

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

The 629th Meeting of the Board of Governors
Thursday, March 10th, 2022 at 3:00 p.m.
Via videoconference

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 action or for information.

5. OPEN – ITEM(S) FOR APPROVAL

5.1 2022/23 Ancillary Budget

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

5.2 Investment Income Equalization Reserve

- An executive summary was circulated in advance.

5.3 Debenture Sinking Fund and Investment Update

- An executive summary was circulated in advance.

5.4 Pandemic and Strategic Reserve Allocation

- An executive summary was circulated in advance.

6. OPEN – ITEM(S) FOR INFORMATION

6.1 Draft Student Mental Health Framework 2022-2026

- An executive summary, presentation, draft framework and feedback report were circulated in advance.

6.2 Research Update

- A presentation was circulated in advance.

6.3 Report from the Chair

- A verbal report will be given.

6.4 Report from the President

- A written report was circulated in advance.

6.5 Committee Chair Updates

- a) Building Program
- b) Finance

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

AGENDA ITEM

5.1

To:	Board of Governors	Date of Report: 10 February 2022
From:	Chair, Finance Committee	Date of Meeting: 23 February 2022
Subject:	2022-23 Ancillary Budget	
Responsible Portfolio:	Vice-President (Students and Enrolment) & Vice-President (Finance and Administration)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

The Finance Committee recommends that the Board of Governors approve Carleton's 2022-23 Ancillary Budget as presented.

3.0 EXECUTIVE SUMMARY

Ancillary units are expected to generate sufficient revenue to fund the cost of providing service, in addition to establishing reserves to cover future capital improvements. The financial impact of the COVID-19 pandemic on ancillary reserves has been significant and while the overall ancillary portfolio maintains an accumulated surplus, several ancillary units are now in an accumulated deficit position. The proposed budget for 2022-23 has been prepared with the understanding that university plans for a full return to in-person activities on-campus in 2022-23 and that ancillary units will begin their financial recoveries. In all instances, revenues are significantly improved, and management will monitor operations to determine how each unit's service model may need to be adjusted to service the university community's post-pandemic needs. The proposed budget contains increases in rates and fees where applicable, expected revenue, anticipated operating costs, as well as deferred maintenance and capital projects planned for the year. The budget provides highlights of the 2021-22 year, as well as the priorities for the 2022-23 year for each ancillary unit.

Carleton's 2022-23 Ancillary Budget provides for total revenue of \$64.3M, operating expenses and transfers of \$45.4M, and \$21.7M earmarked for renovations and debt reductions. The budgeted deficit of \$2.8M for the year will further reduce the overall accumulated surplus, and is driven by both conservative revenue estimates as activity returns to campus and necessary reinvestment in facilities to address deferred maintenance.

4.0 INPUT FROM OTHER SOURCES

Each Ancillary Unit has provided input into their respective 2022-23 budget. Ancillaries are comprised of the following units: Housing, Residence Life, & Conference; Dining Services; Physical Recreation and Athletics (excluding Football); Parking Services; Health and Counselling Services; The Print Shop; Campus Card; NWRC Building; University Centre; Carleton Dominion-Chalmers Centre; The Bookstore; and the Ancillary Strategic Fund. The Ancillary Budget was also reviewed by the President's Advisory Group (PAG).

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Ancillary Units provide support services to the University community. While the COVID-19 pandemic has had a significant adverse impact on ancillary revenues and depleted reserves, it is expected that in 2022-23, pandemic permitting, ancillary units can begin their recovery. Budgeted revenues are improved and close to pre-pandemic levels in most instances. Ancillaries will focus on eliminating any accumulated deficits incurred, establishing reserves to fund future reinvestment in ancillary services and facilities, and addressing identified deferred maintenance projects. Highlights of the proposed 2022-23 budget are as follows:

- **Housing, Residence Life & Conference:** budgeted deficit of \$0.5M – while Housing is budgeting for improved revenues, with occupancy budgeted at 95%. Deferred maintenance projects will consist of mechanical system upgrades, roof replacements, and the completion of the lock replacement project. While it is anticipated conference activity will return in 2022-23, lower than pre-pandemic revenues are forecasted. Proposed 2022-23 increases for Residence Board are 3%.
- **Dining Services:** budgeted surplus of \$1.7M – as a result of strong residence occupancy, Dining Services revenues are expected to return to near pre-pandemic levels. These increased revenues should eliminate the accumulated deficit Dining Services had incurred while managing the impact of the pandemic on operations. Due to increasing food costs proposed Residence Dining Plan increases are 4.5%
- **Physical Recreation and Athletics:** budgeted deficit of \$2.4M – a significant portion of revenue comes from student fees, which are set in accordance with the Ancillary Fee Protocol. The 2022-23 increase for student fees follows CPI (4.2%). While stronger revenues are anticipated, Athletics will incur a deficit to address necessary deferred maintenance within its facilities. This deferred maintenance will be funded by the accumulated surplus that has been established to address capital needs.
- **Parking Services:** budgeted deficit of \$1.5M – while revenues are expected to increase, the deficit is driven by significant deferred maintenance projects including the work to extend the useful life of the P9 garage and the installation of a safety barrier, and P7 parking lot expansion. After no increase in rates in 2021-22, a 6% increase in parking permit rates has been budgeted for 2022-23.
- **Health and Counselling Services:** budgeted deficit of \$288K – deficit due to increase in staffing costs, both in hiring of additional staff and increased costs to retain staff. In addition, although patient visits are increasingly significantly, HCS is unable to generate additional external revenues. A significant portion of revenue comes from student fees, which are set in accordance with the Ancillary Fee Protocol. The 2022-23 increase is set at CPI (4.2%).
- **The Print Shop:** budgeted deficit of \$54K –while the The Print Shop has budgeted for increased revenue in 2022-23, continued uncertainty of demand assumes that revenues may be lower than pre-pandemic. The Print Shop has seen natural attrition of three positions during the pandemic and these roles have not been replaced. Additional staffing will only be requested should print demand support the need for a larger team. With a reduced team and improved revenues, the Print Shop could return to profitability within one to two years
- **Campus Card:** budgeted surplus of \$43K – expected increase of activity on campus will result in improved revenue from dining, laundry commissions, and lost card fees. As a result of improved revenues, it is expected that Campus Card's accumulated deficit will be eliminated in two to three years. Upcoming special projects include the pilot of a merged UPass and Campus Card in January 2023.
- **NWRC Building:** budgeted break-even – includes the National Wildlife and Research Centre (NWRC), which is leased to Environment Canada and is operated on a cost-recovery basis.

- **The University Centre:** budgeted to break-even – the University Centre operates on a cost recovery basis. Deferred maintenance for the University Centre is estimated at \$29M. A full building assessment is being undertaken in 2021-22 to determine the priorities for future renewal projects.
- **Carleton Dominion-Chalmers Centre (CDCC):** balanced budgeted planned – it is anticipated that operations will stabilize and result in improved external revenue derived from space bookings and parking. Deferred maintenance projects include completion of the fibre-optic network with main campus.
- **The Bookstore:** budgeted deficit of \$99K – The Bookstore is managed by Follet of Canada under an agreement that provides the University with sales commission. Commission revenues have decreased significantly throughout the pandemic and are not expected to return to their previous levels.
- **Ancillary Strategic Fund (ASF):** budgeted surplus of \$0.3M - revenue is derived from external sponsorships and rentals, as well as internal contributions from other ancillary units. The ASF (formerly the Ancillary Capital Fund) has been renamed to better reflect the purpose and historical usage of this fund. Due to the financial constraints of the pandemic, internal contributions are not planned at this time however, the fund is able to meet its current strategic objectives.

6.0 FINANCIAL IMPLICATIONS

Ancillary units are expected to generate sufficient revenue to cover the total costs of providing services, including appropriate reserves to cover capital renewal and deferred maintenance. As a result of the financial impact on ancillary services, the ancillary portfolio's accumulated surplus was reduced to \$21.9M in 2020-21 and several ancillaries are now in an accumulated deficit position. With the return to full in person activities, units are budgeting for significantly improved financial positions but in some instances, uncertainty remains regarding demand for services. University management will monitor to determine how to adapt these services and provide support should the service remain essential to the campus community. As part of their recovery, ancillary units will prioritize the reestablishment of reserves to fund reinvestment and deferred maintenance planning.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Ancillary fees are reviewed annually to ensure that they are competitive with other institutions and comply with the Ancillary Fee Protocol, where applicable. Most fee increases are in line with the Consumer Price Index (CPI).

Ancillary operations have been successful in generating surpluses for many years prior to the pandemic. These accumulated surpluses, along with funding from the university's capital reserve, allowed the university to manage the financial impact of the pandemic, continue to provide service where permitted, and renew aging infrastructure. With the expected return to full in person activities in 2022-23, ancillary units will focus on re-establishing these reserves to mitigate against future financial uncertainty and to fund required deferred maintenance. There remains a risk that the pandemic may continue to disrupt operations in the future, resulting in reduced revenue potential. Although there is some uncertainty regarding future demand of some ancillary services, these units are smaller in scope and potential impact.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Ancillary services support the academic and research mission of the University and directly affect the student campus experience. The University must strive to provide services that are competitive with other institutions. Failure to do so could have an impact on the University's reputation and recruitment. The latest student surveys conducted indicate that Carleton Ancillary Services are generally well regarded by students and in most cases are rated the same or better as compared to other universities.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Carleton University Ancillary Services

2022-23 Proposed Budget

February 23, 2022

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Overview

Carleton's Ancillary Services are a collection of departments that support the academic and research mission of the university and directly affect the student campus experience. They include Housing, Residence Life, & Conference Services; Dining Services; Physical Recreation and Athletics; Parking Services; Health and Counselling Services; The Print Shop; Campus Card; the National Wildlife Research Centre Building; the University Centre; Carleton's Dominion-Chalmers Centre; The Bookstore; and the Ancillary Strategic Fund. The university strives to provide ancillary services that are best in class and competitively priced with other institutions. The delivery of these services has a considerable impact on the university's reputational standing and is a key enabler of student recruitment.

Ancillaries are expected to be self-sustaining and responsible for funding their operating expenses and capital projects. Ancillaries are encouraged to accumulate operating surpluses to fund investments in new programs, capital projects and ongoing deferred maintenance. The majority of ancillaries provide in person campus services and generate revenue from user fees, which compare favourably with other institutions (see Appendix B, C, D and E).

Ancillary Services Financial Plan

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue	54,928	31,529	47,720	64,252	68,835	75,316
Expenses	43,697	38,595	39,743	46,363	47,789	51,709
Operating surplus (deficit)	11,231	(7,066)	7,977	17,889	20,856	23,607
Renovations and capital debt	23,112	23,112	27,756	21,657	20,610	31,108
Surplus (deficit) before transfers	(11,881)	(30,178)	(19,779)	(3,768)	246	(7,501)
<u>Transfers to ancillaries</u>						
Operating: deferred Maintenance	-	-	11,303	279	-	-
Other	410	410	4,192	729	530	545
	410	410	15,495	1,008	530	545
Surplus (deficit) for the year	(11,471)	(29,768)	(4,284)	(2,760)	776	(6,956)
Opening accumulated surplus	21,873	21,873	21,873	17,589	14,829	15,605
Closing accumulated surplus(deficit)	10,402	(7,895)	17,589	14,829	15,605	8,649

The ancillary portfolio's accumulated surplus is intended to fund reinvestment in programs and facilities and are critical to the long-term success of the university's ancillary services. As a result of the ongoing Covid-19 pandemic, this accumulated surplus has been significantly reduced. The current year financial projections indicates that the ancillaries will end the 2021-22 fiscal year with a deficit of \$4.3M, funded by their accumulated surplus of \$21.9M. The Operating Fund provided a combined total of \$11.3M towards capital expenditures in 2021-22. Without this financial support, the accumulated surplus, which totaled over \$40M prior to the pandemic, would have been reduced to \$6.2M. Outstanding deferred maintenance for ancillaries is currently estimated at \$122M and outstanding debt totals \$86M (see Appendix F & G).

The proposed budget for 2022-23 has been prepared with the understanding that the university plans for a full return to in-person activities on campus in 2022-23 and that ancillary units will begin their financial recoveries. In all instances, revenues are significantly improved however deferred maintenance and capital costs are budgeted to be significant. An aggregate fiscal year loss of \$2.8M will require the ancillary units to draw down on their accumulated surplus once again.

The financial plan for each ancillary service is detailed below. Appendix A also provides a summary of the ancillaries 2021-22 projections, 2022-23 proposed budget, and 2023-24 to 2024-25 projections.

Housing, Residence Life, and Conference Services

The budget for Housing, Residence Life, and Conference Services is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
Residence fees	20,498	12,714	20,658	24,311	26,000	30,269
Conference operations	149	4	16	1,081	1,950	2,245
Other income	110	60	60	55	120	120
	20,757	12,778	20,734	25,447	28,070	32,634
Operating expenses	12,816	12,813	11,834	14,269	15,183	16,952
Operating surplus (deficit)	7,941	(35)	8,900	11,178	12,887	15,682
Renovations and capital debt						
Capital debt	5,657	5,657	5,688	5,711	5,723	8,969
Deferred maintenance	4,750	4,750	5,656	5,500	5,500	5,500
New residence – furniture	-	-	-	-	-	3,000
	10,407	10,407	11,344	11,211	11,223	17,469
Surplus (deficit) before transfers	(2,466)	(10,442)	(2,444)	(33)	1,664	(1,787)
Transfers out (in)						
Operating: deferred maintenance	-	-	(5,856)	-	-	-
Health Services	391	391	412	447	351	473
	391	391	(5,444)	447	351	473
Surplus (deficit) for the year	(2,857)	(10,833)	3,000	(480)	1,313	(2,260)
Opening fund balance (deficit)	3,690	3,690	3,690	6,690	6,210	7,523
Closing fund balance (deficit)	833	(7,143)	6,690	6,210	7,523	5,263

Overview

Housing, Residence Life, and Conference Services manages residence facilities that can accommodate approximately 3,600 students. In addition to supporting over 600 events annually, Conference Services provides summer accommodations to participants of events held on campus, as well as visiting tourists.

2021-22 Highlights

- Housing and Residence Life has worked tirelessly throughout the pandemic to support the physical and mental health and safety of students living residence.
- Residence fee occupancy rates were approximately 85%, resulting in lower than pre-pandemic revenues. Due to the temporary suspension of in-person classes in January 2022, students were offered a pro-rated refund, which further decreased current year revenues.
- Throughout the year, Conference Services has supported the university by developing and implementing guidelines for hosting safe live and hybrid events across campus. While revenues have been minimal due to the majority of events and summer accommodation business being cancelled, Conference Services was able to support approximately 100 events this year.
- Deferred maintenance and major projects undertaken in the current year include the on-going lock replacement program across residence; fire alarm upgrades, elevator replacements, and furniture renewals in the Leeds House; mechanical room updates for Grenville House; roof replacement and mechanical room upgrade designs for Stormont-Dundas House; and camera upgrades residence wide.

