to life-cycle costs, reusable or recycled goods, energy consumption in production and distribution, diverse vendors, fair trade products certified by Fairtrade International and the Small Producer Symbol (SPP) or demonstrated community impact measurement.

Policies and Due Diligence Processes

Procurement Operations and Supply Chain

Carleton's [Supplier Code of Conduct](#) was published in September 2024, and establishes the importance of its suppliers in addressing forced labour and child labour within its supply chains by establishing minimum conduct standards for suppliers and subcontractors, fostering proactive engagement and collaboration between the university and its suppliers, and enhancing transparency, accountability, and trust amongst all stakeholders. The university's Supplier Code of Conduct is informed by the provisions of Bill S-211, and reinforces the Broader Public Sector Supply (BPS) Chain Code of Ethics as outlined in the [BPS Procurement Directive](#). Standard #3 (Social Responsibility) directly addresses human rights and labour rights, including requiring suppliers to adhere to applicable labour laws and international standards. Carleton's due diligence processes involve supplier assessments, audits, and ongoing monitoring to ensure compliance with these standards.

In the future, the Supplier Code of Conduct will be formally communicated to the university community and our suppliers through the procurement and contracting processes.

There is also a robust Procurement Policy to ensure that current legislative and regulatory requirements with respect to public entity purchases are met, including mandatory requirements related to the governing directives. This includes the following purpose: "The primary purpose of the Procurement Policy is to ensure that the acquisition of goods and services is undertaken in an open, fair, transparent, efficient, ethical, and cost-effective manner while obtaining the best value for money for the university."

Responsible Investing

Carleton's investment managers proactively and directly engage with the Boards of Directors of investee companies and where deficiencies are indicated, concrete steps are taken to monitor and effect change.

Carleton's investment portfolios have policies in place to ensure the investment process reduces the risk of forced labour or child labour in supply chains. This includes a formal monitoring and review process, and a review of the risks associated with changing trend data. All investment managers have scrutinized the supply chain of potential investee companies. Compliance procedures are also in place to ensure operational due diligence reports are completed annually and quarterly reporting is reviewed for additional follow-up.

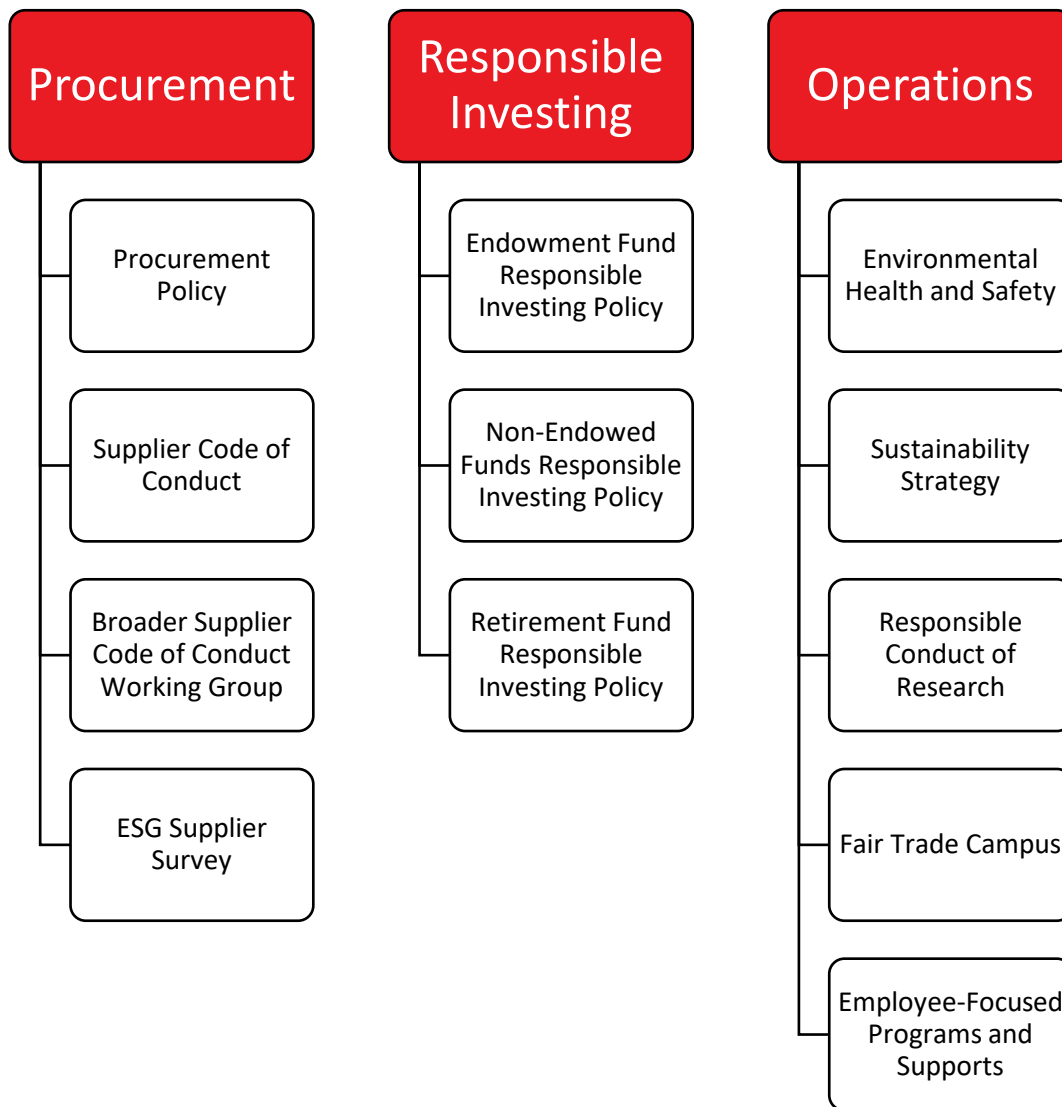
Links to related policies:

[Carleton University Supplier Code of Conduct](#)

[Carleton University Procurement Policy](#)

[Responsible Investing Policies](#)

Supporting Policies and Programs



Risk Assessment and Management

Carleton University acknowledges that certain parts of its business and supply chains could carry inherent risks of forced labour and child labour. The university has an established risk registry and framework that are used to proactively conduct risk assessments. Through these tools, the university has completed an initial supply chain risk identification exercise. In the future, this framework could include engaging with suppliers to address potential issues, fostering transparency, and diversifying sourcing to minimize dependence on potential high-risk regions.

Carleton University has initiated its implementation of the “Total Supplier Management” module within its eProcurement system, Jaggaer. Once implemented in June 2025, new suppliers will be asked to attest to:

1. Their compliance with all university policies, including the Supplier Code of Conduct, and
2. That they do not and will not use forced labour or child labour as defined by Bill S-211, has or will take reasonable steps to prevent and reduce the risk of the use of forced labour and child labour as defined in the Act; and
3. Agreement to comply with any reasonable request for information from Carleton University for the purposes of the university's compliance with the Act.

In the future, the university plans to launch use of the Converged Human Rights and Environmental Due Diligence Assessment (HREDD) assessment tool and common due diligence process among universities in Ontario through the Canada-wide inter-university working group, [CASPAR](#).

Our investment portfolios have identified activities and supply chains that carry risk of forced and child labour being used. Additional scrutiny surrounds the consumer and retail space where products are made overseas (and sold domestically) and could be subject to this risk. We are aware, in general, that overseas suppliers can have low-cost production which could potentially exploit weak country labour standards. As a general rule, views are tested by referencing the Sustainability Accounting Standards Board (SASB) Standards under their "[Materiality Finder](#)".

Remediation Measures (including loss mitigation)

Carleton has not identified any instances of forced or child labour requiring remediation or loss mitigation. Although the university does not currently have an institutional-wide grievance mechanism to address forced and child labour in our supply chain, the university will review best practices for a remediation framework for the purpose of reporting suspected incidents in the university's operations and supply chain.

In our investing activities, mechanisms such as a robust audit strategies undertaken by globally recognized third-party audit firms, virtual audits or shared audits ensures investees compliance with labour standards and applicable laws. Progress tracking and realignment is also undertaken.

Training

Carleton University is committed to increasing awareness of the requirements under Bill S-211. As part of this effort, the university is collaborating with the Ontario University Professional Procurement Management Association (OUPPMA) to develop a common training framework on forced and child labour for procurement professionals. The framework aims to help procurement professionals recognize and mitigate human rights risks in supply chains, ensure compliance with Bill S-211, and support ethical procurement practices through informed decision-making, stakeholder engagement, and supplier accountability.

To provide structured training, a modular framework is being developed, offering targeted guidance on key aspects of human rights in procurement:

- Module 1: Awareness of Human Rights in Supply Chains. Covers procurement's role in ethical sourcing, key compliance requirements under Bill S-211, and identifying red flags in high-risk industries.
- Module 2: Interacting with Internal Clients on Human Rights. Focuses on legal, financial, and reputational risks, high-risk procurement areas, and balancing cost considerations with ethical decision-making.
- Module 3: Interacting with Suppliers on Human Rights. Provides strategies for setting expectations, addressing violations, conducting due diligence, and enforcing a Supplier Code of Conduct.

In parallel, the Ontario university sector is working with CASPAR, a national association focused on Sustainable Procurement, to develop an awareness video for their broader campus communities of decentralized purchasers. This video will cover human rights risks, modern slavery, and ethical supply chain management.

These training initiatives are expected to launch in 2025, with rollout plans to follow.

Assessing Effectiveness and Next Steps

Carleton acknowledges the importance of having effective tools and processes in place to ensure the university is in compliance with all regulations and laws. Planned next steps include:

- Conduct an environmental scan of suppliers' practices and procedures through the incoming Total Supplier Management module
- Develop KPIs and Assessment Framework
- Develop an Action Plan
- Continue training opportunities through OUPPMA modules as they become available

Approval and Attestation

I attest that I have reviewed the information contained in the report for Carleton University. Based on my knowledge, and having exercised reasonable diligence, I attest that the information in the report is true, accurate, and complete in all material respects for the purposes of the Act, for the 2024-2025 fiscal year. I further attest that, in accordance with the requirements of the Act, this report has been approved by the Carleton University Board of Governors.

Dr. Wisdom Tettey
President and Vice-Chancellor

Date:
I have authority to bind Carleton University

Carleton University Investment Committee

Terms of Reference

Purpose

The Investment Committee shall oversee the investment of the funds of the Carleton University Endowment and Non-Endowed Funds, and ~~such~~ other university pools of investable capital as required. For purposes of this statement, these funds together constitute the “investable funds”.

Reporting

The Investment Committee shall report to the Finance Committee of the Board of Governors annually or upon request.

Composition

The Investment Committee shall be composed of:

1. Vice-President (Finance and Administration) – Chair, ex officio
2. Associate Vice-President (Financial Services) – ex officio
3. Executive Director, Pension Fund Management – ex officio
4. A Governor appointed by the Board of Governors
5. A Dean appointed by the Finance Committee on the President's recommendation
6. **Two or more** external members with a relevant professional background, preferably relating to the investment industry, recommended by the Investment Committee and subject to the approval of the Finance Committee.

Secretary

The Secretary will be named by the Chair and shall be a non-voting member.

Term

The membership term, excluding those of ex officio members, shall be three years. Terms may be renewed upon recommendation of the Investment Committee subject to approval of the Finance Committee.

Voting

All members are voting members. A minimum of four of the members shall constitute a quorum.

Responsibilities of the Investment Committee

- To oversee the management of the investable funds, including
 - Development and review of appropriate investment policies and objectives for the various pools of capital. This shall include a Statement of Investment Policies and Procedures for the Endowment and Non-Endowed Funds, including—~~a~~ responsible investing ~~policy~~policies,
 - Monitoring compliance with investment policies,
 - Review of the distribution rate for the Endowment Fund and other investable funds, and make recommendations for modification where appropriate,
 - Monitoring investment performance against investment objectives,
 - Appointing and terminating suitable investment counsel and agents for the investable funds,
 - Rebalancing the investable funds between investment counsel and /or asset classes as deemed appropriate.
- To provide written reports on the performance of investableendowed funds to the Finance Committee.
- To make recommendations to the Finance Committee on changes to the Statement of Investment Policies and Procedures for the Endowment and Non-Endowed Funds.

Meetings

The Investment Committee will meet at least quarterly or as deemed necessary.

Conflict of Interest Policy

A conflict of interest refers to a situation where financial, professional or other personal consideration may compromise or have the appearance of compromising an individual's professional judgment in the performance of his or her duties or in the exercise of his or her fiduciary obligations as a member of the Investment Committee (a "Member").

For the purposes of these guidelines, a Conflict of Interest includes the concept of a Conflict of Commitment, and is defined as follows:

A Member of the Committee is involved in a conflict of interest where (1) the Member owes a duty to the university, and (ii) the Member has a personal interest in the matter or owes a duty to act in the matter in the interests of a different person, group of persons, institution or organization.

A conflict of interest may arise in various cases. The following are definitions of the various types of interests that a Member may have, which could give rise to a Conflict of Interest, a Conflict of Commitment, or a perception of either:

Financial Interest: A Member has a pecuniary or financial interest where he or she stands to gain a financial advantage from a decision made. The financial interest may take the form of money, gifts, favors or other special considerations.

Undue Influence: A private or personal interest that impairs, influences or appears to influence the objective exercise of his or her duties as a Member of the Committee.

Adverse Interest: A Member is a party to a claim or proceeding against the university.

Personal Relationship: A non-arm's length relationship, including but not limited to family members and persons with whom there is or has recently been a close personal relationship.

Apparent/Perceived Conflict of Interest: A reasonable apprehension which a reasonable person may have, that a conflict of interest exists, even if there is neither a potential nor a real conflict.

For the purposes of these guidelines, the following are intended to be examples, and not an exhaustive list, of situations giving rise to a conflict of interest:

1. Entering into a business or other contract/transaction on behalf of the university with a company or firm in which a Member or a person related to the Member has a financial interest.
2. Influencing the purchase of equipment, materials or services for the university from a company or firm in which a Member or a person related to the member has financial interest.
3. Accepting gifts, benefits or favors from individuals or firms with which the university does business, except as token courtesies.
4. Directing students or staff of the university to carry out work for a company or firm in which a Member has a financial interest.
5. Using the university's resources or facilities for a Member's personal benefit or the benefit of related persons.
6. Using the position as a Member to obtain employment with the university.
7. Participating in the appointment, hiring, promotion or evaluation of a related person.

8. Representing the interests of a group of employees or contractors as a voting member of the executive body or as an officer of a staff or faculty association or union.

Process for Dealing with a Conflict of Interest

Both prior to serving on the Investment Committee and during their term of office, Members must openly disclose a potential, real or perceived conflict of interest as soon as the issue arises and before the Investment Committee deals with the matter at issue.

If at any time a Member is not certain whether she/he is in a conflict of interest position, she/he may consult with the University Secretary or the President for advice and guidance.

If there is any question or doubt about the existence of a real or perceived conflict, the matter may be referred to the Board or the Investment Committee, as the case may be, who will determine by majority vote if a conflict exists. The Member potentially in a conflict of interest shall be absent from the discussion and shall not vote on the issue.

It is the responsibility of other Members who are aware of a real, potential or perceived conflict of interest on the part of a fellow Member to raise the issue for clarification, first with the Member in question and, if still unresolved, with the Chair of the Investment Committee.

If a conflict is identified, the Member must abstain from participation in any discussion on the matter, shall not attempt to personally influence the outcome, shall refrain from voting on the matter and, unless otherwise decided by the Board, must leave the meeting room for the duration of any such discussion or vote.

The disclosure and decision as to whether a conflict exists shall be duly recorded in the minutes of the meeting, or in a note to file in the Office of the University Secretary.

Where it has been determined by the Investment Committee that a Member has breached the Conflict of Interest Policy, the Investment Committee will consider the extent to which the policy has been breached in considering the need for redress.

Where there has been a failure on the part of a Member to comply with the Conflict of Interest policy, the Investment Committee may issue a verbal or written reprimand to the Member or request that the Member apologize, issue a retraction, take appropriate corrective action or resign.

Review of the Terms of Reference

The terms shall be reviewed and approved by the Investment Committee at least once every ~~two~~three years. Changes to the terms of reference recommended by the Investment Committee shall be approved by the Finance Committee of the Board of Governors.

June 30, ~~2022~~2025

Briefing Note

Date Prepared: 2025-04-07

Prepared by: University Secretary

To: Board of Governors

Data Classification: Privileged and Confidential

Purpose: Capital Planning Process Policy

Subject:	Capital Planning Process Policy Revision
Background and Rationale:	<p>The Capital Planning Process Policy was due for review in February 2024.</p> <p>The objective of this policy is to support the development of Carleton University's facilities by ensuring a best practice approach is applied to physical planning, design, construction, project delivery and governance for projects valued over \$5 million.</p> <p>The process begins with the identification of projects included in the capital plan, defining needs, including key stakeholders, and appointing an executive sponsor. Once a business case is established, the project comes to the Board for a series of approvals. Projects are recommended to the Board following successful review by both the Building and Finance committees. There are three pre-construction approval steps at the Board and two follow-up reports once the project has been initiated.</p> <p>Due to increasing costs in the construction industry, it was determined that the capital planning process should be reviewed and updated to ensure that the Board and its committees are engaging with the appropriate capital planning documents.</p>
Key Changes:	<p>The policy authority is recommended to move to the Board of Governors and was rewritten to focus on the oversight role of the board and outlines the expectations in terms of reporting for projects over \$5 million.</p> <p>Focusing on 5 key steps:</p> <p>Step 1: Capital Proposal Form (requiring approval)</p> <p>Step 2: Project Planning Report (requiring approval)</p> <p>Step 3: Project Implementation Report (requiring approval)</p> <p>Step 4: Project Status Report</p> <p>Step 5: Project Conclusion Report</p>

	Since the Committee reviewed the policy in February 2025, all highlighted sections in the attached policies represent incorporated feedback.
Key Considerations:	<p>Key considerations in reviewing the policy were:</p> <ul style="list-style-type: none"> - Input from the Building Program Committee - Input from the Finance Committee - Input from VPFA, AVP FMP, senior management - Authority of the policy - Threshold of major projects requiring approval by the Board of Governors
Consultation Completed:	<p>The AVP (Facilities Management and Planning) and the Planning, Design and Construction team within FMP were consulted as part of the policy revision process in Fall 2024.</p> <p>Since November, the new VPFA, General Counsel and AVP FMP were consulted. The Building Program Committee and the Finance Committee have been consulted three times during the 2024/2025 Board Year.</p>
Communications Plan and/or Training Plan:	Once approved, the new process will need to be communicated with the team within FMP (Planning, Design and Construction) who oversee all major capital project planning at the university.
Recommendation:	Move to approve the revised Capital Planning policy.
Attachment: (if applicable)	<p>Policy with track-changes</p> <p>“Clean” Policy</p>

Policy Name: Capital Planning Process
Originating/Responsible Department: Vice-President (Finance & Administration)
Approval Authority: Board of Governors
Date of Original Policy: October 2018
Last Updated: April 2025
Mandatory Revision Date: April 2027
Contact: Associate Vice-President (Facilities Management & Planning)

Purpose

The purpose of this Capital Planning Policy is to establish a comprehensive framework for the development and maintenance of Carleton University's property. It outlines the processes, principles, and requirements for planning, approving, and implementing capital projects and infrastructure renewal programs. The policy aims to ensure excellence in campus planning and design, promote responsible use of resources, and align physical development with the university's academic mission and strategic goals.

Capital Planning Principles

Campus master plans, capital plans, as well as infrastructure renewal plans, will be developed and implemented within the context of principles that express the university's commitment to the orderly and responsible development and use of its assets. Such principles extend to the development of individual projects that are integral to the academic mission of the university. All projects should stand as examples of high-quality design, incorporating an appropriate level of functionality as well as responsibility towards environmental sustainability. Each individual project needs to follow the principles of the [Campus Master Plan](#) and the [Campus Design Guidelines](#).

Ancillary Units and all other major use facilities of a non-academic nature, including residences, student services, athletics and recreation, child-care, parking, etc. will conform to the same procedural requirements for capital projects as defined by this policy. The essential differences will often be the particular project funding source for capital costs.

Key Guiding Documents

Many key planning documents inform Capital Projects including, but not limited to:

- i. **Campus Master Plan**

The Campus Master Plan addresses the location, size, and general use of buildings. The University will assess the need to undertake a review of the Campus Master Plan every five years which will be subject to Board of Governors approval. The planning process will be chaired by the Vice-President (Finance and Administration), and will involve extensive community input from students, faculty, and staff, as well as relevant external organizations such as the City of Ottawa, National Capital Commission, Rideau Valley Conservation Authority, and the surrounding neighbourhood. After the review process is completed and changes approved by the President's Advisory Group (PAG), the revised Master Plan will be submitted to the Building Program Committee of the Board for review and recommendation to the Board of Governors. The Campus Master Plan may designate certain sites as priority locations for academic, administrative, or ancillary projects. The plan also addresses the type and quality of the public spaces on campus/university property, the parameters for individual buildings and growth opportunities.

ii. Capital Plan

As part of the University's strategic and operational planning process, Carleton will prepare an annual Capital Plan, that is presented for information to the Building Program and Finance Committees of the Board of Governors, which set out the priority and strategic importance of major capital projects over \$5 million. The plan covers multi-year periods and will be updated on an annual basis to reflect progress made, as well as new or altered priorities. The Capital Plan provides provisional estimates of overall costs, sources of funds and is the responsibility of the Vice-President (Finance and Administration).

iii. Infrastructure Renewal Plan

Subject to approval by the Board of Governors, the University may adopt, from time to time, an infrastructure renewal program to address maintenance or update requirements of buildings systems and other campus assets. Annually, a number of projects will be undertaken that are identified within the Infrastructure Renewal Plan, that will be presented for information to the Building Program and Finance Committees of the Board of Governors. Such program will highlight multi-year priorities and will be updated, at appropriate intervals, to reflect progress made and new or altered priorities.

iv. Other Guiding Documents:

- Strategic Integrated Plan
- Carleton Academic Plan
- Coordinated Accessibility Plan
- Energy Master Plan
- Kinàmàgawin Strategy
- Outdoor Space Master Plan
- Strive for Sustainability Plan
- Campus Design Guidelines
- Equity, Diversity and Inclusion Action Plan

Planning Process and Reporting Requirements (Projects \$5 million and over)

The Board of Governors oversees major capital projects (\$5 million or more) through three pre-construction approval steps (Step 1, 2, 3 outlined below), continuous reporting during construction (Step 4 below), and a final report upon project completion (Step 5 below). The process starts with identifying projects in the Capital Plan, assessing needs, engaging key stakeholders, and appointing an executive sponsor. See Appendix A for a diagram of the project planning process and reporting requirements of the Board of Governors. Projects are reviewed and recommended for approval to the Board of Governors through the Building Program and Finance Committees of the Board. The Board of Governors is responsible for the approval of all proposed changes to the use of university lands and the selection of all sites for construction facilities and for any projects which directly impact the built environment of the campus.

Step 1 – Capital Proposal Form (For Board Approval)

A Capital Proposal Form is prepared collaboratively by the faculty/department looking to initiate the project and Facilities Management and Planning (FMP). An executive sponsor at the President, Vice-President or Decanal level should be identified for the project. The proposal is presented to the President's Advisory Group (PAG) to determine whether it should move forward for consideration by the Board of Governors.

The Capital Proposal Form focuses on developing the business case, cashflow, Net Present Value (NPV), and includes a concept design and a preliminary (Class D) cost estimate as well as sources of funding and a proposed project schedule. A representative template of the Project Planning Report can be found in Appendix B.

Step 2 – Project Planning Report (For Board Approval)

Approval of the Project Planning Report by the Board of Governors is required for all individual capital projects and infrastructural renewal projects with values of \$5 million or greater. The intent of the Project Planning Report is to develop a fundamental understanding of what the project will entail. The Project Planning Report requires the hiring of the prime consultant for the project. Items such as total project costs, secondary effects, site approval, environmental considerations, operating costs, space inventory, space utilisation analysis, and space programs are items considered in the report. The Project Planning Report provides a detailed analysis of the project demonstrating that the majority of the design issues are contemplated and resolved early on in the project life cycle and that the project stakeholders have a sound knowledge of project requirements, to facilitate a smooth process in the implementation phase.

The Project Planning Report will include a schematic design and a Class C Cost Estimate prepared by a qualified Quantitative Surveyor. Concise reference to the quality standards anticipated for the particular project with respect to existing and or equivalent facilities should be included in the report to facilitate and clarify the objectives of the project and provide construction standards. A representative template of the Project Planning Report can be found in Appendix C.

The Project Planning Report must include the potential sources of revenue, cost escalation, the details of a preliminary projected cash flow analysis with respect to both revenues and expenditures, and the operating costs.

The Project Planning Report constitutes the parameters within which further planning and implementation of the project shall take place.

Step 3 – Project Implementation Report (For Board Approval)

When the design has proceeded to a point where a project can be tendered and a total project cost determined (Class B Estimate), the Associate Vice-President (Facilities Management and Planning) prepares a Project Implementation Report for review by the Building Program and Finance Committees. The Project Implementation Report will include comments on any changes from the approved Project Planning Report in line with the overall [Campus Design Guidelines](#). The Project Implementation Report will also address the following: design variances, other approvals required, the proposed total project cost, the sources of funding, the timing of projected expenditures, updated projected cash flow projections and the required financing and escalation costs. A representative template of the Project Implementation Report can be found in Appendix D.

Approval of the Project Implementation Report by the Board of Governors is required for all individual capital projects and infrastructural renewal projects with values of \$5 million or greater to proceed to the tender stage. The purpose of the Project Implementation Report is to provide a summary of the key characteristics and issues of the project for review by the Board of Governors. The report will capture any significant matters arising after the Project Planning Report that may change the project scope. The report also addresses cost and schedule, includes a Class B estimate prepared by a qualified Quantitative Surveyor, but more importantly includes a recommendation on whether to move forward with the project for tender and award if the project falls within the approved budget.

In reviewing the project for implementation, the Building Program and Finance Committees will assess the extent to which the project is within its approved parameters, is cost effective, and the extent to which full funding is committed or obtainable, and whether there are any significant outstanding and unresolved issues with respect to the project. If satisfied with the Project Implementation Report, the Building Program and Finance Committees will recommend the project for approval by the Board of Governors.

No contract for the implementation of a project \$5 million or greater may be signed before approval of the project by the Board of Governors.

If costs overruns are realized following approval of the Project Implementation Report, additional requests for funding can be made to the Board of Governors. Such requests must be accompanied by a detailed report of all expenditures to date on the given project.

Step 4 – Project Status Report (For Board Information)

A Project Status Report will be provided to the Building Program and Finance Committees at their meetings until a Project Closure Report has been submitted. These reports should include reporting on any changes in scope, risks, schedule, budget of the project and include all key milestones met.

Step 5 – Project Closure Report (For Board Information)

At the completion of a capital or infrastructure renewal project, a Project Conclusion Report is prepared (Appendix E) for the Building Program and Finance Committees. The purpose of the report is to bring closure to the project and to provide useful feedback on all procedures as well as the final costs of the project. All Project Conclusion Reports are to be reviewed by PAG.

Project Fast Tracking

“Fast tracking” of a project may be required as a result of schedules, emergencies, or conditions of funding/finance. The decision for a project to be “fast tracked” requires Board of Governors approval. In this case, the Board of Governors reporting requirement may be combined in order to expedite the process. In such cases, approval will be conditional on tenders coming in as planned within the project budget.

In exceptional circumstances, such as emergencies or disaster recovery situations, projects can be approved in principle by the Board of Governors, but will normally require confirmation of the source(s) of funds.

Project Consultants

Project consultants can be retained under each of the following scenarios:

- Planners, architects, landscape architects, engineers and other consultants may be retained, and site preparation work authorized, for any project approved. The cost of this activity is to be included as part of the project costs. Such consultants may also be retained for projects not approved as part of a Capital Plan, but only with the approval of the Vice-President (Finance and Administration), or designate, and with secured funding and costs not to exceed \$250,000. Expenditures in excess of \$250,000 for such purposes will require approval of the Finance Committee; or
- The authority to appoint architects and other consultants is delegated to the Vice-President (Finance and Administration) (or designate), acting after receiving advice from the Project Committee. In the case of projects not requiring Project Planning Reports, authority to appoint architects and other consultants is delegated to the AVP Facilities Management and Planning (or designate), subject to confirmation of project funding.

Project Cost Increases

In the event costs have increased from the approved/tendered price to beyond \$500,000 of the project cost, the project will be resubmitted for Board of Governors approval. Should the Board of Governors not approve additional resources as a result of the change, the Project Committee will recommend a course of action to PAG with alternative scoping options and their implications.

Changes in Scope

Irrespective of cost or schedule issues, a re-submission to the Board of Governors is required to secure approval when changes in scope have been introduced which may impact the functional quality of the projects' end-product, introduce reputational risk to the University, or remove or add fundamental elements of the original project scope.

Definitions:

Building Program Committee

A standing committee of the Board of Governors responsible for consideration of all proposed changes to the use of University lands and the selection of all sites for construction of facilities, as well as consideration for any matter it deems to pertain to the physical infrastructure of the University. The committee also receives regular reports regarding deferred maintenance and infrastructure renewal plans. *Reference the Board of Governors Building Program Committee Terms of Reference.*

Finance Committee

A standing committee of the Board of Governors responsible for reviewing and recommending the extent and nature of external borrowing for capital and/or operational needs. The committee also reviews and recommends to the Board of Governors the financing proposed for new construction projects with a dollar value over five million (\$5,000,000). *Reference the Board of Governors Finance Committee Terms of Reference.*

Class D Cost Estimate

A Class D estimate is generally an estimate based on the initial functional program and broad concept approach. Usually by this time, the site and program have been approved. Initially, the owner may guess at the amount of budget available which figure may be low due to a lack of up-to-date cost advice. Then after initial design concepts, consultants prepare an order of magnitude estimate comprised of an elemental summary and based on a rough cost per square metre. This enables verification of the order of magnitude budget, as a reflection of a program and building envelope on a particular site. This often results in a modification of the budget or program, or both. The accuracy of this estimate is generally +/- 20 to 30% accurate depending on the complexity of the project and whether the project is new construction on a greenfield site or a renovation. The cost consultant should provide advice on design and pricing allowances for items not yet known, as well as risk allowances. Escalation allowance due to the length of time for working document production, as well as the duration of construction should also be included in the unit rates. This estimate should contain the following contingencies: design, pricing, bid, construction, escalation, and scope. This estimate usually forms the basis of an agreement between the owner and the consultant. *Reference the Canadian Construction Association.*

Class C Cost Estimate

This is a schematic design (construction documents) development estimate, where the program is set; the consultants have provided plans, elevations, sections, and an approximate palette of materials, as well as a concept design to allow form and spaces, and the design is generally completed up to 33%. The cost consultant can now measure drawings more accurately for an elemental estimate which can provide a framework to modify or refine parts of the design. There may be as many as three or more concept designs that require comparative costing. From the documentation and information provided, where possible quantities of all major elements are assessed and measured and priced at rates considered competitive for the particular project under stipulated lump sum form of contract. The estimate is a determination of the fair market value for the construction of the project, not a prediction of the low bid. The accuracy of this estimate is generally +/- 15 to 20%. *Reference the Canadian Construction Association.*

Class B Cost Estimate

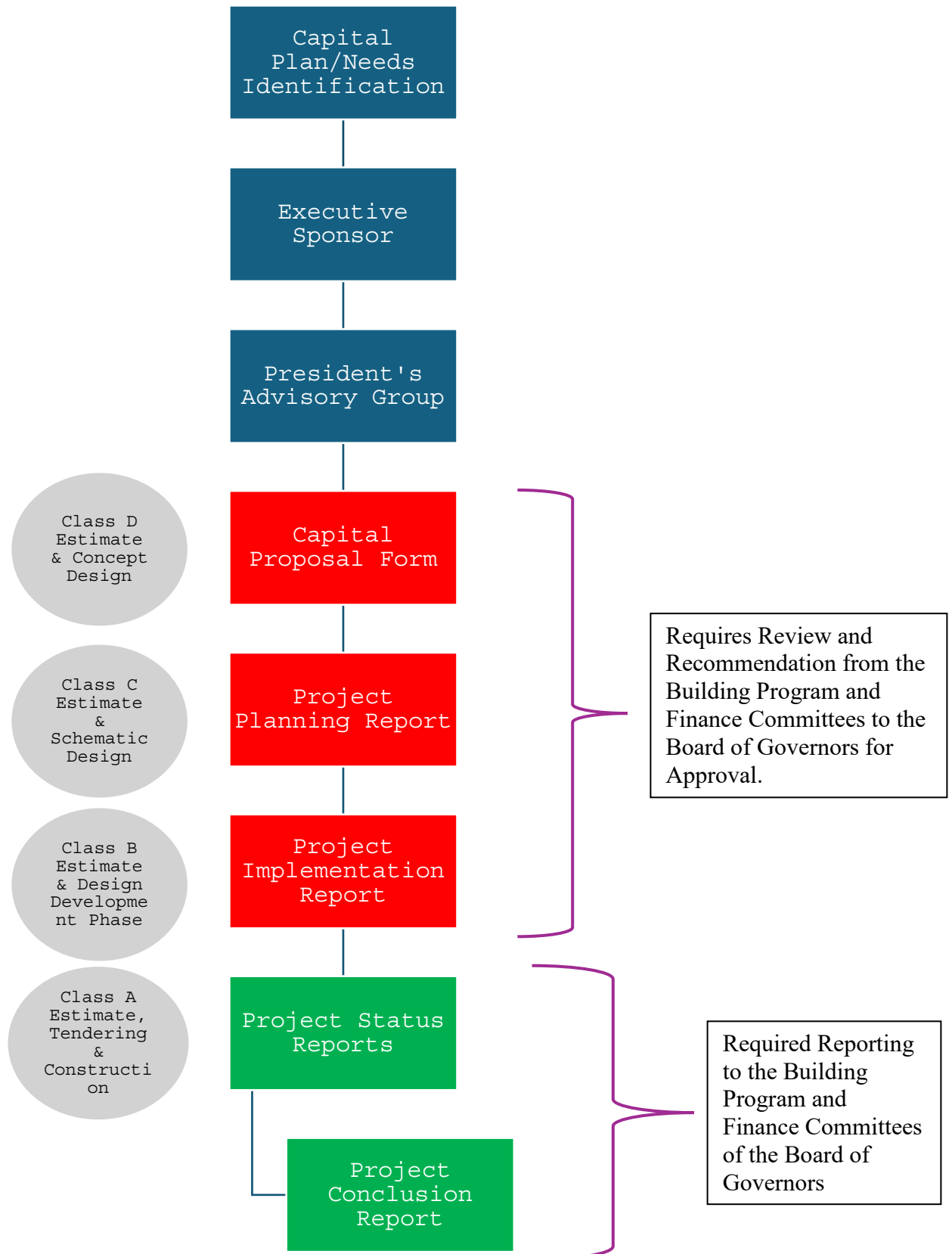
This is a construction document estimate based on working drawings and more detailed dimensioning from computer generated drawings and systems with preliminary plans for mechanical and electrical. Generally, such items as structural grid, element sizes, and weight

are all determined. The outline specifications of all systems and materials are available. The initial Class B estimate is upgraded from 33% during design development, which depending on the project can be at 50%, 66% or 95% design development stage. The accuracy of this estimate is generally +/- 10 to 15%. *Reference the Canadian Construction Association.*

Class A Cost Estimate

This estimate can only be produced after the construction documents are 100% complete and a minimum of two weeks following the completion of drawings is required to prepare the estimate. This estimate is of sufficient quality and reliability as to warrant approval from the owner to proceed with tender, as it is based on detailed systems and component design and takes into account all project objectives and deliverables. It requires that project systems be designed and specified to completion based on a realistic construction schedule and accurate material and labour costs. As such, it is the final estimate before tender call. Typically, the total forecast is presented in an elemental format or trade format and includes all actual associated fees and costs and carries an expected degree of accuracy of +/- 5% to 10%. The number of bidders, the market conditions, non-standard materials, and nonstandard designs can affect this accuracy. There are some exceptional and unique projects which are politically prominent, historic, or of an unusual complexity whose Class A estimate may vary by more than 10%. *Reference the Canadian Construction Association.*

Appendix A: Project Planning Process and Reporting Requirements for the Board of Governors



Appendix B: Capital Proposal Form Template

Project Name:
Department:
Last Updated:
Author:
Project Manager(s):
Executive Sponsor:

Project Business Case

Project Overview

- Description of project execution

Opportunity/Context

- Description of the background context of the project and why it is necessary

Project Goal

- Description of the value expected to be gained through this project implementation and how the environment will be improved.

Project Duration Estimates

Project Milestone	Date Estimate	Confidence Level
Project Start Date	[mm/dd/yy]	[High/Medium/Low]
Milestone 1	[mm/dd/yy]	[High/Medium/Low]
Milestone 3	[mm/dd/yy]	[High/Medium/Low]
Milestone <i>n</i>	[mm/dd/yy]	[High/Medium/Low]
Project End Date	[mm/dd/yy]	[High/Medium/Low]

Project Conditions

Project Assumptions

- Outline all known assumptions that apply to this project.

Project Risks

- Outline all known risks that apply to this project.

Project Constraints

- Outline all known constraints that apply to this project.

Environmental Considerations

- Outline how environmental issues are being addressed.

Project Financing

Project Costs

- Provide a summary of cost analysis. Attach an appendix that details the budget for the projects that includes a preliminary cash flow (revenue and expenses).

Project Funding

- Provide a summary of the funding for the project.

Project Operating Impact

- Provide a summary of the ongoing operating impact. Attach an appendix that details the operating impact for 5 years. Impact should include revenues, costs, maintenance and financing implications.

Financial Assumptions

- Outline all key assumptions that apply to the financing of the project.

Project Critical Success Factors/Key Performance Indicators

- Outline all known critical success indicators that apply to this project.

APPROVALS:

Project Manager: _____ Date: _____
[Name] [Signature]

Executive Sponsor: _____ Date: _____
[Name] [Signature]

AVP Facilities
Management
Planning: _____ Date: _____
[Name] [Signature]

Vice-President
Finance & Adm.: _____ Date: _____
[Name] [Signature]

President: _____ Date: _____
[Name] [Signature]

Appendix C: Project Planning Report Template

Project Name:

Department:

Last Updated:

Author:

Project Manager(s):

Executive Sponsor:

I. Membership of Project Committee

II. Terms of Reference

III. Background Information

- history
- previous approvals/reference documents

IV. Statement of Academic or other Strategic Plan

V. Space Program

- overview of existing space
- nominal space allocation required by Academic Plan or other initiatives
- summary of space utilization analyses
- tabular listing of renovated and new space
- special facilities

VI. Functional Plan

- description of relationships between activities
- functional space allocation diagram

VII. Environmental Impact

- energy/water use
- open space
- materials
- Environmental Site Assessment

VIII. Special Considerations

- standards of construction and quality
- landscape requirements
- accessibility and personal safety
- computing and communications
- environmental issues
- hazardous waste disposal
- campus planning issues

IX. Resource Implications

- site service relocates
- infrastructure upgrades in the sector
- construction costs
- other costs (secondary effects, construction contingency, demolition)
- permits and insurance
- professional fees
- landscaping
- computer and telephone terminations
- furniture and equipment
- miscellaneous costs (signage, security, other)
- donor recognition
- moving and staging
- commissioning
- financing costs
- total project cost estimate

X. Total Cost of Ownership (TCO)

X1. Other Related Costs

XII. Funding Sources and Cash Flow Analysis

XIII. Schedule

XIV. Recommendations

APPENDICES:

1. Space Inventory
2. Utilization Analyses
3. Equipment/Furnishings
4. Computing and Information Technology
5. Total Project Cost (TPC) Estimate (see B.1 – Table 1)
6. Room Specification Sheets

Notes:

1. This template is specific to capital projects. Items IV and V and elements of item IX are not directly applicable to infrastructure renewal projects and should be identified as N/A.
2. A detailed Construction Cost Estimate will be systematically updated for all capital projects, beginning with the initial design cycle and continuing through to completion. This information will be maintained for internal use in the project file by the office of the AVP Facilities Management and Planning and available to the Building Program and Finance committees.
3. Includes Class C Construction Estimate prepared by a Qualified Quantity Surveyor and a Class C Total Project Cost.

4. Includes Schematic Design.

Table 1: Total Project Cost Estimate (TPC)

Column 2 will be completed with the Project Planning Report.
 Columns 2 and 3 will be included in the Project Implementation Report.
 Column 2-5 will be included in the Project Conclusion Report

Items	Project Planning Report	Project Implementation Report	Tender	Project Completion Report
Construction Cost Estimate (B.2 - Table 2)				
Construction Contingency				
Total Construction Costs				
Site service relocates				
Infrastructure upgrades in sector				
Secondary Effects				
Demolition				
Landscaping				
Permits & Insurance				
Professional Fees				
Computer wiring & Telephone Terminations, Security, Life				

safety functions				
Moving & Staging				
Furnishings & Equipment				
Miscellaneous Costs (signage, security)				
Commissioning				
Donor recognition				
Finance Costs				
Total Project Cost Estimate.				
HST included				
HST at Rebated Amount				
Total Project Cost including taxes				
10% Contingency to be added				

Table 2: Construction Cost Estimate

A Construction Cost Estimate will be systematically updated for all Capital Projects, beginning with the initial design cycle and continuing through to completion.

This information will be maintained for internal use by the office of the AVP Facilities Management and Planning and available to the Building Program and Finance committees.

