

**CONSENT AGENDA
to the Open Agenda of the 627th Meeting of the Board of Governors**

**Thursday, September 30th, 2021
Via videoconference**

4.1 ITEM(S) FOR APPROVAL

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

- a) Approval of the Open Session Minutes of the 626th meeting.

4.1.2 Board Award Criteria and Jury Selection

4.1.3 Founders Award Criteria and Jury Selection

4.1.4 Investment Committee Board Membership

4.1.5 Board Emeritus Policy

4.2 ITEM(S) FOR INFORMATION

4.2.1 Committee Minutes

- a) Advancement and University Relations Committee
 - April 21st Meeting Minutes
- b) Building Program Committee
 - April 13th Meeting Minutes
- c) Finance Committee
 - May 25th Meeting Minutes

4.2.2 Capital Projects Update

4.2.3 Wellness Hub Update

4.2.4 University Communications and Reputational Enhancement Project Update

4.2.5 Advancement Update – Overview and Strategy 2021/2022

4.2.6 Centre for Community Engagement Overview

4.2.7 Board Work Plan and Schedule of Meetings

4.2.8 Minutes from Senate

4.2.9 Government Relations Overview



Canada's Capital University

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

**Minutes of the 626th Meeting of the
Board of Governors**

**Tuesday, June 1st, 2021 at 3:00 p.m.
Via Videoconference**

PRESENT:	Mr. D. Fortin (Chair)	Mr. K. von Finckenstein	Mr. N. Nanos
	Dr. B.A. Bacon (President)	Ms. F. Foroutan	Ms. B. O'Connor
	Ms. D. Alves	Ms. M. Fraser	Dr. B. Örmeci
	Mr. N. Black	Ms. K. Furlong	Dr. E. Sloan
	Mr. T. Boswell	Ms. G. Garland	Dr. P. Smith
	Ms. B. Creary	Ms. C. Gold	Ms. J. Taber
	Ms. S. Davin	Mr. D. Greenberg	Ms. C. Tessier
	Mr. P. Dion	Ms. L. Honsberger	Ms. A. Tremblay
	Mr. J. Durrell	Ms. N. Karhu	Mr. A. Ullett
	Mr. G. Farrell (Vice-Chair)	Dr. J. Malloy	
REGRETS:	Ms. Y. Baltacioğlu	Ms. W. Horn-Miller	Ms. J. Taber
	Ms. L. Hayes		
STAFF:	Ms. S. Blanchard	Dr. L. Dyke	Mr. S. Levitt
	Ms. J. Chandler (R. Secretary)	Ms. A. Elmi	Ms. K. McKinley
	Ms. J. Conley	Ms. A. Goth	Mr. M. Piché
	Ms. A. Cunningham	Dr. R. Goubran	Dr. J. Tomberlin

OPEN SESSION

1. CALL TO ORDER AND CHAIR'S REMARKS

The Chair called the meeting to order at 3:00 pm and welcomed all Governors and attendees to the virtual Board of Governors meeting. The Chair acknowledged the Algonquin First Nation territory on which Carleton University is located.

To begin the meeting, the Chair acknowledged the 215 Indigenous children, whose remains were found in a mass burial site at the former Kamloops Indian Residential School stating Carleton recognizes the work required towards reconciliation.

2. DECLARATION OF CONFLICT OF INTEREST

The Chair asked for any declarations of conflict of interest from the members. President Bacon declared a conflict of interest for Closed Session item 12.1: Recommendation from the Advisory Committee on the President and Vice-Chancellor and left for that portion of the meeting. No other conflicts were declared.

3. APPROVAL OF AGENDA

The proposed agenda was circulated in advance. It was moved by Ms. Tessier and seconded by Dr. Smith that the open agenda of the 626th 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: the minutes and business arising of the previous meeting and the Philanthropic and Commemorative Naming Policies. The following items were distributed for information: Cyclical Review Program Summary for 2020/'21, committee minutes and Senate minutes.

It was moved by Ms. Creary and seconded by Ms. Fraser that the items on the open consent agenda of the 626th meeting of the Board of Governors be approved, as presented. The motion carried unanimously.

5. ITEMS FOR APPROVAL

5.1 Tuition Fees 2021/2022

An executive summary and presentation were circulated in advance.

The Provost summarized that on April 30, 2021 the Ministry of Colleges and Universities (MCU) released a memorandum outlining a new Tuition Fee Framework and Ancillary Fee Guideline.

The Chair of the Finance Committee stated that the committee reviewed the memo. The memo permitted a 3% tuition-increase for out-of-province domestic students and frozen tuition fees for Ontario residences at the 2020/21 level. Due to a variety of factors, including the short-timeline for implementation, management and the Finance Committee recommended that the Board approve the increase for out-of-province students in principle however the increase would not be applied for the upcoming academic year as there is not enough information from the MCU or a suitable timeline to implement this increase.

On the recommendation of the Finance Committee, it was moved by Ms. Alves and seconded by Ms. Karhu that the Board of Governors approve tuition fees for funding-eligible students in 2021/'22, pursuant to the Provincial Tuition Framework announcement of April 30, 2021, as presented. The motion carried with one opposed.

6. ITEMS FOR INFORMATION

6.1 Sexual Violence Annual Report and Honouring Each Other Strategy Update

Two executive summaries, two reports and two presentations were circulated in advance.

The Vice-President (Students and Enrolment), Suzanne Blanchard, provided a presentation on the Annual Sexual Violence Report. Due to the COVID-19 pandemic, Carleton ensured that resources for those who have experienced sexual violence were available online and rooted in resilience, adaptability and flexibility.

Compared to 2019 statistics, 2020 saw a drop in disclosures of sexual violence. It was noted, this decrease is most likely due to the pandemic and students being off-campus. There were 67 disclosures from those seeking support services in six-broad categories of sexual violence (based on the Province of Ontario's guidelines),

Ms. Blanchard reviewed the extensive prevention, education and awareness initiatives Carleton has undertaken in 2020, which included: 1,700 Carleton community members being trained online, six training videos created by Equity and Inclusive Communities, Sexual Assault Awareness Week, campaigns with other universities and 350 self-care kits mailed to students. The majority of training was online, and focused on demographics in residence, fraternities, sororities etc. For all training, intersectionality was a focal-point.

The Sexual Violence Policy was revised in 2019, and is due for a mandatory review in 2022. Carleton will undergo an extensive, collaborative and transparent consultation process. To meet the 2022 deadline, consultations will begin in Fall 2021, and the policy will be brought to the Board of Governors for approval in 2022.

A question was posed from a Governor about the number of annual disclosures. Ms. Blanchard mentioned that there has been an increase in disclosures since the approval of the Sexual Violence Policy, and Carleton views this increase as positive; it is a signal that the education is working, and people are comfortable coming forward. 2020's numbers reflect that less people were on campus, and therefore where sexual violence occurred, survivors may have felt that they should go to their local community supports.

Another member posed a question about the difference between the informal and formal reports. Ms. Blanchard responded that there are a number of different paths a complainant can take when making a disclosure, and it is generally their choice if they'd rather pursue the formal or informal route.

Michael Charles, Assistant Vice-President and University Advisor, Equity and Inclusive Communities, provided the Board with an annual report on the *Honouring Each Other: A blueprint for building consent cultures on campus, together* Strategy. The strategy is a living document which through responsiveness and adaptability aimed to improve campus consent culture. In 2020, Carleton saw a number of accomplishments, including but not limited to: launching three working groups under the purview of the Sexual Violence Prevention and Education Committee, the creation of support groups, the transitioning of supports to online to adapt to the COVID-19 pandemic and the development and evaluation of inclusive prevention programming. As Carleton prepares for a return to campus, the strategy will continue to rollout programming, both virtual and in-person, and re-introduce postponed initiatives that were delayed because of COVID-19.

Both Michael Charles and Suzanne Blanchard were thanked for their presentations.

6.2 Return to Campus Update

A presentation was circulated in advance.

The Chair noted that the Board had been kept apprised of Carleton's return to campus plans at past meetings, and had presentations from the Carleton University Scenario Planning Working Group (CUSP). President Bacon mentioned that the CUSP recommendations for a safe and gradual return to campus with a mixed model of delivery in-person with online options for maximum flexibility to meet the needs for all students in Fall 2021 has been approved and are being operationalized in conjunction with the Return to Campus Committee (RTC).

Steve Levitt, General Counsel, provided a presentation. The university hosted 20 consultation sessions with faculty and staff between April 15 and May 13, 2021. In all decisions, the campus community's health and safety has been Carleton's guiding principle in implementing its planning.

He summarized that the returning to campus, Carleton will continue to follow all the provincial health and safety requirements, as well as the *Occupational Health and Safety Act* (OHSA). To properly plan for a safe return to campus, Carleton is preparing infrastructure, establishing policies and guidelines while creating a phased framework – meaning that not everyone will be returning to campus at the same time. Even within returning departments, not all employees will be permitted on campus at once to allow for physical distancing and capacity limits. This phased approach is laid out as follows:

1. Core services & areas that support research and labs, including the library (who have mostly been on-campus throughout the pandemic);
2. Areas which provide student supports, as well as parts of Information Technical Services and Teaching and Learning Services; and
3. Last are Administrative and governance areas and others as required.

To return to campus safely, each unit will be required to create a plan for its employees. Once Plans are approved by the RTC, and the COVID-19 Steering Committee. Employees of these

units will be given appropriate notice for when they are expected to return to campus. To further prepare for a gradual return to campus, faculty and staff are required to complete online COVID-19 training. Employees requiring accommodations are reviewed on a case-by-case basis.

To prepare the buildings, Facilities Management and Planning (FMP) have worked diligently to ensure all buildings meet ventilation standards and are routinely cleaned. Carleton has met all requirements for ventilation (MERV 13 filters). Third-party consultations have been hired to review and confirm that ventilation systems meet industry standards.

Carleton has also procured the necessary cleaning products and services to ensure campus is routinely cleaned. A return-to-campus purchasing guide has been prepared including signage and barriers, as well as the technology needed to continue working from home.

When on-campus, individuals will be required to follow safety protocols, including: mask-wearing, physical distancing, handwashing and mandatory daily screenings and symptom reporting. Carleton also has an extensive contact tracing process. Additionally, tunnel access will be limited to those who require their use for accessibility.

Carleton has offered a COVID-19 vaccination clinic on campus, and is creating an education campaign regarding the benefits of vaccination.

A Board member asked when Carleton units are required to finalize their return to campus plans. Mr. Levitt explained that resources for creating these plans would be offered imminently, and the plans will likely be completed in July/August.

Another Governor posed a question about mandating vaccinations for all those entering campus. Mr. Levitt outlined the difficulty of mandating vaccinations as it would require either the Province of Ontario and/or public health officials making recommendations to make vaccines mandatory. In allowing students on residence for the 2021/'22 year, Carleton will mandate through the residence contract that students to disclose their vaccination status.

The Return to Campus Committee was thanked for their fulsome presentation.

6.3 Strategic Integrated Plan Annual Update

An executive summary was circulated in advance.

The Chair commented that the Strategic Integrated Plan (SIP), approved in 2020, set an ambitious vision for Carleton's future. President Bacon provided the first annual report on the SIP's implementation emphasizing the highlights of the progress as well as next steps, across all three strategic directions of Share Knowledge, Shape the Future; Serve Ottawa, Serve the World; and Strive for Wellness, Strive for Sustainability and the fifteen defined pathways.

The President began by outlining the renewed leadership team including the chancellor, vice-presidents, decanal team, assistant and associate vice-presidents, chief information officer and the inaugural position of chief communications officer.

When the president arrived to campus on 2018, there was an extended labour conflict with CUPE 2424, since that time successful collective bargaining has been completed with ten unions. The

university during this time has had a long-term freeze on tuition. Despite the COVID-19 pandemic being the most disruptive crisis in recent history, the university has been able to maintain its academic mission and operations, continue to maintain balanced budgets, protect jobs and provide assistance and support to students.

Under the strategic direction of Share Knowledge, Shape the Future, the President noted:

- Continued enrolment growth has been maintained with both the one-year retention and progression rates trending upward.
- Continued research funding growth, including almost \$87 million in 2020/21.
- Carleton is the leader in *interdisciplinarity* with over 50% of programs including interdisciplinary learning, multidisciplinary research clusters, and cross-university “think tanks” including indigenous, equity, reputational enhancement project, international strategy, etc.
- *Great* strides in pedagogy including online teaching development, the Students as Partners Program, the introduction of a new learning management program (Brightspace), the creation of Carleton University Collaborative Indigenous Learning Bundles and one of the largest co-op programs in Ontario.
- Continued culture of fiscal responsibility which balanced budgets, reserves in place and overall financial responsibility. A commitment to organization excellence through commitments to Healthy Workplace, Mental Health at Work, and Leadership Development as well as indigenous reconciliation, EDI, accessibility and sustainability embedded into all aspects of the organization.

Under the strategic direction of Serve Ottawa, Service the World, the President noted:

- The establishment of the Carleton Dominion Chalmers Centre,
- partnerships with external businesses and foundations such as Bridgehead, McConnell Foundation, Ericsson, IBM, Blackberry QNX, TVO, etc. and the establishment of the Hub for Good creating funding connections with community partners.
- strides toward grassroots community engagement, the creation and development of a Community Engagement Centre and participation in the Canadian pilot of the Carnegie Classification.
- *The* creation of Carleton’s first International Strategy.

Under the strategic direction of Strive for Wellness, Strive for Sustainability, the President noted:

- the successful implementation of Carleton’s Mental Health Framework 2.0 and the development of 3.0, the establishment of a new certificate in Mental Health and Wellbeing.
- the creation of the Strive for Sustainability Strategy.
the creation of the Kinàmàgawin (Learning Together) Indigenous Initiatives Calls to Action.
- the creation of the Coordinated Accessibility Strategy, Rick Hansen Accessibility Certification, and the establishment of the Canadian Accessibility Network (CAN).
- the creation of the Equity, Diversity and Inclusion Action Plan with renewed commitment to leadership in anti-racism.

The next steps of the SIP include implementation of the various sub-plans as well as further development of an Academic and Research Plan, Mental Health Framework 3.0, Digital Strategy, Community Engagement portfolio as well as Faculty and unit plans.

President Bacon was thanked for his presentation.

6.4 Report from the Chair

The Chair highlighted the 2020/'21 Chair's Annual Report (circulated in advance), which summarizes the Board's accomplishments from the previous year. The Chair expressed his gratitude for the hard work of each Governor and Carleton University as a whole. After another difficult year, the university is navigating the pandemic with strength.

6.5 Report from the President

To mark Carleton's accomplishments from the 2021/'22 year, President Bacon provided his Annual President's Report (circulated in advance). The report highlighted a series of Carleton's success.

Additionally, the President reported:

- the Province of Ontario's stay-at-home order should be lifted shortly and the reopening framework will commence the week of June 14, 2021.
- the Summer 2021 term has started, and with an increase in enrolment numbers.
- convocation for this summer will be postponed.
- the City of Ottawa's participation in the Carleton led Canadian Accessibility Network.

A Governor asked if a study would be conducted on students learning preferences: online or in-person classes. President Bacon stated that studies are being conducted on this subject, and that it appears most students prefer a hybrid model of learning. In the future, departments may be able to make the strategic decision on what should be taught in-person versus online.

7. OPEN-OTHER BUSINESS

Tyler Boswell, a retiring Student Governor, expressed his gratitude for all Board members and the University Secretariat for their service throughout the past difficult year.

8. OPEN-QUESTION PERIOD

No additional questions were brought forward.

9. END OF OPEN SESSION AND BRIEF BREAK

There being no further business, it was moved by Mr. Ullett and seconded by Mr. Greenberg to adjourn the Open Session of the Board of Governors at approximately 4:39 p.m. The motion carried unanimously.

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report: 10 September 2021
From:	Chair, Advancement and University Relations Committee	Date of Meeting: 30 September 2021
Subject:	Board Award Criteria Review and Jury Selection	
Responsible	University Secretary	
Portfolio:		

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the Recommendation of the Advancement and University Relations Committee approve the criteria for the 2021/22 Board of Governors Award for Outstanding Community Achievement, proposed timeline and jury composition.

3.0 EXECUTIVE SUMMARY

The Board of Governors has established an award entitled *The Carleton University Board of Governors Award for Outstanding Community Achievement*. The award is issued annually to a full-time undergraduate or graduate student, in a graduating class.

The Advancement and University Relations Committee is responsible for reviewing and recommending the Award Criteria, as well as establishing a Jury to review nominations and recommend a recipient.

Presentation of the award takes place at Convocation in either November or June.

4.0 INPUT FROM OTHER SOURCES

Annually the A&UR Committee approves the Board Award Criteria, Jury and timeline. Attached the committee can find proposed revisions for 2021/22 as well as a draft timeline.

The following members are recommended for the Jury for the Board Award Selection Committee for the 21/22 year:

Chair or Vice-Chair or designate of the Board as Chair of the Jury:	Kim Furlong
Chair or Vice-Chair or designate of the CR&A Committee:	Christina Tessier
Faculty:	Elinor Sloan
Staff:	Nina Karhu
Undergraduate Student:	Holden Heppler
Graduate Student:	Allison Brown

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The Board Award for Outstanding Community Achievement supports the Strategic Integrated Plan Direction of Share Knowledge. Shape the Future - We will prepare students for success in an ever-changing future as well as the Direction of Serve Ottawa. Service the World – We will encourage community engagement in research and learning.

6.0 FINANCIAL IMPLICATIONS

The award is given annual in the amount of \$2,000 from the Board of Governors Budget.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

None identified.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Proposed advertising timeline attached.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2020~~1~~/24~~2~~ Carleton University Board of Governors Award for Outstanding Community Achievement

The Board of Governors has established an annual award entitled "*The Carleton University Board of Governors Award for Outstanding Community Achievement*". This award recognizes the spirit of student volunteerism and substantial community contribution while at Carleton University.

The Award

The award recognizes voluntary involvement and is intended primarily to honour non-academic work. Nominees/applicants must be successfully pursuing a full-time program of study, in a graduating class at Carleton University and be in Good Academic Standing. Preference will be given to all graduate and undergraduate nominees/applicants with an overall CGPA of 7 (B-) or higher, in a graduating class.

Individuals may be nominated for this award by:

- A member of the external community;
- A member of the faculty/staff;
- A fellow student;
- The student him/herself.

A cash award in the amount of \$2,000 will be awarded to the recipient.

Nominations and applications for the award shall be considered by a jury convened for that purpose.

Qualification Criteria

The recipient of the award is selected based on the following factors:

1. leadership in and substantial contributions to the Carleton University community while balancing the demands of student life;
2. academic excellence and potential for future personal and professional growth and achievement;
3. exemplary service to Carleton University, fellow students and/or the community-at-large;
4. a spirit of volunteerism and community service demonstrated through active, unpaid involvement in and contributions to the community, while as a student at Carleton University;
5. a record of exceptional commitment and leadership at Carleton University that inspires others to engage in volunteer service;
6. the recipient must be expecting to graduate in the academic year 2021~~0~~/22~~+~~.
7. the recipient cannot be a current board member.

All nominations/applications must include:

1. A statement of no more than 250 words, written by the nominee, describing how their involvement has made a significant difference to social, environmental or philanthropic aspects of the Carleton University community.
2. A resume, no longer than 2 pages in length, that is focused specifically on volunteer experience;
3. Two letters of reference, one of which should be from a supervisor of one of their volunteer activities;
4. The student's full name, student number, mailing and/or email address, and telephone number.

All nominations/applications **must be submitted by email** (amanda.goth@carleton.ca) or in person to the University Secretariat, Room 607 Robertson Hall, no later than 4:30pm on ~~February 22, 2021~~ March 25, 2021. The presentation of the award will take place at Convocation.

Composition of the Board Award Jury

- Chair or Vice-Chair or designate of the Board of Governors, as Chair of the Jury
- Chair or Vice-Chair or designate of the CR&A Committee
- One Faculty Representative
- One Staff Representative
- One Undergraduate Student Representative
- One Graduate Student Representative



2021/22 Carleton University Board of Governors Award for Outstanding Community Achievement

The Board of Governors has established an annual award entitled “The Carleton University Board of Governors Award for Outstanding Community Achievement”. This award recognizes the spirit of student volunteerism and substantial community contribution while at Carleton University.

The Award

The award recognizes voluntary involvement and is intended primarily to honour non-academic work. Nominees/applicants must be successfully pursuing a full-time program of study, in a graduating class at Carleton University and be in Good Academic Standing. Preference will be given to all graduate and undergraduate nominees/applicants with an overall CGPA of 7 (B-) or higher, in a graduating class.

Individuals may be nominated for this award by:

- A member of the external community;
- A member of the faculty/staff;
- A fellow student;
- The student him/herself.

A cash award in the amount of \$2,000 will be awarded to the recipient.

Nominations and applications for the award shall be considered by a jury convened for that purpose.

Qualification Criteria

The recipient of the award is selected based on the following factors:

- leadership in and substantial contributions to the Carleton University community while balancing the demands of student life;
- academic excellence and potential for future personal and professional growth and achievement;
- exemplary service to Carleton University, fellow students and/or the community-at-large;
- a spirit of volunteerism and community service demonstrated through active, unpaid involvement in and contributions to the community, while as a student at Carleton University;

- a record of exceptional commitment and leadership at Carleton University that inspires others to engage in volunteer service;
- the recipient must be expecting to graduate in the academic year 2021/22.
- the recipient cannot be a current board member.

Nomination Process

All nominations/applications must include:

- A statement of no more than 250 words, written by the nominee, describing how their involvement has made a significant difference to social, environmental or philanthropic aspects of the Carleton University community.
- A resume, no longer than two pages in length, that is focused specifically on volunteer experience;
- Two letters of reference, one of which should be from a supervisor of one of their volunteer activities;
- The student's full name, student number, mailing and/or email address, and telephone number.

Nomination deadline is March 25, 2022.

All nominations/applications must be submitted by email (amanda.goth@carleton.ca) or in person to the University Secretariat, Room 607 Robertson Hall, no later than 4:30pm on March 25, 2022. The presentation of the award will take place at Convocation.

Composition of the Board Award Jury

- Chair or Vice-Chair or designate of the Board of Governors, as Chair of the Jury
- Chair or Vice-Chair or designate of the Advancement & University Relations Committee
- One Faculty Representative
- One Staff Representative
- One Undergraduate Student Representative
- One Graduate Student Representative

Timeline

Sept. 20, 2021: Advancement and University Relations Committee appoints the jury.

Nov. 29, 2021: Board Office issues a Call for Nominations through various internal media.

March 25, 2022: Deadline for receipt of nominations.

April 2022: Jury to review applicants and identify a successful nominee.

April 20, 2022: Advancement and University Relations Committee receives the Jury's recommendation.

April 28, 2022: Board of Governors receives a report from Advancement and University Relations Committee on the recommended recipient.

June/Nov. 2022: Presentation of Award at Convocation and news feature in Carleton Grad Stories.

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report: 10 September 2021
From:	Chair, Advancement and University Relations Committee	Date of Meeting: 30 September 2021
Subject:	Founders Award Criteria Review and Jury Selection	
Responsible	University Secretary	
Portfolio:		

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Advancement and University Relations Committee, approve the criteria for the 2021/22 Founders Award, proposed timeline and jury composition.

3.0 EXECUTIVE SUMMARY

A previous President established an award entitled *The Founders Award* in June 1996 to recognize and pay tribute to individuals who have made significant contributes to the advancement of Carleton University through their dedication, generosity, and commitment to the values of the University. The award is issued annually, when merited, at Spring Convocation. The award is Carleton's highest non-academic honour.

In January 2021, the administration of the Founders Award was transferred to the Board of Governors.

The Advancement and University Relations Committee is responsible for reviewing and recommending the Award Criteria, as well as establishing a Jury to review nominations and recommend a recipient.

Presentation of the award takes place at Convocation June.

4.0 INPUT FROM OTHER SOURCES

Annually the A&UR Committee approves the Award Criteria, Jury and timeline. Attached the committee can find proposed revisions for 2021/22 as well as a draft timeline.

The following members are recommended for the Jury for the Founders Award Selection Committee for the 21/22 year:

Chair or Vice-Chair or designate of the Board as Chair of the Jury	Kim Furlong
President of the Alumni Association	Mat Main
Chief Advancement Officer	Jennifer Conley
Faculty Representative	Catherine Khordoc
Staff Representative	Art Ullett
Student Representative	Harjit Khalsa
Alumni Representative	Gail Garland

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The Founders Award supports the Strategic Integrated Plan Direction of Serve Ottawa Serve the World – We will open our doors to the community, we will develop and foster partnerships with purpose.

6.0 FINANCIAL IMPLICATIONS

The award is given annually, when merited and has no financial aspect. The Board Office will however be responsible for the cost of production of the physical award and maintenance of the plaque in the Board of Governors boardroom.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

There is potential risk with award recipients which can be mitigated as noted below.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

As the highest non-academic honor of the university, there is a degree of reputational risk associated with issuing an award during convocation ceremonies. To help mitigate this risk, upon the receipt of a founder’s award nomination, the University Secretary shall: (1) review nominations to verify consistency with the requirements of criteria and to confirm, to the extent possible, that a nomination poses a low risk of reputational harm to Carleton University; (2) if any concerns are identified, consult with the President and Vice-Chancellor and Chair of the Advancement and University Relations Committee.

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 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"/>



Carleton University Founders Award

“It is people, not buildings, that make an institution; and if we can put our hearts to it we can do something worthwhile.”

Henry Marshall Tory, June 18, 1942

Led by Dr. Henry Marshall Tory, a small group of Ottawa citizens dared to imagine a university in the nation’s capital that would serve Canadians whose education was interrupted by World War II. Carleton University was established in 1942, because of the dedication and commitment of our founders:

Henry Marshall Tory

Mr. C.C. Gibson

Dr. Hugh Keenleyside

Mr. E.J. Jenkins

Mr. William Connor

Mr. T.R. Montgomery

Dr. John Robbins

Mr. Frank Patten

Mr. C.H. Bland

Mr. L.R. Shaw

It is our individual founders – past, present and future – whose commitment has helped build one of Canada’s most respected universities and whose leadership will ascertain our future. [In recognition of the founders and their commitment, the Founders award has been created to recognize individuals who have made significant contributions to the advancement of Carleton University.](#)

Founders Award

Administration

The [CJAA-Advancement and University Relations Committee of the Board of Governors](#) will ~~continue to~~ administer the

	<p>Founders Award, as requested by the President of Carleton University. Any recommendations regarding the Founders Award will be brought forward to the Founders Award Selection committee Board of Governors by the Chair of the Advancement and University Relations Committee for approval. <u>President of CUAA and Chair, Awards.</u></p>
Description:	<p>Established in 1996, the Founders Award pays tribute to those individuals who have made significant contributions to the advancement of Carleton University through their dedication, generosity and commitment to the values of the University.</p>
Criteria:	<p>Recipient must have demonstrated significant contributions to the advancement of Carleton University. An annual award <u>The award may be awarded annually</u>, when merited.</p>
Call for nominations:	<p>December, January</p>
Nomination Deadline:	<p>January 31 each year (<i>decision by committee by end of February</i>)</p>
Award Promotion:	<p><u>The promotion will be made where appropriate including:</u></p> <p>Carleton University <u>Raven Magazine</u> <u>Board of Governors Web-site:</u> http://cualumni.carleton.ca/learn/awards/founders-award/ <i>(forms online)</i></p> <p>Carleton Now and Today@Carleton <u>Top 5 – for all employees</u> <u>Social Media</u> <u>CR & A Board of Governors Committee</u> <u>Alumni Network Communications</u> <u>Carleton University Retiree Association</u></p>
Nominations:	<p>All nominations <u>received</u> will be considered each year for a maximum of three years.</p>
Selection Committee:	<p>Founders Award Selection Committee is comprised of:</p> <ul style="list-style-type: none"> • <u>Chair or Vice-Chair or designate of the Advancement and University Relations Committee, as Chair</u> • President, Alumni Association and Chair, Awards • Chancellor of the University • Chief Development <u>Advancement</u> Officer • Clerk of Senate • Four members of the Board of Governors; one staff member, one faculty member, one student and one from the community <u>alumni representative.</u> • Additional member of the CUAA Executive Council
Award Recognition:	<p>A plaque is mounted in the foyer of Robertson Hall <u>Board of Governors Boardroom</u>. The recipient receives a plaque at the presentation during one of the Spring Convocation ceremonies.</p>
Who presents Award:	<p>CUAA President or designate. <u>Chair of the Board of Governors</u></p>
Venue and timing of Award Presentation:	<p>Spring Convocation ceremony in June.</p>



2021/22 Carleton University Founders Award

“It is people, not buildings, that make an institution; and if we can put our hearts to it we can do something worthwhile.”

Henry Marshall Tory, June 18, 1942

Led by Dr. Henry Marshall Tory, a small group of Ottawa citizens dared to imagine a university in the nation’s capital that would serve Canadians whose education was interrupted by World War II. Carleton University was established in 1942, because of the dedication and commitment of our founders:

Henry Marshall Tory
Dr. Hugh Keenleyside
Mr. William Connor
Dr. John Robbins
Mr. C.H. Bland

Mr. C.C. Gibson
Mr. E.J. Jenkins
Mr. T.R. Montgomery
Mr. Frank Patten
Mr. L.R. Shaw

It is our individual founders – past, present and future – whose commitment has helped build one of Canada’s most respected universities and whose leadership will ascertain our future.

The Award

The Founders Award, Carleton’s highest non-academic honour, was inaugurated in June 1996 to recognize and pay tribute to those individuals who have made significant contributions to the advancement of Carleton through their dedication, generosity and commitment to the values of the university. It is awarded annually, when merited, at Spring Convocation.

Administration

The Advancement and University Relations Committee of the Board of Governors will administer the Founders Award. Any recommendations regarding the Founders Award will be brought forward to the Board of Governors by the Chair of the Advancement and University Relations Committee for approval.

Qualification Criteria

It is an annual award, when merited. Recipient must have demonstrated significant contributions to the advancement of Carleton University. All nominations will be considered each year for a maximum of three years.

Nomination deadline is March 25, 2022.

All nominations/applications must be submitted through the online form at <https://carleton.ca/secretariat/boardofgovernors/founders-award/> no later than 4:30pm on March 25, 2022. The presentation of the award will take place at Convocation.

Selection Criteria

Committee members are asked to rank order their top five award candidates with number one being their first choice. Award winners will be determined based on the following points system. The nominee with the most points will be selected as the committee's recommendation to the Board of Governors.

- First choice: 5 points
- Second choice: 4 points
- Third choice: 3 points
- Fourth choice: 2 points
- Fifth choice: 1 point

A selection committee meeting will only be called to discuss top selections should a clear winner not be chosen in the first round of voting.

Composition of the Founders Award Jury

- Chair or Vice-Chair or designate of the Board of Governors, as Chair of the Jury
- President, Alumni Association
- Chief Advancement Officer
- One BoG Faculty Representative
- One BoG Staff Representative
- One BoG Student Representative
- One BoG Alumni Representative

Timeline

Sept. 20, 2021: Advancement and University Relations Committee appoints the jury.

Nov. 29, 2021: Board Office issues a Call for Nominations through various internal and external media.

March 25, 2022: Deadline for receipt of nominations.

April 2022: Jury to review applicants and identify a successful nominee.

April 20, 2022: Advancement and University Relations Committee receives the Jury's recommendation.