2022-23 Priorities

- Housing and Residence Life is budgeting for a 95% occupancy rate in 2022-23.
- Proposed residence fee increases are 3%. The proposed increase will allow the department to manage increasing cost while remaining competitive with other Ontario higher education institutions (see Appendix B and C)
- Conference Services is planning for the return of summer operations in 2022-23 however, the overall level of activity is budgeted lower than pre-pandemic levels.
- Deferred maintenance and major projects planned for the year include continued mechanical room upgrades for Stormont-Dundas House; roof replacement and mechanical room updates for Renfrew House; building control updates for Grenville House; and completion of the lock replacement program.

Dining Services

The budget for Dining Services is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
<u>Revenue</u>						
Commission income	3,638	1,010	3,312	6,899	7,037	7,878
Other income	153	19	19	71	124	124
	3,791	1,029	3,331	6,970	7,161	8,002
Operating expenses	4,101	3,189	3,507	4,054	4,176	4,285
Operating surplus (deficit)	(310)	(2,160)	(176)	2,916	2,985	3,717
<u>Renovations and capital debt</u>						
Deferred maintenance	1,250	1,250	1,948	500	1,800	534
Internally financed loan repayments	696	696	696	696	696	696
	1,946	1,946	2,644	1,196	2,496	1,230
Surplus (deficit) before transfers	(2,256)	(4,106)	(2,820)	1,720	489	2,487
<u>Transfers out (in)</u>						
Transfers to Ancillary Strategic Fund	1,210	1,070	-	-	-	1,210
Operating: deferred maintenance	-	-	(1,720)	-	-	-
	1,210	1,070	(1,720)	-	-	1,210
Surplus (deficit) for the year	(3,466)	(5,176)	(1,100)	1,720	489	1,277
Opening fund balance (deficit)	(321)	(321)	(321)	(1,421)	299	788
Closing fund balance (deficit)	(3,787)	(5,497)	(1,421)	299	788	2,065

Overview

Dining Services operates 18 locations across campus with over 26 food concepts ranging from coffee franchises to local food providers. The residence dining hall, the caf, typically serves 3,200 residence students on meal plans. Other related services provided by Dining Services are catering and vending. The University has contracted Aramark Canada Ltd. and Bridgehead to manage dining services on campus.

2021-22 Highlights

- As a result of stronger residence occupancy, funding received for deferred maintenance projects, and the deferral of Ancillary Strategic Fund contributions, current year Dining Services financial results are projected to exceed the 2021-22 optimistic budget scenario.
- As a result of reduced activity on campus, less than half of all retail locations are currently open and revenues are lower than a normal operating year. In addition, catering services are suspended until at least March 2022.
- The emergence of the Omicron variant and the withdrawal of students from residence had a negative financial impact on Dining Services financial results resulting in the forecasting of an overall deficit for the current year.
- The reduced activity on campus presented the opportunity to address deferred maintenance issues in the Residence Commons building and the completion of necessary concept renewals in the Food Court.

2022-23 Priorities

- In anticipation of a full return of students to campus in the fall of 2022, Dining Services will be working to rebuild its team. Challenges in identifying and hiring necessary staff remain a concern and will need to be addressed in the new fiscal year.
- With the approval of a new residence for construction, Dining Services is focused on expanding the existing dining hall, the caf, to support the influx of new students. Working with our business partner, a plan will be developed to enhance the culinary experience and increase the overall capacity.
- As a result of contractual agreements for branded concepts and the expansion of the dining hall, Dining Services anticipates significant capital expenditures in the coming years. It is anticipated these projects can be funded through operating revenues and the establishment of accumulated reserves however, internal financing may be required.
- In response to increasing food costs, proposed Residence Dining Plan increases are 4.5%.

Physical Recreation and Athletics (excludes Football)

The budget for Physical Recreation and Athletics (Athletics) is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
<u>Revenue</u>						
Student Athletics fee	5,670	2,995	5,696	5,868	5,985	6,105
Other income	4,867	2,788	4,122	7,906	8,039	8,174
Internal revenue	1,167	884	875	856	873	890
	11,704	6,667	10,693	14,630	14,897	15,169
Operating expenses	10,909	8,776	10,768	13,997	14,402	14,822
Operating surplus (deficit)	795	(2,109)	(75)	633	495	347
<u>Renovations and capital debt</u>						
Deferred maintenance	2,086	2,086	2,428	2,583	1,112	2,331
Capital debt	555	555	555	549	549	549
	2,641	2,641	2,983	3,132	1,661	2,880
Deficit before transfers	(1,846)	(4,750)	(3,058)	(2,499)	(1,166)	(2,533)
Transfer from Operating Fund: deferred maintenance	-	-	2,428	106	-	-
Deficit for the year	(1,846)	(4,750)	(630)	(2,393)	(1,166)	(2,533)
Opening fund balance	11,438	11,438	11,438	10,808	8,415	7,249
Closing fund balance	9,592	6,688	10,808	8,415	7,249	4,716

Overview

The Department of Physical Recreation and Athletics' (Athletics) mission is to enhance the life, health, and spirit of the Carleton University community by providing quality sport, physical activity, and instruction. A balance of programs is offered for all skills and competitive levels, including freelance recreation, instructional programs, intramural leagues, varsity teams, and competitive club teams.

Athletics generates revenue from various sources, with 40% of revenue coming from the mandatory Student Athletic Fee, 39% from programs and membership fees, 16% from facility rentals, and the

balance from sponsorships, fundraising and miscellaneous sources. Included in programs and membership fees is revenue generated from summer camps, adult leagues, intramurals, external membership fees, and aquatics program.

Athletics' aging facilities have deferred maintenance estimated at \$21M, excluding the pool. Athletics continues to work on the plans for a potential new Wellness Hub, which will include a new Aquatic Centre.

In the fall of 2021, the football team will be entering their ninth year of operations. As a program that is funded largely by external sources, the football operations are not reflected in this budget.

2021-22 Highlights

- Due to fluctuating pandemic restrictions and a 50% reduction in spring and summer semester's student fees, projected revenues remain lower than pre-pandemic levels.
- Athletics was able to successfully deliver a reduced summer camp program, host both a football season, including the Panda Game at TD Place and the National Soccer Championships.
- While efforts have been made to contain expenses where possible, increased costs include utilities, air ventilation maintenance, cleaning, and labour costs.
- Current year deferred maintenance projects include the pool roof, Athletics' Building chiller, squash court roof top unit, Field House curtain replacement and roof, Ice House floor, and Norm Fenn building envelope work.
- Athletics and Facilities, Management and Planning (FMP) are working to finalize the schematics and rendering of the new Wellness Hub. A feasibility analysis of the new Aquatic Centre has been finalized and a proposal for the request of interest has been submitted to the City of Ottawa.

2022-23 Priorities

- Athletics will focus on financial recovery by continuing to look at revenue diversification strategies and reduction of expenses where possible.
- As operations return to normal post-pandemic, Athletics intends to focus on rebuilding the staffing team. There have been many resignations and positions that remained vacant during the pandemic. Recruitment and retention of casual and part-time staff, as well as some full-time specialized positions continues to be a challenge.
- Deferred maintenance projects planned include a new air handling system for the Field House, addressing structural maintenance necessary on the pool, a refrigeration plant for the Icehouse, and roofing and flooring on the Athletics Building and Ice House.
- The Student Athletic Fee will be increased by the Consumer Price Index for Ottawa (4.2%) in accordance with the Ancillary Fee Protocol,

Parking Services

The budget for Parking Services is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
Parking charges	4,758	20	2,230	4,993	6,015	5,608
Other income	301	-	32	354	357	360
	5,059	20	2,262	5,347	6,372	5,968
Operating expenses	2,962	2,357	2,702	2,765	2,841	2,902
Operating surplus (deficit)	2,097	(2,337)	(440)	2,582	3,531	3,066
Renovations and capital debt						
Deferred maintenance	540	540	1,339	2,640	1,900	940
P7 lot expansion	3,700	3,700	3,078	-	-	-
P9 garage decommissioning	-	-	-	-	-	5,000
Internal loan – P18	1,236	1,236	1,236	1,236	1,236	1,236
Internal loan – P7	-	-	-	187	187	187
Internal loan – P6	-	-	-	-	-	234
	5,476	5,476	5,653	4,063	3,323	7,597
Surplus (deficit) before transfers	(3,379)	(7,813)	(6,093)	(1,481)	208	(4,531)
Transfers to Parking						
Operating: deferred maintenance	-	-	599	-	-	-
Ancillary Strategic Fund – P7	-	-	3,078	-	-	-
	-	-	3,677	-	-	-
Surplus (deficit) for the year	(3,379)	(7,813)	(2,416)	(1,481)	208	(4,531)
Opening fund balance (deficit)	955	955	955	(1,461)	(2,942)	(2,734)
Closing fund balance (deficit)	(2,424)	(6,858)	(1,461)	(2,942)	(2,734)	(7,265)

Overview

Parking Services manages all aspects related to parking on campus including traffic demand management, parking lot maintenance, permit issuance, service of parking equipment and parking revenue collection systems, secure bicycle storage facilities, and parking enforcement on campus. In addition, the unit also coordinates the locker rental and repair program for the University.

Parking Services offers permit and temporary parking on campus to students, faculty, staff and visitors. There are six permit-only parking lots, four garages, and several 'pay-by-plate' parking areas which in total provides over 4,500 spaces.

Prior to the Covid-19 service interruption, parking utilization on campus exceeded the “functional capacity” as per industry standards. The parking infrastructure will be further stressed over the next several years because of a number of anticipated challenges including:

- The LRT shutdown currently scheduled until fall 2023 will inevitably result in the increased use of non-transit travel options to access campus.
- The construction of the new student residence, which is expected to break ground this winter, will displace approximately 100 parking spaces for the duration of the construction.
- The decommissioning of the P9 parking garage anticipated to occur in May 2024 will result in the loss of 651 parking spaces.
- The anticipated Athletics Wellness Hub in 2024 will reduce Lot 5 Athletics by 520 parking spaces.

These identified challenges will significantly reduce on-campus parking inventory, exacerbating the shortfall of available spaces as compared to demand. The expansion of the P7 parking lot will replace some of these lost spaces; however, it is anticipated that parking inventory will decrease by over 16% by 2025.

2021-22 Highlights

- Revenues have been significantly lower than pre-pandemic levels. While visitor and permit parking payments resumed in September 2021, due to limited activity on campus, there were no increases to parking rates in 2021-22.
- Deferred maintenance projects undertaken during the year includes maintenance on the P9 garage and the installation of a safety barrier, and P7 parking lot expansion. Phase one of the P7 parking lot expansion was completed and increased the capacity by 300 parking spaces. In addition, parking lot P2 reopened as a visitor lot with increased accessible parking.
- The Ancillary Strategic Fund transferred \$3.1M towards the cost of the P7 parking lot expansion, as the funds that Parking Services had previously earmarked for this project were eliminated because of the pandemic.
- The closure of several unused parking lots and piling of snow in unused portions of parking lots resulted in reduced contracted snow removal expenses.

2022-23 Priorities

- With no increase in parking permit rates taken in 2020-21, an increase of 6% is recommended for 2022-23, with the exception of parking lot P7. Parking lot P7, which was previously gravel, has been paved and is now a full-service lot, and therefore rates have been increased to account for these upgrades. Full details of proposed parking permit rates are outlined in Appendix D.
- In line with the focus on sustainability in the University's Strategic Integrated Plan, the University encourages sustainable transportation to campus. When the light rail is back in operation, Parking Services plans to increase rates significantly. In addition to encouraging alternative transportation methods, the increase in rates are necessary in managing increasing operating and capital costs, as well as aligning parking permit rates with market and public transportation rates. See Appendix E for parking permit market rate comparisons.
- In order to increase accessible and visitor parking on-campus, spaces in reserved lots continue to be converted to accessible and visitor parking as they become available. In addition, live availability mapping for visitor parking will be available in 2022.
- Capital projects planned for the year include Phase 2 of the P7 parking lot expansion, which will increase the capacity by 280 spaces. It is proposed the \$1.6M project be funded by a 10-year internal loan. Other capital projects include parking garage P18 membrane repair and the installation of a safety barrier.
- Due to the significant deferred maintenance and capital projects scheduled, Parking Services is budgeting a loss of \$1.5M in 2022-23, which will increase the accumulated deficit to \$3M.
- While it is anticipated that Parking Services will return to profitability in 2023-24, the decommissioning of P9 in 2024-25 will significantly increase the accumulated deficit.

Health and Counselling Services

The budget for Health and Counselling Services (HCS) is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
Student HCS fee	2,028	2,028	2,075	2,112	2,133	2,155
Insurance recoveries	2,000	1,300	1,142	1,300	1,326	13,353
Government grants	100	100	344	100	100	100
Staff HCS fee	316	316	316	323	329	336
	4,444	3,744	3,877	3,835	3,888	3,944
Expenses						
Operating expenses	5,150	4,524	4,841	5,038	4,851	5,090
Space charges – Operating Fund	232	232	246	261	269	277
	5,382	4,756	5,087	5,299	5,120	5,367
Operating surplus (deficit)	(938)	(1,012)	(1,210)	(1,464)	(1,232)	(1,423)
Renovations	-	-	291	-	-	-
Surplus (deficit) before transfers	(938)	(1,012)	(1,501)	(1,464)	(1,232)	(1,423)
Transfers to HCS						
Operating: annual Transfers	410	410	305	515	530	545
Operating: one-time Covid-19 relief	-	-	809	214	-	-
Operating: renovations Housing & Residence Life	-	-	290	-	-	-
	391	391	412	477	351	473
	801	801	1,816	1,176	881	1,018
Surplus (deficit) for the year	(137)	(211)	315	(288)	(351)	(405)
Opening fund balance	878	878	878	1,193	905	554
Closing fund balance	741	667	1,193	905	554	149

Overview

Health and Counselling Services (HCS) is a multidisciplinary healthcare facility that provides medical services, counselling services, and a health promotion program to Carleton University students,

faculty, and staff. HCS directly supports the 2020-25 University Strategic Integrated Plan by promoting student wellness and supporting student success by modifying, or removing health related barriers to learning.

