

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

The 623rd Meeting of the Board of Governors
Tuesday, December 1st, 2020 at 3:00 p.m.
Via teleconference

AGENDA

OPEN SESSION

1. CALL TO ORDER AND CHAIR'S REMARKS

2. DECLARATION OF CONFLICT OF INTEREST

3. APPROVAL OF OPEN AGENDA

- The agenda was circulated with the meeting material.

4. OPEN CONSENT AGENDA

- Circulated with this agenda is a Consent Agenda which lists items presented to the Board for approval or for information.

5. OPEN – ITEM(S) FOR APPROVAL

5.1 2020/2021 Operating Budget Update and Discretionary Spending (D. Alves)

- Executive summary and presentation were circulated in advance.

5.2 Framework for the 2021/2022 Operating Budget (D. Alves)

- Executive summary and presentation were circulated in advance.

5.3 Capital Proposal Form – Replacement Parking Structure (D. Alves & B. Creary)

- Executive summary, capital proposal form, pro-forma financials and presentation were circulated in advance.

6. OPEN – ITEM(S) FOR INFORMATION

6.1 Equity Diversity and Inclusion Institutional Plan (M. Charles)

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

6.2 Internationalization Plan (R. Goubran & K. Schwartz)

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

6.3 Healthy Workplace and Mental Health at Work (C. Taylor)

- Executive summary and presentation were circulated in advance.

6.4 Report from the Chair (D. Fortin)

- A verbal report will be provided.

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

- A written report was circulated in advance.

6.6 Reports from the Committee Chairs

- Verbal Reports:
 - a. Building Program Committee (B. Creary)
 - b. Finance Committee (D. Alves)

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

The 623rd Meeting of the Board of Governors
Tuesday, December 1st, 2020 at 3:00 p.m.
Via teleconference

CLOSED SESSION

10. APPROVAL OF CLOSED AGENDA

- The agenda was circulated with the meeting material.

11. CLOSED - CONSENT AGENDA

- Circulated with this agenda is a Closed Consent Agenda which lists items presented to the Board for approval or for information.

12. CLOSED – ITEM(S) FOR APPROVAL

12.1 Chancellor Renewal

- An executive summary was provided in advance.

13. CLOSED – ITEM(S) FOR INFORMATION

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

- A verbal report will be given.

13.2 Report from the Chair (D. Fortin)

- A verbal report will be given.

13.3 Committee Chair Updates

- Verbal Reports:
 - a) Audit and Risk Committee (L. Honsberger)
 - b) Executive Committee (D. Fortin)
 - c) Governance Committee (D. Fortin)

14. CLOSED - OTHER BUSINESS

15. CLOSED - IN CAMERA SESSION

16. ADJOURNMENT

AGENDA ITEM

5.1

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report:	11/09/2020
From:	Finance Committee	Date of Meeting:	12/01/2020
Subject:	2020-21 Operating Budget Update and Discretionary Spending		
Responsible Portfolio:	Academic and Finance and Administration		

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve the release of the \$23 million 2020-21 discretionary allocations currently on hold, as presented.

3.0

EXECUTIVE SUMMARY

Due to the enrolment uncertainty created by the COVID pandemic, Carleton restricted spending on \$23.0 million of discretionary funding from Budget 2020-21. Since then, Carleton's Provost Budget Working Group has been monitoring enrolment data against projections. Final summer and fall enrollment have surpassed the optimistic revenue scenario set last spring. Summer 2020 saw a record level of course enrolment. Enrolment numbers for Carleton (as of November 1, 2020) indicate total fall registrations of 32,112, an increase of 590 students, or 1.9%, from fall 2019. Fall registration comprise lower undergraduate enrolment, at both the domestic and international level, offset by higher overall enrolment in masters and PhD programs. Summer 2020 enrolment of course credit was up 35% over 2019, and generated additional tuition revenues of \$6.9M.

Due to these favorable enrolment numbers, Carleton is projecting an increase in tuition revenue of \$2.0 million for the year, or \$304.0 million in total. In addition, no unusual tuition fee past due receivables have been identified, and the University continues to maintain a healthy cash balance around \$600.0 million, comparable to last year. On the expenditure side, the \$26.9 million COVID contingency in budget 2020-21 (of which \$13.0 million remains available), continues to provide sufficient flexibility to address unexpected expenses. The \$350.0+ million in internally restricted funds also provides additional support to deal with unexpected events such as lower winter registrations.

After reviewing the University's financial status, the Provost and the Vice-President Finance and Administration are recommending that the budget 2020-21 hold on discretionary spending be released.

4.0

INPUT FROM OTHER SOURCES

Updated projections have been prepared with the support of the Office of the Vice-President Finance and Administration, the Office of Institutional Research and Planning, the Office of the Deputy Provost, Financial Services, and the participation of the Vice-Presidents.

5.0

ANALYSIS AND STRATEGIC ALIGNMENT

The decision to release the \$23 million in on-hold discretionary allocations back to Resource Planning Committees (RPCs), as part of the 2020-21 operating budget, will enable Faculties and Divisions to continue working toward their planned initiatives and Carleton's Strategic Integrated Plan.

The University recognizes the need to actively respond to the impact the current public health crisis and continues to do so through the \$26.9 million contingency fund. Funds are being invested that support initiatives spanning both the fall and winter terms in areas of IT infrastructure, online course delivery, international

recruitment efforts, and significant improvements in cleaning standards and ventilation on-campus. A balance of \$13.0 million remains available for senior management to strategically invest in COVID-19 related initiatives. Additionally, Faculty and Administrative Service Units have been directed to use their carry forward balances to absorb unit-level COVID related expenditures. The steps taken by the university along with the stable enrolment experienced to-date provides assurances that the 2020-21 financial targets can be met.

6.0 FINANCIAL IMPLICATIONS

The University plans to maintain a balanced operating budget for 2020-21.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The main risk of meeting budget 2020-21 financial targets relates to actual winter registrations. With the decision to maintain online course delivery during the winter term, there is a risk that students may defer enrolment or register on a part-time basis. Available contingencies and reserves provide sufficient offset to winter enrolment risks. In addition, uncertainty remains regarding the length and severity of the public health crisis as well as its effect on government financing, their future commitment to funding the post secondary sector and the tuition framework remains unknown.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Carleton was able to react quickly and effectively to the COVID-19 disruption and has in place business continuity plans and financial contingencies that will help minimize reputational impacts. Ongoing communications with both internal and external stakeholders provide the assurance that the university is managing the disruption with professional care.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	LOW	MINOR	MODERATE	SERIOUS	VERY SERIOUS
STRATEGIC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEGAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPERATIONAL	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2020-21 Operating Budget Update and Discretionary Spending Finance Committee

November 17, 2020



Carleton
UNIVERSITY





2020-21 Operating Budget Update



Fall 2020 Enrolment Update – November 1

Enrolment Update – Provincial Count Date, November 1, 2020

	2019	2020	% difference	% difference FTE**
Fall full-time undergraduate (degree programs)	21,447	20,988	-2.4%	1.6%
Fall full-time international undergraduate (degree programs)	2,473	2,381	-3.7%	5.0%
Fall Master's*	2,992	3,091	3.3%	4.8%
Fall PhD	1,056	1,118	5.9%	8.5%
Total Students	31,522	32,112	1.9%	-
Two-year retention rate (CSRDE methodology)	80.7%	83.4%	2.7%	-

**Includes Graduate Diplomas/Certificates, excludes off-campus MBA and Dominican University College students*

*** FTE Count – Fall Full time equivalent, including full and part-time students*

2020-21 Tuition Revenue Projections

Tuition Revenue	Projection \$Million	Budget \$Million	Variance \$Million
UG – Domestic	\$ 165.8	\$161.9	\$ 3.9
UG – International	\$ 97.4	\$ 100.9	\$ (3.5)
Grad – Domestic	\$ 22.3	\$ 20.6	\$ 1.7
Grad – International	\$ 18.5	\$ 18.6	\$ (0.1)
Total	\$ 304.0	\$302.0	\$ 2.0

2020-21 Operating Budget Update

\$Million	2019-2020 Actual Results	2020-2021 Approved Budget	2020-2021 Budget Update	Variance to Approved Budget
Government Grant	176	172	176	4
Tuition Fee	294	302	304	2
Investment Income	7	8	8	-
Other Income	26	20	19	(1)
Total Revenue	503	502	507	5
Total Expenses	487	502	507	5
Operating Results , before new appropriations	16	-	-	-

Notes 2020-2021 Update vs. 2020-2021 Approved Budget:

1. Government Grant - Small increase in operating grants plus target grants received for student support and initiatives
2. Tuition Fees - +35% summer enrolment (+\$6.9M); New 1st year down -7.6%; Returning students up +6.3%
3. Other Income – reduced late registration & deferral fees;
4. Expenses – Additional costs linked to targeted grants (\$3M), vacation accrual (\$3M), and student support (\$1M), offset by savings in utilities, convocation & exam space costs (-\$2M)



2020-21 On-Hold Discretionary Allocations



Previous Scenarios – Spring 2020

- During the spring and summer months, preliminary scenarios showed four options for tuition fees:
 - Optimistic showing \$12.9M in reduced tuition
 - Moderate showing \$32M in reduced tuition
 - Pessimistic showing \$54.4M in reduced tuition, and
 - Worst case showing \$95.6M in reduced tuition

Current financial update projects a \$2M positive variance against budget

2020-21 On-Hold Discretionary Allocations

In April 2020, Carleton placed a hold on discretionary fiscal allocations along with a hold on the hiring of new professional staff positions identified during the 2020-21 budget cycle.

	On-hold	Released	Comment
TOTAL	\$23.4 M	\$1.6 M	
Discretionary budget allocations	\$11.9 M	\$1.2 M	Released funds in support of TLS transition to online (\$0.4M), intellectual property technology transfer (\$0.2M), Carleton's new Mobile App (\$0.3M), and international recruitment and partnership efforts (\$0.3M)
2019-20 fiscal ELBA	\$6.8 M	\$0.4 M	Research facilitators, lab technicians (5 positions)
2020-21 fiscal ELBA	\$4.7 M	\$0.0 M	
# of professional staff positions	35	15	Academic labour relations, research facilitators, technology transfer, health and safety, student success, marketing and communications

COVID-19 Contingency Fund

Balance available comprised of:

2019-20 Operating Surplus	\$16.4M
Base Pension Contingency not required in 2020-21	\$ 7.0M
Fiscal portion of new faculty hire allocation for 2021-22	<u>\$ 3.5M</u>
Funds available for pandemic related costs/losses	\$26.9M

COVID-19 Related Commitments and Expenses

(\$000)	Approved Funding	Spent to Date	Balance	
Teaching & Learning Services & IT	3,222	925	2,297	Equipment, supplies, software
FMP Cleaning & positions	3,406	103	3,303	
PPE & RTW Supplies	771	293	478	
Student Travel & Emergency funding	1,224	707	517	
Scholarship Fund	4,000	1,268	2,732	
Co-op placements on campus	600	400	200	
Add'l Teaching Assistants	250	-	250	
Contract commitments	53	53	-	
Add'l PER costs	<u>340</u>	<u>340</u>	<u>-</u>	
Subtotal	13,866	4,089	9,777	
Other Covid-related expenses		<u>1,417</u>		Other dep't equipment, supplies
Total as of September 30, 2020		5,506		

Recommendation

Based on PBWG's review and recommendation, release all discretionary allocations currently on hold



Questions?



AGENDA ITEM

5.2

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report:
		11/02/2020
From:	Finance Committee	Date of Meeting:
		12/01/2020
Subject:	Framework for the 2021-22 Operating Budget	
Responsible	Academic and Finance and Administration	
Portfolio:		

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve Carleton's planning framework for fiscal year 2021-22, as presented.

3.0

EXECUTIVE SUMMARY

Carleton's planning framework starts in the fall of each year with a Board of Governors retreat and presentation of key budget assumptions to the Finance Committee. Of significance for 2021-22 will be managing the ongoing effects of the COVID pandemic and addressing the safe return to campus of students, staff and faculty. The health and welfare of our students and employees will remain our top priority. In addition, the University will engage employees to integrate the SIP strategic pathways into faculty, research, and administrative plans.

With the uncertainty surrounding 2021-22 enrolment and the difficulty in preparing accurate enrolment projections, Carleton is approaching the planning cycle using various scenarios. Enrolment planning will be based on three projections: optimistic, moderate and pessimistic.

With regards to the regulatory environment, the current Tuition Fees Framework and Ancillary Fees Guidelines for Publicly-Assisted Universities will come to an end. The Ministry of Colleges and Universities have not yet announced the new frameworks. We do, however, expect a constrained fiscal context at both the federal and provincial levels as governments look to address the ever-growing deficits resulting from COVID-19. At this time, Carleton is planning for domestic tuition fees to continue at the same level as this year. Increases in international tuition fees were approved by the Board for a 2-year period at its March, 2020 meeting, which allows for a 3% to 8% fee increase in 2021-22.

Concerning the new Strategic Mandate Agreement (SMA), the Government has agreed to delay the activation of performance-based funding for the next two years (2020-21 and 2021-22) to help universities address the effects of the COVID pandemic. The implementation of the performance funding model will be on a lag year basis such as that results from the 2022-23 metrics will not have any financial impacts until 2023-24. The performance-based funding will see 25% of Carleton's operating grant funding provided on the basis of set performance targets in the first year, moving to 35%, 45%, 55% and finally 60% by the 5th year. This means that by the 5th year, \$105.0 million of MCU grant funding will be at-risk based on achieving set performance targets.

During 2021-22, the University will continue to be subjected to the Provincial Government Bill 124, Protecting a Sustainable Public Sector for Future Generations Act 2019, which aim to limit public sector employee salary increases to 1% per year, over a three-year period. Bill 124 is currently being implemented through the collective agreements and bargaining process.

4.0 INPUT FROM OTHER SOURCES

The 2021-22 planning framework has been prepared with the support of the Office of the Vice-President Finance and Administration, the Office of Institutional Research and Planning, the Office of the Deputy Provost, Financial Services, and the participation of the Vice-Presidents.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

During 2020-21, Faculties and Divisions will be aligning their planning efforts to reflect the University's new Strategic Integrated Plan. To guide the development of operational priorities along with the allocation of resources in 2021-22, the SIP provides the planning themes:

- Share Knowledge, Shape the Future;
- Serve Ottawa, Serve the World;
- Strive for Wellness, Strive for Sustainability;
- Responding to the public health crisis.

These themes contain various transition paths that will help inform the development of operational initiatives. Current initiatives such as the Internationalization Strategy, the University's Equity, Diversity and Inclusion (EDI) Action Plan, the Sustainability Strategy, Kinàmàgawin, industry research partnerships, the Canadian Accessibility Network, among others, demonstrate clear alignment with the SIP.

Carleton recognizes that the public health crisis could significantly change teaching and research methods, and student experience. It will also be necessary to rethink existing revenue streams, partnerships, and the use of technology.

During 2021-22, Carleton will continue to focus on the wellness and mental health of its community.

Despite the considerable disruption experienced, the University has been able to maintain a balanced operating budget and expects to continue to do so in coming years. For 2021-22, Carleton will prepare enrolment scenarios that reflect a range from optimistic to pessimistic views. The optimistic view will take into account the promising demographic's growth of 18 year-olds in Ontario along with normalized domestic and international new first-year registrations and assume enrolment intake similar to 2019-20 levels. The pessimistic view will consider the continuation of the pandemic disruption throughout 2021-22 and lower retention of returning students. The baseline scenario will assume enrolment at the 2020-21 level.

On the expense side, Bill 124 and the associated salary cap of 1% will continue to apply and will help offset potentially frozen domestic student fees for 2021-22. Other central operating expenses are projected to grow by 3% in 2020-21.

Ongoing capital projects in 2020-21 include the completion of the Nicol School of Business (\$65.1M) and the Engineering Design Centre (\$17.3M). Projects in development include the new Student Residence (\$73.5M), replacement parking garage at P9 (\$50M – \$60.0M), major renovations for the Loeb and Paterson buildings (\$50M - \$55.0M), a new Wellness Centre (Phase 1 estimate \$83.1M) and a Sustainable Energy Research Centre (\$60M). The university is also exploring the issuance of a debenture in the range of \$200M - \$300M to fund its capital investment program.

6.0 FINANCIAL IMPLICATIONS

Within the context of expected steady enrolment, flat domestic tuition fees, unchanged grant funding and limited salary increases, the university plans to maintain a balanced operating budget.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The main risks of not being able to meet a balanced operating budget relates to: i) missing projected enrolment growth ii) additional government funding reductions, and, iii) poor investment returns. Carleton is confident that existing reserves should help deal with unexpected expenditures, changes in regulations, or market condition, at least in the short-term.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The planning and budgeting process is supported by a robust framework that involves managers at all levels, and reviewed by a well-defined governance process from both the administration (Board of Governors) and academic (Senate). The final integrated budget document, which describes the University’s priorities and resources allocation approach is also available to the Carleton Community.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	LOW	MINOR	MODERATE	SERIOUS	VERY SERIOUS
STRATEGIC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEGAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPERATIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

Framework for the 2021-22 Operating Budget

Finance Committee

November 17, 2020

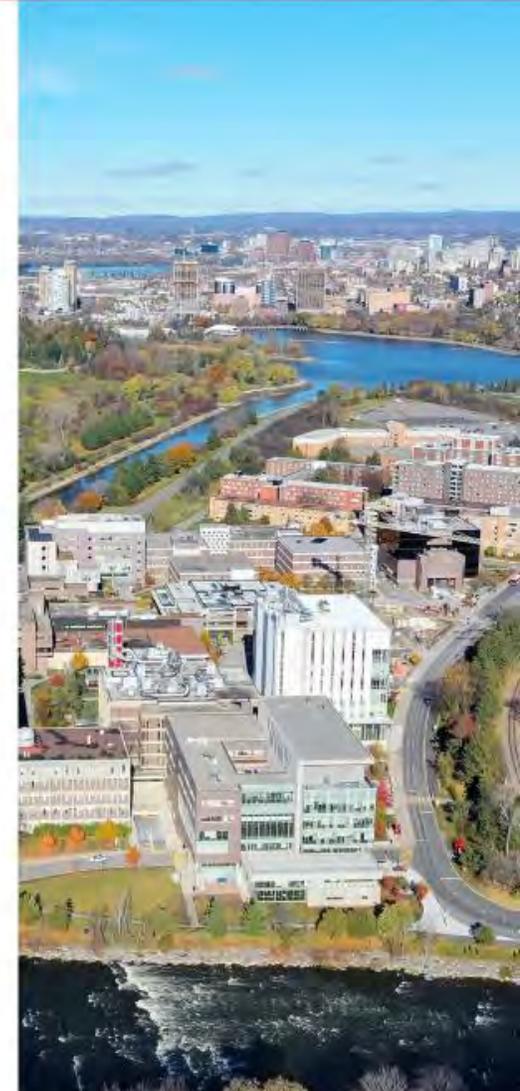


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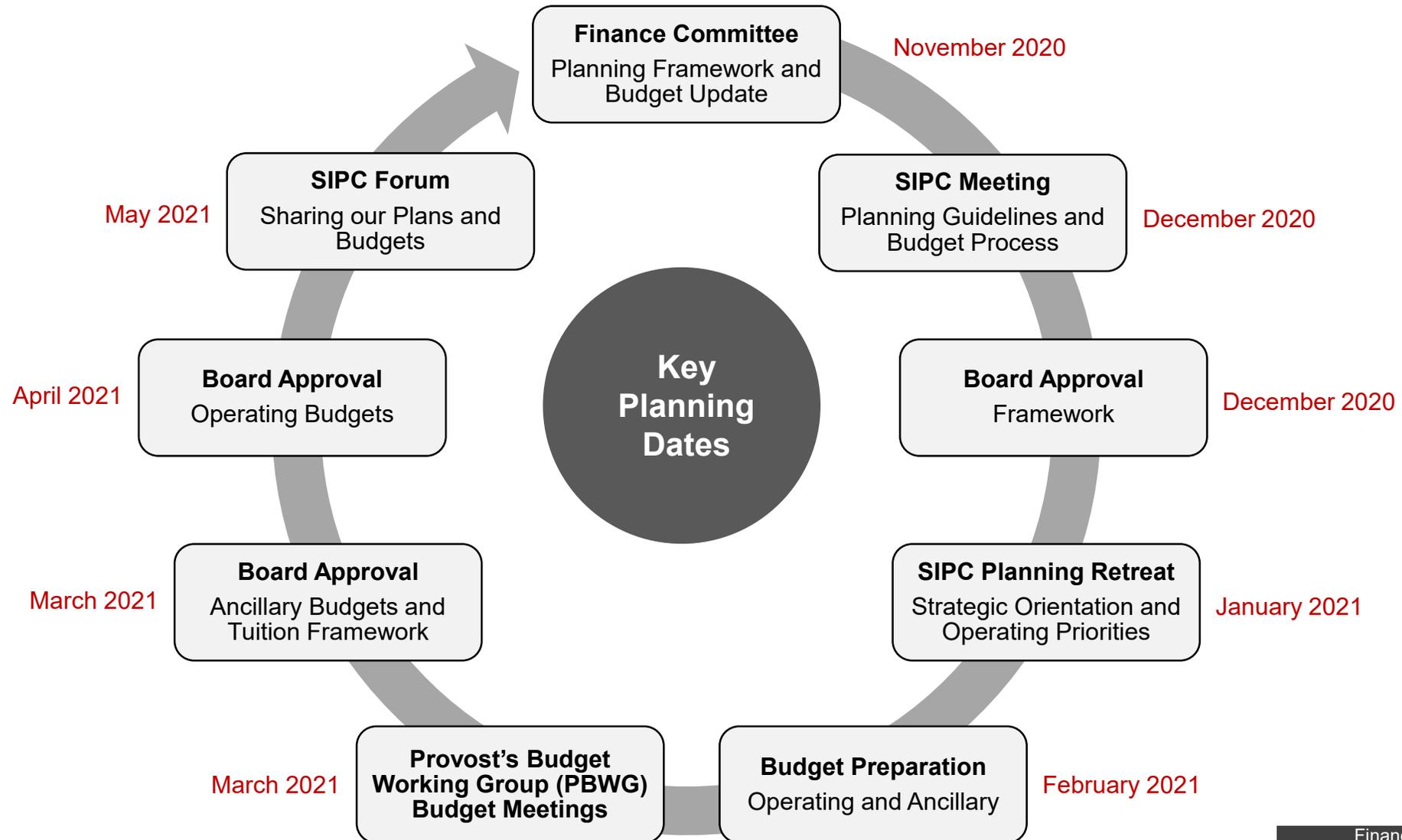


Combining Planning Exercises

- Completion of our Strategic Integrated Plan
- Completion of our Strategic Mandate Agreement 3
- Planning for the 2021-22 Operating Budget
 - To be presented to the Board of Governors in April 2021
- RPC development of divisional strategic plans



Key Planning Dates for 2021-22 Budget



Environmental Scan

- Federal and Provincial government deficits
- Family household government support
- OSAP and Tuition Fee Framework
- Corridor enrolment model
- Performance-based provincial funding – currently on-hold
- Public health crisis duration unknown

Ontario Government Policies

- Corridor enrolment model in place – no funding for growth
- Tuition Fee Framework and Ancillary Fee Guidelines:
 - 10% reduction in fees in 2019-20 and tuition freeze in 2020-21
 - 2021-22 Tuition Fee Framework not yet announced
- Activation of Strategic Mandate Agreement 3
- Bill 124 limits broader public sector employee salary increases to 1% per year over a three-year period

Preliminary Planning Themes 2021-22

Strategic Integrated Plan

Share Knowledge, Shape the Future

Serve Ottawa, Serve the World

Strive for Wellness, Strive for Sustainability

Responding to the public health crisis



2020-21 Major Capital Projects

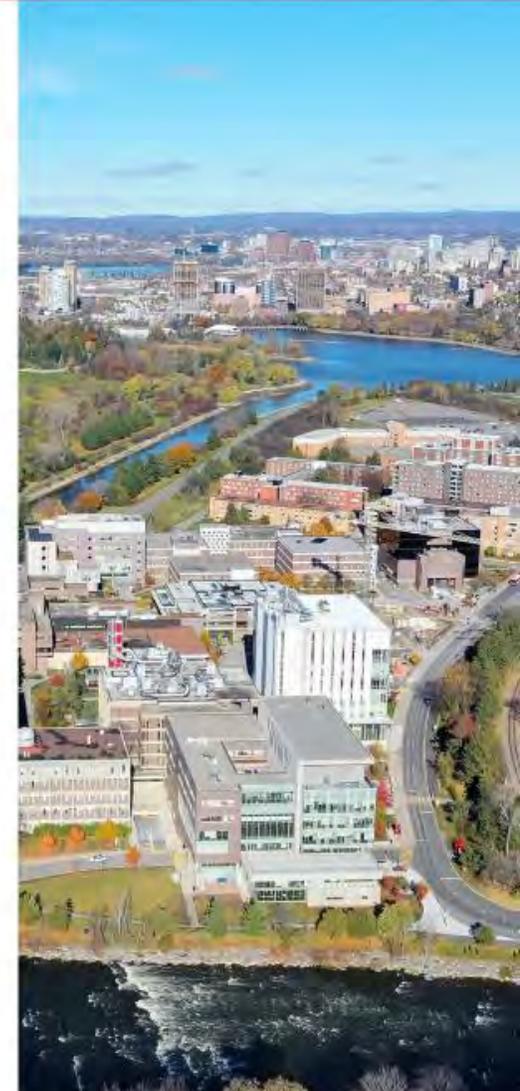
On-going

- Nicol Building School of Business - \$65.1 million
- Engineering Design Centre - \$17.3 million

In Development

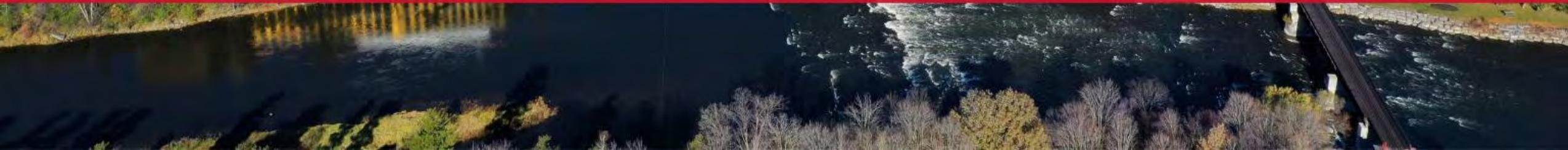
- Student Residence – est. \$73.5 million
- Replacement of P9 Parking Garage – est. \$50.0 million to \$60.0 million
- Loeb and Patterson Hall Renovations – est. \$50.0 million to \$55.0 million
- Wellness Hub Phase 1 - est. \$83.1 million
- Sustainable Energy Research Centre - est. \$60.0 million

Debenture planning: \$200 million - \$300 million

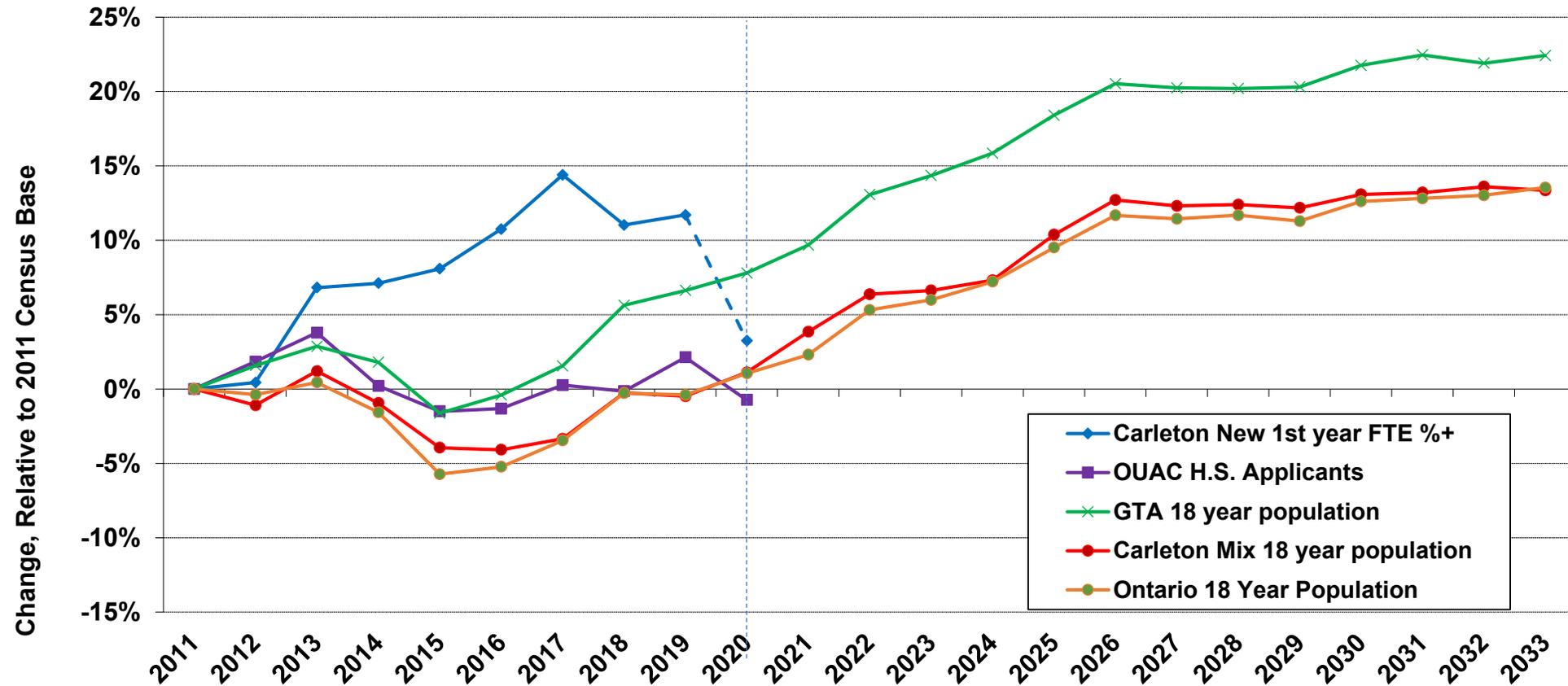




Scenario Planning & Budget Assumptions



Projected Change in the 18-Year-Old Population in Ontario: Carleton Impact



Source: Ontario Ministry of Finance: *Ontario Population Projections Update, 1986-2041* (Updated Spring 2018)
 Ontario University Application Centre (OUAC) yearly statistics, OIRP Data cubes
 "Carleton Mix" is calculated based on actual Ontario enrolment mix Ontario intake (Fall 2019).
 OUAC data from 2020 is as at October 23, 2020
 Office of Institutional Research and Planning: 2020-10-23

2021-22 Enrolment Scenario Planning

- Optimistic: Intake recovers to 2019-20 levels and there-after reflects demographic growth trend of 18 year old's in Ontario.
- Moderate: 2021-22 intake is equal to 2020-21 intake levels. Demographic enrolment growth returns in subsequent years.
- Pessimistic: 2020-21 enrolment intake falls further in 2021-22 and then persists throughout the planning period.