Items	Project Planning Report	Concept Design	Design Devel't	Drawings @ 90%	Tender	Project 100% complete
A. EXTERIORS						
A.1 SUBSTRUCTURE						
A.1.1 Foundation						
A.1.2 Basement Excavation						
A.2 STRUCTURE						
A.2.1 Lowest Floor Constr.						
A.2.2 Upper Floor Constr.						
A.2.3 Roof Construction						
A.3 EXTERIOR ENCLOSURE						
A.3.1 Walls Below Grade						
A.3.2 Walls Above Grade						
A.3.3 Windows & Entrance						
A.3.4 Roof Covering						

A.3.5 Projections						
B. INTERIORS						
B.1 PARTITIONS & DOORS						
B.1.1 Partitions						
B.1.2 Doors						
B.2 FINISHES						
B.2.1 Floor Finishes						
B.2.2 Ceiling Finishes						
B.2.3 Wall Finishes						
B.3 FITTING & EQUIPMENT						
B.3.1 Fitting & Fixtures						
B.3.2 Equipment						
B.3.3 Conveying Systems						
C. SERVICES						
C.1 MECHANICAL						
C.1.1 Plumbing & Drainage						
C.1.2 Fire Protection						

C.1.3 HVAC						
C.1.4 Controls						
C.2 ELECTRICAL						
C.2.1 Services & Distribution						
C.2.2 Lighting, Devices, Heating						
C.2.3 Systems & Ancillaries						
NET BUILDING COST						
(Excluding site)						
D. SITE & ANCILLARY WORK						
D.1 SITE WORK						
D.1.1 Site Development						
D.1.2 Mechanical Site Services						
D.1.3 Electrical Site Services						
D.2 ANCILLARY WORK						
D.2.1 Demolition						
D.2.2 Alterations						
NET BUILDING COSTS						
(Including site)						
Z. GENERAL REQUIREMENTS & ALLOWANCES						

Z.1 GENERAL REQ- MENTS						
Z.1.1 General Requirements						
Z.1.2 Fee						
Z.2 ALLOWANCES						
Z.2.1 Design Allowance						
Z.2.2 Escalation Allowance						
TOTAL CONSTRUCTION ESTIMATE (Pretax) (Inc. Allowances)						
Taxes at rebated amount						
Total Construction Estimate including taxes						
Gross Floor Area (GFA)						

APPROVALS:

Project Manager: _____ Date: _____
[Name] [Signature]

Executive Sponsor: _____ Date: _____
[Name] [Signature]

AVP Facilities
Management
Planning: _____ Date: _____
[Name] [Signature]

Vice-President
Finance & Adm.: _____ Date: _____

[Name]

[Signature]

President:
[Name]

[Signature]

Date: _____

Appendix D: Project Implementation Report Template

Project Name:
Department:
Last Updated:
Author:
Project Manager(s):
Executive Sponsor:

I. Executive Summary

II. Terms of Reference

III. Project Overview

- Relevant Elements of the Project Committee Report
- Changes from the Project Committee Report

IV. Project Summary

- Build and Site Overview
- Design Review Committee Input

V. Resources Implications

- Construction Cost Estimate (Class B Estimate) (Update on the Project Planning Report)
- Project Cost Estimate (Update of the Project Planning Report)
- Total Cost of Ownership
- Schedule to Completion
- Funding Sources and Cash Flow Analysis

VI. Table 1: Total Project Cost Estimates (TPC) through the Development Cycle of the Project

VI. Recommendations

APPROVALS:

Project Manager: _____ Date: _____
[Name] [Signature]

Executive Sponsor: _____ Date: _____
[Name] [Signature]

AVP Facilities
Management
Planning: _____ Date: _____
[Name] [Signature]

Vice-President
Finance & Adm.:
[Name]

[Signature]

Date: _____

President:
[Name]

[Signature]

Date: _____

Appendix E: Project Closure Report Template

Project Name:

Department:

Last Updated:

Author:

Project Manager(s):

Executive Sponsor:

Project Overview

- Description of project execution

Opportunity/Context

- Description of the background context of the project and why the project was necessary
- Include start date and completion date (substantial completion and final completion)

Project Description

- Description of the project including scope completed and any outstanding issues

Project Performance

- Outline project deliverables, project schedule and costs, stakeholders engaged
- Outline any scope changes

Overall Assessment

- Describe lessons learned with recommendations for improvements. This could include:
 - o Scope Management
 - o Cost Management
 - o Project Management
 - o Risk Management
 - o Procurement Management
 - o Schedule Management
 - o Governance
 - o Communications

To:	Board of Governors	Date of Report: 25 March 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	Responsible Investing Policies – Retirement Plan, Endowment & Non-Endowed Funds	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTIONS

On the recommendation of the Finance and Pension Committees, move to approve the Responsible Investing (RI) policy of the Retirement Plan.

On the recommendation of the Finance and Investment Committees, move to approve the Responsible Investing (RI) policies of the Endowed and Non-Endowed Funds.

3.0 EXECUTIVE SUMMARY

In March 2022, the Finance Committee approved new RI policies for the university's pools of capital. These policies were the result of the work completed by a RI Sub-Committee that was formed with members from the Pension Committee, Investment Committee, Board of Governors, and the Office of Pension Fund Management. The updated policies reflect consultations with the same Environmental, Social, and Governance (ESG) Advisor that supported the initial policies.

4.0 INPUT FROM OTHER SOURCES

The RI policies were reviewed by Michelle de Cordova who was a consultant for ESG Global Advisors. Legal opinions were obtained from Blakes, Cassels, and Graydon ("Blakes") as it relates to fiduciary duty in the context of these policies. The Investment Committee and Pension Committee reviewed these opinions and the RI policies. Leadership within Finance and Administration met with community members on their concerns.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The ESG consultant performed a desktop review of the RI policies in the context of the current investment climate globally. The recommended changes were minor, only requiring an update to the definition of ESG Integration and Stewardship to reflect the UN Principles for Responsible Investing (PRI) latest language.

The section on encouraging third-party investment managers to publicly support the Paris Agreement was updated to reflect global climate goals and to encourage transparency on their climate strategies.

The section around reporting in line with the Task Force on Climate-related Financial Disclosures (TCFD) was updated to also reflect alignment with Canadian Sustainability Standards Board standards.

Ms Cordova also commented on the strong UN PRI scores for the Retirement Fund and the Endowment/Non-Endowed Funds. She stated that this was a testament to the approach taken in 2022 and the processes put in place to implement ESG into investment decision-making. As a reminder, Carleton University scored very high relative to 5,391 signatories representing US \$121.3 trillion in assets.

A legal opinion was also obtained on whether ethical divestment screens would breach fiduciary duty, and the conclusion was that it would be a breach, and engagement is the recommended approach.

The RI policies will be reviewed next in March 2028, which is aligned with the UN PRI timing of when they refresh their policies to reflect different buckets of investors based on their legal obligations.

6.0 FINANCIAL IMPLICATIONS

Engaging with investment managers and companies on ESG factors is important to delivering strong risk-adjusted returns and managing risk.

By implementing these RI policies, we are ensuring Carleton's pools of capital are allocated to investment managers that take ESG seriously and ensuring the companies we are investing in have strong practices. The financial implications to the university are low, but to the underlying companies and the investment managers we invest in, not considering ESG in their decision-making could lead to a higher cost of capital, which effects their return potential.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

There are various examples of investment managers being the subject of front-page stories for negative ESG reasons.

For pension plans, there is a [regulatory requirement](#) to comment on ESG in the Statement of Investment Policies and Procedures (SIPP). Ultimately, the pension plan is subject to a fiduciary duty to ensure the best possible returns for plan members.

The Endowment and Non-Endowed Fund are governed by the Investment Committee Terms of Reference and Statement of Investment Policies and Procedures. Furthermore, these funds are subject to a statutory duty of care under the Trustee Act, and the directors also have a fiduciary duty.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

RI aligns with Carleton's beliefs and positions the university as a leader, as demonstrated by the [UN PRI scores](#). The communication of approach, value, and benefits of RI are provided in all communications.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Policy Name:	Retirement Fund Responsible Investing Policy
Originating/Responsible Department:	Pension Committee
Approval Authority:	Board of Governors
Last Updated:	March 2023 <u>2025</u>
Mandatory Revision Date:	March 2025 <u>2028</u>
Contact:	Executive Director, Pension Fund Management

Principles and Scope

Carleton University (the “University”) provides pension benefits to its employees through the Carleton University Retirement Plan (“the Plan”). The primary goal of the Plan is to assist Plan beneficiaries in providing for a financially secure retirement income at a reasonable cost. The University as Administrator under the Pension Benefits Act, has a fiduciary duty to act in the long-term best interest of the beneficiaries of the Plan. The Pension Committee (the “Committee”) in carrying out its functions per the Plan Text, also has a fiduciary responsibility to the Plan beneficiaries. The prudent and effective management of the Retirement Fund (“the Fund”) as described in this Statement has a direct impact on the achievement of this goal.

The development of this policy is guided by certain principles as they relate to responsible investing. These are:

- That the fund should be invested to achieve the best possible risk-adjusted rate of return on the Fund’s assets.
- That portfolio diversification is necessary to achieve these returns.
- That responsible corporate behaviour with respect to environmental, social and governance (ESG) factors can have a positive effect on long-term financial performance (to varying degrees across companies, sectors, regions, assets classes and time).
- That taking into account ESG issues may better align the portfolio with the interests of our stakeholders.
- That imposing constraints or negative screens on portfolio investments may increase risk or reduce returns or both.
- That stewardship by investors may be an effective way to encourage responsible corporate behaviour.

The University is a signatory to the United Nations-supported Principles for Responsible Investment (PRI), which are considered best practice in the area of responsible investing. As a signatory, the University commits to the following Principles:¹

- Incorporate ESG issues into investment analysis and decision-making processes.
- Be an active owner and incorporate ESG issues into ownership policies and practices.
- Seek appropriate disclosure on ESG issues by the entities in which it invests.
- Promote acceptance and implementation of the Principles within the investment industry.
- Work together with other signatories to enhance its effectiveness in implementing the Principles.

¹ For information on how the Responsible Investing Policy aligns with the PRI Principles, see [Appendix A](#).

- Report on its activities and progress towards implementing the Principles.

This Policy applies to all Fund assets, unless otherwise specified. External Investment Managers (the “Managers”) must follow the Policy when investing assets allocated to them for investment.

Definitions

ESG factors are environmental, social and governance factors that can impact the value of investments.

Responsible investing is the incorporation of ESG to the management of the Fund, including:

- **ESG integration:** Ongoing consideration of ESG factors within an investment analysis and decision-making process with the aim to improve risk-adjusted returns. consideration of material ESG risks and opportunities in investment decision-making, alongside financial considerations, with the objective of enhancing portfolio returns.
- **Stewardship:** The use of investor rights and influence to protect and enhance overall long-term value for clients and beneficiaries, including the common economic, social, and environmental assets on which their interests depend. exercising influence on investees relating to ESG matters, through:
 - **Engagement:** dialogue with investees to address ESG concerns and encourage improvements in ESG performance.
 - **Proxy voting:** considering ESG factors when exercising voting rights associated with listed equity investments.

Responsible Investing Approach

The Fund is managed by external Managers, impacting the University’s ability to influence the selection of individual investments and undertake direct stewardship with investees. Therefore, the Policy primarily is applied by requiring Managers and other service providers to incorporate ESG issues into investment analysis and decision making, and to undertake stewardship.

- Managers are required to integrate consideration of material ESG risks and opportunities to the investment decision-making process, alongside financial considerations.
- Managers are required to undertake ongoing monitoring of the Fund’s investments relating to ESG factors. Where this monitoring identifies significant ESG concerns relating to an investment, Managers are expected to engage with the investee to address these concerns, and to inform the Committee.
- The exercise of all voting rights acquired through the Fund is delegated to Managers. Managers are required to provide to the Committee the voting rights policies that set out their approach to proxy voting. Managers are expected to take ESG considerations into account in proxy voting and are encouraged to adopt proxy voting guidelines that address ESG factors.

These expectations are communicated to current and potential Managers and other service providers, including through this Policy. The quality and rigor of the ESG approach is considered in the selection and monitoring of Managers, all of which are required to be PRI signatories.

Managers are required to report no less frequently than annually to the Pension Committee regarding:

- The processes by which ESG factors are integrated into the investment decision-making process, portfolio monitoring, and stewardship.
- Stewardship activities undertaken with investees on ESG matters.
- Proxy voting records, including voting rationales and departures from, or exceptions to, voting rights policies.

It is believed that engagement on ESG matters by a group of investors will often have greater influence than a single investor acting alone. Where it is believed that the Fund's participation could add value, the Fund may engage directly with investees, typically through collaborative initiatives. The Fund may also participate in coalitions and/or industry groups that advance ESG disclosure and standards or support ESG principles within the investment industry.

Responsible Investing Priorities

Managers are expected to consider all material ESG factors and be mindful of the interplay between those factors when analysing investments. While all relevant ESG factors should be considered in investment decision-making, the following are some of the important strategic priorities for the University:

- Climate Change
- Indigenous Rights
- Human Rights, including Accessibility and LGBTQ2S+ Rights
- Diversity, Equity and Inclusion
- Mental Health and Wellness

The responsible investing initiatives relating to each of these priorities will be further developed over time.

Climate Change

It is recognized that climate change is one of the ESG factors with the most significant potential to impact the value of investments across all sectors, through risks and opportunities associated with both the physical impacts of climate change and the transition to a low-carbon economy. The University believes that climate-related risks can be mitigated by adopting a portfolio decarbonization strategy, including the following elements:

- Measuring and disclosing portfolio carbon emissions.
- Setting targets for reducing portfolio carbon emissions aligned with global climate goals, including the achievement of net-zero greenhouse gas (GHG) emissions by 2050, and consistent with the University's investment responsibility. Progress on portfolio carbon emissions reduction and the impact of targets on investment performance will be assessed annually, and targets will be reviewed at least once every five years.
- Engaging with Managers on climate investment strategy and portfolio carbon emissions.

- Requiring Managers to undertake stewardship with investees on climate change-related matters.
- Encouraging Managers to publicly support ~~the Paris Agreement~~global climate goals.
- Encouraging Managers to report on climate investment strategy and portfolio carbon emissions in alignment with relevant mandatory or voluntary climate reporting standards, and the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD).²

Governance and Transparency

The Board of Governors:

- Undertakes an approval of the Policy by the Finance Committee of the Board and the Board of Governors every two years or as required.

The Pension Committee:

- Reviews the Policy every two years or as required and recommends approval to the Finance Committee of the Board.
- Monitors the implementation of the Policy on a quarterly basis.
- Ensures internal and external resources are available for implementation of the Policy.

~~The Office of~~ Pension Fund Management supports the Pension Committee by:

- Developing and implementing frameworks for incorporating ESG into the Manager selection and monitoring process, and for monitoring the Fund on ESG matters.
- Reviewing Manager reporting and disclosures for consistency with the Policy.
- Providing quarterly reporting to the Committee on the implementation of the Policy.
- Prepares an annual Responsible Investing Report update for disclosure to Plan stakeholders.

To provide transparency on the implementation of the Policy, the following disclosures will be developed:

- This Policy
- ~~An annual Responsible Investing~~ Report update, prepared by Pension Fund Management that includes:
 - Information on Manager ESG policies, practices and stewardship activities, including engagement and proxy voting.
 - Climate-related disclosures aligned with the Task Force on Climate-related Financial Disclosure (TCFD) recommendations for asset owners, including portfolio carbon metrics and reflecting the University's commitment to report in alignment with Canadian Sustainability Standards Board standards.

² The University supports the imperative to address climate change and acknowledges that achieving the Paris Agreement goal of limiting the rise in global average temperature to well below 2°C requires the global economy to achieve net-zero greenhouse gas (GHG) emissions by 2050. The University supports the Canadian Sustainability Standards Board standards for disclosure of ESG and

| ~~recommendations of the Task Force on Climate-related Financial Disclosures (TCFD)~~ for disclosure of climate-related risks and opportunities.

Contacts:

Vice-President (Finance and Administration)
Executive Director, Pension Fund
Management University Secretary

Related Policies:

Carleton University Non-Endowed Funds Responsible Investing Policy
Carleton University Endowment Funds Responsible Investing Policy

Appendix A: Alignment of Responsible Investing Policy with PRI Principles

PRI Principles	Fund Responsible Investing Practices
<p><i>Principle 1:</i> We will incorporate ESG issues into investment analysis and decision-making processes.</p>	<ul style="list-style-type: none"> • Managers are required to integrate consideration of material ESG risks and opportunities to the investment decision-making process, alongside financial considerations. • Portfolio carbon emissions will be measured and disclosed, and targets will be set for reducing portfolio carbon emissions aligned with global climate goals and consistent with fiduciary responsibility.
<p><i>Principle 2:</i> We will be active owners and incorporate ESG issues into our ownership policies and practices.</p>	<ul style="list-style-type: none"> • Managers are required to undertake stewardship with investees. • Managers are required to undertake ongoing monitoring of the Fund's investments relating to ESG factors. Where this monitoring identifies significant ESG concerns relating to an investment, Managers are expected to engage with the investee to address these concerns, and to inform the Committee. • Managers are required to provide the voting rights policies that set out their approach to proxy voting. Managers are expected to take ESG considerations into account in proxy voting, and are encouraged to adopt proxy voting guidelines that address ESG factors.
<p><i>Principle 3:</i> We will seek appropriate disclosure on ESG issues by the entities in which we invest.</p>	<ul style="list-style-type: none"> • The Fund may participate in coalitions and/or industry groups that advance ESG disclosure and standards. • The University supports the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD) for disclosure of climate-related risks and opportunities.
<p><i>Principle 4:</i> We will promote acceptance and implementation of the Principles within the investment industry.</p>	<ul style="list-style-type: none"> • Responsible investing expectations are communicated to current and potential Managers and other service providers. The quality and rigor of the ESG approach is considered in the selection and monitoring of Managers, all of which are required to be PRI signatories. • The Fund may participate in coalitions and/or industry groups that support ESG principles within the investment industry.
<p><i>Principle 5:</i> We will work together to enhance our effectiveness in implementing the Principles.</p>	<ul style="list-style-type: none"> • Where the Fund's participation could add value, the Fund may engage directly with investees, typically through collaborative initiatives. • Carleton participates alongside other Canadian universities in the collaborative engagement initiative University Network for Investor Engagement (UNIE).
<p><i>Principle 6:</i> We will each report on our activities and progress towards implementing the Principles.</p>	<ul style="list-style-type: none"> • An Annual Responsible Investing Report will be developed.

Policy Name:	Endowment Fund Responsible Investing Policy
Originating/Responsible Department:	Investment Committee
Approval Authority:	Board of Governors
Last Updated:	March 2023 2025
Mandatory Revision Date:	March 2025 2028
Contact:	Executive Director, Pension Fund Management

Principles and Scope

The goal of Carleton University (“the University”) with respect to the Endowment Fund (“the Fund”) is to provide a steady flow of income in perpetuity to meet expenditure requirements while at the same time increasing the market value of the Fund so that capital, in real terms, is maintained. The prudent and effective management of the Fund as described in this Statement has a direct impact on the achievement of this goal.

The University is guided by certain principles as they relate to responsible investing. These are:

- That the fund will strive to achieve the best possible risk-adjusted rate of return on the Fund’s assets.
- That portfolio diversification is necessary to achieve these returns.
- That responsible corporate behaviour with respect to environmental, social and governance (ESG) factors can have a positive effect on long-term financial performance (to varying degrees across companies, sectors, regions, assets classes and time).
- That taking into account ESG issues may better align the portfolio with the interests of our stakeholders.
- That imposing constraints or negative screens on portfolio investments may increase risk or reduce returns or both.
- That stewardship by investors is an effective way to encourage responsible corporate behaviour.

The University is a signatory to the United Nations-supported Principles for Responsible Investment (PRI), which are considered best practice in the area of responsible investing. As a signatory, the University commits to the following Principles:¹

- Incorporate ESG issues into investment analysis and decision-making processes.
- Be an active owner and incorporate ESG issues into ownership policies and practices.
- Seek appropriate disclosure on ESG issues by the entities in which it invests.
- Promote acceptance and implementation of the Principles within the investment industry.
- Work together with other signatories to enhance its effectiveness in implementing the Principles.
- Report on its activities and progress towards implementing the Principles.

This Policy applies to all Fund assets, unless otherwise specified. External Investment Managers (the “Managers”) must follow the Policy when investing assets allocated to them for investment.

¹ For information on how the Responsible Investing Policy aligns with the PRI Principles, see [Appendix A](#).

Definitions

ESG factors are environmental, social and governance factors that can impact the value of investments.

Responsible investing is the incorporation of ESG to the management of the Fund, including:

- **ESG integration:** Ongoing consideration of ESG factors within an investment analysis and decision-making process with the aim to improve risk-adjusted returns. ~~consideration of material ESG risks and opportunities in investment decision-making, alongside financial considerations, with the objective of enhancing portfolio returns.~~
- **Stewardship:** The use of investor rights and influence to protect and enhance overall long-term value for donors and beneficiaries, including the common economic, social, and environmental assets on which their interests depend. ~~exercising influence on investees relating to ESG matters, through:~~
 - **Engagement:** dialogue with investees to address ESG concerns and encourage improvements in ESG performance.
 - **Proxy voting:** considering ESG factors when exercising voting rights associated with listed equity investments.

Responsible Investing Approach

The Fund is managed by external Managers, impacting the University's ability to influence the selection of individual investments and undertake direct stewardship with investees. Therefore, the Policy primarily is applied by requiring the Managers and other service providers to incorporate ESG issues into investment analysis and decision making, and to undertake stewardship.

- Managers are required to integrate consideration of material ESG risks and opportunities to the investment decision-making process, alongside financial considerations.
- Managers are required to undertake ongoing monitoring of the Fund's investments relating to ESG factors. Where this monitoring identifies significant ESG concerns relating to an investment, Managers are expected to engage with the investee to address these concerns, and to inform the Committee.
- The Committee delegates to Managers the responsibility for exercising all voting rights acquired through the Fund. Managers are required to provide to the Committee the voting rights policies that set out their approach to proxy voting. Managers are expected to take ESG considerations into account in proxy voting, and are encouraged to adopt proxy voting guidelines that address ESG factors.

These expectations are communicated to current and potential Managers and other service providers, including through this Policy. The quality and rigor of the ESG approach is considered in the selection and monitoring of the Managers, all of which are required to be PRI signatories.

Managers are required to report no less frequently than annually to the Investment Committee regarding:

- The processes by which ESG factors are integrated to the investment decision-making process, portfolio monitoring, and stewardship.
- Stewardship activities undertaken with investees on ESG matters.
- Proxy voting records, including voting rationales and departures from, or exceptions to, voting rights policies.

The University believes that engagement on ESG matters by a group of investors will often have greater influence than a single investor acting alone. Where it is believed that the Fund's participation could add value, the Fund may engage directly with investees, typically through collaborative initiatives. The Fund may also participate in coalitions and/or industry groups that advance ESG disclosure and standards or support ESG principles within the investment industry.

Responsible Investing Priorities

Managers are expected to consider all material ESG factors and be mindful of the interplay between those factors when analysing investments. While all relevant ESG factors should be considered in investment decision-making, the following are some of the important strategic priorities for the University:

- Climate Change
- Indigenous Rights
- Human Rights, including Accessibility and LGBTQ2S+ Rights
- Diversity, Equity and Inclusion
- Mental Health and Wellness

The responsible investing initiatives relating to each of these priorities will be further developed over time.

Climate Change

It is recognized that climate change is one of the ESG factors with the most significant potential to impact the value of investments across all sectors, through risks and opportunities associated with both the physical impacts of climate change and the transition to a low-carbon economy. The University believes that climate-related risks can be mitigated by adopting a portfolio decarbonization strategy, including the following elements:

- Measuring and disclosing portfolio carbon emissions.
- Setting targets for reducing portfolio carbon emissions aligned with global climate goals, including the achievement of net-zero greenhouse gas (GHG) emissions by 2050, and consistent with the University's investment responsibility. Progress on portfolio carbon emissions reduction and the impact of targets on investment performance will be assessed annually, and targets will be reviewed at least once every five years.
- Engaging with Managers on climate investment strategy and portfolio carbon emissions.
- Requiring Managers to undertake stewardship with investees on climate change-related matters.

- Encouraging Managers to publicly support ~~the Paris Agreement~~global climate goals.
- Encouraging Managers to report on climate investment strategy and portfolio carbon emissions in alignment with relevant mandatory or voluntary climate reporting standards, and the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD).²
- Implementing the Board of Governors' resolutions relating to climate change.

Given the importance of climate change to society, the University, supported by the Board of Governors, has taken the following actions:

- Adopted a strategy, called decarbonization, of divestment and active ownership to transition the Endowment Fund to a significantly lower carbon portfolio by 2030. This included:
 - Setting an interim target of at least 50% reduction by 2030 in the Weighted Average Carbon Intensity ("WACI") of listed equity holdings, based on Scope 1 and 2 investee GHG emissions, compared to a 2019 baseline.
 - Continuing to not to hold any direct fossil fuel investments.
- Established a fossil-fuel free fund, as of the end of 2022, to which donors may direct their gifts.
- The longer-term strategy for indirect investments and pooled funds is to be based in the important principle that climate change must be addressed across all sectors of the economy and not be limited to fossil fuel investments.

Governance and Transparency

The Board of Governors:

- Directs the Investment Committee on University priorities relating to responsible investing.
- Undertakes an approval of the Policy by the Finance Committee of the Board and the Board of Governors every two years or as required.

The Investment Committee:

- Reviews the Policy every two years or as required and recommends approval to the Finance Committee of the Board.
- Monitors the implementation of the Policy on a quarterly basis.
- Implements the Board of Governors' resolutions related to responsible investing.
- Ensures internal and external resources are available for implementation of the Policy.

~~The Office of~~ Pension Fund Management supports the University and the Investment Committee by:

- Developing and implementing frameworks for incorporating ESG into Manager selection and monitoring processes, and for monitoring the Fund on ESG matters.
- Reviewing Manager reporting and disclosures for consistency with the Policy.

² The University supports the imperative to address climate change and acknowledges that achieving the Paris Agreement goal of limiting the rise in global average temperature to well below 2°C requires the global economy to achieve net-zero greenhouse gas (GHG) emissions by 2050. The University supports the Canadian Sustainability Standards Board (CSSB) for disclosure of ESG and recommendations of the Task Force on Climate-related Financial Disclosures (TCFD) for disclosure of climate-related risks and opportunities.

- Providing quarterly reporting to the Committee on the implementation of the Policy.
- Preparing an annual Responsible Investing Report for disclosure to Plan stakeholders.

To provide transparency on the implementation of the Policy, the following disclosures will be developed:

- This Policy
- An annual Responsible Investing Report, prepared by Pension Fund Management, to include:
 - Information on Manager ESG policies, practices and stewardship activities, including engagement and proxy voting.
 - Climate-related disclosures aligned with the Task Force on Climate-related Financial Disclosure (TCFD) recommendations for asset owners, including portfolio carbon metrics and ~~progress against portfolio carbon targets, once established, reflecting the University's commitment to report in alignment with Canadian Sustainability Standards Board (CSSB) standards.~~

Contacts:

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Executive Director, Pension Fund Management
University Secretary

Related Policies:

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Policy Name:	Non-Endowed Funds Responsible Investing Policy
Originating/Responsible Department:	Investment Committee
Approval Authority:	Board of Governors
Last Updated:	March 2023 ²⁰²⁵
Mandatory Revision Date:	March 2025 ²⁰²⁸
Contact:	Executive Director, Pension Fund Management

Principles and Scope

The goal of Carleton University ("the University") with respect to the Non-Endowed Operating Funds ("the Fund") is to generate income to meet budgeted operating revenues while at the same time preserving capital and maintaining liquidity. The prudent and effective management of the Fund as described in this Statement has a direct impact on the achievement of this goal.

The University is guided by certain principles as they relate to responsible investing. These are:

- That the fund will strive to achieve the best possible risk-adjusted rate of return on the Fund's assets.
- That portfolio diversification is necessary to achieve these returns.
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Given the importance of climate change to society, the University, supported by the Board of Governors, has taken the following actions:

- Adopted a strategy, called decarbonization, of divestment and active ownership to transition the Non-Endowed Fund to a significantly lower carbon portfolio by 2030. This includes:
 - Setting an interim target of at least 50% reduction by 2030 in the Weighted Average Carbon Intensity ("WACI") of listed equity holdings, based on Scope 1 and 2 investee GHG emissions, compared to a 2019 baseline.
 - Continuing not to hold any direct fossil fuel investments.
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Governance and Transparency

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- Undertakes an approval of the Policy by the Finance Committee of the Board and the Board of Governors every two years or as required.

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To provide transparency on the implementation of the Policy, the following disclosures will be developed:

- This Policy
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 - Information on Manager ESG policies, practices and stewardship activities, including engagement and proxy voting.
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Contacts:

Vice-President (Finance and Administration)
Executive Director, Pension Fund
Management University Secretary

Related Policies:

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<i>Principle 6:</i> We will each report on our activities and progress towards implementing the Principles.	<ul style="list-style-type: none"> An Annual Responsible Investing Report will be developed.



To:	Board of Governors	Date of Report: 14 March 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	2025-2026 Miscellaneous Administrative Fees	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve the Miscellaneous Administrative Fees to be implemented May 1, 2025, as presented.

3.0 EXECUTIVE SUMMARY

The following miscellaneous administrative fees have been increased by CPI and rounded to the nearest dollar or in tandem with the University of Ottawa:

Existing fees increased by CPI or in line with other institutions

Challenge for Credit	Exchange Fee	Omnibus Fee
Co-op & Career Services fee	Extension (Grad only)	Reinstatement Charge (Grad only)
Display Diplomas	Grad Application Fee ¹ (Grad only)	Replacement Diploma
Examination Charges (in Canada)	Late Payment Charges	Returned Payment Charge
Examination Charges (outside Canada)	Letters of Permission (per course)	

Fees increased above CPI

Admission Processing Charge	Extensive Document Requests	Deferred Admission Fee
Card Replacement Fee	Leave of Absence (Grad only)	Special Student Applications

New fees

Certified Copy of Diploma	Confirmation of Eligibility to Graduate	Missed Deferred Exam
Confirmation of Application to Graduate	Late Graduation Application	Special Letters

¹¹ In tandem with the University of Ottawa

4.0 INPUT FROM OTHER SOURCES

Input on the Miscellaneous Administrative fees was sought from Carleton University's Student Account Receivable office, the Registrar's office, Admissions Services, Co-op & Career Services, the International Student Services Office, and the Graduate Studies Office. The Grad Application Fee is set in tandem with the University of Ottawa to accommodate joint programs. The consumer price index was sourced from Statistics Canada; 2.3% is the annual average for the region of Ottawa-Gatineau, Ontario.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The majority of existing administrative fees have been increased by the consumer price index, then rounded to the nearest \$1.00. Some existing fees have been increased more than CPI to reflect the amount of work to provide the service. New fees have been added to reflect services that were previously not charged a fee.

Please see all fees in the appendices.

6.0 FINANCIAL IMPLICATIONS

Failure to approve the increase would have a minor budgetary impact.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The level of increase is minor and as a result, is not likely to have any significant risk. Fees charged to students must comply with the Province's Tuition Framework and Ancillary Fee guidelines to the extent applicable.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

None identified.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Miscellaneous Administrative Fees

Existing Fees Increased by CPI and rounded or in line with other institutions	2024-25 Fees	2025-26 Proposed	Increase	Percentage
Challenge for Credit	\$262.25	\$269.00	\$6.75	2.6%
Co-op & Career Services fee	\$484.25	\$496.00	\$11.75	2.4%
Display Diplomas	\$145.25	\$149.00	\$3.75	2.6%
Examination Charges (in Canada)	\$102.00	\$105.00	\$3.00	2.9%
Examination Charges (outside Canada)	\$183.25	\$188.00	\$4.75	2.6%
Exchange Fee	\$100.00	\$100.00	\$0.00	0.0%
Extension (Grad only)	\$88.25	\$90.00	\$1.75	2.0%
Grad Application Fee ² (Grad only)	\$120.00	\$125.00	\$5.00	4.2%
Late Payment Charges	\$127.50	\$131.00	\$3.50	2.7%
Letters of Permission (per course)	\$48.50	\$50.00	\$1.50	3.1%
Omnibus Fee	\$48.75	\$50.00	\$1.25	2.6%
Reinstatement Charge (Grad only)	\$88.25	\$90.00	\$1.75	2.0%
Replacement Diploma	\$102.00	\$105.00	\$3.00	2.9%
Returned Payment Charge	\$42.00	\$43.00	\$1.00	2.4%

Existing Fees Increased above CPI	2024-25 Fees	2025-26 Proposed	Increase	Percentage
Admission Processing Charge	\$80.25	\$85.00	\$4.75	5.9%
Card Replacement Fee	\$44.00	\$46.00	\$2.00	4.5%
Extensive Document Requests	\$5.00 application fee	\$7.50 per 15 minutes to prepare record for disclosing, including severing part of record.	\$7.50	150%
Leave of Absence (Grad only)	\$85.00	\$90.00	\$5.00	5.9%
Deferred Admission Fee	\$56.50	\$60.00	\$3.50	6.2%
Special Student Applications	\$64.25	\$75.00	\$10.75	16.7%

New Fees	2024-25 Fees	2025-26 Proposed	Increase	Percentage
Certified Copy of Diploma	\$0.00	\$15.00	\$15.00	100%
Confirmation of Application to Graduate	\$0.00	\$20.00	\$20.00	100%
Confirmation of Eligibility to Graduate	\$0.00	\$20.00	\$20.00	100%
Late Graduation Application	\$0.00	\$60.00	\$60.00	100%
Missed Deferred Exam	\$0.00	\$75.00	\$75.00	100%
Special Letters	\$0.00	\$20.00	\$20.00	100%

² In tandem with the University of Ottawa.

2025-2026 Miscellaneous Administrative Fees

Finance Committee

April 14, 2025

2025-2026 Miscellaneous Administrative Fees

Existing Fees Increased by CPI and rounded or in line with other institutions	2024-25 Fee	2025-26 Proposed	Increase	Percentage
Challenge for Credit	\$262.25	\$269.00	\$6.75	2.6%
Co-op & Career Services fee	\$484.25	\$496.00	\$11.75	2.4%
Display Diplomas	\$145.25	\$149.00	\$3.75	2.6%
Examination Charges (in Canada)	\$102.00	\$105.00	\$3.00	2.9%
Examination Charges (outside Canada)	\$183.25	\$188.00	\$4.75	2.6%
Exchange Fee	\$100.00	\$100.00	\$0.00	0.0%
Extension (Grad only)	\$88.25	\$90.00	\$1.75	2.0%
Grad Application Fee* (Grad only)	\$120.00	\$125.00	\$5.00	4.2%
Late Payment Charges	\$127.50	\$131.00	\$3.50	2.7%
Letters of Permission (per course)	\$48.50	\$50.00	\$1.50	3.1%
Omnibus Fee	\$48.75	\$50.00	\$1.25	2.6%
Reinstatement Charge (Grad only)	\$88.25	\$90.00	\$1.75	2.0%
Replacement Diploma	\$102.00	\$105.00	\$3.00	2.9%
Returned Payment Charge	\$42.00	\$43.00	\$1.00	2.4%
*In line with the University of Ottawa				

2025-2026 Miscellaneous Administrative Fees

Existing Fees Increased above CPI	2024-25 Fee	2025-26 Proposed	Increase	Percentage
Admission Processing Charge	\$80.25	\$85.00	\$4.75	5.9%
Card Replacement Fee	\$44.00	\$46.00	\$2.00	4.5%
Extensive Document Requests	\$5.00 application fee	\$7.50 per 15 minutes to prepare record for disclosing, including severing part of record.	\$7.50	150%
Leave of Absence (Grad only)	\$85.00	\$90.00	\$5.00	5.9%
Deferred Admission Fee	\$56.50	\$60.00	\$3.50	6.2%
Special Student Applications	\$64.25	\$75.00	\$10.75	16.7%

2025-2026 Miscellaneous Administrative Fees

New Fees	2024-25 Fee	2025-26 Proposed	Increase	Percentage
Certified Copy of Diploma	\$0.00	\$15.00	\$15.00	100%
Confirmation of Application to Graduate	\$0.00	\$20.00	\$20.00	100%
Confirmation of Eligibility to Graduate	\$0.00	\$20.00	\$20.00	100%
Late Graduation Application	\$0.00	\$60.00	\$60.00	100%
Missed Deferred Exam	\$0.00	\$75.00	\$75.00	100%
Special Letters	\$0.00	\$20.00	\$20.00	100%

Motion:

Move to recommend to the Board of Governors, to approve the Miscellaneous Administrative Fees to be implemented May 1, 2025, as presented.



To:	Board of Governors	Date of Report: 14 March 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	2025-26 Student Association Fees	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve the 2025-26 Student Association Fees, as presented.

3.0 EXECUTIVE SUMMARY

Student Associations charge fees for their activities and the University collects these fees on their behalf. All of the fees presented for 2025-2026 are existing fees, and in addition there were six referendums held to add, increase or remove Student Association Fees for 2025-26 and two fees through the Ancillary Fee Protocol. It is recommended that the proposed Student Association Fees for 2025-2026 be approved for implementation on September 1, 2025. (May 1, 2025 for Health and Counselling, Mental Health, Athletics and Career and Placement fees).

4.0 INPUT FROM OTHER SOURCES

The Student Associations and appropriate university departments and units were consulted. The consumer price index of 2.3% was obtained from Statistics Canada. This is the annual average for 2024 for the Ottawa-Gatineau region.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Undergraduate Students' Association Fee

The fees are increased annually by CPI in accordance with previous referenda, and/or by agreement with the Canadian Federation of Students, OC Transpo, and Health & Dental Insurance program. Carleton University Computer Society held a referendum to increase their existing society fee (successful). The School of Industrial Design held a referendum to increase their SID Technology fee (successful). CUSA held two referendums, one to increase the CUSA fee (unsuccessful) and the other to create a new fee for the Unified Support Centre Emergency Essentials (successful).

Graduate Student's Association Fee

The fees are increased annually by CPI in accordance with previous referenda, and/or by agreement with the Canadian Federation of Students, OC Transpo, and Health & Dental Insurance program. GSA held one referendum to increase the Mike's Place levy (successful).

Other Compulsory Fees

In addition to association fees, Graduate and Undergraduate students pay fees for two ancillary operations: Athletics, Mental Health, and Health Services, these fees were increased by CPI.

Athletics held a referendum to add an Athletics Facility Expansion fee for both student groups (successful)

The Ancillary Fee Committee approved the implementation of the First Year Nursing package (successful) and Digital bundle (successful)

6.0 FINANCIAL IMPLICATIONS

While the fees for Student Associations and societies, and their related activities are not from or related to university budgets, many services would not exist without funding generated from these Student Association fees. Similarly, many university services funded by the compulsory fees for Athletics, Health and Counselling, Mental Health and Career and Placement would not be feasible without the support of these fee.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Student Associations are separate legal entities, and, as such, the risk of declining revenues would not have a direct effect on the University. The associations are however tenants of the University and there is a risk that a revenue shortfall may encroach on their ability to afford the portion of the operating costs they are currently responsible for. In addition, fees and their approval are required to follow the Province's ancillary fee guidelines as well as the student fees agreement with CUSA. There is a potential risk that should fees get too high or excessive that it could impact the marketability of the institution and enrollment. The approval and review of the fees assists with mitigating this potential risk. In addition, while the Student Associations are separate legal entities, the University has entered into agreements with them requiring that the University be provided with their financial statements.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Fee changes are routinely posted on the University web site, and are detailed in the registration process. As all Ontario universities must follow the same guidelines, the reputational impact for Carleton in particular should be minimal.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

FULL-TIME UNDERGRADUATE

- Per Academic Year	2024-2025 Fee	PROPOSED INCREASE	INCREASE %	2025-2026 Fee
CUSA	\$50.23	\$1.16	2.3%	\$51.39
Ombudsperson	\$4.50	\$0.10	2.3%	\$4.60
CKCU Radio	\$17.48	\$0.40	2.3%	\$17.88
OPIRG	\$9.06	\$0.21	2.3%	\$9.27
Accessibility Fund	\$7.22	\$0.17	2.3%	\$7.39
Clubs and Societies	\$11.73	\$0.27	2.3%	\$12.00
Foot Patrol	\$3.17	\$0.07	2.3%	\$3.24
WUSC	\$3.03	\$0.07	2.3%	\$3.10
Interval House	\$0.75	\$0.02	2.3%	\$0.77
Sock n' Buskin	\$1.10	\$0.03	2.3%	\$1.13
Garden Spot ¹	\$2.86	-\$2.86	-100%	\$0.00
Charlatan	\$7.03	\$0.16	2.3%	\$7.19
Carleton Legal Project	\$4.50	\$0.00	0%	\$4.50
Debating Society	\$1.00	\$0.00	0%	\$1.00
Canadian Federation of Students (National & Provincial) ²	\$20.16	\$0.48	2.382%	\$20.64
CUSA Drug/Accident/Dental Ins. ³	\$228.62	\$16.72	7.31%	\$245.34
Nideyinàn Fee	\$63.73	\$1.47	2.3%	\$65.20
UPass Fee ⁴	\$458.14	\$11.46	2.5%	\$469.60
UPass Admin Fee	\$5.29	\$0.12	2.3%	\$5.41
CUSERT	\$3.21	\$0.07	2.3%	\$3.28
CUSA Bursary Fund	\$2.00	\$0.00	0%	\$2.00
Career and Placement	\$12.40	\$0.29	2.3%	\$12.69
Carleton Academic Student Government	\$1.43	\$0.03	2.3%	\$1.46
Equity, Diversion and Inclusion	\$4.00	\$0.09	2.3%	\$4.09
First-Year Transition	\$10.00	\$0.23	2.3%	\$10.23
USC Program	\$2.98	\$0.07	2.3%	\$3.05
	\$935.62	\$30.82	3.29%	\$966.44

¹ Elimination due to non-compliance, removal of fee approved by the Ancillary Fee Committee.

² CFS and CFS-O increase by \$0.48 or 2.382 % as per letter received by Canadian Federation of Students.

³ Increase as per Health & Dental insurance premium.

⁴ Annual increase of 2.5%, as per agreement with OC Transpo.

PART-TIME UNDERGRADUATE - Per Full Credit Course	20% of Full Time Fee ⁵			2025-2026 Fee
	2024-2025 Fee	PROPOSED INCREASE	INCREASE %	
CUSA	\$10.05	\$0.23	2.3%	\$10.28
Ombudsperson	\$0.90	\$0.02	2.3%	\$0.92
CKCU Radio	\$3.49	\$0.08	2.3%	\$3.57
OPIRG	\$1.81	\$0.04	2.3%	\$1.85
Accessibility Fund	\$1.44	\$0.03	2.3%	\$1.47
Clubs and Societies	\$2.35	\$0.05	2.3%	\$2.40
Foot Patrol	\$0.63	\$0.01	2.3%	\$0.64
WUSC	\$0.60	\$0.01	2.3%	\$0.61
Interval House	\$0.16	\$0.01	3.1%	\$0.17
Sock n' Buskin	\$0.22	\$0.01	2.3%	\$0.23
Garden Spot ⁶	\$0.58	-\$0.58	-100%	\$0.00
Charlatan	\$1.41	\$0.03	2.3%	\$1.44
Carleton Legal Project	\$0.90	\$0.00	0.0%	\$0.90
Debating Society	\$0.20	\$0.00	0.0%	\$0.20
Canadian Federation of Students (National & Provincial) ⁷	\$4.03	\$0.10	2.382%	\$4.13
Nideyinàn Fee	\$12.74	\$0.29	2.3%	\$13.03
CUSERT	\$0.64	\$0.01	2.3%	\$0.65
CUSA Bursary Fund	\$0.40	\$0.00	0.0%	\$0.40
Career & Placement	\$2.48	\$0.06	2.3%	\$2.54
Carleton Academic Student Government	\$0.29	\$0.01	2.3%	\$0.30
Equity, Diversion and Inclusion ⁸	\$4.00	\$0.09	2.3%	\$4.09
First-Year Transition ⁸	\$10.00	\$0.23	2.3%	\$10.23
USC Program ⁸	\$2.98	\$0.07	2.3%	\$3.05
	\$62.30	\$0.80	1.29%	\$63.10

⁵ 20% of full-time fee, excluding UPass and Health & Dental.

⁶ Elimination due to non-compliance, removal of fee approved by the Ancillary Fee Committee.

⁷ CFS and CFS-O increase by \$0.10 or \$2.382% as per letter received by the Canadian Federation of Students.

⁸ Part-time students assessed the full fee in accordance with referendum wording.

FULL-TIME GRADUATE - Per Term	2024-25 Fee	PROPOSED INCREASE	INCREASE %	2025-26 Fee
Graduate Students' Association	\$93.38	\$2.15	2.3%	\$95.53
Ombuds Services Fee	\$2.23	\$0.05	2.3%	\$2.28
Nideyinàn	\$14.67	\$0.34	2.3%	\$15.01
GSA Capital Development Fund	\$3.00	\$0.00	0%	\$3.00
GSA Accessibility Fund	\$3.00	\$0.00	0%	\$3.00
GSA Sexual Assault Centre Fund	\$1.36	\$0.03	2.3%	\$1.39
Canadian Federation of Students ⁹	\$10.08	\$0.24	2.382%	\$10.32
OPIRG	\$4.44	\$0.10	2.3%	\$4.54
WUSC	\$0.60	\$0.00	0%	\$0.60
Foot Patrol	\$0.52	\$0.01	2.3%	\$0.53
Charlatan	\$2.35	\$0.05	2.3%	\$2.40
CKCU Radio	\$4.32	\$0.10	2.3%	\$4.42
Garden Spot ¹⁰	\$1.43	-\$1.43	-100%	\$0.00
The Leveller	\$2.12	\$0.05	2.3%	\$2.17
U-Pass ¹¹	\$229.07	\$5.73	2.5%	\$234.80
U-Pass Admin Fee (per year)	\$5.29	\$0.12	2.3%	\$5.41
Career and Placement	\$4.08	\$0.09	2.3%	\$4.17
GSA Health & Dental (per year) ¹²	\$463.64	\$37.72	8.1%	\$501.36
	\$845.58	\$45.35	5.37%	\$890.93

PART-TIME GRADUATE

	30% of full-time fee ¹³			
- Per Term	\$44.27	\$0.53	1.2%	\$44.80

⁹ CFS and CFS-O increase by \$0.48 or 2.382 % as per letter received by Canadian Federation of Students.