The HCS team is comprised of primary care physicians, psychiatrists, G.P. psychotherapists, nurses, counsellors, a health promotion coordinator, as well as administrative and support staff. Revenue generated by HCS is comprised of the mandatory Health Services fee charged to students, insurance recoveries from visits to see a physician, government grants, and the staff Health Services fee. HCS also receives funding annually from the university's Operating Fund to fund counsellor positions and funding from Housing and Residence Life Services to cover the costs of healthcare staff dedicated to residence students. HCS physicians are employed as independent contractors who work on a part-time basis and generate insurance recoveries for HCS services however, counsellors, nurses and nurse practitioners do not generate any revenue.

HCS has provided exceptional service to the whole of the Carleton community during the global pandemic and it is anticipated that HCS will continue to remain integral to students' physical and mental health post pandemic as the psychological sequelae of the pandemic persists for years to come.

2021-22 Highlights

- The pandemic has had a significant impact on HCS and demand for health care services. Total visits have more than doubled since 2017. Visits to see physicians and G.P. psychotherapists, which generate incremental revenue for HCS, have increased by 40% over the last five years, while visits to see nurses and counsellors, which do not generate incremental revenue for the clinic, have increased over 300% over the last five years. Total visits to HCS in the 2021 calendar year exceeded 50,000, compared to under 32,000 visits in the year prior. In addition, in the 2021 calendar year, HCS administered 4,500 Covid-19 vaccinations and 2,500 rapid tests.
- HCS has brought on two term nurse practitioners to help address the demand to see a physician. Nurse practitioners can perform many of the same services performed by a physician, however these visits are not eligible for coverage under provincial health insurance (OHIP), and therefore no income is generated from these visits.
- Recruitment and retention of medical doctors, which historically has been challenge, has become more difficult since the onset of the pandemic. HCS has responded with a number of tactics including providing monthly stipends to the Chief Medical Doctor and the doctor dedicated to staff, temporarily eliminating the overhead fee charged to physicians at the onset of the pandemic, followed by reintroducing the overhead fee at a lower rate, as well as hiring the two term nurse practitioners.
- In order to attract psychiatrists, who are in extremely high demand in the Ottawa community, HCS does not charge overhead to psychiatrists. HCS has been able to secure on-site psychiatrics two days per week. With a growing waitlist of students requiring psychiatric assessments, HCS has entered into a partnership with the Royal Ottawa Hospital (ROH), whereby the ROH provides supports to the primary care medical doctors in dealing with the

mental health challenges facing students. This partnership comes at a cost of approximately \$55K annually.

- The demand for counsellors, which do not generate incremental revenue for HCS, has been increasing at an alarming rate. The number of visits to see a counsellor has nearly doubled over the last five years.
- The Operating Fund provides funding for the annual salary and benefits of three counsellors. The Operating Fund also provided one-time funding in 2021-22 to cover the salary and benefits of four one-year term counsellors hired to help address the growing demand for counselling services. In addition, Housing and Residence Life annually covers the salary and benefits of counsellors dedicated to the residence community, as well as a nurse who has been supporting the residence community during the pandemic.
- To address the increasing demand for service, HCS took on additional space in the Carleton Technology and Training Centre (CTTC) to accommodate the increasing demand for services and hiring of new staff during the year. The Operating Fund provided HCS with funding to cover the costs of fitting up the newly acquired space.
- Rent for the space in the CTTC remains the highest operating expense for HCS after salaries, benefits, and physician costs. Facilities Management and Planning (FMP), who is responsible for the operation and maintenance of the building, will be transferred \$246K from HCS for rent.

2022-23 Priorities

- HCS is currently in the request for proposal stage of acquiring a new electronic medical records system. The current system is no longer supported, and a new system will come at a higher cost. The new system will be instrumental in supporting compliance with PHIPA. To support the implementation of the new system, HCS has budgeted for the hiring of a one-year term ITS specialist position.
- The budget as presented includes the designation of the two full-time contract nurse practitioner positions as full-time continuing positions. While nurse practitioners do not generate revenue for HCS, these two positions have helped alleviate the wait times for physicians. Further, compared to the physicians who are contractors and do not all work full-time hours at HCS, nurse practitioners are full-time staff that are able to see a large number of students.
- In order to support the recovery of the university community from the impact of the pandemic and the anticipated mental health challenges of students, HCS is again requesting funding from the Operating Fund to cover the salary and benefits of two term counsellors in 2022-23.
- HCS is also requesting ongoing annual funding from the Operating Fund for an intake counsellor and a crisis counsellor.
- Housing and Residence Life will continue to cover the salary and benefits counsellors dedicated to the residence community. In addition, the dedicated nurse who has been supporting the residence community during Covid-19 has been budgeted for 2022-23, and will continue to be paid for by Housing and Residence Life.
- The Student Health and Counselling Fee will be increased by the Consumer Price Index for Ottawa (4.2%) in accordance with the Ancillary Fee Protocol,

The Print Shop

The budget for The Print Shop is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
Internal revenue	975	360	519	1,137	1,194	1,254
External revenue	189	35	77	191	201	211
	<u>1,164</u>	<u>395</u>	<u>596</u>	<u>1,328</u>	<u>1,395</u>	<u>1,465</u>
Cost of goods sold	<u>281</u>	<u>159</u>	<u>202</u>	<u>287</u>	<u>301</u>	<u>316</u>
Gross profit	883	236	394	1,041	1,094	1,149
Operating expenses	<u>1,331</u>	<u>1,253</u>	<u>1,173</u>	<u>1,095</u>	<u>1,044</u>	<u>1,067</u>
Surplus (deficit) for the year	<u>(448)</u>	<u>(1,017)</u>	<u>(779)</u>	<u>(54)</u>	<u>50</u>	<u>82</u>
Opening fund balance	(785)	(785)	(785)	(1,564)	(1,618)	(1,568)
Closing fund balance	(1,233)	(1,802)	(1,564)	(1,618)	(1,568)	(1,486)

Overview

Located in Robertson Hall, The Print Shop produces promotional items, academic publications, and academic operational printing for the University. The Print Shop provides wide-format, offset, and digital printing to the Carleton community and external customers. The Print Shop is also responsible for 180 multi-functional devices that serve students, faculty, and professional staff across campus.

2021-22 Highlights

- Due to a continued lack of activity on campus, including reduced in person classes and events, current year financial results for The Print Shop are projected to be between the 2022-23 optimistic and pessimistic budget scenarios.
- The Print Shop continues to support the 'return-to-campus' activities of the university by creating signage in a variety of formats. This work was kept in-house thereby allowing for timely responsiveness to university needs and an overall savings to the university. There are likely more opportunities for The Print Shop to create signage to support the university and replace reduced revenue streams.
- Most current year expenses relate to staffing costs and lease payments required for multi-functional devices regardless of the activity incurred. There has been little opportunity for The Print Shop to eliminate these costs and has subsequently incurred significant accumulated deficit debt relative to the size of The Print Shop's operations.

2022-23 Priorities

- As a result of the lingering impact of the pandemic and the uncertainty of future print demand, The Print Shop has budgeted for reduced revenue in 2022-23. These revenue projections are significantly improved from 2020-21 results and the 2021-22 projection.
- The Print Shop has seen natural attrition of three positions during the pandemic. These roles have not been replaced. Additional staffing will only be requested should print demand support the need for a larger team.
- It is expected that with a reduced team and improved revenues because of increased on-campus activity, The Print Shop could return to profitability within one to two years.

Campus Card

The budget for Campus Card is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
Internal revenue	454	234	249	454	454	454
External revenue	392	147	261	429	409	409
	846	381	510	883	863	863
Operating expenses	948	810	867	840	796	805
Operating surplus (deficit)	(102)	(429)	(357)	43	67	58
Contribution to Ancillary Strategic Fund	78	78	-	-	-	-
Surplus (deficit) for the year	(180)	(507)	(357)	43	67	58
Opening fund balance	220	220	220	(137)	(94)	(27)
Closing fund balance	40	(287)	(137)	(94)	(27)	31

Overview

The Campus Card program provides Carleton community members with a physical photo identification card used for multiple purposes on campus. The Campus Card office handles all areas of card production, ID verification, photos, magnetic encoding, printing, and distribution. Services range from door access to laundry and photocopying to dining. In addition, the office is responsible for administration of new and renewed Universal Transit Passes (U-Passes) for eligible students.

2021-22 Highlights

- As a result of the decreased activity on campus, Campus Card revenues from sources such as dining and laundry commissions, lost card fees, and U-Pass administration fees have been significantly reduced, and are projected to fall between the pessimistic and optimistic budget scenarios.
- Current year operating expenses are lower than budgeted under both the optimistic and pessimistic scenarios due to various cost saving measures, including reduction in travel and information technology expenditures, maintaining cashless operations, and staffing shortages.
- Upgrades to the enterprise software solution utilized by Campus Card was completed.

2022-23 Priorities

- Campus Card will continue working with OC Transpo to merge the Campus Card and U-Pass, with initial pilots planned for January 2023. In addition to providing staffing and material cost savings, this project will also result in improvements to the student transit experience through the discontinuation of the renewal process that currently must be completed in person on campus.
- Campus Card will continue to promote the newly acquired line management system across campus. The system is a tool aimed at improving the student experience by allowing students to make appointments and join virtual queues. The software also provides insights into request types and peak periods, which aids in better planning for staffing and communication.
- Attracting and maintaining student staffing during the pandemic has been a challenge across the campus card industry. Campus Card plans to work at rebuilding the student staff team.

NWRC Building

The budget for the National Wildlife Research Building (NWRC) is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue & operating cost recoveries	2,279	2,279	2,362	2,412	2,464	2,400
Occupancy and operating expenses	947	947	1,030	1,080	1,132	1,068
Operating surplus	1,332	1,332	1,332	1,332	1,332	1,332
Capital debt	1,332	1,332	1,332	1,332	1,332	1,332
Surplus for the year	-	-	-	-	-	-
Opening fund balance	680	680	680	680	680	680
Closing fund balance	680	680	680	680	680	680

Overview

Carleton University entered into an agreement with Environment Canada under which Carleton University constructed the NWRC building on its property and leased the building to Environment Canada. The lease is for 99 years starting May 1, 2002. The University can terminate the lease after 25 years, without penalty. Under the lease, Carleton receives base rent of \$1.3M per year for the first 25 years and \$1 per year for the remainder of the lease. The outstanding deferred maintenance for the building is currently estimated at \$1.7M.

University Centre

The budget for the University Centre is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
External rental revenue	596	504	596	600	616	633
Internal recoveries	1,141	940	1,141	1,174	1,257	1,344
	1,737	1,444	1,737	1,774	1,873	1,977
Operating expenses	1,237	944	1,142	1,224	1,298	1,377
Operating surplus	500	500	595	550	575	600
Deferred maintenance	500	500	1,114	550	575	600
Surplus (deficit) for the year	-	-	(519)	-	-	-
Opening fund balance	2,487	2,487	2,487	1,968	1,968	1,968
Closing fund balance	2,487	2,487	1,968	1,968	1,968	1,968

Overview

The University Centre is a student-oriented building that serves as the hub of the campus. It is home to the Carleton University Students' Association (CUSA) and virtually all of its operations including a convenience store, a coffeehouse, and Oliver's Pub. Other tenants include the Graduate Students' Association (GSA), Information Carleton, the Paul Menton Centre for Students with Disabilities, the University Bookstore and a large food court. The University Centre operates on a cost recovery basis.

2021-22 Highlights

Rent charges have continued for the 2021-22 fiscal year, despite the pandemic. Projected operating expenses are between what was budgeted under the pessimistic and optimistic budget scenarios. The accumulated surplus will be drawn down to fund deferred maintenance projects, and will continue into future years.

2022-23 Priorities

The Department of Facilities Management and Planning (FMP) is responsible for the operation and maintenance of the building. Due to the age of the building, capital renewal and deferred maintenance presents a challenge. Estimated deferred maintenance is \$29M. A full building assessment is being undertaken in to determine the priorities for future renewal projects, which will include washroom

upgrades, mechanical and electrical upgrades, and building envelope renewal and accessibility improvements.

Carleton Dominion-Chalmers Centre

The budget for the Carleton Dominion-Chalmers Centre is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
External revenue	324	170	313	418	440	455
Internal contributions	300	300	300	300	300	300
	624	470	613	718	740	755
Operating expenses	619	580	618	718	740	755
Operating surplus (deficit)	5	(110)	(5)	-	-	-
Deferred maintenance	410	410	410	173	-	-
Transfer from Operating Fund: deferred maintenance	-	-	(410)	(173)	-	-
	410	410	-	-	-	-
Surplus (deficit) for the year	(405)	(520)	(5)	-	-	-
Opening fund balance	300	300	300	295	295	295
Closing fund balance	(105)	(220)	295	295	295	295

Overview

Carleton Dominion-Chalmers Centre (CDCC) is Carleton University's arts, performance and learning centre. CDCC provides the University with academic and multi-purpose performance space, in addition to serving the Ottawa community.

External revenue is primarily generated from rental income for space leased to the Dominion-Chalmers United Church, from space rentals for community and university user groups, as well as from parking. Carleton University transfers \$300K per annum to cover the operating costs associated with the use of space by the University.

Operating expenses include salaries and benefits, operating costs to run the building, as well as the purchases of required furniture, fixtures and equipment. Capital expenditures paid for with restricted

donations are not reflected in the budget as presented, as these expenditures are currently reconciled in special purpose funds.

2021-22 Highlights

- CDCC was able to provide a safe venue for carefully planned small group activities during the pandemic. CDCC was also able to reintroduce academic courses and student programming in fall 2021.
- A number of initiatives were undertaken including the launches of “Act to Employ” student employment opportunities, Carleton Music and Ottawa Symphony Orchestra partnership, and Carleton’s Faculty of Arts and Social Sciences’ Music, Sound and Society in Canada Research Centre.
- CDCC also established an advancement committee to support the fundraising required for building revitalization project per master plan project reports.
- Current year capital projects included structural crack monitoring and geo-tracking, chapel flooring project for safe removal of asbestos tile and new flooring installation, parking lot safety lighting and basic property landscaping project, and the first phase of fibre-optic internet connectivity was completed.

2022-23 Priorities

- CDCC will focus on stabilizing business operations and continue supporting the safe return of curricular programming, live events and live audiences.
- Development of a community engagement plan aligning with Carleton’s Strategic Plan.
- Finalize staff appointments where term and casual contracts are currently assigned and to support reopening. This includes designating two term appointments (Event & Booking Assistant and Event & Production Assistant) as full-time continuing positions. These two positions cannot be extended further as term or casual positions under the collective agreement. The CDCC is also requesting a full-time continuing Property Coordinator position to manage this off-campus building and grounds.
- Completion of delayed deferred maintenance capital projects; including fibre-optic networking between CDCC and main campus.
- Building revitalization planning and fundraising using CDCC Master Plan package.