2021-22 Budget Assumptions

Revenues

- Enrolment growth: Scenario-based:
 - Optimistic: Recovers to 2019/20 levels and then follows demographic growth
 - Moderate: 2021-22 intake is equal to 2020-21 intake levels
 - Pessimistic: Further reduction in new intake
- Tuition Fees
 - Domestic Fees - No increase in 2021-22.
 - International Fees – Aligned with approved framework
- Government Funding
 - Stable for 2021-22 - SMA 3 performance-based funding activated in 2022-23

Expenses

- Salaries and Benefits - legislated salary cap of 1% per year on new Collective Agreements
- Non-salary Central cost increases of 3%

Recommendation

To approve the 2021-22 Carleton Planning Framework.



Questions?



AGENDA ITEM

5.3

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report: 10/29/2020
From:	Building Program & Finance Committees	Date of Meeting: 12/01/2020
Subject:	Replacement Parking Structure for P9	
Responsible Portfolio:	Finance and Administration	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Building Program and Finance Committees, move to approve that the university proceed with the preliminary design, cost estimate, schedule, and funding of a replacement parking structure to replace the P9 garage by 2024, at an estimated cost ranging between \$40 - \$45 million, as presented.

3.0

EXECUTIVE SUMMARY

The P9 parking garage, located beside the Robertson Building, was built in 1969 and consists of 651 parking spaces. Back in 2012, Halsall (now WSP) conducted a comprehensive assessment of the structure and prepared a capital maintenance plan to extend the life of the facility by up to 25 years. In November 2016, WSP updated its original assessment and maintenance plan. Because of that assessment, the university increased its annual capital maintenance budget to an average of \$1 million per year.

In August 2018, as part of their ongoing monitoring of the P9 structure, WSP discovered unexpected damage to some of the structural beams. Following further investigation and discussions with Carleton management, it was determined that the costs of extending the life of the garage until 2037 as per previous plan, would become prohibitive. WSP then proposed to plan on decommissioning the garage by 2024, and presented a new capital maintenance plan that would safely maintain the facility until that date.

Following WSP's latest report, the university developed various options to replace P9 (described in the attached presentation), along with a recommended choice. Due to the limited useful life remaining with the P9 structure, the university needs to start planning for the design and construction of a replace garage for completion by 2024. Once the additional parking capacity is available, P9 would then be decommissioned.

In accordance with Carleton's Capital Planning Policy, a Capital Proposal Form (attached) is presented to the Building Program and Finance committees for approval to proceed with preliminary design, cost estimate, schedule, and funding. The Capital Proposal Form includes key milestone dates and a pro forma financial assessment of the new structure on Parking Services. Once completed, a Project Implementation Report will be presented to the Board for approval ahead of the construction phase.

Following completion of the O-Train Trillium Line upgrade in the spring of 2022, the university will re-assess the ongoing demand for parking to determine whether additional parking capacity will be required. It is expected that staff / student ridership will increase with the O-Train service upgrade, which could see reduced demand for on-campus parking.

4.0

INPUT FROM OTHER SOURCES

The decision to replace the P9 parking structure is based primarily on assessments and reports received from the engineering consulting firm WSP, the latest being January 2020.

The firm of Moriyama Teshima Architects was then asked to develop options for a replacement parking structure on campus. Ernst Young was also engaged to assist in assessing the financial feasibility of the various options provided by the architects. Campus Safety Services is overseeing this project with the support of the Facility Management Capital Renewal and Construction group.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The consulting engineering firm WSP has been working with Carleton since 2012 to manage ongoing repairs to the P9 parking structure for the purpose of extending the useful life of the garage. WSP issued a report in September 2018, which changed the expected remaining life of the garage and indicated that the previously developed capital plan would be insufficient to maintain the garage in an operable condition until 2037. Their latest report in January 2020, indicated that: *“...the possibility of sudden undetectable rupture in the pre-stressed tendons such as that discovered in 2018 further reinforces our opinion that in the absence of a significant monetary expenditure, decommissioning the garage by 2024 is a prudent course of action. We note that circumstances may present themselves over the course of the next 4 years which may accelerate this course of action.”*

Moriyama Teshima Architects was selected to undertake a review of possible campus locations for a new parking structure along with various surface/below ground options. Their proposal include the following options:

1. P3 (existing surface lot only or below grade) & RAVEN FIELD (below grade of athletic field)
2. MNP PARK (no excavation or below grade of existing athletic field)
3. P9 (existing surface parking)
4. P4 (existing surface lot only or below grade)

These development of parking options was guided by Carleton’s Strategic Integrated Plan, Campus Master Plan, and Transportation Strategy.

With the help of EY, a financial assessment of the parking options was conducted on the basis that only staff rates would be available in line with the Richcraft Hall, and assuming 80% capacity utilization. Based EY analysis, all of the options show a positive investment return. The option with the lowest Internal Rate of Return (IRR) is the MNP location (no excavation), with an estimated IRR of 5.3%, and the option with the highest IRR is the P3 location (existing surface lot only) with an estimated IRR of 8.3%. A sensitivity analysis showed that an annual revenue decrease of 45.7% from the base case would be required to eliminate the surplus over the analysis period for the P3 (existing surface lot only) while an annual revenue decrease of 40.4% would eliminate the surplus for the P4 (below grade) option.

Following review of the options provided by Moriyama Teshima Architects and the financial assessment conducted by EY, management recommends to proceed with the P4 location, with one level below grade and 4 levels above. This option would provide an additional 555 parking spaces at an estimated cost of \$43.5 million, and an IRR of 7.4%. The advantages of this option are:

- It’s central location
- Potential for tunnel connection to the LRT and Athletics
- Options for revenue generation from commercial tenants
- Transit hub to connect multi modal transportation option
- High walkability score

The disadvantages would include an irregular lot and the smaller capacity that may require additional parking capacity to meet campus needs. Key milestone dates for the project are as follows::

- | | |
|---------------------------|---------------|
| ▪ Project Start Date | November 2020 |
| ▪ Confirmed Site Option | November 2020 |
| ▪ Begin design process | December 2020 |
| ▪ Project Planning report | April 2021 |

- Project Implementation report September 2021
- Substantial Completion June 2024
- Project End Date December 2024

The timelines for the project until planned decommissioning in 2024 provides some flexibility in managing transportation and parking demand. However, because of the unexpected deterioration of the garage, Campus Safety Services and Facilities Management and Planning believe that it would be prudent to accelerate construction of the replacement parking structure.

6.0 FINANCIAL IMPLICATIONS

Preliminary estimates of the construction of a new parking structure are in the range of \$40 - \$80 million. The project could be funded under two scenarios: a bank loan using a swap arrangement or part of a \$200 - \$300 million debenture being considered. Financial projections assumed that annual deferred maintenance costs will decrease because of the decommissioning the P9 structure. The IRR for the project at 5.8% is comfortably above the expected cost of capital in the 2.3% - 3.0% range. The Parking Services pro forma financial projections included with the Capital Proposal Form confirmed the financial viability of the project going forward under both funding options and with 100% financing. This would allow Parking Services to use its existing accumulated surplus to cover the deficit incurred during the COVID-19 pandemic.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Building Program and Finance committees oversee the full life cycle of major capital projects. All proposals for new projects at or over \$5M must be brought forward to the Building Program and Finance committees for approval. Once approved to move forward, a Planning Report will be prepared covering a comprehensive cost estimate of the project and the sources of funding.

Construction of the new parking structure during the shutdown of the O-Train (2020-2022) will add some stress to the traffic and parking management on campus. However, Campus Safety Services believes that it can address congestion and parking demand during that time, in part, through the use of flexible work practices successfully demonstrated during the pandemic disruption. Additional parking spaces will also be available from the NCC parking area and P7 expansion. Expediting construction of the replacement parking structure will help reduce the risk of disruption that would be created if P9 had to be shut down prematurely.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

A premature shutdown of P9 would remove 651 parking spaces in a prime campus location and cause considerable disruption to employees, students, and visitors. Although it is expected that the O-Train upgrade will help improve public transportation to the campus, it is not clear that it would offset the parking reductions experienced by Carleton. As a result of recent campus expansion, the total number of parking spaces has gone down by 286 from 4,786 (2016) to 4,500 (2020). While parking spaces are being eliminated to make way for new buildings, demand continues to grow, with total parking permits going from 4,806 in 2015-16 to 5,270 in 2019. Failure to maintain adequate parking capacity to meet growing demand could affect the ability of the university to continue its historic growth. This project will include a comprehensive communications plan to inform key stakeholders of impacts and timelines.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	LOW	MINOR	MODERATE	SERIOUS	VERY SERIOUS
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FINANCIAL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REPUTATIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Carleton University

Capital Proposal Form

Project Name: New Parking Garage

Department: Parking Services

Last Updated: November 4th, 2020

Author: Brian E.L. Billings

Project Manager(s): TBD

Executive Sponsor: Michel Piché

Project Business Case

Project Overview
The P9 parking garage, located beside the Robertson Hall Building, was built in 1969 and consists of 651 parking spaces. In August 2018, as part of their ongoing monitoring of the P9 structure, the consulting firm WSP discovered unexpected damage to some of the structural beams. Following WSP's latest report of the condition of P9, the university has developed various options to replace P9, which are described in the attached presentation.
Issue/Opportunity
With the help of EY and MTA, the university started planning for a replacement garage with an estimated completion date of 2024. The timeline presented provided flexibility in managing transportation and parking demand during the O-Train shutdown (2020-2022).
Project Goal
The project goal is to develop a new parking structure in accordance with the master plans to replace the parking inventory lost from the decommissioning of P9.

Project Duration Estimates

Project Milestone	Date Estimate	Confidence Level
Project Start Date	November 2020	High
Confirmed Site Option	November 2020	High
Begin design process	December 2020	High

Project Planning report	April 2021	Medium
Project Implementation report	September 2021	Medium
Substantial Completion	June 2024	Medium
Project End Date	December 2024	Medium

Project Conditions

<p>Project Assumptions</p> <ul style="list-style-type: none"> The project assumes a simple structure located on the existing P4 location, with one level below grade and potential main level commercial space. The project assumes a tunnel connection to LRT and athletics. There may also be an option for cladding in solar panels. It also assumes the subsurface conditions are suitable for a level below grade.
<p>Project Risks</p> <ul style="list-style-type: none"> The primary risks are related to supply chain issues related to Covid-19. For example, concrete may be a risk as would be a supply of labour depending on the state of the virus. A lack of geotechnical information presents a risk in the context of impact to schedule and budget should a lower level be part of the design. The preferred site is tight and in close proximity to the LRT, which may present constraints during construction.
<p>Project Constraints</p> <ul style="list-style-type: none"> The main constraints are related to location and site access due to proximity to LRT. The regular constraints associated with this project are costs, quality, and schedule.
<p>Environmental Considerations</p> <ul style="list-style-type: none"> It is not anticipated there are any environmental considerations however a Phase I ESA will be completed.

Project Financing

<p>Project Costs</p> <p>A high-level total project cost (TPC) analysis based on building massing and the number of stalls is estimated to be \$43.5M. Further analysis is attached for reference.</p>
--

Project Funding

- The university plans to fund the total project costs with external debt financing.
- One financing option being explored is through a university bond issuance, whereby Parking Services would make repayments through a sinking fund over 40 years at an estimated rate of 3%. Annual payments would approximate \$1.9M based on total debt of \$43.5M.
- Another option would be through a 25-year SWAP agreement. With an estimated rate of 2.35%, annual payments would total \$2.3M based on total debt of \$43.5M.
- See attached document for financial impact on Parking Services.

Project Operating Impact

As stated above, decommissioning of P9 Garage will occur in Summer 2024. Thus it is imperative that the new parking structure be available in time to assume the inventory lost (651 spaces) when P9 is closed. Further, during construction it will also be necessary to accommodate permit holders (93 spaces) from P4 elsewhere on campus while the footprint of the present parking lot is transformed into the new P4 garage. At this point, plans are to develop some additional parking inventory in Lot P7 (Anniversary Park) to accommodate this displacement and to also compensate for any lost inventory from the transition between garages, as the current capacity for the new garage is approximately 100 spaces less than what currently exists in P9.

Financial Assumptions

- The attached financial projections assume 3% annual increases in parking rates until the new garage is in operation, and 5% annual thereafter (beginning 2024-25).
- Projections also assume the adverse impacts of the COVID-19 pandemic will be limited to 2020-21, with minimal financial impact from 2021-22 onwards.
- Annual inflation increases of 2.5% are assumed.
- Assumed deferred maintenance continues to be in the range of \$1M per year on other parking infrastructure.
- The financial projections do not take into account the \$10M in support requested from the university, nor the cost of decommissioning P9 garage.

Financial Resources Signoff:

Project Critical Success Factors (Key Performance Indicators)

Project Critical Success Factors

- The key success factors are: parking capacity, budget and schedule.

APPROVALS

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

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

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

Vice-President
Finance & Adm.:

_____ Date: _____
[Name]

President:

Date: _____
[Name]
[Title]

Carleton University
P9 Replacement Garage
Financial Impact on Parking Business (Pro-Forma)

Scenario 1 – financed with bond issuance (\$43.5M; 40 years; 3%):

Scenario 2 – financed with Swap (\$43.5M; 25 years; 2.35%; 5-year spread reviews):

Key Planning Assumptions:

- 5% annual increase in parking rates beginning 2021-22
- New parking garage will become operational in 2024-25, with 555 parking spaces added at \$1,600/parking space; this is offset by the loss of 651 parking spaces in the P9 parking garage at approximately \$1,000/parking space
- 3% annual increase in other revenue sources (lockers, fines, etc.)
- Annual inflation on expenses of 2.5%
- Annual deferred maintenance estimated at \$1M per year on parking infrastructure
- Projections exclude the \$10M in financial support requested from the university
- Projections exclude the decommissioning costs of P9
- New parking garage estimated cost of \$43.5M

Scenario 1 – financed with bond issuance (\$43.5M; 40 years; 3%):

	2020-21 Projection (\$000's)	2021-22 Budget (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)	2025-26 Budget (\$000's)	2026-27 Budget (\$000's)	2027-28 Budget (\$000's)	2028-29 Budget (\$000's)
<u>Revenue</u>									
Parking charges	-	6,047	6,349	6,667	7,199	7,556	7,931	8,324	8,737
Other income	-	358	369	380	392	403	416	428	441
	-	6,405	6,718	7,047	7,591	7,959	8,347	8,752	9,178
<u>Expenses and transfers</u>									
Fixed expenses	2,843	2,908	2,975	3,044	3,114	3,187	3,261	3,337	3,414
Indirect expense contribution	2	94	98	103	109	114	120	126	132
	2,845	3,002	3,073	3,147	3,223	3,301	3,381	3,463	3,546
Surplus (deficit) from operating activity	(2,845)	3,403	3,645	3,900	4,368	4,658	4,966	5,289	5,632
<u>Renovations and debt</u>									
Deferred maintenance	2,380	1,020	950	1,000	1,000	1,000	1,000	1,000	1,000
Capital debt repayments	1,236	1,236	1,236	1,236	3,105	3,105	3,105	3,105	3,105
	3,616	2,256	2,186	2,236	4,105	4,105	4,105	4,105	4,105
Surplus (deficit) for the year	(6,461)	1,147	1,459	1,664	263	553	861	1,184	1,527
Opening fund balance	4,108	(2,353)	(1,206)	253	1,917	2,180	2,733	3,594	4,778
Closing fund balance	(2,353)	(1,206)	253	1,917	2,180	2,733	3,594	4,778	6,305

Scenario 2 – financed with Swap (\$43.5M; 25 years; 2.35%; 5-year spread reviews):

	2020-21 Projection (\$000's)	2021-22 Budget (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)	2025-26 Budget (\$000's)	2026-27 Budget (\$000's)	2027-28 Budget (\$000's)	2028-29 Budget (\$000's)
<u>Revenue</u>									
Parking charges	-	6,047	6,349	6,667	7,199	7,556	7,931	8,324	8,737
Other income	-	358	369	380	392	403	416	428	441
	-	6,405	6,718	7,047	7,591	7,959	8,347	8,752	9,178
<u>Expenses and transfers</u>									
Fixed expenses	2,843	2,908	2,975	3,044	3,114	3,187	3,261	3,337	3,414
Indirect expense contribution	2	94	98	103	109	114	120	126	132
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Surplus (deficit) from operating activity	(2,845)	3,403	3,645	3,900	4,368	4,658	4,966	5,289	5,632
<u>Renovations and debt</u>									
Deferred maintenance	2,380	1,020	950	1,000	1,000	1,000	1,000	1,000	1,000
Capital debt repayments	1,236	1,236	1,236	1,236	3,539	3,539	3,539	3,539	3,539
	3,616	2,256	2,186	2,236	4,539	4,539	4,539	4,539	4,539
Surplus (deficit) for the year	(6,461)	1,147	1,459	1,664	(171)	119	427	750	1,093
Opening fund balance	4,108	(2,353)	(1,206)	253	1,917	1,746	1,865	2,292	3,042
Closing fund balance	(2,353)	(1,206)	253	1,917	1,746	1,865	2,292	3,042	4,135

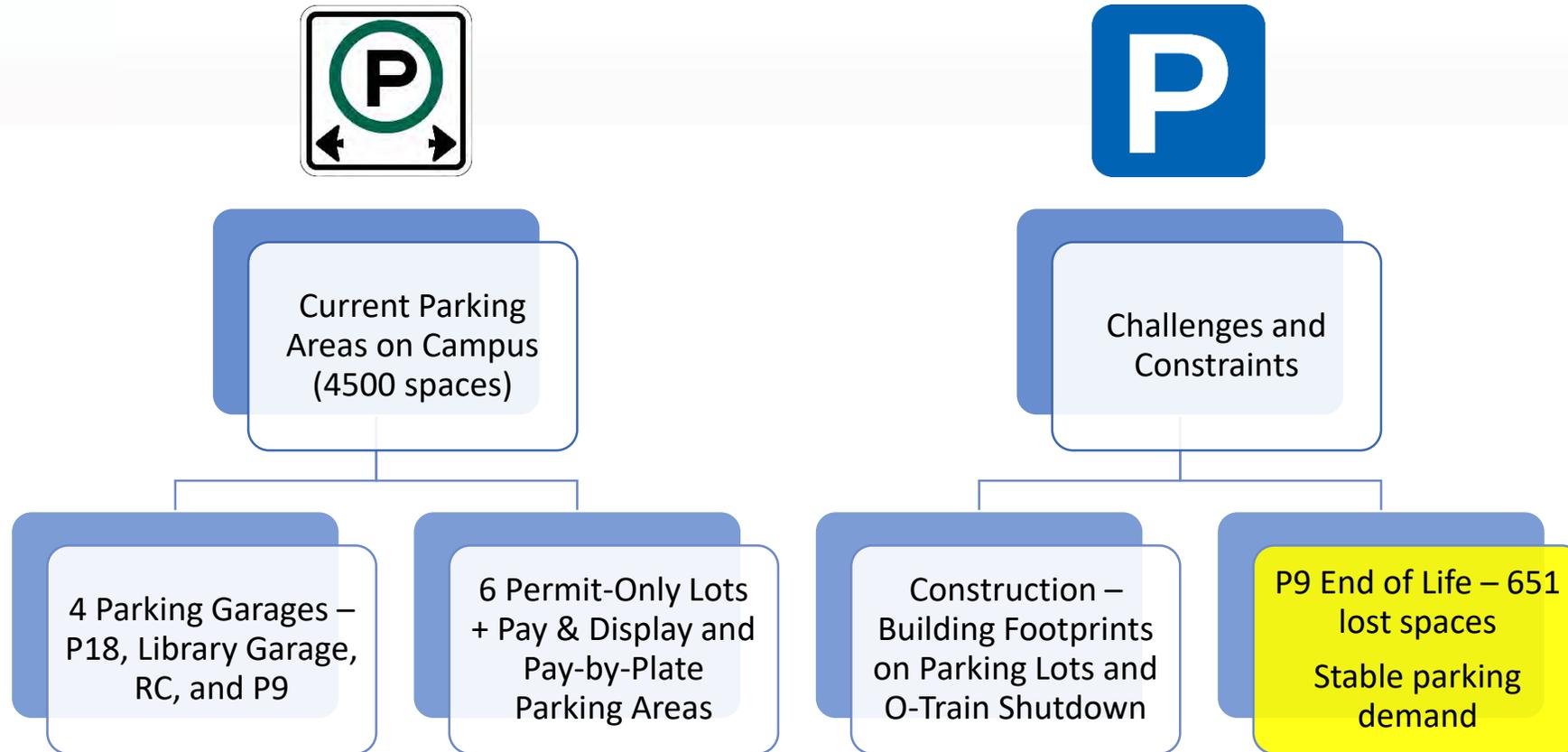
Building Program and Finance Committees

Replacement Parking Structure (P9)

November 17, 2020



Current Parking Inventory [and Needs]



Rationale for Replacement of P9

- ❑ Built in 1969 – 651 parking spaces
- ❑ Limited life remaining (2024)
- ❑ Annual maintenance costs of + \$1M
- ❑ Campus parking utilization at 93% of capacity
- ❑ Ongoing parking reductions - 286 spaces lost since 2016
- ❑ Decision not to expand P18 provides no room for growth or further parking reductions (e.g. Engineering Design Centre, Wellness Centre)

Parking Options Analysis

Moriyama Teshima Architects (MTA) have undertaken a review of several options to replace the loss of the P9 garage.

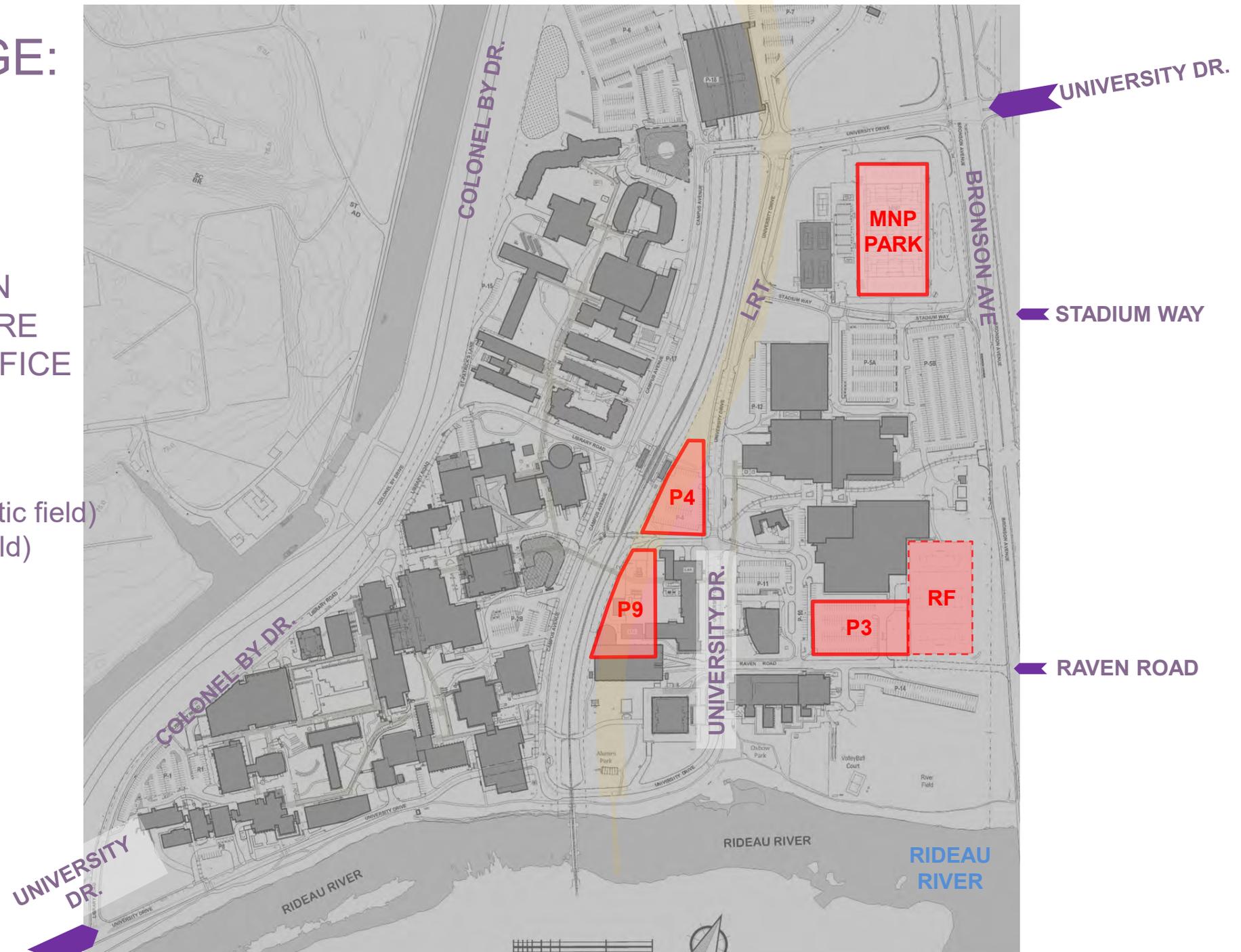
The campus master plan, transportation strategy, and the strategic integrated plan, have informed the selection of 4 locations with a combination of 10 above/below ground options:

1. P3 (existing surface lot) & RAVEN FIELD (existing athletic field)
2. MNP PARK (existing athletic field)
3. P9 (existing structured parking)
4. P4 (existing surface lot)

FEASIBILITY STAGE: SITE LOCATION OPTIONS

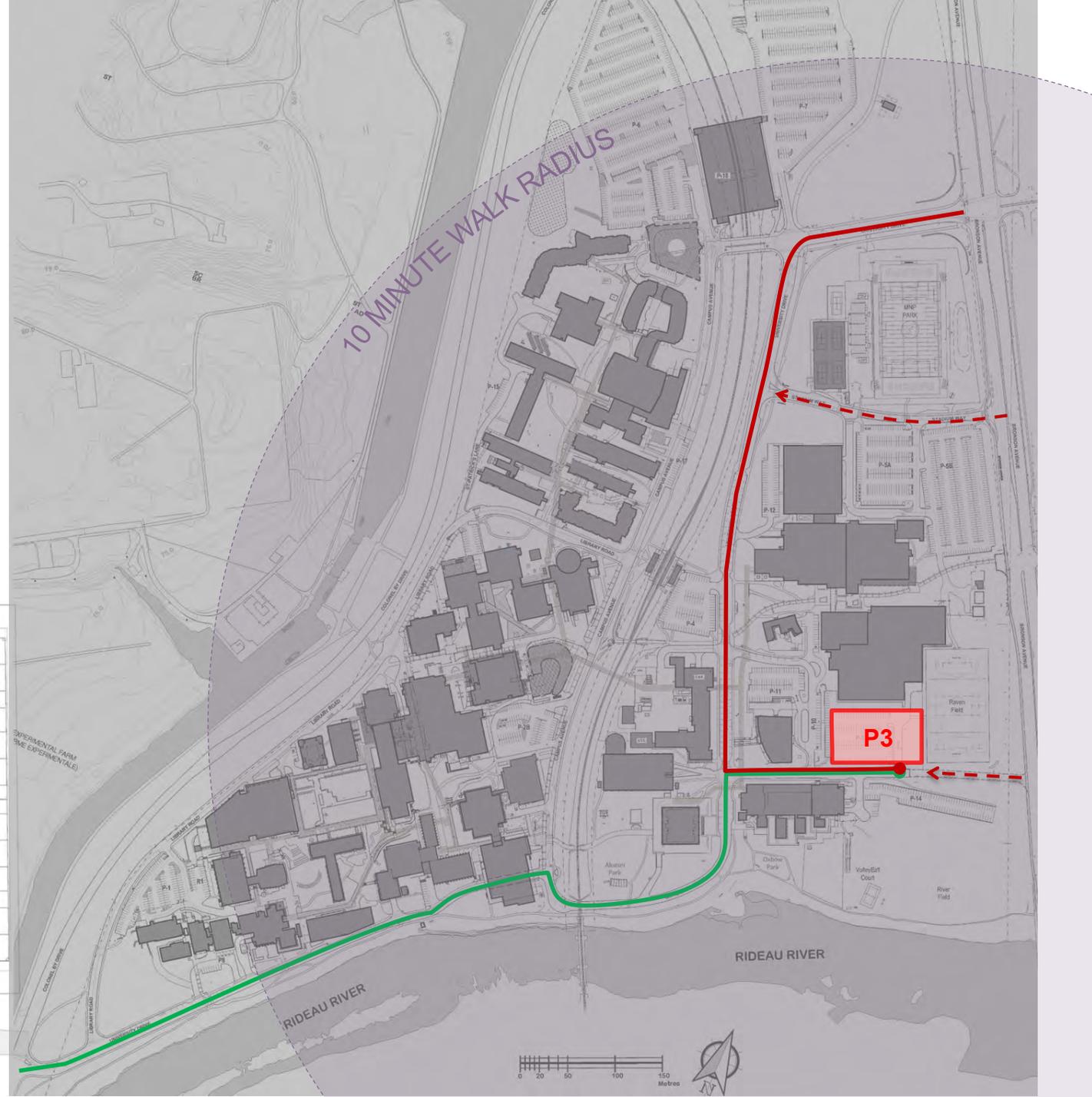
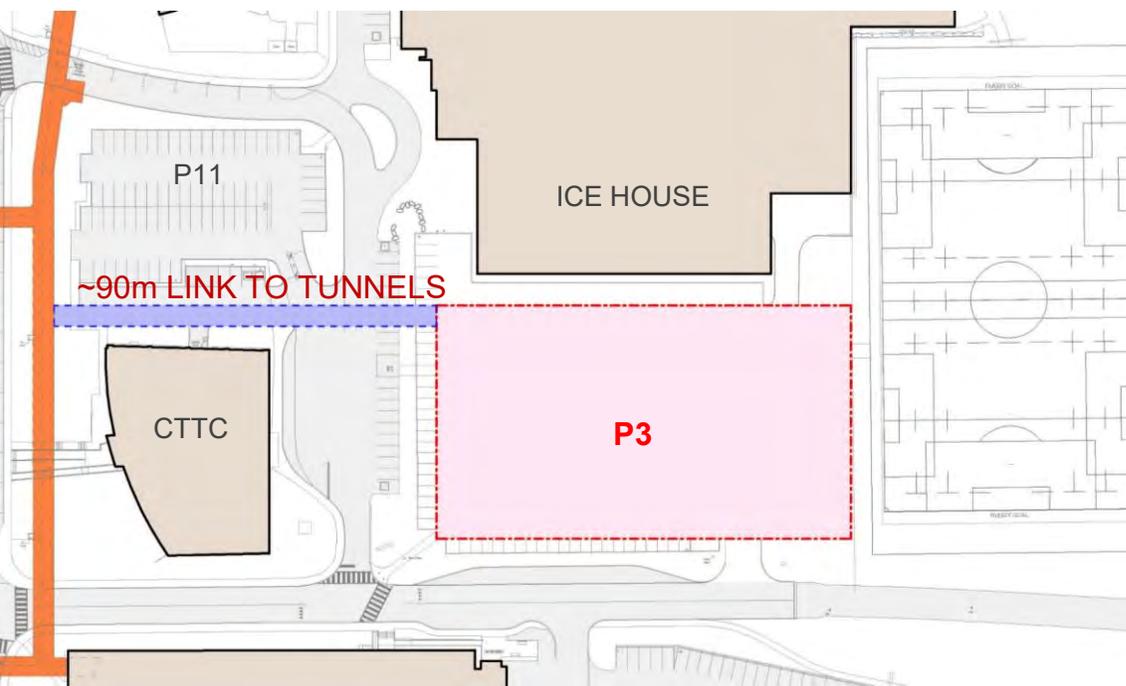
SURVEY OF 4 LOCATIONS ON
CAMPUS FOR SITE OF FUTURE
PARKING GARAGE & CSS OFFICE
BUILDING