April 28, 2022: Board of Governors receives a report from Advancement and University Relations Committee on the recommended recipient.

June/Nov. 2022: Presentation of Award at Convocation and feature news story.

Promotions

- Carleton University Raven Magazine
- OSCAR community newspaper
- Board of Governors Website
- Carleton Top 5 – for all employees
- Social Media
- Alumni Network Communications
- Carleton University Retiree Association

COMMITTEE: Board of Governors
MEETING: September 30th, 2021
ORIGINATOR: University Secretary
ITEM: Membership on the Investment Committee

I. INFORMATION PRESENTED TO THE COMMITTEE

As per the Carleton University Investment Committee Terms of Reference (attached)

The Investment Committee shall be composed of a governor appointment by the Board of Governors. 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.

It is recommended that the Board of Governors appoints Patrick Dion, Chair of the Finance Committee for membership on the Investment Committee.

Mr. Dion is a leading government relations professional, recognized for helping clients solve strategic issues and enhancing their reputation and brand with federal, provincial and municipal governments. His expertise, enhanced by his strong belief that business and volunteerism are indivisible, has earned him the trust of Canada's most respected business leaders. Patrick has become a recognized voice for mental health and wellness, frequently invited to speak on the reform of Canada's mental health system. He was awarded the Queen's Diamond Jubilee for his leadership, received The Royal Ottawa Leader in Mental Health Award and was invested into the Order of Ottawa. Patrick graduated from the University of Western Ontario with a degree in Electrical Engineering Science. He also completed the Directors Education Program (DEP) at University of Toronto's Rotman School of Management. Mr. Dion held the position of Finance Committee chair on the Board of the Mental Health Commission of Canada, and also chaired Investment Committee, overseeing the investment of special project portfolio (\$1M+).

II. RECOMMENDATION

That Patrick Dion be approved as a member of the Investment Committee for a term of three years.

Carleton University Investment Committee

Terms of Reference

Purpose

The Investment Committee shall oversee the investment of the funds of the Carleton University Endowment Fund, 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:

- Vice President (Finance and Administration) – Chair, ex officio
- Assistant Vice President (Finance) – ex officio
- Director, Pension Fund Management – ex officio
- A Governor appointed by the Board of Governors
- A Dean appointed by the Finance Committee on the President’s recommendation
- Two or more additional 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

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.

All members are voting members. A majority 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 Fund, including a responsible investing policy,
 - Monitoring compliance with investment policies,
 - Review of the distribution rate for the Endowment Fund and other investable funds, and make recommendations about its 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 endowed 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 Fund.

Meetings

The Investment Committee will meet at least semi-annually 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, 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.

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 years. Changes to the terms of reference recommended by the Investment Committee shall be approved by the Finance Committee of the Board of Governors.

September 2018

Policy Name:	Board of Governors Emeritus Policy
Originating/Responsible Department:	University Secretariat
Approval Authority:	Board of Governors
Date of Original Policy:	November 2011
Last Updated:	December 2016 <u>September 2021</u>
Mandatory Revision Date:	November 2024 <u>September 2026</u>
Contact:	University Secretariat

Purpose:

The designation of Emeritus indicates that an eligible individual is retired and retains the title as an honour. It recognizes exemplary service to Carleton University as President, Chancellor or Chair of the Board.

Scope:

This policy applies to Presidents, Chancellors and Board Chairs.

Policy:

The Board of Governors, in its sole discretion, may confer the title of “Emeritus” to distinguish former Presidents, Chancellors and Board Chairs who have completed one full term of office for exemplary service to the University.

The Emeritus title is honorific, it does not carry with it any entitlement to authority, rights, privileges or resources.

Presidents, Chancellors and Board Chairs Emeriti are welcome to continue their involvement with Carleton University in a manner to be agreed, but are not obligated to do so.

Procedure:

The procedures will be determined by the University Secretariat.

A full list of all individuals holding this rank will be kept in the University Secretariat.

Links to Related Policies:

Honorary and Affiliated Ranks at Carleton University
Chancellors’ Professors at Carleton University

**Minutes of the 115th Meeting of the
Advancement and University Relations Committee**

**Wednesday, April 21st, 2021
Via Videoconference**

Present:

Dr. B.A. Bacon		Ms. N. Karhu
Mr. N. Black	Dr.	Dr. E. Sloan (Chair)
Mr. D. Fortin		Ms. J. Teron (non-voting member)
Ms. G. Garland		Ms. C. Tessier

Staff:

Ms. S. Blanchard	Ms. B. Gorham
Ms. J. Conley	Dr. R. Goubran
Ms. J. Chandler	Mr. S. Levitt
Ms. R. Drodge (Recording Secretary)	Dr. K. Schwartz
Dr. L. Dyke	Dr. J. Tomberlin
Mr. T. Frost	Ms. T. White
Ms. A. Goth	

Regrets:

Mr. P. Dion (Chair)	Ms. W. Horn-Miller
	Ms. J. Taber

Guests:

Ms. L. Gavey (Banfield)	
Ms. V. Gravel (Banfield)	Mr. S. Simpson (IPSOS)

1. CALL TO ORDER AND CHAIR'S REMARKS

The meeting was called to order at 1:00 p.m. The Chair welcomed everyone to the committee meeting.

2. DECLARATION OF CONFLICT OF INTEREST

The Chair asked if anyone on the Committee felt the need to declare a conflict of interest. There were none declared.

3. APPROVAL OF THE AGENDA

The agenda was circulated in advance. It was moved by Ms. Tessier and seconded by Mr. Black that the Advancement and University Relations Committee approve the agenda of the 115th meeting, as presented. The motion carried unanimously.

4. APPROVAL OF MINUTES & BUSINESS ARISING

Minutes of the previous meeting were circulated in advance. It was moved by Ms. Karhu and seconded by Mr. Fortin that the Advancement and University Relations Committee approve the minutes of the 114th meeting, as amended. The motion carried unanimously.

5. ITEMS(S) FOR APPROVAL

5.1 Board Award for Outstanding Community Achievement – Recommendation from Jury

A memo was circulated in advance.

On March 19, 2021 the Board Award Jury met to review the 13 nominations for the Board Award for Outstanding Community Achievement. The Jury agreed to recommend Millicent (Millie) Close as the recipient. Ms. Close is graduating with a Bachelor of Health Sciences Honors with a Concentration in Disability and Chronic Illness, and a Minor in Communications and Media Studies at Spring convocation 2021.

The Chair applauded Ms. Close's outstanding resume which evidenced her love of science and passion for philanthropy through her volunteer work. The Jury was impressed by her work to empower Carleton Science students academically, socially and professionally. Consistently, she led with a helping hand and created an environment where students within the science community felt comfortable to engage with their fellow peers. Ms. Close was described as a shining star by the Carleton Decanal Team.

A number of members applauded and provided high praise for the Millie Close.

It was moved by Mr. Black and seconded by Ms. Tessier to recommend to the Board of Governor the approval of the Board Award Jury's recommendation that Millicent (Millie) Close receive the Board of Governors Award for Outstanding Community Achievement for 2020/2021 academic year, as presented. The motion carried unanimously.

6. ITEMS(S) FOR DISCUSSION

6.1 Reputational Enhancement Project Update

An executive summary was circulated in advance.

Carleton's Reputational Enhancement Project (REP) began in summer of 2020 with work by Banfield, Ipsos and the Carleton community to create a brand strategy and framework to guide development of marketing and communications activities, assets and collateral. The

project started the creative design phase with a survey sent to all students, faculty, staff, alumni and key external audiences, asking for input on new logo concepts.

The Chair welcomed the President to introduce the item. The President thanked the committee for their commitment and guidance as the project continues. He stressed the importance of this project.

The President introduced Mr. Tony Frost, Chief Communications Officer and Associate Vice-President (Communications and Public Affairs). Mr. Frost was joined by Ms. Lindsay Gavey (Director of Strategy for Banfield) and Mr. Sean Simpson (Vice-President of Research at Ipsos).

Ms. Gavey outlined the work completed thus far: Phase One (Discovery Sessions, Workshops, Focus Groups, In-Depth-Interviews, consultations, Secondary Research and Online Surveys), and Phase Two (Brand Strategy Development). In total, about 5,421 sources of input were received, which included about 3,800 internal members and about 1,600 external individuals. Banfield worked with Ipsos for both the qualitative and quantitative research conducted to-date. A Carleton REP Council with diverse representation has been formed to guide the process of the project. She noted that the team is currently undertaking Phase Three of the project (Creative Development), which is set to launch in fall of 2021.

Ms. Gavey outlined the project's aligned and impact-focused messaging approach. Without an aligned framework with a common goal, she noted that Carleton's impact would be unfocused and diluted.

Ms. Gavey provided a brief summary of the seven key research findings from Phase One of the Project. She outlined that Carleton needs to:

1. Better define Carleton's Identity
2. Retain core attributes and focus on building new associations to sharpen competitive edge
3. Leverage leadership in holistic approach to key issues
4. Focus on experiential learning and career readiness
5. Demonstrate real-world impact
6. Build community beyond the 'CU bubble' and move toward global engagement
7. Leverage Carleton's institutional youth, growth and momentum as a strength

Ms. Gavey outlined Carleton's Brand Strategy Platform, as they relate to Carleton and the project:

- **Carleton's Promise:** To be a smart, caring and connected community that inspires and empowers individuals to become change leaders who drive impact in the world
- **Carleton's Brand Values:** Compassion, Originality, Vision, Partnership and Purpose
- **Carleton's Brand Story:** "At Carleton University, we will not be driven by privilege or accolades. We will not be constrained by tradition. And we will not be satisfied by intention alone. We were born of a community and united by a shared drive for

change, for inclusive and sustainable impact. Today, grand challenges call upon us all to challenge convention and redesign the future together—and Carleton will answer. We know that where struggle is great, our collective ingenuity is greater. We have grown to become one of the most resourceful and productive hubs of learning and growth forging real partnerships to create research and education that tackles tough, complex challenges and improves lives. We thrive on change and we can't wait for tomorrow. We will make an impact and our time is now.”

Mr. Frost updated the committee on the most recent findings related to Logo Development within the Creative Development Phase of the project. Mr. Frost provided examples of popular brand logo evolution. He also highlighted the logo transformation that took place at the University of Waterloo and noted the importance of widely consultation in a re-branding process.

Mr. Frost provided an overview of Carleton's Logo Evolution, beginning in 1946 to the current date. Common imagery throughout all logo designs included the maple leaf, a book, a shield, a bird motif and a fire motif. The common colors were red and black with some white. More recently, Carleton saw elements or motifs of water, movement, connection and unconventional design. The Carleton Coat of Arms was noted to remain important to the university, although it is currently only seen on official diplomas. There is a desire to have this design more visible based on the feedback received.

Mr. Frost provided a detailed review of the three new logo concepts included in the survey.

Mr. Simpson spoke to the results of the Logo Development Survey. A 10-minute survey took place between April 1st to 12th to gather feedback on the development of a new Carleton logo. More than 95K invited were sent to students, faculty, staff and alumni. More than 5,400 responses were received, which represents a 6% response rate. He noted that of the total responses received, about 24% were Carleton staff, 22% were Carleton faculty, 10% were Carleton students and 2% were Carleton alumni with another 100 “other” received as well. Great engagement was reported with the survey as it surpassed a typical response rate of about 3%.

The preferred concept was reported to be Concept #1, with a 74% selection rate (those who selected it as their overall favorite). The strongest attributes of this logo were: bold, high quality, dynamic, forward-looking, preferred colors (black and red) and a depiction of water. The font was noted to be similar to Carleton's logo from 1982, but bolder and fresher. Mr. Simpson noted the unconventional nature of the icon placement on the right rather than the left. He reviewed some quotes taken from the survey feedback, which praised the creativity, motifs and color.

Mr. Frost reviewed the timeline for next steps in the REP process including: finalize the new logo, build Carleton's visual identity (fonts, color, graphics, shape), create guides and tools (workshops, guides, templates), create an awareness campaign (signage, digital ads, print ads, events) and finally brand implementation (digitally, recruitment, stationary). He noted that Carleton is on-schedule to implement the brand in fall 2021.

The Chair thanked Mr. Frost, Ms. Gavey and Mr. Simpson for the update and presentation.

A member asked if broad support from all areas of the Carleton community were seen for the three logos. Mr. Simpson noted that the preferred logo scored an average of 6.4 out of 10, which is a significantly above the midpoint on the scale. The scores across various groups were looked at: students (6.4), faculty (5.9), staff (6.3), alumni (6.5) and others in the community (5.8). The preferred logo scored above the mid-point in every group studied. The team also looked at the scores among Indigenous communities as well, which were roughly comparable to the other reported scores.

A member asked if the brand values will be published publicly. They also asked if the wording of “compassion” as a value was thoroughly considered, as it may bring about concerns related to equity, diversity and inclusion. Mr. Frost noted that the brand platform is not meant to be public, but rather is for internal marketing purposes amongst the various internal communications and design related teams. Ms. Gavey noted that throughout the extensive consultative process “compassion” and “caring” came up significantly. The REP Council discussed these words at length, keeping in mind the idea that values are something the institution will continue to strive to uphold. She noted that “compassion” was seen as a seeking to understand with roots in empathy and being action orientated.

A member asked about the extent to which the new logo concepts were tested across the community and if a comparison with the new logo design(s) to the current Carleton logo has been done. Mr. Frost noted that all logo concepts went through an extensive creation process prior to the release of the survey. He noted that the existing logo was not tested against the new logo concepts. Despite this, it was noted that a very small (approximately 1%) of participants said they prefer the current logo.

A member asked if there is a strategy to align Carleton’s sub-brands (Science, Spratt, Engineering, etc.) with the overarching brand. Mr. Frost confirmed that there are plans to align the brands. He noted he and his team are currently working with the Spratt School of Business to create a new logo that aligns with Carleton’s new, overarching brand.

The President highlighted the importance of next steps in the project, specifically brand implementation and Carleton’s story telling. He noted the importance of EDI and social justice when considering and determining Carleton’s new brand.

7. ITEM(S) FOR INFORMATION

7.1 Advancement Update

A summary report was circulated in advance.

The Chair invited Jennifer Conley, Chief Advancement Officer, to provide an update to the committee.

Ms. Conley reported revenue of \$40.2M in the period of May 1, 2020 to March 30, 2021. She noted that the transformation to a fresh approach to philanthropy was gathering momentum.

Ms. Conley noted that donors are focused on advancing equity and social justice through their giving, including with awards established through Giving Tuesday and Future Funder.

Ms. Conley applauded and thanked Dr. Rafik Goubran, Vice-President (Research and International) for his work and dedication to the new Holistic Integrated Partnership, a first and only in Canada. She also extended her gratitude to the President on this new and flourishing initiative. The new partnership with Bruyère Research Institute, Best Buy Health and AGE-WELL NCE Inc. on aging in place research are a result of this initiative.

Ms. Conley reported that Advancement's Community Liaison Mandate can be satisfied virtually and digitally as engagements of this nature have gathered steam despite current conditions. Advancement can be a hub for collaboration on campus and within the community. Advancement's strong relationships with Research in addition to the Office of the Deputy Provost (Academic Operations & Planning) was highlighted as a strength. Ms. Conley noted that the centralized repository of relationship intel within Advancement can be shared with partners to continue to create a cohesive and collaborative reputation.

The Chair thanked Ms. Conley for her report.

A member asked how Advancement plans to transition the monetary situation of donors being reactionary to social justice and EDI initiatives to the long-term. Ms. Conley highlighted that Advancement follows the vision and values of Carleton University, which includes EDI as an important part of who Carleton is and what the university values. She highlighted the fact that donors and partners appear to want to champion files that have EDI components. As such, Advancement has and will continue to respond internally and externally on these values, interests and momentum.

7.2 Community Engagement – The Carnegie Classification

A presentation was circulated in advance.

The Chair outlined that Carleton has collaborated with 16 Canadian post-secondary institutions to tailor the Carnegie Classification in the Canadian context.

The President noted the importance of this long-term project to Carleton and the Strategic Integrated Plan (SIP), as one of its key strategic directions is to Serve Ottawa, Serve the World. Carleton was established by the community for the community and remains a key player throughout the city with its teaching, research and community partnerships. He noted his belief that Carleton can be more strategic and intentional about its community engagement with the development of the Carnegie Classification.

The President invited Dr. Karen Schwartz (Associate Vice-President (Research and International)) and Dr. Lorraine Dyke (Deputy Provost, Academic Operations and Planning) to speak to this item further.

Dr. Schwartz introduced the committee who has been working alongside Dr. Dyke and herself on the initiative, which includes Katherine Graham, Nicole Bedford and Christina Noja.

Dr. Schwartz provided an overview of the Carnegie Classification System. Carnegie is the US framework for institutional assessment of Community Engagement (CE). Given its success, it has gained momentum internationally, with countries like Ireland and Australia who are adopting pilots or developing their own versions of the classification system. The system has recognized university's deep and pervasive commitment to its community. It was noted to be an elective classification that involves review of institutional mission, identity, and commitments. Currently 361 campuses have achieved the Community Engagement Classification in the US.

The classification system is important to Carleton due to: institutional self-assessment and self-study; legitimacy; accountability; to be a catalyst for change; and as a part of institutional identity.

The Canadian pilot of the Carnegie Classification System consists of 16 post-secondary institutions collaborating to strengthen the institutions' community engagement practices and collaborate to tailor the classification to the Canadian context. Dr. Schwartz noted that if successful in first round of Canadian certification, Carleton will be known as a Founding Member of the Canadian Carnegie Classification.

Dr. Schwartz provided an overview of the multi-step Carnegie Classification process. The process began in 2019 to complete the US application by 2021. From 2021 to 2022, Carleton and the other founding institutions will begin engagements to develop a Canadian framework. From 2022 to 2023, it was noted that the initial Canadian certification assessment will take place. More recently, Carleton's application was submitted in December 2020. Carleton's site visit took place on March 15, 2021.

Dr. Schwartz outlined the Carnegie application process. The team completed an exhaustive search of the university's website about current CE at Carleton. The team identified 14 liaisons representing each faculty and service unit and engaged a total of 90 informants across campus with regular updates to the Community Engagement Steering Committee (CESC). A draft application was sent to all 14 liaisons twice to review for accuracy before it was approved by CESC on October 28, 2020.

Dr. Schwartz outlined the four themes that rose up from the conversations for the application. These themes were inclusion, healthy vibrant communities, globalization and technology for good. She noted the committee's fascination with how well these themes aligned with the values and themes of Carleton's Strategic Integrated Plan, in areas such as wellness and sustainability and in serving the nation and shaping the future.

Dr. Dyke spoke to the scope of the application, providing a high-level summary of its four major components of the review experienced. The application was strong in the area of Institutional Identity and Culture as community engagement is a key component of Carleton's founding story. Community engagement was also noted to be embedded in much

of Carleton's institutional communication and was included as a key direction in the new Strategic Integrated Plan. Dr. Dyke noted that Carleton could work to adopt best practices in the areas of Institutional Assessment of Community Perceptions as Carleton does not conduct much surveying. Much work done related to infrastructure and finance has been grassroots, and Carleton is working towards campus-wide structures and roles. Additional tracking, monitoring, and assessment of CE was also suggested as an area for improvement. Other sections of the application included categories of CE such as Curricular, Co-Curricular, Professional Activity and Scholarship and the link between Community Engagement and other institutional initiatives, all of which were found to be strong at Carleton. Carleton made the informed decision not to engage with its partners in the trial round, which was a common decision amongst the partners due to the current public health crisis.

Dr. Dyke provided an overview of the initial findings and lessons learned of the process thus far. It was noted that although Carleton does much work already with regard to CE, the work is ad hoc and siloed. As such, Dr. Dyke reviewed some best practices that Carleton can develop to increase its community engagement:

- **Governance:** Have a more coordinated, strategic approach to CE.
- **Measurement:** Consistent data on CE and conduct a systematic evaluation of impact.
- **Communication:** Knowledge transfer of best practices, recognition of community partners.
- **Strategic Partnership Development:** Aligned with university goals.
- **Support:** training for faculty and students preparing them to engage with the community.

Dr. Dyke reviewed the ways in which results have been shared within Carleton, which included audiences such as the Vice-President Academic and Research Committee (VPARC) and Senate prior to application submission.

A three-hour virtual site visit was completed on March 15, 2021. The purpose of this site visit was to gather feedback on Carleton's pilot application and to engage with Carnegie to benefit from their experience. The Carnegie team has discussions with faculty and staff directly involved with CE such as Deans and Assistant Vice-President's, Senior Leadership and the Carleton Carnegie team. Four questions were focused on throughout conversations with the Carnegie group:

- How can we better support collaboration and knowledge-sharing across campus?
- How can we reinforce the reciprocal nature of CE?
- What support could the university provide to assist faculty with their CE while respecting and enabling their autonomy?
- What approach should the university take to tracking and monitoring CE in order to sustain and build on CE initiatives?

Dr. Dyke reviewed some feedback received from Carnegie. The following were noted to be Carleton's areas of strength: commitment to community engagement, engagement with Indigenous peoples and Carleton's Co-curricular record. Areas identified that require greater reflection were: the importance of identifying exemplary CE practices from across the

university, the need for training of faculty and students in these exemplary practices and the need for evaluating the social impact of CE with our community partners.

Dr. Dyke noted that Carleton will continue to provide supports for community engagement as part of the SIP, while incorporating lessons from the Carnegie process. The Canadian Carnegie Pilot Cohort has planned to continue work on a Canadian classification. The 16 partner universities have scheduled to meet virtually on May 31 and June 2, 2021.

The Chair thanked Dr. Dyke and Dr. Schwartz for their report.

A member asked how other Carleton initiatives, such as the Carnegie Classification, are being integrated into the work that Banfield is doing on Carleton's reputation. Dr. Dyke noted the similarities of feedback heard in the consultations that took place throughout the development of the SIP. Dr. Schwartz noted that community engagement is an area where Carleton needs to tell its story better, both internally and externally. She highlighted the importance of communicating the CE done throughout the university. Mr. Frost highlighted the SIP as the origin point of the values and strategic directions, which can now be seen throughout other documents and initiatives as they get created and defined. The President stressed the importance of communicating Carleton's values, objectives and goals long-term.

A member asked for clarification on reconciliation being included as a critical component of the application and Carnegie Classification. Dr. Schwartz noted that reconciliation is not part of the US classification – only the Canadian Pilot. It was noted that Carnegie in the US is starting new classifications that look at EDI and Indigenous issues, which they credit Canada for encouraging them to do so. She noted that EDI and reconciliation will be built into the Canadian classification system from the start.

8. OTHER BUSINESS

No additional business was brought forward.

9. IN-CAMERA SESSION

An in-camera session was held.

10. ADJOURNMENT

There being no further business, it was moved by Ms. Karhu and seconded Ms. Tessier to adjourn the meeting at approximately 2:58 pm. The motion carried.

**Minutes of the 164th Meeting of the Building Program Committee
Tuesday, April 13th, 2021 at 11:00 a.m.
Via Videoconference**

MINUTES

Present:	Ms. B. Creary (Chair) Dr. B.A. Bacon (President) Mr. T. Boswell Mr. G. Farrell Mr. D. Fortin	Mr. D. Greenberg (late) Dr. B. Örmeci Ms. C. Tessier Ms. A. Tremblay (Vice-Chair) Mr. A. Ullett
Senior Management:	Ms. S. Blanchard (VP, Stud. & Enrol.) Dr. R. Goubran (VP, Research & Int.)	Mr. M. Piché (VP, Finance & Admin.) Dr. J. Tomberlin (VP, Academic)
Staff:	Ms. R. Drodge (Recording Secretary) Ms. A. Goth Mr. S. Levitt	Ms. K. McKinley Mr. G. Nower (AVP, FMP)

1. CALL TO ORDER AND CHAIRMAN'S REMARKS

The Chair called the meeting to order at 11:00 a.m. She acknowledged the Algonquin Nation's traditional and unceded territory that members have gathered upon throughout Ottawa for the meeting.

2. DECLARATION OF CONFLICT OF INTEREST

The Chair asked if anyone on the Committee felt the need to declare a conflict of interest regarding any of the items on the agenda. None were declared.

3. APPROVAL OF THE AGENDA

The agenda was circulated in advance. It was moved by Mr. Ullett and seconded by Dr. Örmeci that the agenda of the 164th Building Program meeting be approved, as presented. The motion carried.

4. APPROVAL OF THE MINUTES AND BUSINESS ARISING

The minutes of the previous meeting and the joint meeting with the Finance Committee from November 17th were circulated in advance.

It was moved by Mr. Fortin and seconded by Ms. Tremblay to approve the minutes of the Joint Building Program and Finance Committees held on November 17th, as presented. The motion carried.

It was moved by Mr. Ullett and seconded by Dr. Örmeci to approve that the minutes for the 163rd Building Program Committee meeting, as presented. The motion carried.

5. ITEMS FOR DISCUSSION

5.1 Capital Renewal (Deferred Maintenance) Plan for 2021/2022

An executive summary was circulated in advance.

Mr. Nower, Assistant Vice-President (Facilities and Management Planning) spoke to this item. Mr. Nower provided a brief update on the 2021/2022 Capital Renewal Plan, which is in year seven of the 10-Year Capital Renewal Program. The priorities for 2021-22 focus on replacing aging infrastructure (sewer/storm/watermain) and building systems (roofs/mechanical and lighting). The work will also improve building energy use through retro-commissioning and energy audits. Addressing base building and site infrastructure lowers the risks and costs associated with unexpected failures and disruptions on campus. The 2021-2022 plan was developed based on the risks identified, institutional knowledge and specific conditions such as the COVID-19 pandemic.

A member recommended the opening of more building windows throughout campus. Mr. Nower noted that he and his team are working to complete this where possible.

A member asked for clarification regarding the Co-generation Facility and its ability in the event of a power failure. Mr. Nower noted that the facility will provide emergency back-up power to the building systems that are deemed critical. The list of buildings is under review and will include local generators where possible.

A member asked for clarification on Carleton's trajectory regarding renewal requirements given the age of Carleton's campus. Mr. Nower noted that some campus buildings appear to be hitting a peak in their maintenance requirements due to the type and age of buildings. Carleton campus' FCI is 0.21 (fair). Major upgrades for the Loeb Building and Paterson Hall were noted to be priorities.

A member asked how Carleton will address construction issues (increased cost of materials, etc.) throughout 2021-2022 due to the pandemic. Mr. Nower noted that construction on campus was impacted for a few weeks in spring 2020 due to the pandemic. These initial impacts still exist as projects are harder to re-mobilize than demobilize amongst the trades but current construction is progressing on schedule. For new construction, the cost of materials is increasing and will have a larger impact for a building renewal and new construction. Mr. Nower noted his comfort with the numbers as they relate to deferred maintenance projects.

5.2 Ongoing Capital Projects Status

An executive summary was circulated in advance.

Mr. Nower advised that Capital projects totaling \$147.9 million are underway. Total expenditures incurred as of February 28, 2021, and value of work completed to March 23, 2021, total \$93.3 million, with forecast spending of \$54.5 million.

A brief update was provided on the status of ongoing Capital Projects such as the Cogeneration Facility, Raven's Road, the Nicol Business Building, the Education Design Centre, the New Student Residence and the P4 Parking and Office Structure.

The commissioning and testing of the Cogeneration Facility's system is underway, seeking completion by the end of April 2021.

Key elements of the Nicol Business Building are substantially complete. Landscaping was noted to be on track to commence in early spring. The contractor's latest schedule update indicated an occupancy permit date of May 28, 2021 with substantial completion by June 18, 2021. Mr. Nower noted a 35 days delay in Occupancy against the August 2020 baseline due to COVID disruption which has and continues to pose a risk in procuring materials.

The Engineering Design Centre is under construction, with a scheduled completion expected for fall 2021. Disruption due to the pandemic on the supply chain continues to be closely monitored.

The New Student Residence Building project is on-hold. Delays in construction will result in increased costs of between 10% to 12% should the project proceed. In addition, construction documents are 95% complete and foundation plans have been submitted to the City of Ottawa for permitting.

The schematic design of the P4 Parking and Office Structure is due to be completed by the end of April 2021. He noted that the fully designed project and Project Implementation Report will be presented to the Board for approval in September. Ongoing risks were briefly outlined, which included cost increases in construction due to availability of construction materials and trades.

Finally, a brief budget update on Deferred Maintenance and Capital Renewal projects was provided.

A member asked for clarification on the 90% of drawings completed for the Hertzberg Building Renewal Upgrades. Mr. Nower clarified that the drawings are for design and development.

In follow-up, the member asked for clarification on the progress of the P4 Parking and Office Structure design and development. Mr. Nower noted that they have achieved 60% of schematic designs at Class D, which are scheduled to be completed by the end of April 2021.

5.3 Transportation and Parking Strategy Update

Mr. Nower provided a brief update on transportation and parking on campus. The construction of Raven’s Road and Stadium Way is complete. Numerous ongoing projects were outlined, including the creation of a double-left turn at the campus exit on to Bronson Avenue, which is scheduled for completion in September 2021. Repairs to the roundabout on University Avenue, and to the bridge itself are to begin in April and to be completed by the fall. A small expansion to parking in P7 was also noted to begin in the spring. Progress has been made in discussions with the NCC for an additional exit onto Colonel By Drive from campus.

A member asked why Carleton is planning on building a parking garage on P4. Mr. Nower noted that the parking garage is currently in the design phase. Approximately six locations were investigated for possible locations of the new structure, which were later narrowed to four. As P4 is not suitable for an academic building, it was included as an opportunity spot for a new parking structure due to a variety of reasons (close proximity to LRT, etc.). A member emphasized the future importance of the LRT to Carleton and its campus.

The President noted the importance of addressing transportation and parking concerns on campus, in the event of needing to replace lost parking spots with the decommissioning of P9. He noted that following the COVID-19 pandemic, there may be less traffic on campus due to flexible work and student arrangements. He highlighted the importance of having options as it relates to parking needs on campus.

5.4 Update on Campus Master Plan Renewal

Mr. Nower provided a brief update to the committee on the preliminary stages of the Campus Master Plan Renewal. He noted that the Project Committee is currently being formed, which includes two members of the Carleton Board of Governors. It was noted that Requests for Proposals will be finalized following the formation of the committee. The community will be engaged over the summer to begin the formation of the plan in fall 2021.

The Chair thanked the committee and senior leadership for their hard work and engagement throughout the Board year to ensure another successful year for the university and its community. She wished all departing members good luck in their future endeavors.

6. OTHER BUSINESS

There was no other business arising.

7. IN-CAMERA SESSION

An in-camera session was held.

8. ADJOURNMENT

There being no further business, it was moved by Mr. Ullett and seconded by Ms. Tremblay to adjourn the meeting at approximately 11:56 am. The motion carried.

**Minutes of the 307th Finance Committee
Tuesday, May 25th, 2021 at 11:00 a.m.
Via Videoconference**

Present: Ms. D. Alves (Chair) Ms. M. Fraser
 Dr. B.A. Bacon Ms. C. Gold
 Mr. G. Farrell Ms. L. Honsberger
 Mr. D. Fortin Ms. N. Karhu
 Ms. F. Foroutan Dr. J. Malloy

Staff: Ms. S. Blanchard Ms. A. Marcotte
 Ms. R. Drodge Ms. K. McKinley
 Dr. L. Dyke Mr. M. Piché
 Ms. A. Goth (Recording Secretary) Mr. T. Sullivan
 Dr. R. Goubran Dr. J. Tomberlin
 Mr. S. Levitt

Guests: Mr. J. Blum (Deloitte) Mr. G. Ciufo (Deloitte)

Regrets: Mr. K. von Finckenstein

1. CALL TO ORDER AND CHAIR'S REMARKS

The meeting was called to order at 11:00 a.m. The Chair welcomed all committee members and Carleton's executive and financial team to the meeting.