The Bookstore

The budget for The Bookstore is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Commissions and Reimbursements	554	511	466	366	360	354
Operating expenses	540	527	478	398	418	443
Operating surplus (deficit)	14	(16)	(12)	(32)	(58)	(89)
Contribution to the Operating Fund	66	66	65	67	68	70
Surplus (deficit) for the year	(51)	(82)	(77)	(99)	(126)	(159)
Opening fund balance	278	278	278	201	102	(24)
Closing fund balance	227	196	201	102	(24)	(183)

Overview

Located in the University Centre, The Bookstore sells textbooks, course materials, apparel, supplies, and other related accessories. Follett of Canada currently manages The Bookstore under a commission arrangement, which expires in 2025. Follett programs such as "Price-Matching," Textbook Rentals, and the sale of used books and buy-backs provide affordable options for students to purchase their necessary academic materials. The University and Follett collaborate on promotional and marketing efforts to ensure the mutual benefit of the partnership.

2021-22 Highlights

- The Bookstore was open to in-person shopping in 2022-23 however 61% of year-to-date sales were online (compared to 81% for the same period last year)
- Apparel and e-books sales have increased significantly over the prior year however, physical text sales in all formats have continued to decline.
- Building on the successful implementation of Follett Connect Once, the University and Follett implemented Follett Adopt. This tool facilitates the adoption of textbooks through the university learning management system. The costs of these implementations were borne by Follett of Canada.

2022-23 Priorities

- Commission revenues are not expected to return to pre-pandemic levels and have decreased to 53% of pre-pandemic levels. This makes the current university operating model of allocating The Bookstore facility operating expenses against commission revenues unsustainable.
- Although revenues are lower than prior periods, The Bookstore remains a necessary service to the campus community and efforts will continue to increase sales and provide value to the university community.

The Ancillary Strategic Fund

The budget for the Ancillary Strategic Fund is summarized as follows:

	Optimistic 2021-22 Budget (\$000's)	Pessimistic 2021-22 Budget (\$000's)	2021-22 Projection (\$000's)	2022-23 Budget (\$000's)	2023-24 Budget (\$000's)	2024-25 Budget (\$000's)
Revenue						
External revenue	722	579	539	542	562	575
Internal contributions	1,247	1,132	-	-	-	1,210
	1,969	1,811	539	542	562	1,785
Transfers to Athletics	270	270	270	270	270	270
Internally financed loan repayment	400	400	1,985	-	-	-
	670	670	2,255	270	270	270
Surplus (deficit) for the year	1,299	1,141	(1,716)	272	292	1,515
Opening fund balance	2,053	2,053	2,053	337	609	901
Closing fund balance	3,352	3,194	337	609	901	2,416

Overview

The Ancillary Strategic Fund (ASF), previously named the Ancillary Capital Fund (ACF), is in place to support strategic initiatives for ancillary units and the university. Revenue is generated from external sponsorships and rentals, as well as internal contributions from other ancillary units. Contributions to the ASF from other ancillary units are approved annually based on the financial results and available surpluses for each of the ancillary units. Strategic initiatives and other disbursements from the ASF are reviewed and approved on an annual basis.

2021-22 Highlights

- During the year, this fund was renamed the Ancillary Strategic Fund (ASF) to better reflect the purpose and historical usage of the fund in supporting various strategic initiatives.
- External contributions to the ASF includes rental revenue, sponsorship revenues, and management fees.
- Internal contributions into the ASF have been paused while the ancillary units, who have been impacted significantly by Covid-19, recover financially from the pandemic.
- In order to achieve administrative efficiencies and better reflect the true balance available for strategic initiatives, the interest-free internally financed loans for Alumni Hall and the football stands were paid in full at a cost of \$2M.
- Annual commitments totaling \$270K from the ASF include transfers of \$150K to support football operations, \$100K towards football scholarships, and \$20K towards non-football athletic scholarships.

2022-23 Priorities

- The budget reflects no internal contributions to the ASF while ancillary units recover from the financial losses resulting from the pandemic.
- The ASF continues to budget for annual commitments totaling \$270K to support football and Athletics.

Appendix A: Proposed 2022-23 Budget and 2021-22 Projected Operating Results

Carleton University Proposed Budget for Ancillary Units Proposed Ancillary Units Budget 2022-23 Projected Ancillary Units Operating Results 2021-22

	2021-22 Projections			2022-23 Projected Budget			2023-24 Projected Budget			2024-25 Projected Budget			Accumulated Surplus		
	Revenue & Capital \$000's	Expenses & Transfers \$000's	Surplus (Deficit) \$000's	Revenue & Capital \$000's	Expenses & Transfers \$000's	Surplus (Deficit) \$000's	Revenue & Capital \$000's	Expenses & Transfers \$000's	Surplus (Deficit) \$000's	Revenue & Capital \$000's	Expenses & Transfers \$000's	Surplus (Deficit) \$000's	Apr 2021 Actual	Apr 2022 Projected	Apr 23 Budget
Housing, Residence Life & Conference	20,734	17,734	3,000	25,447	25,927	(480)	28,070	26,757	1,313	32,634	34,894	(2,260)	3,690	6,690	6,210
Dining Services	3,331	4,431	(1,100)	6,970	5,250	1,720	7,161	6,672	489	8,002	6,725	1,277	(321)	(1,421)	299
Physical Recreation & Athletics	10,693	11,323	(630)	14,630	17,023	(2,393)	14,897	16,063	(1,166)	15,169	17,702	(2,533)	11,438	10,808	8,415
Parking Services	2,262	4,678	(2,416)	5,347	6,828	(1,481)	6,372	6,164	208	5,968	10,499	(4,531)	955	(1,461)	(2,942)
Health & Counselling Services	3,877	3,562	315	3,835	4,123	(288)	3,888	4,239	(351)	3,944	4,349	(405)	878	1,193	905
The Print Shop	596	1,375	(779)	1,328	1,382	(54)	1,395	1,345	50	1,465	1,383	82	(785)	(1,564)	(1,618)
The Campus Card	510	867	(357)	883	840	43	863	796	67	863	805	58	220	(137)	(94)
NWRC Building	2,362	2,362	-	2,412	2,412	-	2,464	2,464	-	2,400	2,400	-	680	680	680
University Centre	1,737	2,256	(519)	1,774	1,774	-	1,873	1,873	-	1,977	1,977	-	2,487	1,968	1,968
Carleton Dominion-Chalmers Centre	613	618	(5)	718	718	-	740	740	-	755	755	-	300	295	295
Bookstore	466	543	(77)	366	465	(99)	360	486	(126)	354	513	(159)	278	201	102
Ancillary Strategic Fund	539	2,255	(1,716)	542	270	272	562	270	292	1,785	270	1,515	2,053	337	609
Total Ancillary Units	47,720	52,004	(4,284)	64,252	67,012	(2,760)	68,645	67,869	776	75,316	82,272	(6,956)	21,873	17,589	14,829

Appendix B: Proposed Residence Fees 2022-23

Carleton University Proposed Budget for Ancillary Units Proposed Residence Fees for 2021-2022

	2021-22		2022-23	
	SUITE SINGLE*	SUITE DOUBLE (PRESCOTT)	SUITE SINGLE*	SUITE DOUBLE (PRESCOTT)
Traditional				
Room	8,577.00	7,313.00	8,834.00	7,532.00
All Access Meals (Includes \$100 flex)	5,250.00	5,250.00	5,481.75	5,481.75
Residence Association Fee (Note 1)	71.70	71.70	74.71	74.71
	<u>13,898.70</u>	<u>12,634.70</u>	<u>14,390.46</u>	<u>13,088.46</u>
		<u>11,358.70</u>		<u>11,774.46</u>
Alternative Food Plan 07				
Room	8,577.00	7,313.00	8,834.00	7,532.00
Board (10 meals and \$300 flex)	3,818.00	3,818.00	3,976.31	3,976.31
Residence Association Fee (Note 1)	71.70	71.70	74.71	74.71
	<u>12,466.70</u>	<u>11,202.70</u>	<u>12,885.02</u>	<u>11,583.02</u>
Alternative All Access Food Plan				
Room	8,577.00	7,313.00	8,834.00	7,532.00
All Access Meals (Includes \$400 flex)	5,550.00	5,550.00	5,781.75	5,781.75
Residence Association Fee (Note 1)	71.70	71.70	74.71	74.71
	<u>14,198.70</u>	<u>12,934.70</u>	<u>14,690.46</u>	<u>13,388.46</u>
		<u>11,658.70</u>	<u>13,298.46</u>	<u>12,074.46</u>

* It is optional for Single Suite Residents of Leeds House and Frontenac House to join a meal plan.

Note 1: Residence Association fees for Graduate Students are collected on behalf of GSA for assignment to Graduate Residence Committee. \$60.00
All others are collected on behalf of the Rideau River Residence Association (RRRA). This is subject to changed based on a referendum.
The amount of \$71.70 is placeholder

Appendix C: University Residence Room and Meal Plan Rate Comparison

	Suite Single	Suite Double	Traditional Single	Traditional Double	Meal Plan Cost
Carleton University					
2021-22	\$8,577	\$7,313	\$7,225	\$6,037	\$5,250
2022-23	\$8,834	\$7,532	\$7,442	\$6,218	\$1,210
University of Ottawa					
2021-22	\$10,695	\$8,638	\$10,408	\$8,208	\$5,826
2022-23	TBD	TBD	TBD	TBD	TBD
University of Waterloo					
2021-22	\$11,193	N/A	\$9,375	\$8,411	\$6,000
2022-23	TBD	N/A	TBD	TBD	TBD
University of Western Ontario					
2021-22	\$10,710	N/A	\$8,760	\$8,090	\$6,150
2022-23	\$11,015	N/A	\$9,415	\$8,725	\$6,250
Brock University					
2021-22	\$8,940	\$8,140	\$8,340	\$7,540	\$4,800
2022-23	\$9,170	\$8,370	\$8,670	\$7,870	\$5,250
York University					
2021-22	\$8,096		\$7,154		\$5,250
2022-23	\$8,501	TBD	\$7,512	TBD	\$5,500
Trent University					
2021-22	\$8,100		\$7,790		\$4,500
2022-23	\$8,292	\$7,125	\$8,101	\$6,934	\$4,700
University of Windsor					
2021-22	\$8,396	\$7,316	\$7,636	\$6,359	\$5,450
2022-23	TBD	TBD	TBD	TBD	TBD
University of Toronto					
2021-22	\$10,257	N/A	\$10,976	N/A	\$5,524
2022-23	TBD	N/A	TBD	N/A	TBD
Lakehead University (includes meals)					
2021-22	\$12,106	N/A	\$11,016	N/A	N/A
2022-23	\$12,345	N/A	\$11,146	N/A	N/A
Queens University (includes meals)					
2021-22	N/A	N/A	\$16,025	\$15,161	N/A
2022-23	N/A	N/A	TBD	TBD	N/A

Except where noted, all rates include room and network connection fees.

Appendix D: Proposed Parking Rates 2022-23

Permit rates effective May 1		2021-22		2022-23	
	Present (\$)	Proposed (\$)	Monthly (\$)	% Increase	
Reserved Permit Areas					
R3 - Herzberg (Physics)	978	1,037	87	6%	
R15 - Residence Areas	978	1,037	87	6%	
R8 - Loeb Building	1,325	1,405	118	6%	
Staff/Faculty Permit Areas					
River Building (P-16)	1,607	1,704	142	6%	
LGAR - Library Garage (Level 1)	1,339	1,420	119	6%	
LGAR - Library Garage (Level 2)	1,213	1,286	108	6%	
LGAR - Library Garage (Level 3)	1,064	1,128	94	6%	
P9 - Admin. Garage (Level 4)	1,038	1,101	92	6%	
P9 - Admin. Garage (Level 5)	1,011	1,072	90	6%	
P9 - Admin. Garage (Level 6)	983	1,042	87	6%	
P9 - Admin. Garage (Level 7)	956	1,014	85	6%	
P9 - Admin. Garage (Level 8)	932	988	83	6%	
P9 - Admin. Garage (Level 9-13)	886	940	79	6%	
03 - Lot 3	848	899	75	6%	
04 - Lot 4	848	899	75	6%	
CTTC - Lot 11	848	899	75	6%	
Athletics Lot (Lot 12)	699	741	62	6%	
NWRC Permit Lot	699	741	62	6%	
05 - Lot 5	560	594	50	6%	
06 - Lot 6	560	594	50	6%	
P18 Parking Garage	978	1,037	87	6%	
Student Permit Areas (Sept to Apr)					
05 - Lot 5	350	371	47	6%	
06 - Lot 6	350	371	47	6%	
07 - Lot 7	323	371	47	15%	
P18 - General & Resident Student Parking	422	448	56	6%	
Part-time Permits (valid after 5pm)					
LGAR - Library Garage, P9 - Admin	361	383	32	6%	
Lot 5 - Athletics Memberships	347	368	31	6%	
Accessibility					
Accessibility - Staff	589	625	53	6%	
Accessibility - Student (Sept to Apr)	369	392	49	6%	
Other Permits and Fees					
Motorcycle - Surface/Garage Areas	238	253	22	6%	
Service Vehicle Permit	1,058	1,122	94	6%	
Transit Fares					
Adult express/regular routes (monthly)	123				
Student (13-19) regular route (monthly)	95				
Carleton U-Pass (academic year)	441				

Appendix E: Parking Rate Market Comparison

Institution	Student Monthly Permit Rate (\$)	Staff Monthly Permit Rate (\$)	Hourly Rate (\$ per hour)	Daily Maximum (\$)	Weekend Rate (\$)
Carleton - current	41 - 53	47 - 134	4.00	13 - 16	6 flat rate
Carleton - proposed	47 - 56	50 - 142	4.50	13.50 - 18	6 flat rate
University of Ottawa	86 - 200	86 - 200	5.50	18	5.50 – 9
Algonquin College	121 - 172	121 - 172	4.00	18	5 flat rate
City of Ottawa	65 - 215	65 - 215	4.00	14-18	7 max
University of Guelph	85 - 155	85 - 155	2.50	20	Free
Queen's University	116 - 153	116 - 153	3.00	17	No enforcement
McMaster University	51 - 127	51 - 127	6.00	20	8
University of Western Ontario	62 - 150	62 - 150	3.00	18	7
University of Waterloo	38 - 150	38 - 150	2.00	15	5
York University	81 - 128	81 - 128	5.00	10-20	7 - 8 flat rate
The Ottawa Hospital	92	92	7.00	13	7/hour; 13 max
OC Transpo Transit Permits (U-Pass for students)	55	123	3.65	11	11/day
OC Transpo Park & Ride Permit	27 - 62	27 - 62	N/A	N/A	Free

Appendix F: Debt Summary by Ancillary

Summary of outstanding debt:

	2021-22 (\$000's)	2022-23 (\$000's)	2023-24 (\$000's)	2024-25 (\$000's)
Housing Residence Life & Conference	49,226	45,633	41,830	117,124
Dining Services	6,710	6,242	5,757	5,254
Physical Recreation and Athletics*	2,497	1,948	1,399	850
Parking Services	21,440	22,375	21,687	22,802
Health and Counselling Services	-	-	-	-
The Print Shop	-	-	-	-
NWRC Building	5,758	4,769	3,715	2,590
University Centre	-	-	-	-
Carleton Dominion-Chalmers Centre	-	-	-	-
The Bookstore	-	-	-	-
Ancillary Strategic Fund	-	-	-	-
	85,631	80,967	74,388	148,619

**Excludes Football*

Appendix G: Deferred Maintenance by Ancillary

Deferred maintenance is currently estimated to be the following:

	2022 (\$000's)
Housing, Residence Life, Conference & Dining Services	55,300
Physical Recreation and Athletics (excluding the pool)	20,965
Parking Services	11,830
Health and Counselling Services	-
The Print Shop	-
NWRC Building	1,677
University Centre	28,550
Carleton Dominion-Chalmers Centre	3,760
The Bookstore	-
Ancillary Strategic Fund	-
	<u>122,082</u>

Note: The facilities of Housing, Residence Life & Conference Services and Physical Recreation and Athletics will be fully audited in 2022-23, which will provide a more accurate estimate of outstanding deferred maintenance.