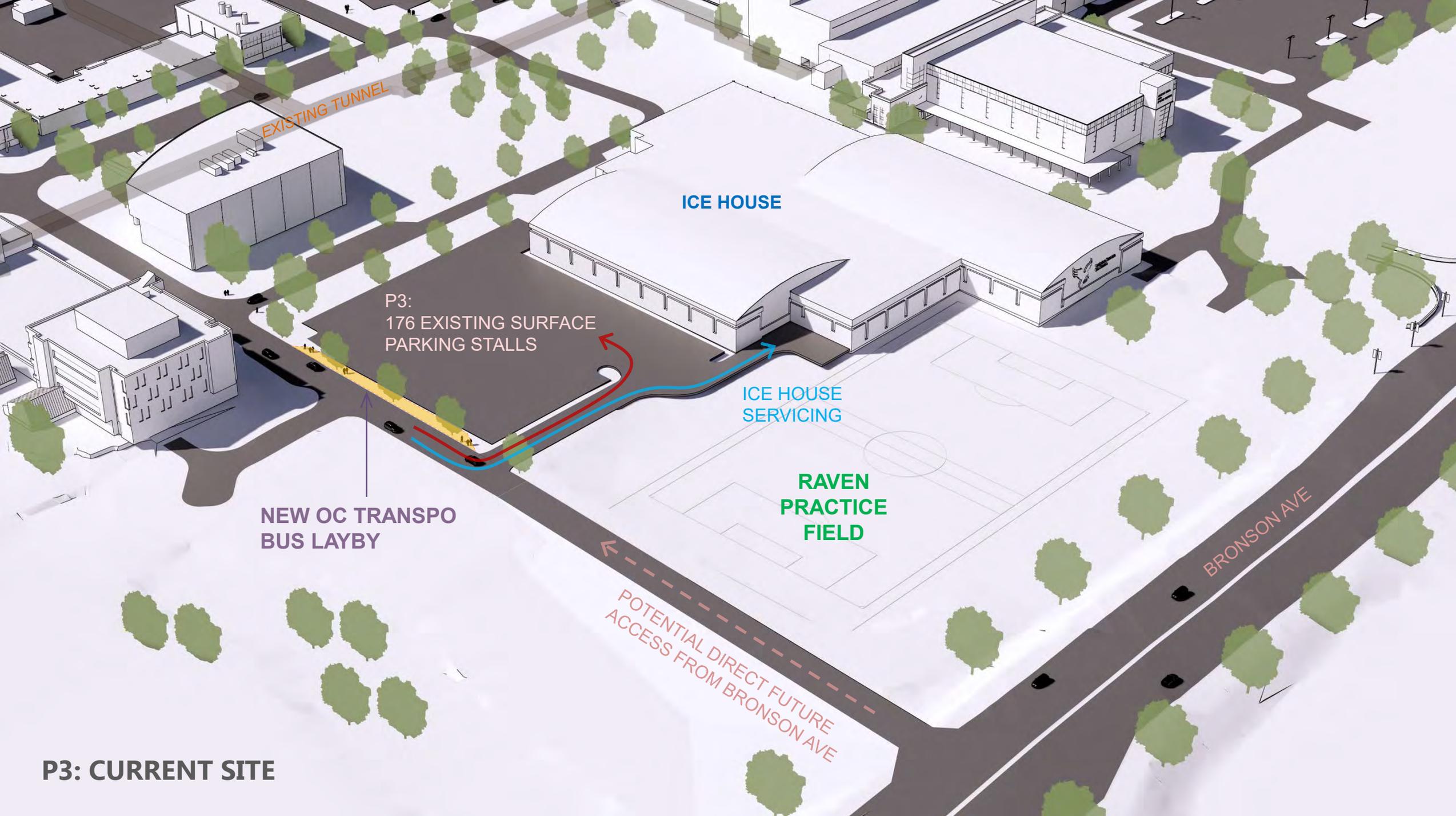
1. **P3** (existing surface lot)
& **RAVEN FIELD** (existing athletic field)
2. **MNP PARK** (existing athletic field)
3. **P9** (existing structured parking)
4. **P4** (existing surface lot)



P3 SITE CHARACTERISTICS

- GOOD WALKABILITY SCORE
CLOSE TO ACADEMIC/WEST CAMPUS
- EXCELLENT SEGREGATION OF VEHICULAR TRAFFIC
ENTRANCE FROM RAVEN ROAD MAY PERMIT FUTURE DIRECT ACCESS FROM BRONSON AVE
- EXCELLENT URBAN PRESENCE:
SITE IS HIGHLY VISIBLE FROM BRONSON AVE





EXISTING TUNNEL

ICE HOUSE

P3:
176 EXISTING SURFACE
PARKING STALLS

ICE HOUSE
SERVICING

RAVEN
PRACTICE
FIELD

NEW OC TRANSPOR
BUS LAYBY

POTENTIAL DIRECT FUTURE
ACCESS FROM BRONSON AVE

BRONSON AVE

P3: CURRENT SITE



P3

PROS

- **PERIPHERAL:** LIMITS CAR TRAFFIC
- **DIRECT:** POTENTIAL FOR FUTURE ACCESS FROM BRONSON VIA RAVEN ROAD
- **ENGAGING:** BUILDING TO ADDRESS BRONSON AVE.

CONS

- PROXIMITY TO FLOOD PLAIN
- 10% OF ACADEMIC PRECINCT NOT WITHIN 10 MIN. WALK
- MAY REQUIRE 2ND PARKADE TO FULFILL CAMPUS NEEDS

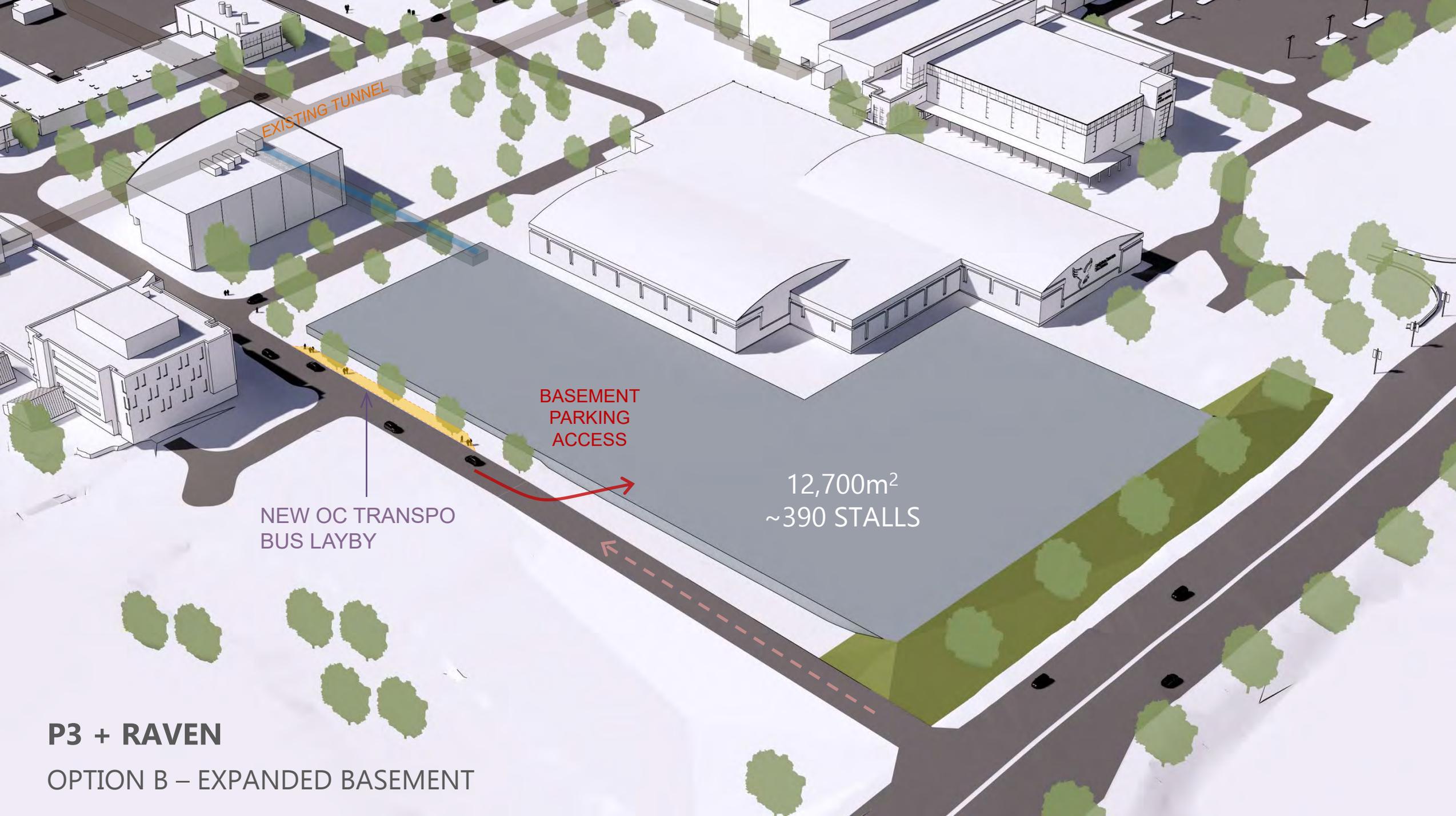
FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	EXISTING PARKING	NET PARKNG INCREASE	TOTAL PARKING	\$/STALL	COST ESTIMATE
5300m ²	4	0	~160	175	430	605	\$69.5K	\$42M
		1			590	765	\$74K	\$56.5M

P3 + RAVEN FIELD

LOCATION NOT IDENTIFIED AS PARKING IN MASTER PLAN

- OPPORTUNITY FOR A STRUCTURED PARKING BELOW EXISTING PRACTICE FIELD AND P3 SURFACE LOT
- LOW FIELD ELEVATIONS ELIMINATES ESCAVATION - MINIMAL ESCAVATION AT P3
- PRACTICE FIELD CAN BE REESTABLISHED AT ROOF LEVEL OF PARKING
- CAN BE CONFIGURED TO EXPAND OUTDOOR ATHLETIC SPACE BEYOND PRACTICE FIELD





EXISTING TUNNEL

BASEMENT
PARKING
ACCESS

NEW OC TRANSPO
BUS LAYBY

12,700m²
~390 STALLS

P3 + RAVEN

OPTION B – EXPANDED BASEMENT



P3 + RAVEN

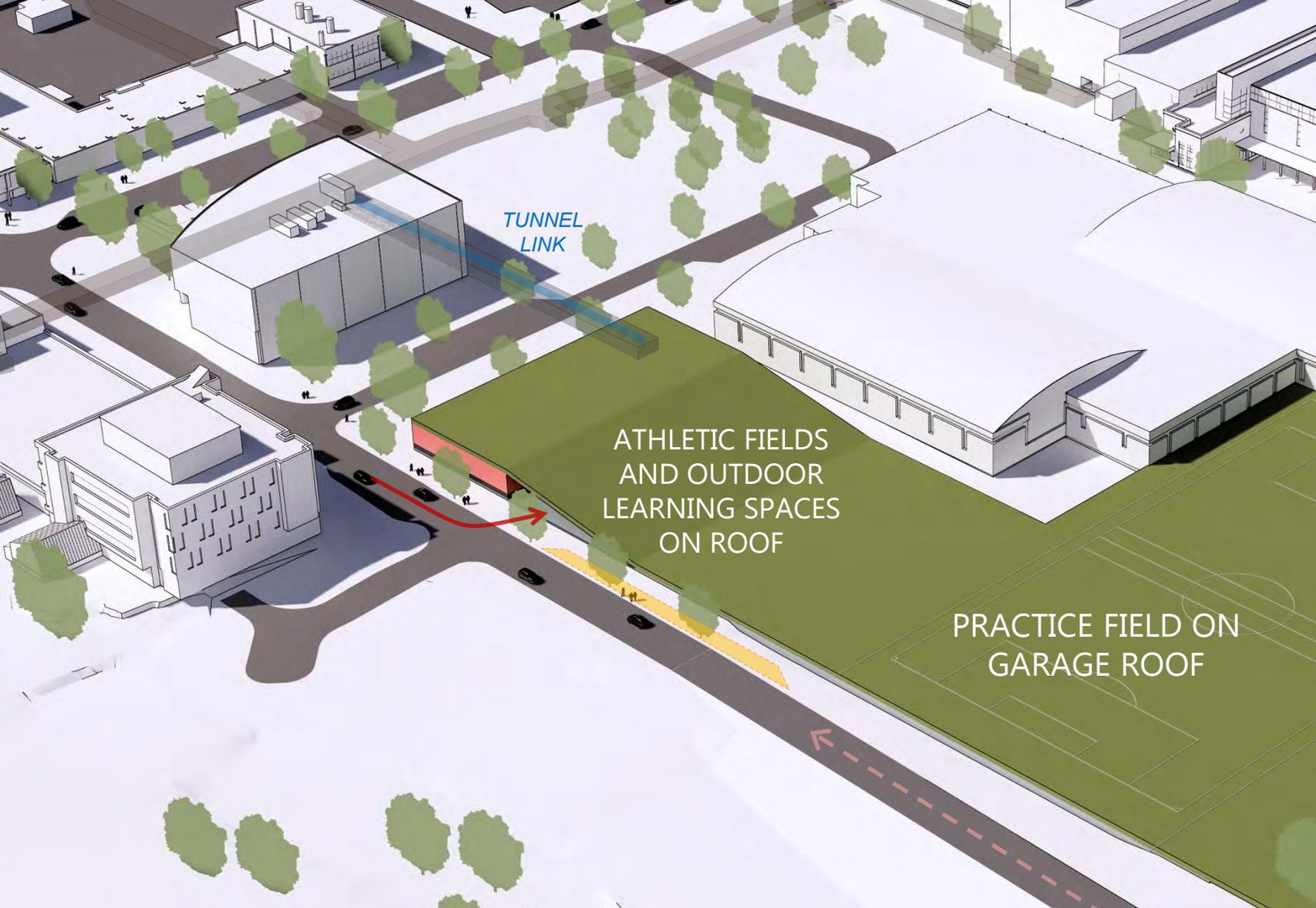
PROS

- BASEMENT ALLOWS FOR LOWER BUILDING HEIGHT
- IMPROVED SCALE AND CONTEXT
- VIABLE AS SOLE PARKADE
- LARGE PARKING CAPACITY CLOSE TO ENTRANCE
- PARKING BELOW FIELD MAXIMIZES AVAILABLE LAND

CONS

- PROJECT COSTS TO INCLUDE PLAY SURFACE REPLACEMENT

FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	EXISTING PARKING	NET PARKING INCREASE	TOTAL PARKING	\$/STALL	COST ESTIMATE
9,200m ²	3	1	~180	175	550	725	\$83K	\$60M
12,700m ²			~210		660	835	\$83K	\$69.5M



P3 + RAVEN

EXPANDED ATHLETIC FIELDS

PROS

- INCREASED GREEN + OUTDOOR ATHLETICS SPACE
- POTENTIAL FOR NATURAL AMPHITHEATRE FEATURE
- NO VISIBLE PARKING INFRASTRUCTURE

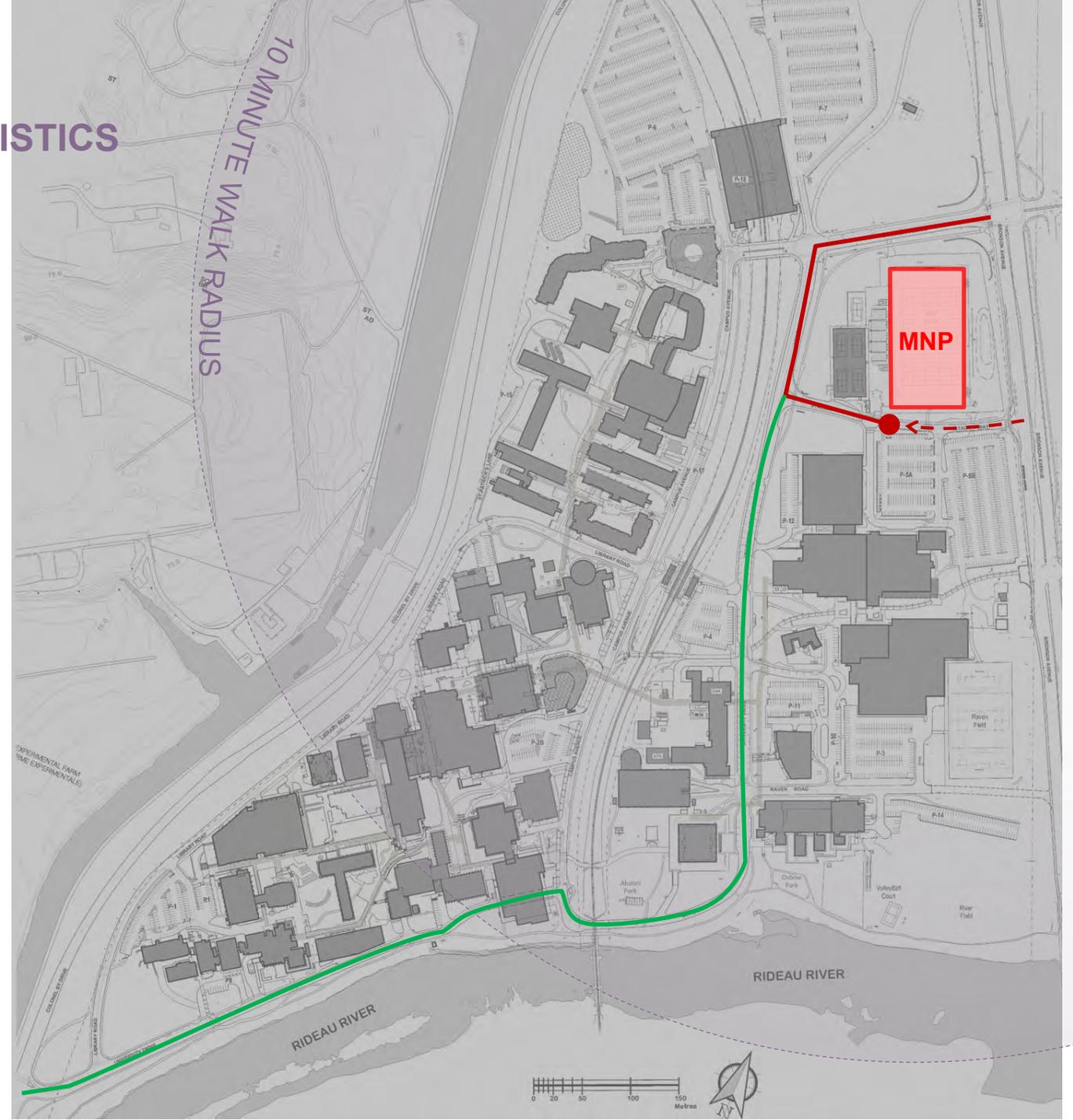
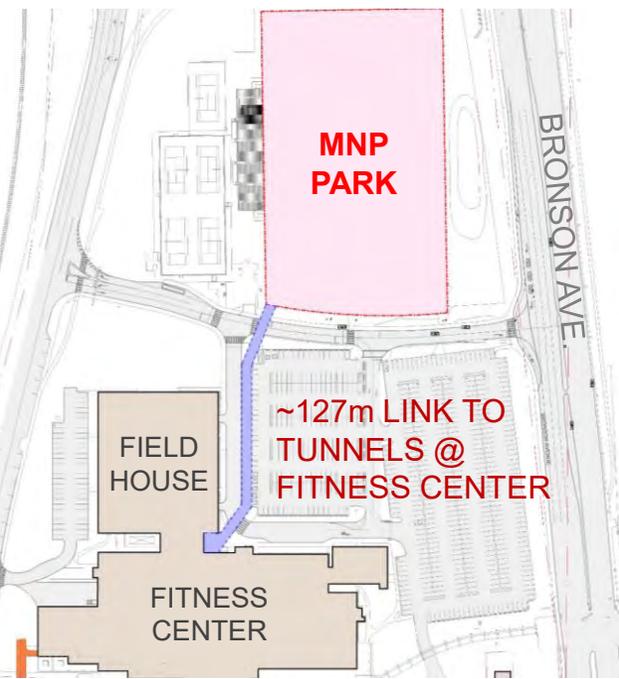
CONS

- REQUIRES 2ND PARKADE TO FULFILL CAMPUS NEEDS
- PROJECT COSTS INCLUDE REPLACEMENT OF PLAY SURFACE

FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	EXISTING PARKING	NET PARKING INCREASE	TOTAL PARKING	\$/STALL	COST ESTIMATE
12,700m ²	0	1	~390	175	215	390	\$100K	\$39M

MNP PARK SITE CHARACTERISTICS

- LOW WALKABILITY SCORE
50% OF ACADEMIC PRECINCT BEYOND 10MIN WALK
- OPTIMAL VEHICULAR SEGREGATION
ACCESS FROM BRONSON GREATLY LIMITS VEHICLES ON CAMPUS
- PARKING BELOW FIELD MAXIMIZES LAND FOR FUTURE CAMPUS USE
- DIFFICULT CONNECTION TO TUNNELS





MNP PARK

PROS

- PROXIMITY TO BRONSON LIMITS TRAFFIC ON CAMPUS
- PARKING BELOW FIELD MAXIMIZES AVAILABLE LAND
- SINGLE LEVEL SCHEME CAN BE BUILT AT CURRENT ELEVATION (NO ESCAVATION)

CONS

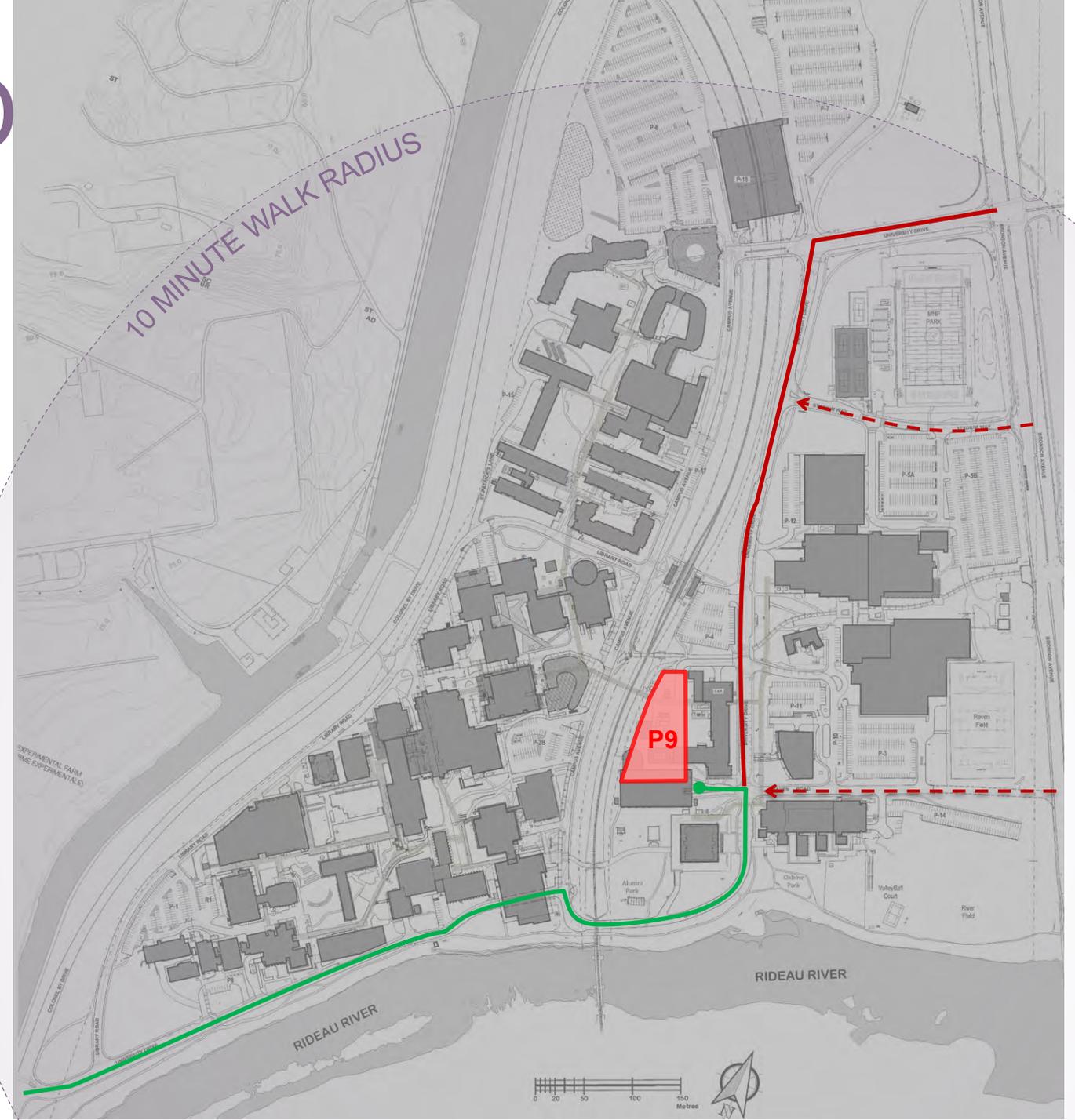
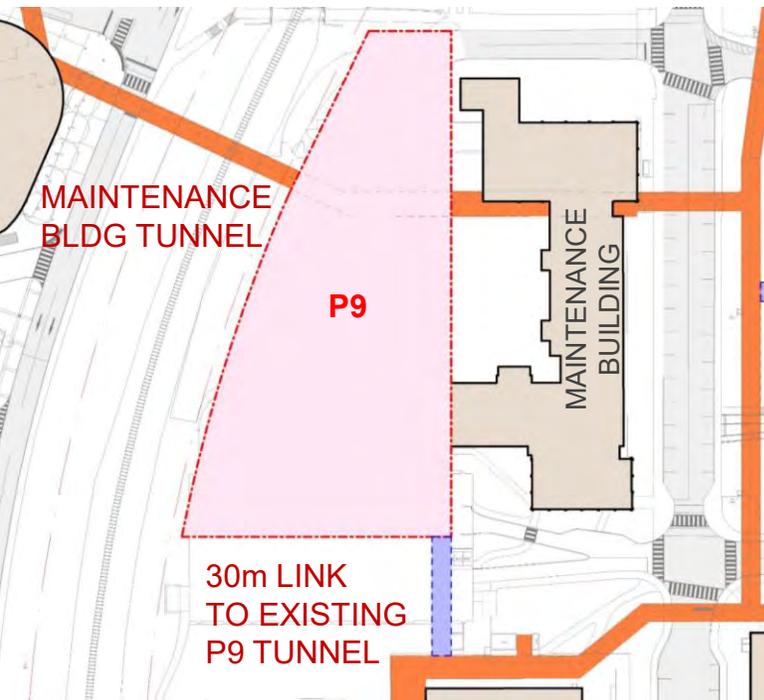
- EXISTING FIELD REPLACED BEFORE FULL LIFE-SPAN
- HIGHEST TUNNEL LINK COSTS
- SCALE OF BELOW GRADE PARKING FOOTPRINT MAY PRESENT SAFETY CONCERNS

FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	NET PARKNG INCREASE	\$/STALL	TOTAL PARKING
14,350m ²	0	1	~420	405	\$ 105K	\$ 43M
		2		845	\$ 98K	\$ 83M

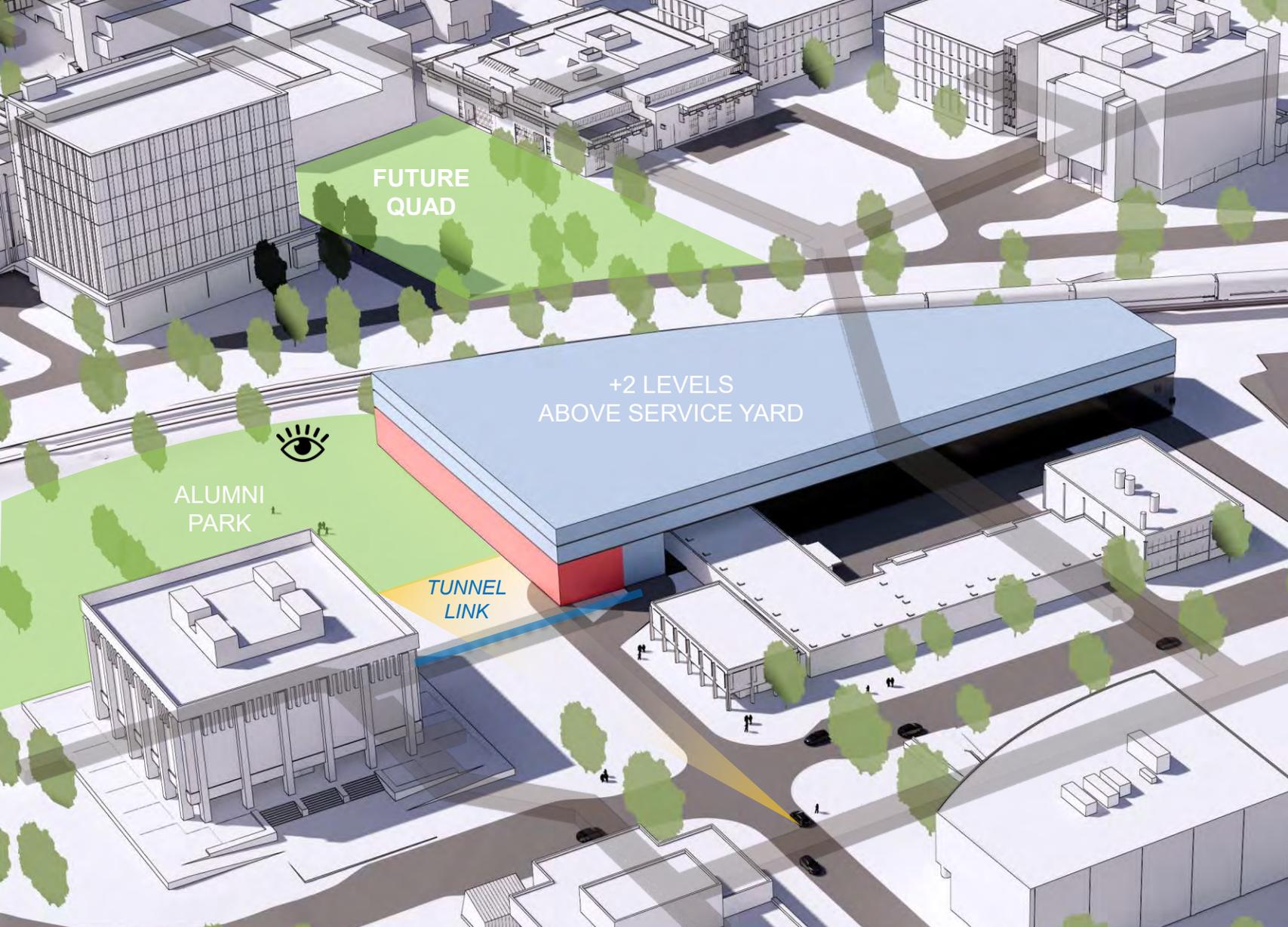
P9/SERVICE YARD

SITE CHARACTERISTICS

- EXCELLENT WALKABILITY SCORE
- SIMPLE & MULTIPLE TIE-INS TO EXISTING TUNNEL SYSTEM
- SITE CAN SHAPE NEW AND IMPROVED ARRIVAL VIEW FROM BRONSON TO ACADEMIC PRECINCT