2. DECLARATION OF CONFLICT OF INTEREST

The Chair asked if any members needed to declare a conflict of interest regarding any of the items on the agenda. No conflicts were declared.

3. APPROVAL OF AGENDA

It was moved by Ms. Honsberger and seconded by Mr. Farrell to approve the agenda for the 307th meeting of the Finance Committee, as presented. The motion carried unanimously.

4. APPROVAL OF THE MINUTES AND BUSINESS ARISING

4.1 Minutes of Previous Meeting

The minutes of the 306th meeting of the Finance Committee were circulated in advance.

It was moved by Ms. Gold and seconded by Ms. Karhu that the minutes of the 306th meeting of the Finance Committee be approved, as presented. The motion carried unanimously.

5. ITEM(S) FOR APPROVAL

5.1 2021/2022 Tuition Fees

An executive summary and presentation were circulated in advance.

The previous Tuition Fee Framework and Ancillary Fee Guidelines expired on April 30, 2021 and the new framework was not available at the time of the Finance Committee's April meeting. The President introduced the item before asking Dr. Jerry Tomberlin, Provost and Vice-President (Academic) to speak to the item.

The Ministry of Colleges and Universities has released a memo on tuition fee levels for funding-eligible students for the 2021/22 academic year, however a formal framework has yet to be provided. Universities are waiting on information, details and guidelines for implementation. The memo proposes a freeze (2020-21 level) for Ontario domestic students and introduces an up to 3% increase in tuition for domestic out-of-province students. In response, management recommends increasing domestic out-of-province student tuition fees by 3% in 2021-22, in principle. However, due to the lateness of the memo, implementation and operational issues may impact management's ability to incorporate this fee increase for the 2021-22 academic year. The fee increase is estimated to generate approximately \$500,000 in additional tuition fee revenue (about 0.1% of budget). International tuition fees were approved for a two-year period by the Board in April 2020.

The committee expressed concern and discussed the difficulty of implementing the increase and the dilemma of not seeking additional tuition fees when the government permits increase. The estimated revenue from a 3% increase in tuition from domestic out-of-province students is approximately \$500,000.

It was moved by Dr. Malloy and seconded by Ms. Karhu to recommend that the Board approve the tuition fees for funding – eligible students in 2021-22, pursuant to the Provincial Tuition Fee Framework announcement of May 30, 2021, as presented. The motion carried unanimously.

It was moved by Mr. Fortin and seconded by Dr. Malloy to recommend that the Board approve in principle a 3% tuition fees increase for domestic out-of-province students pending more detailed information from the Province and analysis of the associated implementation and operational issues determined by management, as presented. The motion carried unanimously.

5.2 Long-Term Financing

An executive summary, presentation and copy of the Capital Debt Policy were circulated in advance.

The Chair outlined that the Board of Governors approved the university pursuing negotiations for a 40-year “bullet” bond with selected lenders, not to exceed \$250 million, subject to Board approval of the final terms and conditions.

The President outlined that the process is on schedule and thanked the Carleton and the Deloitte team. Since April, Carleton has conducted a competitive dealer selection process and was reporting the results of the selection with the terms and conditions for consideration and recommendation to the Board of Governors.

Mr. G. Ciufu of Deloitte reported to the committee on the process in his role as an independent transaction financial advisor. The Board of Governors was provided with a debt options assessment which outlined the optimum course of action from a cost, administrative burden and required credit was to move forward with a 40-year “bullet” bond. The team proceed with retaining a credit rating. Following this the debt competition stage initiated with a competitive dealer selection which resulted in RBC as the selected lead dealer. Following Board of Governor approval, a transaction execution will commence on June 2nd for issuance by the end of June.

Mr. Ciufu outlined the five capital projects – Sustainability Research Centre, Wellness Hub, New Residence, Lobe Building renovations, and Paterson Hall Building renovations which total a cost of approximately \$360M, however, financing is only required for \$220M with the remainder being provided from internal funds or alternative sources.

Historically, bond yields are at or near all-time lows and signified that it is a good time to borrow via bond debt. Recently, as the economy begins to recover from the pandemic and inflation rises, yields have begun increasing. This signified that it would be most beneficial for Carleton to access the capital markets as soon as possible to avoid any further yield increases and the Deloitte team is monitoring daily.

The preferred dealer was selected from an initially procured shortlist of five dealers which were evaluated based on cost of capital (normalized), net dealer fee, duration of process, experience, and re-investment rates (sinking fund structure). Three dealers were short-listed for a Best-And-Final-Offer (BAFO) round which was executed by Carleton’s Financial Services and RBC was selected as the preferred dealer to lead the bond issuance. RBC was selected were due to the cost of capital was 62 bps back from the ONT benchmark, their net dealer fee achieved a savings of \$550,000, and the duration of process was the shortest in comparison with other dealers with a target execution prior to the end of June 2021.

The indicative terms were outlined as a bullet style bond of \$220,000,000 for a term of 40-years with full principal repayment at the end of maturity. Coupon payment required on a semi-annual basis. Initially there will be negative carry as the funds will be invested into short-term

investments until required for use. A sinking fund will be established in order to support the repayment of the bond in full after forty years. The coupon rate is expected to be 62 bps above benchmark.

The estimated fees and expenses for bond issuance will total approximately \$700,418 with the annual ongoing fees payable by Carleton of approximately \$42,000 for credit rating costs and annual administration.

Indicative pricing was suggested to include a buffer of 25 bps to allow for the Carleton team to efficiently execute the bond without requiring further board approval as the market is changing daily. The RBC workplan and milestones was outlined as being 23 days in duration.

A member asked why management is recommending to borrow \$220M while there is \$360M in total capital costs projected. Mr. Piché responded that management felt at this time it was appropriate to borrow a lower amount of funds.

A member referred to the Capital Debt Policy which states that capital borrowing will be undertaken by the administration only following approval of a capital project by the Board of Governors and include total costing, etc. and questioned if the Capital Debt Policy should be updated. Mr. Piché, Vice-President (Finance and Administration) responded that the policy is written for project-based borrowing. With the debenture process, Carleton would be borrowing funds that are not linked to any specific project which allows flexibility in how and when funds are invested in various capital program projects. It was noted that funding would not be committed or appropriated to any capital projects until the proper approvals for projects is completed by the Board of Governors as per the Capital Planning Process Policy. The Capital Debt Policy will be reviewed in Fall 2021 in light of current debt options.

A members asked if the debt ratios in the Capital Debt Policy (debt to full time equivalent student and debt service coverage ratio) if those conditions were met. Mr. Piché confirmed that the ratios were considered and governance practices were met.

The Chair asked the Deloitte team if they are comfortable with the 62 bps threshold that was incorporated into the assumptions of the interest rate. Mr. Ciufu responded that the threshold was made based on the most current market quote, reasonable window so further approvals would not be needed as long as the underlying rate or spread does not exceed the threshold. Mr. Piche also expressed his comfort with the 62 bps spread since the university would like to close the transaction as soon as possible.

It was moved by Ms. Honsberger and seconded by Dr. Malloy to recommend to the Board of Governors the approval of the issuance of a 40-year “bullet” bond with RBC as the lead dealer, for \$220 million, at a rate not to exceed 3.75% and to authorize management to executive the required transaction documentation, including the creation of a sinking fund as per the Capital Debt Policy, as presented. The motion carried unanimously.

6. OTHER BUSINESS

No additional business was raised. The Chair thanked the members of the committee for their dedication and commitment while serving on the Finance Committee during an interesting and unusual year. Management was thanked for their detailed and comprehensive reports for the Finance Committees consideration. She also specifically thanked Mr. Gold, Dr. Malloy and Ms. Foroutan for their service on the committee as they finish their terms on the Board of Governors. The Secretariat team was also thanked for their insight, guidance and support of the committee.

7. IN-CAMERA SESSION

An in-camera session was held with the President and University Secretary.

8. ADJOURNMENT

There being no further business, it was moved by Ms. Karhu and seconded by Dr. Malloy to adjourn the meeting at approximately 12:00 p.m. The motion carried unanimously.

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report: 30 August 2021
From:	Building Program Committee	Date of Meeting: 30 September 2021
Subject:	Capital Projects Update	
Responsible	Vice-President (Finance and Administration)	
Portfolio:		

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

That this report be received for information.

3.0 EXECUTIVE SUMMARY

Capital projects totaling \$182.8 million are currently underway. Total expenditures incurred as of Jul 31 2021, and value of work completed to August 31, 2021, total \$121.8 million, with forecast spending of \$61.3 million. The Nicol Building occupancy was achieved in August 2021. The Engineering Design Centre (Mackenzie Building Addition) is under construction and scheduled completion has been delayed until December 2021. This report also provides a budget update on the overall spent on Deferred Maintenance and Capital Renewal Budgets.

4.0 INPUT FROM OTHER SOURCES

The major capital, capital renewal/deferred maintenance report was prepared by Facilities Management and Planning, and was developed from information provided by the respective project managers.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The following provides an update of the major programs currently at various phases of development:

Major Capital Projects

- **Nicol Building (Sprott Business School):** Building is substantially complete and building occupancy was obtained in August 2021. Deficiency reviews and corrections are ongoing. Relocations from Dunton Tower and St Patrick's to Nicol building are complete, and staff and faculty started to populate the building August 23. COVID continues to pose a risk with reported impacts on fabrication as well as material supply chain.
- **Engineering Design Centre (Mackenzie Building Addition):** The Construction Manager (CM) continues working to progress construction despite some challenges imposed by the site, and COVID impact delaying supplies and deliveries. The main project risk at this time is the delivery of glass and some of the larger metal screens. Should it be required, temporary glass and poly will be installed as a mitigation measure to ensure fit-up is not affected by the elements. There will be an impact on the project schedule: mid-November 2021 is currently targeted as the occupant's move-in date, substantial completion to follow mid-December and the final completion before New Year. The rising cost of metal from the time the construction budget is established, dealing with the constructability of the large windows/building assembly, and connections to Mackenzie building, imposed some additional cost to the project, and it is expected to increase construction funding allocations. The allocated project contingencies and some

redistribution of project funding are evaluated as sufficient to cover the additional cost, and the project is expected to stay just below the approved budget. COVID-19 impact is being monitored closely.

- **New Student Residence:** Construction Documents are 95% complete. Site Plan Application and Foundation approval have been granted by the City of Ottawa. Delays due to COVID (project hold) have increased the construction budget by 14%. Construction Manager has been given a change order for suspension of services with a resumption notice deadline of October 7th, 2021. Risks with further delay include expected cost increases in construction due to availability of construction materials and trades.
- **Athletics Wellness Hub:** 230,000 gsf (gross square feet) 4 storey above grade building including new aquatics centre and wellness research space. The project is currently out for Class D costing. Current risks include cost increases in construction due to availability of construction materials and trades.
- **Sustainability Research Centre:** The Sustainability Research Centre is a 6 story building with an area of 215,000sq ft, which includes the Mackenzie courtyard infill. Five signature showcase spaces on the main level will highlight program activity. The Courtyard will accommodate student study space along with various student activities and Faculty of Engineering and Design Functions.
- **Cogeneration Facility:** Commissioning of all major equipment is complete. The turbine has successfully operated and has produced power for the first time. Further testing and coordination with Hydro Ottawa is anticipated to be complete by September. The project is over budget due to the length of the project and additional consultant costs and commissioning costs required to ensure a successful and safe start-up.
- **Loeb and Paterson Hall Building Condition Assessments**
Building Condition Assessments have been completed and submitted to FMP. Senior Management and FMP are reviewing the reports to determine next steps and preferred option to recommend to the Board for going forward.
- **P4 Transportation Hub and Office Structure:** Schematic Design and Class D estimate are complete. The Consultant has been notified of delay to services due to the project being put on hold, and will provide suspension fees for review. Risks with delay include expected cost increases in construction due to availability of construction materials and trades.

Capital Renewal/Deferred Maintenance Projects

New 2021/2022 Projects

- **Tunnel Ventilation Upgrades**
Contract has been awarded to a mechanical contractor with work commencing in September, and substantial completion to be achieved in December. The project will increase ventilation to the tunnels and ensure ASHRAE standards 62.1 are met.
- **University Centre Cooling Tower Replacement**
Consultant has been engaged to provide design and engineering services for the University Centre Roof-Top Cooling Tower Replacement project. This cooling tower services the following buildings: University Centre, Architecture Building, Tory Building, Azrieli Theatre and Azrieli Pavilion
- **High Voltage Condition Assessment and 5 year renewal plan**
Consultant team has been engaged to complete a condition assessment of the current infrastructure, and complete a 5 year renewal plan to address any concerns. The first area of focus will be on loop C.

- Dunton Tower 3rd Floor Heating Improvements and renovations**
 Heating Feasibility study has been completed by the consultant. Work to insulate the underside slab of the exterior of the 3rd floor offices is in the planning stages, to be coordinated with the interior renovations on the 3rd, 7th, 8th, 9th, 10th, and 17th floors.
- MacOdrum Library Lighting Replacement**
 Replace the existing lighting in the Library with LED lamps. The project will result in a payback of 3 years on Energy Savings, and achieve approximately 25 tonnes of carbon reduction.
- Building Energy Audits and Retro-Commissioning Program**
 Conduct building energy audits and implement retro-commissioning programs on selected buildings to align with Carleton's Sustainability and Energy Master Plans.
- Dunton Tower Fire Alarm and Smoke Control Modifications**
 Fire alarm system, ventilation and control work for smoke management in the stairwells. Consultant has been engaged with construction scheduled to be implemented in 2022.
- Colonel By Childcare Base Building Upgrades and Addition**
 Base building upgrades to be coordinated with the addition that is being funded by the Childcare Centre. Work includes updates to the mechanical services (new furnace, ERV, ductwork, plumbing), new flooring, new cabinetry, and updated washrooms. Interior work is to be completed by November, and exterior work by December.
- St. Patrick's Building Art Gallery Building Envelope/HVAC Upgrades**
 Feasibility study has been completed, and the decision to replace all exterior walled drywall and selected interior walls has been decided upon. Included in the scope is lighting, ceiling, Hvac, and ceiling upgrades. FMP is currently working with the client in regards to scheduling.

Status Updates of Ongoing Projects

- Herzberg Building Renewal upgrades in Block B on Levels 1, 2 and 4**
 90% drawings have been delivered by the consultant team. Due to COVID 19's negative impact on delivery time for the equipment, in particular the air handling units, and risks in regards to meeting the schedule, the project implementation schedule and strategy is being reviewed with the project team, and the project is still on hold. Due to the age and issues of the building, FMP will be completing a building condition assessment prior to moving ahead with the rest of the renewal program.
- Southam Hall Building Envelope Upgrades**
 Supply chain issues have resulted in delays to the window fabrication and have caused schedule delays. Contractor has confirmed the windows will be received at the end of August, and FMP is working with scheduling and the building occupants to schedule installation in September/October. Emergency watermain repairs that were not part of the original scope are ongoing and expected to be completed by end of August.
- Premise Isolation on Incoming Water**
 The Premise Isolation on Incoming Water Project entails upgrading & modifying the water main entry connection (domestic and sprinkler system) with specific types of Backflow Preventers (BFP) for the older Buildings across campus in order to conform to the City of Ottawa's (the City) Water By-law to protect drinking water quality. Of the 41 buildings 26 are complete with backflow valves installed. 12 shutdowns were scheduled to occur in August, and the project is anticipated to wrap up by October 2021.

- **Roof Replacement**
MacOdrum Library, St Patrick's Building and Maintenance Building projects are 95% complete. Architecture Building (skylights) has been deferred until spring 2022 due to lead time on material delivery and scheduling.
- **Campus Sanitary Sewer/Storm Sewer/ Water Main Infrastructure**
Testing and cleaning occurred throughout the summer. The data obtained will be used to finalize the 5 year renewal plan report that is due November. FMP will share the report with the Building Program Committee at one of the upcoming board meetings.
- **Central Heating Plant Generator Replacement**
Tender documents are at 90% to replace the older small generator with a larger pre-fabricated acoustically enclosed generator on a slab outside the Central Heating Plant.
- **Steacie Building renovations to labs on the 3rd and 4th floor (rooms 328, 329, 333, 412, and 432)**
Project Complete
- **Social Sciences Research Building (SSRB) – Roof Replacement, Ceiling, Lighting, and HVAC upgrades**
Project Complete

Campus Transportation Projects

- **University Drive/Bronson Intersection Modifications**
Project includes addition of a 2nd left turning lane heading north on Bronson Avenue, cycle path and pedestrian sidewalk improvements, and a new roundabout complete with a center island with stonework and landscaping. City of Ottawa has provided funding for additional intersection work. Substantial completion is planned for end of October 2021.
- **Library Road Improvements**
Project included removal and reinstatement of existing asphalt, substrate, sidewalks, and bike path. Installation of Pedestrian/Cyclist safety and new PXO and raised crosswalk close to the South West Corner of P1 and in alignment with existing sidewalk/Bike path complete with Twizzy's to meet AODA (Accessibility for Ontarians with Disabilities Act) requirements. (Twizzy's are for visually impaired pedestrian orientation).
Project was awarded in the spring and is now complete on schedule and on budget.

6.0 FINANCIAL IMPLICATIONS

COVID 19's impact on pricing and supply chain issues continue to affect project budgets and costs. As a result, we must allow for greater project contingencies and continue to collaborate with our partners to come up with solutions for the potential challenges we may face, and ensure the most beneficial project delivery method is used.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The major risks involve cost increases due to increasing material costs and high demand in the construction industry and schedule delays due to supply chain shortages on material, in particular mechanical equipment. In addition, labor shortages as a result of multiple major construction projects planned/underway in the Capital over the next 5-10 years (Light Rail, Parliament, New Ottawa Hospital). These risks are managed by actively working with contractors to manage costs and the projects. Further risks include renovating older buildings with unknown site conditions can result in unexpected cost, delays, and disruption to the campus.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Delays in completing capital projects could have a reputational impact with internal clients and additional financial costs to the University. Disruptions as a result of construction work in occupied buildings may have a negative impact on the campus community and student experience. To mitigate the risks, every effort is made to plan and schedule the work as best as possible to minimize disruptions. Ongoing communications with the campus community and key stakeholders is part of project management oversight.

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 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"/>

Carleton University
Major Capital Projects
Reporting at September 2021

Program/Project	Budget	Expenditures to JUL 31/21	Work Completed to AUG/21	Anticipated Expenditures to Come	(Over) Under Budget
Capital Renewal 2018/19	14,000,000	14,000,000	14,000,000	0	0
Capital Renewal 2019/20	14,000,000	7,886,832	7,889,772	6,110,228	0
Capital Renewal 2020/21	14,000,000	3,972,038	4,029,491	9,970,509	0
Capital Renewal 2021/22	14,000,000	492,597	492,597	13,507,403	0
Facilities Renewal Program (FRP) 21/22	3,999,500	1,497,560	1,497,560	2,501,940	0
Cogeneration Facility	21,212,279	21,235,065	21,240,029	470,843	(498,593)
Engineering Design Centre (EDC) (Mackenzie Addition)	17,285,000	4,816,441	4,818,259	12,466,741	0
Nicol Building	65,585,033	62,585,238	62,595,946	2,727,166	261,921
New Residence	2,418,380	2,254,914	2,256,155	162,225	0
Athletics - Wellness Hub	750,000	503,368	503,368	246,632	0
Sustainability Research Centre (SRC)	5,000,000	549,493	549,493	4,450,507	0
Transportation Hub	577,000	435,688	435,688	141,312	0
Transportation Fund	10,000,000	1,444,102	1,447,848	8,552,152	0
TOTAL	182,827,192	121,673,336	121,756,206	61,307,658	(236,672)

Capital Projects Update

Facilities Management and Planning

August 2021

Major Capital Projects – Recently Completed



ARISE

Completed in 2019, this building added 34,500 sq/ft to the former Life Sciences Research Building.

Total Cost: \$38M



HEALTH SCIENCES

Completed in 2020, this 120,000 sq/ft building features 7 floors of lecture theatres, labs and workspace.

Total Cost: \$61M



NICOL

Completed in summer 2021. This new 100,000 sq/ft facility brings together all business students under one roof.

Total Cost: \$65M

2018-2021 (\$164M)

Major Capital Projects



Engineering Design Centre

A 26,100 sq/ft three-storey structure that will feature a maker space, design studios, workshop bays, central atrium, meeting and lounge spaces.

Cost: \$18M
Schedule: Completion Q4 2021



New Residence

A new, 188,000 sq/ft, first-year student residence with 456 beds, living and social spaces.

Estimated Cost: \$90M
Schedule: 2021-2024 or 2025



Wellness Hub

A 230,000 sq/ft expansion of fitness, wellness and aquatics that will shift the student experience, culture and pursuit of wellbeing on campus

Estimated Cost: \$127M
Schedule: 2021-2025



Sustainability Research Centre

A new, 200,000 sq/ft new engineering building + 15,000 sq/ft ME courtyard infill that will serve the Faculty of Engineering and Design.

Estimated Cost: \$120M
Schedule: 2021-2026



Paterson Hall

General building renovations to improve building conditions, teaching and research spaces.

Estimated Cost: \$40M
Schedule: 2023-2025



Loeb Building

General building renovations to improve building conditions, teaching and research spaces.

Estimated Cost: \$40M
Schedule: 2023-2025



Transportation Hub

236,000 sq/ft design and build of a 562 stall parking structure with a ground level office for campus safety and a north pavilion for student and staff amenities, including tunnel access east of LRT to athletics

Estimated Cost: \$80M
Schedule: OH HOLD

All costs are based on current planned programs and current market conditions

Major Capital Projects



ENGINEERING DESIGN CENTRE (EDC)

Sq. FT: 26,100

No. of Stories: 3

Purpose: A maker space, design studios, workshop bays, central atrium, meeting and lounge spaces.

Estimated Cost: \$18M

Estimated completion date: Q4 - 2021

Major Capital Projects



NEW RESIDENCE

Sq. Ft: 188,000

No. of Stories: 9

Purpose: first-year student residence with 450 beds, living and social spaces.

Estimated Cost: \$90M

Estimated completion date: 2024 or 2025

Major Capital Projects



WELLNESS HUB (Phase I & II)

Sq. Ft: 230,000 sq/ft

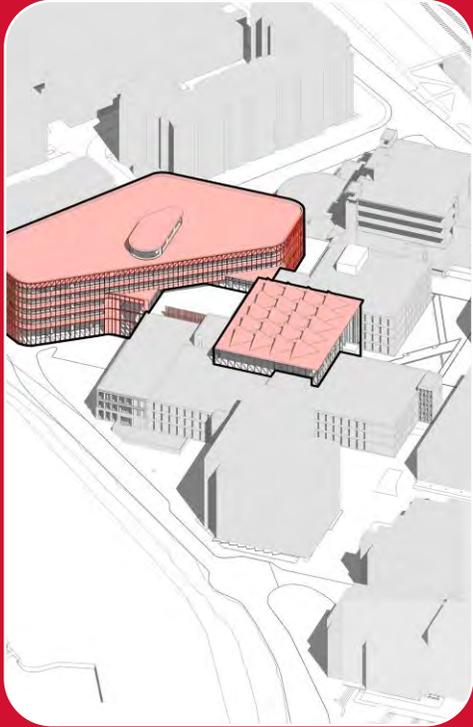
No. of Stories: 4/5

Purpose: Expansion of fitness, wellness and aquatics that will shift the student experience, culture and pursuit of wellbeing on campus.

Estimated Construction Cost: \$127M

Estimated Completion date: 2025

Major Capital Projects



SUSTAINABILITY RESEARCH CENTRE (SRC)

Sq. Ft: 200,000 sq/ft + 15000 sq/ft infill

No. of Stories: 6

Purpose: new engineering building serving the Faculty of Engineering and Design.

Estimated Construction Cost: \$120M

Estimated completion date: 2026

Major Capital Projects



PATERSON HALL

Building Constructed in 1962.
General building renovations to improve building conditions, teaching and research spaces.

Estimated Cost: \$40M
Schedule: 2023 - 2025

Major Capital Projects

LOEB BUILDING



Building constructed in 1967.
General building renovations to exterior cladding and various interior repairs and improvements to building conditions.

Estimated Cost: \$40M
Schedule: 2023 - 2025

Major Capital Projects



TRANSPORTATION HUB

Design and build of a new 562 stall parking structure with a ground level office for campus services and security, food kiosk, student lounge/study space, potential welcome centre, and bank.

Estimated Cost: \$80M

Schedule: On-Hold

To: Board of Governors	Date of Report: 27 August 2021
From: Building Program Committee	Date of Meeting: 30 September 2021
Subject: Wellness Hub (Phase 1) – request to pursue a City RFI	
Responsible Portfolio: Vice-President (Finance and Administration)	

1.0 PURPOSE

For Approval For Information and For Discussion

2.0 MOTION

For information only.

3.0 EXECUTIVE SUMMARY

The Department of Recreation & Athletics in conjunction with Facility Management & Planning has conducted several studies of the Carleton University swimming pool, which was built in 1972. Studies conducted in 2017 (WSP) and 2019 (WalterFedy) estimate the deferred maintenance on these facilities in the \$25-30M range.

In addition, given the significant rise in student population (30,000+) and the increased demand on fitness, the fitness centre can no longer adequately serve the Carleton community. The demand from students and the Carleton community for the fitness center has far exceeded the capacity of the existing 11,000 sq. ft. fitness centre (built in 2013). In addition, the general locker rooms are in need of repair in particular the shower areas which was built in 1972 along with the swimming pool (new lockers, facets and tiles in 2007, as well as renovated washrooms in 2015). The estimated expansion building for the new Fitness Centre is between \$10-15 million.

In 2019, as a result of the WalterFedy report, Perkins and Will was secured as the prime consultant to review the needs of both aquatics and fitness and present options for addressing these issues. Through consultations with key stakeholders, they concluded that both fitness and aquatics facilities required significant infrastructure investments and provided the University an opportunity to create an environment that encourages a healthy student lifestyle, improve recruitment, academic performance, retention and student satisfaction. They presented the concept of a game changing Wellness Hub, offering a new progressive service model which brings together health, wellness and research entities while creating a gateway to the Carleton campus along Bronson Avenue.

We now have the opportunity to pursue an RFI with the City of Ottawa towards a partnership that would help secure public funds towards building and operating this cutting-edge wellness and aquatics facility.

4.0 INPUT FROM OTHER SOURCES

- FMP Consultant and Engineering reports (WSP, WalterFedy)
- 2019 overview Perkins and Will summary presentation

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Perkins and Will consulted a wide range of stakeholders including faculty and staff as well as the community and City of Ottawa in developing the concept of the Wellness Hub. The key findings is that Carleton requires a place that holds a convergence of programs, encouraging students and faculty to stay on campus or return to campus because of, or for, the

Wellness Hub. The place that removes obstacles of accessibility and learning facilities, a place that represents Carleton's response to the needs voiced during the Pandemic. A place reflecting diversity of needs, interests and identities with the campus community. A place to build bridges between the University, what it represents and the City of Ottawa. A place that connects the campus-wide strategies and plans: the SIP, Sustainability, Kinamagawin, Accessibility, Student Mental Health, Equity, Diversity and Inclusion.

The design of the new Wellness Hub and its location along Bronson Avenue provides an opportunity to connect the university to the city providing a welcoming gateway to the campus. The planning approach is to provide a continuity with the existing fitness centre expanding this space by 12,000 sq. ft., a stacking opportunity to co-locate services such as Health & Counselling, READ and a satellite for the Paul Menton Centre, a new aquatic facility with generous gallery views. In addition, the Wellness Hub program includes student life, academics and research initiating a priority of "initiating a wellness-focused brand and gateway for Carleton". In addition, maximizing exposure for signature elements towards Bronson Avenue. The plan is that the design will express wellness through performance, program and personality. The exterior will act as a billboard with use of colour, tone that connects to Carleton's new brand.

6.0 FINANCIAL IMPLICATIONS

The total project is estimated at \$127 million with phase 1 – the fitness center expansion and new regional aquatic center at approximately \$65-70 million. The City of Ottawa is seeking partners to construct and operate new recreation facility in particular an aquatic facility. The City will contribute financially to capital and operating depending on the nature of the partnership.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The existing swimming pool is at end of life and experiencing mechanical failure, as well as increased corrosion and deterioration of the concrete tank and building envelop. Continuing to operate the pool in its current condition is no longer feasible. Given the significant financial and construction risks associated with undertaking the renovation and capital investment required to repair the deteriorating building both WalterFedy and Perkins & Will recommended investing in a new swimming pool.

Expanding the existing fitness centre and constructing the new swimming pool into P5 was Perkins and Will's recommendation as the most appropriate strategy. The convergence of these two activities led to the game changing vision for creating the new Wellness Hub as the gateway to the community along Bronson Avenue.

If the RFI is successful, the partnership with the City of Ottawa will need to be carefully negotiated and involve our Legal counsel and Executive Director of Risk to be actively involved. The failure to reach an agreement or achieve appropriate terms and conditions is a risk that needs to be carefully managed. The swimming pool is mostly used by the local Ottawa community important that City needs to agree to make significant a contribution to the project and accept responsibility for the Ottawa community's use and programs. If the city does not come on as partner, the financial risk to the university will increase and a decision will need to be made about the future of the pool.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The closure of our existing swimming pool will have a significant impact on our community, it is one of three Olympic size swimming pools in the City of Ottawa and is home to many aquatic clubs, masters swim, public swim, lifesaving programs and swimming lessons. The City of Ottawa has an inadequate number of swimming pools for the size of population. In addition, all our comparable universities have this type facility to offer their campus communities. The loss of this facility displaces approximately 30,000 swimmers/users with no other facility that can accommodate them. The aquatic community is a vocal one and their expressed concerns will negatively impact the reputation of the university.

The current fitness centre cannot accommodate the heavy and growing demand from our students. The need for an accessible welcoming fitness space is required for the health and wellbeing of our community and the successful recruitment/retention of students who expect and demand such supports and facilities. Universities across the country

have recognized this and have invested significantly in this regard. We are increasingly at a competitive disadvantage which the Wellness Hub would address.