¹⁰ Elimination due to non-compliance, removal of fee approved by the Ancillary Fee Committee.

¹¹ Increase of 2.5%, as per agreement with OC Transpo.

¹² Increase as per Health & Dental insurance premium.

¹³ 30% of full-time fee, excluding UPass and GSA Health & Dental.

OTHER COMPULSORY FEES¹⁴

- Per Term

Athletics								
	2024/2025 Fee	Proposed Increase	Increase %	2025/2026 Fee				
UG	\$119.81	\$2.76	2.3%	\$122.57				
GR	\$107.87	\$2.48	2.3%	\$110.35				
Health & Counselling					Mental Health Fee			
	2024/2025 Fee	Proposed Increase	Increase %	2025/2026 Fee	2024/2025 Fee	Proposed Increase	Increase %	2025/2026 Fee
UG	\$40.31	\$0.93	2.3%	\$41.24	\$25.00	\$0.58	2.3%	\$25.58
GR	\$40.31	\$0.93	2.3%	\$41.24	\$25.00	\$0.58	2.3%	\$25.58

STUDENT SOCIETY FEES¹⁵

- Per Term

Undergraduate – Full time

CSAAS Architecture Society (fall only)	\$15
CSAAS – Computer fee (fall only)	\$60
Commerce Society	\$22.50
Sprott (Commerce) Career Levy Fee	\$90
Engineering Society	\$19
CUESEF Engineering Society	\$25
Carleton Engineers Without Borders	\$1
CIDSA Industrial Design Society (fall only)	\$15
CIDSA – Technology fee (fall & winter) ¹⁶	\$65
Carleton Science Student Society Fee ¹⁷	\$6.58

Undergraduate – Part time

CIDSA – Technology fee (fall & winter) ¹⁶	\$65
------------------------------------------------------	------

Graduate – Full time

Sprott Career Levy	\$90
Sprott MBA	\$50
Sprott MAcc	\$50
Social Work	\$10
School of Public Policy & Administration ¹⁷	\$22.68

¹⁴ Implementation on May 1, 2025

¹⁵ Only charged to students within the respective faculty.

¹⁶ Amount to increase as per referendum below

¹⁷ Increased by consumer price index, 2.3%.

Ancillary Fee Protocol Proposed Changes¹⁸

In addition to the student fee tables above, the following changes are proposed for 2025-2026 following referendums under the ancillary fee protocol:

1. CUSA introduced a new fee: Unified Support Centre (USC) Emergency Essentials Assistance Program levy of \$2.98 per semester, tied to the Consumer Price Index and assessed for full and part-time Undergraduate students.

Undergraduates were asked:

Do you support the creation of a Unified Support Centre Emergency Essentials Assistance Program levy indexed to inflation?

The results were as follows:

Yes 4,241

No 654

Abstain 187

Successful

2. School of Computer Science proposed a new fee: Carleton Computer Science Society Levy of \$2.50 per semester, tied to the Consumer Price Index.

Undergraduates in the Computer Science program were asked:

Do you support the creation of a \$2.50 per term levy for all full-time undergraduate Computer Science students indexed to the Consumer Price Index, starting in the Fall of 2025, for the Carleton Computer Science Society?

The results were as follows:

Yes 629

No 150

Abstain 37

Successful

3. Athletics and Recreation introduced a new levy fee: Fitness Centre Expansion Fee of \$39 per semester, tied to the Consumer Price Index and assessed for all full-time and part-time students.

Undergraduates and Graduates were asked:

Do you support the creation of a \$39 per term fee, indexed to the Consumer Price Index, to fund a 21,000 sq. ft. Fitness Centre expansion? This fee would only take effect once the new Fitness Center is built and open to students.

The results were as follows:

Yes 6,509

¹⁸ All referendums were conducted by OIRP on behalf of CUSA, GSA, SID, SCS, and Athletics & Recreation. Each referendum met or exceeded the minimum requirement for the participation rate of 15% required per Carleton's Ancillary Fee Referendum protocol. All referendums passed with majority voting at or exceeding 50%+1 in favour of proposed change, the CUSA Student Society Fee being the only exception.

No 2,339

Abstain 273

Successful

4. School of Industrial Design proposed an increase to their existing fee: SID Technology Fee of \$35 and split total fee between semesters, tied to the Consumer Price Index.

Undergraduates in the Bachelor of Industrial Design program were asked:

Do you support the increase to the Technology Fee for the Bachelor of Industrial Design program, starting in fall of 2025, split between fall and winter terms, and assessed for both full- and part-time students.

The results were as follows:

Yes 78

No 2

Abstain 0

Successful

5. GSA proposed a new fee: Mike's Place of \$7 per term, tied to the Consumer Price Index and assessed for full-time and pro-rated for part-time Graduate students.

Graduates were asked:

Do you support a \$7 per term fee, indexed to the Consumer Price Index, for the GSA to fund Mike's Place, starting in Fall 2025?

The results were as follows:

Yes 728

No 506

Abstain 65

Successful

6. CUSA introduced an increase to an existing fee: the Carleton University Student Society Fee by \$22.68 per term, pro-rated for part-time students and tied to the Consumer Price Index.

Undergraduates were asked:

Do you support an increase to the CUSA student levy, starting fall of 2025?

The results were as follows:

Yes 1545

No 2,294

Abstain 129

Unsuccessful

7. Nursing Program introduced two new student fees: The First-Year Nursing Kit for \$425 and the Digital Access Elsevier License Education Package for \$1,471.88 for year 1 content, \$652.96 for year 2, and \$362.69 for year 3.

The Ancillary fee committee was asked:

Do you support the creation of a First-Year Nursing Kit? The First-Year Nursing Kit will be individualized to each student and available for pickup at the Campus Store, the fee will be subject to inflationary increases by contract and/or material costs through suppliers.

Do you support the creation of the Digital Elsevier License Education Package? The Digital Access Elsevier License Education Package cost \$1471.88 for year 1 content, \$652.96 for year 2, and \$362.69 for year 3; this bundle will be made available through BrightSpace, the fee will be subject to inflationary increases by contract and/or material costs through suppliers.

The results were as follows: Unanimously approved.

Successful

2025-2026 Student Association Fees

Finance Committee

April 14, 2025

Approval Process

- University complies with the Ministry of Colleges and Universities legislation, policies, procedures and guidelines relating to Student Fees
- Any changes or proposed new Student Fees require a referendum and approval by the Board of Governors
- Referendum will be effective if > 15% of the Student Association members vote
- The Student Association agreements include the Ancillary Protocol Process

2025-26 Student Association Fee Annual Increases

- Majority of fees are increased annually by CPI in accordance with original referendum
- Small number of fees have no increases in accordance with original referendum
- Exceptions:
 - Canadian Federation of Students (CFS) Fee increase is based on contract with CFS
 - UPASS fees are as required by contract with OC Transpo
 - Health and Dental Insurance fees are set by the contract with the provider
- Garden Spot fee was removed from Undergraduate and Graduate fees

Referendums

- **The School of Computer Science held 1 referendum question:**
 - Carleton Computer Science Society Levy: new fee of \$2 / semester
- **The School of Industrial Design held 1 referendum question:**
 - The SID Technology fee: increase of \$35 and total fee split between fall and winter semesters
- **CUSA general election included 2 referendum question:**
 - Student Society fee: increase of \$22.68 / semester (unsuccessful)
 - Unified Support Centre: new fee of \$2.98 / semester

Voter turnout rate was at or exceeded the 15% threshold, all referendums passed with majority voting at or exceeding the 50%+1 in favour of proposed change, with the exception of CUSA's Student Society Fee which was unsuccessful.

Referendums

- **GSA general election included 1 referendum question:**
 - Mike's Place Levy: new fee of \$7 / semester

Other Compulsory Fees

- **Athletics and Recreation held 1 referendum question:**
 - Fitness Centre Expansion Fee: \$39 / semester
- **The Nursing Program presented 2 new fees to the Ancillary Fee Committee:**
 - First-Year Nursing Kit: new fee of \$425
 - Digital Access Elsevier License Education Package: new fee of \$1,471.88 for year 1, \$652.96 for year 2, and \$362.69 for year 3

Voter turnout rate was at or exceeded the 15% threshold, all referendums passed with majority voting at or exceeding the 50%+1 in favour of proposed change. The Nursing program fees passed by Ancillary Fee protocol.

2025-26 Student Association Fee Implementation

- Majority of fees are effective September 1, 2025
- The following fees are effective May 1, 2025:
 - Athletics Fee
 - Health and Counselling Fee
 - Career and Placement Fee
 - Mental Health Fee
- Undergraduate Fees:
 - Full time undergraduate fees are assessed for the full academic year (academic year is the fall and winter term)
 - Part time undergraduate fees are 20% of full time fee per full credit course
- Graduate Fees:
 - Graduate fees are assessed per term
 - Part time graduate fees are 30% of full time fees
- Student Society Fees are per term unless otherwise indicated

Motion:

Move to recommend to the Board of Governors, to approve the 2025-2026 Students Association Fees, as presented.



To:	Executive Committee	Date of Report: 7 April 2025
From:	Vice-President (Students and Enrolment)	Date of Meeting: 22 April 2025
Subject:	Coordinated Accessibility Strategy Annual Report	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

Carleton University's Coordinated Accessibility Strategy (CAS) was officially launched in June 2020 under the guidance of the university's four vice-presidents. Through the cross-representational steering committee, the first phase of implementation brought together diverse voices and perspectives to draft proposed action plans. The CAS is now wrapping up its first five-year term, with projects underway across the university.

The CAS implementation team continues to make progress towards its longer-term outcomes, such as internal and external recognition of accessibility as part of our culture, standards that go beyond compliance and world-class accessibility and disability research. The team is also working with units on campus to support coordination and leadership and build competencies and capacity in accessibility. These outcomes are the result of continued consultations and feedback from the Carleton community. This report outlines specific actions taken in service of these outcomes in each of the CAS areas of focus from May 2024 to April 2025.

In 2025, 33 of the 40 recommendations in the CAS are considered complete or have the status of continuous, meaning that key activities have been accomplished although there is no definitive end date; 3 recommendations are underway; 3 recommendations are in the planning phase; and 1 recommendation is upcoming. Since the launch of the CAS, clear actions have been taken on 39 of the 40 recommendations.

Since its inception, the CAS has inspired more than 175 initiatives across seven areas of focus, with several activities spanning multiple areas and recommendations. This impressive commitment to action across all areas of focus highlights our community's dedication to advancing accessibility on our campus, nationally and globally.

This annual report is respectfully presented to the Board of Governors and the Carleton University community as part of the CAS's ongoing commitment to transparency and accountability.

4.0 INPUT FROM OTHER SOURCES

The Coordinated Accessibility Strategy (CAS) falls under the purview of the Accessibility Institute. However, the ongoing implementation of the recommendations in the CAS 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 make our campus, country and world accessible for all. Over many years, Carleton has led

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

After five years, the current CAS is concluding, and a new CAS is being launched for 2025-2030. We continue to reflect, listen and learn as a community what is working and what needs to be improved. Progress on the implementation of this CAS is a direct result of a dedicated group of more than 90 people spanning over 35 units across all aspects of campus life whose creativity and innovative mindsets are advancing the needle of accessibility at Carleton.

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 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 Coordinated Accessibility Strategy (CAS), which impacts Carleton’s reputation as being Canada’s most accessible university.

Strategic communications are essential to supporting the effective implementation of the CAS, and are led by the Accessibility Institute. These communications include a web presence on the Accessibility Institute website; Top 5 messages to communicate key initiatives and events; social media campaigns related to specific initiatives and the Accessibility Commons website, which provides tools, resources and information. Formal reporting mechanisms include Annual Reports and reports to the Board of Governors. Additionally, working groups manage project-based communications. Training and workshops also serve as mechanisms to communicate about the strategy and enhance knowledge and accessibility.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Coordinated Accessibility Strategy Updates

Board of Governors Executive Committee

April 22, 2025

Presented by Cathy Malcolm Edwards

CAS Annual Report

2024-2025

Progress on CAS recommendations

22

- Continuous

11

- Complete

3

- Underway

3

- Planning

1

- Upcoming

39/40

- Definitive actions

Highlights by area of focus

Coordination and Leadership

- CAN surpasses 130 organizations and 250 individual members
- Cross-functional advisory committee struck for renewal of CAS



Education and Training

- Professional Education for Accessibility Competence (PEAC) program launched
- Guide created that supports more inclusive experiences for Autistic trainees



Highlights by area of focus

Information and Communication

- New web template incorporates accessibility into its design
- Accessibility in scholarship and bursary applications
- Notifications about campus outages affecting accessibility



Physical Campus

- 25 new door openers installed through Dedicated Access Fund
- 90 doors with OpenUp mobile app



Highlights by area of focus

Employment and Employee Supports

- Initiative in place for transparent, clear and consistent recruitment experience
- Accessibility embedded within the Joint Health and Safety Committee



Student Support Services

- Counselling group sessions for students with disabilities
- Free adaptive sports for students



Highlights by area of focus

Research and Development

- Environmental scan and network map initiated to identify areas of expertise in accessibility and critical disability studies
- Four applications have been submitted for Canada Research Chairs in research areas related to accessibility and disability

\$13.45+ M research
funding since 2020
(Carleton-wide)

\$845 K funding in
2024-2025
(Carleton-wide)

Next Steps

- Next iteration of the CAS, launching in spring 2025, will guide us toward 2030



Special acknowledgements to...

- Accessibility Institute
- Advisory Committee for the Renewal of CAS
- AODA Committee
- Attendant Services
- Awards and Financial Aid Office
- Campus Audit Team
- Campus Safety Services
- Carleton Disability Awareness Center (CDAC)
- Carleton University Research Community
- Conference Services
- Dedicated Access Fund Committee
- Disability Justice & Crip Culture Collaboratory
- Environmental Health and Safety
- Equity and Inclusive Communities
- Facilities Management and Planning
- Faculty Affairs
- Health and Wellness Services
- Housing and Residence Life
- Human Resources
- Joint Health and Safety Committee
- MacOdrum Library
- Office of Risk Management
- Paul Menton Centre for Students with Disabilities
- Procurement
- Scheduling and Exams Services
- Sprott School of Business
- Strategic Initiatives (Students and Enrolment)
- Student Mental Health Team
- Teaching and Learning Services
- University Secretariat
- Web Services

Renewed Coordinated Accessibility Strategy

CAS 2025-2030

Starting from strength

- Building on a history of accessibility, starting in the 1970s
- Since inception of CAS in 2020:
 - Built environment audits
 - Accessibility Institute
 - Research chairs
 - Accessible procurement
 - Web accessibility
 - Collaborative specialization in accessibility
 - Accessibility commons



Defining accessibility



- Frames the definition for CAS rather than Carleton
- Explicitly includes mental health and illness
- Recognizes biases and stigma faced by persons with disabilities
- Promotes understanding of disability as part of human diversity

Overall, what did we hear?

- Feedback at the activity or implementation level
- Protect existing resources and funding in current financial landscape
- Experiences of disability are intertwined with intersecting factors
- Continued efforts to address physical campus barriers
- Strengthen supports for employees and student accommodations



CAS Renewal Timeline

Aug 2024

- Engage CAS Advisory Committee and Working Group

Oct - Nov 2024

- First round of consultations and feedback

Feb 2025

- Release draft CAS to Carleton community

Feb - March 2025

- Second round of consultations and feedback

May 2025

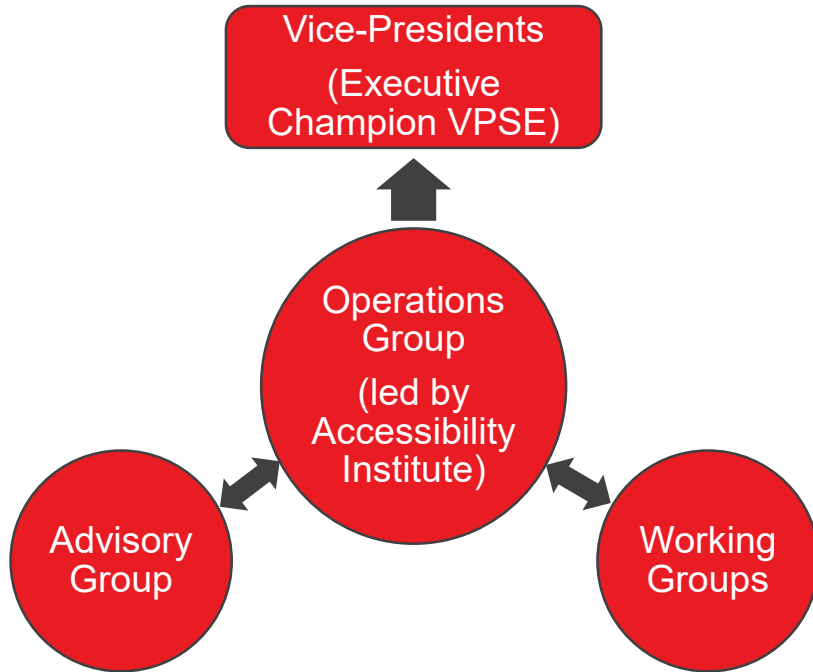
- Release renewed CAS 2025-2030

Areas of focus



- Coordination and leadership
- Education and training
- Information and communication
- Physical campus
- Employment and employee support
- Student support services
- Research and development

Implementation structure



- Advisory group will provide guidance
- Working group will implement strategic actions
- Operational group coordinates daily activities

Reporting back

- Regular reports to Vice-Presidents
- Annual presentation to the Board
- CAS Annual Report
- Sharing the action plans
- Regular community feedback mechanisms (e.g., focus groups)



Questions?



Coordinated Accessibility Strategy Annual Report 2025

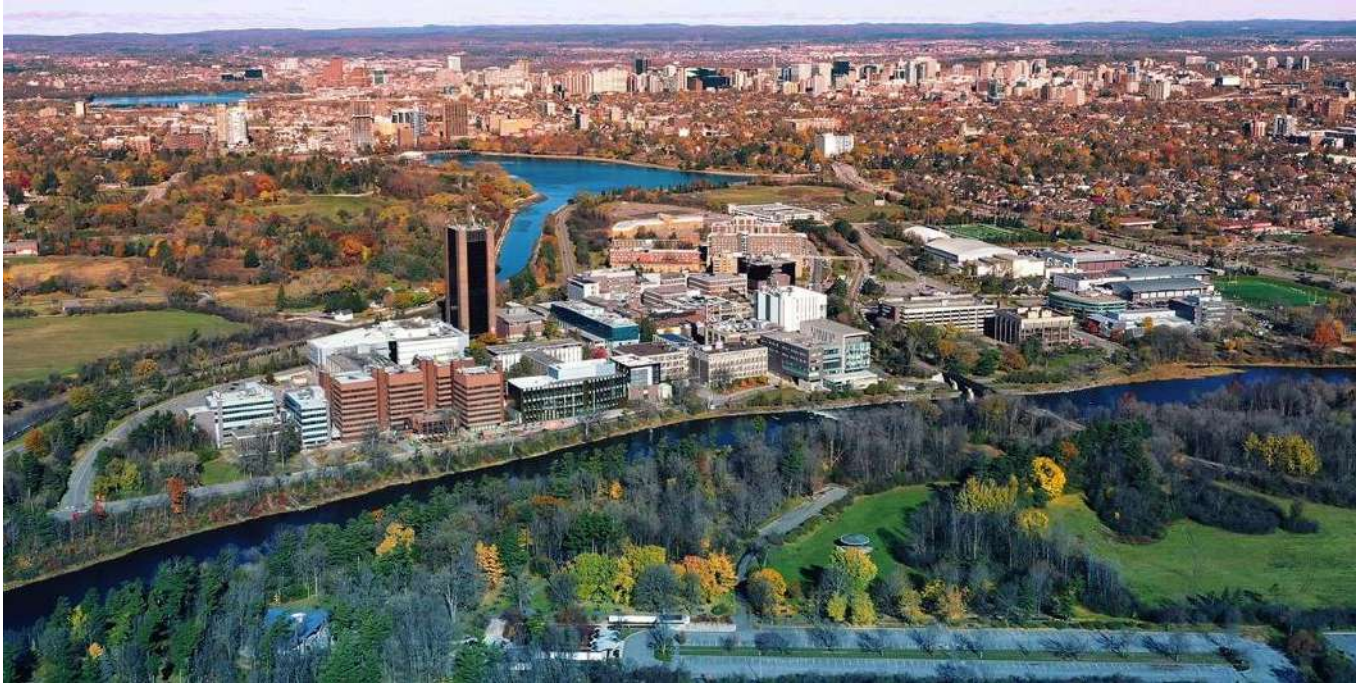


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Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin nation. We recognize that the implementation of the Coordinated Accessibility Strategy 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 and knowledge in our campus practices.



From the Coordinated Accessibility Strategy Implementation Team

Carleton University strives to be an inclusive community; one that leads from a place of service and commitment.

Our dedicated community working on the implementation of the Coordinated Accessibility Strategy (CAS) continues to evolve even as the post-secondary education sector faces ongoing resource constraints. The continued success of our collective efforts is reflected in the commitment from senior-level management and our community at large. This commitment is evidenced by the efforts reflected in this year's annual report.

2025 represents the final year of the initial five-year strategic plan, with the CAS set to renew in May 2025. Over the past five years, we have seen successes such as the Collaborative Specialization in Accessibility, Web Accessibility Training Modules, the allocation of Canada Research Chair positions in accessibility and disability, the launch of extensive audits of the physical campus in accordance with a national standard, the creation of the Canadian Accessibility Network and the acclamation of the Accessibility Institute.

In addition to the accessibility initiatives that are underway, since fall 2024, efforts have focused on looking forward to what is next for the CAS. We have listened to our community and have incorporated their feedback into a new strategy to guide us from 2025 to 2030. There is still work to do. What is most apparent is that the CAS must reflect the values of our community, a community that strives to be equitable for persons with disabilities.

On behalf of the CAS implementation team and the teams advancing our strategy, thank you for your continued advocacy and leadership for a more accessible campus and a more inclusive world.

To our continued success,



Cathy Malcolm Edwards
CAS Implementation Lead

Executive Summary

Carleton University's [Coordinated Accessibility Strategy \(CAS\)](#) was officially launched in June 2020 under the guidance of the university's four vice-presidents. Through the cross-representational Steering Committee, the first phase of implementation brought together diverse voices and perspectives to draft proposed action plans. The CAS is now wrapping up its first five-year term, with projects underway across the university. There is intention in the activities shared for equitable representation that reflects the diversity of our campus community.

The CAS implementation team continues to make progress towards its longer-term outcomes, such as internal and external recognition of accessibility as part of our culture, standards that go beyond compliance and world-class accessibility and disability research. The team is also working with units on campus to support coordination and leadership and build competencies and capacity in accessibility. These outcomes are the result of continued consultations and feedback from the Carleton community. This report outlines specific actions taken in service of these outcomes in each of the CAS areas of focus from May 2024 to April 2025.

In 2025, 33 of the 40 recommendations in the CAS are considered complete or have the status of continuous, meaning that key activities have been accomplished although there is no definitive end date; 3 recommendations are underway; 3 recommendations are in the planning phase; and 1 recommendation is upcoming (Figure 1). Since the launch of the CAS, clear actions have been taken on 39 of the 40 recommendations.

Since its inception, the CAS has inspired more than 175 initiatives across seven areas of focus, with several activities spanning multiple areas and recommendations (Figure 2). This impressive commitment to action across all areas of focus highlights our community's dedication to advancing accessibility on our campus, nationally and globally.

This annual report is respectfully presented to the Board of Governors and the Carleton University community as part of the CAS's ongoing commitment to transparency and accountability.

Figure 1: Status of projects in 2024-2025

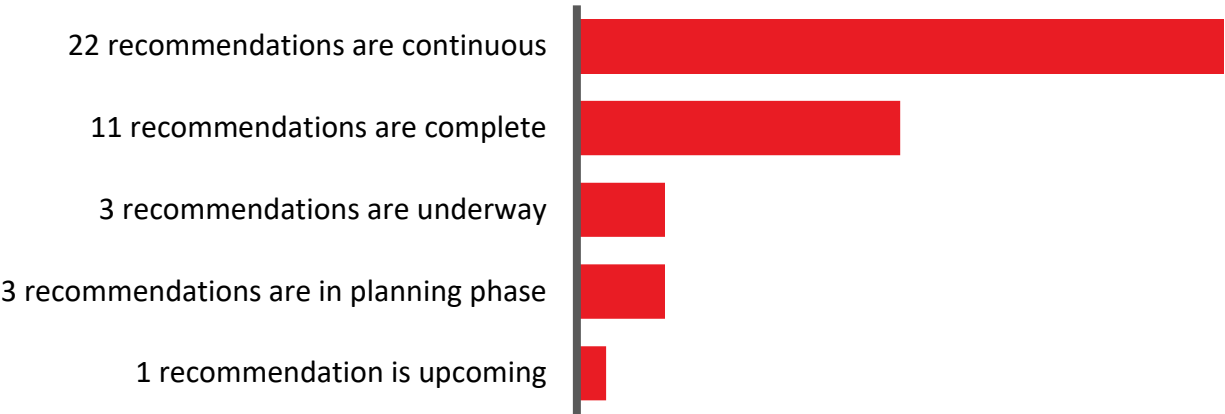
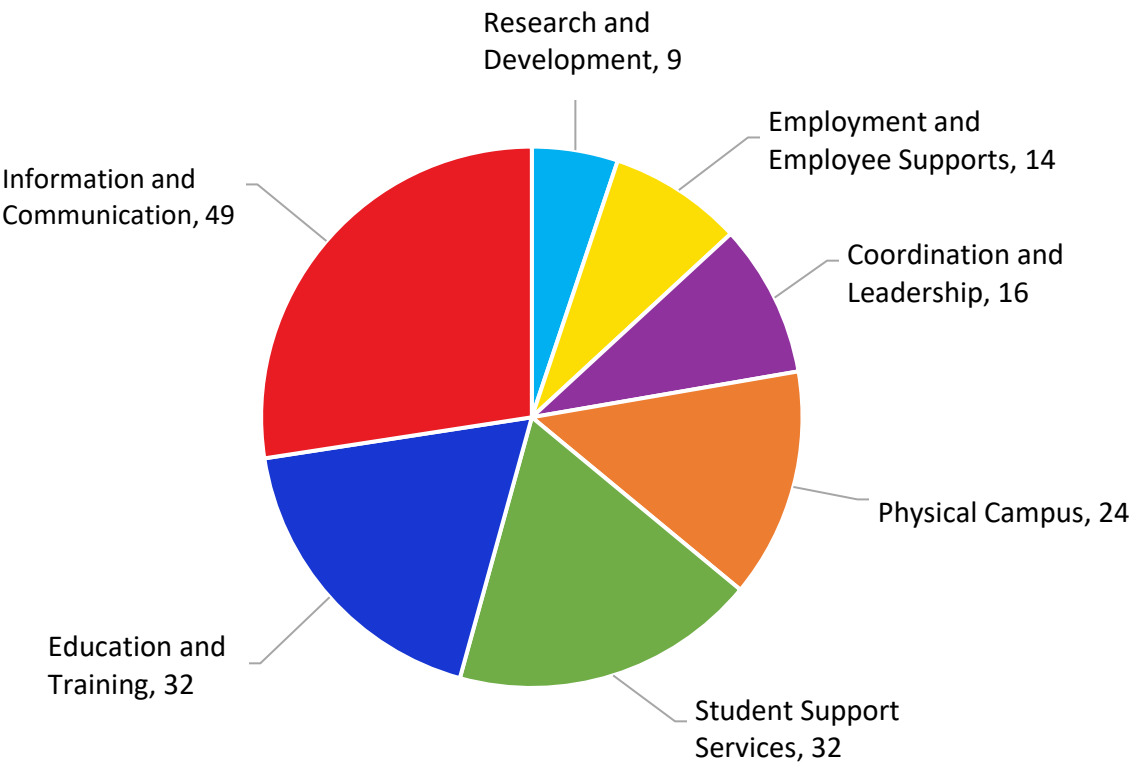


Figure 2: Activities by area of focus of the CAS from 2020-2025



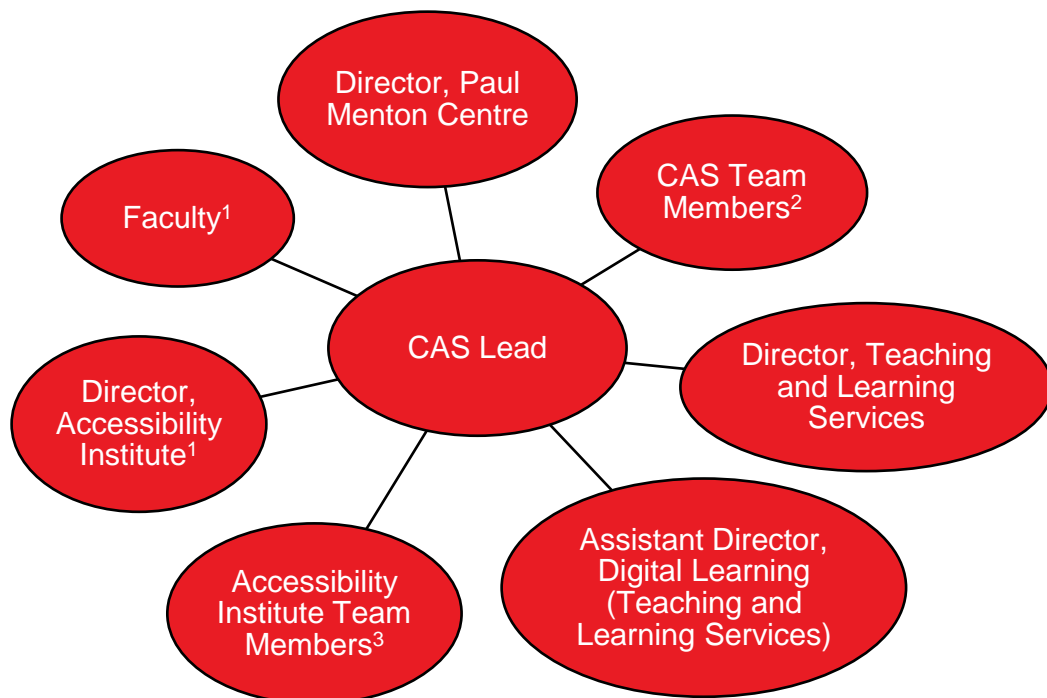
Context

Carleton University strives to be an inclusive community. This aspiration allows us to form deeper connections with one another as we work through barriers of language, stigma and biases.

In 2020, Carleton launched its first Coordinated Accessibility Strategy (CAS). After extensive consultations with the community, seven areas of focus emerged, each with a set of objectives and recommendations. Collectively, these serve as pathways to a more accessible campus for all.

The CAS is governed by a distributed leadership team that is responsible for the overall coordination and leadership (Figure 3). The CAS Lead interfaces with the distributed team and executive champions to ensure access and support for coordinating cross-functional initiatives. Activities are informed by a theory of change that was developed in 2021-2022.

Figure 3: Team supporting coordination and leadership



¹ CAS co-chairs

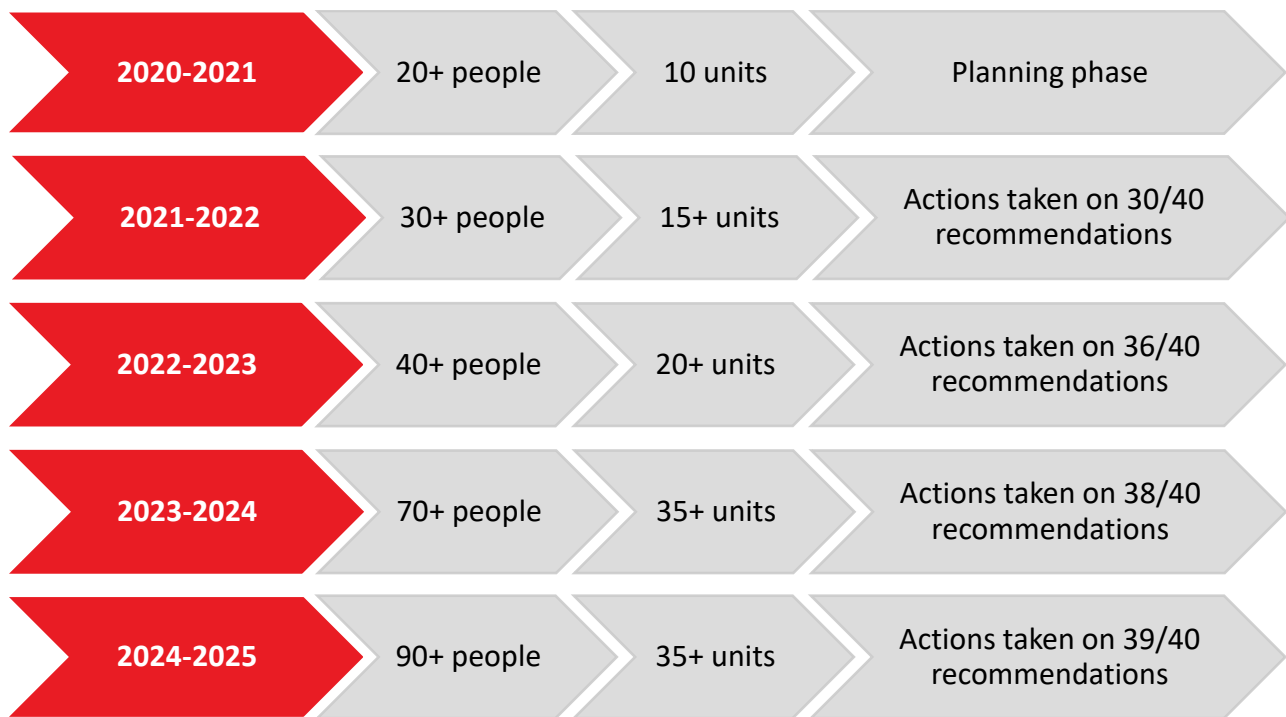
² Part-time CAS coordinator and student resources

³ Access to staff members at the Accessibility Institute for coordination and communications

Reporting Back – Highlights of Progress in the Areas of Focus

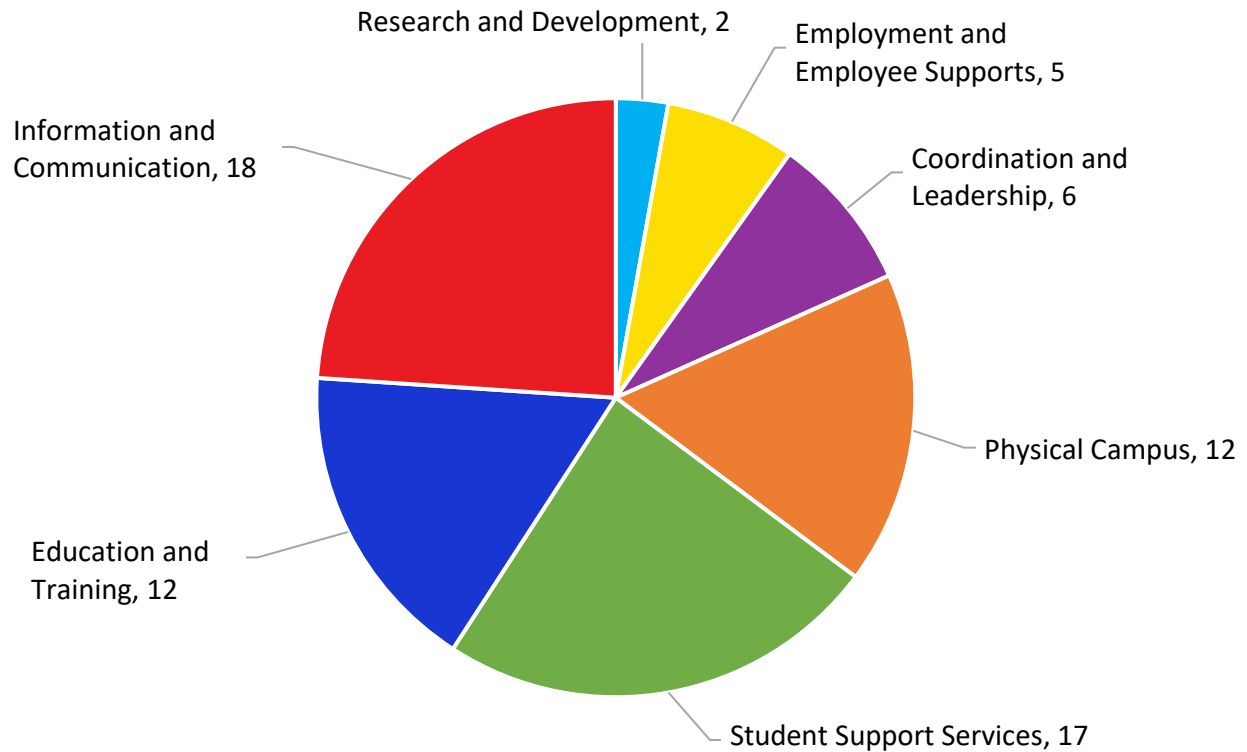
Since 2020, engagement in accessibility activities has continued to grow steadily (Figure 4), with 90+ people across more than 35 units on campus contributing to the CAS. Approximately 40% of the people involved were in leadership roles, guiding and influencing the state of accessibility on campus. The following section provides an overview of the exceptional work being done in our community.

Figure 4: Capacity and growth of the CAS since inception



Through the accessibility champions across campus, the implementation team has learned about the many types of accessibility initiatives happening in our community over the past year. In 2024-2025, the majority of reported activities include Information and Communication and Student Support Services, followed by Education and Training and Physical Campus (Figure 5). These efforts across the campus not only build capacity but strengthen our culture of accessibility.

Figure 5: Active projects by area of focus (2024-2025)



The following section outlines highlights and progress from the 2024-2025 year, mapped to the corresponding CAS area of focus. For a comprehensive list of all objectives and recommendations, along with their current statuses, please see [Appendix 1](#).

Area of Focus #1: Coordination and Leadership

The Accessibility Institute plays a strong leadership role at Carleton by emphasizing the confluence of disability, accessibility and inclusion. Carleton's commitment is also exemplified in the CAS reporting to the vice-presidents of the university, with the Vice-President (Students and Enrolment) as the primary executive champion. Having accountability for accessibility entrenched at the senior levels of leadership promotes a culture of service, commitment and innovative thinking.

Highlights:

- Carleton is actively engaged on several of the Council of Ontario Universities Post-Secondary Education Accessibility Standards Implementation (ASI) Working Groups, aiding universities in implementing potential new accessibility standards for students with disabilities. Overall, the groups aim to provide recommendations, assess the impact of standards and create sector-wide resources. ([Area of Focus 1, R.f](#))
- An advisory committee was tasked with guiding the renewal of the CAS for 2025 to 2030. Comprising a diverse, cross-functional group of individuals from various departments and roles, the committee collaborated to identify key accessibility challenges and opportunities across campus. The committee provided ongoing recommendations and insights throughout the strategy's development and implementation, supporting the launch of the refreshed CAS in spring 2025. ([Area of Focus 1, R.e](#))
- The Library's Accessibility Committee put on a book display for International Day of Persons with Disabilities in collaboration with the Carleton Disability Awareness Centre (CDAC). CDAC is a student peer support group, advocacy organization and community space for students who experience disability, chronic illness, neurodiversity or inaccessibility. ([Area of Focus 1, R.e](#); [Area of Focus 2, R.b](#); [Area of Focus 6, R.d](#))
- The Canadian Accessibility Network (CAN), with its national office at Carleton's Accessibility Institute, continues to grow. CAN engages over 130 CAN Collaborator Organizations and more than 250 individual members, with the Communities of Practice actively leading six projects aimed at addressing key issues and advancing the cause of accessibility. The bi-monthly newsletter has grown to a readership of over 1,400 individuals and there were over 1,500 registrations by participants to attend five CAN Connect Forums over the past year. ([Area of Focus 1, R.f](#))

Area of Focus #2: Education and Training

Over the years, Carleton has committed to better practices in Education and Training as well as mobilizing knowledge, skills and attitudes. In both formal academic programs and professional development training environments, the goal remains to educate our community about how to make campus and campus life more accessible by learning with and from one another.

Highlights:

- Teaching and Learning Services (TLS) worked with students and instructors to make virtual reality/augmented reality (VR/AR) events accessible. This includes the development of a VR lab with adjustable furniture and alternative solutions for VR headsets. ([Area of Focus 2, R.a](#); [Area of Focus 2, R.c](#))
- A Carleton researcher developed and produced a written guide and associated poster, providing guidance to research-group leaders to make their groups more inclusive for Autistic trainees. The [guide and poster are available for free](#). ([Area of Focus 2, R.b](#))
- The Department of Equity and Inclusive Communities took a training on accessible design to ensure that their trainings and workshops would be as accessible as possible. ([Area of Focus 2, R.a](#); [Area of Focus 2, R.c](#))
- Introductory training in accessibility and accessibility competencies was delivered through Learning and Development. The training provided foundational knowledge and practical skills to explore the importance of accessibility, identify ableism, reflect on personal biases and develop inclusive communication strategies. Two new accessibility-focused workshops were also launched as part of the refreshed Student Support Certificate: “Supporting Neurodivergent Students in Higher Education” and “Introduction to Accessibility.” ([Area of Focus 2, R.a](#); [Area of Focus 2, R.b](#); [Area of Focus 2, R.d](#); [Area of Focus 2, R.e](#))
- The Professional Education for Accessibility Competence (PEAC) [pronounced peek] program is designed to bridge the gap between accessibility awareness and workplace operations. Focusing on upskilling professionals, PEAC emphasizes key competencies in workplace accessibility, empowering participants and their organizations to implement practices and move beyond compliance to inclusion. ([Area of Focus 2, R.a](#); [Area of Focus 2, R.e](#); [Area of Focus 1, R.d](#))

Area of Focus #3: Information and Communication

Information and communication content and technologies, including websites, documents and events, are critical to the accessibility of our university community. They are essential tools for learning, teaching, research and administration.