P9 YARDS



PROS

- HIGHLY CENTRALIZED BUILDING
- FAÇADE ENGAGES WITH NEW ALUMNI PARK & ENTRANCE QUAD
- SIMPLEST TIE -INS TO TUNNEL NETWORK AT MULTIPLE POINTS
- COVERED SERVICE YARD

CONS

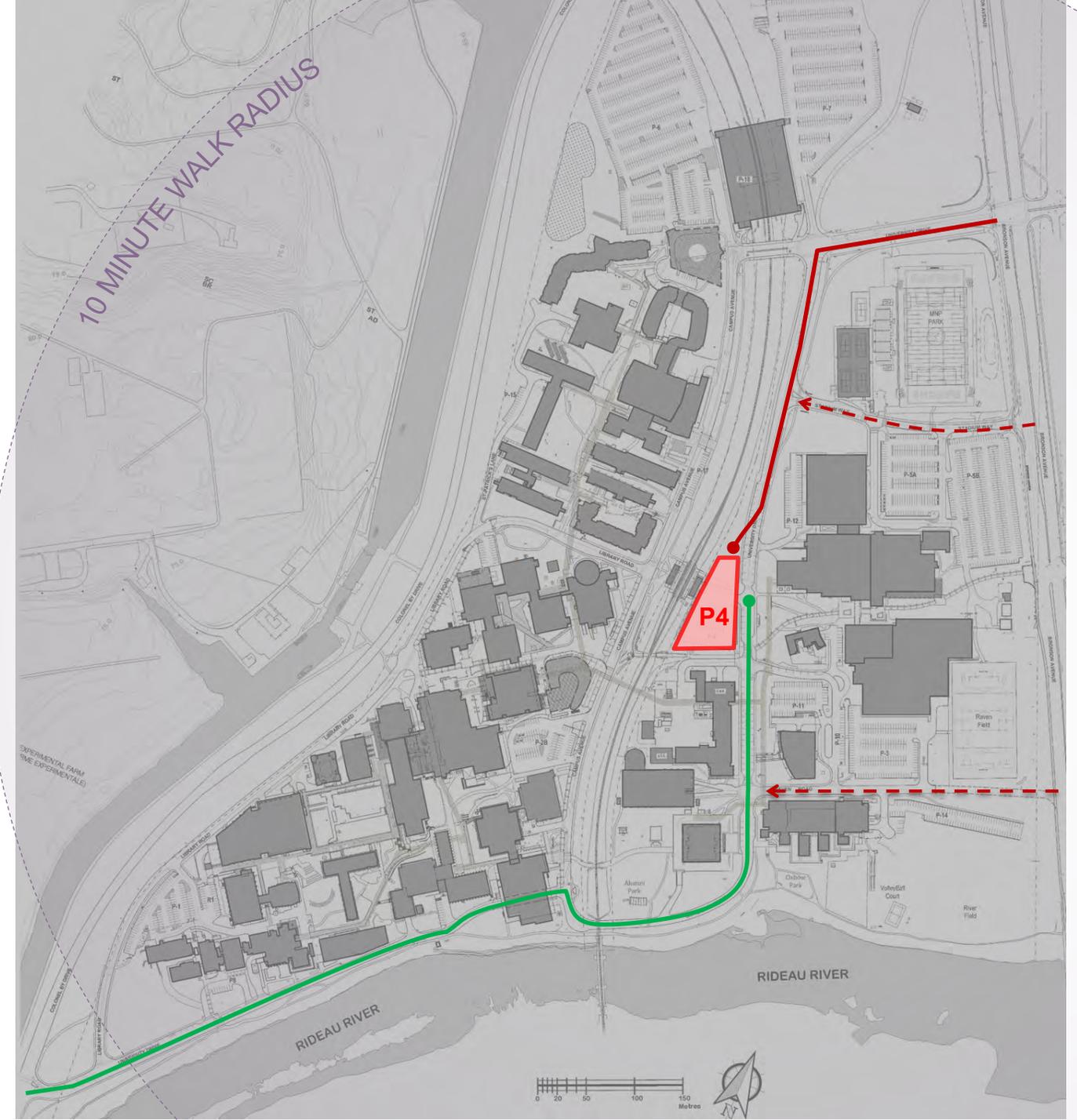
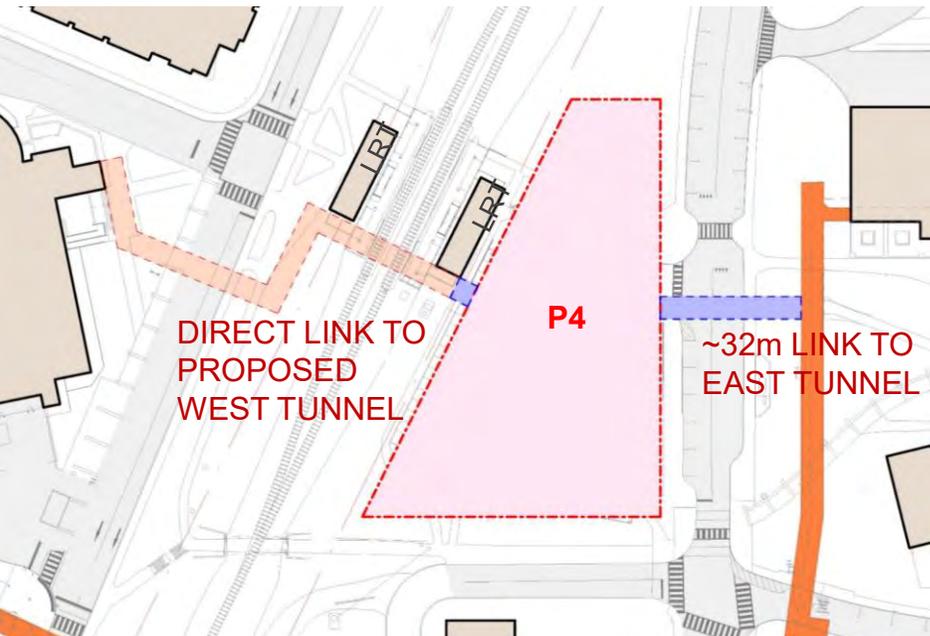
- P9 PARKING CAPACITY NOT AVAILABLE DURING CONSTRUCTION
- REQUIRES 2ND PARKADE TO FULFILL CAMPUS NEEDS
- IMPACT TO MAINTENANCE YARD INCLUDING TEMPORARY RELOCATION OF SERVICE SHEDS
- IRREGULAR LOT GEOMETRY

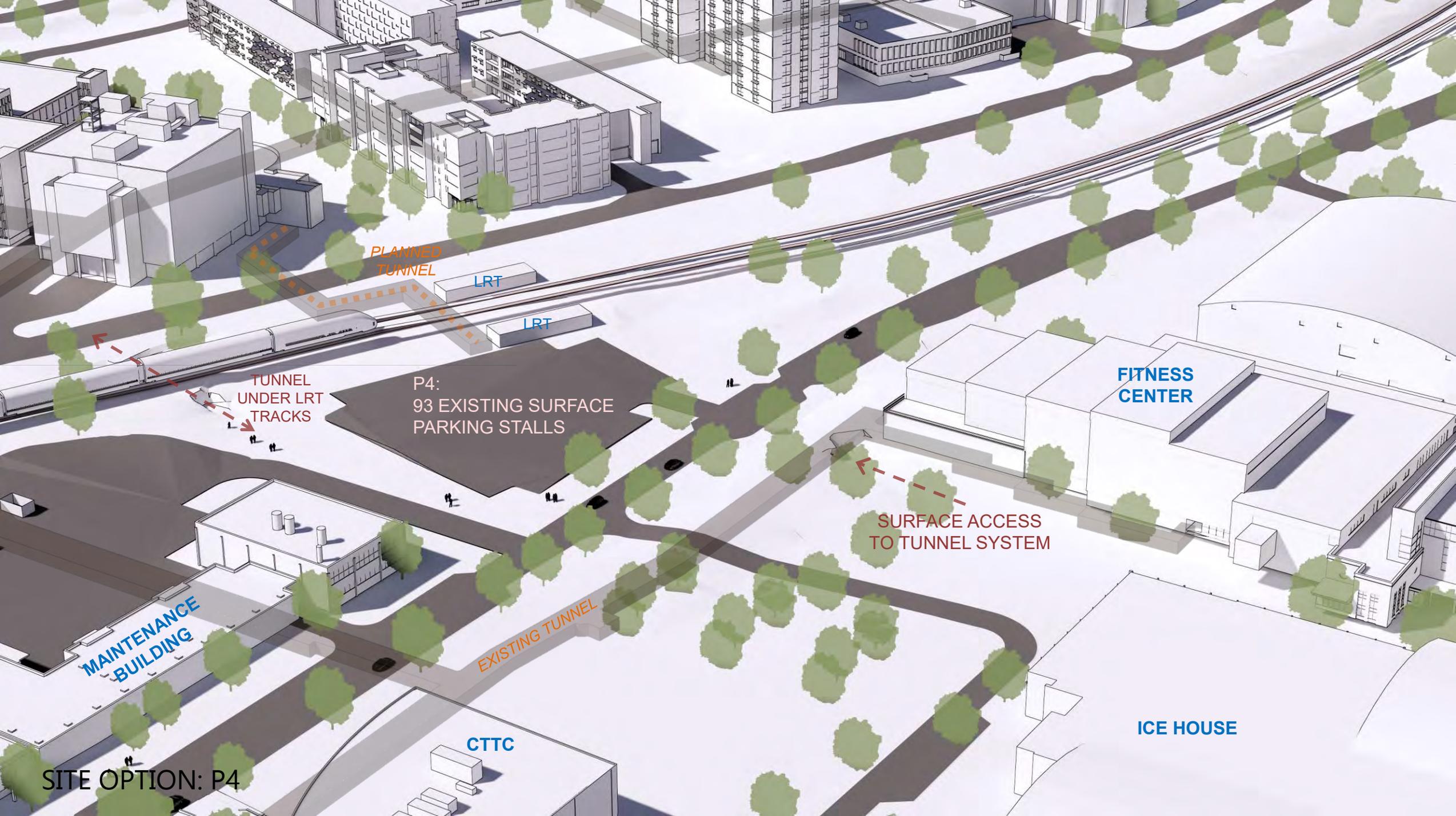
FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL
6,400m ²	2	0	195

TOTAL PARKING	\$/STALL	COST ESTIMATE
390	\$ 72K	\$ 28M

P4 HUB SITE CHARACTERISTICS

- **OPTIMAL WALKABILITY SCORE:**
100 % OF CAMPUS WITHIN 10MIN RADIUS. ADJACENT TO RAIL STATION, TUNNEL TO WEST CAMPUS
- **CENTRALIZED LOCATION**
CLOSE TO ACADEMIC, ATHLETICS & RESIDENTIAL PRECINCTS, DUAL LINK TO TUNNEL SYSTEM
- **MULTI-MODAL HUB**
INTERSECTS BUS, TRAIN, CYCLING & PEDESTRIAN PATHS. PROVIDES OPPURTUNITIES FOR LEASABLE COMMERCIAL SPACE AND STUDENT AMENITIES





PLANNED
TUNNEL

LRT

LRT

TUNNEL
UNDER LRT
TRACKS

P4:
93 EXISTING SURFACE
PARKING STALLS

FITNESS
CENTER

SURFACE ACCESS
TO TUNNEL SYSTEM

MAINTENANCE
BUILDING

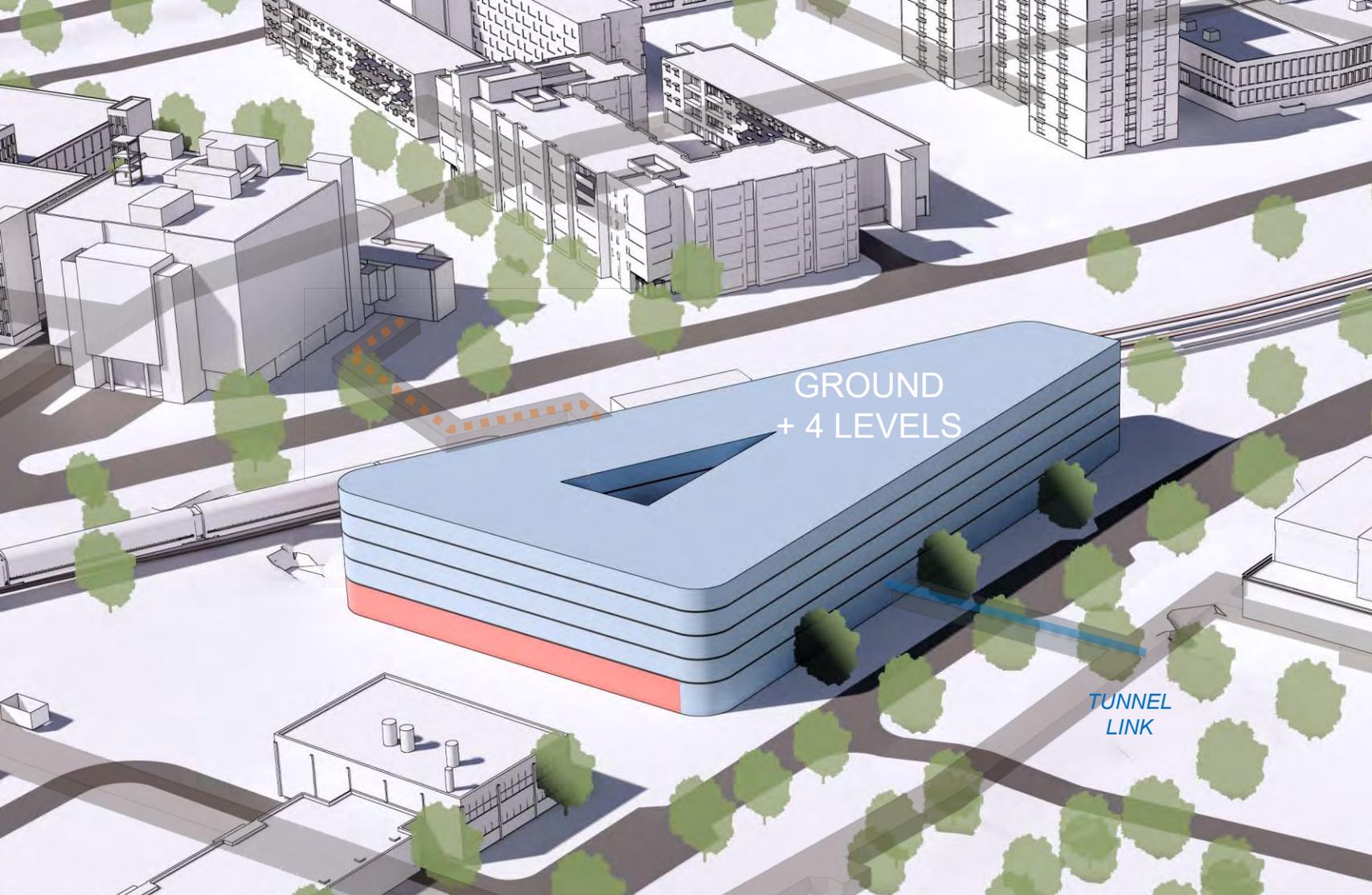
EXISTING TUNNEL

ICE HOUSE

CTTC

SITE OPTION: P4

P4 HUB



PROS

- **CENTRAL:** 10MIN. WALK TO ALL CAMPUS
- **SIMPLE WAYFINDING:** DIRECT ACCESS FROM UNIVERSITY AVE.
- **MULTI-MODAL:** OPPORTUNITY TO INTEGRATE INTO PROMINENT LIGHT RAIL STATION
- **GATEWAY:** HIGH TRAFFIC SITE CAN ACCOMMODATE COMMERCIAL USES ON GROUND FLOOR

CONS

- IRREGULAR LOT GEOMETRY
- REQUIRES 2ND PARKADE TO FULFILL CAMPUS NEEDS

FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	EXISTING PARKING	NET PARKNG INCREASE	TOTAL PARKING	\$/STALL	COST ESTIMATE
4,300m ²	4	0	~115	90	335	425	\$ 73K	\$ 31M
		1			465	555	\$ 78.5K	\$ 43.5M

SITE	FOOTPRINT	LEVELS ABOVE GRADE	LEVELS BELOW GRADE	SPACES PER LEVEL	EXISTING PARKING	NET PARKING INCREASE	TOTAL PARKING	\$/STALL	TOTAL COST
P3	5300m ²	4	0	~160	175	430	605	\$69.5K	\$42M
			1			590	765	\$74K	\$56.5M
P3 + RAVEN	9,200m ²	3	1	~180	175	550	725	\$83K	\$60M
	12,700m ²					660	835	\$83K	\$69.5M
EXPANDED FIELDS	12,700m ²	0	1	~390	175	215	390	\$100K	\$39M
MNP	14,350m ²	0	1	440	0	405	405	\$ 105K	\$ 43M
			2			845	845	\$ 98K	\$ 83M
P9	6,400m ²	2	0	195	0	390	390	\$ 72K	\$ 28M
P4 HUB	4,300m ²	4	0	115	90	335	425	\$ 73K	\$31M
			1			465	555	\$ 78.5K	\$ 43.5M

NEW CSS OFFICES LOCATED IN PARKING STRUCTURE ARE ESTIMATED AT \$2.5M AND ARE NOT INCLUDED IN ABOVE COSTS



Recommendation

The P4 HUB parking garage option with one level below grade: 555 parking spaces at estimated cost of \$43.5M

- ✓ Centrally located
- ✓ Potential for tunnel connection to LRT/Academic Precinct/Athletics
- ✓ Options for revenue generation/commercial tenants (i.e.: retail ops/advertising)
- ✓ Transit hub – connection to multi-modal transportation options
- ✓ Walkability score and accessibility

Note: The capital proposal form has been submitted with the P4 option for the design phase

Replacement of P9 Garage



QUESTIONS?

AGENDA ITEM

6.1

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report: 23 November 2020
From:	Assistant Vice-President and University Advisor	Date of Meeting: 1 December 2020
Subject:	Carleton University Equity, Diversity and Inclusion Action Plan	
Responsible Portfolio:	Equity and Inclusive Communities	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

None.

3.0 EXECUTIVE SUMMARY

Equity, Diversity and Inclusion (EDI) has been identified by Carleton's Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and members of the external community as critical to the future success of the university and the broader society. (EDI and other terms of art are defined in the glossary portion of the introduction to the Recommendations).

The Equity and Inclusive Communities (EIC) Advisory Group is a body of students, staff, faculty and external community members from across the institution dedicated to the strategic integration of EDI planning into the work of the university. Reporting to the President and Vice-Chancellor, the group was formed in April 2020 with a mandate to assess EDI successes, opportunities and gaps across campus and propose recommendations for progress.

The killing of George Floyd in May 2020 and other police-involved incidents in the United States and Canada this year have jarred the public consciousness. Similarly, the disruptive and traumatic COVID-19 pandemic has not impacted all communities equally. Both of these historic moments have spurred renewed calls to accelerate anti-racism and EDI efforts within our institutions and in the broader culture not only as they relate to criminal justice and health, but also to employment, housing and education.

Earlier this year, the Advisory Group devised a set of (EDI) Strategic Actions for review and discussion by the Carleton Community. These 10 interconnected actions were derived from a review of literature, an institutional EDI survey, expertise within EIC and more than 40 targeted consultations with key informants and partners. Specific items range from curriculum and pedagogy, student supports and research to leadership development, data collection and culture. A first public draft was presented to the community in late August, and to the Board in September.

Through the fall, robust conversations about the draft were held with faculty, staff, students and external community members within a compressed consultation structure designed to recognize the urgency of the socio-cultural moment and maximize community engagement and buy-in. The consultation process including an online platform generated rich feedback, the relevant portions of which were reflected in a 2nd Public Draft. That 2nd draft was approved by the Advisory Group on Nov 16th as well as the Vice-Presidents and Academic Research Committee (VPARC) on Nov 18th and as such, now represents a Carleton University commitment.

Note that the fourth Strategic Action (SA4) in the Plan is a call for the Board of Governors and Senior Leadership to recognize their responsibilities under the plan in the following areas:

- **Inspiration and Accountability**
- **Diversification of Demographic Representation in Leadership**
- **Communication**

4.0 INPUT FROM OTHER SOURCES

In the summer of 2020, more than 40 consultations with key partners and stakeholders seeking input and feedback on the recommendations were completed. Consultation contributors included Deans, Executives, student leadership, representatives from the bargaining units, General Counsel, Clerk of Senate, University Librarian, Teaching and Learning Services, Human Resources, presenting faculty and student advocates. In the Fall, broader consultations were held including 4 Town Halls, consultations at Faculty Boards and the launch of an online feedback platform.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The CU EDI Action Plan flows directly from the commitments enunciated in the recently completed Strategic Integrated Plan (SIP) and align without replicating, other roadmap documents including the Coordinated Accessibility Strategy and the Kinàmàgawin report.

6.0 FINANCIAL IMPLICATIONS

New positions identified in the recommendations will be subject to the regular process of approval within the Provost's Budget Working Group.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

This document is for information only and therefore narrative around risk has not been extensively included. The assessment in paragraph 9 is based on prior discussion with Peter Cech and Tony Lackey.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Given the high visibility of the issues and implications for the academic mission, there is risk to reputation and outcomes for failure to take measures deemed necessary in the current environment. Many higher education institutions in Ontario are attempting to respond to internal stakeholder concerns and petitions for greater action and Carleton's efforts will be judged against sector performance.

EIC is working closely with the President, Vice-Presidents, University Communications to ensure Carleton's EDI leadership efforts are being communicated using all platforms. The communication strategy that has covered the development of this action has been effective, and will be extended to cover implementation of this important work

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



EIC Advisory Group

EDI RECOMMENDATIONS FOR
INSTITUTIONAL STRATEGIC ACTION

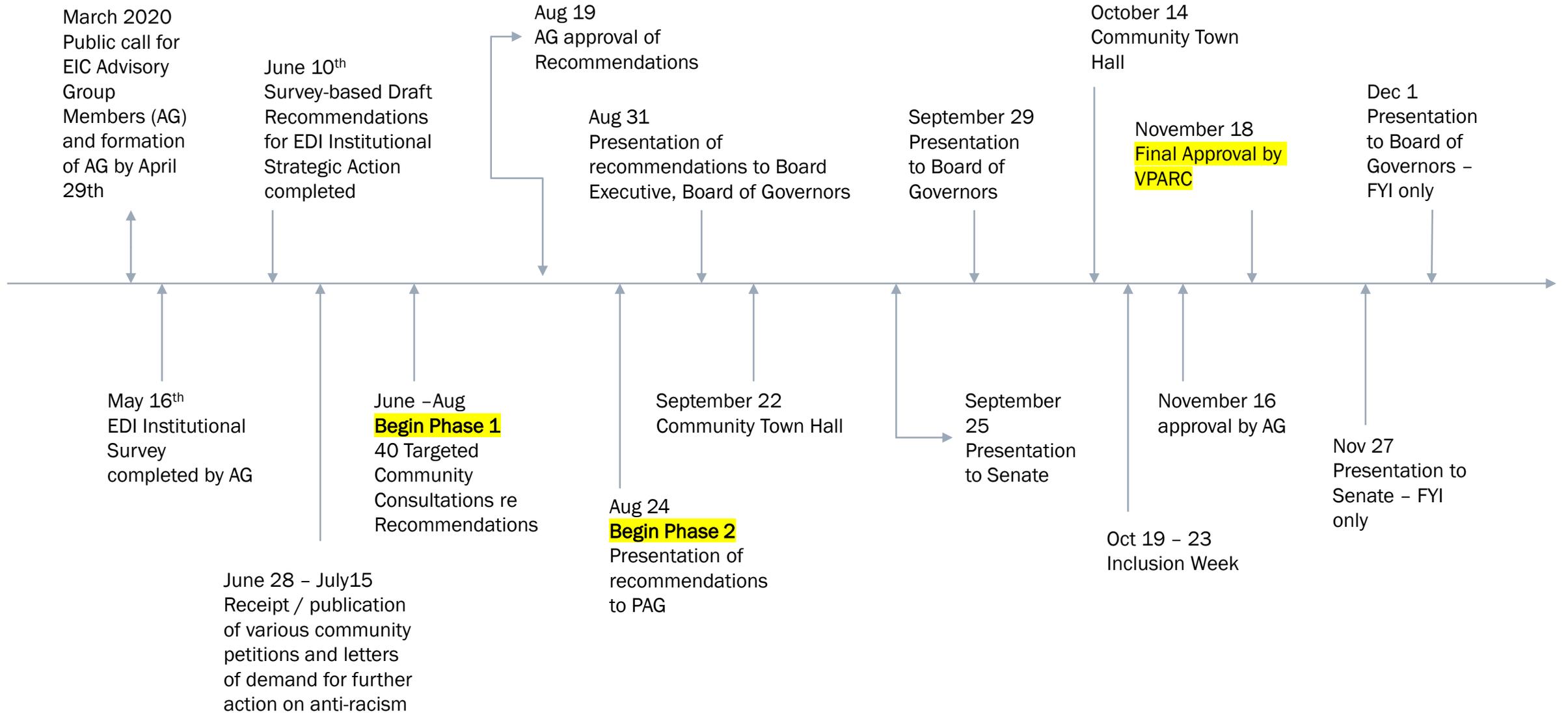
Equity, Diversity and Inclusion (EDI) have been identified by Carleton's Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

Consultation Timeline



Phase 2 Consultation Detail

Aug 24 – Nov 16, 2020

ARCC

ROSI

Board of Governors

Senate

4 Faculty Boards

1 Faculty Special Meeting

Academic Heads Roundtable

2 Employee Town Halls

2 Student Town Halls

EIC Advisory Group

788

Areas Identified for EDI Strategic Action

1. Curriculum and Pedagogy
2. Student Supports
3. Research
4. Senior Leadership Team and Board of Governors
5. Leadership Development General (Non-Academic Employees)
6. Leadership Development General (Academic Employees)
7. Disaggregated Demographic Data Collection
8. Representation and Outreach
9. Culture
10. EDI Planning Infrastructure and Reporting

EDI Strategic Actions

RECOMMENDATION FEATURES

➤ **Innovative**

- Positively framed around value creation and leadership development
- Beneficial behaviours are incentivized

➤ **Integrated**

- Reinforces and supplements the work of other university plans

➤ **Holistic**

- Community engaged
- Data driven and evidence-based

➤ **Flexible**

- Leaves room for local customization

➤ **Ambitious**

- Comprehensive vision in addition to technical specificity

Areas of Convergence: SAs and Kinàmàgawin

SA5 Campus Safety Services Action Plan:
Service Excellence and Engagement with
Carleton's Diverse Communities

SA9(3) All first-year students will complete an
online module in EDI and human rights

SA9(1) CU will develop "Understanding Human
Rights and the CU Human Rights Complaints
Procedure" workshops and infographics for the
benefit of faculty and non-academic
employees.

#14 establish a CU Safety Relations Table
involving CSS, CII and EIC

#21 develop appropriate measures to
ensure every student graduating from CU
achieves basic learning outcomes
concerning Indigenous history and culture

#25 professional development and
education for faculty, staff and
administration re Indigenous / CDN histories
and experiences

Areas of Convergence

SAs & Coordinated Accessibility

- SA1. (4) EDI-centred curriculum review working Group. (7) EDI Learning Specialist. SA9. (1) human rights workshop for faculty and staff. (3) mandatory 1st year training in EDI and human rights.
- SA7 Disaggregated Demographic Data.
- SA3. Creation of EDI Scholars Index.
- 2. Education and Training. (a) Increase in-depth opportunities for campus members. (c) Provide educators with resources for better inclusive design.
- 5. Employment and Employee Support. (e) Review representation of PWD.
- 7. Research. (b) create university-wide network of researchers in accessibility & disability.

EIC Advisory Group

Department of Equity and
Inclusive Communities

Carleton University

Thank you

Draft Recommendations for Equity, Diversity and Inclusion (EDI)

Institutional Action

Public Draft 2

Equity and Inclusive Communities

Advisory Group

Carleton University

Nov 12, 2020

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Introduction

Purpose

The Equity and Inclusive Communities (EIC) Advisory Group is pleased to present these recommendations to the Carleton Community for discussion and feedback.

We are members of a diverse community, and many of us are guests in this territory or are descendants of those who arrived by transatlantic and transpacific processes not of our making. “We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsundered territory the Carleton campus is located. This acknowledgement is important to us and is a reminder of our pledge for(re)conciliation with Indigenous Peoples”¹.

Bearing the requirements of re(conciliation) in mind while exploring their interrelationship with crucial concepts of human rights, equity, diversity and inclusion (EDI), we state the purpose of this document:

We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These proposed strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.

This purpose anticipates the creation of a final university plan extending beyond broad conceptual aspirations. In key areas, we go further to specify steps and accountabilities that will advance the university’s EDI objectives.

EDI has been identified by Carleton’s Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university. That has become even clearer in the immediate environment of pandemic dislocation, transition to virtual operations, economic contraction, geopolitical instability, and social justice reckoning. We know the combined thrust of these dynamics has only exacerbated preexisting societal disparities. And these disparities have deep historical origins.

Against this background, the creation of these recommendations follows the recent completion of Carleton’s Strategic Integrated Plan (SIP) journey in which over a 1000 conversations were held with university members. When asked about Carleton’s values, several clear themes were identified, revealing what we admire and aspire to as a university. Among those themes, Community, Inclusivity, Diversity and Accessibility dominated. From the SIP, we also note Carleton’s renewed commitment to EDI as a driver of desired outcomes in pedagogical and curricular design, organizational excellence, interdisciplinary research collaboration, as well as local and global connectedness. EDI is also deemed central to a vision for community and individual wellness. Accordingly, we consider these recommendations for institutional EDI

¹ Strategic Integrated Plan 2020

Action as a continuation of the EDI engagement pursued under the SIP, rather than a fresh initiative.

The Value of Inclusion

Inclusion is the ongoing exercise of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. “Inclusion increases the total human energy available to the organization. People can bring far more of themselves because they are required to suppress far less”². Moreover, inclusive communities are generative and prolific, bringing together different perspectives, experiences and identities to disrupt convention in ways essential to consequential imagination and discovery. This may be observed within organizations across multiple sectors³ and is especially vital for learning, teaching, research and working in institutions of higher education.⁴

Inclusion also respects an individual’s essential need for a sense of uniqueness within, and belonging to, a larger whole. Sometimes, the value of such impressions for members of the university is understood as mainly esoteric. This is a fundamental misapprehension. A combined perception of uniqueness and belonging has real-world impacts. Both are positively correlated with enhanced student capacity for learning⁵ and therefore directly related to student success. Their presence is also connected to employee engagement and perceptions of organizational citizenship⁶. The converse is also true. Where members do not possess these relationships to the university, we should expect weaker outcomes.