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 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 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"/>

Regional Aquatics Centre and Wellness Hub (Phase 1)

Request to respond to the City of Ottawa RFI for a partnership opportunity to build and operate the new swimming complex

Building Program Committee - September 13, 2021

Stakeholder Sessions

- **Carleton Athletics and Aquatics Staff**
- **Faculty of Arts and Social Sciences**
- **Teaching and Learning**
- **Equity and Inclusive Communities**
- **Centre for Indigenous Initiatives (CII)**
- **Health & Counselling Services**
- **MeWeRTH**
- **Research**
- **READ Initiative**
- **Paul Menton Centre**
- **City of Ottawa**

Students Voices

- Shannon Weber
- Francisco Marquez
- Korry Brankin
- Roberta Drummond
- Robyn Valentine
- Grace Wright
- Marla Soubhie
- Lauren Nigh
- Adam Nizar
- Jake Dunlop
- Lydia Harey Lloyd
- Bernice Waura
- Ndutta Njoroge
- Nicolas Camacho

Designing for Accommodation

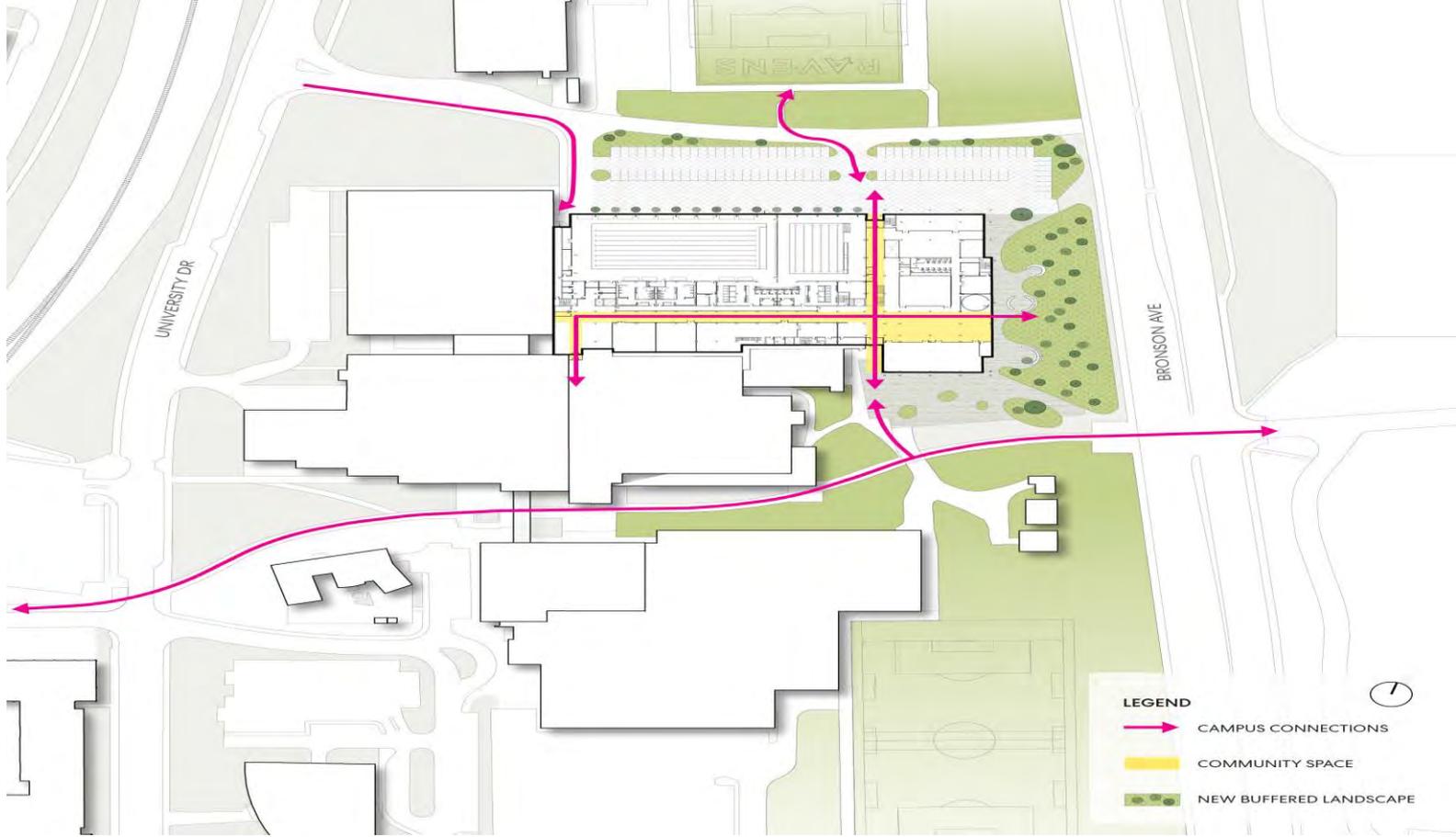
- A group of stakeholders from different fields and departments came together to discuss inclusive design strategies in the Wellness Hub

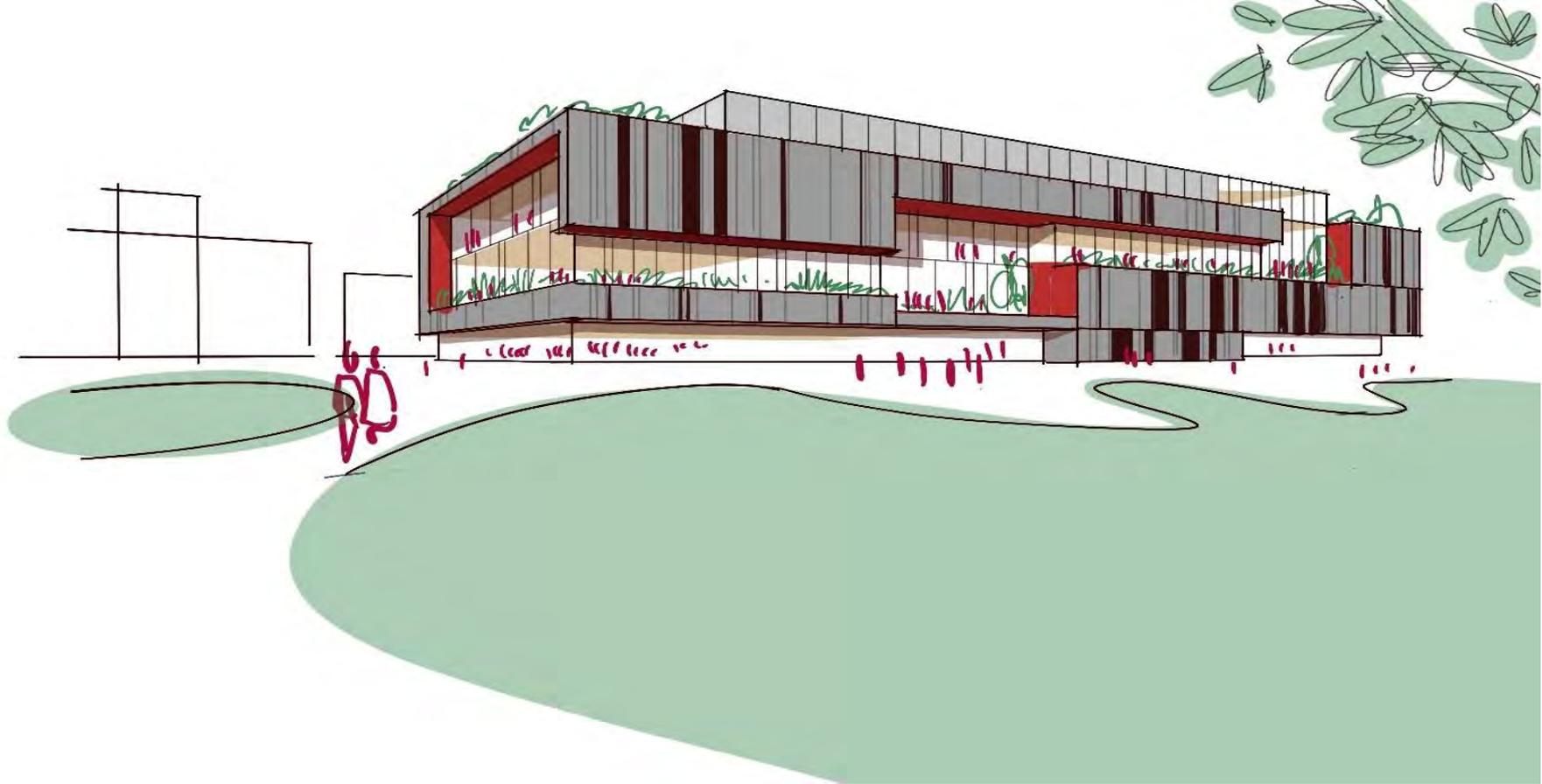
Wellness Forward Classrooms

- A group of stakeholders from different fields and departments came together to discuss classrooms in the Wellness Hub as they relate to needs around accessibility, technology, inclusivity

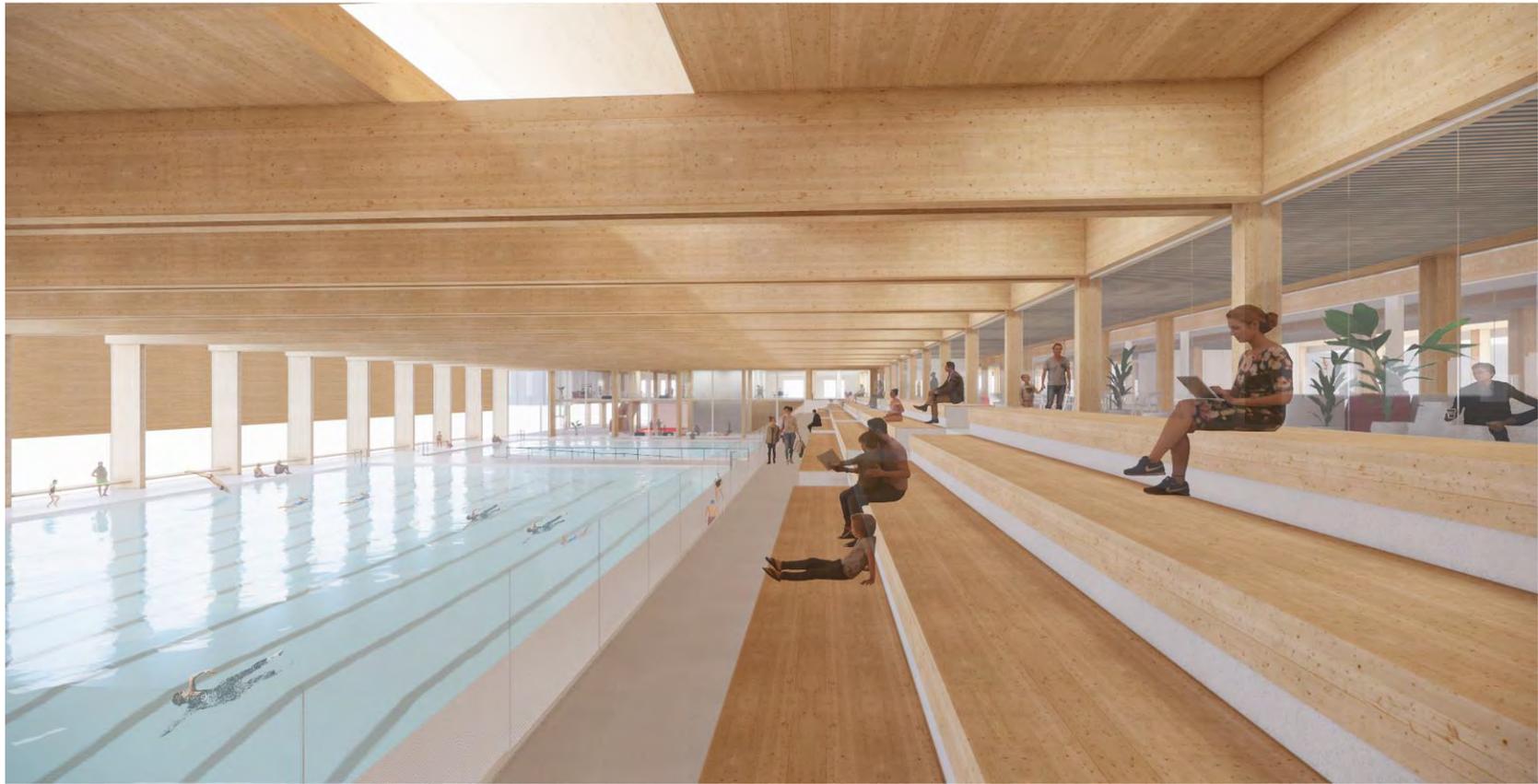
Convergence Workshop

- A convergence of representatives from all stakeholder groups came together to share their vision for the Wellness Hub and its potential to inspire connections, progress their work, and bring together both Carleton University and the City of Ottawa









Planning: Vertical Organization

Level 05 (+14.0m)

Amenity/Event Space, Wellness Lab, Roof Gardens and Farm. Looking to campus and looking to city

Level 04 (+9.5m)

Health Services, Labs, Flexible Programs

Level 03 (+5.0m)

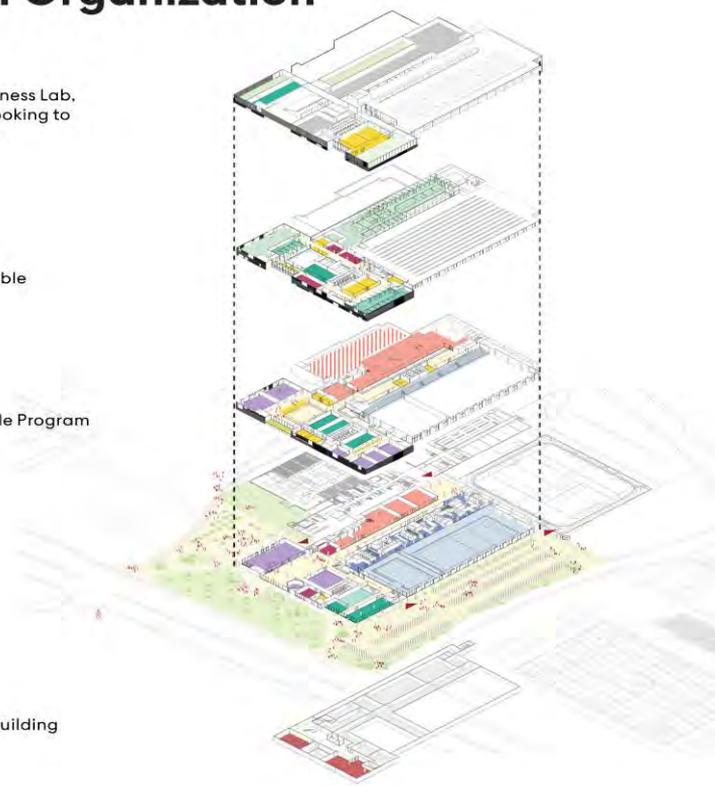
Fitness, Classrooms, Flexible Program

Level 02 (0m)

Major public programs - porous and engaging

Level 01 (-4.5m)

Dynacare and Pharmacy. Building Service/ Pool Mech



- | | |
|----------------------|--------------------|
| □ Aquatics | □ Learning |
| □ Fitness | □ Research |
| □ Wellness: open | □ Student Support |
| □ Wellness: enclosed | □ Amenity |
| | □ Partner |
| | □ Building Service |

Budget

Estimated Total Construction Cost for the Wellness Hub Project:

\$127 Million

Estimated Cost of Phase 1 – Expanded Fitness and Regional Aquatic Centre:

\$65-70 Million

Questions ?



Unlocking the Potential of Campus Infrastructure Projects to Build Social Infrastructure for Canadian Communities

Written by Coro Strandberg

Commissioned by the McConnell Foundation
and Simon Fraser University

44 pages • September 2021

McConnell

SFU

“ As a President, I am not only concerned about the structure of my organization, but the soul of my organization. The soul gets its energy by understanding how it gives benefit to society. An institution needs a soul, and it must connect to the society it serves. The DNA of the organization is more than bricks and mortar and beyond traditional infrastructure. — *President of a Post-Secondary Institution*



Urban
Development

A



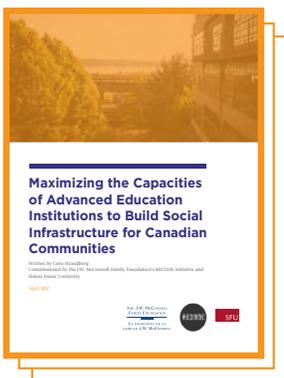
Executive Summary

Post-secondary institutions are at a crossroads as society reorganizes itself for the post-pandemic era. One road returns to “business as usual”, where the institutional priority is to get back to normal as quickly as possible. The other road challenges assumptions about past models, mindsets and behaviours that held institutions back from their full potential. Institutions that pursue this second path aim for a role that reflects the broader needs of society – and seek to unlock their assets as a greater force for good.

This paper is a think piece, conceived and written to stimulate innovations on this second path, directed at campus infrastructure development. It is a call to action for leaders, administrators, and the entire campus community to fully mobilize institutional assets, relationships, resources, and platforms to help communities and overall society course-correct for a flourishing future – through the campus development process and beyond.

It introduces an aspirational vision, the roots of which are already growing. It invites infrastructure builders to double down on their ambitions to leverage their projects for still greater scale and impact. It argues for a pivot in infrastructure development, where institutions and their communities identify a social purpose for the project at the outset, one that is outward-looking, fosters societal benefits throughout the planning and construction process, and goes beyond meeting the core functional needs of the university to also meeting the needs of community and society.

The bold, audacious aim is for a paradigm shift in infrastructure projects to unlock their full potential to address societal needs. Making this shift is a learning opportunity for the post-secondary, private, community and public sectors who collaborate to achieve the project’s higher ambition. It is an opportunity to attract, inspire and engage partners, consultants and suppliers and build their capacity to continue this work in the future. While enabling this pivot will face its challenges, this paper argues they can be reimagined as opportunities.



The report builds on the acclaimed 2017 think piece **“Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities”**, extending its narrative to campus infrastructure projects. It introduces a conceptual framework with practical steps institutions and their planning teams can pursue to unearth the greater social impact of campus developments or redevelopments.

Over 30 people in the post-secondary and construction sectors were consulted on the framework. More than half of those involved were post-secondary presidents and many others had administrative responsibilities for infrastructure design and delivery. Leaders welcomed these ideas and reinforced their relevance to the times at hand. They felt the yearning that society has for institutions to play a stronger role in their communities, addressing the profound challenges that society faces – and believed campus development is an important and underleveraged tool for greater social impact.

The focusing question of this paper is: **“What is the untapped potential of post-secondary campus infrastructure projects in building social infrastructure for Canadian communities?”** Read on to find out.



“ This is a mobilizing and inspiring idea, and an astute place to start. — Tamara Vrooman, President and CEO, Vancouver Airport Authority, Chairperson, Canada Infrastructure Bank, and Chancellor, Simon Fraser University



Acknowledgements: This report was written by **Coro Strandberg**. The author thanks **Stephen Dooley**, Executive Director of SFU Surrey Campus, and **Navinder Chima**, Director of Community Programs and Partnerships at the SFU Surrey Campus, for their vision, initiative, good humour, and advice on the paper. **Kelly Hodgins**, Program Officer at the McConnell Foundation, organized president focus groups, peer-reviewed the paper and coordinated its design by **Aquil Virani**. This greatly enhanced the final report.

Methodology: The paper was built around the 2017 discussion paper that elaborated upon the notion that post-secondary institutions had untapped potential they could harness for community good. It further built upon the author's experience with the Social Purpose Institute at United Way helping businesses develop a social purpose as the reason they exist. A draft concept piece was circulated to over 30 people involved in post-secondary and construction including: 15 post-secondary Presidents, 3 VPs of Finance and Administration, 3 construction and infrastructure sector representatives, and 11 university representatives in roles including faculty, facilities, procurement, sustainability, advancement, and community engagement. The feedback they provided on the framework informed the final draft of the paper.

Quotations: The quotations on this paper have been anonymized.

Positionality: The author is a white settler living and working on the unceded and traditional territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish) and sə́lilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations. She identifies as a woman and did not consult or engage those who would benefit from, or be impacted by, campus developments or expansion projects.

Declaration of Interests: The author declares no conflicts of interest.

Data Availability: The paper is conceptual, and no empirical data are associated with it.

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Who should read this report?

The paper is primarily directed at presidents and senior leaders within universities, colleges, institutes, cegeps and polytechnics. However, it is equally relevant to others involved in infrastructure and development projects including the following:

- Business and industry
- Indigenous communities
- Community and environmental organizations and groups
- Municipal, provincial, territorial, and federal governments
- Construction, development, real estate, infrastructure, and financial sector



Foreword

There is a danger in times of crisis that, in guarding against threats to our safety and security, we might look inward and disengage. We live in such times. Amidst overlapping crises including social dislocation, rising inequality, First Nations reconciliation, biodiversity loss, climate change, and, in the last 18 months, the COVID-19 pandemic, advanced education leaders struggling to maintain core functions might shrink from challenges to expand the reach and ambitions of their institutions.

Yet the social infrastructure project that the McConnell Foundation and Simon Fraser University initiated four years ago – with subsequent support from Universities Canada, CICan, CAUBO and others – documented conclusively how designing and developing post-secondary infrastructure for maximum social benefit can, itself, be seen as a core function for our sector. In building to serve a broader social purpose, we also enhance our own relevance and strengthen our community linkages, achieving considerable mutual benefit in the process.

Post-secondary institutions have always been social infrastructure, physically and programmatically. By our core functions, we educate, building individual and collective capacity, and we conduct research, expanding knowledge and answering the most pressing social, economic and environmental questions. By their personal

engagement, our students, faculty and staff also contribute an increasing amount to our communities' strength and prosperity.

Recognizing the value of that engagement, SFU and the McConnell Foundation commissioned the 2017 report, *Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities*. It was a two-part exercise: first, it considered a taxonomy of all the instruments that advanced-education institutions might use to strengthen Canadian society; and second, it formalized the challenge to our entire sector to explore and leverage all of those instruments to enhance societal well-being.

That exercise gave rise to a national flurry of experimentation and productive community engagement. In bringing a social lens to campus development, our institutions have found new ways to build infrastructure to be so much more than isolated labs and classrooms. This new document now introduces a framework for planning and decision-making to help us further optimize that effort.

I am deeply grateful to the McConnell Foundation for helping to launch this initiative, and to our peers and partners for joining in this journey. I also commend this challenge to you, to embrace the full potential of planning and developing all new infrastructure to maximize its social impact, for immediate impact and a lasting legacy.



Joy Johnson

President and Vice-Chancellor,
Simon Fraser University



Definition of 'Social Infrastructure':

For the purpose of this paper “social infrastructure” is defined as the organizational arrangements and deliberate investments in society’s systems, relationships and structures that enable society to create a resilient, just, equitable and sustainable world. It includes social, economic, environmental, and cultural assets.

Definition of 'Community':

For the purpose of this paper “community” refers to an institution’s external stakeholders and includes students, alumni, retirees, volunteers, donors (individual and philanthropic), non-profit organizations, community groups, foundations, K–12 and other educational institutions, other research institutions, businesses and industry, professional associations, suppliers, cultural communities, First Nations, local, provincial/ territorial and federal governments (both elected and administrative representatives), the general public, and global communities.

Advanced education institutions are not apart from society - they are a part of society.

1.0 Introduction

Society is at an inflection point. We are called to surface our humanity and bring all of ourselves to build the future we crave – and head off a world characterized by runaway climate change, biodiversity loss, social polarization, and systemic racism and inequality.

This is no less the case for institutions and organizations, including universities, colleges, and polytechnic institutions whose ultimate role is to create a better community, country, society, and planet for the future. Indeed, higher education is all about the future: research to build a better future, education for the future. Postsecondary institutions know they and society have a huge number of challenges ahead – and are awakening to the idea that every dollar they spend should be a double- or triple-word score*. As future-forward organizations, higher education institutions are turning their attention to leveraging their roles and assets with the aim of building flourishing communities within a thriving environment.

This paper is a challenge and provocation to advanced education institutions and to those who fund and supply them to go beyond incremental and incidental measures and to boldly pivot their campus infrastructure investments in ways that put society on a secure footing. It is a call to action to use all the tools at their disposal, including their infrastructure, in service of that future. It is acknowledged there will be practical challenges to enabling this pivot, but this paper will argue that challenges might be reimaged as opportunities.

The ideas presented here further the concepts identified in the seminal May 2017 discussion paper commissioned by the McConnell Foundation and Simon Fraser University, **“Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities”**:

“Advanced education institutions are uniquely positioned to invent and scale the solutions needed to enable a better quality of life for all of society within planetary thresholds. Many of these solutions can be found in their existing assets and capacities, which, when directed at building social infrastructure, can reveal the pathway for citizens and their institutions to thrive. (Strandberg, 2017)

On the third anniversary of the influential 2017 report, the McConnell Foundation published **a Milestone Report** which chronicles the developments, next steps, and lessons learned on the institutional journey to unlock post-secondary assets for the greater good. The three-year assessment revealed that the sector continues to innovate around its social mission and that the pace of uptake is quickening. As examples in this report reveal, institutions are already reimagining their infrastructure projects to unlock their societal potential. More must and can be done, but leaders lack a framework to reveal the opportunities and the pathways to them. A framework, such as the one outlined in this paper, can help planning teams unearth greater social impact through the campus development process and beyond. It can also help frame discussions with private sector, government, and community partners in the interest of co-creating shared visions and goals of mutual benefit.

*Game of Scrabble reference.

Aim of the paper

The ideas in this report are designed to:

- Build capacity to address societal issues in place-based communities, including the process (how we build) and the outcomes (what we build).
- Operationalize institutional commitment to building social infrastructure in the context of a campus expansion or development project.
- Support post-secondary presidents and senior leaders to shift to a deeper level of thinking about the application of their institution's commitments to community engagement, social justice (e.g., student experience, equity, diversity and inclusion and Indigenous community relationships) and environment (e.g., climate change and biodiversity loss).

It introduces a "Social Infrastructure for Campus Infrastructure Framework", designed to prompt big-picture, bold, out-of-the box, aspirational, and systems thinking at the outset, with the intent of cascading these ideas across the lifecycle of the project through the commissioning and operating phases and beyond.

While the focusing question of the original 2017 paper was: "What capacities can universities, colleges and polytechnic institutes unlock and maximize individually and collectively to help build social infrastructure for Canadian communities?",

the focusing question of this paper is: "What is the untapped potential of post-secondary campus infrastructure projects in building social infrastructure for Canadian communities?"

“ This is an extremely useful tool that would work for me. I really like the framework and the visuals.

— University President

Report History and Author Biography

Coro Strandberg, President of Strandberg Consulting, is the author of the seminal report jointly commissioned by SFU and the McConnell Foundation in 2017: "Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities". Subsequently, she authored a set of **Guidelines for Presidents incorporating Social Infrastructure into their Strategic Plans**.

Presidents asked that these Guidelines be tailored to other levels of strategic planning, resulting in this current report, which leverages and builds upon this earlier work.

Coro is a leading sustainability and social purpose thought leader in Canada. She advises associations, sectors, governments, and businesses on strategies to accelerate a regenerative, equitable and purpose-driven economy. She was the City of Surrey's first Social Planner where she played a role advising on the social impacts of property and commercial development. She is a co-founder of the Social Purpose Institute at United Way which helps business develop a social purpose as the reason they exist and for four years has been supporting The McConnell Foundation and Canadian Association of University Business Officers (CAUBO) to develop tools and practices for administration and finance departments to unlock their social purpose and bring it to life. Coro is a faculty member for Director's College and Governance Professionals of Canada providing education on the role of boards and directors in oversight of organizational purpose and sustainability.



Coro publishes her research and thought leadership on her website at: corostrandberg.com.

A photograph of a greenhouse interior. The structure is made of a metal frame with a translucent covering. In the foreground, there are several black plastic trays filled with red pots containing small green plants. In the background, a person in a grey hoodie and another person in a dark jacket are looking at the plants. The lighting is bright and even.

“ Why would you use research and education as your only tool when you could put all your assets in service of the greater good? — University President

“ This changes the lens we use when we build and occupy these assets. In the past, institutions of higher learning saw themselves pursuing an economic imperative - to contribute to industry and the economy, as an extension of economic policy. We are learning that good public policy includes social and environmental, not just economic outcomes. We need to reimagine the roles we play, the communities we serve and the partners we work with. We need to understand how we use our physical assets, not only to build the economy, but to improve the environment and the quality of life. This paper helps with that reframing. — University President



2.0 Context

The drive to rethink the role of campus development in building social infrastructure is propelled by several powerful global and domestic forces, chief among them the pandemic, rising inequality, and the climate emergency.

The COVID-19 pandemic wreaked havoc on communities and economies and the institutions that support them. While devastating for so many, it also pushed institutions to think outside the box, challenging original assumptions about how things are and could be done. It heightened awareness about the interconnectivity of all things, and recognition that a healthy society can only be realized through systemic and holistic action. This goes for both the process of building and the buildings themselves. As a commentator said: “It is no longer sufficient to think of buildings in a narrow way. COVID broadened our awareness that we can’t just focus on the economy, or health or a singular university project – we must think of everything within the broader system and build infrastructure for the system we want.” COVID also launched a rethinking of the nature of learning and work, and the utilization and purpose of spaces. The COVID disruption created openings to rethink and reset everything.

This disruption was accompanied by heightened awareness of the systemic racism that dominates our institutions as a microcosm of Canadian society. The inequitable impacts of the pandemic, the Black Lives Matter movement, and the tragic news about the unmarked graves of Indigenous children at multiple former residential schools intensified the pursuit of meaningful and authentic routes to dismantling inequities and colonization.

“ PSE can be a beacon and a hub to recreate social capital in society. Despite institutions going to the online and virtual world, place and time are more important now than ever.

— University President

The climate emergency and low-carbon, circular economy transition are additional accelerants of new and bold thinking in institutions, beyond incremental and “business as usual” actions. Concerns about the inequitable impacts of these transitions have led to calls for a just transition: that no one be left behind in society’s pivot to live within its planetary means.

Students, faculty, and administrators are equally affected and powered by these tectonic forces. Campus communities are seeking a stronger institutional mandate to tackle society’s challenges and ignite solutions to them. These rising expectations are equally reflected in the broader community. Institutions are feeling the pressure to show their relevance to their host community and the general public, which expect them to be a more visible part of the social fabric. Governments, too, are expecting more from their infrastructure investments. New requirements for Diversity and Inclusion, Low Carbon and Indigenous Reconciliation objectives and Community Benefit Agreements are being written into infrastructure commissions.



Guide shows why and how the construction sector can contribute to a sustainable future

The Canadian Construction Association commissioned the author to develop a **CSR Guide for the Construction Sector**. It is **accessible at this link**. The Guide sets out the context, imperatives, and best practices for the construction industry to improve its contribution to a sustainable future.

3.0 Social Infrastructure for Campus Infrastructure Framework

The following framework is introduced to tap the potential of post-secondary campus infrastructure projects to build social infrastructure for Canadian communities and answer the question that provoked the paper.

Institutions and their partners are encouraged to reflect on the framework and prioritize approaches that resonate for them and their communities. These ideas are presented to stimulate innovation and rethinking to unlock greater societal benefits from the development. It is imperative that they inform the initial discussions, to ensure they establish a strong foundation for subsequent phases of work and implementation.

The Framework is comprised of 3 idea-sets to stimulate holistic, systemic, and societal dialogue and decision-making:

- **3 Meta-Concepts**
- **3 Foundational Steps**
- **3 Lenses**

Each of these is discussed in turn. The section concludes with an overview of project governance considerations. Some sections are designed to be thought starters and other sections are designed as a guide, suggesting how this approach can be practically implemented. Thus, the language of the paper switches from “what *institutions* might do”, to “what *you* might do”.

The fault lines of the intersecting crises are the foundation of change, and campus infrastructure projects can be the foundation of solutions. As one president said: “Rather than saying the outcome is the building, we need to determine how the building process itself addresses societal issues.” Another president commented: “We are all thinking about what our campuses will look like post-pandemic. For example, a shift to remote work and learning will drive a retrofit agenda. We have an opportunity now to think about the societal needs before us and address them through our infrastructure projects.”