Highlights:

- TLS unveiled a set of comprehensive resources designed to help instructors make their courses more accessible, including creating accessible documents, leveraging educational technologies and improving web content. ([Area of Focus 3, R.d](#); [Area of Focus 2, R.c](#))
- The Awards and Financial Aid Office tested all existing pdf-based scholarship and bursary applications to identify and correct accessibility barriers, both technical and informational. This was done in collaboration with the Paul Menton Centre for Students with Disabilities (PMC) to ensure that the forms follow a logical reading order and are written in plain language. ([Area of Focus 3, R.d](#); [Area of Focus 6, R.a](#); [Area of Focus 6, R.d](#))
- Carleton Mobile's Service Alerts function is in the final stage of development. This feature enables push notifications about campus outages affecting accessibility, as well as emails to internal stakeholders and information displayed on key websites. This streamlined approach ensures effective communication and compliance with legislative requirements. ([Area of Focus 3](#); [Area of Focus 6](#))
- Web Services has introduced a new template, cuTheme, which incorporates accessibility into its design. It also provides some checks which alert site owners if they are about to publish less accessible content. Sites that use cuTheme will not only be more accessible for individuals with disabilities, but more user-friendly for all users. ([Area of Focus 3, R.d](#))

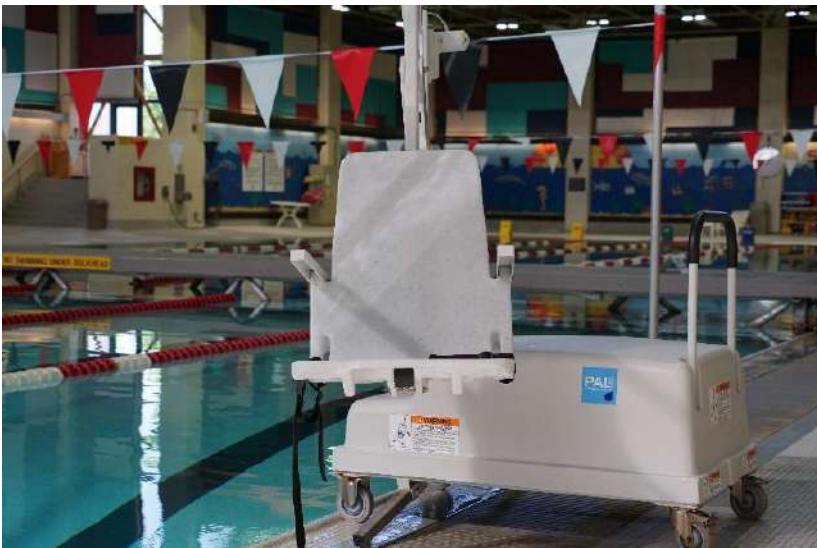


Area of Focus #4: Physical Campus

Carleton continues to challenge its standard of excellence in physical accessibility, which exceeds compliance with codes and regulations. Leadership in this space ensures Carleton remains an inviting and inclusive community.

Highlights:

- Completed the Key2Access project, which aimed to install 90 door openers across campus with the innovative OpenUp system. This project was designed to improve accessibility for individuals with vision and mobility impairments by providing an easier way to navigate doors. The system enables users to open doors through their smartphones, eliminating the traditional barriers of hard-to-reach or hard-to-find door openers. The project was funded by the Employment and Social Development Canada (ESDC) Enabling Accessibility Fund and supported by the Paul Menton Centre for Students with Disabilities (PMC). ([Area of Focus 4, R.c](#); [Area of Focus 4, R.e](#))
- The Dedicated Access Fund (a student-driven fund that is matched by university contributions) funded a project to install 25 new door automators on campus. ([Area of Focus 4, R.c](#); [Area of Focus 4, R.e](#))
- The Department of Recreation and Athletics fabricated a customized steel removal ramp for an activity room used for adaptive programs. The ramp was built in response to feedback from a participant regarding the accessibility of the room for mobility device users. It can be easily added or removed in the doorway by program supervisors, allowing for greater flexibility and inclusivity in the space. ([Area of Focus 4, R.c](#))



Area of Focus #5: Employment and Employee Support

The CAS highlights the need for further attention to services and support for Carleton employees with disabilities. We continue to take steps toward addressing structural inequities that may exist inherently, particularly in our practices and processes.

Highlights:

- A new initiative is being introduced to develop a standardized approach to employee recruitment. This initiative aims to create a transparent, clear and consistent recruitment experience for all candidates, ensuring that individuals with disabilities have equitable opportunities to apply and succeed. ([Area of Focus 5, R.b](#))
- The Office of Risk Management has embedded accessibility within the Joint Health and Safety Committee (JHSC) as well as during legislated JHSC inspections. Additionally, accidents and incidents are investigated using many lenses, including accessibility. The overall approach aims to identify and remove potential barriers and implement solutions that improve both safety and accessibility for every member of the campus community. ([Area of Focus 5, R.b](#))



Area of Focus #6: Student Support Services

Carleton strives for excellence in services for students with disabilities across all units to support success in every aspect of campus life. By striving for excellence, space is created for innovative thinking.

Highlights:

- The Awards and Financial Aid Office worked with the Paul Menton Centre for Students with Disabilities (PMC) and Information and Technology Services (ITS) to add functionality to a software platform to allow efficient administration of funding to purchase equipment and services to address disability-related barriers to learning. ([Area of Focus 6, R.a](#); [Area of Focus 6, R.d](#))
- Health and Counselling Services (HCS) developed several counselling group sessions for students with disabilities, including an open group for neurodivergent students, a therapeutic Dungeon and Dragons group and cognitive behavioural therapy for anxiety. ([Area of Focus 6, R.a](#); [Area of Focus 6, R.b](#))
- The Department of Recreation and Athletics provides free, accessible opportunities for Carleton students to participate in sports and activities, including Adaptive Boccia and Para Swim, in partnership with Swim Ontario. They also introduced the Adaptive Strength & Flexibility program. ([Area of Focus 6, R.a](#); [Area of Focus 6, R.b](#); [Area of Focus 6, R.d](#))
- Recruitment teams participate in training with the PMC prior to beginning the recruitment cycle. Recruiters learn detailed information about various disability supports and about the accommodation process. ([Area of Focus 6, R.a](#); [Area of Focus 6, R.c](#); [Area of Focus 6, R.d](#); [Area of Focus 2, R.a](#); [Area of Focus 2, R.b](#))

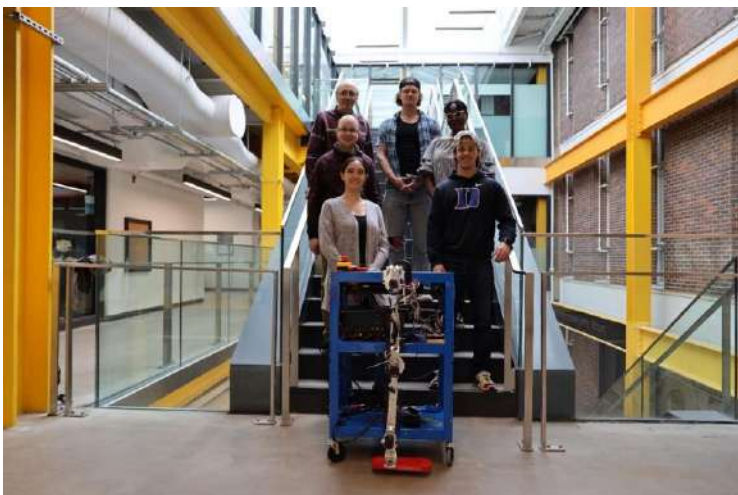


Area of Focus #7: Research and Development

Research plays a vital role in advancing inclusion of persons with disabilities. In the last calendar year, more than \$845K in funding was awarded for projects, including evaluating the accessibility of emergency management measures in Canada and the accessibility of safe and affordable housing. While newly approved research funding in accessibility decreased in the past calendar year, the amount does not reflect the multi-year funding secured in previous years.

Highlights:

- The AI for Assessment of Functional Limitations in Disability Services for Postsecondary Education Project (funded by the New Frontiers in Research Fund) researched the viability and effectiveness of artificial intelligence (AI) in assessing disability-related needs. A prototype system was trained by disability experts (including those with lived experience and/or professionals in the field) to (a) collect information about self-reported strengths and limitations in functioning, and (b) produce recommendations for disability-related supports. ([Area of Focus 7, R.c](#))
- An environmental scan and network map have been initiated to identify areas of expertise in accessibility and critical disability studies at Carleton. The information collected will help identify key resources and may also serve as the foundation for organizing future events, activities and supporting research in these areas. ([Area of Focus 7, R.b](#); [Area of Focus 7, R.c](#))
- Four applications have been submitted for Canada Research Chairs in research areas related to accessibility and disability. ([Area of Focus 7, R.d](#))



What is next?

Carleton University's Coordinated Accessibility Strategy (CAS), launched in 2020, is a comprehensive commitment to building a more inclusive and accessible community. It focuses on ensuring that all members, particularly those with disabilities, can fully participate in university life. The strategy emphasizes identifying and addressing barriers to inclusion while promoting an accessibility culture across campus.

Significant progress has been made toward our goals, with strong leadership, increased awareness and resource allocation to reduce barriers. We are attracting research funding, forming international collaborations and leading national initiatives. However, to maintain our leadership, we must continue growing and innovating, reinforcing that accessibility is not just necessary, but the right path forward.

Despite our progress, more work remains. The next iteration of the CAS, launching in spring 2025, will guide us toward 2030 and reflects Carleton's ongoing dedication to accessibility. Through individual and community-driven actions, we will continue fostering an inclusive environment, ensuring accessibility remains central to Carleton University's future. Together, we will continue building an inclusive campus where all members can thrive.



Appendix 1: Areas of Focus and Recommendations Status

This Appendix contains the Objectives and Recommendations directly outlined in the [Coordinated Accessibility Strategy \(CAS\)](#). A status column has been added with the following indicators:

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

The table below can be summarized as follows:

- 11 recommendations are considered complete;
- 22 recommendations are in a continuous state;
- 3 recommendations are underway;
- 3 recommendations are considered in the planning phase; and
- 1 recommendation is in the upcoming phase.

As recommendations are actioned, it is worth noting that the implementation is an ongoing process with no definitive end date. This is reflective of accessibility not being an end state but instead a continuous state of adaptation. Since the original launch of the CAS, definitive actions have been taken on 39 of the 40 recommendations.

Area of Focus #1: Coordination and Leadership

Recommendations	Status
a. Conduct a thorough environmental scan and create a living document of all accessibility initiatives at Carleton.	Continuous
b. Establish an interdisciplinary Centre of Excellence in Accessibility that provides leadership, coordination, best practices, research, support training and knowledge mobilization.	Complete
c. Formalize the senior leadership responsibility for accessibility across the university's portfolios.	Complete
d. Increase depth of accessibility training of people in leadership positions.	Underway
e. Expand university-wide and community events and campaigns to increase awareness and foster a culture of accessibility.	Continuous
f. Develop membership and contributions to accessibility partnerships, organizations and consortium, partnering at the local, provincial, national and global level.	Continuous
g. Establish a central resource to disseminate and receive information on accessibility.	Complete

Area of Focus #2: Education and Training

Recommendations	Status
a. Increase the number of in-depth training opportunities in accessibility on campus that are relevant to different settings and exceed minimum requirements.	Continuous
b. Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities, barriers and exclusion, as well as opportunities for change.	Continuous
c. Provide educators on campus with incentives, skills and resources to consider accessibility in the design of academic activities and experiential learning, including the principles of universal design.	Continuous
d. Include persons with disabilities and value their lived experiences as a source of knowledge in the design of teaching and learning.	Continuous
e. Expand interdisciplinary academic programming and professional development in accessibility and disabilities for members of the internal and external community.	Complete
f. Address issues of accessibility and disabilities within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services.	Planning

Area of Focus #3: Information and Communication

Recommendations	Status
a. Perform system audits for accessibility, driven by individual units.	Continuous
b. Establish a process for support for providing accommodations and adaptive and assistive devices for Carleton events.	Underway
c. Establish a reporting protocol to identify information- and communication-related accessibility barriers and areas for improvement.	Complete
d. Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, social media, conferences), which are shared internally and externally.	Continuous
e. Provide guidelines and training opportunities on accessibility in knowledge creation and sharing for faculty and staff.	Continuous
f. Ensure accessibility to be part of the procurement requirements.	Complete

Area of Focus #4: Physical Campus

Recommendations	Status
a. Create a Carleton University standard for accessibility of physical spaces based on best practice guidelines and certifications that surpass minimum requirements.	Complete
b. Perform a full accessibility audit of the physical campus with input from the campus community, particularly persons with disabilities.	Continuous
c. Undertake systematic retrofitting to address current problems and meet the new standards for the physical campus.	Continuous
d. Establish a reporting protocol to identify accessibility barriers and areas for improvement.	Continuous
e. Establish a permanent university budget and related supporting resources for accessibility of physical spaces.	Complete
f. Review university policies and practices to consider accessibility where relevant to the physical campus.	Continuous

Area of Focus #5: Employment and Employee Support

Recommendations	Status
a. Institute effective processes and go-to resources on campus for disability-related accommodations and supports for employees across all levels and stages of employment.	Underway
b. Review and identify gaps in employment-related policies, practices and training that support accessibility, accommodations and disability-competent inclusion.	Continuous
c. Provide targeted opportunities across campus that promote career development and training for Carleton employees with disabilities.	Upcoming
d. Include employees with disabilities for input and participation to improve accessibility in employment for persons with disabilities.	Planning
e. Review Carleton's rates of employment of persons with disabilities and address gaps in representation where they exist.	Planning

Area of Focus #6: Student Support Services

Recommendations	Status
a. Optimize resources through an accessibility lens to be responsive to the growing needs for accommodation and support of students with disabilities.	Continuous
b. Review and identify gaps in student services programming and delivery with consideration of both undergraduate and graduate students with disabilities.	Continuous
c. Provide accessibility- and disability-related training specific to different student services programs.	Continuous
d. Build knowledge, awareness and attitudes in accessibility and accommodations across all student-facing services and points of contact on campus.	Continuous
e. Establish formal student feedback and program evaluation protocols for disability-related student services for continuous quality improvement.	Continuous

Area of Focus #7: Research and Development

Recommendations	Status
a. Develop a strategic plan for accessibility and disability research and knowledge mobilization (e.g., research informed campus initiatives).	Continuous
b. Create a university-wide network of researchers in accessibility and disability.	Complete
c. Grow the research capacity in accessibility and disability, including increasing the number and retention of researchers, research funding, research infrastructure and community partnerships.	Continuous
d. Pursue research chair(s) in accessibility and disability.	Complete
e. Establish academic programming to support research in accessibility and disability.	Complete





Accessibility Institute

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To:	Executive Committee	Date of Report: 7 April 2025
From:	Vice-President (Students and Enrolment)	Date of Meeting: 22 April 2025
Subject:	Coordinated Accessibility Strategy 2025-2030	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

In 2020, Carleton University launched its first Coordinated Accessibility Strategy (CAS), developed through extensive consultations with the community. The first CAS made substantial strides, progressing on 39 out of the 40 recommendations, enhancing both internal and external recognition of accessibility as part of our culture, striving for standards that go beyond compliance and focusing on world-class accessibility and disability research. We have made significant progress, but there is more to be done.

In spring 2025, Carleton introduced this next iteration of the CAS, which will guide us through to 2030. This updated strategy was renewed through a comprehensive and transparent consultation process and represents the diverse voices of community, including those with lived experiences of disability. The renewed strategy guides our ongoing commitment to a campus that is accessible and inclusive for all.

The CAS sets our course with broad, longer-term objectives and strategic actions for creating a more accessible campus in the context of existing internal and external strategies, policies and legislation. It is meant to provide direction and guiding principles for the specific actionable steps and activities that take place during the implementation of the strategy.

Carleton's senior leadership, through the Offices of the Vice-Presidents, oversees the implementation of the CAS, led by the Vice-President (Students and Enrolment) (VPSE). The responsibility of the implementation of the strategy is reflected in three groups: the Advisory Group, Working Groups and the Operations Group. Regular reporting will be made to the Vice-Presidents, and annual reports will be created and shared with the Carleton community to highlight the activities of CAS, including progress updates related to objectives and strategic actions.

4.0 INPUT FROM OTHER SOURCES

The Coordinated Accessibility Strategy has gone through a robust, multi-phase, transparent consultation process. Feedback was collected in a variety of formats, including a combination of open and closed consultation sessions, an anonymous online feedback form, one-on-one meetings, stakeholder group consultations and e-mail, which provided perspectives and direction for the strategy. The renewal process benefitted immensely from the input and shared knowledge of students, faculty and staff, particularly those with lived or living experience of disability, to create a framework that represents the voices of our diverse community.

As part of our commitment to providing a transparent process, reports outlining the feedback received throughout the listening and drafting phases of the consultation process will be available on the feedback received section of the Coordinated Accessibility Strategy webpage.

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 make our campus, country and world accessible for all. Over many years, Carleton has led the accessibility conversation across Canada's higher education sector. Carleton has an extensive history of making its campus, courses and culture increasingly accessible.

The Coordinated Accessibility Strategy emerged from the desire to continue building on Carleton's commitment to creating a culture of accessibility. This strategy is intended to serve as a catalyst that drives our culture of accessibility and acts as a framework to guide the campus community in its implementation of accessibility initiatives. The CAS recognizes the need for a coordinated strategy to support Carleton's vision to continually strengthen our commitment to accessibility, and to be a recognized leader, nationally and globally.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications required at this time; however, future resources may be required in the implementation of objectives and strategic actions. These requests will be made as part of the budget review and approval process.

The landscape of post-secondary education is transforming and institutions, including Carleton, are navigating financial constraints. Even with this challenge, we remain deeply committed to improving accessibility on our campus. There are numerous actionable steps that we can undertake both individually and collectively as a community to reflect our values. It is in this spirit that CAS has been developed. By working together, we can create a more inclusive and accessible campus for all members of our community.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

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

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Throughout the consultation and development of the renewed Coordinated Accessibility Strategy, a website was maintained to keep members of the Carleton community updated on its development. Throughout the process, information was communicated through all regular channels including the Carleton Top 5, student newsletters and social media. Information regarding the consultation process, including a community outreach record and feedback summaries, is available at on the Accessibility Institute's website.

Initiatives implemented under the Coordinated Accessibility Strategy will be communicated to members of the Carleton community through the appropriate channels. An annual communications plan, including the creation and dissemination of an annual report, will be the responsibility of the Accessibility Institute, with the intent of maintaining sustainability and transparency. Not having an appropriate array of accessibility initiatives can negatively impact the university's reputation as Canada's most accessibility university.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Coordinated Accessibility Strategy

Drafting Phase Feedback Report

Overview

This report summarizes the feedback received during the drafting phase of the 2024-2025 consultation to renew Carleton's Coordinated Accessibility Strategy (CAS).

Consultation Meetings

A total of 5 consultation sessions were hosted for members of the Carleton community, with 6 additional sessions being cancelled due to no registrations. Sessions were offered for:

- Faculty and staff
- Students
- Racialized students
- International students
- Indigenous students
- Students with disabilities

The sessions included a combination of open sessions for the campus community and closed sessions for equity-denied groups. In total, more than 36 people participated in the open and closed consultations.

The objective of these sessions was to host a supportive space wherein members of the university community could provide their feedback on the CAS. To provide insight into how the feedback from the consultation sessions was solicited, we have included the outline of the consultation presentation with the question list for these sessions in Appendix A.

Online Feedback

In addition to in-person sessions, the Carleton University community was able to submit feedback by email or anonymously via an online form. During the drafting phase, there were 14 anonymous form submissions and 2 emailed responses.

Feedback Received

The combined feedback received during the drafting phase aligned the following themes:

1. Clarity and measurability of objectives and recommendations
2. Accommodation and support for employment and employee support
3. Accommodations and support for students with disabilities
4. Opportunities in education and training
5. Implementation
6. Physical campus

In the following sections, the feedback has been consolidated into an aggregate summary of key points. Based on feedback from the community, a response has been provided for each summarized piece of feedback to support clarity.

1. Clarity and measurability of objectives and recommendations

Feedback Theme A

Summary:

- Concerns were shared regarding the clarity and measurability of objectives and recommendations, in particular the absence of specific, measurable goals to address accessibility needs on campus.
- Lack of clear action plans and defined roles, prioritization and timelines across the areas of focus made it feel unclear as to what the university would be doing to improve accessibility.

Response:

- The CAS serves as a strategic compass, outlining broad, long-term recommendations and objectives aimed at creating a more accessible campus. It provides direction and guiding principles for the actions and initiatives that will follow during the strategy's implementation.
- Purpose of the strategy has been added to the Acknowledgement section of the CAS, and the details provided in the Implementation and Evaluation section have been expanded.
- Specific actionable steps will be developed and carried out during the implementation phase of the CAS. As part of implementation and reporting back, the CAS states that action plans formed by working groups will be shared with the community.

Feedback Theme B

Summary:

- It was suggested that the strategy explain terms such as universal design for learning (UDL) and the physical campus audit.

Response:

- The revised CAS now explains key terms such as UDL (Education and Training Area of Focus) and the physical campus audit (Physical Campus Area of Focus).

2. Accommodation and support for employment and employee support

Feedback Theme A

Summary:

- The feedback identified a need for comprehensive, mandatory training for managers, department chairs and Human Resource (HR) staff to address systemic and interpersonal factors related to accessibility, accommodations and equity.

Response:

- Feedback has been captured in the following strategic actions under the Employment and Employee Support area of focus:
 - Build capacity, knowledge and resources for managers, department chairs and HR staff to support employees with disabilities, including specialized expertise on equitable workplace accommodations
 - Provide training and guidance on disability inclusion across all work environments, including understanding the spectrum and diversity of visible- and non-visible disabilities

Feedback Theme B

Summary:

- Establish an independent, neutral figure trained in human rights and disability to assist employees in negotiating accommodations. This role would help employees navigate leave and accommodations for disabilities and should have advanced qualifications such as MSW, MEd, or MPsys.

Response:

- This is captured in the following strategic action under the Employment and Employee Support area of focus:
 - Build capacity, knowledge and resources for managers, department chairs and HR staff to support employees with disabilities, including specialized expertise on equitable workplace accommodations

Feedback Theme C

Summary:

- Improvements are needed in the accommodations process, such as the identification of the office of responsibility and defined roles (e.g., HR, departments, managers, supervisors and employees).

Response:

- Clarity around specific processes, roles and responsibilities would be captured in the implementation of the strategy as part of the following two strategic actions under the Employment and Employee Support area of focus:
 - Identify and respond to gaps in employment-related policies, procedures and practices that support accessibility, accommodations and disability-competent inclusion across all stages of employment
 - Regularly review, improve and implement timely communication of clear, effective and consistent processes, including roles and responsibilities, for workplace accommodations, so that employees with disabilities feel supported in all work environments

Feedback Theme D

Summary:

- The Functional Abilities Form (FAF) should be updated and be more akin with specialized forms like at the Paul Menton Centre for Students with Disabilities.
- The FAF should support employees with mental health conditions and episodic or chronic disabilities by allowing for flexibility in accommodations rather than fixed adjustments.
- Recognize permanent disabilities in FAF and eliminate the need for annual resubmission of the form.

Response:

- Changes to specific forms and procedures would be addressed in the implementation of the strategy as part of the following strategic action under the Employment and Employee Support area of focus:
 - Identify and respond to gaps in employment-related policies, procedures and practices that support accessibility, accommodations and disability-competent inclusion across all stages of employment

Feedback Theme E**Summary:**

- Centralize the accommodations equipment purchasing process within HR to standardize and simplify the process, particularly during internal position changes.

Response:

- Changes to specific forms and procedures would be addressed in the implementation of the strategy as part of the following strategic action under the Employment and Employee Support area of focus:
 - Identify and respond to gaps in employment-related policies, procedures and practices that support accessibility, accommodations and disability-competent inclusion across all stages of employment

Feedback Theme F**Summary:**

- All procedures should ensure compliance with the Freedom of Information and Protection of Privacy Act (FIPPA) and the Ontario Employment Standards Act.
- Call for updates to the Carleton University Accessibility for Persons with Disabilities Policy that would reflect the above feedback.

Response:

- Updates as needed would be captured in the implementation of the strategy as part of the following strategic action under the Employment and Employee Support area of focus:
 - Identify and respond to gaps in employment-related policies, procedures and practices that support accessibility, accommodations and disability-competent inclusion across all stages of employment
- The Department of Equity and Inclusive Communities will be leading the process and consultations to renew and update the Carleton policy for Accessibility for Persons with Disabilities.

Feedback Theme G**Summary:**

- All the above should be clearly communicated on the HR website.
- All the above updates need to be applied to the entire employee community at Carleton, including those in contract positions, and should represent the spectrum and diversity of disability.

Response:

- These points are captured as part of the following strategic action under the Employment and Employee Support area of focus:
 - Regularly review, improve and implement timely communication of clear, effective and consistent processes, including roles and responsibilities, for workplace accommodations, so that employees with disabilities feel supported in all work environments

3. Accommodations and support for students with disabilities

Feedback Theme A

Summary:

- The draft strategy did not mention expanding student accommodations.

Response:

- The first objective in Student Support Services area of focus has been updated as follows:
 - Continue to provide and strive to improve on comprehensive supports for students with disabilities and accessibility expertise across all student services to fully support students with disabilities to achieve their personal, professional and academic potential

Feedback Theme B

Summary:

- Specific considerations were shared emphasizing the importance of providing built-in accommodations for students with learning disabilities and neurodivergent students. One suggestion provided was to grant students a set number of grace days per semester, allowing flexibility without requiring repeated requests for extensions. The current system of requesting extensions, even for just a 24-hour period, can create stigma for neurodivergent students by forcing them to perform as if they were neurotypical, highlighting their differences and potentially adding stress. Overall grace days were seen as a mechanism to reduce stigma and provide more autonomy for students.

Response:

- Specific considerations and accommodations would be addressed as part of the implementation of the strategy in the following strategic action under the Student Support Services area of focus:
 - Review standards and address gaps in service across student-facing departments and units and clearly outline roles, expectations and responsibilities regarding accommodations for students with disabilities

Feedback Theme C

Summary:

- Awards need to be available to a wider group, including students with non-permanent disabilities, ensuring a more inclusive approach that recognizes diverse needs beyond physical or permanent disabilities.

Response:

- Details regarding awards would be addressed as part of the implementation of the strategy in the following strategic action under the Student Support Services area of focus:
 - Review standards and address gaps in service across student-facing departments and units and clearly outline roles, expectations and responsibilities regarding accommodations for students with disabilities

4. Opportunities in education and training

Feedback Theme A

Summary:

- Issues were identified within education and training regarding working in silos and the impact of those silos on creating a cohesive action plan. Moving forward, it will be important to secure buy-in from all members in the teaching and learning environment by making accessibility part of job responsibilities.
- The feedback emphasized that advocacy at the top management level within Faculties and Departments is crucial for advancing accessibility initiatives.

Response:

- Implementation of the strategy will have working groups that reinforce the importance of building a cohesive approach that includes both top-down advocacy (buy-in from senior leadership) and bottom-up empowerment (educators engaged in implementation). The working groups will also challenge a siloed approach to planning. This change is reflected in the Implementation section of the CAS.

Feedback Theme B

Summary:

- Instructors need to be empowered to understand the importance of inclusive design and be actively engaged in its implementation.

Response:

- This feedback aligns with the following strategic action under the Education and Training Area of Focus:
 - Provide incentives, skills and resources for educators to consider universal design for learning and digital accessibility in the creation and delivery of academic activities and experiential learning

5. Implementation

Feedback Theme A

Summary:

- Composition of the Advisory Committee group should be expanded to include a broader range of student involvement, as having only an undergraduate and a graduate representative does not adequately reflect the diverse experiences of disabled students on campus.
- There should be an open call for recruitment to ensure a more inclusive and representative advisory group.

Response:

- An advisory group will be in place and people will be able to self-nominate to participate in this group, including the student population. There will be an operations team that ensures that there is diverse and adequate representation of the university community. Additionally, there may be opportunities for members of the Carleton community to engage at the working group level. These changes are outlined in the Implementation section of the CAS.

6. Physical campus

Feedback Theme A

Summary:

- Campus currently does not meet the minimum requirements for accessibility in several areas. For example, there are instances where accessible door mechanisms are either not functioning or are non-existent.
- Many necessary wayfinding supports are missing, which can hinder navigation for individuals with disabilities.
- Ensure repairs and corrections meet the minimum standards and are conducted in a timely manner.

Response:

- Campus is made up of an aging infrastructure. Where possible, the university has been able to incorporate accessibility standards into upgrades. However, the extent to which those accessibility standards can be incorporated is sometimes dictated by the age of the building and its configuration.
- Carleton is guided by the Accessibility for Ontarians Act, as well as the Ontario Building Code and the Ontario Fire Code, both of which have changed significantly over time. All Carleton's buildings are designed to meet those codes at the time of construction.
- Wayfinding concerns will be part of the following strategic action under the Physical Campus area of focus:
 - Enhance the clarity and consistency of wayfinding across campus to improve navigation, including signage, campus building pages and digital maps

Feedback Theme B

Summary:

- Questions were raised surrounding the ongoing audits of the campus, including knowing when the retrofits will be done, what barriers were identified as part of the audit and whether disabled students were included to ensure the data was accurate.
- A dedicated amount of capital budget is needed each year to resolve accessibility issues.
- The audits and subsequent improvements need to consider structural and sensory elements, with a focus on enhancing wayfinding through the installation of accessible signage, improved digital maps and clearer campus building information.

Response:

- The national standard that is being used to conduct audits of buildings on campus provides a more comprehensive and rigorous assessment than the minimum standards in existing codes. Furthermore, the standards are informed by living experience of disability and consider structural and sensory elements, as well as wayfinding.
- It is anticipated the audits will be completed in 2025.
- As funds become available to upgrade infrastructure on campus, the university is committed to completing upgrades that incorporate current accessibility requirements.
- There is a Dedicated Access Fund that is supported by both undergraduate, graduate and administrative funds. This Fund aims to address critical accessibility needs, primarily with the infrastructure.

Feedback Theme C

Summary:

- When will the accessible design standard be adopted and what it will include?

Response:

- Carleton is guided by the facility accessible design standards (FADS) developed by Brock University.
- The university is also participating in a provincial project conducting an environmental scan of FADS and will be reviewing the recommendations from that project in 2025.

Appendix A: Information and Feedback

Session Agenda

Duration: 45 minutes

1. Welcome, land acknowledgement, introductions
2. Purpose of the coordinated accessibility strategy
3. Overview of the listening phase results
4. Feedback questions for the draft strategy
 1. What are your initial thoughts about the strategy?
 2. What do you see as areas of strength in the strategy?
 - Prompt: Are there specific objectives and recommendations that resonate with you?
 3. How could the strategy be further strengthened?
 - Prompt: Are there any specific objectives or recommendations that can be improved upon or are missing?
 4. Other feedback?
5. CAS Renewal Timeline
6. Closing Remarks



Coordinated Accessibility Strategy

2025-2030



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ACKNOWLEDGEMENTS

In 2020, Carleton University launched its first Coordinated Accessibility Strategy (CAS), developed through extensive consultations with the community. The first CAS made substantial strides, progressing on 39 out of the 40 recommendations. It enhanced our internal and external recognition of accessibility as part of our culture, aimed for standards that go beyond compliance and focused on world-class accessibility and disability research. In spring 2025, we introduced this next iteration of the CAS, which will guide us through to 2030. This updated strategy continues to reflect Carleton's commitment to a culture of accessibility.

The CAS sets our course with broad, longer-term objectives and strategic actions for creating a more accessible campus in the context of existing internal and external strategies, policies and legislation. It is meant to provide direction and guiding principles for the specific actionable steps and activities that take place during the implementation of the strategy.

We would like to acknowledge the support and commitment of the CAS Advisory Committee (Appendix A) in the development of this strategy. We would also like to acknowledge the members of the Carleton community, particularly those with lived or living experience of disability, for engaging in the creation process, contributing their experiences, illuminating barriers, shaping content and providing continuous feedback for the strategy. Feedback was collected in a variety of formats, including focus groups, online feedback forms and one-on-one meetings which provided us with perspectives and ideas for the direction of the CAS. The development of this strategy benefitted immensely from the input and shared knowledge of students, faculty and staff to create a framework that represents the voices of our diverse community.

The landscape of post-secondary education is transforming and institutions, including Carleton, are navigating financial constraints. Even with this challenge, we remain deeply committed to improving accessibility on our campus. There are numerous actionable steps that we can undertake both individually and collectively as a community to reflect our values. It is in this spirit that CAS has been developed. By working together, we can create a more inclusive and accessible campus for all members of our community.

Algonquin Territory Acknowledgement

We acknowledge that our community is located on the unceded, unsurrendered territory of the Algonquin. 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.

DEFINING ACCESSIBILITY

The term “accessibility” can have different meanings depending on the context. Informed by definitions in the Accessible Canada Actⁱ and the United Nationsⁱⁱ, in the context of the Coordinated Accessibility Strategy (CAS), accessibility encompasses:

- the ability for a person with a disability to access and participate to the fullest in the Carleton community on an equal basis and without discrimination;
- any environment, service, or activity whether physical or virtual; and
- attitudinal and systemic barriers.

Consistent with the United Nations Convention on the Rights of Persons with Disabilitiesⁱⁱⁱ, we recognize “that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”

The CAS frames disability as inclusive of visible- and non-visible disabilities that are temporary, episodic, or permanent, across a wide spectrum of cognitive, developmental, intellectual, medical, mental health and illness, physical and sensory disabilities. We recognize that there are biases and stigma faced by individuals with disabilities. The CAS aims to provide a framework to promote understanding of disability as part of human diversity.

For the purposes of this strategy, we have adopted a person-first approach in our language. However, we acknowledge and respect the many ways in which individuals self-identify, and that identity is multifaceted, shaped by the intersection of various factors. We hope that the chosen language can be understood to represent the variety of experiences, preferences and lived realities within our diverse community.

SNAPSHOT OF ACCESSIBILITY AT CARLETON¹

4,600

Number of Carleton students registered with the Paul Menton Centre for Students with Disabilities^{iv}

38,940

Number of accommodated exams^v

2,800

Approximate number of monthly service calls received by Attendant Services^{vi}

4.9%

Percentage of Carleton faculty who identified with a disability^{vii}

7.9%

Percentage of Carleton non-faculty workforce who identified with a disability^{viii}



¹ Statistics are from 2023-2024

ACCESSIBILITY AT CARLETON: STARTING FROM STRENGTH

Carleton University is a dynamic and innovative university with over 30,000 undergraduate and graduate students and over 5,000 faculty, staff, contract instructors and teaching assistants^{ix}. The university strives to be an inclusive community; one that leads from a place of service and commitment.

History of Accessibility

Carleton University has a long history of supporting students with disabilities, beginning in the 1970s with accessible residences and the introduction of the Attendant Services Program in 1987. The Carleton Disability Awareness Centre (CDAC), a student-run hub, was formed in 1988 to create a sense of community and awareness through events and advocacy. The establishment of the Paul Menton Centre for Students with Disabilities in 1990 centralized academic accommodations and support services for students. The first Student Mental Health Framework was established in 2009 to address mental health and success for students in campus life. The Accessible Career Transitions (ACT) program was launched in 2016 to offer career support and job opportunities for students with disabilities. The Research, Education, Accessibility and Design (READ) Initiative, established in 2012, led the way and laid a strong foundation for the launch of the Canadian Accessibility Network in 2020 and the Accessibility Institute in 2022.



Culture of Accessibility

The Coordinated Accessibility Strategy (CAS) serves as a framework to support Carleton's commitment to fostering a strong culture of accessibility across the campus by coordinating programs and initiatives related to accessibility, while prioritizing the creation of an inclusive environment for all students, employees and visitors.

Since its inception in 2020, more than 175 different initiatives across seven areas of focus have been undertaken, with several activities spanning multiple areas and recommendations. Engagement in accessibility activities has more than tripled, with over 35 units on campus actively contributing to the implementation of the CAS. The following section provides some highlights of the progress made.

Collaborative Specialization in Accessibility

The graduate-level specialization launched in 2023 and is a unique multidisciplinary education experience that facilitates the development of knowledge, skills and attitudes for building an accessible and inclusive society. It engages with 16 different programs across campus.

Accessible Communications

Web Services created Web Accessibility Training Modules through its Web Workshops platform. These modules are designed to help individuals at the university understand the fundamentals of web accessibility and ensure that online content is usable by people with disabilities.

Accessible Procurement Policy

The university's accessible procurement policy, developed in collaboration with on-campus experts, was designed to align with both the institution's needs and the requirements set forth by the provincial government of Ontario.

Research Chairs

Canada Research Chairs are prestigious academic positions established by the Government of Canada to support world-class research and innovation at Canadian universities. Carleton has allocated four Canada Research Chair positions to the areas of accessibility and disability.

Built Environment

A team is conducting extensive audits of the physical campus in accordance with a national standard - a set of accessibility guidelines and certifications designed to improve accessibility in the built environment. Additionally, a door opener project launched in 2024 resulting in 25 new openers on campus and the addition of the Key2Access OpenUp app on 90 doors.

Accessibility Institute

In 2022, the Accessibility Institute at Carleton University was acclaimed. Previously known as the Research, Education, Accessibility and Design (READ) Initiative (established in 2012), the Institute is a dynamic hub of interdisciplinary accessibility research, education and training and community engagement. The Institute is a recognized leader in accessibility and is home to the National Office for the Canadian Accessibility Network, as well as steward of the CAS.

At Carleton University, we are committed to creating an accessible and inclusive community for all - students, faculty, staff and visitors. While significant progress has been made, we recognize that accessibility is an ongoing journey and that there are still areas for improvement. The CAS guides our efforts as we continue to strive to foster a campus where everyone can fully participate and thrive, while ensuring that accessibility is a shared responsibility across the university.

More information on Carleton's resources, initiatives and programs relating to accessibility can be found on the accessibility commons: carleton.ca/accessibility.



PURPOSE, VISION AND GUIDING VALUES

Purpose

The Coordinated Accessibility Strategy (CAS) serves as a catalyst that drives Carleton University's culture of accessibility and acts as a framework that guides the campus community in its implementation of accessibility initiatives.

Vision

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

Guiding Values

Inclusivity: We are guided by the value of inclusion, striving to create opportunities for every person to participate in all aspects of our campus community to the fullest extent possible.

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

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

Commitment: We are guided by our ongoing, genuine and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility. We are committed to transparency and putting our words into action.

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

AREAS OF FOCUS: OBJECTIVES AND RECOMMENDATIONS

The Coordinated Accessibility Strategy outlines seven areas of focus, comprising 14 objectives and 25 strategic actions. The areas of focus have continued from the original strategy, and the objectives and strategic actions have been updated based on community consultation. Collectively, they guide Carleton's vision for accessibility.

The seven areas of focus are:

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



1. Coordination and Leadership

Description:

This area of focus aims to strengthen the effectiveness of accessibility initiatives, promote diverse representation and sustain Carleton's reputation as a leader in accessibility.

Objectives:

- Foster a culture of accessibility across the university through continued commitment, leadership and effective communication, striving for international recognition as a leader in accessibility
- Ensure representation in decision-making processes and strengthen the impact of accessibility initiatives

Strategic Actions:

- Implement feedback mechanisms with the campus community as a way to support progress and identify new or evolving needs
- Establish cross-functional working groups to address accessibility challenges and to ensure a coordinated approach
- Formalize institutional policies for accessibility as a priority at all levels, ensuring that accessibility is embedded in decisions, operational practices and long-term strategies
- Ensure persons with disabilities and other equity-denied groups are involved in decision-making processes related to the Coordinated Accessibility Strategy

2. Education and Training

Description:

This area of focus supports the knowledge and skills needed to foster accessible and inclusive teaching, learning and research environments. It involves inclusive practices through academic programs, skills-based certification training and professional development initiatives.

Objectives:

- Increase the awareness of accessibility and disabilities, and encourage consistent support from educators, to foster inclusive environments
- Offer comprehensive academic, educational and professional development programming focused on accessibility and disability

Strategic Actions:

- Provide incentives, skills and resources for educators to consider universal design for learning (UDL)² and digital accessibility in the creation and delivery of academic activities and experiential learning
- Explore and expand the availability of online courses to better meet the diverse needs of learners and educators
- Continually assess and improve accessibility across all aspects of the academic experience, including research environments
- Develop new academic and professional development programs and courses that have a focus on accessibility or disability

² UDL is a framework that guides the development of flexible learning environments and materials to accommodate individual learning differences, ensuring all students have an equal opportunity to succeed

3. Information and Communication

Description:

This area of focus supports digital accessibility, as well as how we share information across platforms and departments, including information technology, learning management systems and communication practices that go beyond compliance standards.

Objectives:

- Ensure digital accessibility across departments and platforms by consistently applying accessibility standards, aiming to go beyond compliance
- Develop strategies and tools for early-stage accessibility assessment in content creation and encourage the use of clear, simple language in all materials to ensure that information is easily accessible

Strategic Actions:

- Create and provide training on communication accessibility standards, including course syllabi and university forms, so that people with disabilities can access, use and benefit from information
- Ensure all Carleton templates are accessible and continually improve based on user experiences and feedback
- Explore integrated accessibility evaluation tools for digital content

4. Physical Campus

Description:

This area of focus highlights the commitment to reduce accessibility barriers across the physical campus, including structural and sensory (e.g., visual, auditory) elements, to ensure people can access and navigate the campus.

Objectives:

- Aim to be a leader in accessible design by adopting and promoting design standards that exceed the minimum requirements
- Improve the overall navigation experience of the campus, including examining existing accessibility barriers, to ensure it is easily accessible for everyone

Strategic Actions:

- Adopt an accessible design standard that surpasses minimum requirements
- Prioritize and undertake accessibility retrofits, including in research spaces and those identified as part of the accessibility audit ³
- Enhance the clarity and consistency of wayfinding across campus to improve navigation, including signage, campus building pages and digital maps
- Ensure an inventory of accessible parking that is responsive to the needs of the community

³ Campus audits are a comprehensive evaluation conducted using a national standard which surpass existing building codes

5. Employment and Employee Support

Description:

This area of focus aims to enhance workplace inclusion for persons with disabilities by promoting representation, improving accessibility and fostering a supportive environment for all employees. It also involves including employees with disabilities in providing input into the implementation activities related to this area of focus.

Objectives:

- Increase representation of persons with disabilities across all work environments and promote inclusive practices throughout the employee cycle, from recruitment to offboarding
- Coordinate effective mechanisms for workplace accommodations and foster a workplace culture in all work environments, including teaching and research, that actively challenges and reduces negative biases and misconceptions about employees with disabilities

Strategic Actions:

- Identify and respond to gaps in employment-related policies, procedures and practices that support accessibility, accommodations and disability-competent inclusion across all stages of employment
- Build capacity, knowledge and resources for managers, department chairs and HR staff to support employees with disabilities, including specialized expertise on equitable workplace accommodations
- Provide training and guidance on disability inclusion across all work environments, including understanding the spectrum and diversity of visible- and non-visible disabilities
- Regularly review, improve and implement timely communication of clear, effective and consistent processes, including roles and responsibilities, for workplace accommodations, so that employees with disabilities feel supported in all work environments

6. Student Support Services

Description:

This area of focus includes services across the university and throughout the campus community. It aims to support the needs of students throughout their university journey and in fostering their personal, professional and academic potential. This includes continuing to provide accessible services and environments to help students thrive both inside and outside the classroom.

Objectives:

- Continue to provide and strive to improve on comprehensive supports for students with disabilities and accessibility expertise across all student services to fully support students with disabilities to achieve their personal, professional and academic potential
- Foster a culture of inclusion and community by encouraging the participation of students with disabilities in all aspects of university life

Strategic Actions:

- Enhance communications in the accommodations process, ensuring clarity for students at all points
- Review standards and address gaps in service across student-facing departments and units and clearly outline roles, expectations and responsibilities regarding accommodations for students with disabilities
- Expand awareness and training for faculty, staff and student peers to better support the academic success of students with disabilities

7. Research and Development

Description:

This area of focus seeks to cultivate a thriving, inclusive research community that leads the way in accessibility and disability research.