The benefits are tangible but the route, complex. Harnessing the power of inclusion for every Carleton member, for the institution generally and for the wider society means strengthening and creating a series of interconnected structures, saturated with an enabling culture.

Importance of Human Rights and Equity

To fully realize the benefits of inclusion, we must first firm a foundation in human rights and attention to equity.

² Miller, F.A. and Katz, J.H. The Inclusion Breakthrough, Barrett-Koelher Publishers, California (2002)

³ Conference Board of Canada, The Value of Diverse Leadership, Ottawa, 2008.

Catalyst. Inclusive Leadership: The View from Six Countries. 2014.

⁴ Williams, D.A., Berger, J.B., & McClendon, S.A., Toward a model of inclusive excellence and change in postsecondary institutions. Washington, D.C.: Association of American Colleges and Universities, 2005. Canada Research Coordinating Committee “EDI and Research Excellence”, (<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>).

⁵ Clifton, Rodney A., Raymond P. Perry, Christine Adams Stubbs, and Lance W. Roberts, “Faculty environments, psychosocial dispositions, and the academic achievement of college students”. Research in Higher Education 45, no. 8 (2004): 801-828.

⁶ Catalyst. Op. cit.

As a large diverse institution, Carleton University is an extension of the larger society, susceptible to all of its challenges. We acknowledge that bias, harassment, and discrimination on the basis of inherent and often intersecting aspects of identity occur both outside and inside the walls of the academy. To undertake the challenge of critical self-reflection and self-examination is not easy; nor is the decision to sit in discomfort as the historically underrepresented narrate difficult aspects of experience. Yet this is precisely what we must and will do to continue making progress towards our stated values.

In many areas of Canadian academic life, unconscious and conscious biases inhibit and corrode full participation. Some research is emerging in the areas of Racialization and Indigeneity. This directs our gaze to differential outcomes and systemic bias in responses to research supervision and mentoring requests, in classroom participation opportunities, citational practices, curricular content and design, Eurocentrism and normativity of Whiteness, recruitment, retention and promotion processes, assessment of academic “service”, and teaching evaluations,⁷. Other areas of concern may include the design and application of complaints procedures that tend to preserve status quo inequalities rather than dismantle them⁸.

Gender disparities have also been a central research focus. A 2018 report by the Canadian Association of University Teachers underscored underrepresentation across many equity dimensions in the academic workforce as well as compensation gaps between men and women and between white, Indigenous and racialized non-academic employees⁹. More recently, a 2019 article published in *The Lancet* described pervasive gender bias in peer review processes.¹⁰

In general, Persons with Disabilities face well documented barriers to full participation in the Canadian labour market. But by recognizing their inherent dignity through reasonable investments in accessible work spaces and facilities, persons with disabilities would be able to contribute an estimated additional \$16.8 billion to overall economic by 2030.¹¹ Still more is required for as we know, disadvantage in the workforce begins much earlier. Students with disabilities in Ontario universities continue to encounter stigma and negative attitudes, failures to appropriately accommodate, and insufficient resources in the classroom.¹²

⁷ Henry, Francis, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos and Malinda S. Smith, The Equity Myth: Racialization and Indigeneity at Canadian Universities, Vancouver, UBC Press, 2017.

⁸ Bhopal, Kalwant, White Privilege – The Myth of a Post-Racial Society, Policy Press c/o The University of Chicago Press, Chicago, USA, 2018

⁹ CAUT, Underrepresented & Underpaid Diversity & Equity Among Canada’s Post-Secondary Education Teachers, 2018.

¹⁰ Holly Witteman, Michael Hendricks, Sharon Straus and Cara Tannenbaum, “Are gender gaps due to evaluations of the applicant or the science? A natural experiment at a national funding agency”, The Lancet, Volume 393, Issue 10171, P531-540, February 09, 2019.

¹¹ Robyn Gibbard, Marc Desormeaux, Priya Persaud, Ruth Wright, The Business Case to Build Physically Accessible Environments, The Conference Board of Canada, February 23, 2018.

¹² Policy on Accessible Education for Students with Disabilities, Ontario Human Rights Commission, March 2018.

McCloy, Ursula and Lindsay DeClou, Disability in Ontario: Postsecondary Education Participation Rates, Student Experience and Labour Market Outcomes, Higher Education Quality Council of Ontario, Feb 21, 2013.

Further, we acknowledge the 2012 Carleton University "Report of Commission on Inter-Cultural, Inter-Religious and Inter-Racial Relations on Campus". In specified ways, the document reflects how discrimination, harassment and hate crimes on the intersecting grounds of "creed and race" (including Anti-Semitism and Islamophobia) form part of our societal context as do ostracizing and dehumanizing practices on the basis of sexual orientation, gender expression and identity.¹³

Beyond these issues of human rights compliance, the university is also committed to rededicating itself to matters of equity. Rights regimes are preoccupied with equality, being an appropriate insistence on environments free from harassment and discrimination. But sharing a starting line with a group of elite runners is no comfort when they have shoes and you do not. The result is predestined. Equity (or substantive equality) therefore requires us to consider the removal of barriers and disadvantages and the provision of the necessary supports **beyond legal requirements** to enable all our members to fulfil their potential and maximize their contributions.

Critical Local Insight (The EIC Advisory Group)

While an appreciation of the human rights and EDI literature landscape is important, there is no substitute for understanding and insight into the specific needs and circumstances at Carleton. To map the pathways to stronger EDI outcomes, we require direct information and experience from the community to scope systemic successes, opportunities and gaps.

The EDI Advisory Group was created as part of a mechanism to fulfil this objective. Serving as key informants, the group is characterized by broad institutional and demographic representation with important experiential and scholarly capability among its faculty, staff, students and external member composition. By these recommendations the group has set the table for conversation and feedback within the larger university community. The value of their service is immeasurable.

The recommendations are structured along ten interconnected strategic actions, each addressing a core organizational facet. Strong and effective EDI planning recognizes that it is difficult to make meaningful advances against a single strategic action without engaging multiple others. In addition, five thematic descriptors emerge from these actions. We cast the document as Innovative, Integrated, Holistic, Flexible and Ambitious.

Innovation appears in the form of positive framing for leadership development throughout the university and the incentivization of pro-social and other EDI-related values and behaviours rather than a cataloguing of corrective measures common to other plans.

¹³ Police-reported hate crime, by type of motivation
<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510006601>

We seek to **integrate** related planning documents and structures at Carleton. These recommendations reinforce and complement but do not replicate programmatic initiatives of the Kinàmàgawin Report, the Coordinated Accessibility Strategy, the Sexual Violence Policy, the Trans and Non-Binary Gender Work Plan (under development) or the Healthy Workplace Strategic Plan 2109 - 2022. We also take notice of the venerated legacies represented by the Pauline Jewitt Institute of Women's and Gender Studies, the Centre for Research on Inclusion at Work, the READ Initiative, **the Zelikovitz Centre for Jewish Studies' work on Holocaust studies** and the Paul Menton Centre. **Moreover, we acknowledge the ongoing assessments related to pay equity at Carleton.** Recognizing this existing EDI infrastructure allowed the group to identify organizational gaps particularly, but not exclusively, as it relates to processes of Racialization and Racial Inequality. Such awareness also permitted discernment of broader EDI proposals based on the totality of intersectional needs where necessary.

An **holistic** approach to the development of these recommendations was taken, relying on existing multi-disciplinary research, insights from the Advisory Group, and professional experience within the Department (EIC). Following initial drafting and in the subsequent wake of the police-involved killing of George Floyd, we also took notice of petitions and letters from the community. Much of that material resonated with thinking already reflected in these pages. In addition, 40 targeted consultations through the months of June, July and August preceded the approval **of the first public draft of these** recommendations. **Wider consultations including 4 Town Halls and an online submission portal were made available to the community** through the Fall of 2020, **generating relevant feedback now layered within this iteration.**

We have attempted to insert elements of **flexibility** in the document, engaging institutionally central capabilities whenever appropriate while leaving space for faculty, divisional and other local level customization.

Finally, there is an element of **ambition** in these recommendations in that we have traced concrete, and in some respects, granular actions and accountabilities within a comprehensive, interconnected visionary frame.

We hope to further stimulate and engage a robust conversation with the Carleton community on the road to the finalization of an Institutional Plan for EDI Strategic Action.

Glossary

Human Rights. A basic tenet of the Ontario Human Rights system as it applies to the university is to ensure that all members may learn and work with dignity and have equal access to services and opportunities without discrimination or harassment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability. In certain contexts, the prohibited grounds of discrimination and harassment extend to receipt of public assistance, and record of offences. Human Rights in Ontario is a **quasi-constitutional** legal and compliance framework.

Equity. Through the removal of barriers and provision of appropriate supports, the principle of equity refers to fair access to opportunity and services for all, recognizing that members come to the university with relative advantages and disadvantages. Equity considerations extend beyond issues of legal human rights compliance, take up issues of demographic representation and underrepresentation, and examine questions of power and resource allocation.

Diversity and Intersectionality. Diversity describes the representation of various demographic segments and dimensions of identity within a population. In this sense, diversity includes the presence of intersectional identities, or the myriad ways in which individuals identify, live through and experience multiple dimensions of difference simultaneously.¹⁴

Inclusion. Inclusion is the ongoing exercise of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. While inclusion involves and mutually benefits every member of the university, its successful operation is predicated on the fulfilment of human rights and equity objectives.

EDI. Equity, Diversity and Inclusion.

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

Decolonization. Decolonizing in a university means creating spaces and resources for a critical discourse among all members about the voices, experiences and perspectives represented and unrepresented in received canons of knowledge; and what it means to integrate multiple and intercultural ways of knowing, learning and being into our curricular, pedagogical and governance practices. Decolonization movements find expression worldwide with varying manifestations across national and transnational locations.

Inclusive Communities. For members to bring their whole selves in the pursuit of personal and institutional excellence, as much value must be assigned to their attachments to multiple cultural identities and distinct lived experiences as to their sense of belonging to a common enterprise. This concept of Inclusive Communities therefore extends our understanding of Carleton University as a community of communities.

Inclusive Communities is also a *process and practice* of cultivating the inherent distinctiveness of each of our members while nurturing and growing points of connection and cohesion. It is the enabling of exploration and discovery at the borders of ideas, values and experience. Residing at the heart of innovation, interdisciplinarity, collaboration and engagement, supporting Inclusive

¹⁴ Crenshaw, K., Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299, 1991.

Communities is critical to our current and future success in a globalized higher education context.

Systemic and Structural Discrimination / Bias. Systemic or structural discrimination and bias refer to patterns of organizational, or societal behaviour, policies and practices that may or may not appear facially neutral but which nonetheless disproportionately disadvantage equity-seeking and Indigenous groups.

Michael F. Charles
Chair, EIC Advisory Group

Public Draft 2

PHASE 1 STRATEGIC ACTIONS (YEARS 1 AND 2)

SA1 – Curriculum and Pedagogy

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

1. Faculties will explore potential for program creation including interdisciplinary programs with a focus on decolonized, EDI-centred knowledge production. Among examples at Carleton, we acknowledge the planning currently underway within FASS for the creation of an interdisciplinary Critical Race Studies Degree Program.
2. A Deans EDI Working Group shall be convened to explore best practices for decolonized and EDI-centred curriculum reviews that may be applied in their respective areas and will work towards ensuring that EDI principles and objectives are reflected in all degree programs, specifically in gateway or core courses **and in experiential learning**. Among examples at Carleton, we acknowledge the curriculum review process underway at the Sprott School of Business.
3. Working in conjunction with AVP Teaching and Learning and OIRP, CU will explore the relationship between EDI and student success in academic programming, in particular, gateway courses. Gateway courses include large first-year courses and degree requirement courses.
4. As part of the Quality Assurance process, CU will require units to report on how proposed programs **and existing programs** contribute to the expansion of decolonization, equity, diversity and inclusivity at the university.
5. The criteria for Provost's Scholar Award will be published for transparency and shall include EDI elements.
6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to deliver EDI advisory programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development. (For more see SA10 – EDI Infrastructure below)

“Curriculum and pedagogy are very important to focus on. In their experience, only exposed to non-white faculty members in their African Studies course. Certain programs like Political Science doesn’t focus on a global perspective; mostly looking at Canada, US, British and Europe. Programs with few electives are also very challenged. Not having as many electives to look into topics related to EDI. How do we continue to focus the attention and research on EDI with a lack of EDI-related content in all our programs?”

(Public Consultations – student feedback)

Attention to EDI enriches learning through integration of diverse and global experience and critiques in curriculum and pedagogy.

There is a lack of Disabled, Racialized and Indigenous scholars invited into the classroom (distinct from permanent hiring efforts)

Eurocentrism is present across the university curricula.

COVID-19 poses risk to EDI infusion.

(EIC Advisory Group Survey May 26, 2020)

We support the ongoing calls to revise the format and role of teaching evaluations in tenure and promotions and establish clear and transparent tenure and promotion standards across the university that permit departments and faculty boards to use multi-modal evaluations when reviewing a file.

(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

SA2 – Student Supports

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

1. Reporting to the Director Student Affairs and Student Life, a Diversity, Equity & Community Programs Coordinator will be created to support the implementation of EDI (Equity, Diversity and Inclusivity) frameworks within existing Student Life departmental processes, programs and initiatives.
2. Carleton will consider the need to review and assess EDI programs and services for graduate students.
3. Reporting to the Director Health & Counselling, CU will establish the permanent role of a Racialized-Specific Counsellor with expertise in race-based trauma, anti-racism and anti-Black racism, resilience and success as a means of prioritizing the mental health needs of Racialized students who are said to represent approximately 47% of the student population.
4. The Office of the Vice-President Students and Enrolment (OVPSE) will ensure information about the augmented counselling services is communicated broadly to students and student groups.
5. At the end of Phase 1, the OVPSE will commence a review of the adequacy of the counselling service complement in light of expressed student requests for additional Racialized-Specific Counsellors and / or a designated counsellor for graduate students.
6. All Counsellors in Health and Counselling will participate in annual professional development to incorporate EDI and anti-racism, and anti-Black racism best approaches into departmental practices.
7. The Associate Deans will jointly explore means to ascertain the relationship, if any, between academic integrity and equity-seeking groups and make appropriate recommendations to introduce further supportive measures.
8. Goals in paragraphs 1 - 5 shall be completed in Phase 1 (OVPSE on the advice of EIC).

SA3 – Research

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

1. With leadership provided by the Office of the Vice-President (Research and International), CU will promote EDI-related interdisciplinary research. The VPRI will conduct a census of faculty members whose scholarship reflects, or has the potential to reflect, EDI concerns. OVPRI will build a database of EDI Scholarship that Faculty members may access to identify potential interdisciplinary research partners and pursue collaborative projects focused on EDI-related topics.
2. With leadership and resources from the Vice-President (Research and International), CU will create and provide seed funding for at least one cross-faculty interdisciplinary research cluster focussed on processes of racialization and racial inequality. A non-exhaustive list of research area examples may include cross-cultural histories in STEM, racial inequality and STEM education, racial inequality and corporate governance, racialization and justice, etc.
3. The Office of the Provost and Vice-President (Academic) and the Office of the Vice-President (Research and International) will consider and assess the need for additional programs and supports for faculty from equity-seeking groups engaged in research.
4. CU will acknowledge excellence in EDI Scholarship by establishing an Annual University Award for Distinguished EDI Scholarship. The Committee of Associate Deans (Research) – OVPRI with support from the Assistant Vice-President and University Advisor, Equity and Inclusive Communities will be tasked with developing the award criteria and will be empowered to evaluate submissions and select annual recipients.
5. The Deans EDI Working Group (referred to in SA1) also will serve as a forum for the sharing of best practices related to encouraging EDI research, allocating research support and recognizing and disseminating EDI-related research.
6. The Office of the Provost and Vice-President (Academic) will create two Awards for Graduate Student EDI scholarship and Undergraduate Student EDI Scholarship respectively to be granted annually through a competitive selection process.

*Attention to EDI enhances the quality, creativity and innovation in teaching, research.
(EIC Advisory Group Survey May 26, 2020)*

*We call on Carleton to enhance its interdisciplinary and cross-faculty research, teaching, and program development in Black Studies and Critical Race Studies.
(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)*

We call for a commitment to funding anti-racist research at Carleton, including the creation of \$250,000 in new scholarships for Black undergraduate and graduate students, new research grants and assistantships geared toward Black undergraduate and graduate students, and the creation of a pre-doctoral fellowship in Critical Race Studies for Black scholars doing transformative work. Black scholars and research with Black communities are chronically underfunded across Canadian institutions. Research on Black communities is rarely community-based, which means scholarship seldom benefits the very communities on which that research is conducted.

(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

Public Draft 2

SA4 – Senior Leadership Team and BoG Inspiration and Development (Phase 1 and 2)

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

1. Inspiration and Accountability:
 - a. The Senior Leadership Team and Board of Governors (BoG) will actively model best practices by completing and endorsing training, education and professional development programs integrating inclusive leadership values, principles and practices, as well as human rights and equity and EDI informed recruitment.
 - b. The Senior Leadership Team and the BoG will make themselves accountable by requesting annual reports, supporting and resourcing efforts to realize progress against the strategic actions set out in this document.
2. Representation:
 - a. The Senior Leadership Team and BoG will reflect on the composition of all senior decision-making tables and work to increase demographic representativeness.
 - b. At the application stage, the Senior Leadership Team and BoG will consider demographic representation when selecting for positions and vacancies at senior decision-making tables.

The Board Equity, Diversity and Inclusion Statement (<https://carleton.ca/secretariat/boardofgovernors/about/edi-statement/>) amplifies the values and approaches essential to realizing this action.
3. Communications:
 - a. The Senior Leadership Team and BoG will be conversant in the benefits of EDI and be prepared to communicate its value from highly visible platforms to further engage and inspire inclusive communities at Carleton.
 - b. The Senior Leadership Team and BoG will ensure these Strategic Actions are communicated through various university platforms and formats to achieve widest reach.

While the document is wide-ranging and well-articulated, there are concerns that the commitment is not there from senior administration and faculty to see this through. Concerns persist that this is a “check box” exercise.

(Public Consultations – Staff and Faculty Feedback)

Attention to EDI:

- *improves engagement and sense of belonging and wellness for employees and students*
- *strengthens decision-making by integrating broader spectrum of perspectives*
- *removes physical and other barriers to performance and success*

(EIC Advisory Group Survey May 26, 2020)

We call for proactive investments in anti-racist education and resources for Carleton faculty, administrators, governors, and employees. Such investments should expand diversity training measures beyond a psychological emphasis on problems such as unconscious bias. (Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

Public Draft 2

SA5 – General Leadership Development (Non-Academic Employees)

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

1. A collaborative process led by the AVP Human Resources will be struck to develop and socialize a set of institutional **policies and plans** for EDI best practices and criteria in recruitment, performance management (including merit-based compensation), retention and promotion. These will align and incorporate the EDI education and professional development set out in paragraph **3** and will seek to apply the learnings from the Campus Safety Services EDI Employment Systems Review **in paragraph 4**.
2. Human Resource processes for identifying and fostering talent will recognize and integrate EDI education and professional development as described in paragraph **3**.
3. CU will acquire / design and make available education and professional development to all academic and non-academic employees in the areas of Unconscious Bias, Inclusive Leadership / Management Development, Recruiting for Difference and human rights and equity. This will also be reflected **in a review of the content and activities throughout the Carleton Leader initiative**. (AVP EIC, Provost and VP Academic, Deputy Provost Operations and Planning (DPAOP) AVP Human Resources, OQI)
4. CU will support the ongoing implementation of the Campus Safety Services Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities (<https://carleton.ca/safety/wp-content/uploads/Action-Plan-CSS-Service-Excellence-and-Community-Engagement.pdf>) as well as the Engagement and Inclusion Officer (EIO) Program, (<https://students.carleton.ca/2020/01/campus-safety-services-pilot-program-to-foster-inclusion/>).
5. The Service Excellence Standards shall be expanded to include EDI elements to be developed and published for eligibility for the Service Excellence Award. (AVP HR, OQI, AVP EIC)
6. A separate working group led by the Community Engagement Steering Committee (CESC) will develop and publish EDI-informed criteria for the establishment of an annual Community Engaged Leader Award for non-academic employees. (CESC with support from AVP EIC)

*CU possesses a caring culture is a hallmark for many but “pervasive microaggressions” experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

CU's EDI reputation is linked to more prosperous communities generally:

- *Virtuous circle of increased access to diverse stakeholders with business / organizational outcomes*
- *reflecting increasing diversity of wider society is approved as responsible organizational behaviour*

➤ *fosters social cohesion*

(EIC Advisory Group Survey May 26, 2020)

Public Draft 2

SA6 – General Leadership Development (Academic employees)

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

1. Led by the Provost and VP Academic, a Working Group on recruitment in collaboration with the relevant bargaining units shall be created to recommend institutional guidance for best practices. Such practices will reflect:
 - a. principles of transparency,
 - b. EDI-informed interpretations of undefined language and terms including “best” candidate, candidate “excellence”, candidate “fit”, and “service”. This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.
 - c. Value and weighting ascribed to community-based and community-engaged research.**
 - d. the desirability of collecting employment equity disaggregated demographic data at the application stage in accordance with leading sector standards that comply with privacy and human rights standards.
 - e. An assessment of additional human and financial resources necessary to realize best practices.
2. CU will acquire / design and make available education and professional development to all academic and non-academic staff in the areas of Unconscious Bias, Inclusive Leadership, Recruiting for Difference, and human rights and equity. This will also be reflected in a **review of the content and activities** of the Carleton Leader **initiative**.
3. CU will encourage uptake of education and professional development as described in paragraph 2 by integrating and connecting these offerings to criteria used to appoint Directors, Deans, Associate Vice-Presidents, and Vice-Presidents. EDI-based criteria including specific professional development programs used to appoint other academic leadership positions within the collective agreement will be approved through bargaining processes.
4. Each faculty will be invited to establish and formalize sponsorship programs for faculty members from underrepresented demographic groups in the early stages of their career. Sponsorship programs pair a leader or a more senior faculty member with someone at an early stage in their career to provide professional development and career advancement advice and advocacy.

(Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, Deans, AVP EIC)

Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

“We need to dismantle the way scholarship is valued and evaluated. Journal articles, conference presentations, etc. Indigenous faculty do a tremendous amount of community work that doesn’t result in a journal article because that’s meaningless in their community. The CUASA collective agreements value traditional valuation. Change needs to come from senior leaders.”

(Public Consultation – Staff and Faculty Feedback)

*CU possesses a caring culture is a hallmark for many but “pervasive microaggressions” experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

There are disadvantages for equity-seeking faculty members in the application of tenure and promotion processes.

(EIC Advisory Group Survey May 26, 2020)

Public Draft 2

SA7 – Disaggregated Demographic Data Collection

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

1. CU will prepare Implementation Plans for the collection of demographic data relating to Gender Identity, Racialized Persons, Indigenous Persons, Persons with Disabilities and Sexual Orientation on a disaggregated, intersectional basis. The Plans shall consider current and proposed changes to disaggregated data collection by Statistics Canada and higher education sector best practices while also respecting privacy considerations. Office of Institutional Research and Planning (OIRP) support is anticipated but 3rd party contracted data collection may also be considered. The support of Information Technology Services will be critical.
 - a. The plan for students will be proposed, socialized, and approved in Phase 1 (Equity Policy Committee, President and Vice-Chancellor)
 - b. The plan for employees will be proposed, socialized, approved and piloted as a voluntary initiative in Phase 1. (President and Vice-Chancellor, Joint Committee on Employment Equity, Equity Policy Committee)

EDI data collection is limited at CU and accompanied by institutional resistance to ask deeper questions and engage in more honest conversations. (EIC Advisory Group Survey May 26, 2020)

Carleton University is a public institution with a duty to its constituents. We thus call for a commitment to generate accurate disaggregated data on the racial backgrounds of students, faculty members, and other employees. This data is essential to identify any systemic problems that may inform the recruitment, retention, and graduation rates of Black, Indigenous, and People of Colour at Carleton. (Community Letter – Addressing Systemic Racism, July 8, 2020)

In a November 2019 Universities Canada survey of EDI practices among member institutions, 77% collected self-ID data with more than two options for gender, 56% collected disaggregated data on ethnicity or origin, 54% collected disaggregated data on Indigenous identity, 58% collected disaggregated data on disability, and 33% indicated they collect disaggregated data on sexual orientation.

“To understand the current context and set targets to improve, institutions need to collect self-identification data... It is important to collect disaggregated data to understand differences and potential inequalities within a group.”

In May 2020, Carleton's Equity Policy Committee has committed to developing an operational proposal to bring disaggregated data collection for students and employees at the university.

Public Draft 2

SA8 – Representation and Outreach

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

1. For employees. CU will socialize its intention to establish and publish employment equity goals having regard to labour market availability and Carleton student disaggregated demographic representation.
This will not preclude faculties and administrative divisions from proactively initiating EDI-related hiring and outreach initiatives.
Among examples at Carleton, we acknowledge the approval within FASS for the intended academic posting in Human Rights for a specialist in Blackness, precarity and labour.
Interdependencies: SA7
2. For students. CU will socialize its intention to establish and publish recruitment and retention goals for underrepresented student populations having regard to the population proportions in the most recent National Household Survey (disaggregated demographic information) as well as circumstances of historical and present marginalization.
This will not preclude faculties and administrative Divisions from proactively initiating EDI-related recruitment and outreach initiatives.
Interdependencies: SA7

CU should pursue greater diverse representation at decision-making tables + work to resolve disconnect between student demography on the one hand and representation among staff / faculty on the other.

Attention to EDI, in the form of increased diversity of representation among instructors, heightens student success through role-modeling.

(EIC Advisory Group Survey May 26, 2020)

SA9 – Culture

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

1. CU will develop “Understanding Human Rights and the CU Human Rights Complaints Procedure” workshops and infographics for the benefit of faculty and non-academic employees. The subject-matter scope of this initiative will include anti-racism and microaggressions. The workshop will be integrated into Human Resource processes fostering and identifying talent as described in SA5 and SA6. (Deputy Provost Academic Operations and Planning, AVP Human Resources, OQI and AVP, EIC).
2. As part of undergraduate course registration or alternatively, through the orientation process, all first-year students will complete an online module in EDI and human rights. The module will take an intersectional approach to concerns of oppression and marginalization as it relates to gender identity and expression, Racialization including Anti-Black racism, religious belief, ability, sexual orientation and Indigeneity. Further discussion with graduate students will be held to determine the appropriateness of the module as part of their orientation. The module will be acquired and customized as necessary to meet the needs of the university. The acquisition together with any prior consultation will be approved in Phase 1. (Office of Vice-President Students and Enrollment, Vice-President Finance and Administration, Information Technology Services, with content support from EIC).
3. The President, VPFA, Provost and VP Academic, General Counsel, University Secretary and the AVP EIC shall meet to establish a process to strike a working group to review and revise the CU Human Rights Policy. The Working Group shall be created in Phase 1.
4. As an interim measure and pending review of the Human Rights Policy, the following Interpretative Guidance shall be provided forthwith to selected provisions of Part V of the policy relating to conflict resolution and complaint. The selected provisions are attached as Schedule A.
 - a. Paragraphs 8 and 27 may have been historically interpreted as requiring informal resolution in all cases prior to the making of a formal complaint. However, contemporary theories of Alternate Dispute Resolution (ADR) do not support the use of informal resolution or mediation in circumstances where consent to the process has not been freely given.

INTERPRETATIVE GUIDANCE (paragraphs 8 and 27): An informal resolution shall be deemed attempted when the person affected by impugned conduct or behaviour indicates in writing to the appropriate university official that they have reviewed the provisions related to informal resolution and wish to proceed to a formal complaint.

- b. By virtue of their functional roles at Carleton University, Paragraph 31 establishes nine Complaint Managers. Complaint Managers assume file responsibilities once the matter

has been determined as satisfying jurisdictional and substantive criteria set in paragraphs 11 and 13 (“initial determination”). These file responsibilities include the management of the complaint and response document exchange process as well as the authority to determine whether a formal complaint should be investigated. It is notable that Complaint Managers are not required to have human rights or administrative law expertise; and further that they are required to, in effect, review their own factual analysis when deciding to refer for investigation. In addition, the existence of nine complaint managers heightens the prospect for inconsistencies in approach and decision-making. The overall effect of this process design tends to unfairly burden the complaint manager and constrains the full independent assessment of complaints on the merits.

INTERPRETATIVE GUIDANCE (paragraphs 31 and 33): Having met the criteria for an initial determination, the complaints manager is strongly urged in all cases to appoint an internal or external investigator with human rights and administrative law experience at the expiry of the time to exchange complaint and response. This is consistent with best practices and other university process design under the Sexual Violence Policy. General Counsel and the AVP EIC will work together to create a list of qualified investigators.

5. Separate Training should be developed to offer complaint managers, Chairs and Deans on the procedure within the Human Rights Policy having regard to the Interpretive Guidance set out above.

*Caring culture is a hallmark for many at CU, but the “pervasive microaggressions” experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

*“Shocking bias and attitudes” are overheard by students even in women’s studies and human rights courses. The “bigotry and inequity” in the broader culture brought to campus by students indicates **need for mandatory EDI training for all first years.**”*

“Established institutions like Carleton face challenges acknowledging the existence of systemic racism leading to inequities.”

“We call for mandatory course in Indigenous Studies within all programs.”

“There is a need for an EDI review of all policies.”

Attention to EDI:

- *reduces discrimination / harassment and advances movement towards social justice in which all have fair opportunity*
- *increases sense of physical and psychological safety*

(EIC Advisory Group Survey May 26, 2020)

Call for an anti-racism mandatory educational requirement to be completed by all first-year students. (Anti-Racism on Campuses Collective June 6, 2020)

Public Draft 2

SA10 – EDI Planning, Infrastructure and Reporting

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

1. At the request of the President and Provost, the AVP EIC will lead a process of consultation surrounding these strategic actions among, staff, faculty, students and the Board of Governors with a view to securing community, and ultimately university, approval for an EDI Strategic Plan.
2. The Faculties (including the Library) and Administrative Service Divisions (VPSE, VPFA, VPRI, Provost and Vice-President (Academic)) will designate a representative to collect information and report on challenges / risks and areas of progress towards these strategic actions as applicable to their respective areas on an annual basis.
3. CU will establish the permanent role of Senior Advisor, Strategic Initiatives reporting to the Assistant Vice-President, Equity and Inclusive Communities to support the implementation and measurement of these Strategic Actions, conduct internal and external environmental scans, literature reviews, co-lead consultations and undertake applied research.
4. CU will establish the permanent role of Communications Specialist within Department of University Communications to, among other responsibilities, create an EDI communications plan including the creation of a social media and other digital presence / platforms for the university / EIC, and support the launch of an Annual EDI report on the progress of the university against the Strategic Actions.
5. CU will fund the maintenance of a contract graduate student Information Officer position reporting to the AVP EIC to gather and organize EDI-related research and data into an ongoing literature review.
6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to:
 - a. Deliver advisory EDI programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development.
 - b. Provide support and advice in the creation, enhancement and evaluation of EDI professional development and leadership programs for non-academic employees and students.
7. The selection, design, use and construction of all physical spaces shall consider EDI at planning and execution stages. The provision reinforces the relevant provisions of the Coordinated Accessibility Strategy and the Kinàmàgawin Report.
8. Others infrastructural and resource needs as described in and required by these Strategic Actions.