3 Meta-Concepts

Concept 1: Social Purpose of Campus Project

The first meta-concept prompts institutions to determine if they wish their campus project to become a catalyst for social change. Central to this idea is that institutional leaders agree the campus development project should adopt and pursue an overarching social or societal purpose as the reason it exists. It extends the idea of organizations having a social purpose as their *raison d'être* to infrastructure projects.

Projects that have a societal purpose at their core cascade their purpose through all phases of engagement, development, and operation. In this fashion the project becomes a change agent, using its influence, scale and reach for social good. This goes much beyond thinking about who the building's users are and how the building is used. A societal purpose acts as the project's North Star and becomes a lens to guide decisions and trade-offs, setting the course and guiderails for the project's execution.

Consider: Do you want your project to have a social purpose as core to its operating model?

There is a shift from traditional approaches toward development – to an emerging model which challenges both the process and the outcome of development to deliver societal benefits.

“It is untapped potential if you start with an incomplete assumption of what the purpose is – most infrastructure has untapped potential because we haven't looked at its social purpose this way. — University President

Concept 2: Paradigm Shift Approach

A second meta-concept is to recognize that a paradigm shift is underway in how infrastructure projects are developed and brought to life. There is a shift from traditional approaches to development, which successfully deliver on conventional goals – to an emerging model which challenges the infrastructure – both the process and the outcome – to deliver societal benefits. That is, in the words of one president: “If the purpose of the infrastructure is to build a classroom, you will get conventional results. However, if the ambition includes goals around accessibility, cultural inclusion, decarbonization, Indigenous reconciliation, and digital connectivity you will realize a different infrastructure asset. That is how you unlock potential.”

The paradigm shift can be visualized as follows :

Paradigm Shift in Project Ambition and Execution

Figure 1

	From: Traditional model	▶▶▶	To: Emerging model
Vision	Real Estate Vision of project		Social / Societal Purpose of project
Timing	After the fact		At the outset
Orientation	Inward looking		Outward looking
Focus	Outcome		Plus process
Primary Users	Students, faculty, staff		Plus community
Needs	Meets core functional needs of university		Plus meets needs of community/society
Experience	Feel safe and invited		Plus feel ownership/like they belong
Investment	Builds the economy		Plus builds the community/tackles societal challenges

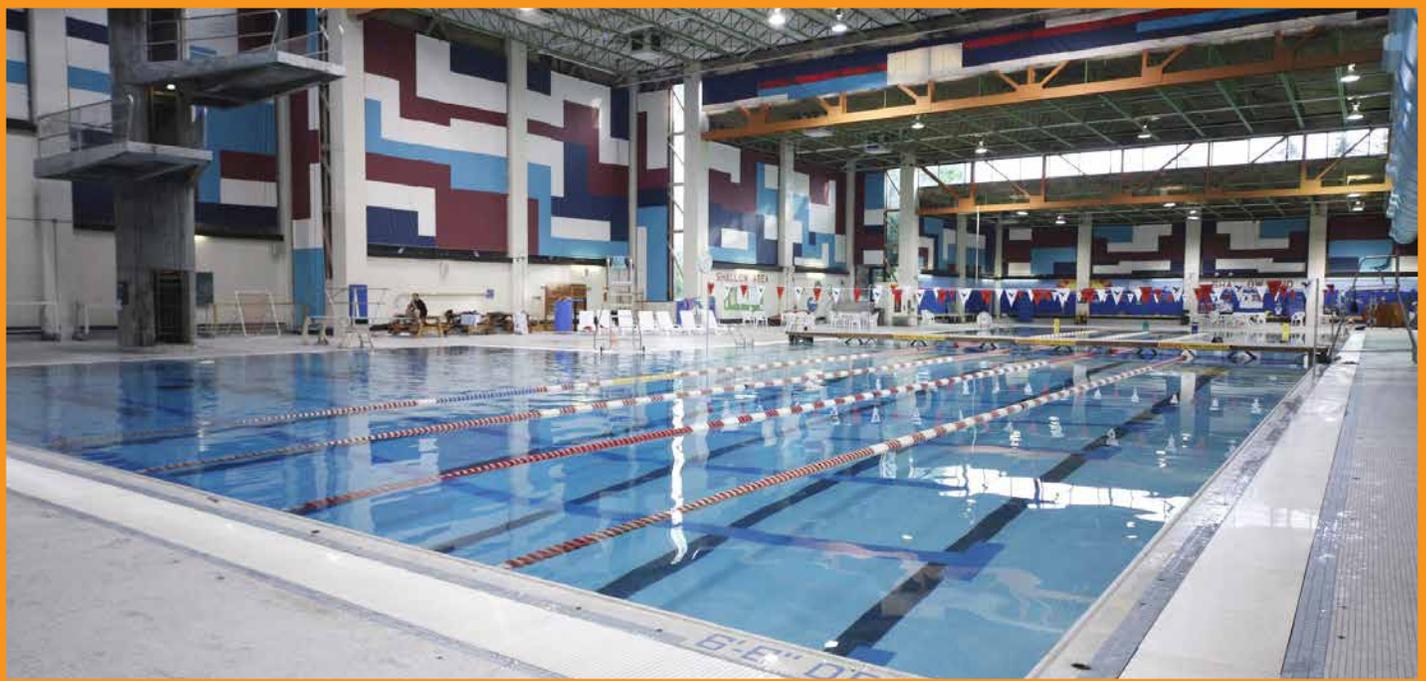
In commenting on this shift underway, one president observed that: “In past building projects universities have been inward-looking. We delivered an old model. There is a whole new question to be asked now: How to unleash the building process and physical premises to address emerging urgent matters?” Another raised the questions: “What challenges does society face, and how do all of our activities contribute to tackling these problems? Beyond our insular needs for research space and classrooms, we should ask how the institution can contribute to solving big problems through this development.”

Consider: Which of these paradigm shifts would you like to adopt for your project?

“*We talk about how people feel safe and invited in a building, but not as much about do they feel ownership of it and like they belong.* — University President

“*Part of the paradigm shift is to give up things you no longer have time for that don’t align with your purpose.* — University Focus Group member

“*We thought we were developing a real estate strategy and realized we were developing a community strategy.* — University President



Carleton University Regional Aquatics Centre and Wellness Hub Builds Social Infrastructure

“It is really striking how Carleton University’s project, which started with a need to replace our old pool, maps onto the social infrastructure framework – notably the “paradigm shift ahead”. In the old days we would have planned to retrofit the pool under the “traditional model”, but something very different happened when we conceived of this project, very much along the lines of the “emerging model”. We came to these ideas in a kind of organic and natural way as we brainstormed. At the inception was the need to renovate the pool but also our desire to create a more outwards facing and welcoming campus. Then as we finalized a new strategic plan, we wanted to bring its key strategic directions to life. Our Aspiration Statement states: “Carleton University will leverage the power of higher education to be a force for good”. One of its ambitions is “to enhance the wellness of our people and communities and play a leadership role in the wellness of our country and planet”. This led to considerations of how to best serve our community (Ottawa), and of emphasizing wellness, sustainability, Indigeneity, as well as equity, diversity, and inclusion. Then came the idea of tying the replacement project to our academic mission by incorporating academic and research space devoted to Wellness in the facility. Phase One of our \$60M Carleton Regional Aquatic Centre and Wellness Hub is planned for opening in the 2023-24 academic year. It will accommodate new partnerships, including a two-tank aquatic facility to be shared, or partnered, with the City of Ottawa; allow for wellness-focused research; and establish strategic connections to foster a holistic experience of wellness. Through its design the Wellness Hub will be a showcase and gateway to the University.” — **Dr. Benoit-Antoine Bacon, President, Carleton University**

Concept 3: Project Social Purpose Continuum

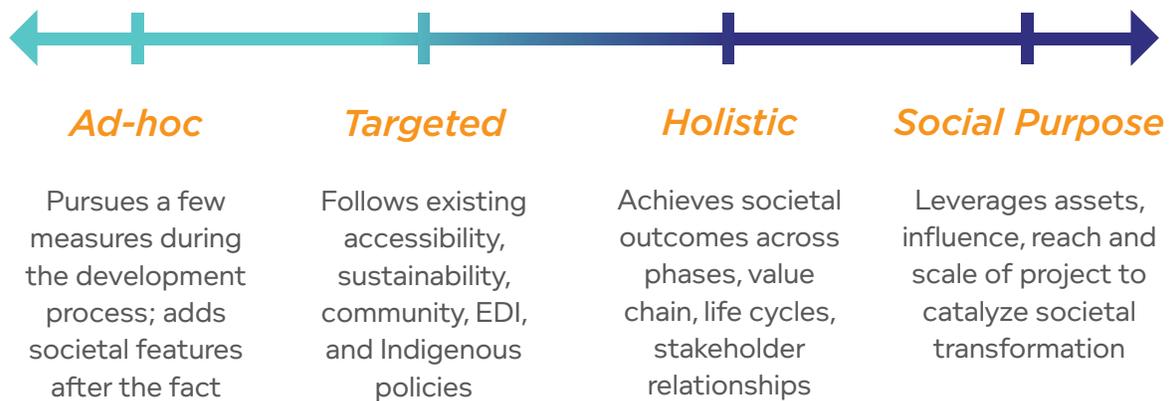
Institutions are already active and engaged in building social infrastructure into campus infrastructure projects. Depending on their priorities, they will be active at different points of the following continuum of social infrastructure practices. Sometimes institutions pursue a mix of different approaches. The continuum sheds light on the options institutions can choose to advance their societal ambitions through their infrastructure projects. The opportunity is to determine this in advance, with intention, to set expectations and increase the likelihood of success of the chosen approach.

Consider: What approach to project development have you taken in the past and what approach would you like to adopt for this project?

“ These ideas need to be part of the discussion at the outset. — University President

Project Social Purpose Continuum

Figure 2



3 Foundational Steps

After gaining institutional agreement on whether and how far to pursue a social purpose for the project, institutions may wish to pursue the following steps to determine the purpose and bring it to life. These 3 Foundational Steps help you:

- Determine the social purpose of your project
- Develop societal goals for your project
- Determine which assets to leverage for your project

By going through these exercises, your institution can begin the process of setting its strategic intent for realizing greater societal outcomes from the infrastructure investment.

Step 1: Determine the Social Purpose of your Project

To determine the social or societal purpose of your project the first step is to conduct social research and development (social R&D) to identify community and societal issues faced by the community that the campus project can uniquely improve. The local, provincial, or territorial governments might have a set of sustainability goals, or you could use the United Nations Sustainable Development Goals to inform this effort. This is an important period of consultation and listening. Universities already excel at consultation, the ideas here are to stretch the inquiry to explicitly understand community and societal issues that the campus project can improve.



Community Co-creation and Co-design

While this paper does not provide detailed advice on approaches to engaging community stakeholders and rights holders in the creation and design of the project, it is essential this be scoped out early. During this first step in developing the project's social purpose consider how to centre diverse voices and perspectives in the initiative. Ideally on- and off-campus stakeholders and interests will be engaged early and meaningfully in scoping and realizing the project and its social purpose, ambitions, and potential.

Talk to the communities you are building the infrastructure to serve. Engage with the city planning and policy process to understand the municipality's needs and priorities. Tap into local community planning tables. Conduct a community survey, hold an innovation lab, or host workshops with key internal and external stakeholder groups. Research the top social and environmental trends likely to affect the region in the next decade. Conduct research, gather data, and generate insights to determine the role the project might play to address community and societal challenges and opportunities.

“ We need this vision to be shared with all involved. Often these discussions come too late. It becomes more difficult to work it in later.”
— Focus Group member

After this period of social R&D, consider the following: **What is the social purpose of your campus infrastructure project? How can your campus development project contribute to a better community or world today, and in the future?**

Use the following as guideposts to answer these questions.

Defining your Campus Infrastructure Project Social Purpose

Figure 3



Here are some questions you could use in your internal and external stakeholder consultations to determine the social purpose of your infrastructure project. Review the following and choose / adapt those that make the most sense to you and your partners.

Stakeholder Consultation Questions

- How could the world be a better place because of how we developed our campus and what resulted?
- How can the infrastructure project be an agent for social change?
- How can the infrastructure project accelerate the transition to a just, inclusive, equitable, regenerative, circular, and low-carbon world?
- How can this project be a force for good?
- Imagine it's 2030, "What is the story you want your community to tell about the role the project played in supporting community outcomes over the last ten years?"
- How can the project contribute to social good over the long-term (e.g., ten or more years)?
- How can the project drive system and industry change and advance social innovation?
- How can the project contribute to regenerative solutions, address legacy impacts of colonization, racism, and carbon emissions, promote environmental justice and advance the circular economy?
- How can the project further system collaboration on complex challenges?
- How can the project address climate change, circular economy, and social equity?
- How can this new campus be a heartbeat for the community?

The first step to determine the project's social purpose is essential so the project team has clarification. The next step is equally important and will help set and manage expectations.

“ Sometimes people think there is a trade-off; it's either the purpose of the university or a social purpose, when in reality, it's an “and”. You will build a stronger university if you pay attention to societal needs.

— University President

Step 2: Develop Societal Goals for your Project

After you have determined the social purpose of the project, you need to develop goals to fulfill the purpose and bring it to life. Some goals may include the following, but they should be set based on your social purpose. Use these as conversation starters in your planning process. (They were derived from the **Guidelines for Integrating Social Purpose into Institutional Strategic Plans**, published by McConnell Foundation in 2020.)

When setting these social purpose goals, make sure they are aligned to, and help advance, your institution's pre-existing societal or sustainability goals.

Illustrative Societal Goals

- **Social Justice:** Build a positive climate of respect, transparency, openness, inclusivity, and diversity; be a welcoming and culturally aware project for community members and partners; enable and empower people to thrive.
- **Indigenous Reconciliation:** Advance decolonization and support Indigenous knowledge and culture; expand opportunities that contribute to the elimination of education and employment gaps between Indigenous and non-Indigenous Canadians; support Indigenous-led community economic and social development.

When setting your goals, consider:

- Who will use, manage, and supply the infrastructure, and what societal goals can be pursued in collaboration with them?
- How might we decolonize this project and decenter Western approaches to physical infrastructure?
- How might we dismantle systemic racism in this project?
- How might our infrastructure sequester carbon, become circular, and restore and regenerate the environment?

- **Student Engagement:** Create opportunities for student skills development; establish/expand skill-building opportunities (both curricular and co-curricular) for students.
- **Community Development:** Catalyze the social, economic, and sustainable development of our communities and help grow the province's key, strategic sectors.
- **Cultural Enrichment:** Provide community access to performance and cultural spaces, libraries, and art galleries; use cultural activities and assets to build community empowerment and capacity, resolve disputes, etc.
- **Social Innovation:** Harness human-centred / user-centred design approaches; spur local innovation and experiential learning; consult construction / building sector on social innovation collaboration opportunities; hold social innovation labs and crowd source ideas to generate new thinking, e.g. student competitions; use "invitation to partner" process to identify collaborators and innovators; use the development process as a living lab to mobilize researchers, instructors, students, staff and community members to identify, test, and pilot solutions to societal issues.
- **Regenerative, Circular and Climate Positive Development:** Design the development process and infrastructure itself to be adaptive, flexible, and future-fit, improve the surrounding habitat and address legacy impacts; go beyond a "doing no harm" mindset to one in which the project replenishes, restores, renews and revitalizes the underlying social, environmental and economic systems on which the infrastructure relies.



- **Societal Solutions:** Co-develop solutions to critical social, economic, technical, and environmental issues facing the community and broader society; create solutions to local, national, and global challenges; address complex questions affecting the world; foster enlightenment and dialogue on key public issues.
- **Technology for Good:** Leverage emerging technologies for public benefit and direct technological development to maximize positive outcomes for all; act as a beacon in society for how technology can be used as a force for good.
- **Transforming Sectors and Professions:** Intentionally mobilize and engage sectors and professions on the role they can play to accelerate social change, through procurement, collaboration, research, and teaching. Where competency gaps exist provide educational pathways for students and executive continuing education. (**Here is a report** on the role of industry and professions in society, commissioned by the Canadian government. Read and share with associations in the project's network.)

“ We do this in a limited way already: we have accessibility consultants to make sure our project is accessible, a sustainability consultant to make sure it is sustainable, we include community art, Indigenization, etc., but we haven’t gone this extra step to develop a societal purpose and goals for our infrastructure projects. We haven’t determined how the process and outcomes of infrastructure development can be a force for good. It is happening, but not to the extent it could. — University President

“ This approach gives faculty a way to operationalize university policies such as Indigenous Reconciliation, Equity, Diversity and Inclusion and Climate. It can showcase how those policies can be applied. — University President

“ For administrators, this helps us broaden our thinking in terms of what to consider when we build. Typically, we focus on meeting the core functionality needs and finding a way to pay for it. Usually there are a few sustainability and community policies administrators use. As the project team figures out what the core need is, are there other things we can do that are broader than classrooms and labs? — Administrator



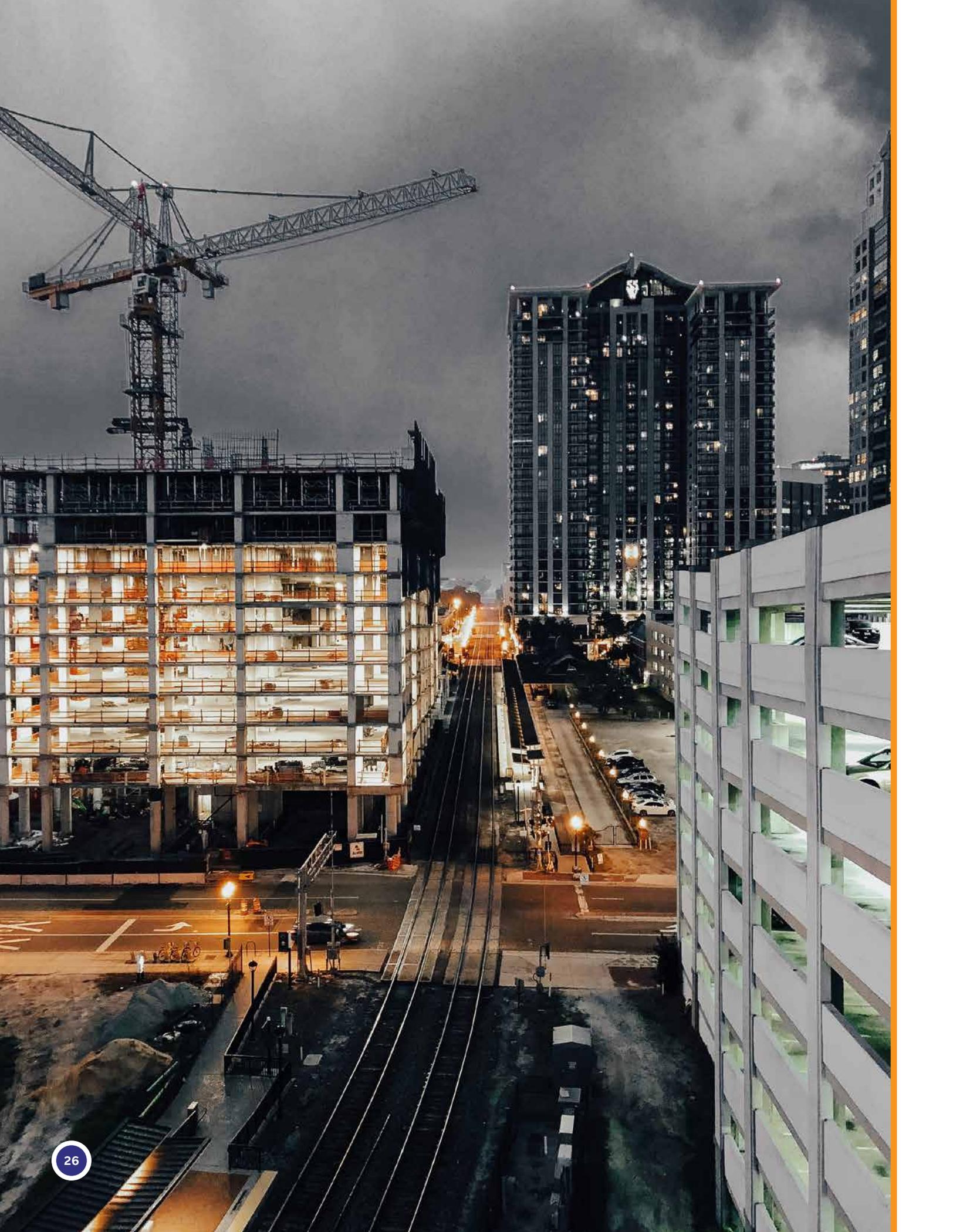
Applying Social Infrastructure to SFU Surrey Campus Development Unlocks Community Benefits

From its very inception, the post-secondary institution that is now SFU Surrey was located, designed and developed as a catalyst for community benefit. Contrary to the pattern of the day, in which new institutions were so-often sited on inexpensive land far out of the way, this campus was conceived as an anchor point for a new city centre. Leveraging the architectural brilliance of the late Bing Thom, it was built over a faltering shopping mall – and beside a new-but-still-underutilized rapid transit line.

The plan worked. With SFU stabilizing a neighbourhood at risk and helping to fill a new office tower, the City of Surrey followed, building a new City Hall and a Central Library. The Fraser Health Authority came next, as did private developers, building a hotel, a campus of Kwantlen University and a host of condominiums. To realize its social infrastructure aspiration, SFU collaborated with the City of Surrey on a vision for the area between the campus and City Hall leveraging their respective land holdings and desire to work together.

It's critical to note that, from the outset, this social infrastructure approach to campus development immediately fulfilled SFU's central educational purpose, providing top-tier research and post-secondary space to the least-served community in the region, increasing high school transition rates accordingly. But the physical design, location and sense of purpose also made it easier – almost inevitable – to engage with community partners, including the City, the health authority, the Surrey Board of Trade, the Downtown Surrey Business Association, and local and regional not-for-profits. In collaboration with these partners, SFU Surrey developed everything from a health and technology Innovation Boulevard to a series of strategies and programs that are now offered across all campuses, such as our student entrepreneurship incubator.

Finally, the original decisions about where and how to build SFU Surrey – on the unceded traditional territory of the Semiahmoo, Katzie, kwikwəłəm (Kwkwetlem), Kwantlen, Qayqayt and Tsawwassen Nations – became a major inspiration for what is now a university-wide strategic emphasis on community engagement. It became clear in Surrey that efforts to maximize the societal value of our investments generated a commensurate dividend for the institution itself. That realization (which also triggered SFU's support for this social infrastructure project) is certain to guide our planning and design decisions as we build out this burgeoning campus.



Step 3: Prioritize the Instruments for Institutional Engagement

Once you have determined your project's social purpose and goals, it is time to consider the institutional assets that can help you achieve them. The list of instruments for institutional engagement first summarized in the May 2017 Report and shown here can be a useful aid in this exercise.

This taxonomy tool can help you prioritize the institutional assets to harness, leverage, or mobilize to achieve the project's social purpose, both during the development process and upon opening. For details on the instruments listed here, **see the 2017 Report**.

For example, the institution can develop a research agenda around the process and students can be involved in the development project. The project can be the site of research and harness the institution's knowledge, data, research, and teaching capacity to benefit society. The project can use its influence, reach and scale to mobilize stakeholders on its ambitions. It can use its political assets to engage policymakers on these ideas and opportunities.

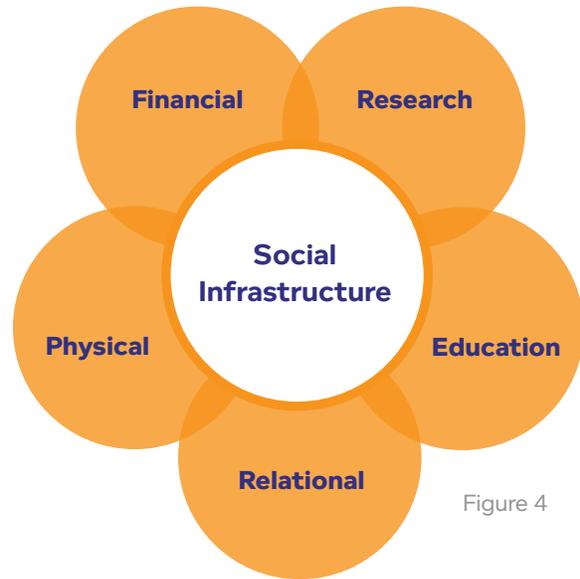


Figure 4

Financial

- Procurement
- Investment
- Administration hiring
- Compensation
- Real estate
- Funding sources
- Communications budget
- Commercialization role
- Risk management skills and expertise
- Budgeting and capital planning

Physical

- Facilities
- Cultural services
- Temporarily vacant student housing
- Technology and data
- Land

Research

- Research mandate
- Data, evidence and scientific information

Relational

- Alumni relationships
- Future students
- Administrative staff
- Government, business, industry and community relationships
- Post-secondary sector relationships
- Professional association connections
- Global reach, insights, and networks
- Convening power
- Role model
- Public policy and dialogue

Education

- Teaching mandate
- Faculty expertise
- Student expertise
- Social services

3 Lenses

After gaining agreement on the goals the institution would like to achieve to further its social purpose, and which instruments it would like to mobilize and harness, the institution can consider these three lenses to further prioritize and scope the project:

- **Lens 1: Infrastructure Development Phases and Partners**
- **Lens 2: Value Chain Mobilization**
- **Lens 3: Student, Faculty and Staff Lifecycle**

Each lens unpacks a different aspect of the project’s potential and impact to be unlocked and uplifted for greater societal benefit. Considered together, they bring a holistic, systems thinking perspective to the undertaking.

By applying these lenses, your institution can prioritize what it wishes to mobilize to achieve the project’s social purpose.

“ The process is the outcome. — University Focus Group member

“ This is an opportunity to think through who your partners are and could be. — University President

Developer’s Perspective

“ Once the social purpose is defined and the tools prioritized, the project sponsor / project executive would communicate what they are trying to accomplish with the project. From the earlier steps, they would define the outcomes they are looking to achieve at a high level. Once this is developed, it becomes another piece of information that goes into the development project.

The design brief would say: it needs to meet these environmental and social criteria, have these functions, fulfill these standards. Then the design team would implement it and it becomes a set of priorities that architects and others take into account.

— Real Estate Development Company representative

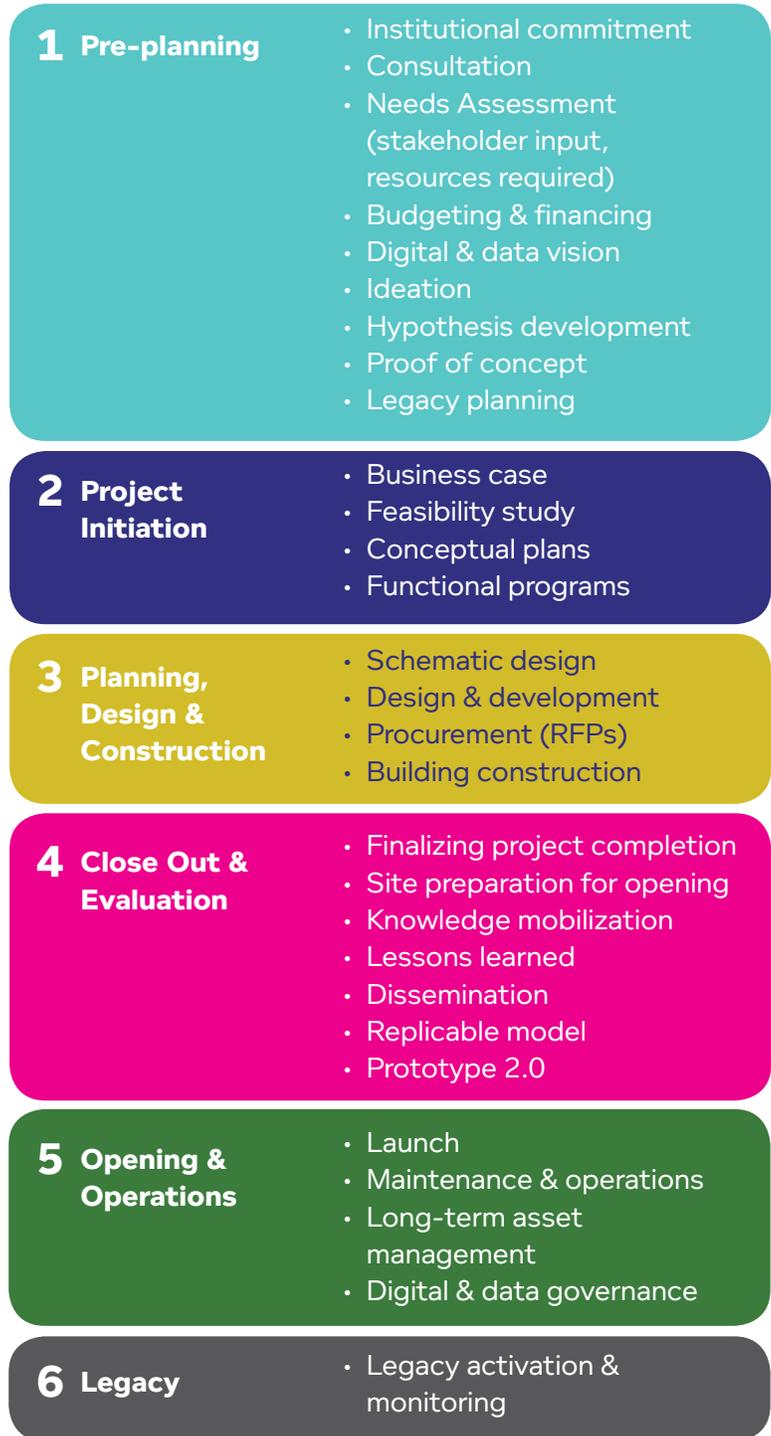


Lens 1: Infrastructure Development Phases and Partners

The adjacent diagram is an illustrative model of the phases of campus development, from identifying the original need through to the operational phase and potentially a legacy phase. The opportunity here is to consider if your institution wishes to cascade its social purpose through these infrastructure development phases.

The chart **on the next page** goes a step further and demonstrates how an institution might engage stakeholders and rights holders in each phase of campus development. It can be used to consider who your present and future stakeholders are, and develop mutually reciprocal goals with them to advance your infrastructure's social purpose in ways that achieve their goals and vice versa. A social purpose project does not merely engage and consult its stakeholders but mobilizes its stakeholders to further shared social goals. It asks the question: what stakeholder relationships might be initiated, built, leveraged, or mobilized – to advise, guide, and collaborate on the shared societal aims of your project?

Infrastructure Development Phases Figure 5



Engaging Stakeholders in Infrastructure Planning, Design and Delivery

Figure 6



Following the principle of “nothing about us, without us”, ensure Indigenous rights holders and other communities that animate your region and bring strength and wisdom to the social, economic, environmental, and cultural domains of your area are meaningfully involved in scoping the project, setting its vision, and bringing that vision to life.

A key stakeholder is your city partner. Early efforts to engage the municipality in determining the societal goals of the project, aligning with municipal priorities, and agreeing to shared societal goals will pay off. The local government can then become a collaborator in the effort and bring its assets, competencies, resources, relationships, and insights to the work. Another key stakeholder is your provincial government partner. Engaging them early on your vision and impact will enhance the potential for a financial partnership down the road.