2022-23 Ancillary Budget

February 23, 2022

2022-23 Ancillary Budget Overview

Ancillary Units:

- Housing, Residence Life & Conference Services
- Dining Services
- Physical Recreation and Athletics
- Parking Services
- Health and Counselling Services
- The Print Shop
- Campus Card
- NWRC Building
- University Centre
- Carleton Dominion-Chalmers Centre (CDCC)
- The Bookstore
- Ancillary Strategic Fund



2022-23 Ancillary Budget Overview

- Mandate: generate sufficient revenue to fund the cost of providing services
- Ancillary Fee Protocol
- Pandemic has had significant financial impact on ancillary units
- Accumulated surplus reduced in last two years to fund operations
- Prepare for full-return to campus in 2022-23
- Continue to address outstanding deferred maintenance



2022-23 Ancillary Budget Overview

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	54,628	31,529	47,720	64,252
Expenses	43,697	38,595	39,743	46,363
Surplus (deficit) from operating activity	11,231	(7,066)	7,977	17,889
Renovations and capital debt	23,112	23,112	27,756	21,657
Transfers from Operating – deferred maintenance	-	-	(11,303)	(279)
Other transfers to Ancillaries	(410)	(410)	(4,192)	(729)
Surplus (deficit) for the year	(11,471)	(29,768)	(4,284)	(2,760)
Closing accumulated surplus	10,402	(7,895)	17,589	14,829
Outstanding debt	85,361	85,631	85,631	80,967

2022-23 Housing, Residence Life & Conference

- Overview
 - Accommodation for over 3,600 residents
 - Over 600 annual meetings & events
 - Summer accommodations
- 2021-22 Highlights
 - Occupancy rates approximately 85%
 - Students offered a pro-rated refund in January 2022 due to suspension of classes
 - Conference Services has implemented guidelines for hosting live and hybrid events



2022-23 Housing, Residence Life & Conference

- Operating Objectives & Priorities for 2022-23
 - Budgeting for a 95% occupancy rate
 - Proposed residence fee increases are 3%
- Capital Projects & Deferred Maintenance
 - Mechanical room upgrades for Stormont-Dundas House
 - Roof replacement & mechanical room updates for Renfrew House
 - Building control updates for Grenville House
 - Completion of lock replacement program



2022-23 Housing, Residence Life & Conference

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	20,757	12,778	20,734	25,447
Expenses	12,816	12,813	11,834	14,269
Surplus (deficit) from operating activity	7,941	(35)	8,900	11,178
Renovations and capital debt	10,407	10,407	11,344	11,211
Transfers from Operating – deferred maintenance	-	-	(5,856)	-
Transfers to Health & Counselling Services	391	391	412	447
Surplus (deficit) for the year	(2,857)	(10,833)	3,000	(480)
Closing accumulated surplus	833	(7,143)	6,690	6,210
Outstanding debt	49,226	49,226	49,226	45,633

2022-23 Dining Services



- Overview
 - 16 locations & 20 food concepts
 - 3,200 students on meal plans
 - Catering & vending services
 - Partnership with Aramark Canada
- 2021-22 Highlights
 - Increased meal plan revenue due to strong residence occupancy
 - Less than half of all retail locations are currently open
 - Opportunity to address deferred maintenance in Residence Commons & Food Court

2022-23 Dining Services

- Operating Objectives & Priorities for 2022-23
 - Rebuild team to support full return of students to campus
 - Proposed Residence Dining Plan increases are 4.5%
- Capital Projects & Deferred Maintenance
 - Expansion of existing dining hall
 - Renewal of franchise concepts
 - Completion of lock replacement project



2022-23 Dining Services

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	3,791	1,029	3,331	6,970
Expenses	4,101	3,189	3,507	4,054
Surplus (deficit) from operating activity	(310)	(2,160)	(176)	2,916
Renovations and capital debt	1,946	1,946	2,644	1,196
Transfers from Operating – deferred maintenance	-	-	(1,720)	-
Transfers to Ancillary Strategic Fund	1,210	1,070	-	-
Surplus (deficit) for the year	(3,466)	(5,176)	(1,100)	1,720
Closing accumulated surplus	(3,787)	(5,497)	(1,421)	299
Outstanding debt	6,710	6,710	6,710	6,242

2022-23 Physical Recreation and Athletics

- Overview
 - Freelance recreation & instructional programs
 - Intramural leagues
 - 15 varsity teams & 21 competitive club teams
 - Adult leagues, summer camps, & aquatics program
- 2021-22 Highlights
 - Fluctuating pandemic restrictions
 - 50% reduction in spring and summer semesters student fees
 - Finalize the schematics & rendering of the new Wellness Hub



2022-23 Physical Recreation and Athletics



- Operating Objectives & Priorities for 2022-23
 - Financial recovery through revenue diversification & reduction of expenses
 - Rebuild team – casual, part-time, and some full-time positions
 - Student Athletic Fee increase by Ottawa CPI (4.2%)
- Capital Projects & Deferred Maintenance
 - New air handling system for the Field House,
 - Necessary structural pool maintenance,
 - Refrigeration plant for Icehouse
 - Roofing & flooring on the Athletics Building & Ice House

2022-23 Physical Recreation and Athletics

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	11,704	6,667	10,693	14,630
Expenses	10,909	8,776	10,768	13,997
Surplus (deficit) from operating activity	795	(2,109)	(75)	633
Renovations and capital debt	2,641	2,641	2,983	3,132
Transfers from Operating – deferred maintenance	-	-	(2,428)	(106)
Surplus (deficit) for the year	(1,846)	(4,750)	(630)	(2,393)
Closing accumulated surplus	9,592	6,688	10,808	8,415
Outstanding debt (excluding football)	2,497	2,497	2,497	1,948

2022-23 Parking Services

- Overview

- 6 permit-only lots, 4 garages, & several “pay-by-plate” parking areas
- 4,500 parking spots
- Manages all aspects of parking, traffic management, bicycle facilities, and locker rental & repair program

- 2021-22 Highlights

- Visitor & permit fees resumed September 2021
- No increase in permit rates
- Phase 1 of P7 lot expansion completed (increase of 300 parking spaces)
- Funding received from ASF



2022-23 Parking Services

- Operating Objectives & Priorities for 2022-23
 - Conversion of reserved spaces to accessible & visitor parking
 - Increasing operating costs & deferred maintenance
 - Proposed increase of 6% to parking permit rates
- Capital Projects & Deferred Maintenance
 - Phase 2 of P7 Lot expansion (increase of 280 parking spaces)
 - P9 maintenance to extend useful life
 - EV chargers
 - General maintenance & pay-station upgrades



2022-23 Parking Services

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	5,059	20	2,262	5,347
Expenses	2,962	2,357	2,702	2,765
Surplus (deficit) from operating activity	2,097	(2,337)	(440)	2,582
Renovations and capital debt	5,476	5,476	5,653	4,063
Transfers from Operating – deferred maintenance	-	-	(599)	-
Transfers from Ancillary Strategic Fund	-	-	(3,078)	-
Surplus (deficit) for the year	(3,379)	(7,813)	(2,416)	(1,481)
Closing accumulated surplus	(2,424)	(6,858)	(1,461)	(2,942)
Outstanding debt	21,440	21,440	21,440	22,375

2022-23 Health and Counselling Services

- Overview

- Medical, counselling and health promotion services for Carleton community



- 2021-22 Highlights

- Total visits have more than doubled since 2017
- Challenged in recruiting doctors
- Addition of two nurse practitioners
- Expanded office space to meet demand
- Partnership with Royal Ottawa Hospital

2022-23 Health and Counselling Services

- Operating Objectives & Priorities for 2022-23
 - Designation of two nurse practitioner positions to full-time
 - Operating funding for two counsellor term-positions
 - Operating funding for intake counsellor and crisis counsellor
 - The Student Health & Counselling Fee increase by Ottawa CPI (4.2%)
- Capital Projects & Deferred Maintenance
 - RFP for new electronic medical records system



2022-23 Health and Counselling Services

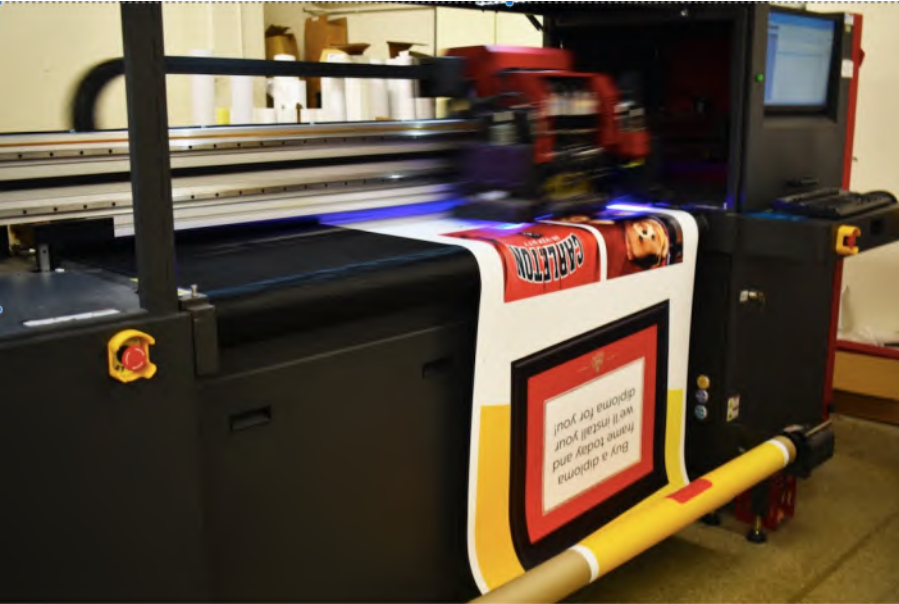
	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	4,444	3,744	3,877	3,835
Expenses	5,382	4,756	5,087	5,299
Surplus (deficit) from operating activity	(938)	(1,012)	(1,210)	(1,464)
Renovations and capital debt	-	-	291	-
Transfers from Operating – Covid-19 relief	-	-	(1,099)	(214)
Transfers from Operating – annual (Counsellors)	(410)	(410)	(305)	(515)
Transfers from Housing & Residence Life – annual	(391)	(391)	(412)	(447)
Surplus (deficit) for the year	(137)	(211)	315	(288)
Closing accumulated surplus	741	667	1,193	905
Outstanding debt	-	-	-	-

2022-23 The Print Shop

- Overview
 - Wide-format, offset & digital printing
 - Admin devices & public “CU on the Go”
- 2021-22 Highlights
 - Low revenues due to a continued lack of campus activity
 - Support ‘return-to-campus’ by creating signage
 - Expenses relate to staffing costs & lease payments



2022-23 The Print Shop



- Operating Objectives & Priorities for 2022-23
 - Conservative revenue budgeting due to uncertainty of demand
 - Natural staff attrition & smaller team
 - Return to profitability within one to two years
- Capital Projects & Deferred Maintenance
 - Depletion of surplus makes reinvestment challenging

2022-23 The Print Shop

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	1,164	395	596	1,328
Cost of goods sold	281	159	202	287
Operating expenses	1,331	1,253	1,173	1,095
Surplus (deficit) for the year	(448)	(1,017)	(779)	(54)
Closing accumulated surplus	(1,233)	(1,802)	(1,564)	(1,618)
Outstanding debt	-	-	-	-

2022-23 Campus Card

- Overview
 - Door access, dining purchases, meal plan verification, laundry and CU-on-the-Go usage
 - Access is the principal usage case
 - Also produce, distribute, renew, replace Universal Transit Pass (UPASS)
- 2021-22 Highlights
 - Decreased revenue due to lower dining activity, reduced lost card fees & UPass administration fees
 - Supported campus with deployment of line-management software



2022-23 Campus Card



- Operating Objectives & Priorities for 2022-23
 - Pilot merged Upass & Campus Card in January 2023
 - Rebuild student staff team
- Capital Projects & Deferred Maintenance
 - Upgrades to enterprise software solution were completed in 2021-22

2022-23 Campus Card

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	846	381	510	883
Expenses	948	810	867	840
Surplus (deficit) from operating activity	(102)	(429)	(357)	43
Contribution to Ancillary Strategic Fund	78	78	-	-
Surplus (deficit) for the year	(180)	(507)	(357)	43
Closing accumulated surplus	40	(287)	(137)	(94)
Outstanding debt	-	-	-	-

2022-23 NWRC Building

- Overview
 - National Wildlife Research Centre (NWRC)
 - 99-year lease with Environment Canada commenced in 2002
 - Annual rent of \$1.3M for first 25 years; \$1 per annum thereafter
 - Operating costs fully recovered



2022-23 NWRC Building

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	2,279	2,279	2,362	2,412
Expenses	947	947	1,030	1,080
Capital debt	1,332	1,332	1,332	1,332
Surplus for the year	-	-	-	-
Closing accumulated surplus	680	680	680	680
Outstanding debt	5,758	5,758	5,758	4,769

2022-23 University Centre

- Overview

- Operated on a cost recovery basis
- Tenants include: CUSA, GSA, Dining Services, Bookstore, International Student Services Office, Paul Menton Centre, CKCU, the Charlatan, Student Groups

- Capital Projects

- Aging building has resulted in significant deferred maintenance (\$29M)
- Full building assessment undertaken in 2021-22 to prioritize renewal projects
- Washroom upgrades, mechanical & electrical upgrades, building envelope renewal and accessibility improvements.