While the document is wide-ranging and well-articulated, there are concerns that the commitment is not there from senior administration and faculty to see this through. Concerns persist that this is a “check box” exercise.

Commitment to transparency. Even if things don't work out

The recommendations in the document provide an excellent framework for moving EDI forward as a central plank of Carleton's mission. The challenges I see are more to do with implementation and resourcing, ensuring that we are proactively addressing the most challenging and difficult barriers to full inclusion in our campus community.

(Public Consultations – Staff and Faculty feedback)

Mounting an adequate institutional response to the challenges of EDI requires investment of additional resources (human and financial) and long-term commitment.

➤ *Communications:*

- *Newsroom content doesn't reflect diversity either by topics or individuals featured*
- *students are not regularly or adequately informed as to EDI progress or steps taken to address issues*

There is uneven attention to EDI across campus as well as disconnects and silos among those who are attentive to its requirements.

(EIC Advisory Group Survey May 26, 2020)

PHASE 2 (YEARS 3 TO 5)

(Phase 1 commitments are implemented and permanent and need not be repeated)

SA1 – Pedagogy and Curriculum

1. Subject to approval in the collective bargaining process, criteria for the selection of Annual Achievement Awards for faculty members and librarians will be developed and published including EDI-related criteria such as evidence of inclusive pedagogical and curricular practice.
2. CU in collaboration with relevant bargaining unit committees will review Teaching Evaluations with a view to reflecting key indicators of instructor attention to EDI in accordance with their Collective Agreements. These indicators may include efforts to incorporate various cultural perspectives on the subject matter within syllabi, diverse guest speakers, fair and equitable promotion of in class participation regardless of student demographic identity etc.
3. Learning Analytics primary goal is to better understand and improve the learning experiences of students through the collection and analysis of relevant data. Recognizing the growing literature around the experiences of racialized students in higher education, it will be important to link disaggregated and learning analytics data to assist in ensuring curricular and pedagogical approaches are sensitive to EDI.
4. CU will continue implementing a process to ensure Quality Reviews for new **and existing** programs require proponents to demonstrate how the proposed program contributes to the expansion of decolonization, equity, diversity and inclusivity at the university.

SA3 – Research

1. The research cluster will be established by the end of **Year 2**.
2. CU will continue to promote EDI-related interdisciplinary collaborations using the EDI Research Database which will be updated continuously by the Faculties in conjunction with OVPRI.
3. The first Graduate and Undergraduate EDI Scholarship Awards shall be announced at the end of Year 3. The first Award for Distinguished EDI Scholarship shall be announced at the end of Year 5.
4. In collaboration with the Faculties, OVPRI will develop a communication strategy to ensure that EDI research results are published widely and, where applicable, are made available to communities for whom the research would be relevant.

SA5 – General Leadership Development (Non-Academic Employees)

1. Implement institutional **policies and plans** for EDI best practices and criteria in recruitment, retention and promotion procedures and practices, SA5(1).

SA6 – General Leadership Development (Academic Employees)

1. Led by the Provost and VP Academic, a Working Group on tenure, promotion and confirmation in collaboration with the Faculty Association shall be created to recommend institutional guidance for best practices. Such practices will reflect:
 - a. principles of transparency,
 - b. EDI-informed interpretations of undefined language and terms including “best” candidate, candidate “excellence”, candidate “fit” and “service”. This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.
 - c. Value and weighting ascribed to community-based and community-engaged research.**
 - d. the desirability of collecting employment equity disaggregated demographic data on progression through the academic ranks in accordance with leading sector standards that comply with privacy and human rights standards.
 - e. An assessment of additional human and financial resources necessary to realize best practices.

This is subject to approval through the bargaining process.

(Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, AVP EIC)

Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

SA7 – Disaggregated Demographic Data Collection

1. The implementation Plan for employees at SA7 will be complete and the census made mandatory by the start of Year 4 (with the option that employees may indicate their preference not to answer all individual questions).
2. The implementation plan for students at SA7 will be complete and a pilot census launched by the start of Year 3 (with the option that students may indicate their preference not to answer all individual questions). The student census will become mandatory at the start of Year 4 (with the option that students may indicate their preference not to answer all individual questions). Privacy around the data shall be maintained kept confidential and anonymized data sets may only be used by OIRP and EIC to inform the development of student equity programs and supports.

SA8 – Representation and Outreach

1. Employment equity goals will be reviewed and revised by the beginning of Year 4 having regard to representation gaps identified in disaggregated demographic data from SA7. Goals will be assessed having regard to Statistics Canada labour market availability and demographic representation among Carleton students. In year 5, progress towards this strategic action may be evaluated. Goals should be set at the institutional level as well as at faculty and Divisional levels.
2. For students. Recruitment and retention goals for underrepresented groups will be established by the end of Year 5 having regard to disaggregated demographic data in the most recent Statistics Canada National Household Survey as well as circumstances of historical and present marginalization. In collaboration with OVPSE, each faculty will establish Outreach Plans to achieve Year 5 goals. In later years, progress towards this strategic action may be evaluated.

SA9 – Culture

1. The Working Group will begin and complete the review of the Human Rights Policy by the end of year 5. Pending its completion, the Interpretation Guidance in Phase 1, SA9 will continue.
2. The mandatory online module for all first-year students referenced in Phase 1, SA9 will be delivered to the first cohort by the start of year 3.

SA10 – EDI Planning, Infrastructure and Reporting

1. Phase 1, SA10 will be completed **and implemented on a permanent basis** by the start of Year 3.
2. Each faculty and VP Division will be invited to design and implement individual EDI Area Action Plans that reflect area circumstances. Area EDI plans should consider the Strategic Action themes identified in phase 1 above, customized as applicable to meet specific area needs.
3. CU will devise and conduct a university-wide EDI employment systems and culture review based on, but not limited to the **model** undertaken by Campus Safety Services referred to in SA5 with a view to supporting the development of inclusive communities for faculty, staff and students at Carleton. (AVP HR, AVP EIC, DPAOP, Bargaining Unit heads)

AGENDA ITEM

6.2

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report:	16 November 2020
From:	Vice-President (Research and International)	Date of Meeting:	1 December 2020
Subject:	International Strategic Plan		
Responsible	Vice-President (Research and International)		
Portfolio:			

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

The events of the past months have emphasized what a globally interconnected world we live in. Ideas, news, research innovations, cultural innovations and viruses spread very quickly across the planet. In the past year the Advisory Committee on Internationalization has been exploring Carleton University's international engagement and developing Carleton's first International Strategic Plan. The Advisory Committee on Internationalization (ACI) is made up of representatives (Associate Deans, Associate Directors and Directors) of all five Faculties, and the related units involved in international activities (Carleton International, risk management, international student recruitment, the ISSO and international student internships). The Vision statement for our plan is very closely aligned with the SIP: Serve the World, Nurture Global Citizens.

The Plan outlines a clear path to further enhancing Carleton's international visibility and impact, and to better support the international engagement of our faculty and students. It flows out of the University's Strategic Integrated Plan (2020-2025) and its stated commitment to serve our world and nurture global citizens. Spanning a wide range of programs, research collaborations, and institutional partnerships from around the world, Carleton University's international outreach is rich, diverse and dynamic. As we look to the future, we know we can build on our unique academic and research strengths, our location in the nation's capital, the outstanding international work of our colleagues, and our linkages to world-class partners. Building on these strengths, the plan focuses on (i) enhancing our international research and funding (ii) improving international students' experiences (iii) strengthening our international teaching capabilities (iv) increasing international student mobility, and (v) cultivating a campus culture that promotes and celebrates internationalization at home. Together, these objectives provide a roadmap to a truly international Carleton that will thrive in the world of today and tomorrow.

As this is the first international strategic plan, our focus has been to enable the various parts of the university that have an international footprint, to collect information on their level of international engagement. Once this data has been collected, data driven decision making can help us identify more concrete metrics. In addition, we have had to pivot due to the global pandemic and are meeting our goals by utilizing technology to create virtual events and meetings including virtual mobility, a policy for virtual visiting scholars, virtual recruitment and virtual meeting with old and new international partners.

4.0 INPUT FROM OTHER SOURCES

The International Strategic Plan grew out the recommendations from two very important benchmarking projects, Dr. Pauline Rankin's (then Associate Vice-President, Research & International) Internationalization Benchmarking Report,

2016, and Tony Lackey's (Director, Risk & Insurance) Supporting Internationalization at Carleton University, 2018. Goals from both reports became the foundational goals of the plan. The Advisory Committee on Internationalization crafted the plan and then consulted widely within their respective Faculties and departments. The plan was reviewed by numerous management structures (see section 8.0 for a specific list) and was posted on the Carleton University website for feedback. All of the feedback that was received was carefully considered and most of it was incorporated into the plan.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The International Strategic Plan (ISP) is very closely aligned with the University Strategic Integrated Plan (SIP). One of the Strategic Directions of the SIP is to Serve Ottawa, serve the World. The Goal is to embrace our role as a global institution in a G7 capital. We incorporated this into our vision statement: Serve the World, Nurture Global Citizens. This strategic direction enshrines the importance of internationalization in the university's plans moving forward. The ISP will guide our movement in this direction and will assist us in embracing our role as a global institution.

6.0 FINANCIAL IMPLICATIONS

Although there are no financial implications needed at this time, future resources may be required in the implementation of some of the recommendations. These requests, if necessary, will be made as part of the budget review and approval process.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

International activities have risk levels dependent on the specific activity. Having an international strategic plan and a governance structure (see Carleton's International Ecosystem, page 2 of report) that allows for coordination and consultation on international activities helps to mitigate these risks. Many risks have risen to the surface due to the current pandemic and travel restrictions. These include decreased international enrollments, and challenges in maintaining relationships with international partners. We have attempted to mitigate these risks with our International Strategic Plan in the context of COVID 19 (page 4 of report), and pivoted to a virtual engagement plan. As stated by Tony Lackey, Director, Risk and Insurance Services, "The risk that the University does not successfully achieve the University's internationalization strategy to provide our students with a variety of opportunities to be knowledgeable, active citizens in a global community and build international academic and research relationships to secure the desired international recognition in the increasingly global world is low." This risk is mitigated by the monthly meetings of the Advisory Committee on Internationalization that is responsible for implementing the International Strategic Plan. Part of the presentation to the Board of Governors will address the progress towards the goals that have been made to date.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Throughout the consultation and development of the International Strategic Plan, various groups have been involved in this conversation. Presentations to Vice-Presidents' Academic and Research Committee (VPARC) were made in September, 2019, January, and October, 2020. Line Deans were consulted in November 2019 as broad goals were being identified. Targeted consultations took place with Faculties and departments on the developing strategic objectives and metrics. Consultations with senior management took place at a SIPC Retreat in January, 2020. The President's Advisory Group (PAG) was consulted in February and October, 2020. Lastly, the entire draft of Strategic Plan draft was posted on the Carleton University website and all member of the Carleton Community were invited to review and give feedback on the plan.

Going forward we will increase our coordination efforts across campus to ensure Carleton's faculty, staff and students are exposed to initiatives that improve their capacity to better engage internationally. This will include a robust web presence of the International Strategic Plan and other information through the creation of the *International at Carleton* web portal (listing all international-related services on campus), a *connections map* (showcasing our global linkages), *Internationalization at Home* webpage (highlighting intercultural learning opportunities), *mobility research opportunities*

(listing funding for faculty and students) and *international-based research grants* (opportunities for impactful international research collaboration), among others.

This communication plan was approved by the Department of University Communications.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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



INTERNATIONAL STRATEGIC PLAN

2020 — 2025



Carleton
UNIVERSITY

Welcome to Carleton University's International Strategic Plan

It is our pleasure to jointly present Carleton's International Strategic Plan (2020-2025). The Plan outlines a clear path to further enhancing Carleton's international visibility and impact, and to better support the international engagement of our faculty and students. It flows out of the University's Strategic Integrated Plan (2020-2025) and its stated commitment to serve our world and nurture global citizens.

Spanning a wide range of programs, research collaborations, and institutional partnerships from around the world, Carleton University's international outreach is rich, diverse and dynamic. As we look to the future, we know we can build on our unique academic and research strengths, our location in the nation's capital, the outstanding international work of our colleagues, and our linkages to world-class partners.

Building on these strengths, the plan focuses on (i) enhancing our international research and funding (ii) improving international students' experiences (iii) strengthening our international teaching capabilities (iv) increasing international student mobility, and (v) cultivating a campus culture that promotes and celebrates internationalization at home. Together, these objectives provide a roadmap to a truly international Carleton that will thrive in the world of today and tomorrow.

We would like to thank the members of the Advisory Committee on Internationalization (ACI) and the entire Carleton University for being so committed to further enhancing our global presence and impact.

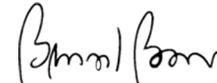
Sincerely,



Karen Schwartz
Associate Vice-President (Research and International)



Rafik Goubran
Vice-President (Research and International)



Benoit-Antoine Bacon
President and Vice-Chancellor



Following the benchmarking consultations around international activities over the past few years, the Advisory Committee on Internationalization (ACI) was tasked in early 2019 to create Carleton University's first comprehensive international strategic plan.



Cover Image:

Carleton University has an extensive international outreach. Dots represent actual international linkages (MOUs, visiting scholars, mobility and international research projects)

The mandate of the ACI is to develop Carleton's first international strategic plan that will implement a cohesive and unified approach to international services at the university. This visual displays how responsibility for international activities is dispersed across the campus and who has responsibility for these activities. Carleton International will provide coordination and will liaise with all actors across campus involved in internationalization, as it delivers key strategic guidance and services to the university at large.

THE INTERNATIONAL ECOSYSTEM:

RESPONSIBILITIES OVERSIGHT



INTERNAL COLLABORATIONS



CARLETON INTERNATIONAL ECOSYSTEM

STRATEGIC VISION:

Serve the World, Nurture Global Citizens

STRATEGIC MISSION:

Carleton University will enhance its international reputation for research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future; this will enhance the capacity of Carleton students, faculty and staff to engage and lead international initiatives thereby nurturing global citizens.



International Research & Funding

Strengthen our reputation as a globally engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and leveraging our location in a global capital city.

- Increase research funding
- Create research collaborations
- Expand funding for student research mobility



International Students

Strengthen recruitment, retention and success of international students, while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application through to graduation.

- Diversify student population
- Enhance student experience
- Celebrate international students' contributions



International Teaching, Knowledge & expertise

Strengthen our international teaching capabilities including supporting the creation of joint programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

- Expand international academic programs
- Attract international scholars
- Expand online academic offerings



International Mobility & Experiential Learning

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for all students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

- Increase international mobility and experiential learning opportunities
- Showcase Carleton's successes



Internationalization at home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff; and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

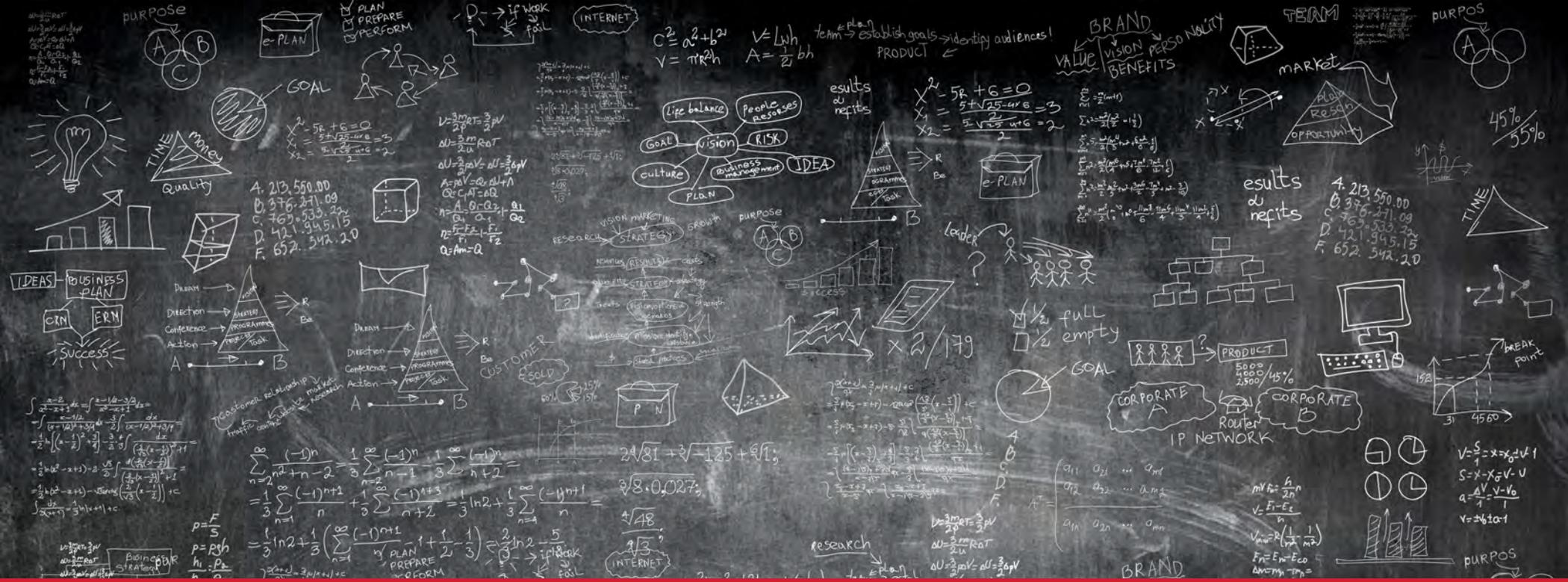
- Leverage our location in the nation's capital
- Promote intercultural learning events
- Develop global engagement certificate

INTERNATIONAL STRATEGIC GOALS:

After we completed the consultation process a global pandemic significantly, and hopefully temporarily, changed the way that we would be able to implement the plan. Below is a description of how we are implementing our plan during a global pandemic.

INTERNATIONAL STRATEGIC PLAN – IN THE CONTEXT OF COVID 19





Goal 1: International Research and Funding

Strengthen our reputation as a globally engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and by leveraging our location in a global capital city.

Objectives

1. Increase international research funding (including grants, contracts, and public and private international funding) coming to Carleton University.
 - a. **Activities**
 - I. Create a baseline of international research funding for the past five years.
 - II. Continue to offer Internal International Research Seed Grants to foster international research collaborations and encourage grant applications.
 - III. Hire and train a Research Contracts and Agreements Officer to assist with international contracts and grants (pre and post award).
 - IV. Instigate large international research projects across multiple countries and institutions funded by major funders.
 - V. Encourage interdisciplinary international research collaborations.

b. Indicators

- I. Degree of diversification of pool of international funders.
- II. Increase level of international research funding.

2. Expand international research collaborations.

a. Activities

- I. Establish a database of international partnerships and MOUs.
- II. Expand meaningful partnerships with local, provincial, and national associations to promote knowledge sharing and opportunities for learning and engagement.
- III. Support pilot initiative led by the Faculty of Engineering and Design to financially incentivize their faculty members to go abroad on their sabbatical.
- IV. Create international innovation hubs by pairing our networks of international alumni with campus incubators and accelerators. Work closely with Carleton Advancement & Alumni.

b. Indicators

- I. Increase in the number of research collaborations.
- II. Increase in the number of co-publications involving international collaborators.

3. Expand funding available for inbound and outbound student research mobility.

a. Activities

- I. Advertise available research mobility grants in an accessible way (e.g., website).

b. Indicators

- I. Increase the use of existing research mobility grants (e.g., Mitacs, ELAP, France-Canada Research Grants, FAPESP, etc.).

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 2: International Students

Strengthen recruitment, retention and success of international students while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application to graduation.

Objectives

1. Attract a higher number of international students from a diverse group of countries with the potential for strong academic and research performance, thereby mitigating the risk of having too many incoming and outgoing students coming from and going to a few select countries.
 - a. **Activities**
 - I. Ensure recruitment activities cover a range of markets, both established and emerging to ensure diversity of prospective undergraduate students.
 - II. Engage in a collaborative effort to promote international student access to Canada, including lobbying, editorials, research that looks at the positive social and economic impact of bringing international students to Canada.

- III. Engage directly with prospective undergraduates through targeted school visits, meetings and events as well as online through webinars and live chats, in addition to broader promotion including online advertising, email campaigns, microsites, and social media.
- IV. Work closely with select school, agent, and government partners, cultural associations and scholarship providers to identify and engage with prospective undergraduates.

b. Indicators

- I. Increased diversity of countries from which we draw undergraduate students.
- II. Increase the number of qualified undergraduate students eligible for entrance scholarships.
- III. Increase the number of students (graduate and undergraduate) with sponsored or external funding on admission.
- IV. Increase the number of students (graduate and undergraduate) with Canadian or International government funding on admission.

2. Provide necessary support to improve international student experience and performance.

a. Activities

- I. In collaboration with Equity & Inclusive Communities (EIC) and other partners establish opportunities for social, cultural and educational events to integrate international and domestic students.
- II. Define from the student's perspective what is a positive international student experience and performance.
- III. Create a baseline measure of the international student experience and performance.
- IV. Create an audit of international support services that exist at Carleton University.
- V. Conduct research on best practices related to supporting international students (e.g., mentoring, programming, etc.)
- VI. Implement best practices derived from research.

b. Indicators

- I. Assess retention and graduation rate of international students.
- II. Improve average satisfaction of international students.
- III. Increase number of international students who use services or attend events.

3. Improve our international rankings as a means to attract international students.

a. Activities

- I. Subscribe to the Times Higher Education Data Solutions, DataPlus and THEReputation.
- II. Work with Carleton's Office for Institutional Research and Planning (OIRP) and the Office of the Vice-President (Research and International)'s senior research analyst to find ways to increase our participation in the standardized international ranking services.

b. Indicators

- I. Improved international university rankings.



Goal 3: International Teaching, Knowledge and Skills Transfer, Co-creation of Expertise

Strengthen our international teaching capabilities including supporting the creation of joint academic programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

Objectives

1. Increase number of international academic programs (e.g., Sprott offshore MBA program) including cotutelle, dual degree programs delivered at home or overseas.
 - a. **Activities**
 - I. Encourage the development of cotutelle, dual degree, and other international academic programs.
 - II. Support Faculty of Arts and Social Sciences (FASS) study tour courses in numerous ways including facilitating MOUs with relevant universities.
 - III. Support Sprott School of Business educational components of their International Strategic Plan and their Bachelor of International Business program.
 - IV. Support FASS and Faculty of Public Affairs' BGIInS program and the University International Internship program.

b. Indicators

- I. Increased number of students and faculty members engaged in these international programs.

2. Increase the number of faculty members engaged in teaching internationally and the number of international scholars teaching and contributing to teaching at Carleton University.

a. Activities

- I. Create a Global Classroom at Carleton University in conjunction with the Office of the Associate Vice-President (Teaching & Learning).
- II. Increase the number of international agencies and post-secondary institutions we collaborate with that will result in meaningful initiatives.
- III. Explore the opportunity for flexible degree and non-degree programs for international students (e.g., enhancing our online programs).

b. Indicators

- I. Increased number of formal international linkages involving training and pedagogy.
- II. Increased number of existing courses and course designs undertaking process of curricular reform and review from the perspective of decolonization and integration of diverse ways of knowing.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 4: Enhance awareness and reduce barriers for international mobility and experiential learning opportunities

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for Carleton students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

Objectives

1. Enhance student support to engage in international mobility and experiential learning opportunities.
 - a. **Activities**
 - I. Work collaboratively across campus to develop a proposal for the Outbound Student Mobility Pilot grant as part of the new Federal Government International Education Strategy (Building on Success: International Education Strategy, 2019-2024).
 - II. Establish a database on internship and other mobility opportunities offered across the campus.
 - III. Consult with faculty members to ensure students from all faculties have access and are encouraged to participate in international experiential learning opportunities.
 - IV. Engage with OIRP to collect information related to international student mobility.

- V. Assess and identify opportunities to reduce cost of student mobility and other service barriers on campus (e.g., explore potential collaboration with Health and Counselling to reduce immunization costs and provide mental health services for international students).
- VI. Increase awareness and usage of International SOS.
- VII. Develop online pre-departure risk training to be used across campus for all international experiential learning opportunities.
- VIII. Develop institutional travel policy and travel risk management framework.
- IX. Assess staffing levels and faculty support to ensure appropriate level of student support.

b. Indicators

- I. Barriers to support identified and addressed.

2. Communicate and showcase Carleton's successes in international mobility and experiential learning programming.

a. Activities

- I. Celebrate the contributions of our international students.
- II. Create measures of evaluation of international experiential learning and showcase the results.
- III. Create awareness about our successes outside of Carleton (e.g., presenting at conferences, etc.).
- IV. Create awareness about these successes on campus.

b. Indicators

- I. Stories showcasing our achievements (e.g., on our website, student publications, newsletters, etc.).
- II. Increased number of conference presentations by faculty and staff at international education and recruitment conferences.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 5: Internationalization at Home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff, and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

Objectives

1. Leverage our location in the nation's capital to liaise with embassies and high commissions, international NGOs, international government offices, etc. to collaborate on cultural and educational activities.
2. Design One Web Portal for all international activities on campus.
 - a. **Activities**
 - I. Work with Risk Management and other units to develop a comprehensive website featuring all services and activities related to international (One Web Portal).
 - II. Advertise and communicate about the web portal as a means to learn about all of the international initiatives and activities across campus.

b. Indicators

- I. One Web Portal for all international activities and services on campus.

3. Establish International Education and Research Week to promote cultural exchanges, global citizenship, intercultural learning.

a. Activities

- I. Conduct a review of current co-curricular and non-academic programs, services and spaces to determine opportunities for collaboration.
- II. Conduct a review of where “international” is located on campus to determine key stakeholders, current practices, and gaps.
- III. Celebrate the contributions of faculty members, staff, and alumni in the field of internationalization.
- IV. Hold International Student Services Office exchange fair and Global Internship Fair during the same week each fall.

b. Indicators

- I. Number of faculty members, students and staff who attend the event.
- II. Number of community and campus partners who participate in events.

4. Establish a ‘Global Engagement Certificate’ for students, highlighting intercultural competency, global leadership and research.

a. Activities

- I. Encourage and support intercultural professional development opportunities (e.g., language skills among students, faculty members and staff, conferences focusing on internationalization or intercultural competence, etc.).
- II. Develop a training module on supporting international students for the Student Support Certificate offered to faculty members and staff.
- III. In collaboration with Equity and Inclusive Communities and other partners, promote and provide access to intercultural competency training for students, faculty members and staff leaders.

b. Indicators

- I. Percentage of students, faculty members and staff that have received intercultural competency training.



The committee consulted widely with their Chairs and Directors, Deans, Managers and Administrative Directors to get feedback about the goals that came from the previous benchmarking exercises. The goals were presented at the Academic Heads Roundtable, and the Vice-President Academic and Research Council (VPARC). The objectives and indicators were determined by numerous sub-committees of the ACI, after which feedback was sought from the administrators listed above. This foundational International Strategic Plan framework was posted on Carleton University's web page for open consultation by the Carleton community. It is intended as a living document, and incorporated the feedback received through the consultation process

COMMITTEE MEMBERS INCLUDE:

- Karen Schwartz, Chair & Associate Vice-President (Research & International)
- David Amundsen, Acting Associate Dean, Research & Graduate Studies, Science
- Ali Arya, Associate Dean, Planning & Awards, Faculty of Graduate and Postdoctoral Affairs
- Carol Payne, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Mike Brklacich, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Amir Hakami, Associate Dean, Research & Graduate Studies, Faculty of Engineering and Design
- Shaobo Ji, Associate Dean, Research & International, Sprott School of Business
- Tony Lackey, Director, Risk & Insurance
- Sarah Ramisch Stewart, Director, International Admissions & Recruitment
- Sarah Sabourin, Manager, Employment & Partnership Development
- Laura Truesdell, Manager, International Student Services Office
- Carlos Vargas, International Outreach Manager, Carleton International
- Chris Worswick, Associate Dean, Research & International, Faculty of Public Affairs
- Yiqiang Zhao, Associate Dean, Research and Graduate Studies, Faculty of Science



INTERNATIONAL STRATEGIC PLAN

2020 — 2025

Office of the Vice-President
(Research and International)
1125 Colonel By Drive
Ottawa, ON, K1S 5B6, Canada

Carleton International
carleton.ca/ci/



Carleton
UNIVERSITY

OFFICE OF THE
Vice-President
(Research & International)



International Strategic Plan 2020-2025

Presented by the Advisory Committee
on Internationalization



Agenda



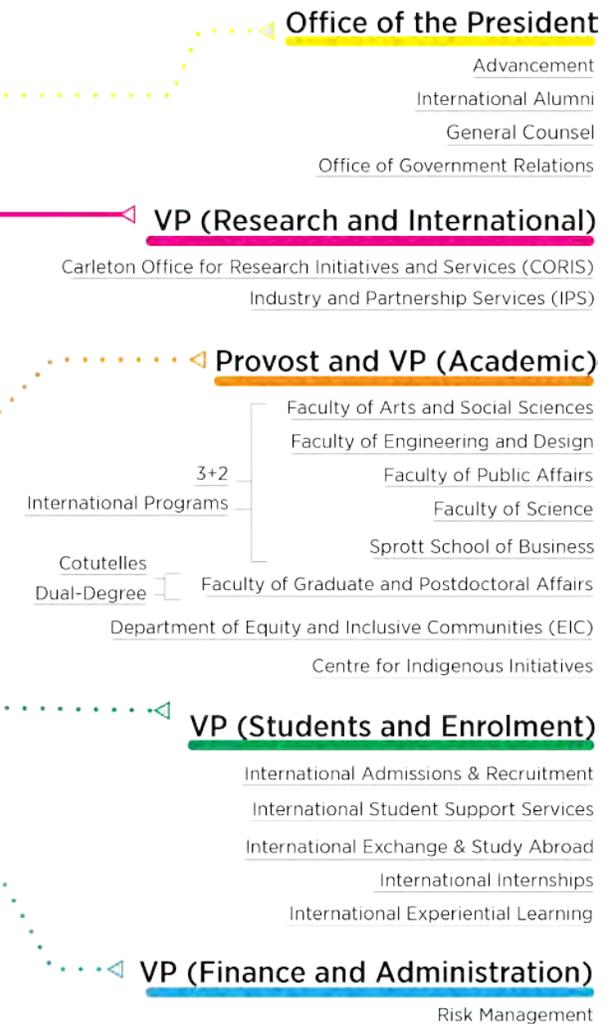
- Introduction
- Strategic Vision/Overview of Goals
- Context of COVID-19
- Consultation Process
- Progress Towards Goals

Carleton's International Ecosystem

RESPONSIBILITIES OVERSIGHT

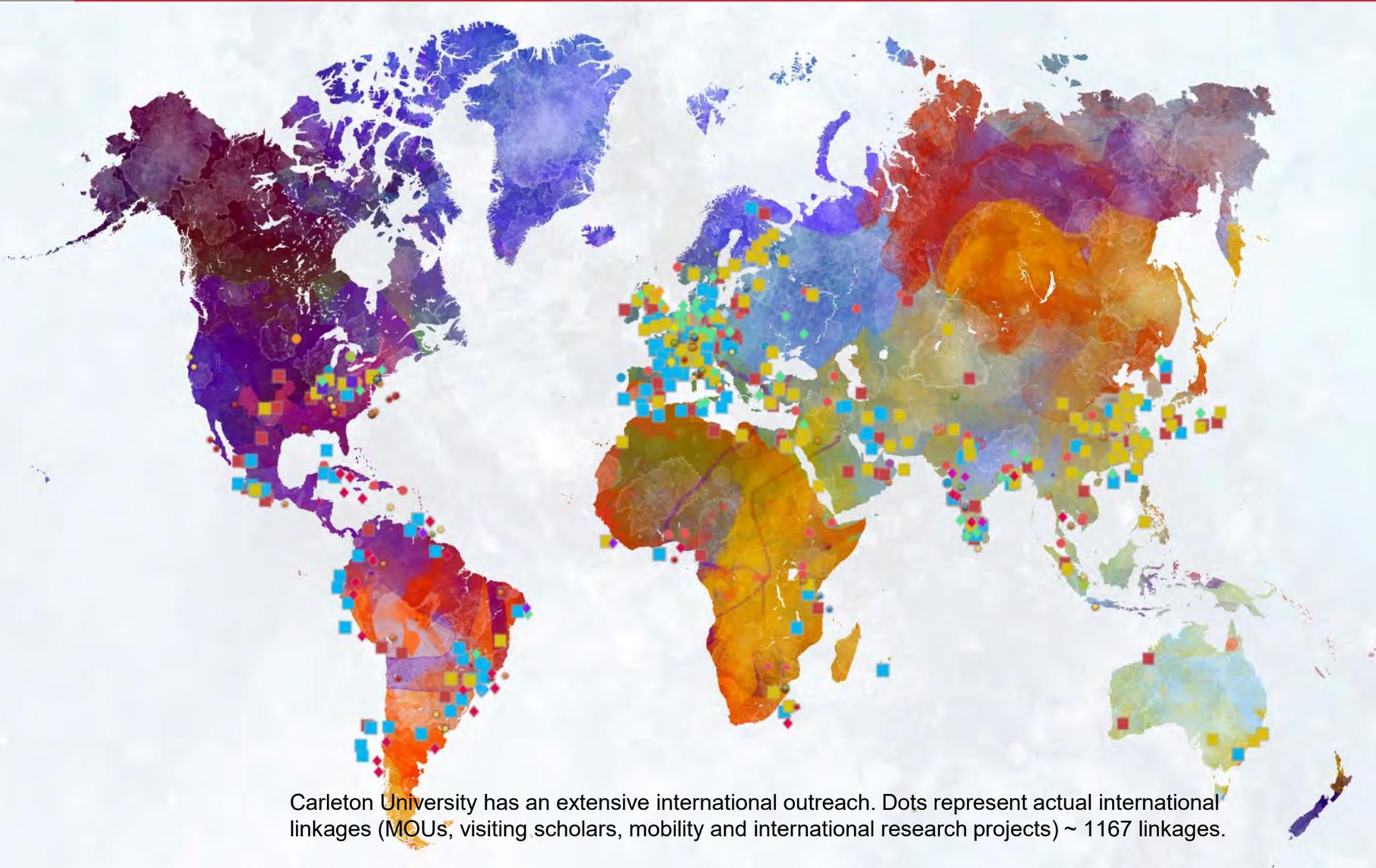


INTERNAL COLLABORATIONS



CARLETON INTERNATIONAL ECOSYSTEM

Carleton's Global Presence



Carleton University has an extensive international outreach. Dots represent actual international linkages (MOUs, visiting scholars, mobility and international research projects) ~ 1167 linkages.