As you engage in this effort, consider harnessing your institution’s existing social innovation labs and capacity to inform the social potential of campus developments.



Legacy Planning

Project initiators are encouraged to explicitly consider Legacy Planning at the very outset. More and more publicly funded infrastructure projects are considering the social infrastructure legacy of physical infrastructure projects. To do this, consider what ongoing tangible societal benefit you would like to achieve, establish, deliver, and point to once the infrastructure is operational – beyond the physical premises. One possible legacy to consider in the early phases of development is the creation of a community-governed endowment fund for scholarships and / or continued social innovation and community betterment, along the lines of the Columbia Basin Trust in BC ([see ourtrust.org](http://ourtrust.org)). One possible source of funds, requiring legislative authority, would be to flow a percentage of the increase in property values stimulated by the infrastructure project to a community fund. There could be an opportunity to harness the rezoning potential of the area, to create economic opportunities for nearby or displaced low-income communities. Another approach could be to set up a system where a portion of property taxes could contribute to a legacy fund.

When planning the project, consider ways that low-income communities in the area can benefit from the project and share in the new prosperity that is generated. The opportunity is to consider who benefits and how to tap into that benefit – and pay it forward to other communities who might otherwise be negatively impacted. See if there could be opportunities for “benefit-sharing” as a result of your infrastructure project.

Lens 2: Value Chain Mobilization

The diagram **on the next page** is a representation of the value chain of a typical building project, up and downstream of a project's lifecycle, from raw material extraction through to the building's users. Here, the opportunity is to consider:

- What societal goals can be introduced at these different stages of the project value chain?
- How can we mobilize our value chain partners for social good?
- How can we tap into our value chain's assets, capacities, and networks in the co-creation process?

“ It is very important to specify your societal goals in your RFPs. A good vendor goes beyond just “matching” our values and level of ambition; ideally, they would go further, and push us on these things. — University President

One way to start is to specify in your Requests for Proposals that you are looking for service providers with this capacity and experience, possibly who might have a social purpose themselves (**see www.socialpurpose.ca** for resources on social purpose businesses). This is an opportunity to be very intentional about the partners and allies you would like to attract to help you achieve your project's social purpose. Your social purpose becomes a platform to engage your consultants, advisors, and vendors such as your architects and engineers on the benefits of including a societal dimension in their work. They can translate their experience from your project into other projects

and commissions and in this way, your institution helps further accelerate the transition to a sustainable and thriving future. If you wish to go beyond influencing one or two firms, here is a resource commissioned by the Federal Government to encourage industry and professional associations to support their entire sectors and memberships to serve not just their members but society (**The Sustainable and Just Association**). Additionally, if you find that firms, trades, and professionals lack the capacity you seek, you may be in a position to offer professional education, skills development and upgrading to foster greater competency in these areas. This will benefit not only your project, but other infrastructure projects.

Financiers are included in the value chain to inspire fresh thinking about the range of funders who might be mobilized to finance and invest in your project. The clearly expressed societal benefits may attract governments, impact investors, or venture philanthropists to fund your project. Sustainable, social, and green bonds are becoming an increasingly popular route to financing capital expenditures that could help fund your social purpose infrastructure.

“ Administrators in project teams have a significant opportunity to influence and inspire project partners to build their competency and capacity in contributing to the social good of your infrastructure. Once project partners have this capacity, they can apply it to other projects, and attract and retain talent who seek to work for purpose-driven organizations. — Administrator

What societal goals can be introduced at different stages of the value chain?



Lens 3: Student, Faculty and Staff Lifecycle

The student, faculty and staff lifecycle is the third lens your project team could consider in scoping its societal ambitions and activation. The diagram **on the next page** sets out a framework to reflect on each of these primary stakeholders in terms of their lives and how they might engage with the project over a roughly 5 – 20-year period.

Campus infrastructure projects can take many years from concept through opening. With this in mind, Gr. 8 high school students in the area could become the first cohort to attend the new campus. As well, it is possible that alumni, faculty, and administrators (including retired alumni, faculty, and staff) live in the area. With the lifecycle of these primary stakeholders in mind, consider what special opportunities exist to address societal priorities experienced and understood by these groups and engage or mobilize them on the solutions and opportunities.

“ We need to engage K-12 students in this project early on. They need to see the university as a place for them. This is an opportunity to do that. – University Focus Group member

“ What the model suggests is that we should start early by defining the benefits of the different parts of the lifecycle. – University President

Student, Faculty and Staff Lifecycle

1 ▶ 2 ▶ 3 ▶ 4

- Local High School Students and Parents
- Future Returning Students
- Prospective Faculty

- Current Students
- Current Faculty
- Current Administration

- Graduates
- Alumni

- Retired Alumni
- Retired Faculty
- Retired Administration

List opportunities to embed social infrastructure considerations into student, faculty and staff lifecycle here.





Project Social Governance and Decision-Making

After applying this framework, your institution will have developed the following:

- Social purpose for the project
- Societal goals for the project
- Stakeholder relationship goals for the project
- Activation, tactics and strategies to advance the societal goals, along the project's phases, value chain and student/faculty/staff lifecycle

At this point, your project steering committee should adopt targets and metrics to guide the project along with a societal decision lens to be used for major decisions. It is important that the social purpose and societal goals infuse the day-to-day decisions of the project and that they guide what to start and stop doing as the project comes to life. Having a societal decision lens can help spot mis-aligned efforts to drop – and should be a central and not marginal consideration in project execution.

You might adapt the social purpose and societal goals for this purpose. See the **COVID-19 Social Impact Decision Lens for Higher Education Leaders** for an example of a societal decision lens.

“ We have a portfolio of projects - we can bring this approach to all of them, not just big infrastructure projects. In fact, it can be easier to apply it to the projects over which we have more influence and control. We should look at all our projects with this wider lens. — University Focus Group member



Université de Montréal's New Campus Bridges Communities

For years, the old Outremont Train Yard was a long scar on Montréal's urban landscape. Now a new neighbourhood is taking shape there, centred around the Université de Montréal's new MIL Campus. When it acquired a tract of land in the middle of Montréal, the university had a clear vision to integrate the new campus into the surrounding neighbourhoods, following principles of sustainable development.

The first step was to connect the MIL Campus to the neighbourhoods blocked by the railroad tracks, with a safe and inviting overhead footbridge. Now families who previously faced physical barriers to university can access a better life through higher education.

More connections are planned: cycling lanes will be added to the Rockland overpass, and an at-grade crossing for pedestrians and cyclists will be built at the end of De L'Épée Avenue.

Green spaces also play a big role in the project. The central plaza includes a landscaped island and a rainwater recovery system. Says St-Cyr, an urban planner that served as a consultant to the University for the design of the MIL Campus, "The City listened to local residents, developed options based on their needs, and discussed the options with them before making any decisions. It was an exemplary process."

The MIL Montréal neighbourhood will ultimately comprise 1,300 residential units, of which 30% will be affordable or social housing. Many of these buildings are in the design phase.

The City and the University departed from the beaten path on this project making it possible to achieve ambitious goals in terms of environmental performance, sustainable mobility, and quality of neighbourhood life. With the opening of the new Science Complex, the first phase of the project is now complete.

Adapted from: <https://nouvelles.umontreal.ca/en/article/2019/09/23/mil-campus-birth-of-a-neighbourhood/>

4.0 Benefits and Barriers

“ This approach to infrastructure development helps us become more relevant to our communities and demonstrates that we are part of the social fabric. The public will see us in new ways and become ambassadors and champions of our institutions. — University President

This approach to infrastructure development creates many benefits but introduces several challenges or barriers that need to be addressed. The Benefits and Barriers are listed below. It is recommended that project teams review them, agree on the benefits, and put strategies in place to address the potential barriers that might be encountered.

Benefits

The following benefits might accrue to your institution if you adopt and implement a social purpose for your campus project. Encourage your project team to agree on those which are most relevant to your situation. Having an agreed understanding of the benefits will help motivate and inspire teams to bring not only the project, but its social ambitions, to life.

Benefit Area	Benefit
Community support and receptivity	<ul style="list-style-type: none">• Gain community support and social license to operate by ensuring the community feels reflected in the project.• Create an improved, more functional, facility that is embraced by the community; build loyalty and affinity with the co-creators who will be equally passionate about the project; they will become proud of the work and feel they have a stake in it.• Attract community to the campus including families whose children can see it as a place they belong; reduce feelings of intimidation.• Make the institution’s relationships more meaningful.
Teaching and research	<ul style="list-style-type: none">• Enable the teaching and research mission by leveraging faculty expertise and student participation (who gain real life learning experiences).• Create a new body of experience and research.
Government expectations	<ul style="list-style-type: none">• Increase ability to meet government expectations for higher impact infrastructure.• Attract government funding by providing greater space utilization.
Risk management	<ul style="list-style-type: none">• De-risk the infrastructure; minimize potential of faulty decisions by understanding the context and societal benefits to be created.• Increase likelihood of a more future-fit building.• Better address new role of physical space in the post-pandemic era.

Benefit Area

Benefit

Costs and revenues

- Reduce future operating costs by thinking about and planning for the future.
- Reduce costs through partnerships and cost-savings.
- Create opportunities for new revenue streams.

Attract students, faculty, staff, funding, partners

- Encourage people to come to the campus who may be reluctant to go to public gathering places post-COVID.
- Attract students, faculty, and staff to work, learn, and remain at the campus.
- Attract students, faculty, and staff to live, study and work in the community's more desirable locale.
- Attract faculty and staff to the campus to do things they were unable to pursue at home institutions or previous workplaces.
- Attract capital, financing, partners, and donations to the project.
- Increase the institution's ability to attract donor money and meet the needs of a more engaged donor in future.

Reputation

- Improve the institution's public reputation, brand, and profile.
- Demonstrate the institution's value to society and taxpayers.

Gaining clarity about the project's societal goals and how they will be implemented at the outset is likely to reduce friction and tension later in the process, and better manage future expectations.

Some argue that embedding greater social good into an infrastructure project is not a benefits case but a values case. There is intrinsic value of contributing to stronger, healthier, and more sustainable communities.

“ These societal goals can help with fund-raising. It is ideal to have these goals identified at the outset so they can be worked into fund-raising campaigns. — University Focus Group member

Barriers and Challenges

While there are a number of benefits to this approach, the institution may nonetheless face the following barriers and challenges in adopting this societal approach to infrastructure development:

- Lack of funding and resources
- Lack of expertise (“I don't know how to do this”)
- Longer planning timeline; difficult to meet “shovel ready” criteria (“I just need to get this built”)
- Trade-off mindset (“If we do this, we can't do something else”)
- Conventional mindsets of project team, financiers / funders
- Competing priorities
- Increased project complexity
- Creates need to develop new partnerships and relationships and align with expectations and processes of other groups
- Introduces new safety and security requirements
- Discomfort with accountability, transparency and risk-taking (many processes are opened up to get the insight needed and to report on the outcomes to funders and donors; not everything goes perfectly)
- If it is too far removed from the mission of the university, there will be push back from the academy.

A further critical challenge worth understanding and tackling collectively is the reciprocal nature of this exercise with community collaborators. Old habits, expectations and relationships of the community may become barriers – especially if partners only think of institutions as places to get research done, to source students or employees, or to sell products and services. The community may lack the capacity and mindset to engage with the institution in this way. Community stakeholders, too, will need to prepare for this institutional pivot and develop their own capacities for mutual engagement.

“ This approach will create more expectations – I think we need to flip this expectations issue on its head. It is not about expectations, it’s about aspirations to do things better! To be a better university. – University Focus Group member

Advice and Perspective on Leveraging the Benefits and Overcoming the Barriers

Net new funding is not necessarily required to rethink and re-engineer an institution’s asset base toward social infrastructure benefits.

The biggest investment is in fostering the paradigm shift, from which innovations and impact will follow. It is possible to partner with donors and community partners to realize the vision. Indeed, many presidents believe that having social infrastructure outcomes in a project can help attract funding, as funders are looking for greater impact from their investments.

Start small: you do not have to figure it out overnight, and you don’t have to do it all. As you go down this path, you will learn how much people gravitate to this. Your institution will benefit from the pro-social efficiency that comes when people contribute and even overcontribute to your success because they can see themselves in the value your institution is creating.

While there are hurdles ahead, ultimately these investments will be beneficial for the institution over the long-term. The business case or the spreadsheet should not drive this direction, nor should challenges, though real and immediate, be allowed to stall the effort. This is the 21st-century reality of organizational leadership, driven by the social issues and imperatives of the era.



5.0 Conclusion

This paper gives post-secondary institutions a resource to help them uncover a more potent way for their campus development projects to contribute to the greater good. By reimagining the investment, by pursuing a societal North Star, and by harnessing and mobilizing underutilized assets, universities can set the course for greater societal impact through infrastructure development. By looking up and down the value chain, life cycles and timeframes, institutions can broaden their lens on the opportunities and partners. This paper concludes that the untapped potential is exponential for post-secondary campus infrastructure projects to build social infrastructure for Canadian communities. Post-secondary institutions may be at a crossroads in terms of operating in the post-pandemic era, but it's clear which is the right road to take.





References

The following resources are useful references for taking the societal impact of infrastructure projects to the next level and helped inform the ideas underlying this report.

1. Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities: <https://mcconnellfoundation.ca/wp-content/uploads/2017/08/Maximizing-Capacities-of-Advanced-Education-Institutions-to-Build-Social-Infrastructure.pdf>
2. Social Infrastructure Strategic Planning Guidelines: <https://re-code.ca/wp-content/uploads/2020/01/Embedding-Social-Infrastructure-in-Strategic-Plans-Guidance-01.16-doc.pdf>
3. Social Infrastructure Decision Lens: <https://mcconnellfoundation.ca/report/covid-19-decision-making-tool/>
4. Future of Business in Society Report: <https://corostrandberg.com/publication/future-of-business-in-society-global-thought-leader-study/>
5. The Sustainable and Just Association Report: <https://corostrandberg.com/wp-content/uploads/2021/02/sustainable-association-report.pdf>



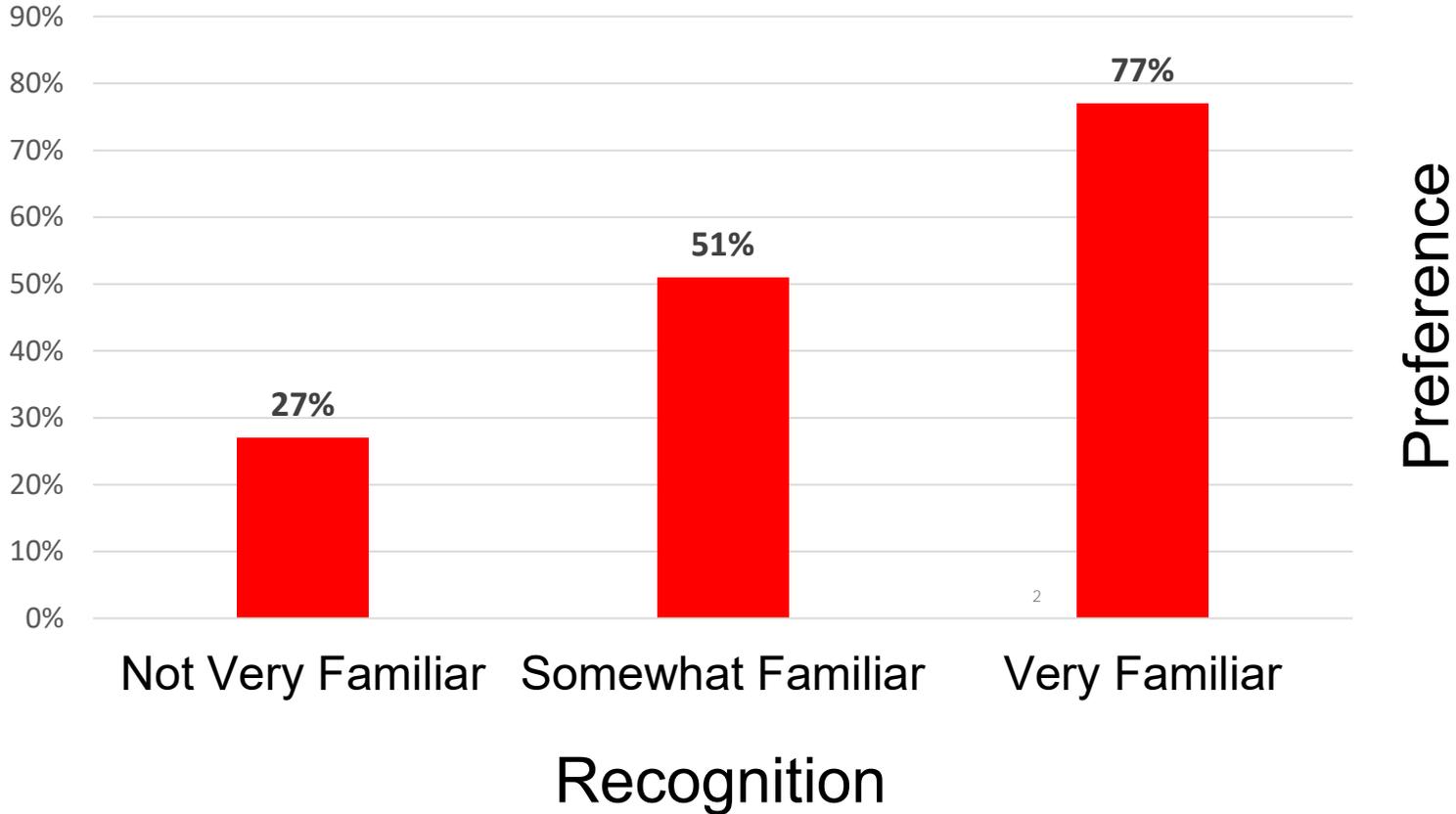
McConnell



Department of University Communications - DUC

Advancement and University
Relations Committee – Sep 20, 2021

Rated university as highest quality



REP Process

PHASE ONE: Research and Discovery

01

4 Discovery Sessions

Planning discussion with 6-8 internal stakeholders to understand requirements, preliminary discussion of opportunities

02

4 Workshops

Broad group of internal stakeholders on perceptions, key strengths, weaknesses, and opportunities

03

14 Focus Groups + 26 IDIs + 4 consultations

A broad cross-section of audiences on perceptions, communication and reputation-building opportunities

04

Secondary Research

Literature review, audit of current creative, and external scan of 5 competitors and 30 key comparators

05

2 Online Surveys

15-min survey with internal and external audiences on perceptions and reputation drivers

PHASE TWO: Brand Strategy Development

06

PHASE THREE: Creative Development

07

PHASE FOUR: Implementation

08

Research summary

Finding 1: Better define Carleton's identity

Finding 2: Retain core attributes & focus on building new associations to sharpen competitive edge

Finding 3: Leverage leadership in holistic approach to key issues

Finding 4: Focus on experiential learning & career readiness

Finding 5: Demonstrate real-world impact

Finding 6: Build community beyond the 'CU bubble' & move toward global engagement

Finding 7: Leverage Carleton's institutional youth, growth & momentum as a strength

Carleton Brand platform

Aspiration

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

Values

Compassion
Vision
Originality
Partnership
Purpose

Promise

To be a smart, caring and connected community that inspires and empowers individuals to become change leaders who drive impact in the world.

Positioning

A compassionate and connected community with a shared vision for purposeful change and the intelligence and drive to make it happen.

Personality

Smart
Down to earth
Compassionate
Dynamic

Voice/Tone

Confident & Engaged
Hopeful & Inspiring
Warm & Welcoming
Clear & Accessible

Audience attributes

Imaginative & Hopeful
Resourceful & Resilient
Compassionate & Collaborative
Enterprising & Purpose-led

Differentiators

- **Compassionate community**
Community is how we think and engage, not where we are
- **Connected with the world**
Society's pressing issues need our connected skills and knowledge now
- **Change-leading agility & approach**
Leading change means cultivating imagination and supporting initiative

Our brand story

At Carleton University, we will not be driven by privilege or accolades. We will not be constrained by convention. And we will not be satisfied by intention alone. We were born of a community, a shared drive for change, for inclusive and sustainable impact.

Today, grand challenges call upon us all to challenge convention and redesign the future together—and Carleton will answer. We know that where struggle is great, our collective ingenuity is greater. We have grown to become one of the most resourceful and productive hubs of learning and growth forging real partnerships to create research and education that tackles tough, complex challenges and improves lives.

**We thrive on change and we cannot wait for tomorrow.
We're designed for impact and now is our time.**



Implementation

- Visual identity updates to communication platforms, digital and analogue
- Logos for external-facing units
- Brand training – design and writing
- Tools, templates and guidelines
- Updated use-policies and trademarking
- Brand video
- Multi-year, multi-channel, multi-audience awareness and reputation-building campaign

Awareness/Reputation Campaign

1. Grow profile and reputation with key stakeholders in priority markets.
2. Increase knowledge of what makes Carleton unique.
3. Generate advocacy and pride.
4. Support Carleton's strategic objectives and business operations.

Target audience:

Influencers
(business, government &
academic leaders)

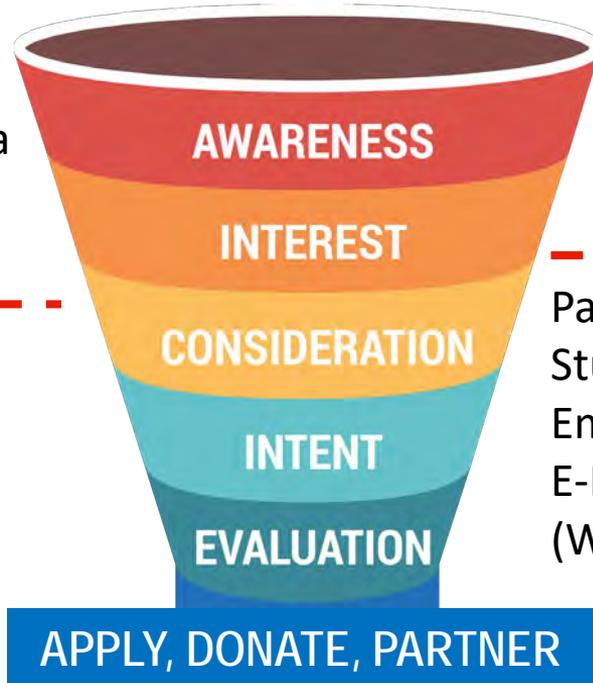
Target audience:

Youth/young adults
16-20 and their
parents/caregivers

National reach with priority markets: Ottawa & GTA
(primary), Calgary, Edmonton & Vancouver (secondary)

The Marketing Funnel

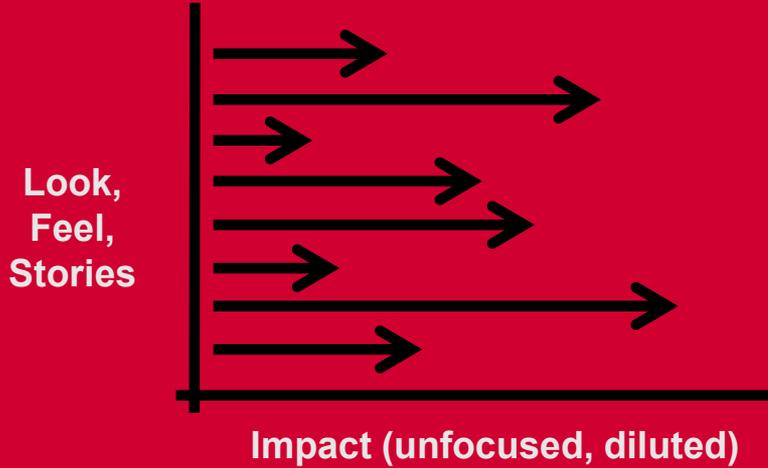
Paid ads | Reputation Events
Search | Social Media | Email
E-Newsletters | Earned Media
Owned Media (Web,
Magazines)



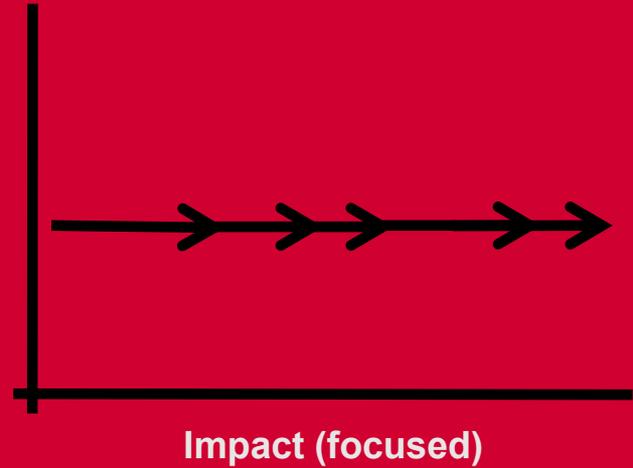
Paid ads | Open House | Tours
Student Fairs | Social Media
Email | Incentives | Direct Mail
E-Newsletters | Owned Media
(Web, Viewbooks)

Storytelling approach

Unaligned vs aligned



VS



Narrative Strategy

All great stories have a compelling plot, characters, climax and conclusion

Storytelling Themes

Health & Wellness	The New Economy	Technology for Good	Sustainability	Social Innovation	Shaping our World
Redefining what wellness looks like for people and communities	Showcasing innovation and talent in work, business and industry	Merging technology with human connection for innovation	Development that meets present needs without compromising future generations	Social innovation driven by EDI and Indigenous Knowledge	Redefining the boundaries of science, engineering and knowledge

Theme Summaries

Story
Platform

Carleton
University



Carleton
University



≡ MENU

CHALLENGE
the way things are done

Carleton
University

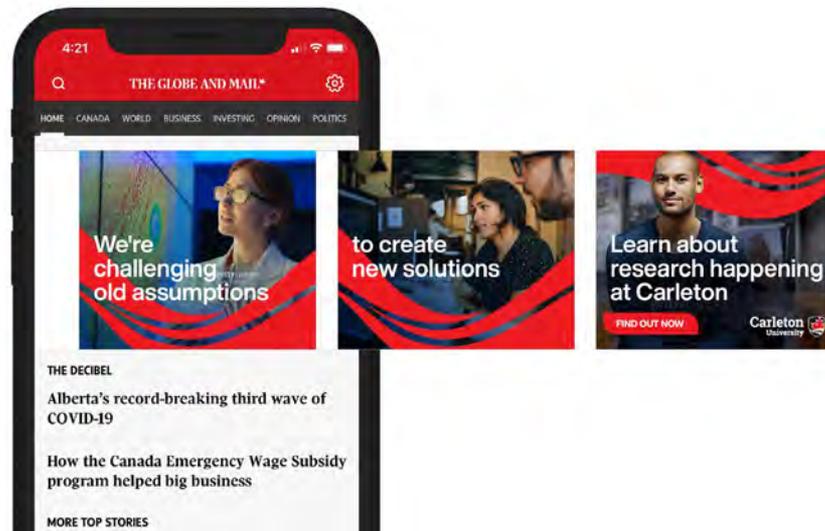


CHALLENGE
the way things are done

MacBook

CHALLENGE
the way things are done









Current Operations

Marketing

- Marketing + brand strategy
- Paid digital/traditional advertising
- Graphic + multimedia design

Communications

- Communication strategy
- Public Affairs Planning + Messaging + Execution
- Crisis and Issues management + communications
- Media relations + training

-
- Content creation
 - Video storytelling
 - Digital/social media strategy, execution + analytics
 - Reputation-building events

DUC – Current State

DUC Infrastructure

- Advancement towards inhouse MarCom agency model
- Dedicated (but integrated) marketing and communication teams
- Elevated skills and capacity
 - Marketing and Communications Directors
 - Marketing Officers (x2)
 - Communication Officers (x2)
 - Digital Strategist
 - Multimedia specialist
 - Video specialist

Alignment and Collaboration

- Sprott School of Business collaboration
 - Team integration
 - Budget integration
 - Marketing Strategy development
 - Awareness and reputation campaign
 - MBA
 - Executive/professional education
 - Kanata North
- Enhanced Communicators Network (MarCom Network)
 - Info sharing > collaboration and strategy development

Brand Resources and info at:
Carleton.ca/brand

REP info at:
Carleton.ca/reputation/



REPORT TO ADVANCEMENT & UNIVERSITY RELATIONS COMMITTEE

September 20, 2021

TOGETHER FOR GOOD

PHILOSOPHY

Here for Good, the platform and ethos of Carleton's successful \$300M campaign, continues to define Carleton's philanthropic promise to donors and the guiding principle for fundraising at Carleton.

Guided by Carleton's founding mandate, we invite our donors and partners to work **"Together For Good"** and make an impact in the communities we share.

The **Campaign for Good** Continues!



IMPACT

TOGETHER FOR GOOD

Through philanthropy, we invite our donors to give *through* Carleton to serve the greater good in three pillars:

- > **Economic Good:** *Projects that enable opportunity, innovation and growth.*
- > **Common Good:** *Supporting pure research and access to learning.*
- > **Social Good:** *Building a culturally rich, globally aware and well-governed society.*

FUNDRAISING GOALS 2021-2022

Support Carleton's Mission and SIP priorities via continued momentum building *Revenue, Relationships and Resilience*:

Revenue:

Maintain 3 year rolling average of \$35M.

Launch Phase 3 Holistic Integrated Partnership.

Relationships:

Launch Phase 3 Hub for Good and Community Liaison.

Continue digital engagement transformation for stakeholder relations.

Resilience:

Donor and talent retention via thought leadership, creation of best practices for sector.

Diversification and innovation to strengthen the nonprofit sector and Canadian society via philanthropy.