Objectives:

- Foster a research culture that prioritizes inclusivity and accessibility across all stages of research and supports a community of world-class accessibility and disability researchers, including researchers with disabilities
- Ensure significant contributions and leadership from researchers to build a published knowledge base in accessibility and disability

Strategic Actions:

- Encourage researchers to foster research labs and lab processes that take accessibility into consideration and build knowledge by providing accessible, timely information, guidance and training
- Conduct an environmental scan at Carleton to inform strategic recommendations and actions that strengthen internal and external partnerships and community engagement in accessibility and disability research
- Promote the visibility and dissemination of research in accessibility and disability by developing and implementing strategies to share findings with both academic and non-academic audiences

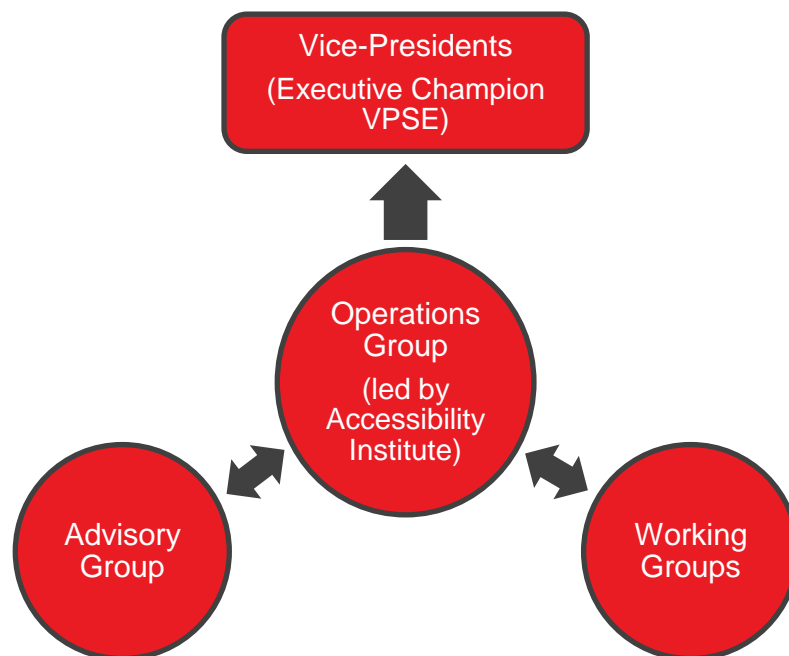
IMPLEMENTATION AND EVALUATION

Carleton University is committed to building on its culture of accessibility and values the lived experience of disability, consistent with the principle of nothing about us without us. The implementation of the Coordinated Accessibility Strategy (CAS) will include representation of Carleton University community members who are living the experience of disability. As part of the implementation, we will acknowledge the spectrum of disabilities, both visible and non-visible, and individual choices in disclosing disability. We also will recognize different ways lived experience is manifested and represented as a function of cultural and intersectional factors.

Implementation Structure

Carleton's senior leadership, through the Offices of the Vice-Presidents, oversees the implementation of the CAS, led by the Vice-President (Students and Enrolment) (VPSE). The responsibility of the implementation of the strategy is reflected in three groups: Advisory Group, Working Groups and Operations Group (Figure 1).

Figure 1: CAS Implementation Structure



1. Advisory Group

The CAS advisory group will provide advice, recommendations and guidance regarding the direction of the strategy. The advisory group will be led by the CAS co-chairs and will meet 2-3 times per year or as issues arise that require the group's input.

There will be an opportunity for Carleton community members to self-nominate as a volunteer for the advisory group. The operations group will ensure that overall membership will be representative of the university community.

2. Working Groups

Working groups will be formed for each area of focus. The working groups will operationalize the CAS objectives and strategic actions into tasks, developing corresponding assessment measures to support the evaluation of the strategy. Working group plans will be shared with the community. Representatives for the working groups will include university members (Appendix B) that are responsible for key programs, services and infrastructure and those with lived experience of disability.

3. Operations Group

The operations group will be responsible for day-to-day coordination and will be housed in the Accessibility Institute. The group will support overall processes, activities and help develop the overall evaluation framework. It will also act as a central hub to support the working groups and the advisory group, as well as liaise with senior leadership.

Reporting Back

Regular reporting will be made to the Vice-Presidents at Carleton University. An annual report will be created and shared with the Carleton community that will cover the activities of CAS, including a progress update related to objectives and strategic actions.

Additionally, based on feedback from the Carleton community, there will be regular touchpoints with the community to learn about what is working well and where we can challenge ourselves to do better. As part of this process, action plans formed by the working groups will be shared with the community.

All Carleton community members are encouraged to reflect on how they can contribute to creating an accessible and inclusive campus environment. As such, all are invited to consider becoming more actively involved in the development or delivery of specific strategic actions.

With ongoing collaboration, accountability and a focus on continuous improvement, we look forward to creating a campus that is welcoming and accessible for everyone.

Endnotes

ⁱGovernment of Canada. Accessible Canada Act, S.C. 2019, c. 10. Available at: <https://laws-lois.justice.gc.ca/eng/acts/A-0.6/>

ⁱⁱUnited Nations Department of Economic and Social Affairs Division for Social Policy and Development, “Accessibility and Development Mainstreaming disability in the post-2015 development agenda”, United Nations, 2013, <https://www.un.org/development/desa/dspd/2013/12/24/accessibility-and-development-mainstreaming-disability-in-the-post-2015-development-agenda/>.

ⁱⁱⁱUnited Nations, “United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol”, December 2006, https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf, p. 1.

^{iv}Paul Menton Centre for Students with Disabilities, Carleton University, January 2025.

^vScheduling and Examination Services, January 2025.

^{vi}Attendant Services Program, Carleton University, January 2025.

^{vii}<http://oirp.carleton.ca/databook/index/html/personnel.htm>.

^{viii}*Ibid.*

^{ix} <https://carleton.ca/about/facts/>

APPENDIX A: Group Composition for Strategy Renewal

Appendix A lists the individuals who have been instrumental in guiding the development of the strategy. There were two guiding bodies:

1. Coordinated Accessibility Strategy Working Group

- **Ariel Birkinshaw**, CAS Project Coordinator, Accessibility Institute
- **Adrian Chan**, Professor, Systems and Computer Engineering (Co-chair)
- **Lakin Fletcher**, Manager, Strategic Initiatives
- **Cathy Malcolm Edwards**, Lead, Implementation of CAS, Accessibility Institute
- **Boris Vukovic**, Director, Accessibility Institute (Co-chair)

2. Coordinated Accessibility Strategy Advisory Committee

- **Carli Agostino**, Access Services Librarian
- **Jack Cameron**, Undergraduate Student Representative
- **Krista Craven**, EDI Learning Specialist
- **Bruce Hamm**, Director, Paul Menton Centre for Students with Disabilities
- **Ishtiaque Hossain**, Graduate Student Representative
- **Ikram Jama**, Director, Human Rights and Equity
- **Heather Logan**, Professor, Physics
- **Maria McClintock**, Assistant Director, Strategic Initiatives and Communications
- **Elsbeth McCulloch**, Assistant Director, Digital Learning
- **Benny Michaud**, Director, Centre for Indigenous Support and Community Engagement
- **Joseph Nelson**, Director, Enterprise Applications
- **Debbie Orme-Rego**, Director, Staffing and Labour Relations (Professional Services)
- **Daniel Redmond**, Director, Operations and Maintenance
- **Kyla Reid**, Assistant Director, Research Development
- **Jamie Rodger**, Assistant Director, Digital Communications
- **Jane van den Dries**, Assistant Director, Academic Initiatives and Operations

APPENDIX B: Group Composition for Working Groups

Working groups will be formed for each area of focus, with representation of key stakeholders from across the university. At minimum, a representative from each group listed below should be identified as part of the relevant working group.

- Office of the Vice-President (Students and Enrolment)
- Office of the Provost and Vice-President (Academic)
- Office of the Vice-President (Research and International)
- Office of the Vice-President (Finance and Administration)
- Accessibility Institute
- Paul Menton Centre for Students with Disabilities
- Faculty Member(s)
- Graduate Student Representative(s)
- Undergraduate Student Representative(s)
- Facilities Management and Planning
- Centre for Indigenous Support and Community Engagement
- Teaching and Learning Services
- MacOdrum Library
- Information Technology Services
- Human Resources
- Department of Equity and Inclusive Communities
- Department of University Communications



Accessibility Institute

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Carleton University
1125 Colonel By Drive, Ottawa, Ontario K1S 5B6

Email: accessibility.institute@carleton.ca
Phone: 613-520-2600 ext. 7323
carleton.ca/accessibility-institute



To:	Board of Governors	Date of Report: 7 April 2025
From:	Chair, Finance Committee	Date of Meeting: 29 April 2025
Subject:	Report on University Financial Accountability Framework & Action Plan	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information purposes only

3.0 EXECUTIVE SUMMARY

In response to the Auditor General's Special Report on Laurentian University, the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) developed a financial sustainability framework to assist in its oversight of post-secondary institutions. In addition to an external credit rating, there are eight financial metrics looking at the liquidity, sustainability, and financial performance of an institution, all sourced from the audited financial statements. Each metric has thresholds that indicate whether no action is required, or a low, medium or high action plan is required. This is the second year that the framework is being implemented using financial data from the 2023-2024 financial statements.

Carleton has mostly healthy metrics, requiring no action in the Liquidity, Sustainability and Credit Rating categories. In the Performance category, which looks specifically at the net results and cash flows from operations, Carleton's category score continues to call for Medium Action, which requires a report back to MCURES, including an explanation of the results and an update on the internally developed recovery plan submitted last September of 2024.

To support the university's recovery plans, the MCURES is providing up to \$500,000 from the Efficiency and Accountability Fund (EAF) to contract a third-party consulting firm. The selected firm will support a review to identify opportunities to increase the efficiency of operations. The recommendations from this review will be included in the recovery plans to improve on the financial accountability framework assessment results. In addition to Carleton University, the following four universities are provided EAF funding in 2025-26:

- Laurier
- OCAD
- Trent
- York

An update on the internal recovery plan to improve revenue and cut costs and an EAF proposal are under development and will be submitted to MCURES by the April 21, 2025 due date.

4.0 INPUT FROM OTHER SOURCES

The framework was developed by the MCURES, with input from the Council of Ontario Universities (COU). The recovery plan submitted in September 2024 was developed as part of the university's budget planning process, led by the Office of the Provost, the Vice-President (Finance and Administration) and Financial Services.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

As part of Carleton's fiduciary responsibility to its funders, employees and students, it has a responsibility to demonstrate that it manages its resources in a responsible and transparent manner. In addition to publicly available audited financial statements, published supplementary information such as financial metrics are common amongst many universities, including Carleton.

Based on the nine components of the framework, the university's overall score called for a medium action plan.

2023-24 Carleton University Financial Accountability Framework Risk Rating Assessment Results

University	Version	Overall action plan	Liquidity	Financial sustainability	Performance	Credit rating
Carleton University	2024 Framework	Medium Action	0.00	0.00	1.50	0.00
	2023 Framework	Medium Action	0.00	0.00	1.50	0.00

LIQUIDITY			
	Primary reserve (days) (Expendable net assets / Total expenses) x 365 days	Working capital Current assets / Current liabilities	Liquidity
2024 Framework ENA: Liquidity Value	187	2.62	
Score	0.00	0.00	0.00

2023 Framework ENA Value	190	2.62	
Score	0.00	0.00	0.00

FINANCIAL SUSTAINABILITY					
	Viability ratio Expendable net assets / Long-term debt	Debt ratio Total debt (less DCC) / Total assets	Debt to revenue ratio Total long-term debt / Total revenue	Interest burden ratio Interest expense / Total expenses less amortization	Financial sustainability
2024 Framework ENA: Viability Value	132.78%	30.76%	34.48%	0.29%	
Score	0.00	0.00	0.00	0.00	0.00

2023 Framework ENA Value	160.72%	30.76%	34.48%	0.29%	
Score	0.00	0.00	0.00	0.00	0.00

PERFORMANCE			
	Surplus (deficit) ratio Surplus (deficit) / Total revenue	Net operating revenue ratio Cash flow from operations / Total revenues	Performance
Value	-6.71%	3.73%	
Score	2.00	1.00	1.50

CREDIT RATING		
	Credit rating DBRS / Moody's / S&P's	Credit rating
Value	AA	
Score	0.00	0.00

The update on the recovery plan submitted to MCURES will include an overview of our Mission Sustainability Framework that focuses on four key elements:

1. Improve both short- and long-term revenue growth through a revenue “Win Back” strategy
 - There are several components to this - most notably new program development. There are currently 5 new programs that are anticipating student intake to begin for the 2025-2026 fiscal year. In addition, many University fees have been reviewed and increased based on an assessment of service delivery costs and market based comparisons.
2. Challenge the delivery of our academic programs with cost/quality analysis
 - In-depth reviews are underway to ensure appropriate course loads and academic outcomes are achieved.
3. Use an evidence-based approach to organizational change
 - This includes both near- and medium-term changes, such as divisional spending reductions, position reviews and functional units being re-structured to reduce costs to deliver services.
4. Cost containment measures
 - The 2025 voluntary retirement incentive program (VRIP) will result in significant operating fund savings and base budget cuts have been implemented for the 2025-26 fiscal year.

The submission also includes a five-year Budget Plan that incorporates both new revenue streams, as well as some cost cutting measures.

6.0 FINANCIAL IMPLICATIONS

There are no direct financial implications with this report back to MCURES. To ensure value for money with the EAF review, a competitive procurement process will be undertaken to select an appropriate third party consulting firm. The high level steps of the procurement process are provided:

1. Review the Vendor of Record (VoR) listing of consulting firms pre-qualified by Supply Ontario to support EAF reviews for the Ontario postsecondary sector.
2. Establish the selection criteria to assess the service offerings provided by the firms on the VoR.
3. Select five firms to invite and provide presentations to the university.
4. Assess the firms' proposals and presentations against the selection criteria.
5. Identify the winning firm and negotiate terms of an agreement subject to the EAF guidelines provided by the Ministry.

At the time of writing this report, timelines for procurement are under development. The procurement of the firm can be concluded after the April 21st deadline for the EAF proposal. Carleton University administration is consulting with other universities that have already gone through the EAF reviews to learn best practices.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The University Financial Accounting Framework formalizes the sector's long-standing practice of measuring financial health through metrics. These metrics, and the thresholds established, are aimed at identifying where potential financial risks reside and highlighting areas that may need special focus. The university complies annually with the submission of these metrics. Review of these metrics by the Finance Committee of the Board of Governors is a component of its role in overseeing the financial performance of the university.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Reputational risk relates to the potential negative news should any type of action plan be determined necessary for the university. Given the wide coverage of the Laurentian University situation and the fact that this new framework is a result of the Auditor General's report on Laurentian, some media attention may be generated in the early years of its implementation. Careful consideration will be given to appropriate communications with the Ministry.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Report on 2023-24 Financial Accountability Framework and Action Plan

April 14, 2025

Board of Governors' Finance Committee

Overview

- MCU developed framework for all Ontario institutions, in consultation with COU
- First implemented in 2023-2024 fiscal year, using 2022-2023 financial statement data
- Second year assessment received using 2023-24 financial statement data
- Medium action plan assessment requires a report back to the Ministry on progress achieved on the 2024 Recovery Plan submitted in September 2024
- To support the recovery efforts the Ministry is providing up to \$500k from the Efficiency and Accountability Fund (EAF) to procure third party consulting firm services

Framework: 9 Components

CATEGORY	Liquidity	Sustainability	Performance	Credit Rating
METRIC	Primary Reserve Days	Viability Ratio	Surplus Ratio	Credit Rating
	Working Capital Ratio	Debt Ratio	Net Operating Ratio	
		Debt to Revenue Ratio		
		Interest Burden Ratio		

Metric Scale and Thresholds

Category	Metric	Metric Definition	Metric Scale From Left To Right	Medium Threshold More Favorable ←	High Threshold Less Favorable →
LIQUIDITY	Primary reserve days	$(\text{Expendable net assets} / \text{Total expenses}) \times 365 \text{ days}$	Descending	90 days	30 days
	Working capital ratio	$\text{Current assets} / \text{Current liabilities}$	Descending	1.25	1
SUSTAINABILITY	Viability ratio	$\text{Expendable net assets} / \text{Long-term debt}$	Descending	60%	30%
	Debt ratio	$\text{Total liabilities less deferred capital contribution} / \text{Total assets}$	Ascending	35%	55%
	Debt to revenue ratio	$\text{Long-term debt} / \text{Total revenue}$	Ascending	35%	50%
	Interest burden ratio	$\text{Interest expense} / \text{Total expenses less amortization}$	Ascending	2.0%	4.0%
PERFORMANCE	Surplus (deficit) ratio	$\text{Surplus (deficit)} / \text{Total revenue}$	Descending	1.5%	0%
	Net operating revenues ratio	$\text{Cash flow from operations} / \text{Total revenues}$	Descending	7%	2%

Category Score

0, 0.25, 0.5, 0.75

1, 1.25

1.5, 1.75

2

Category Action

No Action

Low Action

Medium Action

High Action

Carleton University's Financial Accountability Action Plan Rating (2023-24 vs 2022-23)

2023-2024

Overall action plan	Liquidity	Financial sustainability	Performance	Credit rating
Medium Action	0.00	0.00	1.50	0.00

2022-2023

Overall action plan	Liquidity	Financial sustainability	Performance	Credit rating
Medium Action	0.0	0.3	1.5	0.0

Liquidity Category

LIQUIDITY			
2023-2024	Primary reserve (days) (Expendable net assets / Total expenses) x 365 days	Working capital Current assets / Current liabilities	Liquidity
Value	190	2.62	
Score	0.00	0.00	

LIQUIDITY			
2022-2023	Primary reserve (days) (Expendable net assets / Total expenses) x 365 days	Working capital Current assets / Current liabilities	Liquidity
Value	223	2.1	
Score	0.0	0.0	0.0

Financial Sustainability Category

FINANCIAL SUSTAINABILITY					
2023-2024	Viability ratio Expendable net assets / Long-term debt	Debt ratio Total debt (less DCC) / Total assets	Debt to revenue ratio Total long-term debt / Total revenue	Interest burden ratio Interest expense / Total expenses less amortization	Financial sustainability
Value	160.72%	30.76%	34.48%	0.29%	
Score	0.00	0.00	0.00	0.00	0.00

FINANCIAL SUSTAINABILITY					
2022-2023	Viability ratio Expendable net assets / Long-term debt	Debt ratio Total debt (less DCC) / Total assets	Debt to revenue ratio Total long-term debt / Total revenue	Interest burden ratio Interest expense / Total expenses less amortization	Financial sustainability
Value	171%	30%	37%	0.3%	
Score	0.0	0.0	1.0	0.0	0.3

Performance Category

2023-2024

PERFORMANCE			
	Surplus (deficit) ratio Surplus (deficit) / Total revenue	Net operating revenues ratio Cash flow from operations / Total revenues	Performance
Value	-6.71%	3.73%	
Score	2.00	1.00	1.50

2022-2023

PERFORMANCE			
	Surplus (deficit) ratio Surplus (deficit) / Total revenue	Net operating revenues ratio Cash flow from operations / Total revenues	Performance
Value	-1.9%	3%	
Score	2.0	1.0	1.5

Medium Risk Action Plan: Deliverables

MCU notified Carleton of its medium risk assessment	March 24, 2025
Finance Committee presentation on 2024 Assessment Results	April 14, 2025
Status update on 2023 Recovery Plan submitted to Ministry	April 21, 2025
EAF Proposal submitted to Ministry	April 21, 2025
BoG Executive Committee presentation on Status Update and EAF Proposal	May 27, 2025
BoG Exec / Finance Committee engagement and updates	Spring – Fall 2025
BoG Finance Committee input on EAF preliminary report	November 2025
Board of Governors input on EAF report	December 2025
BoG Finance Committee input on 2 nd annual Status Update on internal recovery plan	Winter 2026

Status Update Report (due April 21st) will include:

- Negative performance metrics resulted from the use of reserves generated from prior year surpluses
- Steps to improve metrics guided by Mission Sustainability Framework:
 1. Revenue “Win Back” strategies (Fees reviews and increases)
 2. Academic cost/quality analysis (Gathering data to inform decisions)
 3. Evidence-based approach to organizational excellence (Re-structuring)
 4. Cost containment measures (e.g. VRIP, base budget cuts)
- Five-year budget and cash flow plan incorporating both revenue growth and budget cuts

To:	Board of Governors	Date of Report: 24 March 2025
From:	Chair, Building Program Committee	Date of Meeting: 29 April 2025
Subject:	Capital Renewal (Deferred Maintenance) Plan for 2025-2026	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

Similar to other Canadian universities, Carleton has an aging building infrastructure. Our current building asset portfolio has an average building age of 40-years-old. Managing these assets requires carefully allocating the annual Capital Renewal (Deferred Maintenance) (CRDM) and Facilities Renewal Program (FRP) budget to address our campus community's diverse and changing needs while mitigating infrastructure risk.

To ensure that Carleton can support the student experience, academic goals, and research, investments must be made to renew and maintain existing buildings and infrastructure. The university must also ensure that the renewals and deferred maintenance projects are aligned with our sustainability and energy master plan goals.

The 2025-2026 Capital Renewal (Deferred Maintenance) Plan represents year 11 of Carleton's 13-year Capital Renewal (Deferred Maintenance) Program commitment. The three-year extension to the original 10-year commitment was approved at the 641st Board of Governors meeting held on April 30, 2024. The university's capital renewal (deferred maintenance) program systematically addresses many needs, including improved electrical and plumbing systems, ventilation, building envelopes, interior finishes, site infrastructure (sewer/storm/watermain) and ensures preventative maintenance programs are in place to maintain our physical assets. By addressing base building and site infrastructure issues first, the university will decrease the risks and costs associated with unexpected failures, unplanned disruptions on campus, and ensure that base building systems can adequately handle future requirements and academic programming.

The 2025-2026 capital renewal (deferred maintenance) planned projects are aligned with guiding documents that the university has established, along with departmental requests when possible.

4.0 INPUT FROM OTHER SOURCES

Each unit from Facilities Management and Planning (FMP), as well as data from the SLAM (streamlined asset management) database, and various consultant feasibility studies, reports, and investigations provides input into the capital renewal and deferred maintenance planned projects.

Carleton audits a minimum of 25% of its assets each year. The audits provide data on building condition, condition of building systems, and infrastructure. These audits are carried out by an independent third party utilized by all of the universities in the province. All of the data is held centrally and is shared with the Council of Ontario Universities (COU) and the Ontario Ministry of Infrastructure (MOI).

The Facility Condition Index (FCI) is a measure used to help us understand the overall asset condition. The Facility Condition Index (FCI) is calculated as the total cost of needed building repairs and renewal divided by the current replacement value cost of the building (CRV). Each building's FCI score reflects the current condition of the building: good, fair, poor, or critical. Generally, an FCI of 0-10% is good, 10-25% is good to fair, 25-60% is fair to poor, 60% and over is critical. For example, the FCI for Paterson Hall, which is slated for major renewal, is 26%.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The allocation of deferred maintenance funding is prioritized towards systems that have the highest risk score, to mitigate infrastructure risk with consideration to building occupants, the university's activities, and the long-term plan for the campus. This information is based on multiple sources to ensure the right infrastructure and projects are prioritized.

Where possible, the Capital Renewal (Deferred Maintenance) projects are planned, co-ordinated and aligned with other initiatives on campus such as:

- [Carleton University Campus Master Plan](#)
- [Carleton University Coordinated Accessibility Strategy](#)
- [Carleton University Digital Strategy](#)
- [Carleton University Energy Master Plan](#)
- [Carleton University Kinamagwin - Learning Together](#)
- [Carleton University Outdoor Space Master Plan](#)
- [Carleton University Strategic Integrated Plan](#)
- [Carleton University Sustainability Plan](#)
- [Carleton University Transportation Strategy](#)

6.0 FINANCIAL IMPLICATIONS

The university invests approximately \$19 million per year to upgrade and maintain Carleton's aging infrastructure: \$14 million from the university's operating budget and approximately \$5 million from the government's Facilities Renewal Program (FRP).

Supply chain, and skilled trade resource issues continue to impact project budgets and timelines. FMP and stakeholders work together to identify mitigation strategies and determine the most effective project delivery method best suited for scope, project complexity, and timeline. Price escalation allowances are being incorporated into cost estimates for long-term and multi-year projects to account for rising costs. Uncertainty around tariffs could pose risks to costs of materials, supply chain, project schedules, and legal challenges which may result in increased costs to projects.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Risks of not addressing deferred maintenance initiatives involve:

- Increased cost of breakdown repairs
- Risk of catastrophic failures
- Potential liability issues leading to lawsuits or increased insurance costs
- Negative impact on building occupants and core services, resulting in unplanned service disruption and/or building shutdowns
- Increased risk of personal injury claims and health and safety issues
- Poorly maintained facilities can deter students, faculty, employees, donors and damage the university's reputation and reduce competitiveness
- Growing risk of adverse weather events due to climate change increasingly pose a unique set of challenges
- Increased carbon footprint for aging infrastructure

Addressing deferred maintenance proactively helps mitigate these risks, ensuring safety, financial stability, and operational efficiency

FMP typically does not receive FRP funding confirmation from the government until May or June and the amount allocated can fluctuate each year. FMP plans and identifies in advance which projects will meet FRP funding criteria to ensure that these project funds are spent by the grant deadline of March 31, 2026 and mitigate the risk of losing grant funding.

Capital asset management, or more specifically, aging infrastructure, is one of the university's top corporate risks. The ability for the university to stay current with facilities and infrastructure renewal is a significant challenge. The ongoing tuition fee freeze, limited increases to the operating grant and international student enrolment challenges is prohibiting the necessary growth of net revenues required to keep up with inflation and a growing deferred maintenance backlog. Deferred maintenance funding competes with other pressing institutional priorities such as academic programming, research, student services, and administrative services (for example, information technology). Currently, there is no assurance that the university, or the broader public sector, can keep up with deferred maintenance requirements without significantly greater support from government.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Deferred maintenance is not just an issue for facilities staff, it affects the campus community at large. It shapes the campus experience for students, researchers, librarians, faculty, staff and the external community. The university must strive to provide facilities and spaces that are competitive with other institutions, and failure to do so could have a negative impact on the university's reputation, recruitment and retention.

Disruptions as a result of failed infrastructure and emergency shutdowns have a negative impact on the campus community, student experience and reputation. To mitigate these risks, every effort is made to plan and schedule the work proactively. Ongoing communications with the campus community and key stakeholders are part of project management oversight, and FMP continues to have the support of Carleton's communications professional staff.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

2025-2026 Capital Renewal (Deferred Maintenance) Project Plan

Program/Project	Estimate	Categorization
Academic Building flooring, ceiling and lighting renewal	\$550,000	Poor
Air intake grate replacement program (Phase 2)	\$200,000	Infrastructure
Asbestos abatement program in academic buildings	\$100,000	Multiple Buildings
Bronson substation renewal – additional funding	\$1,000,000	Good
Central Heating Plant upgrades and deferred maintenance	\$400,000	Critical
Chiller maintenance and overhaul repairs to extend useful life	\$300,000	Poor
Classroom deferred maintenance repairs and curb appeal improvements	\$770,000	Fair
Cooling Tower Refurbishment – Steacie Building	\$200,000	Fair
Dunton Tower elevator drive replacement	\$80,000	Fair
Fire systems deficiencies and life safety repairs	\$400,000	Multiple Buildings
Herzberg Building mechanical and electrical upgrades B block	\$2,000,000	Fair
High voltage improvements	\$400,000	Infrastructure
Heating Ventilation Air Conditioning (HVAC) repair, resiliency and energy improvement fund	\$400,000	Multiple Buildings
Lab Control upgrades, fume hood deficiencies	\$200,000	Fair
Loeb Building roof and skylight replacement	\$1,200,000	Poor
Mackenzie Building air handling unit replacement	\$600,000	Poor
Maintenance Building air handling unit replacement	\$400,000	Fair
Mechanical Room Renewal (Steacie, Loeb, MacOdrum Library)	\$150,000	Fair
Pigiarvik Podium Repair (Design) – to be coordinated with tunnel improvements	\$200,000	Poor
Road and sidewalk improvements and repairs	\$500,000	Infrastructure
Roof replacement and skylight repairs (Nesbitt building, Maintenance Building, Richcraft Hall)	\$1,625,000	Fair
Steacie Building Phoenix Lab Controller Replacement (SuperLab)	\$500,000	Fair
Steam Distribution - automatic block valve	\$200,000	Infrastructure
Tory Building chiller replacement	\$2,000,000	Fair
Watermain, storm and sewer replacement /upgrades	\$3,000,000	Infrastructure
Contingency for cost escalations and emergency repairs	\$1,400,000	N/A
FMP Project management and project support fees	\$800,000	N/A
Total	\$19,575,000.00	

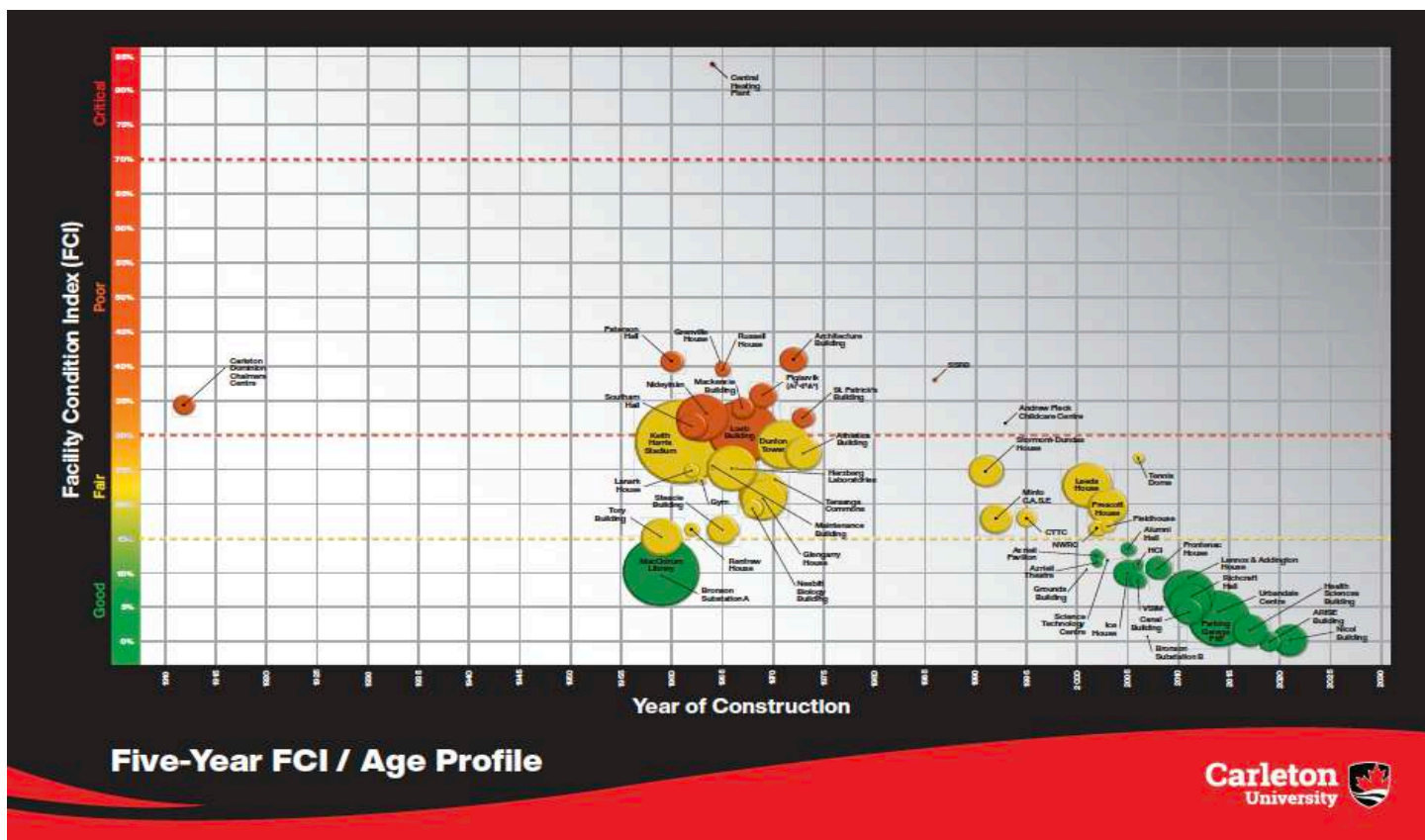
Legend

The Facility Condition Index (FCI) measures a facility's condition by comparing the cost of needed repairs and renewals to the current replacement value.

FCI = Deferred Capital Renewal and Maintenance Need Over a Given Period of Time x 100

Current Replacement Value (CRV) of the Facility

FCI ≤ 15% Good	15% < FCI ≤ 30% Fair	30% < FCI ≤ 70% Poor	FCI > 70% Critical
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*Circles represent the scale of the building size

*Note: Carleton will be adapting to the new Ontario Association of Physical Plant Administrators (OAPPA) ranges starting in 2025-2026 Fiscal.

To:	Board of Governors	Date of Report: 8 April 2025
From:	Chair, Advancement and University Relations Committee	Date of Meeting: 29 April 2025
Subject:	Kinàmàgawin Progress Report	
Responsible Portfolio:	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 *Kinàmàgawin*. Published in 2020, *Kinàmàgawin* includes 41 Carleton-specific Calls to Action that encompass an overarching goal of making the Carleton campus a safe and welcoming space for current and future Indigenous students, staff and faculty members. The first Progress Report was published in 2022 and outlined significant collective effort across the University to further the goals of the initial *Kinàmàgawin* report. The current report includes updates that have been implemented since April 2024.

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 *Kinàmàgawin* report is in close alignment with the Strategic Integrated Plan (SIP). In particular, the SIP (under the Strive for Wellness; Strive for Sustainability direction) outlines a commitment to learn and take action together to achieve reconciliation with Indigenous Peoples. 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 progress report.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Given the high visibility of the issues and implications for the academic mission, there is risk to reputation and outcomes for failure to take measures deemed necessary in the current environment. The University has a responsibility to continue to support the recommendations of the Truth and Reconciliation Commission, which were published in 2015. This risk is mitigated by implementing the *Kinàmàgawin* report.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Following the presentation of this report, the Office of the Provost and Vice-President (Academic), in collaboration with the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) and the Centre for Indigenous Support and Community Engagement will make the report public on the Indigenous Gathering Site alongside the previous Progress Report and the *Kinàmàgawin* report.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

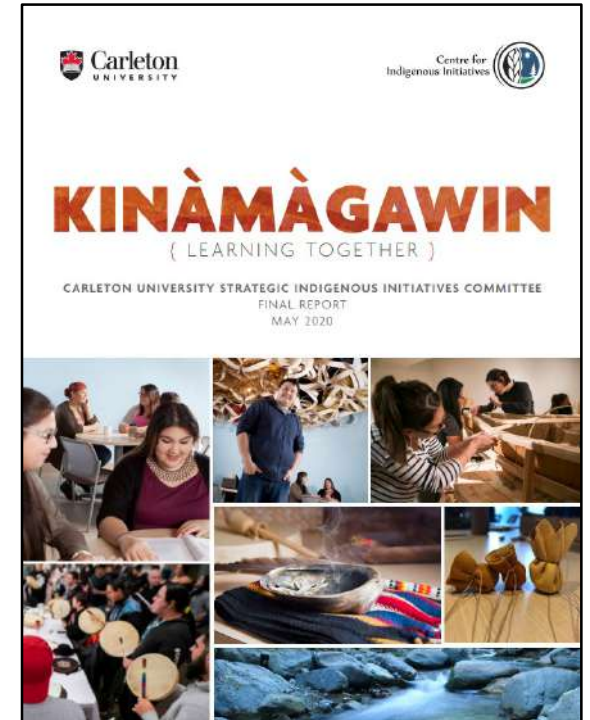
Kinàmàgawin (Learning Together) Progress Report

April 2025

Board of Governors - Advancement and University Relations
Committee

The Kinàmàgawin (Learning Together) Report

- Published in 2020, *Kinàmàgawin* includes 41 Carleton-specific Calls to Action that encompass an overarching goal of making the Carleton campus a safer space for current and future Indigenous students, staff and faculty members.
- The first Progress Report was published in 2022 and outlined significant collective effort across the university to further the goals of the initial *Kinàmàgawin* report. The current report includes updates that have been implemented since April 2024, as well as a five-year retrospective through a selection of inspiring stories.
- Our efforts continue to be complemented by a \$2.5 million donation from The Joyce Family Foundation (matched by an additional \$2.5 million from the University) which has allowed us to mobilize many of our intentions.



Mìgwechiwenindamowin

Giving Gratitude

We acknowledge and thank the Faculties, departments and units across campus that have continued making progress in fulfilling the Kinàmàgawin calls to actions. Their full contributions are summarized in the written report.

We also thank members of the Carleton University Strategic Indigenous Initiatives Committee, the Indigenous Education Council and the Algonquin and Inuit Advisory Councils.

These individuals have been—and continue to be—deeply committed to supporting Indigenous students and integrating Indigenous knowledge and teaching and learning practices.



Engaging Communities

Updates include:

- The Centre for Indigenous Support and Community Engagement (CISCE) established a partnership with Sivuumut Solutions and the Government of Nunavut to provide land-based learning opportunities for southern-based Inuit students and support the recruitment of northern-based Inuit to attend Carleton.
- (CISCE) partnered with the Department of Geography and Environmental Studies to host 18 Nunavut Arctic College students in the Environmental Technology Program. Students explored research and learning opportunities, program options and student supports for Inuit learners at Carleton.



Supporting Indigenous Students

Updates include:

- The Department of University Advancement reports that a total of \$7.6 million has been raised for Indigenous initiatives, programs and student aid since January 1, 2020.
- CISCE began mapping a Circle of Care Protocol that will enable Carleton student support staff to collaboratively provide care for Indigenous students. This will ensure a cohesive and culturally appropriate process when an Indigenous student requires engagement with various offices on campus.
- The Centre for Indigenous Support and Community Engagement has established a \$75,000 fund in partnership with Sivuumut Solutions that will support Inuit students in learning about federal careers and the devolution of Nunavut.



Improving Indigenous Experiences at Carleton

Updates include:

- Carleton adopted two policies to verify Indigenous identity for employment competitions, academic programs and awards, grants, bursaries and scholarships that are limited to Indigenous candidates. Both policies were developed over multiple years in a consultative process to ensure accountability, accessibility and inclusivity.
- To encourage local participation in the newly launched Certificate in Journalism in Indigenous Communities, free tuition will be offered to one student from the Algonquins of Pikwàkanagàn First Nation, one from the Kitigan Zibi Anishinabeg First Nation and one from the Mohawk Nation of Akwesasne.



Indigenous Ways of Teaching and Learning

Updates include:

- Two-Spirit students participated in Two-Spirit-focused knowledge keeper sessions to learn about the roles and responsibilities of Two-Spirit people in Indigenous communities.
- Southern-based Inuit students travelled to Cambridge Bay, Nunavut to work with Elders and Knowledge Keepers at the Canadian High Arctic Research Station.
- Four Indigenous Students travelled to Peru to engage in Land-Based Learning in the Indigenous community of Paru Paru. Students contributed to building a ceremonial space using traditional building techniques, learned about potato farming and traditional textile production.



Making Room in the Culture, Systems & Structure of Academia

Updates include:

- All signage at the Carleton Dominion-Chalmers Centre (CDCC) is now displayed in English, Algonquin, and French, with the Algonquin translations expertly provided by Joan Tenasco of Kitigan Zibi.
- The Sprott School of Business has allocated a non-denominational space for prayer and reflection in the Nicol Building that is open to Indigenous students.
- In honour of National Day for Truth and Reconciliation, Housing and Residence Life Services commissioned an art piece from Anishinaabe Bodewadmi/Nehiyaw artist Kevin George to display in the residence community.



Enhancing Research and Innovation

Updates include:

- Library staff have been continuing efforts to apply decolonizing descriptions into everyday cataloguing workflows.
- With the cooperation and support of the Office of Research Ethics, the Ānako Indigenous Research Institute is working to establish an Indigenous Research Ethics Board (IREB) to ensure that research involving Indigenous Peoples and communities is conducted respectfully and the benefits of research are shared fairly with affected communities.



Measuring Our Success

Updates include:

- Since the initial release of *Kinàmàgawin*, Faculties and professional services departments have been making great strides in relation to fulfilling the 41 Calls to Action. Each year there is an opportunity presented to Vice-Presidents, Deans, Directors and Chairs to highlight achievements and model various paths forward.
- Progress reports will continue to be published to highlight the collective work of the Carleton community in implementing *Kinàmàgawin*.



Nìgàn Nidijì Màdjìshkàmin Nibwàkàyàng

Moving Forward With Humility

- Institutional humility is critical in creating a respectful path forward, recognizing that existing relationships have been inextricably influenced by how educational institutions historically were used as a tool to eliminate Indigenous peoples.
- Carleton has gained momentum through the numerous initiatives being undertaken by the collective community. We wish to reinforce our commitment to continuing to make progress on the work that remains.
- Building upon the foundation of truth ensures that Carleton will continue to move forward with humility, which will benefit students, staff and faculty in the future.



Thank You!



Kinàmàgawin (Learning Together) Progress Report

April 2025



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Mìgwechiwenindamowin [Giving Gratitude]

On behalf of Carleton University, we are pleased to provide an update on the Kinàmàgawin strategy to showcase the collective work that has been undertaken to address its 41 Calls to Action since the 2024 Progress Report.

This report, which marks the fifth anniversary of the release of *Kinàmàgawin*, represents significant collective actions that have been undertaken by our colleagues across the University in collaboration with community partners to make Carleton a safe and welcoming space for Indigenous students, staff and faculty.

These actions continue to be complemented by a \$2.5 million donation from the Joyce Family Foundation—matched by an additional \$2.5 million from the University—which has allowed us to mobilize many of our intentions.

Sincerely,

Kinàmàgawin Co-Chairs

Kahente Horn-Miller
Associate Vice-President (Indigenous Teaching, Learning and Research)

Benny Michaud
Director, Centre for Indigenous Support and Community Engagement

L. Pauline Rankin
Provost and Vice-President (Academic)

We would like to extend our sincere thanks to members of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC), the Indigenous Education Council and the Algonquin and Inuit Advisory Councils, who continue to be deeply committed to supporting Indigenous students and integrating Indigenous knowledge and teaching and learning practices. We are immensely grateful for your guidance and support in this important work.

We wish to thank all members of the Carleton community for their work in this important area and to reinforce our commitment to continuing to make progress on the work that remains to be done.



Ked lji ljichigenàniwang Kikinàmàgenàniwang [The Kinàmàgawin Strategy]

Following the release of the Truth and Reconciliation Commission's final report in 2015, post-secondary education institutions across Canada have committed to furthering reconciliation by renewing efforts to support Indigenous learners and bring Indigenous knowledge into classrooms.

In 2020, Carleton published the Kinàmàgawin strategy, which includes 41 Carleton-specific Calls to Action, to take the necessary steps to make the Carleton campus a safer and more welcoming space for current and future Indigenous students, faculty and staff.

Importantly, the title, Kinàmàgawin, which translates to "learning together," is a powerful statement that reflects both the work that the University has undertaken to learn difficult truths, and in continuing to fully implement the 41 Calls to Action.

Acknowledging and confronting difficult truths were foundational practices to the committee's work, which provided a way of moving forward with institutional humility.

The Kinàmàgawin report is interspersed with poignant sentiments gathered during the consultation phase, including: **"Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines."**

Although the quotes are not attributed, they represent the significant conversations that took place during these engagement sessions.