2022-23 University Centre

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue	1,737	1,444	1,737	1,774
Expenses	1,237	944	1,142	1,224
Surplus from operating activity	500	500	595	550
Renovations	500	500	1,114	550
Surplus (deficit) for the year	-	-	(519)	-
Closing accumulated surplus	2,487	2,487	1,968	1,968
Outstanding debt	-	-	-	-

2022-23 Carleton Dominion-Chalmers Centre



- Overview
 - Carleton's arts, performance and learning centre
 - Academic & multi-purpose space
- 2021-22 Highlights
 - Safe venue for small group activities
 - Advancement Committee established
 - Capital projects undertaken include structural crack monitoring & geo-tracking, chapel flooring, parking lot safety lighting, landscaping, fibre-optics internet

2022-23 Carleton Dominion-Chalmers Centre

- Operating Objectives & Priorities for 2022-23
 - Continue supporting safe return of curricular programming and live audiences
 - Community engagement plan
- Capital Projects & Deferred Maintenance
 - Completion of fibre-optic network
 - Building revitalization



2022-23 Carleton Dominion-Chalmers Centre

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Revenue and internal contributions	624	470	613	718
Expenses	619	580	618	718
Surplus (deficit) from operating activity	5	(110)	(5)	-
Deferred maintenance	410	410	410	173
Transfers from Operating – deferred maintenance	-	-	(410)	(173)
Surplus (deficit) for the year	(405)	(520)	(5)	-
Closing accumulated surplus	(105)	(220)	295	295
Outstanding debt	-	-	-	-

2022-23 The Bookstore



- Overview
 - Textbooks, course materials, apparel, supplies & other related accessories
 - Partnership with Follett of Canada through 2025
- 2021-22 Highlights
 - Open to in-person shopping
 - Majority of sales online
 - Apparel & e-books have increased significantly
 - Text sales continue to decline

2022-23 The Bookstore

- Operating Objectives & Priorities for 2022-23
 - Commission revenues not expected to return to pre-pandemic levels
 - Expenses are expected to exceed commissions
 - Remains a necessary service to the campus community
- Capital Projects & Deferred Maintenance
 - Follett Connect Once
 - Follett Adopt



2022-23 The Bookstore

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
Commissions and reimbursements	554	511	466	366
Operating expenses	540	527	478	398
Surplus (deficit) from operating activity	14	(16)	(12)	(32)
Contribution to Operating Fund	66	66	65	67
Surplus (deficit) for the year	(51)	(82)	(77)	(99)
Closing accumulated surplus	227	196	201	102
Outstanding debt	-	-	-	-

2022-23 The Ancillary Strategic Fund (ASF)

- Overview
 - Renamed to better reflect purpose & historical usage
 - External revenue generated through third party leases and sponsorships
 - Other Ancillaries contribute to the ASF
- Highlights & Priorities
 - Internal contributions into the paused while ancillary units recover financially
 - Internally financed loans for Alumni Hall & football stands paid in full



2022-23 The Ancillary Strategic Fund (ASF)

	Optimistic 2021-22 Budget (\$000)	Pessimistic 2021-22 Budget (\$000)	2021-22 Projection (\$000)	2022-23 Budget (\$000)
External revenue	722	579	539	542
Internal contributions	1,247	1,132	-	-
Total revenue & contributions	1,969	1,811	539	542
Transfers to Athletics	270	270	270	270
Repayment Internally Financed Loan	400	400	1,985	-
Surplus (deficit) for the year	1,299	1,141	(1,716)	272
Closing accumulated surplus	3,352	3,194	337	609
Outstanding debt	-	-	-	-

Motion:

The Finance Committee recommends that the Board of Governors approves Carleton's 2022-23 Ancillary Services Budget as presented

AGENDA ITEM

5.2

To:	Board of Governors	Date of Report: 2 February 2022
From:	Chair, Finance Committee	Date of Meeting: 10 March 2022
Subject:	Investment Income Equalization Reserve	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve a \$39 million cap on the investment income equalization reserve along with the appropriation of the current excess in the non-endowed investments to the capital reserve.

3.0 EXECUTIVE SUMMARY

In 2016-17, in response to the decision made in 2015-16 to invest \$100 million in operating cash in equities, the Investment Committee recommended that a reserve be established by appropriating investment returns in excess of the budgeted amount. This reserve would be used to compensate in years where returns were less than budgeted.

No upper limit on the value of this reserve currently exists. To limit the growth of this reserve to a reasonable value and create strategic flexibility in the appropriation of excess investment income over budget in future years, management recommends a cap be placed on the value of the investment income equalization reserve. This cap would be calculated as the highest negative return realized by the TSX in a calendar year, over a 30-year period (currently 35% for calendar 2008) plus the expected return on the fund (Currently 4%). This equates to a \$39 million cap. Future contributions to the reserve would be made to maintain the cap as required.

The current value of the investment income equalization fund is \$74.3 million. Management recommends that the \$35.3 million in excess of the fund cap be appropriated to the capital reserve.

4.0 INPUT FROM OTHER SOURCES

The Investment Committee considered this issue at its meeting on December 10th, 2021. The Committee recommended that the investment income equalization reserve be capped at \$39 million which represents the highest calendar year loss experienced by the TSX over a 30-year period, plus the annual income expectation, allowing the current excess to be repurposed.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Prior to 2015-16, the University had invested all operating cash in secure, low risk investments, with maximum liquidity. While this practice resulted in a great deal of security, it also led to lower relative yields over time.

In 2015-16 the Investment Committee decided to invest \$100 million (identified as the “core” operating cash - being well below the minimum cash on hand over the past several years) in equity funds. To date this decision has been very effective as the return on equities have been strong, while the return on fixed income instruments remains very low.

Estimated investment income on operating cash flows is included in the University’s operating budget. In 2016-17, in order to mitigate the risk associated with equity investments, it was decided that any investment

returns over the annual budget amount would be appropriated into an internal reserve. In years when the investment returns are less than the annual budget, a transfer would be made to move that amount out of the reserve to cover the shortfall.

The balance in the internal reserve now stands at \$74.3 million. The equity investments are pared back to \$100 million after every year end. The reserve is therefore 74.3% of the equity investment amount, which is considered to be excessive. The annual transfers and reserve balance is shown below.

	<u>Annual Appropriations (million)</u>	<u>Internal Reserve Balance (million)</u>
2016-17	\$21.0	\$21.0
2017-18	\$4.4	\$25.4
2018-19	\$15.3	\$40.7
2019-20	\$(0.8)	\$39.9
2020-21	\$34.4	\$74.3

During the past thirty calendar years, there have been nine where the TSX has ended in negative territory year over year. These have ranged from -2.5% to -35.0%, with an average of -11.1%.

A 74% reserve for potential equity value decline appears excessive when compared to historical losses on the TSX. A more reasonable, yet conservative, approach would be to maintain a reserve equal to the highest observed decline in the TSX over a period of time. In calendar 2008, the TSX declined by 35%, to which the expected annual return on the equity funds (4%) is added. The reserve would therefore be capped at 39% or \$39 million.

The options available:

- Cap the investment income equalization reserve based on the worst case experienced over 30 years, or \$35 million plus the expected return of 4%. Contributions to the reserve would be made to maintain the cap as required. The current balance in the reserve would be reduced to the cap. The funds made available would be transferred to the capital reserve.
- Cap the investment income equalization reserve at the average negative return realized by the TSX over a 30-year period (currently 11%) plus the expected return on the fund (Currently 4%). Contributions to the reserve would be made to maintain the cap as required. The current balance in the reserve would be reduced to the cap. The funds made available would be transferred to the capital reserve.
- Continue reserving investment income in excess of budget without a cap. Maintain the current balance in the reserve.

6.0 FINANCIAL IMPLICATIONS

Applying a cap, based on a formula related to historical losses, would avoid a repeat of the situation where funds are accumulating beyond the requisite purpose, and, as such in an unproductive manner. The capital reserve is seen as the most appropriate use of one-time funds available, as there are always more demands for capital investments than the availability of funds.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The risk associated with the capping of the reserve is that in any given year, the investment losses may be greater than the funds in the reserve. This possibility is mitigated by: establishing the budget in a conservative manner; establishing the reserve cap at a reasonable level; accepting the risk of investing; and retaining the ability to replenish the reserve as required. There is also risk associated with having excessive reserves and not

allocating funds for more productive uses. Capping the reserve also limits regulatory risk in relational to non-profit status.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

None.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

AGENDA ITEM

5.3

To:	Board of Governors	Date of Report: 4 February 2022
From:	Chair, Finance Committee	Date of Meeting: 10 March 2022
Subject:	Debenture Sinking Fund and Investment Update	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve of the proposed strategy for establishing and managing a sinking fund to provide \$220 million to retire the 2021 debenture issue in 2061.

3.0 EXECUTIVE SUMMARY

The university issued a \$220 million, forty-year debenture in 2021. The terms of the debenture require interest only payments for forty years with the principle amount being due at the end of the period. In accordance with the Capital Debt policy, a sinking fund must be established for non-amortizing debt. The policy also states that as the sinking fund will have a long-term profile, the university will usually invest these funds with the pooled endowment investments. It is proposed that annual contributions of \$1.82 million be made to a sinking fund invested in the pooled endowment investments.

4.0 INPUT FROM OTHER SOURCES

The Investment Committee considered this issue at its meeting on December 10th, 2021. The Committee recommended that a sinking fund be established for the repayment of the \$220 million debenture, and that it be invested with the pooled endowment assets.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The Capital Debt policy requires that a sinking fund be established for non-amortizing debt. The 2021, \$220million debenture offering falls into this category. Two approaches were considered in establishing this fund.

The first approach was to attempt to match the bond repayment timeline with long-term bond investments. We approached our banker to examine the issue. Their proposal was to invest in long-term municipal and provincial bonds. The current yield on these bonds is an average 2.72%. At this rate the annual contribution required to accumulate the required \$220 million amount would be \$3.11 million.

The second approach, and the one recommended in the Capital Debt policy, is to invest the sinking fund with the pooled endowment investments composed of fixed income and equity investments. The endowment fund currently distributes 4% of the moving market value per unit over a four-year period, and retains a percentage for inflationary increases. As the sinking fund income distributed will be recapitalized every year, the full return would be realized. A conservative long-term return of 5% was used to calculate an annual contribution of \$1.82million. Should a higher long-term rate be realized, the sinking fund would achieve the target of \$220 million

in a shorter time period, if the annual contribution of \$1.82 million is maintained. If this occurred the amount would be liquidated and put in lower risk investments.

Given the long-term nature of the investment accumulation, the strategy should be evaluated periodically to ensure it aligns with current conditions. For example, there may be periods over the 40 year where interest rates are high. In this circumstance, fixed income investments may be preferable for annual contributions. Given the flexibility of having the funds invested in the endowment pool, shifting some of the pooled funds to 100% fixed income may be worthwhile under certain conditions.

6.0 FINANCIAL IMPLICATIONS

Given the assumptions, investing the sinking fund in the endowment pool would result in annual savings of \$1.29million (42%).

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The risk associated with investing the sinking fund in the endowment investment pool is that there is an equity component in the portfolio. That risk is mitigated through diversification and the forty-year repayment term. The investment plan is to accumulate a fixed amount by a certain date forty years in the future (or sooner), with no spending requirements in the interim. These factors reduce the risk of not meeting the goal at some point over the forty-year term. In addition, the flexibility afforded by investing in the pool (as opposed to investing in specific long-term debt instruments) facilitates a change in strategy should market conditions warrant it.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

None.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

AGENDA ITEM

5.4

To:	Board of Governors	Date of Report: 4 February 2022
From:	Chair, Finance Committee	Date of Meeting: 10 March 2022
Subject:	Pandemic and Strategic Reserve Allocation	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

The Finance Committee recommends to the Board of Governors to approve the allocation of the 2020-21 year-end available balance of \$13.4 million to a pandemic and strategic allocation reserve to be used in future years.

3.0 EXECUTIVE SUMMARY

As reported in the Financial Report to the Board of Governors presented in September 2021, the University finished the fiscal year 2020-21 with an unallocated excess of revenues over expenses of \$10.3 million. An amount of excess revenues over expenses of \$3.1 million from a previous year also remains unallocated. The Administration indicated that a use for the funds available would be recommended to the Board in the fall of 2021. Given the uncertainty surrounding 2021-22 tuition revenues at that time, a recommendation for the use of these funds was delayed. As the fee revenue estimates and projected operating result are now more solid, it is recommended that the \$13.4 million be held in reserve for pandemic and strategic fiscal expenditure allocations in future years.

4.0 INPUT FROM OTHER SOURCES

Office of the Provost and the Office of the Deputy Provost.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The \$13.4 million in excess revenues over expenses remained unallocated at the end of 2020-21. In addition, the pandemic reserve currently has a balance of \$2.6 million, making the total pandemic and strategic reserve available \$16.0 million. The long-term planning model used by the University involves a systematic annual increase in ongoing base expenses, and a decrease in fiscal amounts available for one-time allocations. In order to bolster the fiscal amounts available in future years, it is proposed that the \$16.0 million contribution be held in reserve and allocated as required in future years to meet operating objectives

6.0 FINANCIAL IMPLICATIONS

The \$13.4 million is currently available for allocation. The implication of using this amount for strategic allocations in future years is positive, as the amount available for fiscal allocation, as a result of the planning model, is reduced over time. The infusion of fiscal funds on an ad hoc basis will provide some flexibility in the allocation of resources.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The major potential risk associated with this decision is that the \$13.4 million of unallocated funds are not allocated in a manner which addresses risks, which could prevent Carleton from achieving its strategic goals. By using the \$13.4 million to allocate strategically during a future budget process, this risk is mitigated.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

None

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

AGENDA ITEM

6.1

To:	Board of Governors	Date of Report: 14 February 2022
From:	Vice-President (Students and Enrolment)	Date of Meeting: 10 March 2022
Subject:	Draft Student Mental Health Framework 2022-2026	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

In the fall 2021 term, Carleton University undertook a comprehensive consultation process to shape the new Student Mental Health Framework. Feedback on the framework was provided by members of the community through consultation meetings, information and feedback sessions, and online submissions. Throughout the listening phase of the consultation process, several main themes emerged:

- Increased Counselling Support
- Pedagogy and Academic Structures
- Equity, Diversity, and Inclusion
- Holistic Approach
- Training and Delivery of Training
- Support for Faculty and Staff
- Feedback and Accountability
- Navigation and Communication
- Coordinated Structural Approach
- Impact of COVID-19
- Other Considerations

A report has been organized by these themes and has the aggregated feedback received during the consultation process. This feedback has been examined and assessed in the review of the Student Mental Health Framework and an updated draft Framework has been developed.