153,000
alumni worldwide

4,575
international students

233
MOUs / Exchange accords

169
students on an exchange

100
students on an internship

185
visiting scholars

All data are 2019-2020

Advisory Committee on Internationalization Members



- Karen Schwartz (Chair & AVP Research & International)
- David Amundsen (Acting Associate Dean, Research & Graduate Studies, Faculty of Science)
- Ali Arya (Associate Dean, Planning & Awards FGPA)
- Mike Brklacich (Associate Dean, Research & International, FASS)
- Carol Payne (Associate Dean, Research & International, FASS)
- Amir Hakami (Associate Dean, Research & Graduate Studies, FED)
- Shaobo Ji (Associate Dean, Research & International, Sprott)
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Strategic Vision

Vision: Serve the World, Nurture Global Citizens

Mission: Carleton University will enhance its international reputation for research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future; this will enhance the capacity of Carleton students, staff and faculty to engage and lead international initiatives, hereby nurturing global citizens.



International Goals



International Research and Funding

Strengthen our reputation as a globally-engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and leveraging our location in a global capital city.

- Increase research funding
- Create research collaborations
- Expand funding for student research mobility



International Students

Strengthen recruitment, retention and success of international students, while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application through to graduation.

- Diversify student population
- Enhance student experience
- Celebrate international students' contributions



International Teaching, Knowledge and Expertise

Strengthen our international teaching capabilities including supporting the creation of joint programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

- Expand international academic programs
- Attract international scholars
- Expand online academic offerings



International Mobility & Experiential Learning

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for all students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

- Increase international mobility and experiential learning opportunities
- Showcase Carleton's successes



Internationalization at Home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff; and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

- Leverage our location in the nation's capital
- Promote intercultural learning events
- Develop global engagement certificate

International Strategic Plan – In the Context of COVID-19

International Mobility & Experiential Learning



- Virtual mobility
- Virtual meetings with international partners to nurture relationships
- Rebuild mobility when students are able to travel
- Address concerns related to travel

Internationalization at Home



- Enhance programming
- Virtual cultural experiences offered by embassies and others



International Research & Funding

- Research accomplished virtually, including research supervision
- Focused on COVID-19
- Virtual conferences



International Students

- Virtual recruitment
- Policy and structure for international students to take courses online
- Hybrid models
- Advocacy for funding for international students during COVID-19



International Teaching, Knowledge & Expertise

- Integrate innovative learning models
- Hybrid Models - online and F2F
- International content in more courses

Consultation Process

September 24, 2019:
Internationalization at
Carleton Presentation
to VPARC

1

January-February 2020:
Targeted Consultation
with Faculties and
Departments on the Draft
Objectives and Metrics

3

January 30, 2020:
Internationalization STG
Report for SIPC Retreat

5

November 2019:
Met with Deans about
alignment with their own
international plans

2

January 15, 2020:
VPARC

4

February 3, 2020:
PAG

6

Consultation Process

February 21, 2020- March 20, 2020:

Draft is posted on website for feedback

- Majority of the feedback centered on issues of equity and inclusiveness, specificity of key performance indicators (changed wording to indicators), emphasis on support for international students

7

June/July 2020: Finalized objectives and metrics, based on feedback from Carleton community consultation

8

Confirmation Process

PAG-
October,
2020

VPARC-
October
2020

Senate-
Nov/Jan
2020

Board of
Governors-
December
2020

Progress Towards Goals



Progress Towards Goals- 1

- **Goal 1:** International Research & Funding, Objective 2- Expand International Research Partnerships:
- Virtual Connections
 - Checking in with current partners
 - Virtual visits with international partners, MOU signings, webinars sponsored by international partners
 - Virtual visiting researchers
 - Increase in international research funding



Progress Towards Goals- 2

- **Goal 2:** International Students, Objective 2- Increase support for international students
- ISSO
 - Quarantine Planning Support, <https://carleton.ca/isso/quarantine-planning-support/>, including physical and emotional support while in quarantine, resource packages, provincially approved plan
 - Events & Workshops online, <https://carleton.ca/isso/events-2/>, Tea Time, Global Dance Parties, Info sessions



Progress Towards Goals- 3

- **Goal 3:** International Teaching Knowledge & Expertise,
Objective 1 & 2- Increase number of international collaborations
& visiting Scholars
- Virtual MOU signings and continuing to pursue MOUs
- Virtual Visiting Scholar Program



Progress Towards Goals- 4

- **Goal 4:** International Mobility & Experiential Learning, Objective 1- Enhance support to students for international mobility
- Outbound Student Mobility Pilot Grant
 - Was on hold, launching a modified version focusing on innovation that can be accomplished until travel is allowed and appropriate
 - A joint committee involving Carleton International, Career Services and ISSO have prepared an application



Progress Towards Goals- 5

- **Goal 5-** Internationalization at Home, Objective- One Web Portal
 - Committee composed of Carleton International and Risk Management, in consultation with the Advisory Committee on Internationalization, spent the summer designing a portal
 - Internationalization at Home web page on Carleton International website
 - International at Carleton. Click [here](#)



Next Steps



- Communications Strategy
 - International at Carleton Portal
 - Web presence for Plan
 - Highlight achievements of Carleton International on our web page
- Data Driven Decision Making
 - Survey of MOU champions
 - Collect baseline data related to various aspects of the Plan

Questions?



AGENDA ITEM

6.3

BOARD OF GOVERNORS REPORT

To:	Board of Governors	Date of Report:	23 November 2020
From:	Vice-President (Finance and Administration)	Date of Meeting:	1 December 2020
Subject:	Healthy Workplace and Mental Health at Work		
Responsible	Vice-President (Finance and Administration)		
Portfolio:			

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

This report is information only.

3.0 EXECUTIVE SUMMARY

In the past decade Carleton University has developed and created a culture of Healthy Workplace (HWP) including Mental Health and Well Being. We adopted the Excellence Canada Standard for a Healthy Workplace and Mental Health at Work to guide and move us forward. We have a Healthy Workplace Committee and over 90 Healthy Workplace champions embedded across the University. Most recently we have renewed our Health Workplace Strategic Plan for faculty and staff which has 4 elements: Planning and Assessment, Faculty and Staff Engagement, Awareness, Literacy and Education, and Leadership. Our journey has been one of assessment, engagement and partnerships. We continue to build on our successes.

HWP has played a key role in supporting faculty and staff as we transitioned quickly to working remotely in March 2020. Through listening to peoples current evolving situation, HWP quickly provided resources on how to work remotely then consulting to determine the variety of needs to address. There have been many new initiatives to support our new way of working in the last 8 months.

4.0 INPUT FROM OTHER SOURCES

Healthy Workplace continually completes self-assessments and external assessments from Excellence Canada. We also reach out to management, faculty and staff to determine their needs.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Healthy Workplace is very closely aligned with the University Strategic Integrated Plan (SIP). One of the strategic directions of the SIP is to Strive for Wellness, Strive for Sustainability and we also align with Service Ottawa, Serve the World. The goal is to further our deep culture of wellness and provide support and leadership to other organizations.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications at this time.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

This presentation is for information only and therefore there is risk related to the presentation. As the pandemic continues Mental Health is increasingly a concern to the University. While there is no legal requirement, Healthy Workplace programs and activities help mitigate the risk associated with increasing mental health concerns.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Carleton University is seen as a leader in Healthy Workplace and Mental Health and Well-being. This has become relative this year with much focus on Mental Health. We continue to be sought after to tell our story on we have successfully developed a culture of Healthy Workplace.

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

Healthy Workplace

Board of Governors

December 1, 2020



Carleton
UNIVERSITY



Our Healthy Workplace Journey

- **2011:** *Achieved Healthy Workplace (Bronze)*
- **2014:** *Achieved Healthy Workplace (Silver)*
- **2015:** *Achieved Healthy Workplace (Gold) and Mental Health (Bronze)*
- **2017:** *Achieved Healthy Workplace (Platinum) and Mental Health (Silver)*
- **2019:** *Achieved Mental Health (Gold) - Benoit was keynote speaker at Excellence Summit*



Healthy Workplace Strategic Plan



Programs and Offerings

- Individual workshops and information sessions
- Largescale events
- Lunchtime leagues and activities
- Monthly “challenges”
- Mental Health training
- Faculty Peer “Connectors” network



Partnerships



- Student Mental Health Framework
 - CUSA (Student Association)
 - Faculty Subject Matter Experts
- Canadian Mental Health Association
- Mental Health Commission of Canada



Our Success

- Holistic and broad approach to well-being
- Best practices (HWP Committee and Champions)
- Leaders in post secondary sector and beyond
- Canadian Mental Health Association of Canada and Mental Health Commission of Canada identify Carleton University as: ***“Trailblazers in Workplace Mental Health and for sharing Best Practices within this work”***





Supporting Our Community While Working Remotely



Supports & Offerings

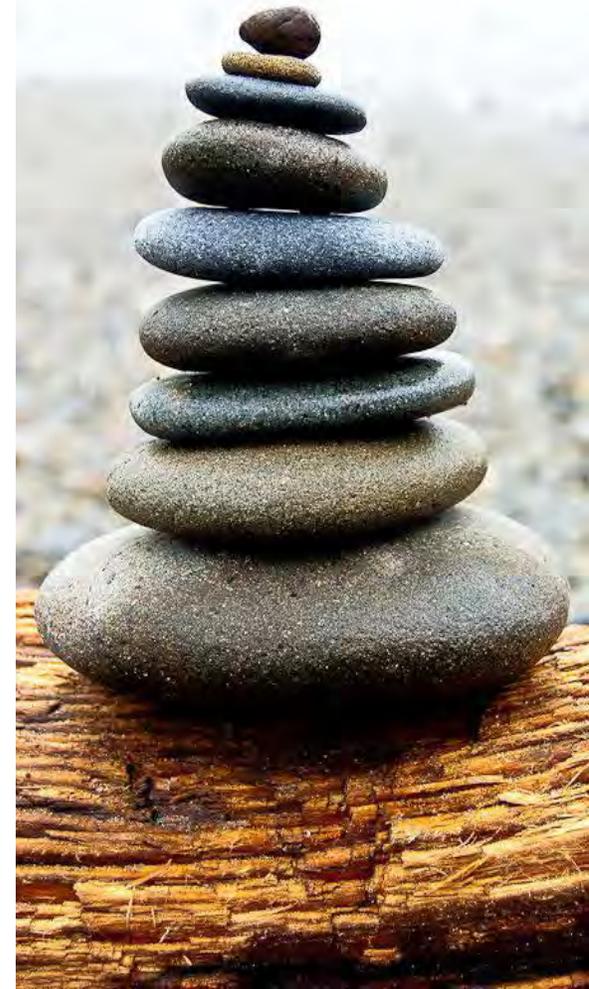
- Compiled online resources and supports
- Check in sessions for staff and managers
- Developed virtual workshops and training
- Stress Management Group pilot
- Maintained monthly well-being challenges
- Supported weekly virtual Crafting Group, Walking Group and Meditation Meetups



Supports & Offerings

Wellness Sessions in Response to Racial Injustice

- In collaboration with Equity and Inclusive Communities and the Centre for Indigenous Initiatives
- 3 sessions
 - For Black faculty and staff
 - For Indigenous & Racialized faculty and staff Community-Wide Conversation on Allyship with staff, faculty, and students present)



Supports & Offerings

Faculty Needs

- Meeting with deans
- Going to faculty board meetings
- Presenting to chairs and directors

Essential Worker Needs

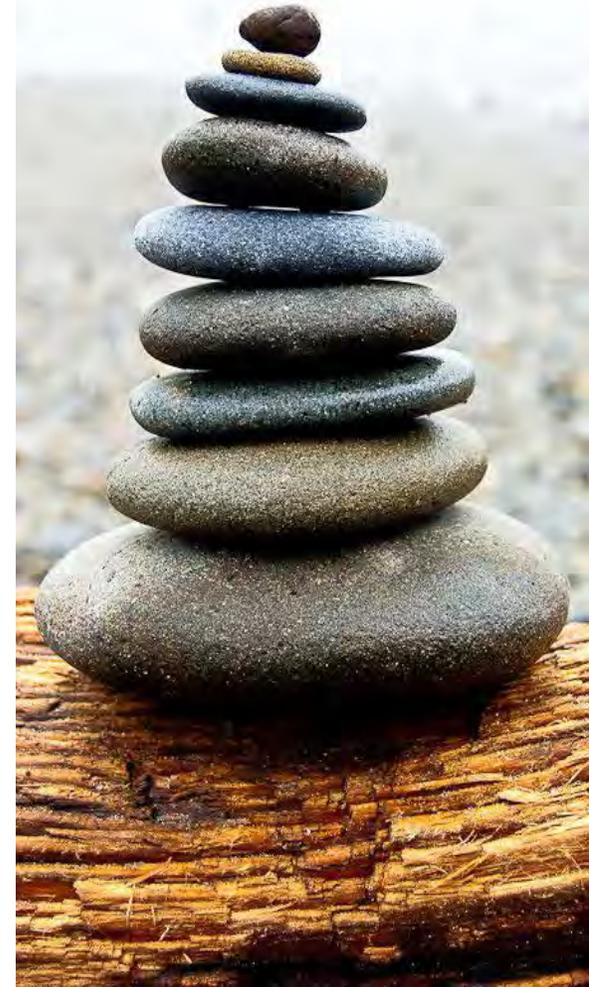
- We have essential workers on campus
- Learning about their needs
- Developing a way to recognize their contributions



Supports & Offerings

Presentations to Keep the Conversation Going

- Academic Heads Roundtable
- SIPC Forum
- Faculty Boards
- Management Mornings
- Coffee Hour
- Professional Services Staff Chats



What we have found

- We are seeing new people in the virtual environment
- We are seeing more faculty signing up for offerings than when we were all physically on campus
- People are appreciating the space to connect





Looking Ahead



Looking Ahead

- Leverage internal resources and expertise
- Identify needs to offer relevant sessions
- Support all working contexts
- Develop capacity to support one another
- Create more virtual social spaces for faculty & staff
- Winter challenges – encouraging folks to get outside



Looking Ahead

Serve Ottawa, Serve the World

- *Canadian Association of University Business Officers*
- *Ottawa Public Health*

Share Knowledge, Shape the Future

- *Excellence Chat about Supporting Mental Health in our Current Context*



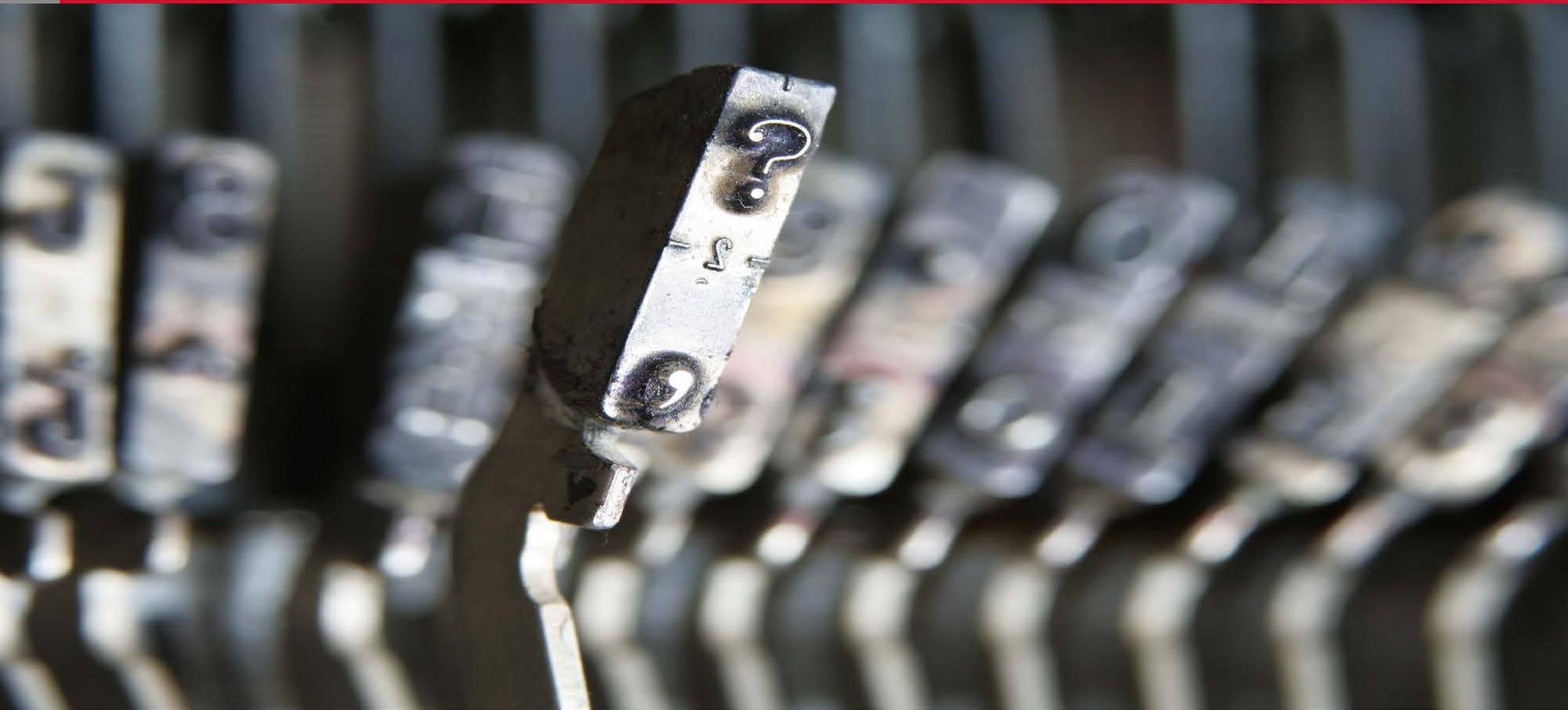
Looking Ahead (Summer 2021)

Submit application to Excellence Canada:

- *Healthy Workplace, Order of Excellence*
- *Mental Health at Work, Platinum level*



Our Journey Continues....





Healthy Workplace

Strategic Plan 2019-2022

A Holistic Approach to Supporting
Faculty & Staff Well-Being and
Building a Thriving Workplace



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MESSAGE FROM THE PRESIDENT

Dear Members of the Carleton Community,

I am pleased to present our **Healthy Workplace Strategic Plan 2019-2022**. This important document lays out a holistic vision of health on campus, and defines the areas of focus, goals and actions that the Healthy Workplace Committee and the Healthy Workplace Champions will implement with the support of all senior leaders at the university.

Carleton's Healthy Workplace initiative has already been part of our campus life for a decade. Over that time, we have learned that a healthy workplace is much more than just physical health. As such, this Plan identifies four key dimensions of well-being: Mental, Physical, Social and Professional. The Plan outlines how these areas will be supported through Planning and Assessment, Faculty and Staff Engagement, Awareness, Literacy and Education, as well as Leadership. It provides benchmarks to measure our progress as we work through the three-year plan.

At Carleton and across society, we are experiencing a growing awareness of the prevalence and serious impact of mental health issues in the workplace. Already, we have done important work towards de-stigmatizing mental illness: Our award-winning Student Mental Health Framework; adopting Excellence Canada's *Mental Health at Work*® framework; and our recent commitment to the Mental Health Commission of Canada's National Standard for Psychological Health and Safety in the Workplace. We have made progress, but we must continue to improve how we meet the needs of all members of our diverse campus community.

The world is increasingly complex, and the pace of change in our modern societies compounds the challenge of living a balanced and healthy life. At Carleton we value resilience, and we are a caring community where we support each other. The **Healthy Workplace Strategic Plan 2019-2022** is our commitment to continuous improvement in building a thriving, healthy workplace.

Thank you to everyone who contributed to this important initiative.

Sincerely,



Benoit-Antoine Bacon
President and Vice-Chancellor
Professor of Psychology
Carleton University

BACKGROUND

Building a Healthy Workplace at Carleton University

Carleton University is committed to fostering a Healthy Workplace for its faculty and staff, which encompasses physical and mental health, social connections, professional development and work-life balance. It recognizes that individual health practices, as well as the workplace environment, collectively contribute to each faculty and staff member's personal success and positive contribution to the university's mission.

In 2009, Carleton adopted Excellence Canada's *Healthy Workplace*[®] framework as a beacon to guide us through our Healthy Workplace journey in promoting a culture of holistic health and wellness. In 2014, Carleton adopted Excellence Canada's *Mental Health at Work*[®] framework to enhance our focus on mental health and committed to implementing the Mental Health Commission of Canada's National Standard for Psychological Health and Safety in the Workplace (the Standard). This Standard was developed to lay the groundwork for Canadian employers looking to address mental health issues in their workplace and continues to guide Carleton in fostering a psychologically healthy and safe work environment.

In that same year the Healthy Workplace Committee developed and launched a three-year Healthy Workplace Plan, titled "*Healthy Conversations, Healthy Relationships, Healthy People, Healthy Community*". This Plan identified three strategic areas of focus: health promotion, work-life balance, and mental health.

Since its inception Healthy Workplace celebrated many successes. Evaluations showed increases in the awareness and participation in Healthy Workplace events, activities and programming. At the same time, ongoing faculty and staff feedback, as well as emerging research, pointed to the need for still more focus on mental health programming.

As a result, in 2015 the Committee developed and launched a four-year Workplace Mental Health and Well-Being Strategy. In the three years since, the Committee has made progress and has had an impact on integrating mental health initiatives within the Healthy Workplace. However, there is more work to do.



In guiding the development of the 2019-2022 Strategic Plan, members of the Carleton community, including the Healthy Workplace Committee, Healthy Workplace Champions, faculty and staff, were asked to envision what Carleton's ideal Healthy Workplace would look like and what a healthy workplace meant to them. There were many recurring themes. But above all, we heard a desire for a more holistic view of health – one that does not differentiate mental health from overall health. Thus, the Healthy Workplace Strategic Plan for 2019-2022 continues to build on the strong foundation that has been established and sets out to further integrate all aspects of well-being in fostering a truly holistic healthy workplace.

This Strategic Plan lays out the vision, areas of focus, goals and actions for Carleton's Healthy Workplace Committee over the next four years, from 2019 to 2022.

MISSION, VISION & GUIDING PRINCIPLES

Healthy Workplace Mission

Healthy Workplace encourages Carleton University faculty and staff to champion positive physical and mental health, build meaningful social connections, foster personal and collective resilience, explore opportunities for personal growth, and enjoy work-life balance.

Healthy Workplace Vision

Carleton University is an exemplary workplace where all faculty and staff thrive both as individuals and as a community.

Healthy Workplace Guiding Principles

Carleton University develops and maintains policies, practices and programs that contribute to a physically and psychologically safe and healthy workplace based on the following Guiding Principles:

Guiding Principle 1: Both the institution and the individual play key roles in promoting and maintaining a physically and psychologically safe and healthy workplace.

Guiding Principle 2: A physically and psychologically safe and healthy workplace is based on a culture of respect, trust, honesty, fairness and inclusivity.

Guiding Principle 3: Workplace health and well-being initiatives are based on best practices and are regularly reviewed and evaluated in order to sustain a supportive culture and relevant programming.

DIMENSIONS OF WELL-BEING

The Healthy Workplace Committee recognizes that there are various dimensions that can influence an individual’s well-being and thereby impact a Healthy Workplace culture. These dimensions are not independent, but rather interdependent and interconnected. The following dimensions of wellness that impact health and well-being will assist in developing Healthy Workplace programming and planning.

Mental

Mental health is about fostering the development of positive mental health by supporting individual and collective resilience, creating supportive and inclusive environments and addressing the influence of the broader determinants of mental health within the workplace.



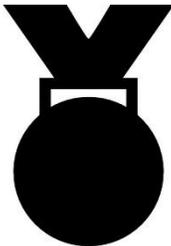
Physical

Physical health includes everything ranging from the absence of disease to fitness level. While physical health consists of many components, there are some key areas that should be addressed, including: physical activity, nutrition and diet, medical self-care, rest and sleep, physical safety, and hydration.



Professional

A healthy work environment is created when employees are given opportunities for personal, intellectual and professional growth in a manner where resources are perceived to be fairly distributed. Collaboration and conversations are key to this dimension and lead to employees being “professionally” healthy.



Social

Social health fosters a sense of uniqueness as well as belonging and purpose. Culture is created, reinforced, and sustained by ongoing patterns of relationships and communications that are known to have an important influence on psychological health and safety. The ability of the culture to adapt to increasing diversity is also essential to social health. Social connections and community are imperative for social health.



AREAS OF FOCUS

For the purpose of this Strategic Plan, the Healthy Workplace Committee identified the following four areas of focus integral to building a Healthy Workplace:

- Planning & Assessment
- Faculty & Staff Engagement
- Awareness, Literacy & Education
- Leadership

Below is a model demonstrating how these four areas contribute to building a Healthy Workplace, defined by the four dimensions of well-being.



Planning & Assessment

Planning and Assessment focuses on the development, implementation and assessment of the Healthy Workplace Strategic Plan, and on the design, activities and evaluation of Healthy Workplace programs.

Goal: To plan based on needs of faculty and staff, guiding principles, dimensions of wellness and best practices, and to monitor, evaluate and report on the progress in meeting defined goals.

Strategic Actions:

- Establish, document, implement, and maintain a psychological health and safety management system and continually improve its effectiveness in accordance with the requirements of the National Standard for Psychological Health and Safety in the Workplace. The strategic pillars of the psychological health and safety system are prevention of harm, promotion of health and continuous improvement.
- Conduct needs assessments around knowledge and skill-enhancing programs for faculty and staff.
- Conduct assessments to identify psychological health and safety hazards and risk factors.
- Promote, develop and/or revise organizational policies that impact workplace health and well-being and support work-life balance.
- Develop Healthy Workplace programming that meets the ongoing and future needs, recognizing that there is no one-size-fits-all solution. Explore and employ best practices.
- Track and analyze key performance measures and use trend data to inform ongoing planning.

Faculty & Staff Engagement

Faculty & Staff Engagement examines how faculty and staff are encouraged, supported and enabled to participate in Healthy Workplace programming and other opportunities on campus. This also involves identifying and eliminating barriers to participation in programming and to seeking assistance.

Goal: To foster and support an environment that encourages faculty and staff to be actively engaged in activities and initiatives that contribute to a healthy workplace.

Strategic Actions:

- Enhance faculty and staff awareness of options available to them which support achieving work-life balance.
- Continue to develop and implement workplace mental health initiatives and robust training opportunities.
- Continue to expand Healthy Workplace workshops, events and activities.
- Further engage and empower the Healthy Workplace Champion network.
- Explore new ways to engage faculty, as well as new staff.
- Identify and eliminate barriers to participation and to seeking assistance.
- Enhance a supportive workplace where there is an understanding of faculty and staff roles and responsibilities to contribute to a Healthy Workplace at all levels of the university, with specific emphasis on those who manage people and their relationships.
- Provide opportunities for faculty and staff to participate in decisions that impact their work.
- Integrate initiatives to explore the relationship between healthy workplace and the promotion of human rights, inclusivity and Indigeneity in the workplace.

Awareness, Literacy & Education

Carleton University offers a variety of workshops, information sessions, training, and professional development opportunities for faculty and staff in support of a healthy workplace and personal development.

Goal: To build capacity to ensure that faculty and staff have the knowledge, skills and attitudes to support a Healthy Workplace.

Strategic Actions:

- Enhance awareness of the many causes of physical and mental health problems and the factors that support well-being and resilience.
- Work to minimize stigma around mental health problems, including substance use disorder, that can act as barriers to individuals feeling valued, contributing fully to Carleton University's mission and to seeking help when needed.
- Continue to partner with Learning & Professional Development to (a) support mental health across campus, with a focus on supporting and building resilience, (b) offer opportunities for faculty and staff to identify ways to support self and others, and (c) help managers build healthy and supportive work environments.
- Support departments in change management initiatives.
- Promote campus-wide awareness of the resources that are available to support faculty and staff who may be experiencing mental health issues or other health-related problems.
- Collaborate with the Department of Equity Services, and support initiatives that focus on fostering a workplace culture that is respectful and characterized by trust, honesty, fairness and inclusivity.