Nidawehigemin Kaye Niganawendànnàn Ishkode **[Clearing a Path and Keeping the Fire]**

This section outlines the specific actions and initiatives that have been undertaken to respond to the 41 Calls to Action outlined in Kinàmàgawin, which are organized in the following groups:

- Engaging Communities
- Supporting Indigenous Students
- Improving Indigenous Experiences at Carleton
- Indigenous Ways of Teaching and Learning
- Making Room in the Culture, Systems and Structure of Academia
- Enhancing Research and Innovation
- Measuring Our Success

Engaging Communities

1. We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities.

- As described in previous Progress Reports, the mandates of the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) and the Centre for Indigenous Support and Community Engagement are dedicated to fostering these connections and further developing initiatives both on and off campus. In 2020, the Office of Indigenous Initiatives was renamed to the Centre for Indigenous Support and Community Engagement to better reflect its purpose within the university.
- Specific examples of the ways in which the Centre for Indigenous Support and Community Engagement has engaged with Indigenous communities this year include:
 - Established a community partnership with Two-Spirits Manitoba to support the first Two-Spirit Sundance Ceremony in Portage La Prairie, Manitoba.
 - Established a partnership with Sivuumut Solutions and the Government of Nunavut to provide land-based learning opportunities for southern-based Inuit students and support the recruitment of northern-based Inuit to attend Carleton.
 - Partnered with the Department of Geography and Environmental Studies to host 18 Nunavut Arctic College students in the Environmental Technology Program. Students explored research and learning opportunities, program options and student supports for Inuit learners at Carleton.
 - Built a relationship with Nunavut Sivuniksavut and will be presenting on the IESP and Inuit cultural exchange.
 - Supported Prof. Yuly Billig (Mathematics and Statistics) in working with Inuit organization Inuuqatigiit. Prof. Billig taught weekly grade 10 math classes in the Centre for Indigenous Support and Community Engagement office to Inuit secondary school students.
 - Partnered with the Illiniapaa Skills Development Centre to support the Indigenous Work Ready Program. Through this program, two Indigenous students completed work placements at the Centre for Indigenous Support and Community Engagement.
 - Supported the Experiences Canada *National Youth Forum on Reconciliation* that was hosted at Carleton in July. Fifty students from across Canada participated, 75% of whom were Indigenous.

2. We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary.

- The Centre for Indigenous Support and Community Engagement:
 - Delivered workshops and presentations in Ottawa area secondary schools to support the recruitment of students to the Indigenous Enriched Support Program.
 - Co-hosted the Indigenous Postsecondary Honouring Ceremony in June 2024 with other postsecondary institutions in Ottawa including University of Ottawa, Algonquin College, College La Cité and Saint Paul University. This ceremony is a community-focused convocation ceremony celebrating Indigenous postsecondary graduates. It enables all members of a family to attend the event.

- In partnership with Nishnawbe Aski Nation (NAN), Students and Enrolment continues to host the annual NAN Youth Leadership Program in July. The program sees young people from NAN territory in northwestern Ontario gather on campus and stay in residence to participate in a weeklong series of Indigenous-focused learning sessions and various social excursions around Ottawa. In July 2024, Carleton welcomed program participants with a launch event and feast. Planning for the 2025 NAN Youth Leadership Program is underway and is financially supported by Students and Enrolment.



Former NAN Deputy Grand Chief Victor Linklater. Photo by Lindsay Ralph.

3. We call for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed.

- This has been completed as identified in the 2022 Progress Report. The Indigenous Gathering Website is available at carleton.ca/indigenous.

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

- The Department of University Communications (DUC) has developed a [communications resource](#) in response to the recommendations made during the Kinàmàgawin consultations. The Carleton Writing Style Guide was launched in December 2024 and has a chapter titled Indigenous Communications Guide. The guide aims to reflect the diversity of Indigenous Peoples and ensure respectful communication in all aspects of content. Drawing from core Indigenous strategies and incorporating best practices in public communication, the initial draft was shared with Indigenous members of the university for feedback. Comments and advice were incorporated and an updated version was circulated for additional consultation with Carleton's Indigenous leaders and advisors. The final version of the guide has been posted on the DUC webpage and shared with the Carleton community through our internal communication channels. The guide will undergo an annual review, as required, to integrate new knowledge and updated terminology.
- The Sprott School of Business promoted its programs and scholarships for Indigenous students across new non-traditional channels and Indigenous digital media channels (i.e., Say Magazine) to generate increased awareness across Indigenous communities.

Supporting Indigenous Students

5. We call for targeted fundraising towards the creation of additional Indigenous focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty.

- The Department of University Advancement reports that a total of \$7.6 million has been raised for Indigenous initiatives, programs and student aid since January 1, 2020. Contributions to the Kinàmàgawin calls to action through Advancement's work with donors and alumni extend beyond fundraising to create meaningful partnerships that build awareness and engage in Indigenous conciliation through Carleton where appropriate.
- The Department of University Advancement has worked with donors to establish three funds to support Indigenous student mentorship. By matching Carleton Indigenous students with Indigenous youth, mentors work with elementary and high-school students in the Ottawa area as well as current Carleton students to provide academic and cultural support in an environment that helps to increase confidence, contributes to the achievement of goals, and fosters an understanding about learning and life challenges.
- Donors have also established two funds to support Indigenous student emergencies and those with the greatest needs where all donations go directly toward providing financial support to Indigenous students at Carleton who require immediate funding for essential expenses.
- Working with the Department of University Advancement, the Centre for Indigenous Support and Community Engagement established an Indigenous Recruitment and Student Success Fund with industry partners such as Ross Video and Transoft that raised \$96,700 to offer Indigenous-led recruitment in communities, enhanced programming for Indigenous students on campus and incorporating land-based learning into the educational experience.

6. We call for the identification of a designated space for all Indigenous programs and services within the university, including, but not limited to, the Centre for Indigenous Support and Community Engagement, the Indigenous Enriched Support Program, the Institute of Interdisciplinary Studies, and the Ānako Indigenous Research Institute.

- This was completed as identified in the 2022 and 2024 Progress Reports.

7. We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Support and Community Engagement, for the benefit of Indigenous students, faculty and staff.

- As described in the 2022 Progress Report, Facilities Management and Planning worked with consultants and held consultations with campus and external stakeholders to develop Carleton University's first Outdoor Space Master Plan in 2020. Carleton's Campus Master Plan was updated in 2023. Important tenets of the Campus Master Plan Update include increasing Indigenous student support on campus, increasing Indigenous spaces and Indigenous visibility, and ensuring Indigenous teaching methods and ways of knowing are incorporated into development projects on campus. This regenerative campus design plan took great care to ensure that design elements reflect that Carleton is situated within the unceded and unsurrendered territory of the Algonquin Anishinaabeg. Both plans took great care to ensure that design elements reflected that Carleton is situated within the unceded and unsurrendered territory of the Algonquin Anishinaabeg.

8. We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Support and Community Engagement, Health and Counseling Services, and the Office of Student Affairs.

- The Centre for Indigenous Support and Community Engagement began mapping a Circle of Care Protocol that will enable Carleton student support staff to collaboratively provide care for Indigenous students. This will ensure a cohesive and culturally appropriate process when an Indigenous student requires engagement with various offices on campus.
- Health and Counselling Services collaborates with the Centre for Indigenous Support and Community Engagement on initiatives to better support Indigenous students. This includes updating forms to let students self-identify as Indigenous, referring Indigenous students to the on-campus Indigenous counsellor and connecting students with the Ojigkwanong Centre. Through monthly meetings, the two offices are working to improve student identification, foster ongoing consultation and partnership and incorporate Indigenous approaches to health and wellness into support services.

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

- As indicated in the 2022 Progress Report, the \$2.5 million endowment supported by The Joyce Family Foundation has been matched by the University with an additional \$2.5 million. Part of these matching funds will be used to provide support to Indigenous students who have young children.
- The Centre for Indigenous Support and Community Engagement has established a \$75,000 fund in partnership with Sivuumut Solutions that will support Inuit students in learning about federal careers and the devolution of Nunavut.
- The following scholarships have also been established to ease financial burdens for Indigenous students:
 - The Humphrey Law Bursary (valued at \$5,000) is awarded annually to an Indigenous student in demonstrated financial need who is entering any undergraduate program of study within the Sprott School of Business.
 - The T.E. Wealth Indigenous Scholarship in Finance (valued at \$2,500) is awarded annually to one or two students on the recommendation of the Dean of the Sprott School of Business to outstanding undergraduate Indigenous students entering or proceeding from one year to another in any program within the Sprott School of Business.

Improving Indigenous Experiences at Carleton

10. We call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of Kitigan Zibi Anishinabeg and Algonquins of Pikwakanagan First Nation.

- The Centre for Indigenous Support and Community Engagement; Admissions Services; Office of Graduate Studies; and Awards and Financial Aid collaborated to develop a [policy for Admissions and Awards Limited to Indigenous Candidates](#). A website for [demonstrating Indigenous Identity for the admissions](#) process has also been created.
- To encourage local participation in the newly launched Certificate in Journalism in Indigenous Communities, free tuition will be offered to one student from the Algonquins of Pikwàkanagàn First Nation, one from the Kitigan Zibi Anishinabeg First Nation and one from the Mohawk Nation of Akwesasne.
- The Undergraduate Recruitment Office's Indigenous Initiatives Recruitment Coordinator continues to connect with Indigenous students during the Aboriginal Post-Secondary Information Program tour (APSIP) in the fall and winter and has seen a noticeable decrease in the hesitancy for Indigenous prospective students to engage with the Carleton table. In the 2023-24 recruitment year, the Indigenous Initiatives Recruitment Coordinator connected with close to 2,000 students who attended these events. They have also participated in many Indigenous community events, including the Spirit of the Drum Powwow, the Odawa Urban Treaty event, Indigenous student career readiness programs and Summer Solstice Festival. Events continue through the spring including the Inspire Soaring Indigenous Student Gathering.
- The Undergraduate Recruitment Office's Indigenous Initiatives Recruitment Coordinator is continuing to build relationships with the Indigenous Education Teams, in particular the Ottawa-Carleton District School Board, the Ottawa Catholic School Board, Renfrew County District School Board and the Upper Canada District School Board. They are continuing to develop relationships with school boards in the Greater Toronto Area.
- The Undergraduate Recruitment Office created an [Indigenous Student Viewbook](#) to outline elements of the Carleton campus and student experience unique to Indigenous students and continues to be used in Indigenous recruitment efforts. The 2024 Indigenous student viewbook includes increased use of local Indigenous dialects. The general Viewbook continues to feature the "Building a better world, together" section to highlight Carleton's commitment to equity, diversity and inclusion and supporting Indigenous students.
- The Undergraduate Recruitment Office completed an Indigenous student photoshoot in collaboration with the Centre for Indigenous Support and Community Engagement to further enhance digital assets both for Indigenous student recruitment and to ensure Indigenous students are represented in mainstream student recruitment materials.
- All staff (including recruiters) in the Undergraduate Recruitment Office are trained on delivering a meaningful and respectful land acknowledgment. All high school presentations, event presentations and campus tours include a meaningful land acknowledgment. All staff in the

Undergraduate Recruitment Office also participate in annual training that includes training on supporting Indigenous students.

- 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.
- With the approval of two-year Indigenous Studies program at Algonquin College, Admissions Services is working in collaboration with the Faculty of Arts and Social Sciences, the Centre for Indigenous Support and Community Engagement and Algonquin College on student pathways from this new Algonquin program into the Bachelor of Arts in Indigenous Studies at Carleton. Admissions Services has worked with the Nursing and Social Work programs to implement reserved spaces for Indigenous applicants for these programs. This process is facilitated through each program's supplemental application.
- The Office of Awards and Financial Aid participated in a two-year pilot project with Ontario University Athletics to create and promote the Black and Indigenous Student Athlete Bursary Program. The unit also promoted and administered MCU First Generation and Indigenous Student Bursary programs.
- Advertised the Sprott School of Business program in Say Magazine and CANDO newsletter and have supported Indigenous entrepreneurship youth programming in partnership with CANDO (Council for the Advancement of Native Development Officers), including sponsoring a youth event at a CANDO conference.

11. We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.

- As indicated in the 2024 Progress Report, the Indigenous Enriched Support Program (IESP) welcomed 16 students into a newly designed program.
- The Centre for Indigenous Support and Community Engagement revised the Indigenous Enriched Support Program workshops by establishing a new framework based on *mino bimaadziwin*, or "living a good life" in Anishinaabemowin.
- The Department of University Advancement continues to fundraise for an IESP Greatest Needs Fund.
- The Centre for Indigenous Support and Community Engagement employed Indigenous academic mentors to support students in their coursework. The IESP had cohort-specific mentors to support their studies.

12. We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university.

- Hosted by the Centre for Indigenous Support and Community Engagement, the annual Kinàmàgawin Symposium addresses timely topics—chosen by students—relevant to Indigenous peoples and empowers students, staff and faculty at Carleton to further their own knowledge and become a positive force for change. The symposium serves to amplify Indigenous perspectives, teachings, and ways of being and facilitates relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university. The following topics have been explored:

- 2020: Indigenous Identity and Sovereignty
- 2021: The Inuit Relocations: Intergenerational Impacts and Inuit Resilience
- 2022: Surviving the Pandemic: Indigenous Approaches to Wellbeing
- 2023: Accessing the Academy: A Four Directions Approach
- 2024: Connecting to Indigenous Spirituality: Learning from the Land, Community and Culture
- 2025: Indigenization: How to use Design Thinking with Indigenous Community
- **Honouring Orange Shirt Day:** The Office of the Provost and Vice-President (Academic) hosted *Walking Together in Allyship* on Sept. 30 as a way of bringing the Carleton community together to honour Orange Shirt Day, an annual day of remembrance to acknowledge the history and harmful impacts of Canada's residential and day school system. The importance of listening, reflecting and acting with humility was at the forefront of the event, which close to 200 Carleton faculty, staff and students attended. The panel discussion featured panelists and speakers from across the university community.



Close to 200 members of the Carleton community attended an event in honour of Orange Shirt Day on Sept. 30, 2024.

Other ways in which the university community honoured Orange Shirt Day included:

- Athletics and Recreation hosted a varsity football game on Sept. 28 and a rugby game on Sep. 29. Both events featured coaches and players wearing orange shirts in support of National Truth and Reconciliation Day. Additionally, the national anthem was sung in English, French and Ojibwe.
- An *Every Child Matters* flag was raised on campus, and the north end campus bridge and the Richcraft Hall overpass were illuminated in orange.
- Campus Safety Services hosted a food drive in support of Minwaashin Lodge.
- The Department of University Advancement continues to support departments as they host events, such as the annual event hosted by the School of Public Policy and Administration in honour of National Truth and Reconciliation Day.
- Donors have contributed to the Katherine A.H. Graham Lecture on Indigenous Policy, which was established in 2009 to examine a wide range of policy issues, cases, models and tools related to First Nations, Métis and Inuit communities across Canada. In 2024, this event featured Regional Chief of Ontario Benedict Abram, who spoke on the topic of Transforming First Nations Child and Family Services.
- The Sprott School of Business Speaker Series featured Algonquin First Nations multi-disciplinary artist Josée Bourgeois, who spoke about Indigenous sovereignty and insight on Indigenous business models; and Robert Scow Kwakwakawakw from the four tribes of the Musgamagw Dzawada'enuxw and Dr. Wanda Wuttunee, member of the Red Pheasant First Nation, who spoke on *Indigenous Communities in Canada: Building Awareness, Connections and Education*.
- In February 2024, Dr. W. Stephen McNeil, an Associate Professor at the Okanagan campus of the University of British Columbia hosted an event entitled *Affective Impacts of a Context-Embedded First-Year Chemistry Curriculum*. At the event, Dr. McNeil presented the pedagogical basis for Carleton's multi-year strategic redesign, revision, and assessment of the Chemistry

course sequence for first-year students. Included in the redesign is the creation and use of new context-embedded learning activities, including an activity describing and applying first-year chemistry principles to a traditional pit-cooking practice of regional Interior Salish peoples.

- The Office of the Associate Vice-President, Indigenous Teaching, Learning and Research and the Anako Indigenous Research Institute invited a series of Indigenous subject matter experts to Carleton, including Dr. Lorna Wanosts'a7 Williams, Wilfred Buck, Brian Maracle, who hosted public talks and recorded interviews to support the Carleton University Collaborative Indigenous Learning Bundles. These recordings have been used to provide Indigenous perspectives on the areas of Indigenous Language Revitalization and the Indigenization of content provided through Carleton.
- In recognition of National Indigenous History Month and National Indigenous Peoples Day, the Canadian Accessibility Network's June 2023 event explored the unique barriers and realities faced by Indigenous persons with disabilities. Panelists offered insights on disability and accessibility from Indigenous perspectives and discussed how we can work towards reconciliation and take action to build more inclusive societies that celebrate and support members of Indigenous communities who have disabilities.
- Benny Michaud, Director of Centre for Indigenous Support and Community Engagement, was a keynote speaker at the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education conference (CAPDHHE) hosted on campus by the Department of Equity and Inclusive Communities, which was attended by more than 100 participants representing Canadian universities and colleges.



Benny Michaud speaks at CAPDHHE

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

- This has been completed as identified in the 2022 Progress Report. Additional ways in which the Housing and Residence Life Services is improving Indigenous experiences include:
 - Housing and Residence Life Services has committed to reserving 10 rooms for first-year Indigenous students and two rooms for upper-year Indigenous students (assigned in consultation with CISCE) 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. The department has also designated two rooms for students who are in need of housing and are admitted to the Indigenous Enriched Support Program.
 - Indigenous students who are facing housing insecurity and are in need of short-term shelter can access an emergency residence space.
 - Housing and Residence Life Services, in consultation with the Centre for Indigenous Support and Community Engagement, is formalizing a process for Indigenous students to request to smudge their residence room upon move-in, if desired.

14. We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Support and Community Engagement, Carleton Safety Services and the Department of Equity and Inclusive Communities.

- As identified in the 2024 Progress Report, the Campus Safety Services Engagement and Inclusion Officer has established ongoing outreach and collaboration with the Resource Officer within the Centre for Indigenous Support and Community Engagement.
- As identified in the 2024 Progress Report, Campus Safety Services has established the Community Engagement Table in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities. The work of this committee continues to be guided by a commitment to understanding the impacts of settler-colonialism on Indigenous Peoples, as well as equity, diversity and inclusion, transparency and humility.

Additional ways in which the university community is improving Indigenous experiences include:

- Career Services provided consultation to the Centre for Indigenous Support and Community Engagement's Community Liaison Officer and the University of Ottawa's Office of Indigenous Affairs' Community Engagement Officer during their planning phases of a career fair for all Indigenous post-secondary students in Ottawa. Meetings were also held with the Centre for Indigenous Support and Community Engagement and with the ACT to Employ program to identify outreach strategies for Indigenous students.
- Attendant Services staff have strengthened knowledge related to Indigenous students with disabilities with the seminar and film "Pathways to Change: Indigenous Insights on Accessibility and Disability."
- Through ongoing funding from the Ontario Access and Inclusion Program, the Student Experience Office has been able to implement initiatives tailored to support Indigenous students, in partnership with the Centre for Indigenous Support and Community Engagement. These initiatives include providing peer support and mentorship, recruiting and training Indigenous Outreach Ambassadors for local high schools, and offering welcome kits to ease students' transition to university life.

Indigenous Ways of Teaching and Learning

15. We call for a best practices review of coteaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts and those with lived experience in the teaching process.

- In 2024, Indigenous Studies became an independent program in the Institute of Interdisciplinary Studies that is unified by its commitment to Indigenous resurgence and ways of knowing, community-engaged learning, and dissection of colonial power and politics. Students of the program take courses that discuss Indigenous feminisms, genders, and sexualities, ecological ways of knowing, Indigenous urbanisms, Indigenous legal orders, historical and contemporary Indigenous political struggles, Indigenous arts and culture, Indigenous languages and their relationships to the land, and global Indigeneity, among others.
- A revised two-year Ontario College Diploma in Indigenous Studies has been approved at Algonquin College, set to start in Fall 2025. This diploma program cultivates knowledge of Inuit, Métis and First Nations communities, cultures, practices, and perspectives and introduces global Indigenous perspectives and realities to Indigenous and non-Indigenous learners. This was previously a one-year diploma, under a different name (Aboriginal Studies). Now that a revised two-year program has been approved, discussions have resumed on an articulation agreement to support graduates transitioning into Carleton's BA in Indigenous Studies.
- [Music Artist-in-Residence Olivia Shortt's residency at Carleton](#) had a profound impact on students by encouraging creativity, collaboration, and professional development in music. As a multidisciplinary artist and storyteller, Shortt introduced students to diverse musical approaches, from improvisation to artist branding, empowering them with the skills to navigate the industry. Their work emphasized the importance of community and connection, reinforcing the role of music in cultural expression and reconciliation. By blending traditional and experimental practices, Shortt's residency not only celebrated artistic innovation but also created lasting networks that will continue to inspire students and Ottawa's music scene.
- The Azrieli School of Architecture and Urbanism's annual Indigenous Feast led by Professors Menna Agha and Omeasoo Wahpasiw, to teach colleagues about transforming their educational and research practices. The feast was held again in 2024.
- Through the Ānako Indigenous Research Institute, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) has hosted nine Research Talks, featuring presenters Wilfred Buck, Josée Bourgeois, Brian Bellefeuille, Dr. Lorna Wánosts'a7 Williams, Brian Maracle, Floyd Favel, Hilding Neilson, Tasha Beeds and Henry Lickers. The Research Talks series explores Indigenous research methods associated with the presenters' area of study and provide insight on how to effectively Indigenize instructional content.
- [Prof. Connor Kupchak introduced an Indigenous Learning Circle into his ELEC2501 course](#) for electrical engineering students. Problem analysis sessions make the courses more collaborative and positive for students as it engages everyone in reciprocal and relational learning.



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

- As indicated in the 2022 Progress Report, funds are made available to compensate Knowledge Keepers, Indigenous language experts, and community members who provide expertise in the form of classroom presentations, program development, or resource development. While honoraria are one method of compensation, many community members provide ongoing support for various programs and learning initiatives. In these instances, it is critical that appropriate funding be allocated within departments for short-term positions that identify expectations to ensure community members are not overburdened and undercompensated.

17. We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.

- As indicated in the 2024 Progress Report, Facilities Management and Planning, and Teaching and Learning Services continue to work collaboratively to identify opportunities to enhance learning spaces with the use of movable furniture in bookable spaces to support Indigenous teaching and learning models. This approach has been implemented in the Nicol Building and the new Learning Lab on the fourth floor of MacOdrum Library.
- The facilities connected with the new Nicol Building as well as the Innovation Hub were conceived to support experiential learning-based pedagogies and feature rooms that are non-hierarchical spatial settings to facilitate collaboration and sharing.

18. We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.

- The Conseil de la Nation Atikamekw has unveiled two new dictionaries—Atikamekw-French and French-Atikamekw—developed in collaboration with Carleton to support language preservation. Led by CNA's Language Services team and Linguistics Professor Dr. Marie-Odile Junker, these resources are among the first Indigenous language dictionaries to offer both unilingual and bilingual definitions. Already in demand by local schools, the dictionaries are available in print and online, reinforcing efforts to maintain the vitality of one of the most widely spoken First Nations languages.
- Linguistics professor Dr. Marie-Odile Junker is contributing to the revitalization of Indigenous languages through the Algonquian Dictionaries and Linguistic Atlas Project. Supported by the National Research Council of Canada and Carleton University, this initiative focuses on developing web-based dictionaries and atlases to enhance language learning. Dr. Junker highlights the importance of long-standing collaborations in creating resources and technologies that meet the needs of Indigenous speakers and learners.

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

- The Centre for Indigenous Support and Community Engagement hosted two land-based learning opportunities for students:
 - In August 2024, Two-Spirit students participated in Two-Spirit-focused knowledge keeper sessions to learn about the roles and responsibilities of Two-Spirit people in Indigenous

communities. The culmination of this learning was students pledging to be Helpers at the Annual Two-Spirit Sundance in Portage La Prairie, Manitoba. Students camped on the ceremony grounds and served as Helpers throughout the ceremony by fire-keeping, cooking, building tipis, preparing medicines, and supporting dancers and Elders.

- In March 2025, Southern-based Inuit students travelled to Cambridge Bay, Nunavut to work with Elders and Knowledge Keepers at the Canadian High Arctic Research Station. Students participated in land-based programming centered on Inuit ecological knowledge and learned about arctic research opportunities. Wind, water and snow literacy were the focus of learning on the land.
- In February 2024, four Indigenous Students travelled to Peru to engage in Land-Based Learning in the Indigenous community of Paru Paru. Students contributed to building a ceremonial space using traditional building techniques, learned about potato farming and traditional textile production. Additionally, they were immersed in the community food preparation, family and cultural life. They also had the opportunity to visit three world heritage sites, including Machu Pichu.

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

- Donors have established 29 bursaries and 11 scholarships to support Indigenous students as they enter or continue through their programs of choice, including three awards specifically for students entering Science and STEM. Reducing financial barriers and rewarding academic merit are among the ways in which Advancement has supported strengthening pathways.
- The Faculty of Science Indigenous Initiatives Plan outlines ways to collaborate with Indigenous partners on campus to create specifically designed pathways for Indigenous students to enter Science degree programs.
- The Faculty of Engineering and Design continues its partnership with the Indigenous and Black Engineering and Technology PhD Project, which provides \$128,000 in funding for four years for a Black and/or Indigenous PhD student. In 2024, the first two Carleton recipients were celebrated.
- Black and Indigenous Summer Research Internships: In 2024, the Faculty of Science partnered with the Canadian Cancer Society to [create a paid internship opportunity for Black and Indigenous undergraduate students to do paid research](#) in the labs of science faculty members. These opportunities are designed to advance academic and professional growth while contributing to the vibrant diversity of our scientific community. Students who pursued BISRI's in 2024 [explored passions from cancer research to environmental conservation and digital afterlife planning](#). The Faculty of Science is now recruiting applicants for the summer of 2025.
- Virtual Ventures, the Faculty of Engineering and Design's social impact organization, continue to offer an INSTEM outreach program to engage Indigenous youth and educators in STEM topics through culturally relevant experiences. In 2024, they held 197 sessions for Indigenous youth between kindergarten and Grade 12; hosted two youth camps, one on-campus summer camp and one camp hosted at Thompson Island; and welcomed nine cultural speakers to STEM activities. The Virtual Ventures team works with Actua and Indigenous community leaders to create educational programs for youth that are integrated with Indigenous knowledge and ways of knowing. Programs include Youth Land Camp, on and off-campus workshops, collaborations and Educator Land Camp.

21. We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.

- Carleton students and faculty members can now access new Collaborative Indigenous Learning Bundles (CILBs) that share Indigenous ways of knowing on the topic of Indigenous sciences. Two recently completed bundles were supported by the Faculty of Science with help from Carleton Science students including Candice Harris and Gavin Woodburn. These include *Indigenous Sciences - Shifting the Paradigm in Western Science* and *Three-Eyed Seeing in Science | Weaving Knowledge Systems*. The bundles encourage critical thinking, self-awareness and flexibility in scientific perspectives. These CILBs are currently being adopted in classrooms across the Faculty of Science including at the first-year undergraduate level. The development of more CILBs is currently underway with plans to cover new topics including but not limited to astronomy and Indigenous concepts of plant biology.
- New Indigenous Learning Bundles were introduced to some civil and environment engineering classes, as well as BUSI 1800 (Introduction to Business). The bundle, titled *The First Peoples: A Brief Overview*, addresses legal, ethical and engagement protocols in civil and environmental engineering. To date, almost 500 students have completed the module in the Sprott School of Business as BUSI 1800 is a core course for all Sprott undergraduate students.
- The Sprott School of Business supported six students through the Mitacs BSI initiative to work with the Arctic Youth Network to build organizational resources and networks.
- In January 2025, the Faculty of Science released a research resource called *Striving for Inclusive Excellence in Science and Engineering Research: A Pocket Guide*. This reference tool features ideas and resources for scientists to integrate reconciliation throughout their scientific research. The Faculty of Science also released *Science is for Everyone: Integrating Equity, Diversity, and Inclusion in Teaching Science and Engineering - A Toolkit for Instructors* which includes ideas and resources for bringing reconciliation and Indigenous Knowledge into the classroom.

22. We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.

- In September 2025, Carleton's School of Journalism and Communication will welcome its first cohort in the Certificate in Journalism in Indigenous Communities program. Led by Prof. Duncan McCue (Journalism), the program aims to strengthen journalistic storytelling by and about Indigenous people.
- The Carleton University Art Gallery is committed to creating Indigenous-led spaces and opportunities for art-based learning, grounded in customary and contemporary forms of visual art and cultural expression. CUAG is honoured and excited to work with and learn from Indigenous artists, curators, Elders, thinkers and makers. Indigenous artists feature prominently in CUAG exhibitions. Highlights include:
 - The innovative *Future Rivers (2021) and Future Rivers 2.0 (2023) Arts Incubators for Indigenous Youth* workshops connected Indigenous youth with established Indigenous cultural workers, writers and artists.
 - Solo exhibitions: *Norval Morrisseau: Medicine Currents*, curated by Carmen Robertson and Danielle Printup, and *Christian Chapman: Run to the Hills!*, curated by Danielle Printup.
 - To accompany *Medicine Currents*, Carmen Robertson and Danielle Printup organized "Visiting with Morrisseau," a beautiful two-day gathering at CUAG involving Elders from

Kitigan Zibi and many local Indigenous community members, which later won the [Education Award](#) at the Galleries Ontario / Ontario Galleries annual awards in 2024.

Additional ways in which the university community is engaging with Indigenous ways of knowing:

- In partnership with Teaching and Learning Services, the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research established the Virtual Indigenous Learning Space, which offers students an embodied, immersive learning experience in an Indigenous space while engaging with Indigenous Ways of Knowing. The virtual reality environment contains a Seneca Longhouse and a surrounding natural environment including a wooded area and farm space. Learners can collaboratively explore the environment and click on different plants and objects to learn more about the Indigenous knowledge and language behind them.
- A cross-Faculty partnership was developed (Sprott School of Business, Technology and Innovation Management, and the Departments of Neuroscience, Environmental Sciences, Biology and the School of Journalism and Communication) to bring together Indigenous youth in three communities across Canada and students across those Faculties to co-deliver an Indigenous community/youth-led and co-generated/co-created digital, multimedia storytelling projects.
- In partnership with EcoCanada, the Innovation Hub and Future Edge, the Sprott School of Business developed and launched a four-week Indigenous entrepreneurship leadership program designed for Indigenous entrepreneurs, professionals, students, and community members.
- The Sprott School of Business is engaging in discussions with Indigenous communities to collaborate on the development of Indigenous entrepreneurship programs to remove barriers to education and support entrepreneurial business development in Indigenous communities.
- The Faculty of Arts and Social Sciences continues to offer several courses focused on Indigeneity, unlearning and reconciliation, including Indigenous Knowledge-based, land-based and language acquisition courses. Some examples include:

School/Department	Course Code and Description	Term(s) Offered
School of Linguistics and Language Studies	LANG 1010 – Anishinaabemowin	Summer 2022, 2023, 2025
	LANG 1010 – Anishinaabemowin-Ojibwe	Summer 2021
Indigenous Studies	INDG 1000 – Introduction to Indigenous Studies	Summer 2020
	INDG 1010 – Indigenous Ways of Knowing	Fall 2020–2024; Winter 2022–2025
	INDG 1011 – Introduction to Indigenous-Settler Encounters	Fall 2021–2024; Winter 2020–2025; Summer 2021–2024
	INDG 2011 – Critical Indigenous Studies	Fall 2024; Winter 2020–2025; Summer 2021
	INDG 2012 – Anishinaabe Ontologies	Fall 2021
	INDG 2015 – Indigenous Relationalities, Kinships, and Knowledges	Fall 2020–2024
	INDG 2016 – Indigenous Resistance in Canada	Winter 2024
	INDG 2020 – Indigenous Feminisms: Perspectives on Gender, Sex, and Sexualities	Fall 2022; Winter 2020–2022, 2024
	INDG 2302 – Land, Water, Capitalism (Cross-listed with CDNS 2302)	Winter 2024, 2025
	INDG 2709 – Indigenous Drama (Cross-listed with ENGL 2709)	Winter 2023, 2025

School/Department	Course Code and Description	Term(s) Offered
	INDG 3001 – Indigenous Sovereignties	Fall 2020–2022; Winter 2020, 2024, 2025
	INDG 3012 – Indigenous Futurity Praxis	Winter 2025
	INDG 3015 – Indigenous Cosmologies	Fall 2021–2024; Winter 2020, 2021
	INDG 4001 – Indigenous Urbanisms	Fall 2021–2024; Winter 2020, 2021
	INDG 4011 – Indigenous Representations	Fall 2020, 2021, 2023, 2024; Winter 2023
	INDG 4015 – Land as a Relation	Summer 2022, 2025
Anthropology and Sociology	ANTH 2080 / SOCI 2080 – Humans/Animals: The More-than-Human in Social Research	Winter 2022
	ANTH 2635 – Tradition and Modernity in the Pacific	Winter 2022
	ANTH 4205 / ANTH 5205 – Language, Place, and the North	Fall 2023, 2024
	ANTH 4610 / ANTH 5208 – Anthropology of Indigeneity	Fall 2021, 2022; Winter 2020
Art and Architectural History	ARTH 2005 – Arts of the First Peoples: The Woodlands, the Plains, and the Subarctic	Fall 2020–2023
	ARTH 2006 – Arts of the First Peoples: The Southwest, the West Coast, and the Arctic	Fall 2022; Winter 2020
	ARTH 4005 – Special Topics in Contemporary Indigenous Art	Fall 2020, 2023, 2024; Winter 2020
	ARTH 5210 – Special Topics in Indigenous Art (Cross-listed with ARTH 4005)	
	ENGL 2709 – Indigenous Drama (Cross-listed with INDG 2709)	Winter 2020
English	FILM 2204 – Indigenous Cinema and Media	Winter 2023, 2025
Film Studies	GEOG 5701 – Topics in Northern Human Geography	Fall 2021–2024
Geography	HIST 1301 – Conflict and Change in Early Canadian History	Fall 2021, 2023
History	HIST 2311 – Environmental History of Canada	Fall 2021–2024
	HIST 3510 – Indigenous Peoples of Canada	Fall 2020, 2024; Winter 2022–2024
	HIST 3511 – Themes in Indigenous History	Fall 2020–2023
	HRSJ 3503 (Formerly HUMR 3503) – Global Environmental Justice	Winter 2020–2023
Human Rights and Social Justice	HRSJ 4502 / HRSJ 5502 (Formerly HUMR 4502) – Global Indigenous Knowledges and Movements	Fall 2020–2023
	MUSI 4104 / MUSI 5106 – First Peoples Music in Canada	Fall 2024; Winter 2020–2024
Music		Winter 2021, 2023, 2024

Making Room in the Culture, Systems and Structure of Academia

23. We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Support and Community Engagement, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.

- This has been completed as identified in the 2022 Progress Report.

24. We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.

- As identified in previous Progress Reports, consultation with the Centre for Indigenous Support and Community Engagement is embedded in the capital construction planning process for major projects.
- As identified in the 2024 Progress Report, Carleton celebrated the naming of the Nideyinàn and Pigiarvik buildings in 2023 following highly consultative processes with Indigenous communities, including the Algonquin Advisory Council and Inuit Advisory Council. Commitments were made to infuse these spaces with cultural indicators and to continue to be guided by the Algonquin Advisory Council and Inuit Advisory Council and community in these efforts. There is room for additional progress to be made in this area.
- In honour of National Day for Truth and Reconciliation, Housing and Residence Life Services commissioned an art piece from Anishinaabe Bodewadmi/Nehiyaw artist Kevin George to display in the residence community. The piece of art spotlights the land on which Carleton is situated and numerous beautiful facets of Indigenous people and culture. It depicts the reclamation of relationships with each other, the land and water, and traditional ways. The illustration aims to honour historic and ongoing loss, sacrifice and resistance.
- All signage at the Carleton Dominion-Chalmers Centre (CDCC) is now displayed in English, Algonquin, and French, with the Algonquin translations expertly provided by Joan Tenasco of Kitigan Zibi.
- The Sprott School of Business has allocated a non-denominational space for prayer and reflection in the Nicol Building that is open to Indigenous students.
- Indigenous faculty were included in the selection art for the Nicol Building, which prominently features works by First Nation, Métis and Inuit artists from across Canada (i.e., Norval Morrisseau).

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

- As described in the 2022 Progress Report, the Centre for Indigenous Support and Community Engagement offers the Kinàmàgawin Indigenous Learning Certificate, which covers the topics of anti-Indigenous racism in Canada, institutional anti-Indigenous racism and education, Indigenous

student experiences, and practicing allyship and righting relations. Several senior leaders across the university have completed this certificate program and continue to actively encourage their staff to participate. This year, eight cohorts comprised of four class sessions were offered and more than 200 members of the Carleton community successfully completed the certificate.

- In addition to the Kinàmàgawin Indigenous Learning Certificate, the Centre for Indigenous Support and Community Engagement provides Indigenous awareness training through the Student Support Certificate offered by the Office of the Vice-President (Students and Enrolment).
- The First Nations principles of OCAP® (Ownership, Control, Access and Possession) are a set of standards establishing how First Nations data should be collected, protected, used and shared. In May 2023, several library staff members participated in OCAP® training offered by the First Nations Information Governance Centre.

26. We call for close collaboration between the university and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.

- As described in the 2024 Progress Report, the Indigenous Education Council, comprised of representatives from Algonquin and urban Indigenous communities, meets regularly to ensure community guidance and direction are coordinated and provide a city-wide perspective on various initiatives, programs and policies.

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

- As identified in the 2024 Progress Report, Carleton's Board of Governors has two Indigenous representatives who have full voting rights, and the Senate Academic Governance Committee is continuing to explore options for Indigenous representation on Senate through conversations with Indigenous leaders at Carleton. These efforts are part of Carleton's ongoing commitment to enhancing Indigenous representation in key decision-making bodies.

28. We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.

- As described in the 2024 Progress Report, Carleton approved an updated policy that formally recognized the unique relationship that many Indigenous cultures have with traditional and sacred medicine. To this end, more than 40 pre-approved smudge friendly spaces were added on campus.

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

- As described in the 2024 Progress Report, the Convocation Working Group, in collaboration with an Indigenous Elder, is continuing to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies. This includes: an Indigenous component to the lunch menu and the post-ceremony reception; the Eagle Staff positioned on stage at the ceremony, carried in by an Indigenous Carleton University student; a description of the Eagle Staff in the convocation booklet; Traditional Drummers singing during the procession of graduates, faculty and staff; a welcome from an Indigenous Elder; and a closing of Convocation week from an Indigenous Elder.

We have also identified a specific liaison to work with our Indigenous partners to ensure appropriate protocols are in place.

- An Indigenous attire policy has been developed to support Indigenous students who wish to wear traditional Indigenous attire to Convocation ceremonies in lieu of the formal black gown.
- The Academic and Cultural Program Officer is a member of the Convocation Working Group and provides guidance on the incorporation of Indigenous traditions into the Convocation ceremony. In addition, they support the Working Group in learning about and adhering to cultural protocols in relation to honorary degree recipients, engaging Indigenous Elders and working with community members.

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

- As described in the 2024 Progress Report, sustainability is one of the key pillars of Carleton's Strategic Integrated Plan. The university has committed to embedding sustainability across its operations and the Sustainability Plan identifies key objectives to support those.
- Carleton has committed to becoming a carbon-neutral campus by 2050 and the *Energy Master Plan (EMP) 2021-2026* sets out a clear vision and objective to develop a utility strategy for achieving that goal.
- Carleton's combined Endowment and Non-Endowed Operating Funds published an inaugural responsible investing report which outlines the university's commitments to responsible investing and climate within their investment portfolios.
- Carleton's Pension Fund Management Office has developed a new template for assessing investment managers which incorporates environmental, social, and governance concerns, including Indigenous issues.
- Procurement Services, in collaboration with Facilities Management and Planning, includes Environmental, Social, and Governance (ESG) criteria in all capital and construction open competitive procurements using a standard question set.
- The shift to a hybrid work environment created a need for staff to have laptops to support the new reality. This transition not only freed up office space but also released PCs and equipment from unused offices. ITS and the Enterprise Applications team is actively decommissioning these PCs, and after securely wiping them, will donate the devices to support the Centre for Indigenous Support and Community Engagement — turning this transformation into an opportunity to give back to the community.
- The Sprott School of Business strategic plan, *Vision 2025*, includes Advancing Responsible Leadership as one of the five principles that identifies goals and activities related Sprott embodying leadership in sustainability and responsible management, including a focus on the environment, social impact, ethical management, social innovation and responsible leadership, which extends to its operations.
- The Sprott School of Business is a member of the United Nations Principles for Responsible Management Education and supports the student-driven Positive Impact Rating, contributing to our continued efforts in improving our integration and measurement of impact in environmental sustainability in our operations, thought leadership and curriculum.

Enhancing Research and Innovation

31. We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.

- This has been completed as identified in the 2022 Progress Report. The Ānako Indigenous Research Institute brings together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous peoples and in Indigenous territories.

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

- This policy is being reviewed.

33. We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous specific faculty and staff positions.

- The Centre for Indigenous Support and Community Engagement continued to provide support to departments in the hiring process for Indigenous-specific staff positions.
- The Office of the Vice-President (Research and International) is working collaboratively with the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) to jointly implement the Indigenous-Specific Hiring Policy and Tri-Agency Policy on Indigenous Citizenship and Membership Affirmation for Canada Research Chair nominations.
- Carleton adopted two policies to verify Indigenous identity for employment competitions, academic programs and awards, grants, bursaries and scholarships that are limited to Indigenous candidates. Both policies were developed over multiple years in a consultative process to ensure accountability, accessibility and inclusivity. First Nation, Métis and Inuit community members and Indigenous service providers provided input, as well as the Indigenous Education Council and the Algonquin and Inuit Advisory Councils at the University.
 - The *Hiring Policy for Positions Limited to Indigenous (First Nation, Inuit and Métis) Candidates* aims to protect positions intended to bring the richness of Indigenous lived experience and knowledge into Carleton's classrooms.
 - The *Admissions and Awards Limited to Indigenous (First Nation, Métis and Inuit) Candidates Policy* outlines a process to verify the Indigenous identity of applicants who apply to Indigenous-specific program seats or awards, grants, bursaries, and scholarships in order to ensure there is a clearly defined way to address potential Indigenous identity fraud.

34. We call for the enhancement of MacOdrum Library's collection of Indigenous literature, stories, language resources and visual arts, following a review of the current Indigenous collection.

- On March 7, Dr. Kahente Horn-Miller, Associate Vice-President, Indigenous Teaching, Learning and Research, visited the Library to retell the story of Sky Woman from a first-person perspective. Through this rematriated account of Sky Woman's fall to earth, Dr. Horn-Miller offered a fresh perspective of Sky Woman's origin while challenging other renditions of the story. The afternoon

session included an immersive Indigenous beading experience in the Library's Book Arts Lab. Participants were given the opportunity to bead onto decorated printed sheets or to bring their own work or books to embellish.

- The Library's Book Arts Lab collaborated with the Office of the Associate Vice President, Indigenous Teaching, Learning and Research as part of a series of events to mark Orange Shirt Day on September 30. The Book Arts Lab, with input from the Office of the Associate Vice-President, Indigenous Teaching, Learning, produced five different posters featuring themes that ranged from Truth and Reconciliation to Missing and Murdered Indigenous Women and Girls.
- *Weaving Together: The Art of Shirley Bear* was an exhibit curated by Carleton University's curatorial studies students in collaboration with the Carleton University Art Gallery. The exhibit offered a look at the life and works of the late Wolastoqiyik artist, Shirley Bear. It was on display on the main floor in the Library from April 22 to May 30, 2024 and featured several of her pieces.
- The Library curates a sample collection of academic books, children's literature, memoirs, and more from Indigenous voices, researchers, and story-tellers. This collection is updated quarterly and is currently made up of several sub-collections, including Rights, Laws, and Treaties, Worldviews, Health and Sexuality, and Worldviews.
- During the fall term, two Librarian Days were held with Jamila Hastick, the Research Support Specialist for Indigenous Studies in Ojigkwanong. As an alternative to scheduled drop-in sessions, Ojigkwanong was added as a location students can select to book a one-on-one research consultation with Jamila.
- Library staff have been continuing efforts to apply decolonizing descriptions into everyday cataloguing workflows. Recently, a function was added that prevents the display of the harmful subject headings that use "Indians of North America" and changes them to display as "Indigenous Peoples" in Omni. This is employed in any record managed by Carleton and Omni partner libraries when the relevant terms appear. [Carleton's Advisory Statement on Problematic Language in Omni](#) details some of the problems associated with our reliance on Library of Congress Subject Headings, and the Library continues to employ other vocabularies whenever possible.