FOCUS

OUR FOCUS:

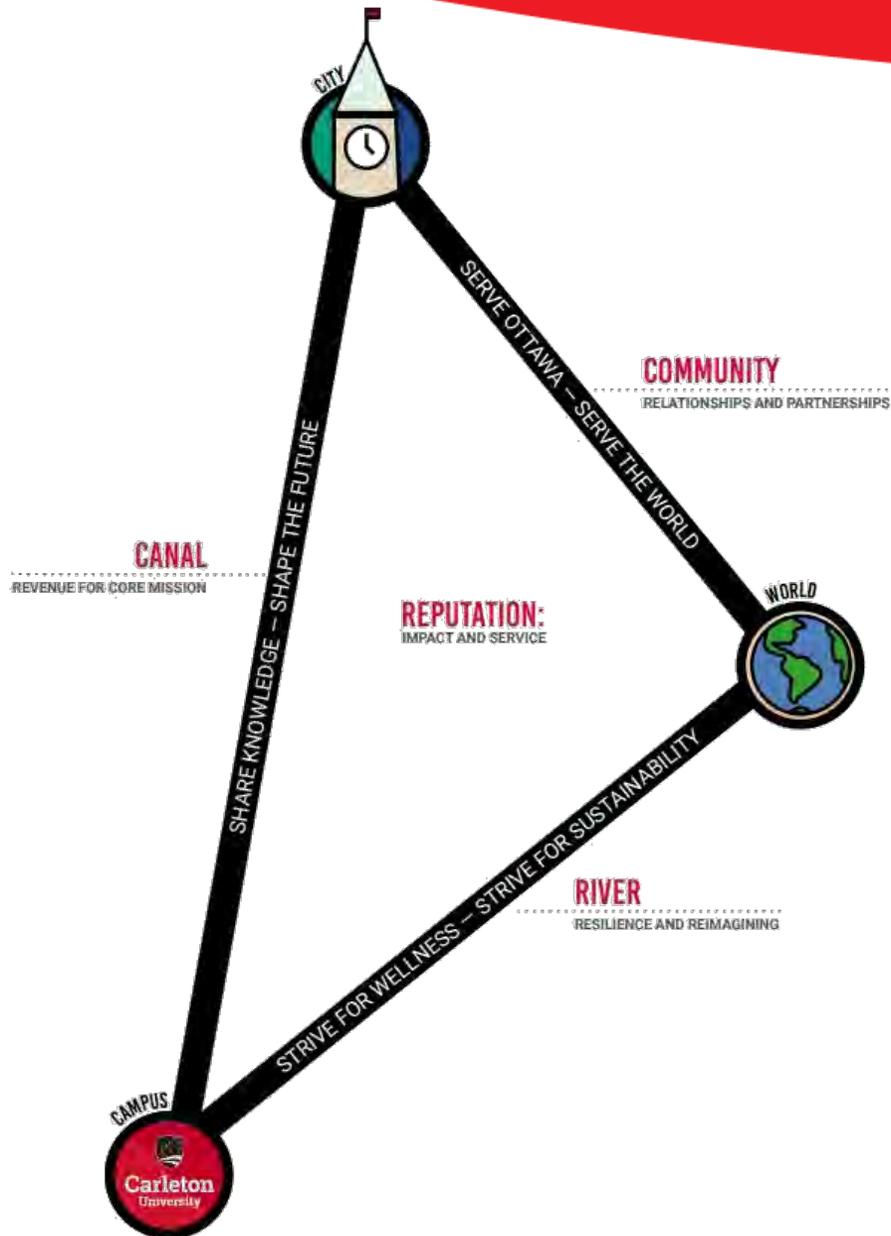
Revenue, Relationships, Resilience and Reputation

This plan focuses on core Advancement priorities: building new revenue, brokering partnerships, and empowering personal and departmental resilience through challenging times.

Ultimately, our ability to deliver on these priorities reflects on and builds Advancement's reputation—what our colleagues and partners believe about us, the values we uphold, the service and impact we can provide, and our ability to adapt and help solve our collective challenges.

Alongside specific and measurable goals in revenue and relationships, this plan serves our aspiration to be known as:

- > *A progressive and effective team that can help partners and colleagues solve real problems and bring real resources to Carleton's core mission.*
- > *A supportive and rewarding place of work for thought leaders who are prepared for the future and forerunners and champions of the philanthropic sector.*
- > *Ambassadors for Carleton as a first choice for investment and partnership and a destination for community engagement.*
- > *Service-oriented and effective stewards of partnerships, resources and investment.*



HERE *for*
GOOD

CANAL: Share Knowledge, Shape the Future

Advancement will develop new revenue strategies to support Carleton's core mission:

- > *Elevate our focus on high-value holistic integrated partnerships.*
- > *Elevate a new national and international front-line fundraising approach through innovative digital tools and methods.*

Goals:

- > *Raise \$35 million in philanthropic revenue (on a three-year rolling average).*
- > *Increase number of transformational strategic alliances by identifying and cultivating 5 additional industry partners through holistic corporate engagement in areas such as HealthTech and Wellness, Energy and Sustainability and ICT.*
- > *Develop high-value (holistic and philanthropic) partnerships.*
- > *Secure unique donors worldwide.*
- > *Continue digital transformation and leading "first and only" best in class breakthroughs in all areas of Advancement.*
- > *Partner with Jim Langley, Langley Innovations, in developing a timetable with campaign milestones and momentum markers to set the preliminary plan for the next formal Campaign.*

COMMUNITY: Serve Ottawa, Serve the World

Advancement will continue strategies to broker, manage and celebrate partnerships with purpose:

- > *Fully develop the new industry-leading “purpose-based” engagement model, centred around the Hub for Good, to broker local, national and international partnerships around common societal and institutional goals and calls to action.*
- > *Deepen existing and establish new stakeholder relationships worldwide with more effective digital communication and stewardship.*

Goals:

- > *Formally launch phase 3 of the Hub for Good to establish new online engagement model.*
- > *Inspire individual actions from stakeholders.*
- > *Engage philanthropic champions, ambassadors and partners.*
- > *Maintain donor retention rate.*

RIVER: Strive for Wellness, Strive for Sustainability

Advancement will evolve new approaches to operational, strategic and systemic challenges:

- > *Enhance a culture of philanthropy on campus, encouraging partnership, problem solving, service and resilience.*
- > *Empower ourselves and each other to invest in and perfect passion projects and “first and only” approaches.*
- > *Lead and support Carleton leadership (academic and administrative) in establishing and advancing relationships.*

Goals:

- > *Lead training and development sessions for university and charitable sectors to showcase Carleton first and only thought leadership.*
- > *Increase Hub traffic and user base.*
- > *Implement digital transformation projects in preparation for the next Campaign.*

CHAMPION PARTNERSHIP

Board and volunteer engagement is a critical and welcome component of campaign success. You are our Champions!

- > **Choose a cause you wish to champion**
- > **Take a look at our Champion Toolkit for ideas**
- > **Join the movement**

TOGETHER FOR GOOD 
Socially Minded.
Carleton Makes Social Progress Happen...Together

HERE *for*
GOOD

Carleton
University 



TOGETHER FOR GOOD

Carleton
University



Socially Minded.

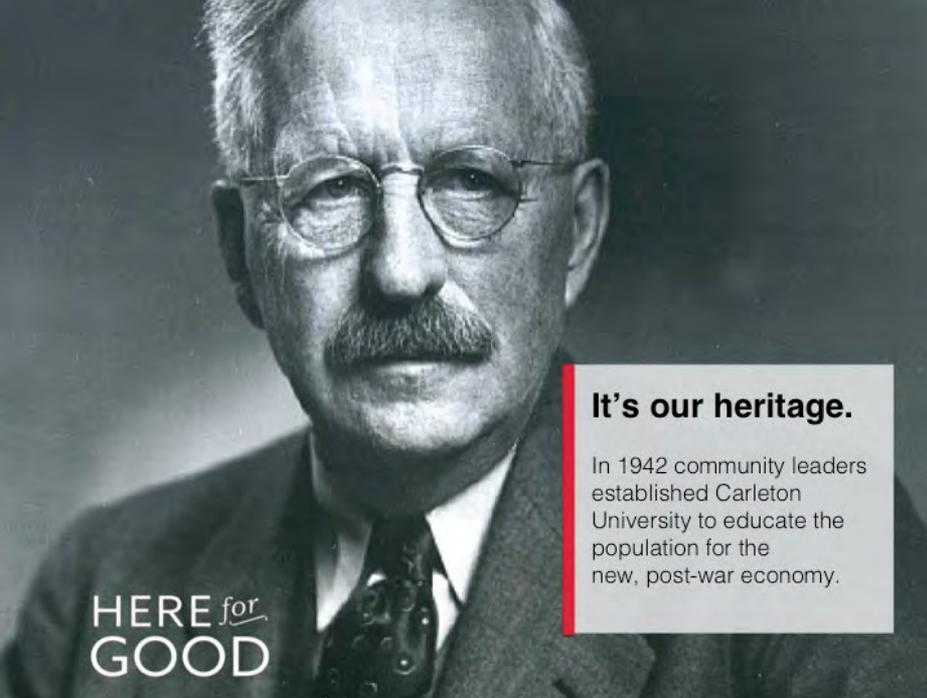
Carleton Makes Social Progress Happen... Together

Centre for Community Engagement

Introducing our newest community initiative.

Dr. Lorraine Dyke, Deputy Provost

Prof. Chantal Trudel, Director Centre for Community Engagement



HERE *for*
GOOD

It's our heritage.

In 1942 community leaders established Carleton University to educate the population for the new, post-war economy.

▶ Strategic direction: Serve Ottawa Serve the world



The Community

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

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

Local, national and international organizations are engaging institutions of higher education as partners in this transition.

IN THIS MOMENT, CARLETON CAN DRAW ON THE COMMUNITY TO INSPIRE AND GUIDE OUR COMMITMENT AND RESPONSIBILITY TO SOCIETY.

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



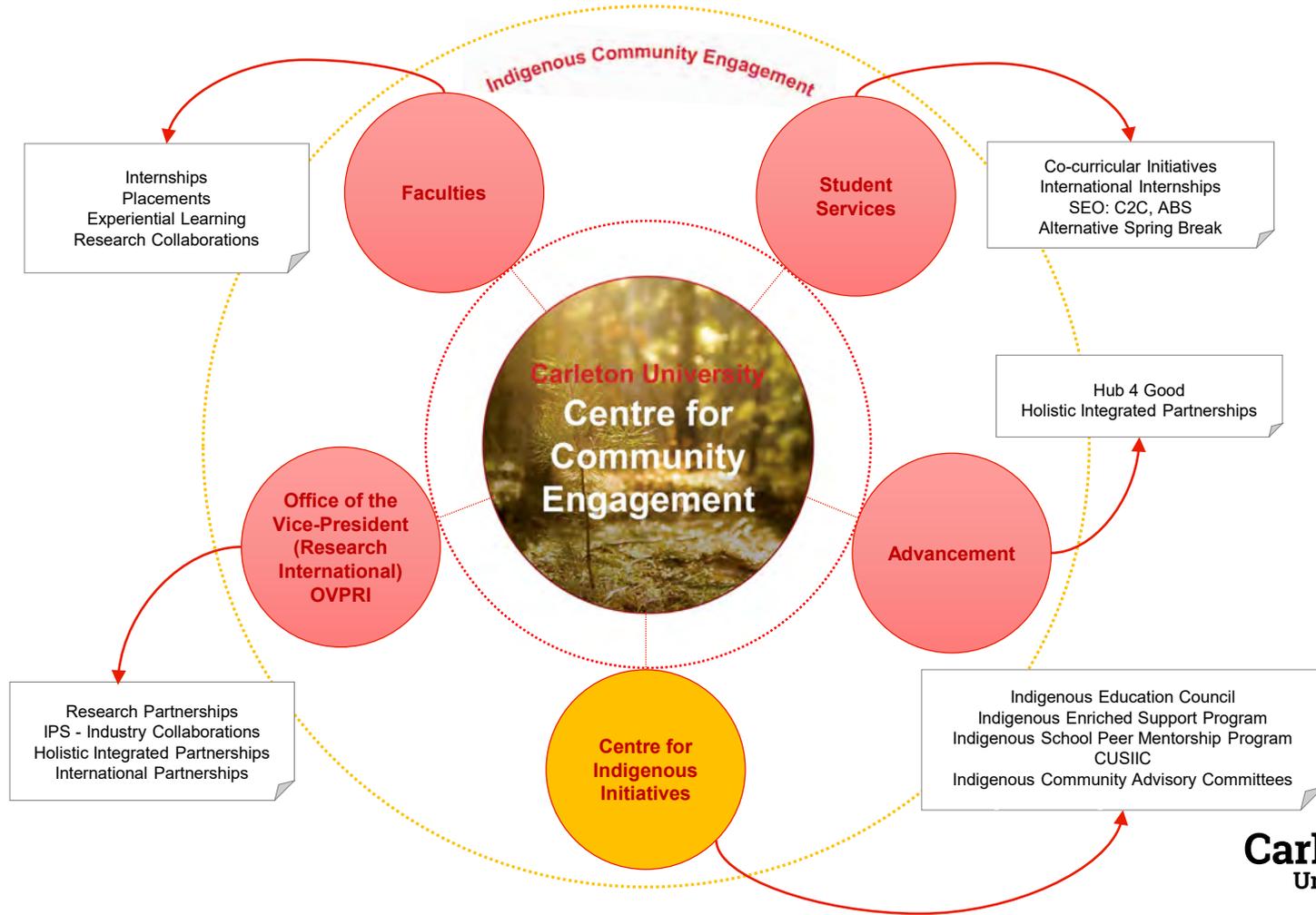
Our working definition.

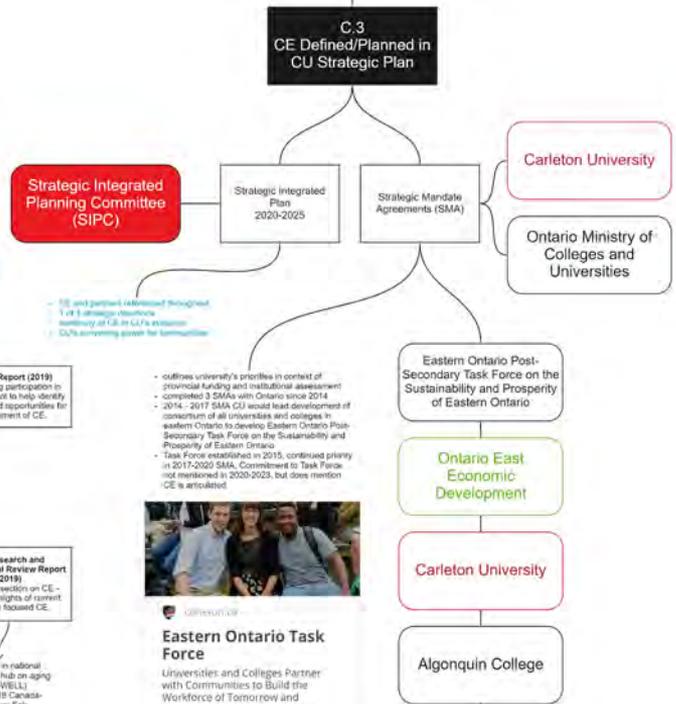
At Carleton community engagement is a powerful method to develop, translate and mobilize knowledge for the **greater good.**

We emphasize respectful, **reciprocal relations with neighbours.**

We engage with communities and institutions locally, nationally and globally, from **all sectors of society.**

A hub and spoke approach.



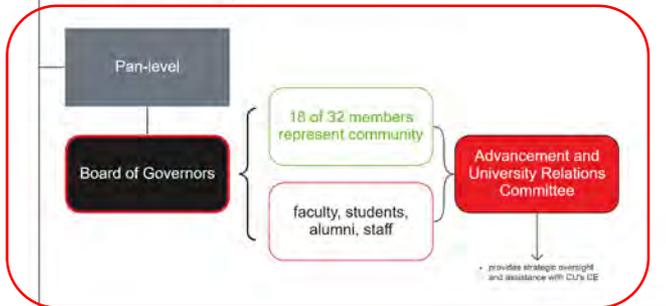


D. Institutional - Community Relations

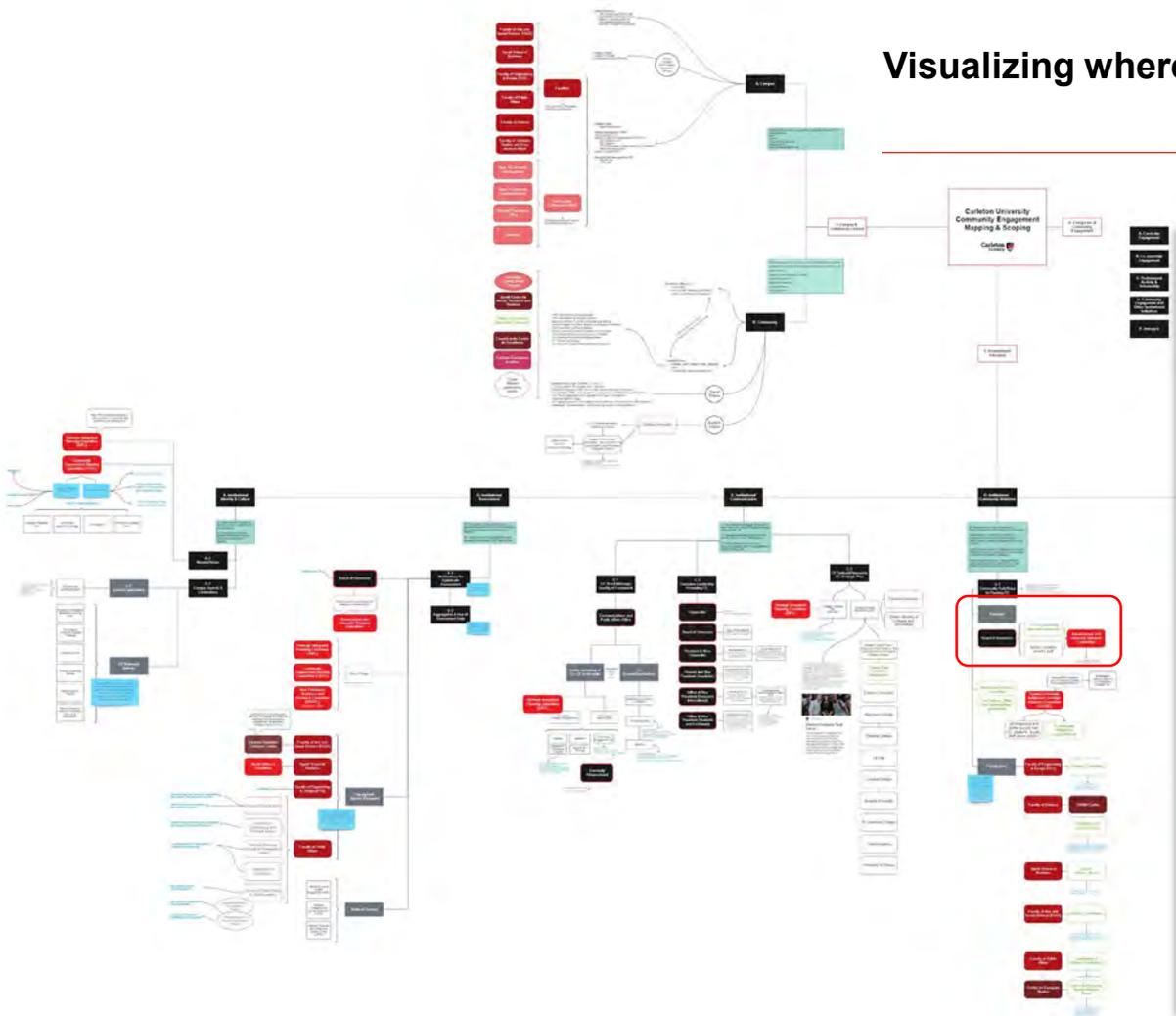
D.1 Does community have a voice/role in institutional/departamental planning for CE? Describe. Assess level of reciprocity in institution's engagement with community in planning and decision-making related to engagement action and priorities. Community voice should illustrate actual community influence on actions and decisions (not mere advice or attendance at events or meetings). Community advisory groups: listing insufficient without evidence and illustrations of how voices influence institutional actions and decisions.

D.1 Community Role/Voice in Planning CE

- responsibility for academic relations associated with CU's core mission is decentralized to Faculty level
- community input at the par-level and Faculties



Visualizing where we are in community engagement. Mapping Carleton's CE eco-system.



LEGEND

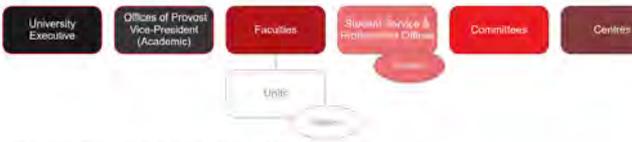
Document Organization Labels



Institutions, organizations, community partners



Carleton Stakeholders/Actors



Place, Artefacts, Activity/Consultation, Grants



Carleton CCE Notes and Questions





Centre for Community Engagement

Goals

Strategic Engagement

Governance

Partnership Development

Measurement

Communication

Strategic Results

Alignment

Impact

Recognition

Accountability





Centre for Community Engagement

Strategic Planning Process

Determine where we are in community engagement.

Collectively identify what's important.

Define what we need to achieve to support our competencies and growth in community engagement.

Determine who is responsible and how they are involved to make it happen.

Perform regular reviews.



A strategic role to play.

Advancement and University Relations Committee

September 20th, 2021
Centre for Community Engagement Overview

January 24th, 2022
Consultation on Community Engagement Strategic Plan

April 20th, 2022
Community Engagement Strategic Plan Update



Denis Pong, Carleton BID (2020) working with a resident from Bruyère Saint-Louis Residence Long Term Care on dementia-friendly designs.

**Board of Governors Annual Work Plan
2021/2022 Board Year**

Board of Governors Work Plan

Meeting Schedule	Work Plan
<p>September 30</p> <p>Material deadline: Sept. 16</p>	<p>FOR APPROVAL</p> <ul style="list-style-type: none"> • Investment Committee Governor Membership • Board Award Criteria • Founders Award Criteria <p>FOR INFORMATION</p> <ul style="list-style-type: none"> • Return to Campus Update • Report from the Chair <ul style="list-style-type: none"> ○ Vice-President (Finance and Administration) Committee Establishment ○ Provost and Vice-President (Academic) Extension • Report from the President • Report from the Committee Chairs • President's Goals 2021/22 • Senate Annual Report • Kinàmàgawin Annual Report (verbal) • Digital Strategy
<p>December 3</p> <p>Material deadline: Nov. 19</p>	<p>FOR APPROVAL</p> <ul style="list-style-type: none"> • New Student Residence Building • Framework for the 2022/2023 Operating Budget • External Auditor • Vice-President (Finance and Administration) Advisory Committee Recommendation <p>FOR INFORMATION</p> <ul style="list-style-type: none"> • Report from the Chair • Report from the President • Report from the Committee Chairs • Community Engagement Centre Overview • Carleton University Scenario Planning Update
<p>March 10</p> <p>Material deadline: Feb. 24</p>	<p>FOR APPROVAL</p> <ul style="list-style-type: none"> • 2022/2023 Ancillary Budget • Proposed External Audit Plan and Letter of Engagement from the Auditors (KPMG) <p>FOR INFORMATION</p> <ul style="list-style-type: none"> • Report from the Chair • Report from the President • Report from the Committee Chairs • Presidents Mid-Year Report [C] • Research and Innovation Update
<p>April 28</p>	<p>FOR APPROVAL</p> <ul style="list-style-type: none"> • 2022/2023 Operating Budget

**Board of Governors Annual Work Plan
2021/2022 Board Year**

<p>Material deadline: April 14</p>	<ul style="list-style-type: none"> • 2022/2023 Tuition Fees • 2022/2023 Student Association and Miscellaneous Fees • Board Award for Outstanding Community Achievement Recipient • Founders Award Recipient <p>FOR INFORMATION</p> <ul style="list-style-type: none"> • Report from the Chair • Report from the President • Report from the Committee Chairs • Coordinated Accessibility Strategy Annual Report • Mental Health Framework 3.0 (TBD) • International Strategic Plan Annual Report • Equity, Diversity and Inclusion Action Plan Annual Update
<p>June 9</p> <p>Material deadline: May 26</p>	<p>FOR APPROVAL</p> <ul style="list-style-type: none"> • Sexual Violence Policy • Board Membership • Signing Officers • Officers of the Board • Committee Chairs <p>FOR INFORMATION</p> <ul style="list-style-type: none"> • Report from the Chair • Report from the President • Report from the Committee Chairs • SIP Annual Report • Presidents Final Report on Goals 2021/2022 [C] • President Annual Report • Chair of the Board Annual Report • Sexual Violence Annual Report and Honouring Each Other Strategy Annual Update • Community Engagement Strategy

Other:

- Responsible Investing Policy



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 April 30, 2021 at 2:00 pm
Via Videoconference**

MINUTES

Present: A. Ahmad, S. Ajila, K. AlWazir, V. Asi, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, J. Bruno, A. Chandler, M. Close, J. Dawson, D. Deugo, D. Dragunoiu, M. Gagne, K. Schwartz (proxy for R. Goubran), S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, J. Kovalio, B. A. Kuzmarov (Clerk), A. Lannon, C. Laurendeau, K. Lucas, A. Luko, M. Lundy, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, H. Nemiroff, B. O'Neill, J. Paulson, M. Piché, B. Popplewell, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, N. Tilokani, J. Tomberlin, A. Tremblay, C. Trudel, L. Tsintsadze, C. Viju, K. von Finckenstein, J. Voordouw, J. Wallace, P. Wilson, J. Wolfart, P. Wolff,

Regrets: G. Garland, L. Kostiuik, E. Kwan, J. Milner, J. Taber,

Absent: N. Bruni, T. Daniels, C. Davis, D. Edi, P. Garcia, G. Garland, D. Gillberg, O. Hobbs, F. Hosseinian, J. Moore, J. Stoner, R. S. Sundarraj, K. Taylor, K. Weary, B. Wright, W. Ye

Guests (Presenters): L. Dyke, T. Frost

Recording Secretary: K. McKinley

1. Welcome & Approval of Agenda

The Chair welcomed Senators to the meeting at 2:02 pm. He began by thanking all Senators for completing a successful academic year and for meeting the considerable challenges created by the pandemic.

The Chair noted that this would be the last Senate meeting for four student ex officio members: CASG President Matthew Gagne, CUSA President Kathleen Weary, GSA President Namrata Tilokani, and GSA Vice-President Academic Victoria Asi. The Chair thanked all for their service on Senate.

Senator Millie Close was recently honoured with the Board of Governors Award for Outstanding Community Achievement. This award recognizes student volunteerism and community contribution while at Carleton. The Chair congratulated Millie on this achievement.

In moving to the agenda, the Chair noted one small correction under Reports for Information – Senate Executive Minutes (Item 11a).

It was **MOVED** (N. Tilokani, A. Bowker) that Senate approve the agenda for the meeting of Senate on April 30, 2021, as amended.

The motion **PASSED**.

2. Minutes: March 26, 2021

It was **MOVED** (J. Paulson, M. Close) that Senate approve the minutes of the Senate meeting of March 26, 2021, as presented.

The motion **PASSED**.

3. Matters Arising

The Chair updated Senators on the case of Cihan Erdal, the Carleton PhD student who currently is imprisoned in Turkey. The Kobani Trial of 108 defendants, including Cihan, began on April 26th. Cihan has not yet been called, and the trial has been adjourned until May 3. Carleton is following the situation closely, along with the Canadian Embassy in Turkey and Global Affairs Canada.

The Chair also provided a brief update on Laurentian University, which was declared insolvent on February 1 and has filed for creditor protection. As part of the restructuring process, several programs have been cut, and some staff, managers and faculty members have lost their jobs. The provincial government has appointed an independent observer, Alan Harrison, who has been asked to produce a report. The Chair expressed his sympathies for faculty, staff and students at Laurentian in facing this difficult situation.

4. Chair's Remarks

The Chair announced that beginning on May 5, 2021, Carleton's Health and Counselling Services will be offering appointments for AstraZeneca Covid-19 vaccinations to eligible people aged 40 and over. Priority will be given to: patients who are registered with the Health and Counselling clinic; faculty, staff and approved

contractors currently on campus; and faculty and staff who will be gradually returning to campus for the fall term beginning in August. The Chair thanked VP Students and Enrolment Suzanne Blanchard and Director of Health and Counselling Kristie Tousignant, for their work in making this opportunity possible. An official announcement to the community will be made on Monday. In response to a question from the floor it was noted that vaccines have been received and currently there are no supply issues at the clinic. In related news, the provincial government has announced that by the end of May 2021, all Ontario residents over the age of 18 will be eligible to receive vaccination.

The Chair provided the following updates on recent events and activities:

- On March 30th, the Faculty of Science and the Institute for Data Science hosted the 7th annual Data Day Conference. Carleton welcomed researchers, industry experts and panelists to showcase new developments in data science. A highlight of the event was the announcement of a partnership with IBM Canada, one of the sponsors of the event.
- Carleton's fourth annual Life Sciences Day was held on April 6th. This year's virtual event brought together academic, government and industry sectors and focussed heavily on mental health.
- On April 29th, Carleton announced a research partnership on embedded software systems with BlackBerry QNX.

The Chair extended congratulations to the following Carleton individuals for their achievements:

- Chancellor's Professor Lenore Fahrig has been awarded a prestigious Guggenheim Fellowship for her ground-breaking research in biodiversity conservation.
- Carleton alumna Helen Thai has received one of only 20 McCall MacBain Scholarships for graduate studies. She plans to use the scholarship to study Clinical Psychology at McGill University.
- Sociology undergraduate student Felicity Hauwert is one of just 10 students in Canada to receive the 2021 3M National Student Fellowship Award, for outstanding leadership.

Finally, the Chair congratulated all recent recipients of the Carleton Achievement Awards, including Senator Shazia Sadaf, who received a professional achievement award for professional librarians and instructors. The Achievement Awards are presented annually to members of Carleton's academic staff in recognition of research and teaching distinction.

In response to a question from the floor, the Chair confirmed that Contract Instructors would be eligible to receive the AstraZeneca vaccines at Health and Counselling Services on campus. Priority will be given first to older members of our community, but by the end of May all members of the Carleton community returning to campus will be able to book an appointment.

5. Question Period

Two questions regarding the CUSP recommendations for Fall 2021 were submitted in advance by Senator Morgan Rooney. The Chair noted that Senator Rooney agreed to allow these questions to be addressed during the CUSP discussion/presentation later in the agenda.

6. Administration (Clerk)

a) Senate membership ratifications

The Clerk presented a memo to ratify four new faculty members from FASS and one undergraduate student as new Senators, beginning July 1, 2021.

It was **MOVED** (P. Rankin, J. Paulson) that Senate ratify the following new Senate appointments, as presented, for terms beginning July 1, 2021.

The motion **PASSED**.

b) Senate Survey Final Appeal

The Clerk encouraged members who have not responded to the 2021 Senate Survey to do so at their earliest convenience. The survey closes at midnight on April 30, 2021. The Clerk also noted that a Senate Committee survey will be launched in early May; Senators serving on committees are encouraged to respond to this inaugural survey.

c) Call for annual committee reports

Senate committee Chairs were reminded that committee annual reports are due for the next Senate meeting on May 28, 2021.

7. Reports

a) SCCASP (H. Nemiroff)

The Chair of SCCASP presented two items for approval and three items for information. A memo was circulated in advance.

Items for Approval:

Both items pertain to admissions language associated with programs previously approved by Senate.

R-ADM-Program-C. Science Policy

It was **MOVED** (H. Nemiroff, P. Wolff) that Senate approves the regulations for R-ADM Certificate in Science Policy effective for the 2021/22 Undergraduate Calendar as presented.

The motion **PASSED**.

R-ADM-Program-B. Com

It was **MOVED** (H. Nemiroff, E. Sloan) that Senate approves the revisions to regulations R-ADM-Program-B. Com effective for the 2021/22 Undergraduate Calendar as presented.

The motion **PASSED**.

Items for Information:

- Minor modifications to course programs (April 2021)
- Modifications to the Academic Year Winter 2022 – Social Work deadline
- Update to glossary definition of Honours Bachelor Program and Bachelor Program

There were no questions or comments from Senators for these items.

b) SQAPC (D. Deugo)

The committee Chair presented two major modifications and one new program for Senate approval.

Major Modifications:

The Chair combined the two major modifications into one omnibus motion.

It was **MOVED** (D. Deugo, M. Close) that Senate approve the major modifications as presented below with effect from Fall 2022.

The motion **PASSED**.

Individual Motions:

MOTION: That Senate approve the introduction of the Artificial Intelligence and Machine Learning Stream to the BCS Honours program as presented with effect from Fall 2022.

MOTION: That Senate approve the introduction of the Certificate in Science Communication as presented with effect from Fall 2022.

New Program Approval:

The new programs in Building Engineering will include a Master of Applied Science, a Master of Engineering and a PhD. All three will offer optional concentrations in Building Performance, Fire Safety, and Heritage Conservation. The new programs will address perceived gaps in training opportunities and anticipated employer needs.