This updated draft framework addresses the feedback that was received by highlighting a more holistic approach to mental health and well-being including safe substance use and harm reduction, cyberbullying and social media use, increasing access to services, increased support in navigating services, investigating best practices for supporting mental health and well-being in curriculum and the classroom, and striving to ensure that equity, diversity, inclusion, and accessibility are woven into this document.

When incorporating the feedback received, it was determined that the number of areas of focus could be streamlined to support the implementation of the enhanced framework. As a result, the previous areas of focus of *Well-Being, Skills Building, and Resilience* and *Mental Health Awareness, Literacy, and Education* were combined into one new section, *Building Skills and Strengthening Resilience*. *Coordinated Crisis Management* was embedded as an objective and a series of recommendations under the revised area of focus *Campus Culture of Wellness*.

This streamlined approach outlines four areas of focus with 12 objectives and 30 recommendations to support student mental health and well-being at Carleton. Each area of focus is interdependent of the other and together helps to support overall student mental health and well-being.

4.0 INPUT FROM OTHER SOURCES

The framework is going through a robust multi-phase transparent consultation process. Feedback and input on the framework was received and provided through an online website feedback form, 25 information and feedback sessions for faculty, staff, students, parents, and external community partners with 300 participants in total, and specific consultation meetings with the Centre for Indigenous Initiatives, Equity and Inclusive Communities, Departmental Administrators Round Table, Centre for Initiatives in Education, and Board of Governors.

Additionally, and as part of the commitment to providing a transparent process, a report outlining feedback received throughout the listening phase of the consultation process has been made available on the feedback received web page. Members of the Carleton community are encouraged to review the revised draft of the framework and provide additional feedback and comments using an anonymous form or by contacting SMHFframework@carleton.ca. An ongoing record of all community outreach activities about the consultation process is also kept on the web page.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The Student Mental Health Framework (SMHF) 2.0 was launched in 2016 and aimed to further enhance student well-being and mental health at Carleton. Since 2016, all 38 recommendations in the SMHF 2.0 have been implemented or addressed. A key direction of the 2020-2025 Carleton University Strategic Integrated Plan (SIP) is to continually Strive for Wellness. As such, we have been engaging the entire community and key external stakeholders towards developing an updated SMHF over the coming academic year. Based on the feedback provided, this updated draft framework aims to take a more holistic approach to student mental health and well-being at Carleton.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review and update of this framework.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

There are no risk or legal implications with the review and update of this framework.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Carleton University is well known for its work on student mental health. It is important that the university maintains an up-to-date framework to ensure we are addressing the needs of our students to support their overall mental health and well-being. The draft Student Mental Health Framework will be shared with the Carleton community and external partners to provide additional feedback with an email from the Vice-President (Students and Enrolment). It will be supported by a similar communications plan as in the listening phase including using existing newsletters, social, and email communications.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Draft Student Mental Health Framework 2022-2026

Board of Governors Executive

February 28, 2022

Student Mental Health Framework (SMHF) 2.0

Starting from Strength

Based on the 2009 Mental Health Framework, Carleton launched the SMHF 2.0 in 2016 with the goal of building a holistic, campus-wide approach to mental health and well-being

- 38 recommendations
 - All recommendations have been addressed or implemented
- Six areas of focus:
 1. Student Engagement
 2. Well-Being, Skills Building, and Resilience
 3. Mental Health Awareness, Literacy, and Education
 4. Accessible Services
 5. Coordinated Crisis Management
 6. Institutional Structure

Consultation Process

Five Phases of Consultation

- Process Consultation Phase: October 2021 (Complete)
- Listening Phase: October – November 2021 (Complete)
- Tactical Phase: December 2021 – January 2022 (Complete)
- Drafting Phase: January – February - March 2022 (Ongoing)
- Fine-Tuning Phase: March 2022
- Finalization Phase: April 2022

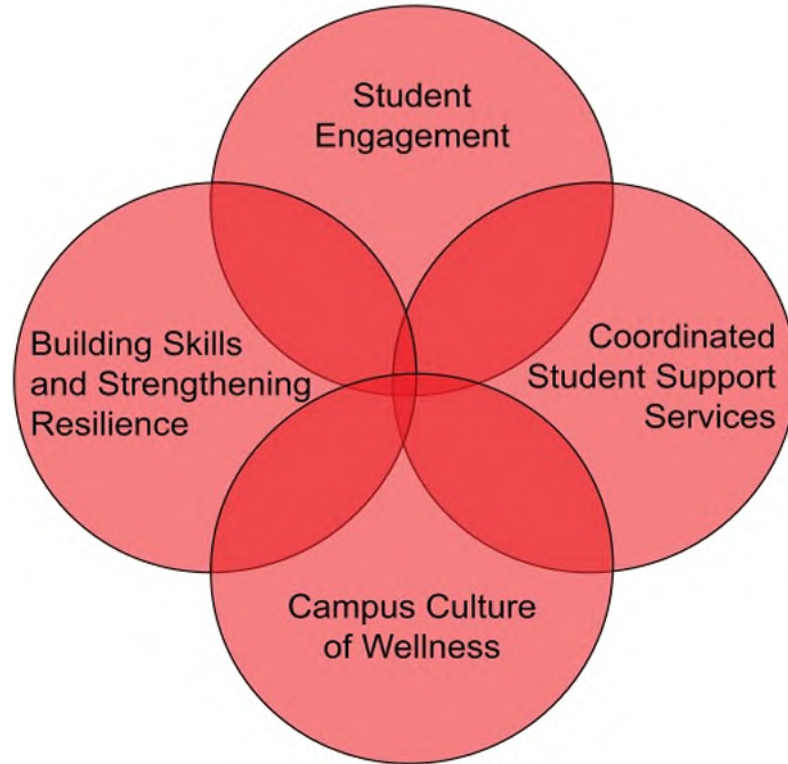
Listening Phase

- 25 consultation sessions (students, faculty, staff, parents, external community partners)
- 4 consultation meetings with key stakeholders
- 63 online feedback submissions

What We Heard

- Student Engagement
- Training and Delivery of Training
- Pedagogy and Resources for Mental Health in the Classroom
- Success Outside of the Classroom
- Suicide Prevention
- Spirituality
- Harm Reduction and Substance Use Health
- Indigenous Perspectives
- Equity, Diversity, and Inclusion
- Integration of other Frameworks and Strategies
- Increased Counselling Support
- Navigating Resources and Communication
- Cyberbullying and Social Media Use
- Support for Faculty and Staff
- Transparency and Accountability

Updated Areas of Focus



Areas of Focus and Objectives

Student Engagement

- Recognize and support student engagement opportunities across our diverse university environment with a focus on student engagement, mental health and well-being, and inclusivity.
- Increase opportunities for student engagement and feedback in mental health and well-being initiatives, services, programs, and policies developed and/or actively running on campus.

Building Skills and Strengthening Resilience

- Enhance collaboration with internal and external community partners to support anti-stigma programming and campaigns and continue to work towards raising all aspects of mental health and well-being awareness.
- Encourage personal growth through opportunities to develop self-awareness and acquisition of effective coping skills to strengthen resiliency.
- Develop specific strategies and frameworks to support holistic and proactive approaches to mental health and well-being.

Areas of Focus and Objectives

Coordinated Student Support and Services

- Increase knowledge of existing campus resources, programs, and services for mental health and well-being that are available to students and how to navigate and support students seeking help.
- Build capacity to ensure the provision of effective and interconnected campus mental health and well-being services to ensure optimal service responsiveness and which are easy to access.
- Ensure the development of effective partner relationships between Carleton mental health-related services, provincial and municipal resource networks, and community partners, and maintain effective liaison and referral protocols in partnership with external mental health resources.

Campus Culture of Wellness

- Continue to build awareness of signs of mental health distress, crisis, and suicidality as well as the appropriate coordinated responses and resources for referral.
- Strengthen institutional awareness of the impact of policies and practices that may create unintended stress on our students.
- Cultivate awareness of the importance of student mental health promotion and integration at all levels of the university, with a renewed commitment to continuous improvement, with a particular emphasis on equity, diversity, inclusion, and accessibility.
- Work collaboratively with faculty to establish a community of practice for integrating mental health and well-being into the curriculum and in the classroom.

Next Steps

- Community feedback on the draft framework
- Additional adjustments based on the feedback
- Presentation to the Board of Governors on April 28, 2022

carleton.ca/wellness/student-mental-health-framework-consultation

Thank you!

Questions?

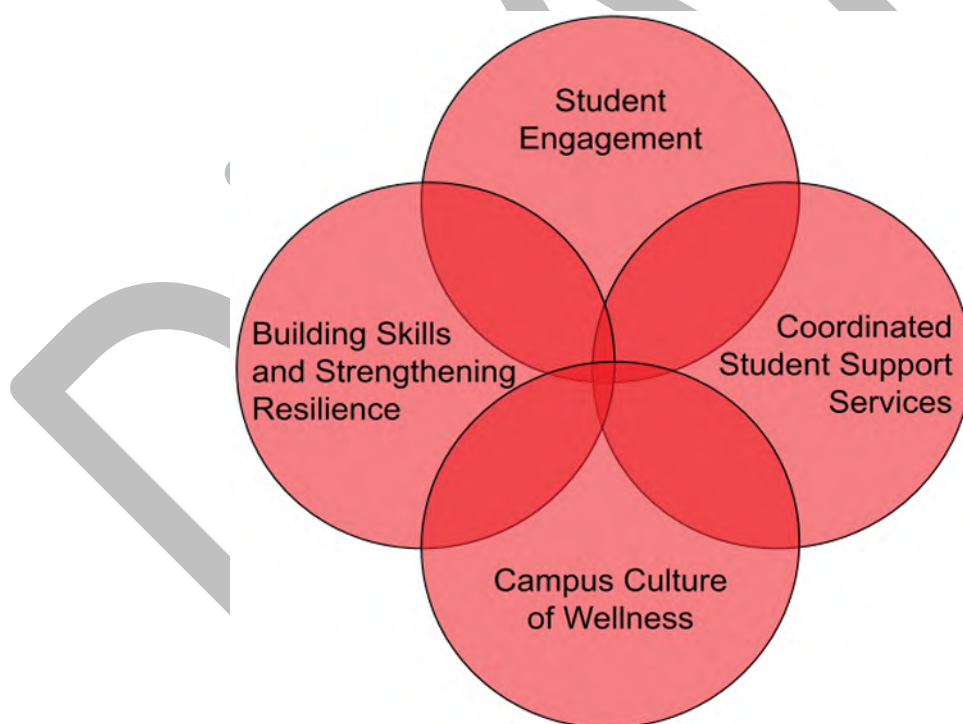
Student Mental Health Framework 2022-2026: A Holistic Approach to Student Mental Health and Well-Being

Overview

Through the Listening Phase of the Student Mental Health Framework (SMHF), feedback was provided on several areas. This updated draft framework addresses the feedback that was received by highlighting a more holistic approach to mental health and well-being including safe substance use and harm reduction, cyberbullying and social media use, increasing access to services, increased support in navigating services, investigating best practices for supporting mental health and well-being in curriculum and the classroom, and striving to ensure that equity, diversity, inclusion, and accessibility are woven into this document.

When incorporating the feedback received, it was determined that the number of areas of focus could be streamlined to support the implementation of the enhanced framework. As a result, the previous areas of focus of *Well-Being, Skills Building, and Resilience* and *Mental Health Awareness, Literacy, and Education* were combined into one new section, *Building Skills and Strengthening Resilience*. *Coordinated Crisis Management* was embedded as an objective and a series of recommendations under the revised area of focus *Campus Culture of Wellness*.

This streamlined approach outlines four areas of focus with 12 objectives and 30 recommendations to support student mental health and well-being at Carleton. Each area of focus is interdependent of the other and together helps to support overall student mental health and well-being.



Additionally, an implementation and evaluation plan and a reporting and review process will be added to ensure that all recommendations are receiving ongoing feedback and that there is transparency and accountability with students, faculty and staff.

Student Engagement

Objectives:

- Recognize and support student engagement opportunities across our diverse university environment with a focus on student engagement, mental health and well-being, and inclusivity.
- Increase opportunities for student engagement and feedback in mental health and well-being initiatives, services, programs, and policies developed and/or actively running on campus.

Recommendations:

- Increase student involvement in the implementation of all areas of focus of this framework through developing partnerships with students, staff, and faculty.
- Continue to develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and well-being.
- Continue to support and engage the Student Mental Health Student Engagement Committee in developing and implementing student-led initiatives.
- Leverage the results of existing student surveys and explore the implementation of additional surveys to better capture and improve upon the overall health and well-being of our students.
- Develop and implement evaluation tools for existing programs and services to ensure we are meeting students' needs.
- Assess opportunities to engage graduate-level student expertise in research around mental health and well-being initiatives on campus.

Building Skills and Strengthening Resilience

Objectives:

- Enhance collaboration with internal and external community partners to support anti-stigma programming and campaigns and continue to work towards raising all aspects of mental health and well-being awareness.
- Encourage personal growth through opportunities to develop self-awareness and the acquisition of effective coping skills to strengthen resiliency.
- Develop specific strategies and frameworks to support holistic and proactive approaches to mental health and well-being.

Recommendations:

- Update the wellness website to provide access to comprehensive information on mental health and well-being to students, staff, faculty, and parents, including building resilience and coping skills, substance use health, and streamlining resource navigation.
- Provide regular training with an intersectional approach to enable staff and faculty to assist students in a way that is respectful of culture and identities, and which reflects the diversity of Carleton community members.
- Enhance online modules, workshops, and programming using an intersectional approach that introduces students to the concepts of overall well-being and thriving within the university environment with a particular focus on key areas like nutrition, physical health, finances, living on your own, loneliness, and isolation.
- Develop programming and initiatives to provide students with opportunities and resources that will help them to recognize personal strengths, develop coping skills, and build resilience.
- Enhance the training, events, and knowledge sharing of mental health and well-being services to contribute to overall student well-being, with a particular focus on encouraging health-seeking behaviours.
- Develop and implement training, education, and resources to reduce harms in different online environments such as social media.
- Support the development and implementation of a substance use health and harm reduction strategy that is focused on support and resources, education, and partnerships.