35. We call for the creation of an Indigenous Faculty Council.

- This has been completed as identified in the 2022 Progress Report.

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

- This has not been completed.

37. We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.

- As described in the 2024 Progress Report, with the cooperation and support of the Office of Research Ethics, the Ānako Indigenous Research Institute is working to establish an Indigenous Research Ethics Board (IREB) to ensure that research involving Indigenous Peoples and communities is conducted respectfully and the benefits of research are shared fairly with affected communities.
- The Ānako Indigenous Research Institute and the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research developed the Indigenous Research Ethics

Assessment Tool which supports students to review their own research to ensure that it meets the criteria of ethical and respectful research practices with Indigenous peoples and communities. The Ethical Assessment Tool has been presented to the First Nations Information Governance Centre chair and has been requested for use by the National Research Council of Canada / Government of Canada.

- The Ānako Indigenous Research Institute and the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research is developing a Carleton University Indigenous Research Data Management Institutional Strategy that will support the data protection of the Indigenous communities that the university serves, while also advancing the university's engagement with Indigenous knowledge and research.

Additional ways in which the university community is enhancing research and innovation include:

- Prof. Carmen Robertson, Canada Research Chair in North American Indigenous Art and Material Culture, is leading *The Morrisseau Project, 1955-1985*, the first comprehensive academic study of Norval Morrisseau's art. This groundbreaking research examines his evolving visual language, the cultural and spiritual influences that shaped his work, and his impact on contemporary Indigenous art. By combining Indigenous and Western methodologies, Robertson and her team are deepening scholarly and public understanding of Morrisseau's artistic legacy while addressing broader themes of cultural continuity and resilience. Beyond this project, Robertson also explores contemporary Indigenous art, particularly Prairie beadwork, fostering critical dialogue on Indigenous aesthetics, identity, and ways of knowing. As the first Indigenous full professor at Carleton, she plays a key role in advancing reconciliation through her research, teaching, and contributions to the university's Indigenous Strategic Initiatives Committee, ensuring Indigenous voices shape institutional change and artistic discourse.
- Prof. Kim Matheson (Neuroscience) has been working in partnership with First Nations organizations in the Nishnawbe Aski Nation region of Northwestern Ontario.
- Prof. Vivian Nguyen (Environmental and Interdisciplinary Science) published a research paper entitled *Bridging Indigenous and Western sciences: Decision points guiding aquatic research and monitoring in Inuit Nunangat*.
- An Indigenous faculty member, Prof. Amy Bombay, joined the Department of Neuroscience. Using community led or partnered approaches to research, her work generally focuses on the determinants of mental health and well-being among Indigenous Peoples and of other marginalized groups.
- The Sprott School of Business signed an MOU with Indigenous Works, which has partnered with Sprott faculty on research projects. Sprott is a founding signatory to Indigenous Works' Luminary Initiative.
- The Sprott School of Business signed MOUs with Indigenous research centres in Australia and New Zealand to provide opportunities for shared research initiatives, co-operating on Indigenous programs, courses, pedagogies, etc, and to facilitate Indigenous faculty knowledge sharing and teaching/research exchanges. A Spencer Foundation Grant was awarded for the *Decolonizing Education: Disrupting and Transforming Racist and Colonial Practices in Post Secondary Graduate Business Programs* collaborative research project.
- Faculty in the Sprott School of Business have engaged in research partnerships and received funding for several research projects addressing Indigenous issues:
 - Prof. Merridee Bujaki, in partnership with Indigenous Works, is investigating employment barriers encountered by Indigenous people in the banking sector, to provide an understanding on how to attract and retain Indigenous employees in this sector.

- Prof. Troy Anderson, in partnership with First Nation of Na Cho Nyäk Dun, is taking a community-based approach to focus on the complex problem of potable water access in Northern communities in Canada.
 - Prof. Rick Colbourne's research collaboration is investigating the decolonizing of education in the disruption of racist and colonial practices in graduate business programs. He also continues his other research projects: Indigenous-led responses to the neoliberal restructuring of cities and urban centres; and fostering reconciliation and sustainable development through multimedia storytelling.
- The Centre for Research on Inclusion at Work hosted panels and workshops focused on work engagement and career progression of marginalized and underrepresented groups, including women, immigrants, visible minorities, and Indigenous peoples as well as on issues related to intersectionality.
- The Sprott School of Business hosted the Sustainable Accounting and Finance Conference, bringing together renowned academics and industry leaders to share knowledge and discuss leading-edge research in sustainable accounting and finance, including the topic of sustainability challenges with Indigenous businesses in Canada.
- The Sprott School of Business and Carleton have partnered with a First Nation community on a multi-year, multi-million-dollar initiative that will rapidly and significantly advance the use of artificial intelligence (AI) in preserving and celebrating the community's cultural heritage.

Measuring Our Success

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

- As indicated in the 2022 Progress Report, senior administrators are evaluated in relation to how well they are implementing directives from Carleton's Strategic Integrated Plan and provided guidance and feedback by senior Indigenous administrators. This plan incorporates the Kinàmàgawin calls to action.

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

- As indicated in the 2022 Progress Report, Carleton's Self-Identification Survey was launched to better understand the representation, experiences and perspectives of staff, faculty and students. The data gathered from this survey will help the University to understand more fully the diversity of the Carleton community, dismantle systemic barriers faced by Indigenous students, staff and faculty, as well as equity-deserving groups, and foster an environment where everyone can experience a sense of belonging.



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

- Since the initial release of the Kinàmàgawin strategy, Faculties and professional services departments have been making great strides in relation to fulfilling the 41 Calls to Action. Each year there is an opportunity presented for Deans, Directors and Chairs to highlight achievements and model various paths forward. Some examples of strategic plans include:
 - Students and Enrolment Division** – Relevant strategic actions from Kinàmàgawin are embedded in *Helping Ravens Soar: Students and Enrolment Strategic Plan 2021-2026*.
 - Faculty of Arts and Social Sciences** – The Faculty of Arts and Social Sciences is committed to pedagogy, research, and community that reflect and sustain the principles of Kinàmàgawin. The Faculty of Arts and Social Sciences is honoured to be the home of Carleton's Indigenous Studies program, housed within the Institute of Interdisciplinary Studies.
 - Faculty of Engineering and Design** – The Faculty of Engineering and Design continues to focus its intentions on implementing the Calls of Action as they relate to the student experience, ways of teaching and learning, and research and innovation, as outlined in the *2023-2026 Equity, Diversity and Inclusion Action Plan*.
 - Faculty of Public and Global Affairs** – In 2024, the Faculty of Public and Global Affairs launched its strategic plan *Lead. Connect. Transform*. The event commenced with a cedar and water ceremony performed by Indigenous elder Kokum Irene Compton, symbolizing a commitment to reconciliation and inclusivity. FPGA's strategic plan outlines a commitment to reconciliation by transforming courses, processes and structures to include previously excluded ways of knowing and reimagining new approaches to being in community with each other.

- **Faculty of Science** – The Faculty of Science Indigenous Initiatives Plan outlines the need to bring reconciliation to all aspects of the university's scientific activities. It outlines four areas the Faculty will focus on to uphold Kinàmàgawin, as well as ideas for carrying out this plan and effecting change. These four areas include building connections between Carleton Science and Indigenous communities, expanding Indigenous content in science degree programs, Indigenous allyship and ongoing learning, and Indigenous reconciliation in research.
- **Sprott School of Business** – The Sprott Sustainability Champions and the Sprott EDI Committee, both comprised of students, staff and faculty, have continued to build awareness and engagement in the Sprott community through initiatives focused on environmental sustainability and equity, diversity and inclusion.

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

- This is the third Progress Report that has been published since the release of *Kinàmàgawin*. Progress Reports will continue to be developed in consultation with Faculties, departments and units across the university.



Learning Together: A Five-Year Retrospective

Since its initial release in 2020, departments and Faculties across campus have embraced *Kinàmàgawin* and demonstrated their commitment to conciliation with Indigenous Peoples in inspiring ways.

Selected stories are featured here. Additional stories are available on the Indigenous Gathering Website: carleton.ca/indigenous

More than 40 campus locations designated as smudge-friendly

In 2023, the Centre for Indigenous Support and Community Engagement and Facilities Management and Planning implemented an initiative to expand to 40 the number of smudge-friendly designated spaces on campus to reduce the barrier of engaging in Indigenous spirituality and ceremony on campus.

Smudging is a tradition common to many First Nations and Métis communities that involves the burning of one or more medicines gathered from the earth.

The four sacred medicines primarily used in First Nations and Métis ceremonies are tobacco, sage, cedar and sweetgrass.

[Read the full message from L. Pauline Rankin and Benny Michaud.](#)



Walking Together in Allyship: Carleton Reflects on Conciliation with Indigenous Peoples on Orange Shirt Day

The importance of listening, reflecting and acting with humility was at the forefront of this week's event held in honour of [Orange Shirt Day](#)—an annual day of remembrance to acknowledge the history and harmful impacts of Canada's residential and day school system.

On Sept. 30, close to 200 Carleton faculty, staff and students attended the "Walking Together in Allyship: A Panel Discussion in Honour of Orange Shirt Day" event, which featured panelists and speakers from across the university community.

"This day invites us all to reflect on this part of Canada's history and the legacy it continues to carry with it in the form of intergenerational trauma," said Provost and Vice-President (Academic) L. Pauline Rankin, who hosted the event.

The event theme—Walking Together in Allyship—was chosen as a way of honouring residential school survivors and creating space for non-Indigenous faculty, staff and students to actively reflect on ways in which they can work towards Indigenous allyship.

"Walking in allyship with Indigenous Peoples is crucial to amplify the voices of Indigenous communities, address historical injustices and enable meaningful action towards conciliation," said Rankin. "Allyship means more than standing in solidarity—it demands ongoing action. It requires us to challenge colonial structures, educate ourselves, and actively support Indigenous-led initiatives both here at Carleton and beyond."

[Read the full story by Linda Hartwell.](#)



Event speakers Kahente Horn-Miller, Prof. Stephan Schott, Benny Michaud, Sandra Dyck, Jerry Tomberlin, and L. Pauline Rankin

Nunavut Land-based Learning Opportunity Life-Changing for Southern-Based Inuit Students

In May 2023, six Inuit students and three team members from Carleton's Centre for Indigenous Support and Community Engagement traveled to Nunavut to participate in a land-based learning opportunity hosted by Nunavut Arctic College.

The week-long experience was facilitated by Inuit Elders, Knowledge Keepers, and community members at the Piquusilirivvik Cultural Centre in the community of Clyde River.

Students spent days out on the ice learning about Inuit storytelling, arctic survival skills and Inuit pedagogy. They also participated in seal hunting, fishing, ice-recognition, building igloo and preparing country foods.



Students spent days on the ice learning about Inuit storytelling, arctic survival skills and Inuit pedagogy.

"The exchange helped me understand that I am Inuk no matter where I live," said Irniq Lecompte, a fourth year Law and Legal Studies student with a minor in Indigenous Studies. "When I'm in the North I feel at home."

[Read the full story by Linda Hartwell.](#)

Nunavut Arctic College Students Visit Carleton for Environmental Science Collaboration

In December 2024, 13 students from Nunavut Arctic College's (NAC) Environmental Technology Program visited Carleton as part of a growing collaboration aimed at encouraging Inuit participation in postsecondary education and environmental science careers.

The exchange, organized by Carleton's Centre for Indigenous Support and Community Engagement and NAC, is an annual initiative that fosters academic connections between the institutions.

"This program is an integral part of supporting Inuit in pursuing postsecondary education that will ultimately strengthen Nunavut sovereignty," said Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement.



Prof. Murray Richardson, Geography and Environmental Studies (left), demonstrates a drone used for 3D mapping of the land surface and thermal images.

"By providing pathways for Inuit to join bachelor programs designed to support future work in northern environmental conservation, Carleton is practicing allyship by helping to champion Inuit self-government."

[Read the full story by Linda Hartwell.](#)

Indigenous Media-Making Summer Institute

The CU Indigenous Media-making Summer Institute at Carleton University provides Indigenous artists with hands-on experience in media-making, fostering innovation, artistic expression, and cultural revitalization. Over two weeks, participants, including filmmakers from various Indigenous backgrounds, gain essential skills in cinematography, sound recording, and editing, while exploring opportunities to promote their artwork.

Supported by Wapikoni Mobile, the institute facilitates connections within the academic and arts communities and emphasizes decolonization through collaboration with established Indigenous artists and curators.

Led by Carleton Film Studies professor Kester Dyer and Indigenous faculty member Duncan McCue, the initiative integrates culturally relevant activities, such as guided tours and film screenings, and nurtures community engagement, with a vision for expanding interdisciplinary partnerships and responding to the needs of Indigenous communities.

[Read the full story by Emily Putnam.](#)



Verena Wilhelmson, a nuučaanul (Nuu-chah-nulth) filmmaker-participant from near Port Alberni, BC, and team member Mathieu Germain-Goodman (an Innu filmmaker from Mashteuiatsh) in the Dominion Arboretum during the third day of the workshop.

Using Virtual Reality to Engage with Indigenous Storytelling

Prof. Kester Dyer (Film Studies) collaborated with the Experiential Learning Hub to give his second-year students in his Indigenous Cinema and Media course the opportunity to view a powerful Indigenous-made Virtual Reality (VR) experience, William.

This seated VR experience immerses the viewer in William's world, a young boy taken from his home and placed in a residential school in the 1950s.

"I usually include a VR piece to give students a broader sense of work being done in different media and this semester's choice of William allowed his students to engage deeply with the material and its historical context," said Prof. Kester Dyer (Film Studies).

[Read the full story.](#)



Students participate in an Indigenous-made Virtual Reality experience in the Experiential Learning Hub.

NAN Youth Leadership Program Brings First Nations Youth to Ottawa for Week of Workshops and Activities

Nishnawbe Aski Nation (NAN) covers a large area of forest, lakes, and low-lying tundra in James Bay Treaty No. 9 and the Ontario portion of Treaty No. 5. Many of NAN's 49 member First Nations are accessible only by air, and the young people growing up in these remote communities often have little exposure to the cities where Ontario's post-secondary institutions are located.

When they move south to further their education, they often experience culture shock. According to former NAN Deputy Grand Chief Victor Linklater, it is essential that NAN youth interested in pursuing post-secondary studies get exposure to what life is like in an urban area, so they adjust more readily when they do move to one. A partnership between NAN and Carleton University is making that happen. The NAN Youth Leadership Program hosts youth for a weeklong series of workshops, activities, and excursions throughout the Ottawa area.

"There is a lot of value in coming to Ottawa and getting a feel for what life is like on campus and in the city," says Linklater.

"When any student leaves home—First Nations or not—that first month, that first year, they are very tough. You encourage a child to be strong. But if they have never had any exposure to a bus system, or to large buildings, or to things like using coupons in a supermarket, it is that much more difficult. Without that exposure, they will not have the means to navigate an institution like Carleton or a city like Ottawa."

[Read the full story.](#)



NAN Youth Leadership Program participants visit the Carleton campus. Photo by Lindsay Ralph.

Remapping and Remembering: A Digital Map to Revitalize Indigenous Placenames

As Indigenous elders age, the original placenames used to navigate the land we live on in Canada run the risk of being lost to time.

To ensure this important information is remembered, recorded and shared within Indigenous communities and beyond, Carleton University researcher and alumna Rebekah Ingram created the [Atlas of Kanyen'kehà:ka \(Mohawk\) Space](#) in collaboration with Kahente Horn-Miller, associate professor in Carleton's Institute of Interdisciplinary Studies.

The project uses digital technology, drones and other tools to create a map where areas are labeled with Kanyen'kehà:ka placenames, all in an effort to revitalize the language itself and enrich the way we experience and understand these spaces.

[Read the full story by Alyssa Tremblay.](#)



Traffic enters the Akwesasne Mohawk Reservation on NY Rt 37 (Photo by Erika Mitchell / iStock)

The New Virtual Classroom: How Holograms and Immersive Environments Are Transforming Education

A group of students sits inside a classroom at a school in Mayo, Yukon, a small village about 400 kilometres north of Whitehorse. An instructor stands at the front of the room, talking to and looking at the students as she demonstrates a complex idea by manipulating an object in her hands.

It's just an ordinary, everyday learning experience — except that the teacher is nearly 6,000 kilometres away in a small, TV studio-like room on the Carleton campus in Ottawa, and the class is looking at an incredibly lifelike and life-sized holographic image inside a touchscreen display.

This project, led by Prof. Troy Anderson (Sprott), is a partnership between Carleton and the First Nation of Na-Cho Nyäk Dun.

"If I'm in a physical classroom and give my students an assignment, I have no idea how they're doing until I see their output," said -Prof. Ali Arya (Information Technology). "In a virtual environment, the system is constantly interacting with the student and I can observe the process they're going through. Education should involve process-based evaluation rather than just output-based evaluation, because it's really important to see how students do things rather than what they produce."

[Read the full story by Dan Rubinstein.](#)



Prof. Troy Anderson (Sprott) uses the low-latency ARHT HoloPresence unit to beam himself into a different room.

Waubgeshig Rice Featured as the 2022-23 Munro Beattie Lecturer

Waubgeshig Rice, an acclaimed Anishinaabe author and journalist, delivered the 2022-2023 Munro Beattie Lecture at Carleton University, discussing the intersection of Anishinaabe history and the future of storytelling. Rice reflected on how his upbringing in Wasauksing First Nation and his journalism career shaped his writing, emphasizing the importance of storytelling autonomy for Indigenous communities.

He shared insights into his journey from journalism to fiction, highlighting how his reporting experience influenced his narrative style in novels like *Moon of the Crusted Snow*. Rice also spoke about the significance of Indigenous dystopian literature in reimagining survival and resilience.

Additionally, he discussed his role in the *Storykeepers* podcast, which promotes Indigenous literature, and expressed gratitude for the opportunity to create stories that resonate with both Indigenous and non-Indigenous readers.

[Read the full story by Sam Bean.](#)

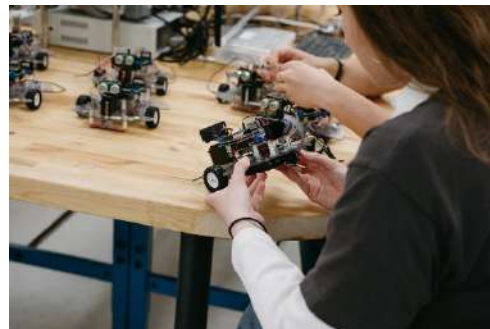


Waubgeshig Rice

Opening the Circle: How Indigenous Pedagogies are being Hardwired into the Department of Electronics

As an Indigenous faculty member at Carleton, Prof. Connor Kupchak (Electronics) is passionate about making connections with Indigenous ways of knowing to Western science. This is linked to a strong dedication to Indigenous outreach and engagement to Ottawa and Ontario communities.

Kupchak has added a new feature to core second-year electronics had its problem analysis sessions to make them more collaborative, positive and engaging for students. It is a pedagogy known as an Indigenous learning circle and it offers students an opportunity to engage in reciprocal and relational learning.



Carleton's first-year mechatronics lab space.

“When I introduce this format, I tell students that the purpose is for them to learn how to communicate, how to share and how to learn from one another,” said Prof. Connor Kupchak (Electronics). “We are trying to implement an Indigenous pedagogy for students to translate knowledge and build relationships, that promotes safe and empathetic communication among participants.”

[Read the full story by Joseph Mathieu.](#)

Mi'kmaw Astronomer and Physicist Hilding Neilson on the Colonization of Astrology

In February 2023, the Ānako Indigenous Research Institute hosted Prof. Hilding Neilson from Memorial University for a public talk entitled *Space is Park of the Land: Indigenous knowledges, light and satellite pollution, and the future of space exploration*.

Neilson talked about the power light pollution and satellites have in limiting our view of outer space. He asks listeners if treaty rights to land stop at a certain height limit. Through that lens, he says Indigenous people have a right to an unobstructed view of the night sky.

“Our view of the night sky is colonized,” said Neilson. “Our view of the constellations become colonized because when we teach students in the classroom, we’re teaching them about Orion, Ursa Major, Cassiopeia, all wonderful constellations, but they’re not Mi’kmaq constellations, Inuit constellations.”

[Read the full story by Laura Blanchette.](#)

Chief Benedict Abram: Transforming First Nations Child and Family Services

Ontario Regional Chief Benedict Abram delivered this year's Katherine A.H. Graham Lecture on Indigenous Policy at Carleton, discussing the transformation of First Nations Child and Family Services (FNCFS).

He highlighted the 2016 human rights ruling that found FNCFS discriminatory and the recent \$47.8 billion settlement aimed at reform. Drawing from his experience in Akwesasne, he addressed jurisdictional challenges and the need for better services in remote communities.

A panel discussion followed, featuring research on Indigenous governance, community partnerships and economic initiatives.

[Read the full story.](#)



Ontario Regional Chief Benedict Abram speaks at this year's Katherine A.H. Graham Lecture on Indigenous Policy.

The Next Generation of Indigenous Journalists

Storytelling is central to Indigenous cultures, and one particular type of storytelling has a vital role to play in Canada's long journey toward reconciliation.

"The modus operandi of journalism is truth, and it's called 'Truth and Reconciliation' for a reason," says Carleton University journalism professor Duncan McCue, the director of a transformative new program that will prepare Indigenous youth for careers in media.

"You can't have reconciliation without dealing with some of the hard truths about this country. To change the narrative to a more truthful one, Indigenous voices need to be heard, and there's a growing appetite among Indigenous folks to learn these skills."

This September, two dozen or so students will be starting the Certificate in Journalism in Indigenous Communities. The 10-month program combines remote learning with three in-person intensives, a two-week internship, mentorship and wraparound academic and cultural support, which are all key to student success.

Developed in collaboration between Carleton's School of Journalism and Communication and two Indigenous institutes — the M'Chigeeng First Nation's Kenjgewin Teg on Manitoulin Island and the First Nations Technical Institute on Tyendinaga Mohawk Territory near Belleville — the program represents the best of both worlds.

[Read the full story by Dan Rubinstein.](#)



Prof. Duncan McCue (Journalism and Communication), centre, is joined by President and Vice-Chancellor Wisdom Tettey and FPGA Dean Brenda O'Neill at a launch event for the new Certificate in Journalism in Indigenous Communities program. Photo by Leo Solano Mendez.

Carleton Embraces Nideyinàn as New Algonquin Name for University Centre

In February 2023, Carleton held a naming ceremony to celebrate and officially unveil the name Nideyinàn (pronounced *nih-DAY-in-nahn*), an Algonquin word meaning “our heart” that has been bestowed upon the university for the building formerly called the University Centre.

The new name was chosen and gifted to the university by Algonquin community members, following a consultative, community-led process guided largely by the Algonquin Advisory Council.

“Nideyinàn will make us think about our hearts, and when we think about our hearts, we are better human beings because that’s how we feel,” said Algonquin Elder Barbara Dumont-Hill.

“Our greatest listening appendage is not our ears, but our hearts. They are the engine of our bodies and make everything work well and this is what this Centre is all about. We have a lot to learn and a lot to teach.”

[Read the full story by Jane van den Dries.](#)



Kahente Horn-Miller, Associate Vice-President (Indigenous Teaching, Learning and Research) speaks during a celebration event honouring the Nideyinàn name.

Carleton Celebrates Pigiavik

In August 2023, the Carleton community gathered to honour and acknowledge the Inuit community and celebrate the name Pigiavik, which has been given to Carleton’s main administrative building, formerly known as Robertson Hall.

The new name, Pigiavik (pronounced pee-ghee-awe-vik), which translates to “a place to begin” or “the starting place,” was formally approved by the Board of Governors in December 2022, following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, including students.

“Today is significant because we get to come together and have Inuit experiences reflected and accounted for on campus,” said Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement.

“The word Pigiavik encapsulates the idea of a starting place, or a place to begin, fitting for this building as it is where many students’ journeys begin when they come to Carleton.”

[Read the full story by Linda Hartwell.](#)



Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement speaks during a celebration event honouring the Pigiavik name.

Norval Morrisseau Exhibit Brings Healing Art to Carleton

The Carleton University Art Gallery (CUAG) is home to an extraordinary exhibition celebrating the art of renowned Anishinaabe artist Norval Morrisseau (Copper Thunderbird).

Norval Morrisseau: Medicine Currents showcases an exclusive collection of Morrisseau's paintings, drawings and objects, co-curated by Carleton art historian Carmen Robertson and Danielle Printup, CUAG's Indigenous cultural engagement coordinator.

Medicine Currents is the first exhibition on Morrisseau in Ottawa since 2008, when the National Gallery of Canada held a retrospective event honouring his artistic legacy in light of his passing the year prior.

Robertson says the experience of seeing Morrisseau's work within the stately granite and glass grandeur of Canada's national art museum versus in a more intimate and accessible setting like CUAG is like comparing a cathedral to a chapel.

"Morrisseau is such a larger-than-life character it can be hard to get a sense of who he was, but I think his art speaks for him. It's important that people come to a show like this, in a space like this, to meet him on their own terms."

[Read the full story by Alyssa Tremblay.](#)



The Norval Morrisseau: Medicine Currents exhibit was displayed at the Carleton University Art Gallery (Photo by Melanie Mathieu)

Duncan McCue's "Flipped Classroom Model" on Reporting in Indigenous Communities

Duncan McCue thinks all journalism students should know they can cover Indigenous issues in their very own backyards, and they should. McCue joined Carleton University's School of Journalism and Communication as an Associate Professor this summer, and he will be leading a unique course in January 2024 called Reporting in Indigenous Communities (RIIC).

"Wherever you are, there are going to be Indigenous peoples where you just need to reach out and start learning how to connect with," he said.

RIIC will follow a flipped classroom model. The key aspect of McCue's course is to have students travel to local Indigenous communities and come back with a multimedia news story based on a central theme. In previous years at UBC, students have written stories about youth, sexuality, land, water, health and elders.

[Read the full story by Catriona Koenig.](#)



Duncan McCue addresses the Native American Journalists Association (now known as Indigenous Journalists Association) in August 2023. (Nadya Kwandibens)

Carleton Establishes Two New Collaborative Indigenous Learning Bundles

Carleton students and faculty members can now access two new Collaborative Indigenous Learning Bundles that share Indigenous ways of knowing on the topics of Indigenous sciences and engaging with land and water.

Led by Associate Vice-President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller, the Collaborative Indigenous Learning Bundles are produced and delivered by Indigenous experts.

Constructed as Brightspace modules, the Bundles can be incorporated into any course as a way of fostering an understanding of Indigenous history and politics within a Canadian context and prompting students to consider how this knowledge might be applied to their area of study.

Designed as both a resource for instructors and learning tool for students to use in the classroom, the format of the Bundles provides access to Indigenous teachings while respecting the time and expertise of Indigenous experts without overburdening them. Since 2018, the Bundles have been incorporated in more than 470 courses.

Most Bundles include a lesson from an Indigenous expert, followed by an audio or video interview with an Indigenous Knowledge Keeper. Each Bundle, produced and delivered by Indigenous experts, is formatted as a Brightspace lesson and addresses issues and topics relevant to Indigenous Peoples.

The two new Bundles were developed in a collaborative effort by the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research), the Centre for Indigenous Support and Community Engagement, the Institute of Interdisciplinary Studies, the Office of Quality Initiatives, and Teaching and Learning Services.

The *Indigenous Sciences - Shifting the Paradigm in Western Science* Bundle emphasizes the significance of Indigenous science and traditional knowledge in shaping our understanding of the world. It encourages critical thinking, self-awareness and flexibility in scientific perspectives. The insights shared within are valuable for students aspiring to lead or contribute to the scientific community.

“Indigenous Peoples have been doing science for millennia. The relevance of our knowledge to the Western world and its conceptions of what constitutes science has been ignored,” said Horn-Miller. “This Bundle brings together two ways of understanding science and puts them in dialogue with each other presenting students with an understanding that there is such a thing as Indigenous science and that western science doesn’t have all the answers.”

The *Our Original Instructions: Engaging with Lands and Waters* Bundle explores Indigenous Peoples’ relationships with lands and waters, discussing terminology and protection efforts from Indigenous worldviews. It includes a historical case study and examines the impact of Indigenous economies.

“As we are faced with the impacts of climate change, Indigenous Peoples are increasingly asked to share in our understanding about the natural world. This Bundle provides the necessary foundation for understanding how important Our Mother, the Earth is to live in balance with all things,” explained Horn-Miller.

[Read the full story by Linda Hartwell.](#)

Indigenous Star-Lore Expert Wilfred Buck Dazzles Carleton Community with Astronomical Insights

Astronomy is considered by many to be a gateway into science education. There is something intrinsically fascinating about the world beyond our Earth, but western teaching skews heavily to theories and philosophies from the Eurocentric “founders” and pioneers.

Wilfred Buck, an Indigenous star-lore expert and member of the Opaskwayak Cree Nation, visited Carleton during the first week of October to engage with community members in sharing his research and insights into astronomy from an Indigenous cultural perspective.

Buck’s presentation was followed by four small group discussion sessions over the next two days, which were organized by the Ānako Indigenous Research Institute.

Dr. Maria DeRosa, Dean of Science, participated in the events led by Wilfred Buck. “Indigenous knowledge is an incredibly rich resource from generations of observation, contemplation, and understanding of the natural world,” she said. “Drawing upon all available knowledge is the foundation of rigorous science, so it is really important that we expose our students to the importance of these perspectives as we are training them to be the next generation of scientists.”

[Read the full story by Cara Garneau and Amanda Dobbie.](#)



Indigenous star-lore expert and member of the Opaskwayak Cree Nation Wilfred Buck speaks at a Carleton event. Photo by Cara Garneau.

Indigenous Round Dance at Carleton creates an evening of community and sharing

In January 2024, more than 200 people gathered at Carleton University for a Round Dance, a tradition as old as the land on which the university campus is located. Hosted by the Centre for Indigenous Support and Community Engagement, the Round Dance is a living testament of the enduring spirit of the Indigenous community—a timeless ceremony that bridges the gap between the past and the present.

“For me, it’s really important for Carleton to hold events like the Round Dance,” said Hanna Zamiska, an Anishinaabekwe fourth-year Global and International Studies student.

“When you move away from home and your community, you often find yourself lost, not knowing where to find ceremony. It’s not only important because ceremony is important but it has also allowed me to find a community here and an opportunity to share my culture with my non-Indigenous friends. This event helped me fill my heart with happiness and love.”

[Read the full story by Linda Hartwell.](#)



The Indigenous Round Dance included more than 200 people who gathered at Carleton to participate in the important tradition. Photo by Tracey Lynne Towedo.



Nìgàn Nidijì Màdjìshkàmin Nibwàkàyàng **[Moving Forward with Humility]**

Institutional humility is critical in creating a respectful path forward, recognizing that existing relationships have been inextricably influenced by the use of educational institutions as a tool to eliminate Indigenous peoples by Canada.

Building upon the foundation of truth ensures that Carleton will continue to move forward with humility, which will benefit students, staff and faculty in the future.

Carleton has gained momentum through the numerous initiatives being undertaken by the collective community, and we reinforce our commitment to continuing to make progress on the work that remains.



Advancement and University Relations Committee

April 22, 2025

Discussion Items

1. 3C Update
2. Plans and Policy – Review, Renew, Refresh
 1. Communications Strategy
 2. Crisis Communications Plan
 3. Reputation-Related Policy Framework

Welcome to the Carleton Challenge Conference



Carleton
University

CHALLENGE
Conference

May 13, 2024



About the Challenge Conference

1. Designed for Influencers
2. Focused on a pressing global issue
3. Forum for forward-thinking discussions and conversations

Insights

Innovations

Inspirations



Key Audiences – Influencers, Decision-Makers

Business/Industry

- C-suite, board members
- Entrepreneurs, investors, directors

Government

- National, Provincial/Municipal leaders
- Policy experts

Academia/Research

- Presidents, provosts, VPs, researchers, deans and directors

Community Leaders

- NFP and NP Directors



**Wide Range
of Sectors**

National

Conference Key Features

- High-profile keynotes, speakers, attendees
- High-quality, in-person networking
- First-class event experience





Business Objectives

- Build national profile with influencers who are driving positive change in their own organizations and communities
- Enhance the reputation of Carleton, its partners and sponsors and the Ottawa region

2025 Challenge Conference Theme

The AI Summit – Navigating Disruption and Transformation

- Top suggested topic from 2023 and 2024 post-event survey
- \$250B USD global market size
- Headline news – lots of “buzz”

Host and Moderator



Allan Thompson

Director - School of Journalism and Communication,
Carleton University

Former Journalist, Toronto Star



Panel One

AI Value – Catching the Wave of a Digital Tsunami



Sonya Shorey
President and CEO
Invest Ottawa



Danielle Manley
Director, School of Nursing
Carleton University



Majid Komeili
Professor, Computer Science
Carleton University



Julien Kathiresan
Head of Finance
Mistral



Panel Two

AI Impact – Ethics, Policy, Governance and Risk



Mark Schaan
Deputy Secretary to the
Cabinet – Artificial
Intelligence, Government
of Canada



Kathleen Fraser
Research Officer, National
Research Council of
Canada



Mary Kelly
Principal Investigator
ANIMUS Lab
Carleton University



Kate Purchase
Senior Director
International AI Governance
Microsoft



Keynotes



Adegboyega Ojo

Canada Research Chair in Governance and Artificial Intelligence — digital Government; artificial intelligence governance; data-intensive public sector innovation; policy analytics



Elena Fersman

Vice President and Head of Global AI Accelerator, Ericsson – generative AI, remote robotics and AI, and the transformative role AI plays in telecom



Plans and Policy

Review, Renew, Refresh

Communications Strategy

- Strategic framework and relevant tactics to maximize Carleton's communications planning, organization and execution
- Process review and refinement
- Platform/channel review and refinement
- Content Strategy review and refinement

Crisis Communications

- EY Internal audit recommendation from 2024
- “Prioritize development of a crisis/emergency communication plan to protect the safety, security and reputation of the University”
- Current situation
 - Have an emergency response plan that focusses on safety, security
 - Crisis communication plan to integrate with existing with focus on communications and reputation-management
 - Draft prepared
 - Working group underway
 - Timeline: Fall, 2025

Why Reputation Matters

“A good reputation is more valuable than money.”

Publilius Syrus

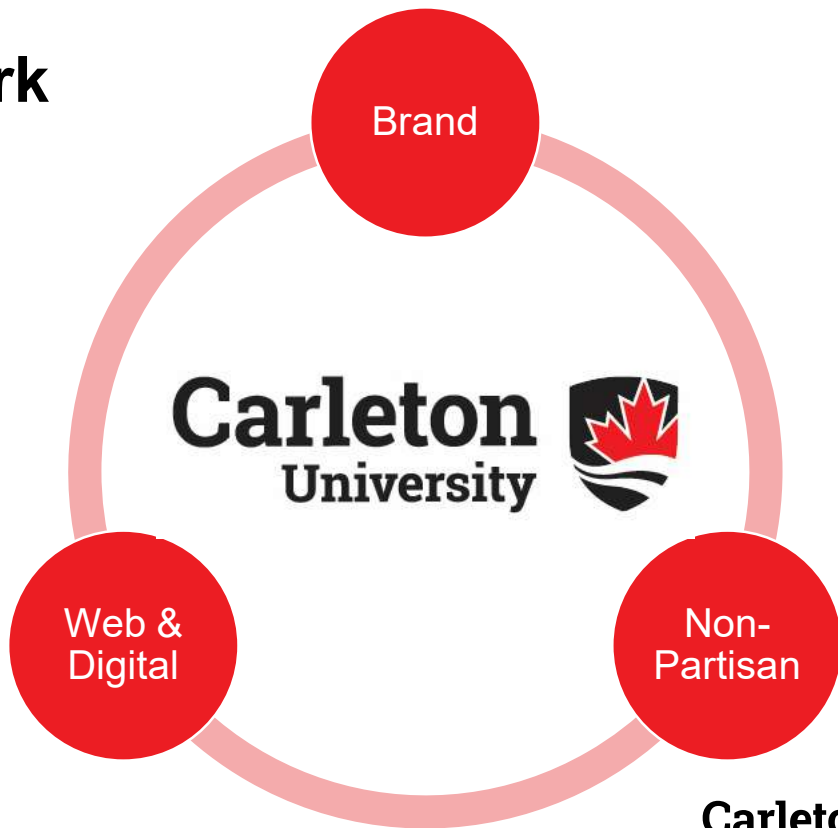
- Drives competitive advantage
- Attracts and retains talent
- Builds loyalty
- Provides resilience in a crisis

Challenges to Reputation

- Universities under fire
- Underfunding issues
- Geo-political issues
- New (and old) applications and platforms
- Unofficial use of brand
- Unlicensed use of brand
- Unapproved use of brand

Reputation Policy Framework

- Builds recognition/trust
- Ensures consistency
- Protects reputation



Thank you



REPORT TO THE ADVANCEMENT & UNIVERSITY RELATIONS COMMITTEE

April 22, 2025

Department of University Advancement

Agenda



Review



Storytelling



Path Ahead

Fundraising Opportunities Presented Oct 2024

School of Nursing & Health Technology

Carleton Dominion-Chalmers Centre

Chair & Centre in Philanthropy

Sustainability & Climate Adaptation

Planned Giving

Holistic Integrated Partnerships

Alumni Based Nationally and Internationally

Alumni Engagement Objectives Presented Jan 2025



**Revamp Alumni
Website**



**Re-engage
CUAA and
Chapters**



**Increase Social
Media
Collaborations**



**Commit to
Baseline Events**



**Develop
Quarterly All
Alumni Email
Series**



**Identify New
Volunteer
Opportunities**



Survey Alumni

Relationship Highlights

189,551

Living Alumni

1,690,395

Outreaches Sent

21,020

Donors in Past Five Years

5

Engagement Programs
for Various Audiences

45

Events Supported

Carleton University

Community Connection

Winter 2025

[Read Now](#)

Welcome to Community Connection – a digital newsletter for Carleton University retirees to discover the latest campus news, keep up to date with the University community, and learn about upcoming events and opportunities.



Carlton
Patricia Hall

Carlton
Desmond Hall


Carlton
Chris Humphrey



Jim Mac Farlane
The Department of Biology, University of New South Wales
has been awarded the 2011
Best of the Year Award for the year 2011

FUN
TAIN
ARD
EAR



 **Carleton University Alumni Association**

The Carleton University Alumni Association (CUAA) is proud of our commitment to support today's students to be their best. Our alma mater is committed to creating a culture where the mental health and wellness of students is a priority across campus. The CUAA is proud to be a partner in Carleton's inspiring Wellness Desk.

Jason Daley, President, Carleton University Alumni Association

Reputation Highlights

175

Cross Campus Partners

80%

Contactable Alumni

100

Presidential Touchpoints

9

Volunteer Boards

247,332

Social Media Views

Predictions from the Future



- Mass, multi-channel outreach will remain foundational



- There will be more donor input and constraints



- Senior leaders will be proficient in fundraising and staff will lead asks



- Bye bye legacy societies!

Research That Matters

Universities aren't just places where research happens. They're places where connections are formed so that knowledge can mobilize real-world solutions.

Issue 2: Research That Matters: Health and Wellbeing

As a research-intensive university, Carleton is a leader in helping to solve the world's biggest challenges. Right now, one of the biggest challenges affecting our communities is the various risks to personal and public health.

We invite you to take a look at what research is taking place at Carleton that is having a real impact **in the health sector**.

[Learn more](#)

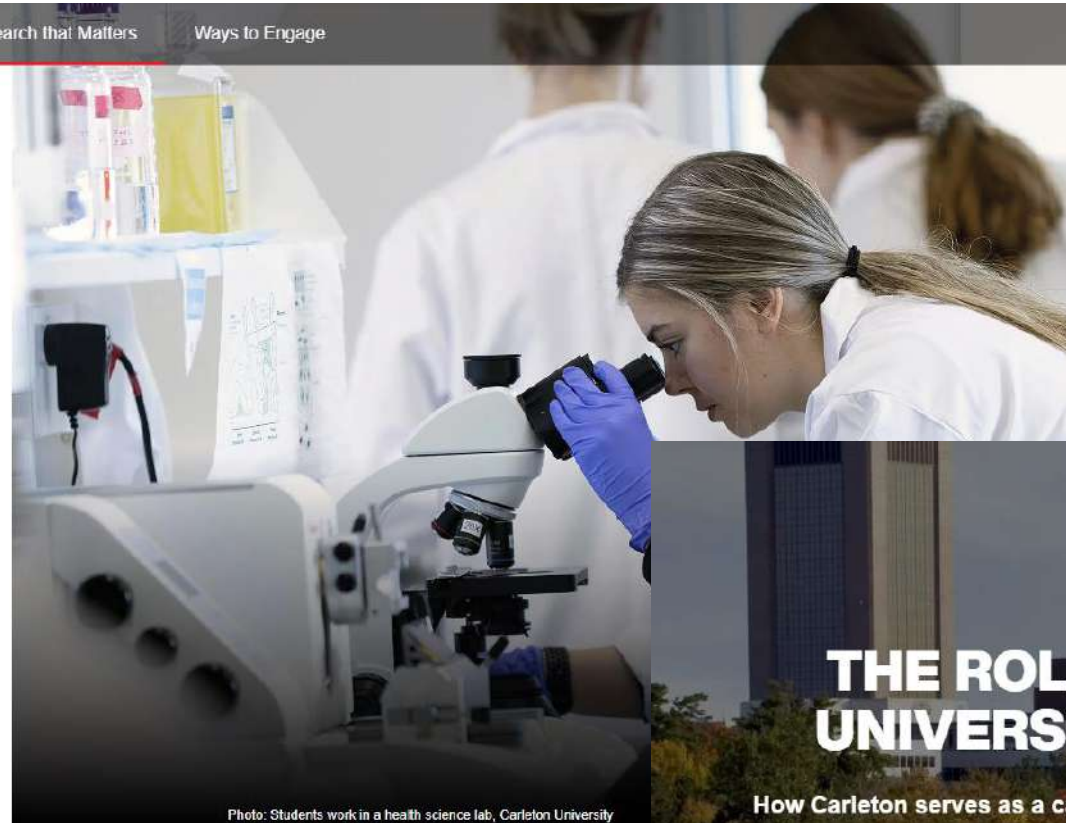


Photo: Students work in a health science lab, Carleton University



THE ROLE OF UNIVERSITIES

How Carleton serves as a catalyst for change

[Learn more](#)



carletonu_community 💰 Women give differently than their male counterparts.

👉 Women are more likely to engage.

📖 Women look for further information when making charitable gifts.

These are findings from the most robust study to date on women decision-making when it comes to charitable giving in Canada, the TD Trust and Transformation Report, published in 2023.