Leadership

A healthy workplace is supported through involvement by leaders at all levels within the university. People in leadership roles reinforce the development and sustainability of a healthy workplace environment.

***Goal:** To ensure the sustainability and ongoing quality of the university's Healthy Workplace initiative through active support from leaders at all levels and by playing a leadership role in workplace well-being in Ottawa and beyond.*

Strategic Actions:

- Encourage leaders at all levels of the university to take an active role in the support of Healthy Workplace through participation in planning and activities.
- Ensure continued planning and commitment of financial, human and other resources, for the Strategic Plan and related programs.
- Seek out new ways to support managers in supporting others and caring for themselves.
- Regular reporting to leaders and the entire Carleton community on the progress of the Healthy Workplace Strategic Plan and trends.
- Ensure psychological health and safety is considered in decision-making and strategic planning. Psychological health and safety includes the integration of equitable and Indigenous concerns.
- Continue to be a leader in healthy workplace and workplace mental health in Ottawa and beyond.

MEASURING OUR SUCCESS

The Healthy Workplace Committee conducts faculty and staff needs assessments to measure and determine organizational mental health and safety, as well as knowledge and skill-enhancing programs for faculty and staff. Needs assessments and program evaluations also assist the Committee to identify gaps and emerging issues and to guide policy and programming recommendations.

Carleton University has adopted the *Healthy Workplace*[®] and *Mental Health at Work*[®] frameworks from Excellence Canada, which serve as roadmaps to encourage, support and implement exemplary health-related programs in the workplace. As of May 2018, Carleton has achieved platinum *Healthy Workplace*[®] and silver *Mental Health at Work*[®] certifications, the first Canadian post-secondary institution to accomplish these milestones.

The Healthy Workplace Committee also uses a variety of Key Performance Measures to track our progress. These measures will provide an indication of the impact of the Healthy Workplace Strategic Plan.

Key Performance Measures

- Healthy Workplace Program Participation and Evaluation
- Employee Engagement and Customer Satisfaction Survey results. Where possible, such engagement should be assessed across population disaggregated employment equity demographic segments.
- Overall Health Benefits Usage Trends
- Employee & Family Assistance Program Usage Trends
- Sick Leave and Annual Leave Usage Trends
- Excellence Canada *Healthy Workplace*[®] and *Mental Health at Work*[®] certifications

GOING FORWARD

The goals, guiding principles and dimensions of well-being outlined in this Healthy Workplace Strategic Plan have been developed through the insights and guidance of a cross-section of Carleton’s faculty and staff. It is the Healthy Workplace Committee’s hope and intention that this Plan will continue to serve our community in its collective efforts to provide, support and enhance a supportive and respectful workplace for all to work, thrive and contribute in meaningful ways.

As we work through the Strategic Plan, the Healthy Workplace Committee will provide annual updates to the Carleton community about our progress and will gather feedback to inform our programming so that our activities meet the needs of the community that this Plan supports.

This holistic approach will help us to support faculty and staff well-being, and to build a thriving workplace at Carleton University.



AGENDA ITEM

6.5

PRESIDENT'S REPORT TO THE BOARD OF GOVERNORS

December 1, 2020



COMMUNITY AND REPUTATIONAL HIGHLIGHTS

Carleton Launches Strategic Integrated Plan

On Sept. 30, Carleton officially launched its new Strategic Integrated Plan (SIP) to an online audience of close to 700 faculty, staff, students, alumni, donors and community members. The virtual event featured speakers from across the university and included an interactive question and answer period with President Benoit-Antoine Bacon. Inspired by the unique triangular shape of the beautiful Carleton campus, the SIP outlines three strategic directions: Share Knowledge, Shape the Future; Serve Ottawa, Serve the World; and Strive for Wellness, Strive for Sustainability. The SIP lays out an ambitious vision for the future, fully anchored in Carleton's strengths and student-centric, community-engaged values.



Carleton Scores High in Maclean's Rankings

The 2021 university rankings published in *Maclean's* magazine on Oct. 8 confirm Carleton's significant momentum in the post-secondary sector, particularly in the areas of research, student satisfaction and student awards. Among 15 comprehensive universities in Canada, Carleton maintained its top-five overall ranking. Carleton's significant growth in research funding was recognized with a jump to No. 3 in social sciences and humanities funding and No. 5 in science and medical funding. Student satisfaction also remained high, with Carleton placing No. 3 for overall satisfaction among students, No. 2 for residence living and No. 4 in student awards, scholarships and bursaries.



Inclusion Week Attracts Large Online Audience

Amid worldwide calls for greater equity, diversity and inclusion (EDI), Carleton's second annual Inclusion Week provided a forum for urgent conversations about advancing EDI in our community. The virtual event, featuring panelists from across the country and around the world, ran from Oct. 19 to 23 and was hosted by the Department of Equity and Inclusive Communities (EIC). It kicked off with an interview with federal Innovation, Science and Industry Minister Navdeep Bains, followed by a workshop in Inclusive Leadership, a Neuroscience of Inclusion panel, an Accessibility in Times of Transition event and an African Diaspora in the Academy panel. The total audience for the week exceeded 400, staff, students and external community members, more than double that of the inaugural event last year.



Canadian Accessibility Network Councils Hold Inaugural Meetings

The Canadian Accessibility Network (CAN) Governing and Advisory Councils are in place and have held their first meetings. CAN, which launched in December 2019, is a pan-Canadian initiative representing post-secondary leaders, community service providers, government champions and corporate collaborators who are invested in advancing accessibility for people with disabilities. Suzanne Blanchard, Carleton's recently renewed Vice-President (Students and Enrolment), chairs the Governing Council, and the 14 Governing Council members and 30 Advisory Council members provide a cross-sectoral representation of perspectives from across Canada and share a strong commitment to leading cultural shifts and systems-level change.



J-School Turns 75 and Assesses Role of Media During COVID-19

Our prestigious School of Journalism celebrated its 75th anniversary on Oct. 9, and on Oct. 22 and 23 it hosted Journalism in the Time of Crisis, a virtual conference with a full slate of keynote speakers and panel discussions. The objective was to address topics that the pandemic has brought to the forefront, including local news, data journalism, internet conspiracy theories, fake news, mental health and the future of the industry. "Journalism was already in a deep crisis," said Allan Thompson, the head of Carleton's journalism program and chair of the symposium. "Then the biggest international crisis in a generation came along and journalism is front and centre." The symposium included participants such as Andre Picard of the *Globe and Mail* and Dr. Theresa Tam, Canada's chief public health officer.



ACADEMICS

Institutional EDI Action Plan in Development

While the university has taken steps to lay the foundation for progress in equity, diversity and inclusion (EDI), much work to advance anti-racism and EDI still needs to be done. As a large institution, the university is an extension of society and is not insulated from its challenges. In August 2020, the Carleton Equity and Inclusive Communities (EIC) Advisory Group presented recommendations to the Carleton community for discussion and feedback in order to develop an institutional strategic vision for EDI at Carleton. These proposed recommended actions emerge directly from the Strategic Integrated Plan. They will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes. In September and October, Carleton engaged the community through four town hall events and an online feedback form. The conversations and comments will help inform the final EDI Action Plan, which was presented to the Vice-Presidents' Academic and Research Committee for approval in November and will be presented to the Board in December.



Sprott Approves New Strategic Plan

The Sprott School of Business, under the leadership of Dean Dana Brown, has approved a new strategic plan entitled Vision 2025: Business for a Better World. By 2025, according to the plan, Sprott will be well known for transformational learning experiences that prepare graduates to embrace complexity and creatively respond to change. Sprott will be also known for research that provides organizations with insights and tools to adapt and respond to opportunities responsibly and effectively, and for its impact on our region's economic prosperity and on Canada's role as a global leader in sustainable business and investment. The full plan was launched on Nov. 18.



New FPA Dean Joins Carleton

Brenda O'Neill began her term as Dean of the Faculty of Public Affairs on Oct. 1. O'Neill joins Carleton from the University of Calgary, where she most recently served as head of the Political Science department. She previously held academic leadership appointments at the University of Manitoba, first as the graduate chair of the Department of Political Studies and later as the Provost of the University of Manitoba's University College.



MacOdrum Library Adapts Brilliantly

MacOdrum Library staff have risen to the challenge of supporting online teaching and research by transforming its services and space and adding to its online collection. The library has acquired several new ebook packages and licensed resources for streaming films, musical performances, primary source documents and training videos. Most notably, Carleton Library became a member of HathiTrust.org. This membership is supplying on an emergency basis digitized access to over 500,000 the library's print books. More than 3,000 books have been borrowed by Carleton students and faculty through HathiTrust. The library has also introduced new services: curbside pickup and scan-on-demand. Nearly 1,400 items have been borrowed through curbside pickup. In August, the library building partially reopened to students with tables six feet apart and students wearing masks.



New Academic Programs

This fall, the Faculty of Public Affairs introduced an interdisciplinary graduate diploma and an MA in Migration and Diaspora Studies, as well as an MA concentration and a graduate diploma in Work and Labour.

Sprott Student Investors Reach New Milestone

The Sprott Student Investment Fund has surpassed \$1.5 million in assets. Kudos to the team of top finance students who actively manage the portfolio.

Notable Faculty and Departmental Events

The Faculty of Arts and Social Sciences contributed to current debates on racial injustice with a public event on Oct. 13 entitled *Imagining an Anti-Racist City*, a panel discussion moderated by Prof. Aboubakar Sanogo with three Carleton researchers joined by Ottawa's first Black city councillor, Carleton alumnus Rawlson King.

Sprott hosted its first Equity and Inclusive Communities event on Oct. 1, in partnership with the Sprott Business Students' Society. The discussion focused on *How to Be a Better Ally* and was led by Member of Parliament (Hull-Aylmer) Greg Fergus, a Carleton alumnus and the chair of the Canadian Caucus of Black Parliamentarians.

On Oct. 27, the Initiative for Parliamentary and Diplomatic Engagement held its 10th annual Day for Diplomats to welcome new diplomats to Ottawa. Distinguished speakers included the Honourable Catherine McKenna, Goldy Hyder and David Coletto.

The Department of History's annual fall Shannon Lectures will reach a national audience as episodes will air as part of CBC Radio's Ideas series.

As part of Carleton's Throwback homecoming celebration, the Faculty of Engineering and Design hosted a panel on *Climate Change in the Post-Pandemic World* on Sept. 29 with Profs. Amir Hakami, Ahmed Abdulla and Kristen Schell.

The Faculty of Engineering and Design hosted *Ingenious Talks Online: Detecting COVID-19 Through Cough Sounds* on Oct. 20 with PhD student Madison Cohen-McFarlane, in which she discussed the development of what may be one of the first internationally available-upon-request databases of COVID-19 cough sound events, created by a team of researchers at Carleton.

The Philanthropy and Nonprofit Leadership program launched PANL Perspectives, an online platform providing evidence-based stories on fundraising and social justice.

Academic Awards and Distinctions

Prof. Kim Hellemans (Neuroscience) received the OCUFA Teaching Award, which is the highest honour an educator can receive in the province.

Prof. Jeff Sahadeo (European, Russian and Eurasian Studies) won the 2020 Canadian Association of Slavists/Taylor and Francis Book Prize for his book *Voices from the Soviet Edge*.

Prof. Jody Mason (English Language and Literature) received the 2019 Gabrielle Roy Prize (English section) for her book *Home Feelings: Liberal Citizenship and the Canadian Reading Camp Movement*.

Profs. Zoe Todd (Sociology and Anthropology) and Laura Madokoro (History) have been named members of the 2020 incoming class of the College of New Scholars, Artists and Scientists by the Royal Society of Canada.

The 2020 Carleton University Teaching Award winners have been announced: Ali Arya (Information Technology) received the Provost's Fellowship in Teaching Award and has been designated as a Carleton teaching fellow; Jim Davies (Cognitive Science) received the Excellence in Blended and Online Teaching Award; and Jenny Bruin (Biology), Marylynn Steckley (Arthur Kroeger College) and David Hugill (Geography and Environmental Studies) received the New Faculty Excellence in Teaching Award.





RESEARCH

Manuella Vinciter Reappointed Deputy Spokesperson for ATLAS

Carleton's Manuella Vinciter, a professor in the Department of Physics, has been reappointed for another term as Deputy Spokesperson for ATLAS at CERN, the European organization for nuclear research. Vinciter's mandate will be extended until March 2023. Her reappointment will continue to connect Carleton to the global scientific community and its groundbreaking research.

Bringing the North to the South

The First Nation of Na-Cho Nyak Dun (NND) and Carleton have signed a Memorandum of Understanding to collaborate on multi-disciplinary research projects centred around Indigenous and Northern studies, community and human development, post-secondary education, research and access for learners. Research projects and teaching programs designed and conducted through this partnership will be co-identified by NND and Carleton. Traditional knowledge and non-Indigenous knowledge come from two distinct world views that together can inform and enrich research and teaching.



Flaws Found in Studies Linking COVID-19 and Air Pollution

Carleton's Paul Villeneuve and McGill University's Mark Goldberg have published new research calling into question reported links between air pollution and mortality from COVID-19. Their paper, "Methodological considerations for epidemiological studies of air pollution and the SARS and COVID-19 coronavirus outbreaks," was published in *Environmental Health Perspectives*. This new research responds to a number of papers claiming to show that mortality rates from COVID-19 increase in areas with higher concentrations of various types of air pollution, mostly fine particulates.



Carleton's CRC Action Plan Scores Well in Review

The Canada Research Chairs Program (CRCP) conducted a formal review of the equity, diversity and inclusion action plans for all Canadian academic institutions with five or more chair allocations. Each plan was given one of the following ratings: exceeds, fully satisfies, satisfies, partially satisfies, or does not satisfy program requirements. No institutions were rated as "exceeds." Carleton was one of just 13 institutions rated as "fully satisfies."



CFI Funding to Support Research Benefiting All Canadians

Carleton researchers Mohammad Reza Kholghy, Roslyn Dakin and the teams of Banu Örmeci, Ravi Prakash and Jesse Vermaire, as well as Kumiko Murasugi, Erik Anonby and David Mould, have received approximately \$1 million in funding from the Canada Foundation for Innovation's (CFI) John R. Evans Leaders Fund for their work on manufacturing nanoparticles, understanding how animals fly, monitoring water pollution and strengthening endangered languages.

Faculty Receive Support for High-Risk, High-Reward Research

Five Carleton researchers received a combined \$1.25 million in support from the Exploration stream of the New Frontiers in Research Fund (NFRF) to support high-risk, high-reward research in the areas of intelligent robotics, digital integration in the architecture, engineering and construction industries, air quality and climate change policy, evolutionary transitions in amphibians and Parkinson's disease.

Four Faculty Members Receive SSHRC Partnership Engage Grants

Four Carleton faculty members received a total of \$100,000 from the Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grants to support timely research into work and family life during the COVID-19 pandemic, the role of government policies in supporting economic recovery, an investigation of the Acadian Métis, and risk tolerance and leisure activities during COVID-19. Recipients are Linda Duxbury (Sprott School of Business), Hashmat Khan (Economics), Sebastien Malette (Law and Legal Studies) and Dale Spencer (Law and Legal Studies).

Carleton Announces CRCs in Engineering and Neurobiology

Two Carleton professors, Mohammad Reza Kholghy and Natalina Salmaso, have been announced as Tier 2 Canada Research Chairs (CRC). Kholghy will be the CRC in Particle Technology and Combustion Engineering and Salmaso will be renewed as the CRC in Behavioural Neurobiology. The two researchers will receive a combined \$1.1 million in funding.

Industrial Design Students Win Zero-Emission Car Competition

A Carleton Industrial Design student team won the national Automotive Parts Manufacturers' Association (APMA) Project Arrow competition, designing a zero-emission concept car using tools such as virtual reality and online communication platforms. The design brief of the APMA competition was to create a car that could be used in 2025, using zero emissions and also integrating design from Canadian icons and symbols.



Winnie Ye Appointed Women in Engineering Chair

Winnie Ye from the Department of Electronics has been appointed as the Chair of Women in Engineering (WIE) for 2021 by the Institute of Electrical and Electronics Engineers (IEEE), the world's largest technical professional organization dedicated to advancing technology. In 2018, Ye became the first Canadian recipient of the international IEEE Women in Engineering (WIE) Inspiring Member Award. As part of her new role at IEEE Canada, Ye plans to increase scientific and educational programs for women in engineering in Canada, promote national and international collaboration and develop unique outreach programs.



COVID-19 Monitoring Keeps Campus Safe

Carleton is taking extra measures to ensure the safety of staff and students in many ways, including the recommendation of best practices for students, faculty and staff regarding access to campus, social gatherings and other scenarios. Since September, Banu Örmeci in the Department of Civil and Environmental Engineering has added to these efforts by taking a preventative stance by testing campus wastewater for genetic traces of SARS-CoV-2.



Investigating Harmful Speech

Prof. Jennifer Evans was the recipient of a \$370,000 grant from SSHRC and the Department of Heritage's Joint Initiative for Digital Citizen Research. Her project, Hate 3.0: Memory, Populism, and Misinformation in the Canadian Social Mediascape, explores how harmful speech about immigration, multiculturalism, gender equality and LGBTQ+ rights are circulated by far-right groups to become normalized as legitimate discourse.



Global South Grants to Support Gendered Design in STEAM

Carleton announced 20 selections for the Gendered Design in STEAM program awards. The teams from Africa, Asia and Latin America work in a variety of fields that practice design processes, but they share a common goal: to identify and overcome gender bias and tackle issues especially affecting women in lower- and middle-income countries. Scholars in humanities, social sciences and design are actively transforming the traditional science, technology, engineering and mathematics (STEM) fields into something with a more human-centred approach, taking STEM to STEAM by including the arts.

Nine Projects Receive Funding from NSERC COVID-19 Grants

Nine Carleton projects received a total of \$450,000 from the Natural Sciences and Engineering Research Council of Canada (NSERC) Alliance COVID-19 Grants to support a broad range of work, involving collaborations with the public, not-for-profit sectors and industry to address pandemic-related research and technical challenges. Recipients include Kyle Biggar (Biology), Burak Gunay (Civil and Environmental Engineering), Farah Hosseinian (Chemistry), Jeremy Laliberté (Mechanical and Aerospace Engineering), Liam O'Brien (Civil and Environmental Engineering), Wei Shi (Computer Science), Gabriel Wainer (Systems and Computer Engineering) and Alex Wong (Biology).

Researchers Awarded 13 SSHRC Insight Development Grants

Thirteen Carleton faculty members received approximately \$750,000 from the Social Sciences and Humanities Research Council (SSHRC) Insight Development Grants to support a broad range of research, including work on parenting Olympic hopefuls, social media influencer marketing, cybersecurity risk, augmented reality and language learning, and music and Canadian society.

SUSTAINABILITY AND CAMPUS INFRASTRUCTURE



Carleton Breaks Ground on Engineering Design Centre

A long-term vision for Carleton's Faculty of Engineering and Design (FED) is on its way to becoming a reality with start of construction on a new Engineering Design Centre. The \$16-million, 25,000-square-foot facility is scheduled to open in fall 2021 and will connect to the Mackenzie Building on Library Road, providing dedicated space for undergraduate students as they collaborate on fourth-year capstone design projects. Designed in a joint venture by Diamond Schmitt Architects and KWC Architects, the three-storey structure will feature a maker space, design studios, workshop bays, a central atrium and meeting and lounge spaces. "The best learning environments inherently combine both theory and practice," said FED Dean Larry Kostiuk. "By investing in this newly-established space for hands-on education, we look to expand Carleton's longstanding commitment to experiential learning."



Carleton Launches New Sustainability Strategy

With its new five-year plan, Strive for Sustainability, Carleton is setting ambitious sustainability targets — targets that will require a comprehensive collective effort to reach. The plan, which was launched on Nov. 4, sets concrete goals for emissions reduction, water consumption and waste on campus while also aiming for an increase in sustainability research, teaching and community engagement. "Our previous sustainability plan was very much facilities-based," said Philip Mansfield, sustainability program manager in Facilities Management and Planning. "It was built around recycling, waste and energy. We wanted to make the new plan broader and more holistic, and we sought feedback from the community to do that. Our community doesn't only want to know what we are doing to reduce energy consumption. They want to know the overall impact and how we are collaborating with the wider community."



Open Space Master Plan

Carleton's first-ever Open Space Master Plan has been completed and we look forward to it being finalized. This new plan will help the university identify and prioritize improvements to the urban environment on campus and support improvements to pedestrian and cycling pathways. The plan was developed by consultant Brook McIlroy in consultation with all members of the campus community. The plan's focus is in alignment with the new Strategic Integrated Plan, Kinàmàgawin, the Indigenous Strategy, as well as the university's new Sustainability Plan.



Banner 9 Forms Upgrade

Information Technology Services is pleased to announce the forms upgrade from Banner 8 to Banner 9 is now complete. Banner is Carleton's enterprise resource planning system, used to manage information and data for all students and employees. The upgrade introduces a modern user interface, better search capabilities, expanded browser support and is mobile ready.

ITS Increases Capacity for Teaching and University Operations

In response to increased demand during the coronavirus pandemic, Carleton's Information Technology Services department is ensuring that the university's IT infrastructure not only meets but exceeds usage requirements. Key initiatives include: internet bandwidth capacity has been augmented by 55 per cent; the university's virtual private network (VPN) capacity has been upgraded from 1,200 to 10,000 concurrent connections; a cloud-based virtual desktop infrastructure (VDI) solution is being provisioned to provide a cost-effective, rapid deployment service to meet additional demand; and in collaboration with the Faculty of Engineering and Design, Carleton's on-premise VDI has been enhanced to support graphic-intensive applications and allow students to securely access departmental on-premise classroom computers. The university has further supported student IT needs by upgrading the wireless infrastructure in the residence building and by improving the resiliency of CuLearn.

ADVANCEMENT

Revenue (May 1 to Oct. 27, 2020)

Philanthropic	\$3,396,925
Gifts in Kind	\$5,350,951
Sponsorships	\$815,026
Research Partnerships	\$10,759,264
Total	\$20,322,166

Advancement's new strategic plan — modelling the university's "Shape the Future" Strategic Integrated Plan — establishes our core priorities for 2020/21 and beyond: building new revenue, brokering partnerships with purpose, and empowering personal and departmental resilience through challenging times.

Our foremost priority is to maintain a three-year rolling average of \$25 million/year (the sum of all philanthropic giving, sponsorship and private and holistic research partnership revenue). To ensure this, we have put significant measures and new initiatives in place to adapt and lead innovative engagement with our stakeholders and Carleton partners.

In October, Advancement began a three-year "digital transformation" project. This effort will review existing processes and techniques and recommend ideas and new technologies to bring this work both online and up to date. This transformation is necessitated by the pandemic, but we also see it as an opportunity for Carleton to be digital leaders, to respond to the needs of our community in a more timely way, to expand our engagement efforts worldwide, and to better serve our partners going forward.

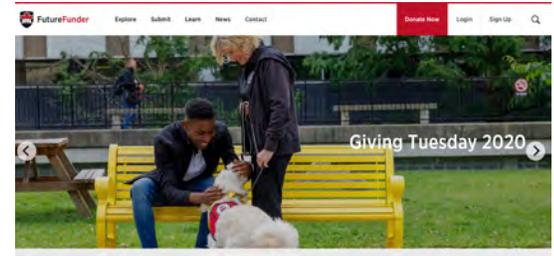
The primary tool for transformation is the **Hub for Good**, Carleton's online partnership portal. This innovative website, built in collaboration with the Community Engagement Steering Committee, is a "front door" for community and corporate supporters who wish to collaborate with Carleton students and faculty on shared social, community and economic priorities. Through the hub, Advancement hosts online conversation, shares relevant and compelling news and content, and brokers partnership discussions.

Already in 2020 we have expanded online engagement through the hub and related initiatives. **Throwback**, Carleton's homecoming celebrations, was offered virtually, giving grads worldwide a chance to participate in networking events and lectures. Our award-winning Alumni Mentors program also moved fully online. Through a comprehensive online outreach campaign, we are **engaging our graduates in Hong Kong**. And using the hub's "purpose based" strategy, we facilitated web conversations about Carleton research projects, changes in the philanthropic sector and personal resilience.

Our **Holistic Partnership** initiative supports more strategic partnerships with the corporate sector. The multi-year partnership with Ericsson, focusing on research in 5G technology, serves as a model for all future corporate relations. We plan to announce initial developments in this partnership in early 2021.

In response to national and international social challenges, Advancement is working with Awards and Equity and Inclusive Communities to create **scholarships and bursaries that support equity, diversity and inclusion** on campus and among our student body. Community members and corporate partners have enthusiastically welcomed these opportunities, and several donor-funded awards will be announced in the coming months.

And as is our tradition, we will celebrate **Giving Tuesday** — held this year on Tuesday, Dec. 1. Through the FutureFunder crowdfunding website, itself a great example of Advancement's track record in digital transformation, we invite our community to share and support student and faculty-led projects that make a difference in the world beyond Carleton. We recognize the difficult personal circumstances of many of our donors in 2020, so this year's Giving Tuesday campaign focuses more on collective impact than financial goals.





STUDENTS

As of Oct. 20, **Carleton's COVID-19 Readiness Plan for international students** was one of a select few that had been approved by the Government of Canada. We are now fully prepared to welcome and support international students who are able and choose to come to Ottawa to complete their remote studies. The International Student Services Office, in partnership with Housing and Residence Life, Health and Counselling Services, Conference Services and the Office of Student Affairs, continues to provide travel and quarantine support to international students.



Carleton increased the amount of financial aid awarded to students. The Summer Session Bursaries awarded to students with financial need increased from \$100,430 in 2019 to \$127,677 in 2020, while the amount awarded for Fall Entrance Bursaries to first-year entering students increased from \$989,900 in 2019 to \$1,028,900 in 2020. Entrance scholarships (including enhancements) increased from \$10.9 million in 2019-2020 to \$13.7 million in 2020-2021 and in-course scholarships (not including departmental awards) increased from \$7.3 million in 2019-2020 to \$9.6 million in 2020-2021.



Carleton's clubs, societies and services exhibition, **Expo Carleton**, took place on Sept. 8, with 185 groups taking part in this exhibition, including more than 160 groups participating in an individual livestream on Twitch. The individual livestreams allowed Carleton students to hear directly from the clubs, societies and services that they were interested in while being able to pop in and out of various streams.

In fall 2020, the Paul Menton Centre for Students with Disabilities (PMC) launched the **Meta-cognition, Outcomes, Resilience, and Education (MORE) Program**, a novel pilot program designed to complement the accommodation services currently offered by PMC. New students to PMC will receive a curated selection of supports that focus on student engagement, self-development and resilience. The program will be assessed over eight months, with student academic and mental health outcomes helping to determine the efficacy of these additional supports.



Our **co-op program** continues to be successful despite the current difficult labour market. We have had an approximate 80 per cent success rate in fall placements, which is nearly on par with the fall 2019 work terms.

Career Services hosted a successful **virtual career fair** in October, with 1,272 students attending to speak with 160 employer representatives from 45 employers. There were almost 3,000 individual chat interactions throughout the event.

Career Services is able to offer students **virtual international internships** for the first time during the academic year. The new virtual option has allowed flexibility for students to engage in these opportunities in conjunction with their other courses. As of October, this option has been a great success, with more than 39 students participating in the fall semester.

The READ Initiative has begun implementing **Carleton's Coordinated Accessibility Strategy**. Progress is being made in several areas, including establishing a Carleton standard for accessibility by adopting the Rick Hansen Foundation's Accessibility Certification (RHFAC) program, performing a full accessibility audit, and forming a new working group to tackle the challenge of accessible virtual collaborations. Carleton is one of only six Canadian post-secondary institutions that offer the RHFAC Assessor Training, which is currently being adapted for an online learning environment.

To continue supporting our faculty and staff in addressing diverse student needs, the **Student Support Certificate** has expanded to offer a new concentration in Student Mental Health and Well-being. This new collection of workshops primarily offered by the Office of Student Affairs includes Supporting Students in Distress, Building Student Resilience, and Substances, Stigma, and Support Students 101.

Health and Counselling Services (HCS) has implemented several initiatives to support the **mental health and wellness** of our community, including deploying a nurse to residence to assist with COVID-19 symptom management, partnering with the Royal Ottawa Hospital for psychiatry telemedicine at HCS, and partnering with CMHA, uOttawa and Algonquin for Dialectical Behavioural Therapy Training and the Familiar Faces program. HCS continues to provide virtual counselling appointments to students, including same-day counselling appointments.

ENROLMENT UPDATE

Provincial Count Date November 1, 2020

	2019	2020	% difference	% difference FTE**
Fall full-time undergraduate (degree programs)	21,447	20,988	-2.4%	1.6%
Fall full-time international undergraduate (degree programs)	2,473	2,381	-3.7%	5.0%
Fall Master's*	2,992	3,091	3.3%	4.8%
Fall PhD	1,056	1,118	5.9%	8.5%
Total Students	31,522	32,112	1.9%	-
Two-year retention rate (CSRDE methodology)	80.7%	83.4%	2.7%	-

*Includes Graduate Diplomas/Certificates, excludes off-campus MBA and Dominican University College students

** FTE Count - Fall Full-time equivalent, including full and part-time students

UNDERGRADUATE RECRUITMENT UPDATE

The International Admissions and Recruitment team has completed 57 virtual events as of mid-October, including school visits, online education fairs and agent sessions. In addition, we continue to offer daily live chats and one-on-one appointments through a new “meet the team” webpage. A virtual fall open house for international students was offered on Nov. 14 and we have increased our communication with international school guidance counsellors through a specific webpage and newsletter.

As of early October, domestic recruitment officers completed 34 online presentations for over 400 students, with high school classrooms also joining in the general presentations.

The Undergraduate Recruitment Office has sent out its annual high school packages to over 1,600 schools. This year, the package included a poster to promote the ways for students to connect with Carleton from the comfort of their home and highlighted the many online resources available to them and guidance counsellors. We continue to respond to requests from schools for additional information and viewbooks.

In October, the online Guidance Forum was launched. This six-week program of online events was targeted and promoted to guidance counsellors across the country. Over 50 guidance counsellors tuned in for our first event on Oct. 16, which featured an update from Admissions Services. Future Guidance Forum topics include Awards and Financial Aid, the Paul Menton Centre for Students with Disabilities, Housing and Residence Life Services, and information about all five faculties and their undergraduate degree programs.

Over 380 students attended the Virtual Fall Open House on Oct. 24 for the Faculty of Engineering and Design and the Sprott School of Business. We offered an additional Virtual Fall Open House on Nov. 7 for the Faculty of Arts and Social Sciences, Faculty of Public Affairs and Faculty of Science.

We have launched a series of new virtual undergraduate recruitment initiatives to attract prospective students to Carleton, including:

- Live@Five — an online series that highlights various topics, including scholarships, campus life, etc.
- One-on-one virtual coffee breaks with recruitment officers.
- A new podcast, The Talking Raven, to help students find the perfect path toward their perfect post-secondary destination.
- An Instagram Live series called CU Hometown where our recruitment officers tell stories of their journey to Carleton from their hometowns and why they also call Carleton home.
- A new bi-weekly email digest called Future Ravens Connect that features all the ways prospective students can connect with Carleton virtually to have their questions answered.