It was **MOVED** (D. Deugo, S. Sivathayalan) that Senate approve the proposed graduate programs in Building Engineering.

The motion **PASSED**.

c) SAGC (B. Kuzmarov)

At its meeting on April 16, 2021, the Senate Academic Governance Committee reviewed a number of nominations for Senate committees from both faculty and students. A memo was circulated in advance with a list of 19 new Senate committee appointments recommended by SAGC.

It was **MOVED** (S. Ajila, N. Tilokani) that Senate ratify the following new Senate committee appointments, as presented.

The motion **PASSED**.

The Clerk also reminded Senators that vacancies remain on several Senate committees, including some that must be filled by Senators. She encouraged Senators to apply.

The Senate Academic Governance Committee also reviewed a number of Senate policies, including the *Senate Policy on Hosting Student Elections*. SAGC members recommend that this policy be transferred to the Office of the Secretariat, since the responsibilities outlined in the policy pertain to administrative duties within the Secretariat. In response to a question, the Clerk noted that changes to the policy moving forward would continue to be managed within the Secretariat Office, as per current practice. She also remarked that the Senate Office is not mandated to run student elections and performs this service for student academic societies as a courtesy; the policy outlines primarily who is eligible for this service and what the Senate Office needs from societies in order to run their elections.

It was **MOVED** (B. Kuzmarov, M. Close) that Senate approve the transfer of the Senate Policy on Hosting Student Elections to the Office of the Secretariat.

The motion **PASSED**.

8. Carleton University Scenario Planning (CUSP) Recommendations for Fall 2021

The Chair introduced this item and briefly summarized the CUSP Working Group's progress over the past few months. CUSP Chair Lorraine Dyke then provided a brief summary of the CUSP recommendations for Fall 2021 to Senate. A full CUSP report (Planning for Fall 2021: A Gradual and Safe Return to Campus) and memo were circulated to Senators in advance.

In developing the recommendations, CUSP considered five key factors:

- COVID case trends
- Vaccination progress
- Public health restrictions
- Travel restrictions
- Students' willingness to continue online education

For Fall 2021, it is likely that increasing rates of vaccinations will result in a decrease in cases, hospitalizations and deaths. As a result, public health restrictions should be lifted gradually and progressively, which will allow for a significant return to on-campus activity. By Winter 2022, vaccination programs should be completed which will allow for normal campus activity. However, since international students still may not be able to participate in face-to-face activities, online options will be necessary to accommodate them for both Fall 2021 and Winter 2022 semesters.

In considering all of these factors, and following extensive consultations with various stakeholder groups, the CUSP Working Group developed the following set of recommendations for academic planning in Fall of 2021:

- Both face-to-face and online learning opportunities should be available at all levels of every program.
- Classroom capacities should be in line with physical distancing requirements; sections with more than 60 students should use online delivery.
- Face-to-face delivery should be prioritized for courses based on learning outcomes, pedagogy and students' choice.
- Individual faculty and staff should be provided with reasonable accommodations were needed for medical, family status, or other human rights grounds.

In addition to the recommendations from the CUSP Working Group, the Return to Campus Committee and the Carleton University Flexibility Arrangements Working Group have been developing guidelines for the transition back to campus post-

pandemic. All three groups are working in close collaboration to ensure that the transition back to campus is safe and successful.

Questions / Discussion:

Senator Rooney submitted two questions in advance related to the CUSP recommendations. The first question asked whether "*as a matter of uniform policy Carleton management will accept employees' concerns about their and/or their family members' incomplete vaccination status as grounds for granting all requests for accommodation to continue working remotely.*" Dr. Dyke noted that accommodations must be addressed on a case-by-case basis and that Carleton is obligated by law to take into consideration individual circumstances. She also noted that the vaccine timetable on which the question is predicated has been updated. Adults 18+ will be able to book their first shot by the end of May, and Health and Counselling Services will be booking vaccination appointments for the campus community beginning the first week in May. In addition, recent federal modelling suggests that once 75% of adults have received their first dose, and 25% have received the second dose of the vaccine, a resurgence of the virus should be prevented. The Chief Public Health Officer of Canada has indicated that this situation should be achieved sometime this summer, and possibly by the end of June. Even with this improved outlook, public health guidelines will continue to be followed to protect those who are returning to campus this fall, whether or not they have been fully vaccinated.

The second question submitted by Senator Rooney asked if the commitment to accommodating faculty members extends to Contract Instructors, and whether CIs, in consultation with their Chairs would be able to change the modality of a course from F2F to online (and vice versa) after May 24th. In response, Dr. Dyke indicated that Chairs are encouraged to accommodate instructor preference for course modality where these preferences can be aligned with program delivery requirements. The primary consideration for course delivery format, within capacity restraints, should be learning outcomes, pedagogy and choice for students. Units have known since early April which courses they plan to offer online and which courses they expect to be able to hold on campus, so CIs should be aware of the expected mode of delivery when they apply for these opportunities. Finally, Dr. Dyke noted that the burden of responsibility for face-to-face delivery is slightly more heavily weighted to full-time faculty rather than Contract Instructors. The Chair affirmed that Carleton will continue to adopt a flexible and responsive mindset in managing the transition, including requests from individual instructors.

Another Senator expressed concern over the mandate for both F2F and online options to be available at all levels of all programs. This could be challenging for small programs and lean units to implement. In response it was noted that not all courses will

be available online, but enough courses should be available for students to make progress in their programs should they not be able to return to campus. The expectation is that students who are able to, should be prepared to come to campus and that there will be options in every program for face-to-face course delivery.

A Senator asked about the data regarding international students and whether this total might be greater than the 15% stated in the presentation, given the growth in international enrolment over the past decade. Dr. Dyke responded that this figure has been provided by OIRP, but that the percentage will differ across the university according to the individual program.

A Senator expressed some concern over the assumption that faculty members would feel safe returning to campus after receiving just one dose of the vaccine. Dr. Dyke agreed that 100% immunity does not exist, even after two doses of the vaccine, but research indicates substantial immunity is achieved after just one dose. She cited the data from the United Kingdom, where Covid-19 cases dropped significantly once approximately 40% of the population received just one dose. Canadian federal government modelling indicates that community transmission (and hence risk) will drop precipitously once 75% of the population has received a single dose of the vaccine and 20% have received two doses. However, whether or not instructors have received one or two doses of the vaccine, Carleton will continue to rely on public health guidelines to protect the community in the back-to-campus transition.

More questions related to modes of course delivery were raised by Senators. One Senator asked if faculty members would be expected to offer both online and face-to-face delivery simultaneously, for the same course. Another Senator asked about the role of CUOL, which has been used in the past for distance learning. Dr. Dyke noted that the Hyflex model allows for simultaneous F2F and online delivery, and that this capacity will be available for some courses, but its use is optional and will be up to the discretion of the instructor. CUOL is not recommended as the most effective model for online courses, since it results in long recordings which are less engaging for students. Other options including blended learning or a cohort approach are being considered. As of now, there is no campus-wide recommendation or directive for a blended approach.

In response to a question about residences, it was noted that no final decision has been on the number of students who will be housed on campus, but that residences will not be filled to capacity. The goal is to have enough space for first year students to satisfy the first-year residence guarantee, and that there would be space for upper year students who are already admitted.

The Chair thanked Vice-Provost Lorraine Dyke and her team at CUSP for their diligent work and all of the supporting teams for their leadership in designing a course schedule in this complex environment. The Chair emphasized that the situation, in particular with regards to vaccination, is still evolving, and let Senators know that there will be opportunities to further discuss matters related to a safe and gradual return to campus at the next Senate meeting.

It was **MOVED** (J. Tomberlin, J. Paulson) that Senate confirm that Fall 2021 courses at Carleton be offered through a mix of face-to-face and online delivery in line with the recommendations of the Carleton University Scenario Planning Working Group. The motion **PASSED**.

9. 2021-22 Operating Budget Presentation

Provost Jerry Tomberlin presented a report for Senate on the 2021-22 Operating Budget. He noted that the budget was approved by the Board of Governors on April 29, 2021, and that the full report to the Board is available on the Board of Governors website for Senators to review.

The Provost began by reviewing the planning cycle, planning principles and prioritization process involved in drafting the annual operating budget. The planning process for 2021-22 also incorporated scenario planning, since the full impact of the pandemic on the university's budget is not yet known.

The scenario planning began with an environmental scan that considered the following elements:

- Large provincial government deficits that will continue moving forward
- Family and Student government support from the Federal Government, which has been generous
- OSAP and Tuition Fee Framework (assuming tuition fees will remain frozen)
- Corridor Funding Model, which is anticipated to continue (i.e. no provincial funding for growth)
- Performance-based provincial funding, which currently is on hold
- COVID related constraints, particularly those pertaining to international travel

Total enrolment numbers for the 2020-21 academic year were strong, despite some effects from the pandemic on new first-year undergraduate enrolment. At 32,116, the total student enrolment numbers for the 2020-21 academic year were the largest ever in Carleton's history.

First-year applicant numbers for 2021-22 have declined, by 4.7%. However, applications locally from Ottawa are up by 5.2% and the conversion rate (registrations as

percentage of applications) in Ottawa is 40% compared to 17% in Ontario and 9% outside of Ontario. Approvals also show an increase over last year's numbers.

Taking all of these factors into consideration, the budget planning group developed three scenarios for 2021-22:

- Optimistic: intake levels are the same or better than 2020-21, and growth returns in subsequent years
- Cautious: 3% intake decline from 2020-21 levels in UG domestic and international enrolment, with growth returning in subsequent years
- Pessimistic: 5% intake decline from 2020-21 levels in UG domestic and international enrolment, with growth returning in subsequent years.

The elements of the cautious scenario seem most likely with a continuation of the corridor funding model, frozen tuition fees, and a modest undergraduate application decline for 2021-22. International enrolment would continue to be impacted in 2021-22, but would rebound eventually.

To mitigate financial risk moving forward, the university is proposing the following strategy:

- Base budget allocations will be conservative
- RPCs will be encouraged to use existing carry forward.
- New positions (staff, faculty) will be supported by fiscal funding only upon hire.
- The university will set aside \$6.8M for future strategic allocations.
- The university will continue to set aside a COVID-related contingency.

Operating Budget:

The revenue and expenses of the 2021-22 operating budget are \$515M, which is an increase of \$13M from 2020-21. Government grants account for approximately 34% of revenues. Domestic tuition contributes 36% and international tuition fees represent 24% of revenues. Approximately 70% of expenses are devoted to salaries and benefits, with an additional 11% for infrastructure and 8% for student support.

Allocations of \$19.6M in base and \$37M in fiscal are recommended for RPCs, university budgets and contingencies. The Provost provided an extensive and detailed breakdown of budget priorities for these allocations.

A Senator asked if the budget can be revised if, for example, the provincial government ends the freeze on tuition. The Chair responded, indicating that although the scenario named is unlikely, it would be possible to take a revised budget to the Board if necessary.

In response to another question, it was indicated that research revenue, ancillaries and fundraising revenue are not reflected in the operating budget.

The Provost indicated that the slides from the presentation will be shared with Senators. The Chair thanked the Provost and his team for their work on the budget.

10. Reputational Enhancement Project Update

Due to time constraints, the Chair suggested that this item be tabled until the June 18th meeting.

It was **MOVED** (D. Dragunoiu, J. Wolfart) that Senate table this motion to the next Senate meeting on May 28, 2021.
The motion **PASSED**.

11. Reports for Information

- a) Senate Executive Minutes (March 16, 2021)
- b) Faculty Gender Equity Report
- c) Academic Colleague Report

A Senator asked if any effort was made to include trans and non-binary persons in the Gender Equity Report. The Provost responded that this data has not been tracked but the OIRP is investigating ways to make this report a more fulsome and inclusive account of gender identity at the faculty level.

12. Other Business

A Senator asked if guidance could be provided for compassionate grading at the graduate level. The Dean of FGPA indicated that this will be discussed at the next graduate faculty board meeting and a report will be brought back to Senate at the next meeting.

A Senator asked if the increase in tuition fees for international students, as seen in the university's budget, might be harmful to Carleton's reputation abroad. The Chair first clarified that the international tuition fee framework was approved over a year ago and that the 2021-22 budget does not include any new approvals of tuition increases. He added that the university is considering a number of factors in establishing international tuition fees, including recruitment considerations, market comparators, and the financial circumstances of international students.

13. Adjournment

The meeting was adjourned at 4:02 pm.



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 May 28, 2021 at 2:00 pm
Via Videoconference**

MINUTES

Present: V. Asi, C. C. Ayalogu, B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, N. Bruni, J. Bruno, A. Chandler, M. Close, T. Daniels, J. Dawson, D. Deugo, D. Dragunoiu, M. Gagne, P. Garcia, G. Garland, D. Gillberg, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, J. Kovalio, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, A. Luko, M. Lundy, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, J. Milner, H. Nemiroff, B. O'Neill, J. Paulson, M. Piché, J. Ramnarine, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, E. Sloan, P. Smith, D. Sprague, R. S. Sundarraj, J. Tomberlin, A. Tremblay, C. Trudel, C. Viju, P. Wolff, B. Wright,
Regrets: A. Ahmad, S. Ajila, K. AlWazir, K. Lucas, J. Voordouw, P. Wilson, J. Wolfart
Absent: M. Baez, C. Davis, D. Edi, O. Hobbs, F. Hosseinian, L. Kostiuik, J. Moore, B. Popplewell, S. Sivathayalan, J. Stoner, T. Taber, K. Taylor, L. Tsintsadze, K. von Finckenstein, J. Wallace, W. Ye
Guests (Presenters): T. Frost, S. Levitt, T. Lackey
Guests (Observers): L. Dyke, L. Gavey (Banfield) V. Gravel (Banfield), D. Hornsby, P. Keen, C. Lobban (Banfield), K. McEwan, D. Nwakanma, I. Phan (Charlatan) M. Rodney, T. White
Recording Secretary: K. McKinley
Secretariat Support Staff: J. Chandler, A. Cunningham, A. Goth

1. Welcome & Approval of Agenda

The Chair called the meeting to order at 2:03 pm. He began by welcoming new student ex-officio Senators Chi Chi Ayalogu (GSA President), Victoria Asi (returning as GSA VP Internal), Matthew Gagne (returning to Senate in a new role as CUSA President) and Jennifer Ramnarine (CASG President). The Chair also noted the sad passing of five members of the Carleton Community: retired Distinguished Research Professor Doug King, retired professors Peter Ching-Yao Tan and Janice Yalden, Karl Diedrich from the Department of Chemistry, and Sully Gariba an alumnus who received an honorary

degree from Carleton in 2014. The Chair expressed condolences to all who knew and loved these members of the Carleton family.

In moving to the agenda, the Chair noted that the Item 7(d) *Reports - Senate Review Committee* should be removed from the agenda as the Senate Review Committee will be presenting its report at the June 18th meeting instead.

It was **MOVED** (D. Dragunoiu, M. Gagne) that Senate approve the agenda for the meeting of Senate on May 28, 2021, as amended.
The motion **PASSED**.

2. Minutes: April 30, 2021

It was **MOVED** (C. Macdonald, J. Sinclair-Palm) that Senate approve the minutes of the Senate meeting of April 30, 2021, as presented.
The motion **PASSED**.

3. Matters Arising

There were none.

4. Chair's Remarks

The Chair began with a review of the latest developments regarding the pandemic, including the lifting of the stay-at-home order on June 2, and the release of a reopening framework announced by the provincial government. Carleton is monitoring these developments closely as we prepare for a gradual return to campus in the fall of 2021. In the meantime, in-person Convocation ceremonies have been postponed and instead, Carleton will be hosting virtual graduation celebrations for 2021 graduates from June 21 to 25, 2021.

The Chair provided the following additional updates:

- Summer enrollments are strong and, like last year, show a 30% increase over pre-pandemic summer numbers. Over 14,700 students have registered for 2021 summer courses. Fall enrolment numbers will become clearer over the next few weeks but are expected to meet targets.
- Carleton's new Learning Management System, Brightspace by D2L, was launched on May 6th. The new LMS will be a faster and more reliable system for students and instructors. Teaching & Learning Services will continue to provide a variety of supports to both students and instructors, as needed.

- Carleton has received approximately \$800K in funding to support Ontario's Virtual Learning Strategy (VLS). Ten of the 14 proposals submitted by Carleton for hybrid and online learning projects have been funded, including the Students as Partners Program. The Chair congratulated everyone involved in these projects.
- The City of Ottawa has joined the Canadian Accessibility Network, which is led by Carleton University.
- The Chair congratulated five undergraduates and one graduate student for winning the inaugural Summer 2021 Carleton University Student Equity, Diversity and Inclusion (EDI) Research Awards. These EDI projects funded by Carleton will be conducted through August with support from faculty supervisors, and represent a landmark recognition for EDI scholarship in Ontario higher education.
- The Chair also congratulated eight undergraduate student recipients of the Provost Scholar Awards. A virtual event was held on May 5 to celebrate the outstanding achievements of these students.
- Finally, the Chair congratulated Senator Chantal Trudel who was recently appointed as the inaugural Director of the new Centre for Community Engagement. This new centre will provide the infrastructure to support Carleton's commitment to enhance community engagement, as outlined in the new Strategic Integrated Plan.

In response to a question from the floor, the Chair confirmed that second doses of the AstraZeneca vaccine have been guaranteed for those members of the Carleton community that received the first dose, and the government is allowing a reduction in the 4-month span between doses for this vaccine. The Vice-President Students & Enrolment added that Ottawa Public Health has guaranteed a supply of AstraZeneca for Carleton after the 10-week period. Extra AstraZeneca vaccines are also being requested for Carleton faculty, students and staff who received their first vaccinations off-campus. Notifications will be sent out when confirmations of the supply have been received.

It was also noted that students currently in residence, in particular international students on campus are eligible to receive a Covid-19 vaccine at Health & Counselling Services, and there will be a plan to vaccinate those arriving on campus for the fall. The Chair extended thanks to Director Kristie Tousignant and her team at Health & Counselling Services for their work in bringing vaccines to campus and responding to the needs of the Carleton community.

5. Question Period

Two questions regarding Carleton's Digital Strategy were submitted in advance from Senators Johannes Wolfart and Dana Dragunoiu.

Question from Johannes Wolfart:

The University's digital strategy is clearly an academic matter, subject to Senate oversight; however, there are also implications for workloads, technical support, professional development allocations, and the like. Will details of Carleton's digital strategy be bargained with affected unions at Carleton? How will such processes intersect with Senate approval procedure?

Question from Dana Dragunoiu:

Carleton's Digital Strategy is a predominantly academic matter and, as such, falls squarely within the jurisdiction of Senate. Which Senate body will be responsible for identifying and/or developing the precise role of Senate in the development, approval and ongoing implementation of Carleton's Digital Strategy? Will it be the Senate Academic Governance Committee or a new sub-committee tasked with Carleton's new Digital Strategy?

In responding to both questions, the Provost noted that the Digital Strategy is not unlike parallel initiatives such as the SIP, EDI Action Plan, Accessibility Strategy, and Kinàmàgawin, in that all involve teaching, learning and research, which are academic matters, but also operations, technology and support services that lie outside the purview of Senate. As such, the work of the Digital Strategy committee will involve engagement with all members of the Carleton community. To the extent that the Digital Strategy could have an impact working conditions, the advisory committee will engage with unions across campus, and will be consistent with collective agreements. All matters impacting curriculum, research, and course delivery will go through Senate according to normal procedures. The consultation process with departments, schools, and faculty boards has begun and a presentation and consultation with Senate on the Digital Strategy process has been tentatively scheduled for the June 18th meeting. The Chair thanked the Provost for the response and noted that there will be more time for a fulsome discussion in June.

6. Administration (Clerk)

a) Senate membership ratifications

The Clerk presented a motion to approve one new Senator from the Faculty of Public Affairs, for a 3-year term beginning July 1, 2021. She noted that there were several nominations for this position and an election was held on May 11th to determine the new member.

It was **MOVED** (G. Garland, M. Close) that Senate ratify the new Senate appointment, as presented, for a 3-year term beginning July 1, 2021.
The motion **PASSED**.

b) Notice of Non-Advertised Recruitment

The Clerk noted two occurrences of non-advertised recruitment since the last Senate meeting. Both positions were for librarians, transferring from term appointments to preliminary or permanent.

7. Reports

a) SCCASP (H. Nemiroff)

The Chair of SCCASP presented two items for approval and two items for information. A memo was circulated in advance.

Items for Approval:

R-ADM-Certificate in Multidisciplinary Studies in Mental Health and Well-Being
(admissions regulations for new certificate)

It was **MOVED** (H. Nemiroff, M. Close) that Senate approves the addition of regulation R-ADM Certificate in Multidisciplinary Studies in Mental Health and Well-Being, effective for the 2021/22 Undergraduate Calendar as presented.
The motion **PASSED**.

R-UG-3.2.7 Bachelor of Industrial Design (APE to ACE framework)

It was **MOVED** (H. Nemiroff, B. Hallgrimsson) that Senate approves the revisions to regulations R-UG-3.2.7 Bachelor of Industrial Design effective for the 2022/23 Undergraduate Calendar as presented.

The Director of the School for Industrial Design noted a slight error in procedure, but indicated that the School approves of the new wording. The Chair of SCCASP thanked the Director for the information and apologized for the error in procedure.

The motion **PASSED**.

Items for Information:

- Minor modifications to course programs (May 2021)

- Graduate Students “Schedule Break” language (RSB Memo April 29), specific to international students who were unable to work over the summer.

There were no questions or comments from Senators for the items for information. The [SCCASP] Chair indicated that the Long-Term Grading Policy and revised Academic Integrity Policy will be coming to Senate soon, perhaps in June.

The Chair noted that there was no report from the Senate Quality Assurance and Planning Committee for this meeting.

b) SAGC (B. Kuzmarov)

The Clerk of Senate spoke to this item. There were two motions for Senate approval.

Senate Committee Membership Ratifications:

SAGC received seven nominations for new Senate committee memberships beginning on July 1, 2021. The Clerk recused herself from presenting and voting on this motion as she was one of the nominees in the memo.

It was **MOVED** (J. Paulson, S. Sadaf) that Senate ratify the new Senate committee appointments, as presented.

The motion **PASSED**.

Senate Policy Change:

The Clerk presented the *Senate Policy on Accommodation for Days of Action* which has been reformatted by SAGC into the new standard policy template, with minor editorial changes as indicated in the document.

It was **MOVED** (S. Maguire, M. Close) that Senate approve the changes to the Senate Policy on Accommodation for Days of Action, as presented.

The motion **PASSED**.

Item 7 (c) – Senate Review Committee was postponed to the June Senate meeting.

8. Supervision Appointments Policy (Graduate Faculty Board)

This item was presented by Dean Patrice Smith and Associate Dean Paul Keen. The policy has been updated to formalize a process that will allow graduate supervisions from additional external members, including Indigenous Knowledge Keepers and external researchers. The revisions to the policy were based on feedback from faculty members and the revised policy passed unanimously at the last Graduate Faculty Board meeting.

It was **MOVED** (P. Smith, M. Rooney) that Senate approve the revised version of the Graduate Supervision Appointments Policy as presented.

The motion **PASSED**.

9. Return to Campus Working Group (RTCWG)

Return to Campus Working Group Chair Suzanne Blanchard introduced this item with a broad outline of the RTCWG's mandate and activities over the past several months. The RTC Working Group is tasked with establishing the parameters and protocols for a safe return to campus. The RTC Working Group have developed a plan based on a number of consultations held across campus in April and May, and adhering to current health and safety guidelines. It was noted that the presentation for Senate does not include student or academic (classroom) return protocols, as these plans are being developed by separate subgroups.

General Counsel Steve Levitt provided a detailed presentation on the protocols and procedures for a gradual and safe return to campus for operational groups. The guiding principle behind the plan is ensuring the safety of the community through adherence to provincial health guidelines as well as health and safety requirements.

The return to campus will be phased according to priority sequence. Core services will be the first to return; labs, research facilities including the library, and student support services would be the next priority; and administration and governance would be the final group to return to campus.

The presentation next focussed on overall guidelines for ensuring safe return to the workplace, including such practices as physical distancing, wearing masks, handwashing and other similar measures, which are expected to continue into the fall semester. Cleaning protocols and ventilation standards have been implemented for all buildings on campus. It was noted that tunnel access will be restricted to approved individuals and those with accessibility requirements, due to the difficulties in maintaining physical distancing measures in the tunnels.

Departments and units have been asked to complete and submit reopening plans, which will be reviewed by the steering committee and then shared with unions and employees. Guidelines have been established for employee accommodation requests, and a protocol is in place for identifying and reporting safety concerns and issues.

Finally, it was noted that Carleton Health and Counselling Services continues to work with Ottawa Public Health to provide vaccination clinics on campus for the Carleton community.

Discussion:

Tunnel Access: A Senator asked for more information on tunnel access for students with accessibility requirements and whether this information could be shared broadly. It was noted that there is a process in place for students in residence and that this procedure can be expanded to include others returning to campus in the fall. Requests for tunnel access can be made through covidinfo@carleton.ca. Information for the community is forthcoming and will be shared in the appropriate format.

Mandatory Vaccine Requirement: A Senator asked if vaccination will be a requirement for students returning to campus. It was noted that Western University is the only university in Ontario taking this approach. Mr. Levitt responded that Ottawa Public Health is not mandating vaccinations in residences, and as a result Carleton will not implement the same approach at this time.

Ventilation/Filtration: A Senator questioned the effectiveness of MERV13 filtration, and asked if air flow data on buildings might be provided instead. In response, it was noted that Carleton has engaged two external third-party expert consultants to ensure that ventilation standards within the buildings on campus are maintained and that Carleton is meeting its obligations to provide a safe environment for staff, faculty and students.

Enhanced Cleaning: A Senator noted that faculty members have been told to expect to clean their own spaces, despite the impression that more housekeeping staff have been hired by Carleton. Are there liability concerns with this approach? In response it was noted that it is now known that the risk of contacting the virus through surfaces is very small. As such, the liability risk for this type of issue is also very low. However, the legal cleaning requirements under the public health guidelines have not changed and as such Carleton is obligated to comply with them. Additional cleaning staff are focussing on high-touch surfaces in common areas. Custodial staff will maintain the same level of cleaning service to units and departments that was provided pre-pandemic, but surface cleaning for personal workspaces (desks, for example) will be

the responsibility of the employee. It was noted that more detailed information on the cleaning plan is available on the Covid-19 website.

In response to a related question, Mr. Levitt noted that the Classroom Working Group is developing appropriate protocols for laboratory cleaning between student uses.

Documented case of Covid-19 in classroom: A detailed risk-management approach is followed in the case of any documented Covid-19 cases in the classroom. Carleton will work with Ottawa Public Health and Risk Management to respond to the scenario appropriately.

Employee accommodations: A Senator asked if faculty members requesting accommodations would be required to disclose their medical condition(s) and/or provide medical documentation. Mr. Levitt responded that the university has a legal obligation to respect privacy concerns of employees. Accommodations are unique and need to be considered on a case-by-case basis; the information required will depend on the specific accommodation requested. Generally, specific medical diagnoses are not required and there are alternate ways of framing the request that will protect the privacy of the employee while allowing them to work through the accommodation process.

Non-compliance behaviors: Guidelines will be provided to instructors and staff on how to address non-compliance with health measures. A procedure is in place regarding escalating these issues appropriately.

On-campus dining: A plan is being developed to address the question of on-campus dining in the context of accepted capacity limits and restrictions as established by the provincial government. Outdoor options also are being considered.

The Chair noted that the RTC plan is an ever-evolving and changing process; adjustments to the plan will continue to be made in real time as the context changes. The Chair thanked Steve Levitt, Suzanne Blanchard, Tony Lackey and the entire RTC working group for the thorough and detailed work on this plan and for providing this update to Senate.

10. Reputational Enhancement Project Update

Chief Communications Officer Tony Frost provided Senators with an update on the progress of the Reputational Enhancement Project. Since the last report to Senate in January, the project has entered phase three which involves creative development and testing. The presentation focussed on various aspects of the brand platform and

the development of a refreshed Carleton logo and visual identity that will be used in an awareness campaign.

The presentation included a number of examples in which elements of the logo were combined with bold and dynamic images for a “challenge” campaign that could be utilized for impact in advertisements, promotions, signage and Carleton materials, including merchandise. The campaign will be tested in two key groups in priority markets: influencers (business, government, academic leaders) and young adults aged 16-20 and their parents/caregivers. The goal of the challenge campaign is to reposition Carleton as impactful, change-leading and dynamic.

The presentation was favourably received by Senators. The Chair thanked Mr. Frost and his team for their work on this important initiative. It was noted that the images and examples presented to Senators are preliminary options that will be tested and possibly revised within the next few months. Senators were encouraged to submit feedback online.

11. Reports for Information

- a) Senate Executive Minutes (March 16, 2021)
- b) Senate Committee Annual Reports (SUSC)

There were no comments from Senators for these items.

12. Other Business

Senator Paulo Garcia presented a motion for Senate, based on recent events at Laurentian University, where the Board of Governors recently declared the university to be insolvent, and sought protection under the Federal Companies’ Creditors Arrangement Act. This action has implications for the role of the university Senate in the determination of academic programs.

It was **MOVED** (P. Garcia, C. C. Ayalogu) that the Carleton University Senate expresses its concern with the application of the Federal Companies’ Creditors Arrangement Act to higher education institutions.

The motion **PASSED**.

13. Adjournment

The meeting was adjourned (M. Gagne, E. Sloan) at 4:02 pm.

Government Relations Update

Alastair Mullin

Director, Government Relations

September 2021

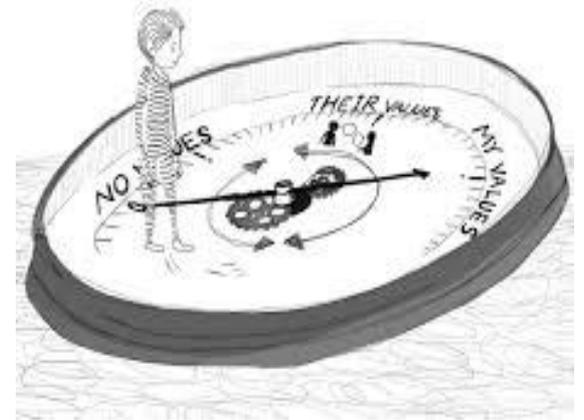
Advancing Government Relations at Carleton

- Established the inaugural GR position and mandate
- Continued focus on existing activities and strategically developing new relationships to support our institutional goals
- Created a three-year strategic plan



Strategic Government Relations Plan

- A three-year strategic plan to focus on new and existing activities and goals for our institution
 - Bring government to campus and the campus to government
 - Speak with a clear and distinct Carleton voice
 - Established priority department and ministries
 - Innovation and distinction



A Compelling Story for the Public Service

- Direct contact and engagement
- Strategic outreach that supports experiential learning and builds brand recognition
- Targeted social media



Election Strategy - Building Relationships

Developed an election strategy that engaged academics, support staff and political strategists for the federal election:

- Provided a candidate package that articulated Carleton's impact on Ottawa-Centre
- Supported DUC selection of election experts
- Detailed Carleton analysis will be forthcoming (end of week)



Results

- Strategic plan established and currently being implemented
- Key relationships established
- Proactively positioned on strategic requests to government such as the Wellness Hub



Thank you

Questions?