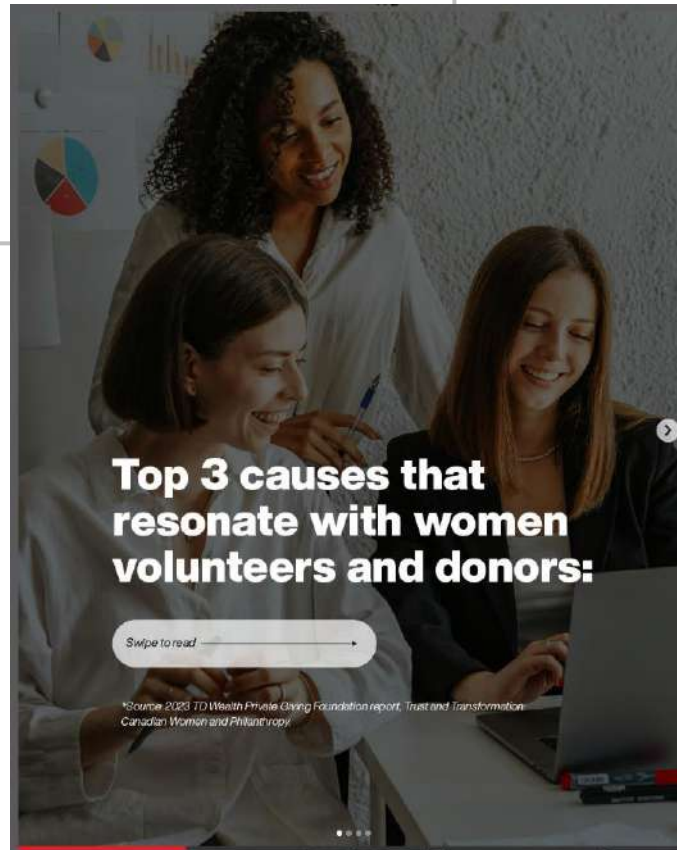
We are pleased to share that Carleton's Philanthropy and Nonprofit Leadership program has received renewed support for the TD Lecture and Celebrating Philanthropy event that prompt important discussion about the philanthropic and charitable sector in Canada.

Thank you @td_canada!

#AccelerateAction

@mpnlcarleton

1w



Revenue Highlights

Total revenue (as of April 8, 2025): \$38,764,849

\$13,701,683

Philanthropic

\$4,001,962

Gifts in Kind

\$2,166,788

Sponsorships

\$18,894,416

Research & Partnerships



Left: representatives from program partner organizations: Carleton University, Inspirit Foundation, Mastercard Foundation, First Nations Technical Institute and Kenjgewin Teg





72

FINAL

57



PRESENTED BY
Black&McDonald

RAVENS WOMEN'S BASKETBALL JANUARY 25, 2025





Sustainability Carleton

A whole-university approach to sustainability

Commitments:

The University of Carleton
University Global Compact
Carleton is a member of the
University Global Compact.
All members of
Carleton's community are
committed to the principles
of the United Nations
Global Compact.

Zero

Race
Carleton
is
committed
to the
principles
of the
United
Nations
Global
Compact.

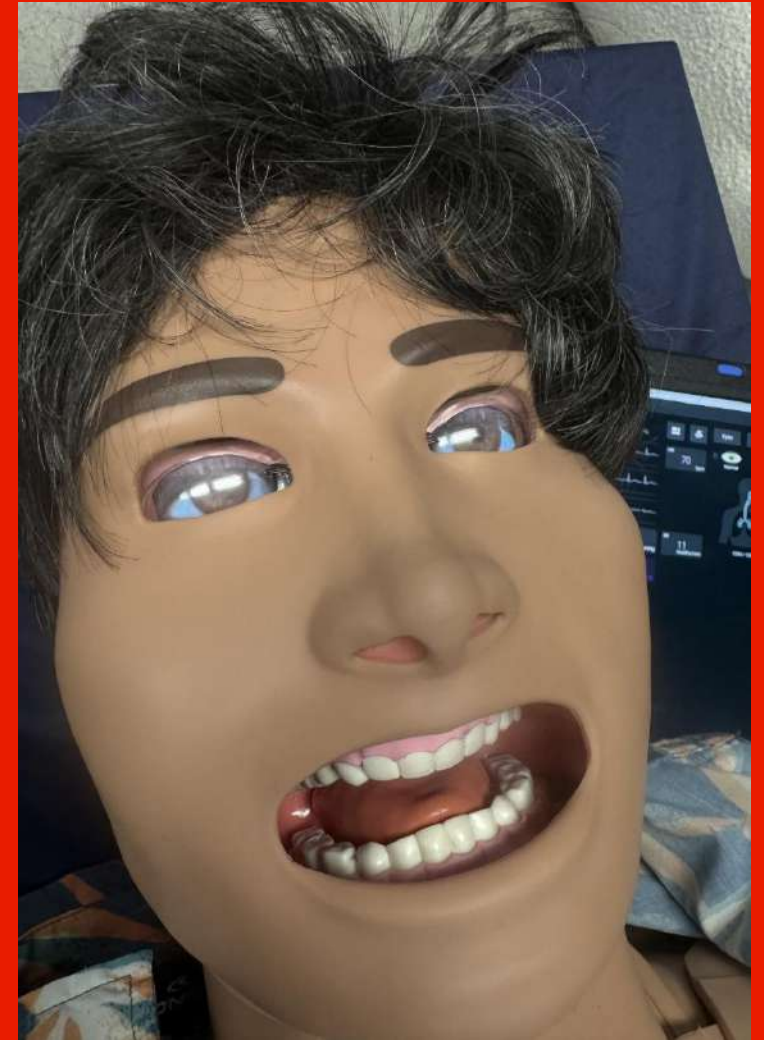


Carleton
is
committed
to the
principles
of the
United
Nations
Global
Compact.

Campus Driven Priorities



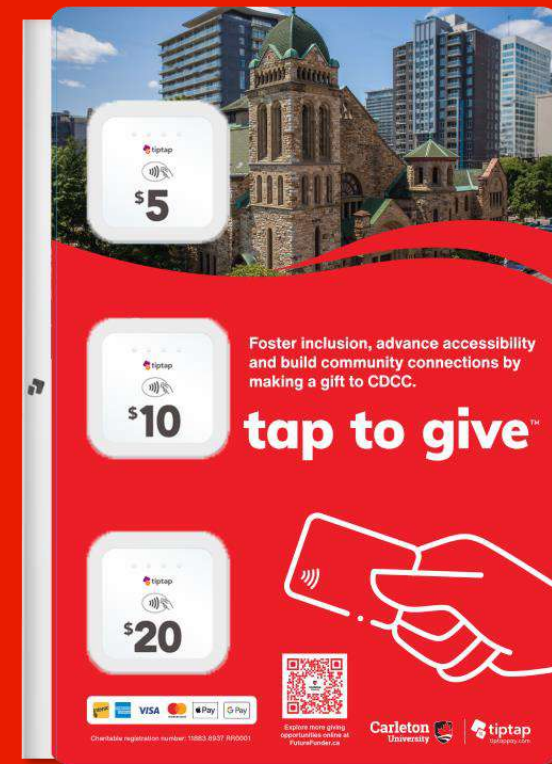
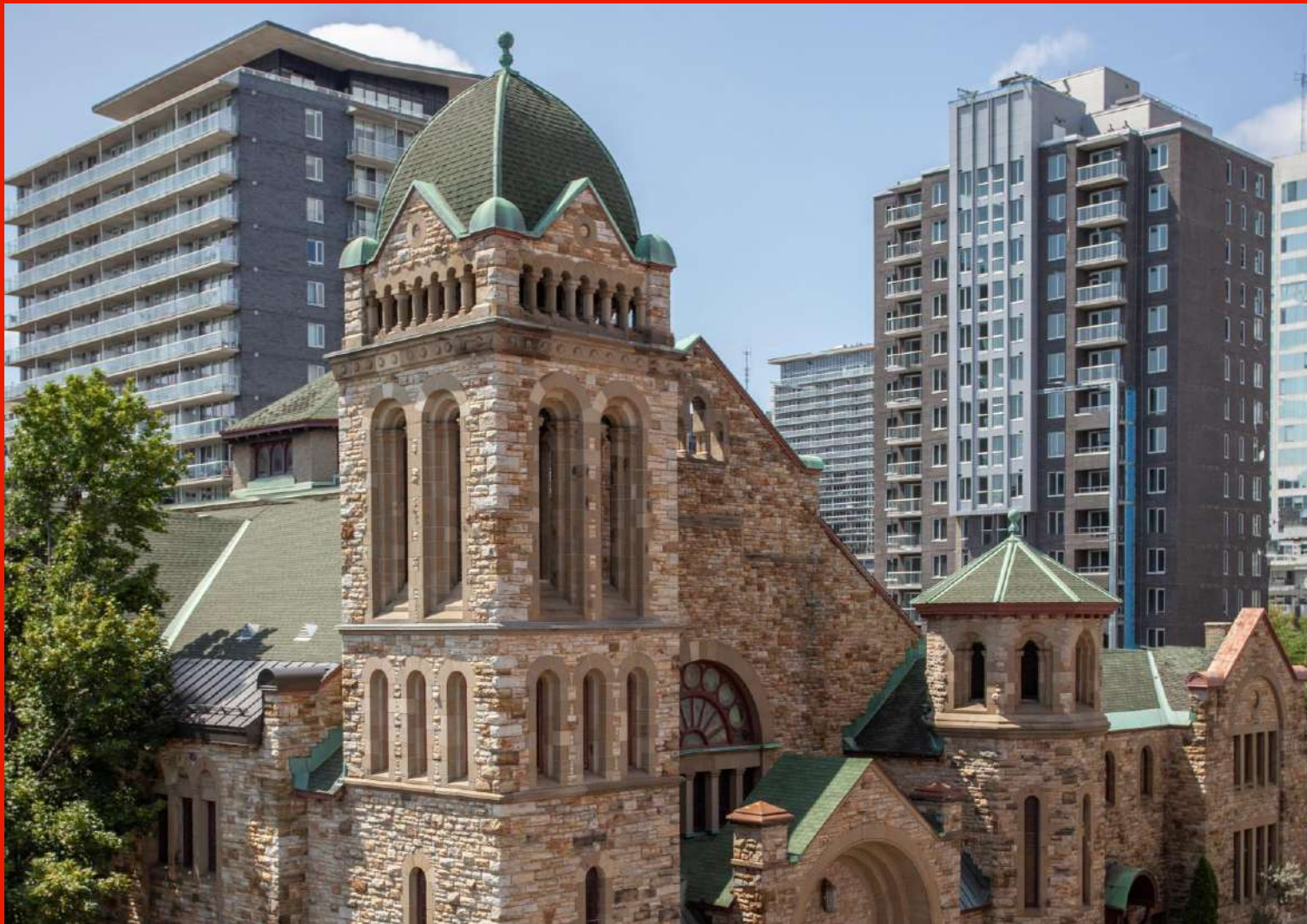
Nursing



Experiential Learning



Carleton Dominion-Chalmers Centre



Leveraging Alumni in Support of Enrolment



Donor Directed Priorities



Carleton
University



Student Focused Support



Donor Funded Student Awards

# New Bursaries 2024-25		# New Scholarships 2024-25	
Endowed	Non-Endowed	Endowed	Non-Endowed
10	5	13	12

# New Bursaries 2023-24		# New Scholarships 2023-24	
Endowed	Non-Endowed	Endowed	Non-Endowed
6	5	11	18

Pre-Campaign Analysis



Today's Landscape



Moves to undermine public education in the U.S. should concern Canadians

Published: February 20, 2025 4:58pm EST



Trump's University animosity goes north - and it could impact researchers in Canada

6 mins

Opinion / Policy

The growing estrangement between universities and society

The notion that the future of Canada lies in, or through, its universities is an increasingly hard sell.

Opinion / Equity

Universities must resist undermining efforts to make real social change

Replacing EDI with 'belonging' runs counter to the very clear objectives of equity, diversity, and inclusion programs.

EDUCATION

More than 50 universities face federal investigations as part of Trump's anti-DEI campaign

PBS NEWS HOUR

Scientists sound alarm on Trump administration's dismantling of research funding

Mar 31, 2025 6:35 PM EDT

University of Michigan will end its DEI program, citing Trump executive order that 'began to reshape higher education'



By Emma Tucker, CNN

4 minute read · Published 11:09 PM EDT, Thu March 27, 2025

The world is in crisis – what role should our universities play?

Published: March 27, 2025 11:31am EDT



Invitation to April 30th

A Night of Thanks

**Carleton's President Tetley
in conversation with Duncan McCue**

Date: Wednesday, April 30, 2025

Time: 5 p.m. - 7:30 p.m. EDT

Location: Richcraft Hall Atrium

Carleton
University



Thank you

Corrie Hobin, CFRE
Interim Chief Advancement Officer
corrie.hobin@carleton.ca

Government Relations Update

Alastair Mullin

Director, Government Relations

April, 2025

Navigating a world of known unknowns

- Leadership changes
- Provincial election
- Federal election
- Tariffs

- Redefined defense relationship with the US
- Re-organization of global research networks

Staying ahead of the curve

- Vigilance in monitoring our networks
- Proactively organised
- Coordinated and strategic in our response

Election group

- Connects key elements of the University's assets focused on influencing opinion, reputation and revenue.
- Brings opinion-leaders to our group to build networks, awareness and engagement.
- Ensures we are prepared for any outcome.

The Ontario Legislative Class of 2025-29



Marit Stiles, BAH/93, Political
Science



Chandra Pasma, MA/05,
Political Science



Catherine Fife, BA/91, English



Mary-Margaret McMahon,
BA/89, French



Billy Denault, BCOMM/23



Paul Calandra, BA/08, History



Graham McGregor, ALNG



Stephen Blais, ALNG and Former
Staff

New beginnings

- Funding formula review
- Tuition
- Stimulus
- Research structures and recruiting talent
- International students



Carleton University acknowledges and respects the Algonquin people, traditional custodian of the land on which the Carleton University campus is situated.

**Carleton University Senate
Meeting of February 28, 2025 at 2:00 pm
PK608**

MINUTES – OPEN SESSION

Present: J. Armstrong, M. Bahran, M. Barbeau, S. Blanchard, A. Bordeleau, A. Bowker, F. Brouard, S. Burges, A. Buri, J. Chan, J. P. Corriveau, E. Cyr, J. Debanne, M. DeRosa, R. Goubran, K. Graham, L. Grant, E. Gray, J. Greenberg, T. Haats, N. Hagigi, M. Haines, S. Hawkins, X. Haziza, , K. Hellemans, D. Hornsby, D. Howe, L. Kostiuk, P. Kouzovnikov, G. Lacroix, A. Lannon, N. Laporte, J. Lynch, A. MacDonald, B. MacLeod, L. Madokoro, G. Maracle, J. Mason, D. McNair, D. Mendeloff, M. Nadeem, B. O'Neill, A. Paiva, P. Rankin, R. Renfroe, M. Rivers-Moore, M. Rooney, S. Sadaf, A. Shotwell, E. Sloan (Clerk), W. Tettey (Chair), R. Tfaily, R. Treasure, C. Trudel, C. Viau, S. Viel, G. Wainer, J. Wallace, P. Williams

Regrets: R. Gorelick, L. Marshall, D. Maseko, A. Masoumi, S. Monastero, H. Nemiroff, Y. Ono, M. Papineau, M. Pearson, O. Saloojee, C. Smelser, D. Sprague, R. Teather

Absent: M. Abarghouei, T. Davidson, S. El Fitori, B. Heerspink, J. Kundu

Recording Secretary: K. McKinley

1. Welcome & Approval of Agenda

The meeting was called to order at 2:00 pm. The Chair noted that the meeting would begin with a Closed Session to approve the Winter graduation lists.

It was **MOVED** (A. Paiva, A. Shotwell) that Senate move into the Closed Session of the meeting.

The motion **PASSED**.

(Minutes for the Closed Session of the meeting are in a separate document.)

Minutes after Open Session resumed:

Approval of open agenda:

The Chair noted that item 6(a) Administration – Senate Schedule 2025-26 has been pulled from the agenda and will be presented at the next Senate meeting.

It was **MOVED** (C. Viau, A. Paiva) that Senate approve the open agenda for the meeting of Senate on February 28, 2025, as amended.

The motion **PASSED**.

2. Minutes: January 31, 2025

It was **MOVED** (E. Gray, A. Paiva) that Senate approve the minutes of the open session of the Senate meeting of January 31, 2025 as presented.

A Senator noticed a typo on page 18 regarding the date of the February 2025 Senate meeting.

With this amendment to the minutes, the motion **PASSED**.

3. Matters Arising:

There were none.

4. Chair's Remarks

The Chair began his remarks noting the recent passing of Dr. Roland Leigh Jeffreys, faculty member at Carleton from 1967-2005, and former Chair of the Classics Department. The Chair expressed condolences to all that knew and loved him.

The Chair reminded Senators of the in-person protocols, and noted that due to technical issues the hybrid meeting option for Senate would be suspended for this meeting.

The Chair next extended congratulations to the 20+ recipients of this year's Achievement Awards. These awards honour the research and teaching excellence of Carleton's academic staff and recognize impactful and dedicated efforts in advancing knowledge.

The Chair also noted that Virtual Ventures, run by the Faculty of Engineering and Design, has won the 2024 Actua Award for Excellence in outstanding STEM outreach. The program has grown to over 22,000 youth participants, which is double the number from 2 years ago. The Chair congratulated those responsible for this high-impact program.

February marked the global celebration of Black History Month. The Chair made note of several events on campus including his conversation with Professor Adrian Harewood on Black advancement within the Canadian academic context, and the February 11th Black on the Ballot panel and discussion. The Chair thanked all who took the time to support these events.

On February 20th, over 200 faculty and staff members were recognized for their dedicated service at the annual Service Excellence Awards. The Chair extended congratulations to all nominees and winners.

The Chair also reminded Senators that March 8 is International Women's Day. The Carleton community will be highlighting the social, economic, cultural and political achievements of women across the university through a number of special events and communications. Senators were encouraged to take part and to support these events.

Finally, the Chair noted that February 28, 2025 marks the beginning of the month of Ramadan. He extended warmest wishes to all Muslim students, faculty and staff for this time of reflection, prayer and community.

5. Question Period

Questions were submitted in advance by 5 Senators:

Questions submitted by Senator Sean Burges:

In a time where academic units are being asked to innovate, collaborate, and make hard decisions, academic staff need clarity about how 'bums on seats' in classrooms translates into funding and resources flowing to departments/programs and to the University itself.

- 1) How does the university calculate the funding that flows to a department/program on a per student enrolled in said department/program basis?

- 2) How does the university calculate the funding that flows to a department/program for each student enrolled in a class delivered by that department/program?
- 3) How does the funding flowing to an academic department/program translate into resources available for planning and delivering education and student enrichment?
- 4) How does enrolment at the University translate into funding flows from the Province?
- 5) How much of the University's funding (nominal and percentage) from the Province comes in the form a 'block grant' and a 'student enrolment contingent grant'?
- 6) Can you please explain how enrolment-based funding from the Province to the University is calculated and under what envelopes it falls.
- 7) Is there a limit to how much operating funding the University can get from the Province by increasing enrolments?

With the consent of Senator Burges, these questions were answered by the Provost in Item 8 – University Funding: A Primer.

Question Submitted by Allan Buri:

At its March 1st, 2024 meeting, Senate repealed the Academic Accommodations During Labour Disputes Policy. According to the minutes from its April 14th, 2023 meeting, this Policy was the mechanism that required a meeting of the Academic Continuity Committee (ACC) to specifically discuss academic accommodations after eleven days of the CUPE 4600 strike. CASG was also consulted during those discussions. Without this Policy, what procedural mechanisms are required to trigger a meeting of the ACC to discuss academic accommodations, and is the Senate Executive Committee still committed to engaging with CASG to discuss academic accommodations during potential labour disputes, including SAT/UNSAT?

Response by Provost Pauline Rankin: The Academic Continuity Committee (ACC) is chaired by the Provost and can meet any time it is needed; accommodations and any other relevant issues can be discussed by the committee when it meets. The Provost reminded Senators that the ACC met during Covid and consulted with CASG on academic accommodations at that time as well. This approach will continue as merited.

Questions submitted by Jody Mason:

Now that faculties have numbers for the early retirement offer and for CI cuts for 2025-26:

- what is the plan to ensure that units will be able to offer academic programs in 2025-26 (and going forward) of the same quality they have been offering in the past? (“quality” is affected by many factors, including instructor-student ratios, access to equipment, breadth of course offerings, etc.)
- what does the university expect to save as a result of these combined measures (early retirement offer + CI cuts) / does the university have examples from other universities of how such measures have actually helped save money?

Response by Provost Pauline Rankin: The Voluntary Retirement Incentive Program was offered to faculty and staff who were already eligible for retirement; therefore, it is not an early retirement incentive. The average age of those contacted was 69.

29% of those contacted, or 154 employees, took up the offer for Voluntary Retirement, which is a higher response rate than initially anticipated. Of these, 27% are faculty members spread across the 5 Faculties, and 73% are professional staff. All who applied for the VRIP were approved.

In order to ensure quality of programs, the Deans of all Faculties will be prioritizing core courses, leveraging technology, reviewing resource allocations and increasing the T.A. support where appropriate. The Provost noted that it is too soon to report on the financial impact of the VRIP program, and on how many positions will need to be refilled. More details will be forthcoming when the operating budget report is presented to Senate in April.

Some Senators spoke of anticipated stresses within academic departments due to the loss of long-serving administrative staff with valuable institutional knowledge. The Provost responded that the Deans will submit staffing requests after assessing their needs.

A Senator noted that there is a perception that Carleton is continuing to hire and create more administrative positions in a time of crisis when faculty positions are under threat. They asked the Provost to comment on this. The Provost responded that administrators are important members of the Carleton team and do much to support faculty members in fulfilling the university’s academic mission; it is not helpful to pit academic staff against administrative staff in this situation or to assume that one group is more important than the other, as we are all part of the same team working towards the same goals.

In response to another question, Vice-Provost Hornsby clarified that suspension of enrolment in a program does not require Senate approval, but Senate will be informed when this happens. Suspension, which is not the same as closure, is only permitted for 2 academic

cycles. Senate approval is then required for a program to come out of suspension.

Questions submitted by Gabriel Wainer

Question 1:

On January's senate, the following question was asked: "Students facing Academic Offenses have the right to appeal decisions made by the Dean's office to the Senate Appeals Committee. However, in some situations, the opposite would need to be considered. There are cases related to Academic Integrity or Academic Offenses dismissed without proper investigation due to delays in the process or the backlog of cases. Additionally, there are instances where the Dean's office dismisses an offense despite the instructor's strong certainty regarding the violation and adherence to standard reporting procedures, sometimes without providing a clear explanation on the decisions."

In a previous Senate meeting, it was requested to handle Academic Offenses "in a timely manner". Nevertheless, "timely manner" has been defined as "two terms after the offence". According to past practices, a "timely manner" was 2 weeks to 1 month. How can guarantee that instructors do not have to wait two terms (or a year) to solve cases of plagiarism, and that handling of the cases is independent of the authorities in charge of the case?

Response by Faculty of Engineering & Design Dean Larry Kostiuk: Faculties may have different timelines for resolving academic integrity cases, but all Faculties are aligned with regards to academic integrity guidelines and processes as outlined in the policy.

Prior to 2021, the Academic Integrity Policy contained very strict timelines for faculty members to submit documents and for Associate Deans to send out letters. Due to the tsunami of academic integrity issues during the Covid pandemic, these timelines were removed from the policy. "In a timely manner" is therefore not clearly defined.

Some flexibility is built into the timelines around the initial response, considering the complexity of the issue and the Instructor's marking load. At the Associate Dean level, if the case is isolated and straight-forward, a decision on whether to pursue the case can be made within a few days of receiving the allegation, and the entire file generally can be resolved within a month. Less-straight-forward cases where there are a number of allegations in peak time (midterm, end of term) can cause a backlog and a divergence from the expected timelines. The goal is to resolve the case within the term in which it occurs, but if the final exam is involved the case will extend into the next term.

The Dean noted that there have been some extreme situations in FED, for example 40+ student cases submitted within a single allegation; these obviously would take much longer to resolve.

In a follow-up question, a Senator asked how delaying resolution of academic integrity cases can be considered equitable, as it holds students back from progressing within their program.

The Dean acknowledged the concern with timelines and added that in the Faculty of Engineering and Design, additional academics were brought on as Assistant Deans (Academic Integrity) to work alongside the Associate Deans to address the large number of cases.

Question 2

The Faculty of Engineering has to provide a Constitution to Senate. It has been told that the guidelines are under preparation. Although this is a major commitment: is there a timeline as for when is the Constitution going to be submitted for discussion and approval? As there is no Constitution available in Engineering, is there any kind of superset of University rules that the Faculty of Engineering should be following while there is no Constitution in place?

- a. Yes: which ones and where are they available?
- b. No: should Engineering adhere to past practices? (defined as “Before COVID practices). Or is there any other set of rules that should be used in the meantime?

Response from Clerk of Senate and SAGC Chair Elinor Sloan: The Engineering Faculty Board Constitution is currently being drafted by Professor Don Russell. The Senate Academic Governance Committee will receive a draft in March or April and expects to bring it to Senate for approval by June of this year. In the meantime, the Academic Governance of the University (AGU) provides governance guidelines for Senate and Faculty Boards.

Question 3:

The section:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/grading/#course-outline> specifies Carleton’s course outline.

The rules are clear, and covers the generic aspects of outlines. Nevertheless, there has been some language at Senate and Faculties not written formally anywhere. In particular, it has been said numerous times that the course outline is a “contract”, but there is no such

language. But in some cases it's being used as a "contract". Similarly, there are "implicit" rules about what should be in a course outline, and such rules change according to which reads the rules, the professor asking the question, or the person that makes the decision. The decisions are made based on "regulations", but such regulations do not exist in writing. If a Professor decides to use a strategy for their class, and they are denied to use such strategy based on a non-existing regulation is brought, this would be affecting the Professor's Academic Freedom.

Question: Do professors only have to adhere to the rules in the link above, exactly as written, or there is any further written documentation explaining in detail what can be included in a Course Outline, what cannot be included, the things that a Professor can do to teach their class, and the way in which students are evaluated, following Academic Freedom in their classroom?

Response from Vice-Provost and Associate Vice-President Academic David Hornsby: Regulations around course outlines and teaching practices are dispersed among a number of different places, not just the calendar as indicated in the question. Vice-Provost Hornsby agreed that a central resource on course outlines for faculty members would be helpful, and should be developed as soon as possible.

Question submitted by Nir Hagigi:

Given that academic freedom is a core principle of scholarly inquiry, and considering that many institutions have already established mechanisms to monitor and address academic freedom concerns, what steps would be required to explore the creation of a similar procedure at Carleton? Is there a process or timeline for reviewing this issue, and if not, how can one be established? Furthermore, which body within the university would be responsible for overseeing and implementing such a mechanism?

Rationale

Academic freedom is a fundamental principle that protects faculty, researchers, and students in their ability to engage in intellectual inquiry, express different perspectives, and pursue scholarship without undue interference. However, Carleton University currently lacks a sufficient and structured mechanism for addressing academic freedom violations. Furthermore, unlike many of our peer institutions (such as the [University of Ottawa](#), [McGill University](#), [Wilfrid Laurier University](#), etc.), Carleton lacks a dedicated policy safeguarding academic freedom, leaving a critical gap.

- For students, there is no formalized body to hear concerns when academic freedom is restricted. The only current reporting mechanism is Equity and Inclusive Communities (EIC), which primarily addresses discrimination and hate crimes, not violations of academic freedom. If a student is censored, penalized, or restricted in their academic work or extracurriculars due to political speech, controversial research topics, or institutional pressures, there is no clear appeals process.

In recent years, concerns about self-censorship, institutional overreach, and the suppression of critical scholarship, particularly in politically sensitive fields, have grown within universities across Canada. Without a dedicated mechanism to examine these issues, our institution risks failing to adequately uphold its commitment to academic freedom for its community.

Establishing a structured mechanism to address academic freedom violations at Carleton University would benefit the entire academic community by creating a more accountable and intellectually open environment:

- Faculty would gain stronger institutional support in defending their ability to pursue critical scholarship without fear of administrative interference or external pressure.
- For students, it would provide a clear avenue to raise concerns when their academic expression is restricted, ensuring that intellectual exploration and debate remain protected within the classroom and beyond.
- The administration would benefit from a standardized process to handle academic freedom concerns proactively rather than reactively, reducing the likelihood of reputational harm and extended legal battles.

Response from Provost Pauline Rankin: As defined in the CUASA Collective Agreement, academic freedom is in place to offer those involved in research and teaching

- *Freedom in carrying out research and in publishing results thereof*
- *Freedom in carrying out teaching and discussing their subject*
- *Freedom from institutional censorship*

Academic Freedom is enshrined in Article 4 of the CUASA Collective Agreement, in Article 10 of the Collective Agreement for Postdoctoral Fellows and in Article 10 of the CUPE 4600 – #2 Collective Agreement for Contract Instructors.

The procedure for resolution of any claim for members of these unions is dealt with through established grievance processes. The suggestion for creating a new mechanism

would need to be negotiated as part of a collective bargaining process rather than via a Senate motion.

Freedom of expression and freedom of speech for students is protected through Carleton's Freedom of Speech policy. Section 5 of the Student Rights and Responsibility Policy also outlines students' rights to freedom of discussion and assembly and the right to a fair process. The Department of Equity and Inclusive Communities is not the appropriate venue to address claims of violation of freedom of speech unless these raise a question of discrimination and/or harassment under one of the protected grounds within the Ontario Human Rights Code. The Provost suggested that the process for students be clarified within the Student Rights and Responsibilities Policy, rather than by creating yet another committee or policy. Coincidentally, the Rights & Responsibilities Policy is up for review and this issue can be raised as part of this review during the consultation phase.

The Chair thanked Senators for the questions and the responses.

6. Administration (Clerk)

a) Senate Schedule

This item was pulled from the binder and deleted from the agenda.

7. Reports:

a) Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP)

Committee Chair Julia Wallace presented 3 items for Senate approval and 3 items for information.

Items for approval:

Advanced Standing for CEGEP Students

It was **MOVED** (J. Wallace, D. Hornsby) that Senate approves the revisions to Regulations TBD-1349: R-ADM-General-Section 12. Transfers from Quebec CEGEPs effective for the 2025/26 Undergraduate Calendar as presented.

The motion **PASSED**.

Admission Requirements for C. J. I. I. C. transferring into B. J.

It was **MOVED** (J. Wallace, N. Hagigi) that Senate approves the revisions to Regulations TBD-1375: R-ADM-Program-B.J. effective for the 2025-26 Undergraduate Calendar as presented.

The motion **PASSED**.

Admission Regulations for C. J. I. I. C.

It was **MOVED** (J. Wallace, B. O'Neill) that Senate approves the revisions to Regulations TBD-2306: R-ADM-Program-C.J.I.I.C effective for the 2025/26 Undergraduate Calendar as presented.

The motion **PASSED**.

Items for Information

- Undergraduate minor modifications for February 4, 2025
- Graduate minor modifications for February 4, 2025
- Undergraduate minor modifications for February 18, 2025

There was no discussion of these items.

b) Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair David Hornsby presented 2 cyclical review reports, 15 major modifications, and one revised policy for Senate approval, plus minor modifications from Dominican University College for information.

Cyclical Reviews:

Omnibus Motion:

It was **MOVED** (D. Hornsby, R. Renfro) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the undergraduate and graduate programs as indicated.

The motion **PASSED**.

Motions within the Omnibus:

- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Business.
- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Journalism.

Major Modifications:

Undergraduate Programs in Canadian Studies:

It was **MOVED** (D. Hornsby, A. Bowker) that Senate approve the deletion of the undergraduate programs in Canadian Studies as presented with effect from Fall 2025.

Discussion:

The Chair of SQAPC clarified that the specific programs in Canadian studies targeted for closure include:

- Bachelor of Arts (Canadian Studies)
- Bachelor of Arts, Honours (Canadian Studies)
- Bachelor of Arts, combined honours (Canadian studies)
- Mention Française
- Minor in Quebec Studies

These programs are closing due to steep decline in enrolments combined with a shortage of qualified faculty members. The Dean of FASS added that the Minor in Canadian Studies is paused for revamping, and will be reopened next year.

A Senator asked if all of these programs could be paused rather than closed; the Dean responded that the programs marked for closure have very small enrolments and no resources to continue. Moving forward, the focus will be on the Master's program and possibly the minor at the undergraduate level. The Dean also emphasized that Canadian Studies content is continuing; courses will still be offered and the minor will return.

Another Senator noted that robust documentation with a full rationale and justification for the program closure with data on enrolment numbers was not supplied at FASS Faculty Board. The Senator added that they had wanted to bring a motion for Senators to have this information presented whenever a motion to close a program was brought for Senate approval, but they were told that these questions would have been raised and addressed during the curriculum review process.

The Chair of SQAPC noted that their committee receives full rationale and justification from the Dean plus decisions from the Faculty Curriculum Committee and Faculty Board. A robust conversation at SQAPC takes all of these into account. The SQAPC Chair added that by the time the documentation reaches SQAPC, committee members are confident

that the Faculty Board, curriculum committee, Dean's Office and the relevant Department have given the matter fair consideration. The Chair of SCCASP added that their meetings always include representation from Admissions to add more information and perspective to the discussion.

It was noted that faculty members do have the right to request more data at their departmental and Faculty Board meetings in order to make informed decisions on these closures. Deans should also be ready to answer these questions on the Senate floor. The Dean of FASS agreed to provide more fulsome data at future Faculty Board meetings for any additional program closures.

A Senator remarked that changes within Canadian Studies have occurred as a result of a series of decisions over the years, one of which was to move Indigenous Studies out of the School and have it join the Centre for Interdisciplinary Studies. The Provost noted that Indigenous Studies was moved out of the School at the request of Indigenous faculty, who no longer felt comfortable under the rubric of something called "Canada" given their own considerations around sovereignty. The School always had a very small complement of faculty, and when several of them moved into administrative roles (Provost, Deputy Provost) they were not replaced. Finally, the Provost noted in closing the discussion, that the School voted as a department in favour of closing these programs.

The motion **PASSED**.

To expedite the process, the remaining 14 major modification motions were combined into one omnibus motion.

Omnibus Motion – Major Modifications

It was **MOVED** (D. Hornsby, L. Kostiuk) that Senate approve the major modifications as presented.

The motion **PASSED**.

Individual motions from the omnibus:

- **MECT 4907**

THAT Senate approve the introduction of MECT 4907 as presented with effect from Fall 2025.

- **Undergraduate Certificate in Journalism in Indigenous Communities**
THAT Senate approve the introduction of the undergraduate Certificate in Journalism in Indigenous Communities and JOUR 1107 as presented with effect from Fall 2025.
- **Undergraduate Programs in Music**
THAT Senate approve the major modification to the undergraduate programs in Music and MUSI 4800, 4801 and 4908 as presented with effect from Fall 2025.
- **BEng: Architectural Conservation and Sustainability Engineering**
THAT Senate approve the deletion of the BEng: Architectural Conservation and Sustainability Engineering Streams A & B as presented with effect from Fall 2025.
- **GDIP Economic Policy**
THAT Senate approve the deletion of the Graduate Diploma in Economic Policy as presented with effect from Fall 2025.
- **MARCH**
THAT Senate approve the major modification to the MArch programs and the introduction of ARCH 5555 as presented with effect from Fall 2025.
- **MPPA Collaborative Specialization in Climate Change**
THAT Senate approve the introduction of the Collaborative Specialization in Climate Change to the MPPA program as presented with effect from Fall 2025.
- **MA Women's and Gender Studies Collaborative Specialization in Accessibility**
THAT Senate approve the major modification to the MA in Women's and Gender Studies with Collaborative Specialization in Accessibility as presented with effect from Fall 2025.
- **DATA 5913**
THAT Senate approve the introduction of DATA 5913 as presented with effect from Fall 2025.
- **PhD. Data Science, Analytics, and Artificial Intelligence**
THAT Senate approve the major modification to the PhD in Data Science, Analytics, and Artificial Intelligence as presented with effect from Fall 2025.

- **GDIP European and Russian Studies**
THAT Senate approve the change in the Graduate diploma name to European, Russian and Eurasian Studies as presented with effect from Fall 2025.
- **MCS: Data Science Analytics and Artificial Intelligence**
THAT Senate approve the major modification to the MCS in Data Science, Analytics, and Artificial Intelligence as presented with effect from Fall 2025.
- **Undergraduate programs in Earth Sciences**
THAT Senate approve the major modification to the undergraduate programs in Earth Sciences as presented with effect from Fall 2025.
- **Undergraduate programs in Architecture**
THAT Senate approve the major modification to the to the BAS programs in Architecture as presented with effect from Fall 2025.

Co-op Policy

The Senate Co-operative Education Option Policy was updated regarding timelines, roles and responsibilities. A track-change copy showing the changes was circulated in advance to Senators.

It was **MOVED** (D. Hornsby, C. Viau) that Senate approve the revised Co-operative Education Policy as presented.

The motion **PASSED**.

DUC Minor Modifications

As part of the affiliation agreement with the Dominican University College (DUC), Carleton University plays a role in curriculum and program review and approvals at Dominican University College. Minor modifications are approved by DUC and presented to Carleton's Senate for information. These minor modifications were circulated in advance to Senators via Appendix 5.

c) **Senate Academic Governance Committee (SAGC)** (E. Sloan)

Committee Chair Elinor Sloan presented two motions: one to approve a revised FPGA Faculty Board Constitution and the other to approve the dis-establishment of the Senate Library Committee.

FPGA Faculty Board Constitution:

In June of 2023 Senate passed a motion requiring all disciplinary Faculty Boards to revise their constitutions, to support the transfer of authority for graduate curriculum approvals from the Faculty of Graduate and Postdoctoral Affairs to the disciplinary Faculties. The revised constitutions are brought to SAGC for review, and then to Senate for approval. In order to align the constitutions in terms of format, a template was developed and has been adopted by SAGC in its review. The FPGA Faculty Board Constitution has been revised in accordance with this template, reviewed by SAGC, and approved by the FPGA Faculty Board.

It was **MOVED** (E. Sloan, B. O'Neill) that Senate approve the Faculty Board Constitution of the Faculty of Public and Global Affairs, as presented.

The motion **PASSED**.

Library Committee:

The Clerk presented a motion to dis-establish the Senate Library Committee. Although the Senate Library Committee (SLC) has been in existence for over 70 years, SAGC noted that the committee's usefulness as an advisory body has steadily declined over the years as new mechanisms for more effective consultation with departments and faculty members have emerged. It was also noted that the link between SLC and Senate has also diminished, and that SLC meetings are poorly attended. To maintain and strengthen the connection between the Library and Senate, SAGC is also proposing that the Senate Review Committee's mandate be revised to include a review of the annual University Library Report, following a process similar to its review of the Enrolment Report and Operating Budget. SAGC members maintain that this would provide Senators with opportunities for deeper engagement with the University Library Report.

It was **MOVED** (E. Sloan, M. Haines) that the Senate Library Committee be dis-established and the Senate Review Committee's Terms of Reference be amended to include a review of a University Library Report annually prior to the report's presentation to Senate.

Discussion:

A Senator revealed that they had received an email from some members of the Senate Library Committee who objected to the decision to dis-establish the committee, noting

that the proposed solution with the Senate Review Committee would be a one-way engagement process that does not provide enough critical engagement with users. The Senator asked if there could be a renewal of the committee with a revised Terms of Reference. Another Senator suggested that perhaps this committee might be reimagined and continue its life outside of the Senate structure. Several Senators objected to the dis-establishment and asked for other solutions to be brought forward or more time to consider the future of the committee.

The Clerk reminded Senators of the robust discussion at Senate in January as a result of the Senate Review Committee's review of the Enrolment Report. This type of engagement can raise the profile of the Library to Senators and increase the connection to Senate, a connection that is lacking in the current structure.

Another Senator noted that creating another committee with the same representation would not necessarily yield better results. In their previous experience with the SLC, the Senator noted that it was difficult to achieve quorum, members were not engaged, and often did not understand their role. The Senator noted that there are now well established and effective avenues for engaging with the Faculties, and for addressing concerns directly with faculty members at the departmental level. The University Librarian also has opportunities to discuss issues with the Deans and the Provost.

The discussion came to a close and the Chair called the question.

The motion **PASSED**.

8. University Funding: A Primer (Provost)

The Provost provided a presentation to Senate on university funding, in response to a series of questions submitted in January by Senator Sean Burges. The presentation was divided into two sections: information on funding from the Ontario government, and how funding flows within the university.

Funding from the Ontario Government:

Questions from Senator Burges:

- How does enrolment at the University translate into funding flows from the Province?

- How much of the University's funding (nominal and percentage) from the Province comes in the form of a "block grant" and a "student enrolment contingent grant"?
- Can you please explain how enrolment-based funding from the Province to the University is calculated and under what envelopes it falls?
- Is there a limit to how much operating funding the University can get from the Province by increasing enrolments?

Operating grants from the government are set every five years through Strategic Mandate Agreements (SMA) that are negotiated individually with the Ministry. Carleton is currently finishing SMA3 (2020-25). SMAs assign weighted grant units (WGUs) to universities. These are calculated according to undergraduate enrolment levels with some negotiated growth, but they translate into a fixed funding amount.

Weighted Grant Units: each student is assigned a WGU value that varies according to program. Upper year undergraduate students are weighted more than lower-year undergraduates, as are students in Engineering and Science, since these programs require more resources to run. PhD students have the highest weighting.

Corridor Model: Enrolment corridors are set as part of the SMA negotiations. Planned growth is estimated for a 5-year period, and that growth is assigned a floor, a midpoint and a ceiling (+/- 3%). If the enrolment falls below the floor level, the university risks losing some government funding; if the enrolment rises above the midpoint level, the university may still collect tuition, but would receive no WGUs for those students.

The average Canadian university receives from its provincial government approximately \$16,000 for each full-time domestic student registered. Ontario provides the lowest grant per student in the country, at half the national average (\$8,000). Because of this funding deficit, Ontario universities are currently accepting 28,000 domestic students for whom they receive tuition but no provincial funding, since these student enrolments are above the corridor. The issue is exacerbated by the fact that more and more of these enrolments are in STEM programs which are more expensive to run. Unless the situation improves, it is estimated that by 2030, the number of un-funded students will grow to 100,000.

Carleton's 2023-24 operating grant was \$180,761,204.00 which breaks down to:

- 39.5% Core Operating Grant (corridor based)
- 7.4% Special Purpose Grants (enrolment based) (e.g. Indigenous support, mental health support)

- -1.4% International Student Recovery (claw-back on enrolment for International students)
- 54.5% Performance/Student Success Grant (corridor based) Based on criteria specified in the SMA such as graduate employment rate, experiential learning, graduate employment earnings, etc.

Funding Flows Within the University:

Questions from Senator Burges:

- How does the university calculate the funding that flows to a department/program on a per student enrolled in said department/program basis?
- How does the university calculate the funding that flows to a department/program for each student enrolled in a class delivered by that department/program?
- How does the funding flowing to an academic department/program translate into resources available for planning and delivering education and student enrichment?

Carleton uses an incremental budget model with a built-in Enrolment-Linked Budget Allocation (ELBA) mechanism. There are 11 Resource Planning Committees at Carleton (5 Faculties, 4 Vice-Presidents, President and Library). Incremental budgeting means that each Resource Planning Committee receives a base allocation of resources each year, based on historical patterns. If there is enrolment growth, that revenue is shared with Faculties using the ELBA formula:

- Net revenue = tuition + grant – scholarship cost
- 40% of year-over-year change in net revenue flows to Faculties. 60% is retained by the Central administration.
- Of the 40% to Faculties, 60% is attributed to course enrolments and 40% to student majors.

ELBA is distributed to Faculties, and the Deans then decide how to allocate these funds to individual units.

Discussion after the presentation focussed mainly on the Weighted Grant Unit calculations, in clarifying how these calculations are made and the assumption that some programs cost more to run. The Chair acknowledged that there is more depth and nuance to this topic, that is beyond the scope of this presentation.

The Chair thanked the Provost for the presentation and Senators for their engagement.

9. Motion from Senator Jody Mason

Due to lack of time, this motion was postponed to the next meeting (March 28, 2025).

10. Reports for Information

- a) Senate Executive Minutes (January 21, 2025)
- b) Senate Undergraduate Student Awards Committee – Report on New Awards

These items were not discussed.

11. Other Business

There was no other business.

19. Adjournment

The meeting was adjourned (D. Howe, J. Mason) at 4:04 p.m.