Coordinated Student Support and Services

Objectives:

- Increase knowledge of existing campus resources, programs, and services for mental health and well-being that are available to students and how to navigate and support students seeking help.
- Build capacity to ensure the provision of effective and interconnected campus mental health and well-being services to ensure optimal service responsiveness and which are easy to access.
- Ensure the development of effective partner relationships between Carleton mental health-related services, provincial and municipal resource networks, and community partners, and maintain effective liaison and referral protocols in partnership with external mental health resources.

Recommendations:

- Update the student support resources, which outlines student services and programs, and aligns with a streamlined “Stepped Approach” depending on need for the range of mental health and well-being services available at Carleton University.
- Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports.
- Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and well-being.
- Assess and respond to student demand and need for additional counselling using an equity, diversity, inclusion, and accessibility lens.
- Review the structure of delivery of student mental health and well-being services at Carleton to respond to student mental health and well-being challenges in a coordinated way.
- Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so our community can respond in the most appropriate way.
- Maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes, working with the Royal Ottawa Hospital, and liaising with off-campus services for after-hours care.

Campus Culture of Wellness

Objectives:

- Continue to build awareness of signs of mental health distress, crisis, and suicidality as well as the appropriate coordinated responses and resources for referral.
- Strengthen institutional awareness of the impact of policies and practices that may create unintended stress on our students.
- Cultivate awareness of the importance of student mental health promotion and integration at all levels of the university, with a renewed commitment to continuous improvement, with a particular emphasis on equity, diversity, inclusion, and accessibility.
- Work collaboratively with faculty to establish a community of practice for integrating mental health and well-being into the curriculum and in the classroom.

Recommendations:

- Enhance the availability of training offered to faculty and staff to support students in crisis.
- Develop a university postvention strategy to reduce risk and promote healing after a death by suicide.
- Ensure collaboration with the employee mental health strategy, Healthy Workplace Strategic Plan, to have faculty and staff supported when supporting students.
- Sign and implement the Okanagan Charter, with its calls to action being to embed health into all aspects of campus culture and to lead health promotion action and collaboration.
- Ensure continued collaboration with Carleton's many documents, frameworks, and strategies, including, but not limited to the Coordinated Accessibility Strategy, the Equity, Diversity, and Inclusion Action Plan, Honouring Each Other, and Kinàmàgawin.
- In line with Kinàmàgawin Call to Action # 8, continue to develop the Circle of Care Protocol for Indigenous students in crisis consultation with the Centre for Indigenous Initiatives, Health and Counselling Services, and the Office of Student Affairs.
- Investigate ways to incorporate green spaces and environmental wellness into mental health and well-being programming in consultation with key stakeholders.
- Create opportunities for staff and faculty to work together and learn from each other when integrating mental health and well-being practices while looking to integrate research and evidence-based practices inside and outside of the classroom.
- Develop and distribute a mental health toolkit for faculty that includes curriculum infusion, how to recognize when a student may need support and how to support their own mental health.

Student Mental Health Framework 2022-2026: A Holistic Approach to Student Mental Health and Well-Being

- In consultation with faculty, investigate and implement best practices for supporting student mental health and well-being into the curriculum and classroom, including course design and delivery.

Implementation and Evaluation

The cross-functional Student Mental Health Advisory Committee will undertake an annual strategic planning cycle, prioritizing the recommendations, assigning ownership, developing work plans that are measurable and creating a four-year implementation plan and continued support. Additionally, there will be ways for faculty, staff, students, and external community partners to be involved in the implementation of various recommendations. The Student Mental Health Student Engagement Committee will continue to look at ways to create engagement and foster the conversation around mental health and well-being on campus, including the development of promotional campaigns and events and will provide continuous feedback on the implementation of the framework. An evaluation process will be implemented for individual recommendations to assess their impact and effectiveness. Necessary adjustments will be made where the recommendations do not achieve intended results. New research and emerging best practices will also inform the implementation and evaluation of the framework.

Reporting and Review

To support transparency, an annual report on the implementation of the framework will be shared with the campus community. This will help Carleton to highlight the innovations, contributions, and successes of the framework, while also remaining accountable to the aspirations, values, and goals. The Student Mental Health Framework will undergo a collaborative consultation and review process every four years. Although this review will occur every four years, it does not preclude students, faculty, and staff from providing ongoing feedback on the implementation of this framework. The Student Mental Health Advisory Committee encourages all members of the Carleton community to engage with the framework and provide continuous feedback to contribute to the mental health and well-being of our community.

Report on Student Mental Health Framework Feedback

Consultation Meetings, Information and Feedback Sessions, Online Feedback

**Office of Student Affairs and Health and Counselling Services
February 14, 2022**

Overview

The following report is a summary of the feedback received on Carleton's Student Mental Health Framework throughout the listening phase of the consultation work plan.

Consultation Meetings

Throughout the listening phase of the consultation process, the Office of Student Affairs, Health and Counselling Services, and the Office of Quality Initiatives met with key stakeholder groups on-campus. Consultation meetings occurred with:

- Centre for Indigenous Initiatives
- Equity and Inclusive Communities
- Departmental Administrators Round Table
- Centre for Initiatives in Education
- Board of Governors

Consultation Sessions

A total of 25 consultation sessions took place for members of the Carleton community, which were a combination of open sessions for the general population, including parents, as well as closed sessions for groups who traditionally experience oppression and marginalization. In total, 300 people participated in these workshops.

A consultation session was also held with external stakeholders who have expertise in the mental health and well-being area. Representatives from the following community organizations were present:

- Community Addictions Peer Support Association (CAPSA)
- Centre for Innovation in Campus Mental Health (CICMH)
- Canadian Centre for Substance Use and Addiction (CCSA)
- Mental Health Commission of Canada
- The Royal Ottawa Hospital

To provide insight into how the feedback from the consultation sessions were conducted, we have included the consultation guide with the question list for these sessions as an appendix.

Online Feedback

During the listening phase, there were 57 anonymous form submissions and 6 emailed responses. This online feedback is presented as submitted.

Main Themes

Throughout the listening phase of the consultation process, several main themes emerged:

- Increased Counselling Support
- Pedagogy and Academic Structures
- Equity, Diversity, and Inclusion
- Holistic Approach
- Training and Delivery of Training
- Support for Faculty and Staff
- Feedback and Accountability
- Navigation and Communication
- Coordinated Structural Approach
- Impact of COVID-19
- Other Considerations

This report has been organized by these themes and has the aggregated feedback of the listening phase as well as the submitted feedback received online. This feedback has been examined and assessed in the review of the Student Mental Health Framework. Responses to the feedback received have also been included.

Increased Counselling Support

The need to hire more counsellors was emphasized throughout the listening phase consultation period. Specifically, feedback was provided on ensuring the university hires more diverse counsellors including counsellors who speak other languages, specialize in working with graduate students, Trans and Nonbinary people, and/or are part of the BIPOC community. There was also feedback on hiring counsellors with specific academic/faculty knowledge.

Additionally, feedback was provided to consider the needs of graduate students and international students who are not located in Ottawa or Canada. It was also suggested that the university identify opportunities to expand long-term support and continuity of care for students, including clarifying the types of support and scope of practice of campus supports and services and increasing community connections similar to the current partnership with The Royal Ottawa Hospital. As part of this feedback, it was also suggested to explore the possibility of case management and how this could be effectively implemented in the Carleton context.

Response

Carleton continues to assess what the needs are across campus when it comes to student mental health and well-being. Since 2019, Health and Counselling Services has hired 6 new counsellors and continues to assess the needs of the community based on available resources. Specialized counsellors now provide services for 2SLGBTQ+, racialized, Indigenous, graduate, and international students, and a new intake counsellor assists students in quickly connecting with the counselling services and resources that best fit their mental health needs. We have also hired a counsellor to provide services for Trans and Non-Binary students beginning on February 21, 2022. Additionally, we can provide same-day counselling services to students who are in crisis. Recognizing the feedback to ensure adequate counselling support, a recommendation has been added to the draft framework to ensure we continue to assess and respond to students' demand and need for additional counselling using an equity, diversity, and inclusion lens. A recommendation has also been added to maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes.

Pedagogy and Academic Structures

There was a significant request for consideration around the relationship between mental health and academic structures in the delivery of courses. Specifically:

- The academic causes of mental health problems
- The stigma associated with seeking support in the classroom
- Structure of course outlines and overall course design
- The heavy and high course load for programs such as engineering
- Financial structures that encourage increased course loads
- Lack of flexibility within the classroom
- Lack of adequate accommodation for those who require them
- Content warnings and/or a statement surrounding topics that may be encountered in the course
- Standardization around the request for extensions, or empowering faculty to allow for leniency
- Ensuring a mental health and well-being lens and related resources are integrated into course curricula, learning objectives, and course structures

It was recommended that more flexible pedagogy is what students need and want and that there should be mandatory training on how to provide more flexible courses while maintaining high academic value. It was also recommended that more academic structures and policies should take those with episodic mental illnesses and episodic disabilities into consideration.

There was additional feedback related to the stress caused by various academic protocols and procedures, including:

- Academic Integrity violations – notifications, investigations, and final decisions
- Midterm and exam deferral processes

Feedback was also received to increase the collaboration between the Paul Menton Centre, students, and instructors to provide adequate accommodation for students with disabilities and utilize a strengths-based approach in accommodations while also ensuring that there is academic accommodation for students who are ineligible to register for the Paul Menton Centre.

Response

To address feedback related to best practices within the classroom, an objective of working collaboratively with faculty to establish a community of practice for integrating mental health and well-being into the curriculum and in the classroom has been added under *Campus Culture of Wellness*. Specifically, a recommendation has been added to develop and distribute a mental health toolkit for faculty and to investigate and implement best practices for supporting student mental health and well-being into the curriculum and classroom, including course design and delivery in consultation with faculty. Additionally, recommendations have been added to enhance training for staff and faculty to support students in crisis and to create additional opportunities for staff and faculty to work together and learn from each other.

Equity, Diversity, and Inclusion

Feedback received on equity, diversity, and inclusion came up in a variety of ways, as referenced in this report. It relates primarily to ensure that we are continually honouring the voices of our racialized and marginalized communities, providing spaces and opportunities for genuine feedback, and continuing to provide professional mental health support and wellness services that are representative of our diverse community.

Response

The draft Student Mental Health Framework has woven equity, diversity, and inclusion (EDI) throughout the recommendations. The final version of this framework will also include additional language that reaffirms our commitment to EDI throughout the entire framework. We will also look to ensure the incorporation of an EDI lens and Indigenous ways of healing into mental health and well-being initiatives in collaboration with Equity and Inclusive Communities and the Centre for Indigenous Initiatives respectively.

Holistic Approach

Feedback was received during the listening phase to ensure a more holistic approach to mental health and well-being. Specifically, there were suggestions to ensure more events, programming, and resources are available for a broad spectrum of well-being with a particular focus on financial well-being and resiliency. Additionally, it was suggested that there should be more faith-based and spiritual approaches or avenues to support overall mental health and well-being and that the university should incorporate Indigenous ways of healing and sexual violence prevention and education into mental health and well-being initiatives.

Additional feedback was provided to ensure the development of harm reduction and substance use health strategies to be included as part of mental health and well-being. This includes anti-stigma and structural approaches, providing clean supplies, naloxone training, and the ability for trained staff and students to administer naloxone when needed.

There was a call for increased knowledge of resources that did not involve emergency services as well as increased care when supporting members of marginalized communities. There were also concerns about the way suicide was addressed on campus.

Highlighted amongst the backdrop of online learning as a result of the COVID-19 pandemic, further concerns were raised around cyberbullying and the effect and potential harms of social media use. Particular concerns arose regarding cyberbullying of classmates and instructors and the pressures for instructors to be instantly available to students.

Response

The updated draft framework has combined the previous areas of focus of *Well-Being, Skills Building, and Resilience* and *Mental Health Awareness, Literacy, and Education* into a new combined area of focus *Building Skills and Strengthening Resilience*. This combined and new area of focus allows for an emphasis on providing a holistic approach to mental health and well-being, including providing events, programming, and resources that cover all areas of wellness including nutrition, physical health, finances, living on your own, loneliness, and isolation. Recommendations have also been added to include the development and implementation of a substance use health and harm reduction strategy, a plan to reduce harms in an online environment, and a postvention strategy.

Additionally, a recommendation has been included to ensure continued collaboration with Carleton's many documents, frameworks, and strategies including, but not limited to Kinàmàgawin and Honouring Each Other under the *Campus Culture of Wellness* area of focus.

Training and Delivery of Training

Feedback was provided to suggest that mental health training should include cultural humility and be mandatory for all staff and faculty, including, but not limited to mental health literacy education, knowledge of resources available, and how to have conversations with students about mental health and well-being. It was further suggested that specific 2SLGBTQ+ training with a focus on Trans and Non-Binary topics be included. Additional training programs were suggested to help faculty and staff support their own well-being focusing on self-awareness and self-care strategies and such training should be offered more regularly. Feedback was also received to ensure appropriate support is provided to staff and faculty who receive student disclosures or engage with students who require support for their mental health. It was suggested that departments and services on campus work together and learn from each other and look at academic literature to integrate research- and evidence-based practices in developing training.

Response

The revised draft framework has updated its recommendations to ensure training is enhanced with an intersectional approach and expand the existing training offerings and promote and deliver them more regularly. A recommendation has also been added to ensure there are opportunities provided for staff, faculty, and students (particularly graduate students) to work together and learn from each other when integrating mental health and well-being practices when developing training.

Support for Faculty and Staff

Concerns were raised around employee mental health and well-being and ensuring that employees are supported so that they can better support students. Specifically, there were concerns that there was no employee-focused mental health department on campus and that employees are struggling with stress management. There were also concerns raised around the capacity of faculty and staff to take on additional work that will be required to implement the framework and that there should be a commitment to ensure adequate funding and staffing to support the implementation of the framework, and the expansion of mental health services and programming. It was also suggested that there was a need to provide training and education to better support staff and faculty who support students.

Response

While Healthy Workplace is responsible for supporting mental health in the workplace, we recognize and understand the importance of supporting faculty and staff as they support students. Embedded in the new framework are many recommendations focused on supporting faculty and staff including training

opportunities, recommendations for responses to students when offering resources, and an effort to ensure continued collaboration with our community members. A recommendation has been added under the area of focus *Campus Culture of Wellness* to ensure continued collaboration with the employee mental health strategy, Healthy Workplace Strategic Plan. We remain committed to working with staff and faculty to implement the recommendations and objectives within this framework and have shaped the area of focus *Coordinated Student Support Services* around expanding knowledge of existing resources and building capacity to ensure the provision of effective and interconnected mental health and well-being services.

Feedback and Accountability

An area of feedback that was mentioned throughout the consultations was the duty of the framework to be accountable to the community it serves. Feedback around transparency, accountability to its community, and clear actionable items were mentioned, specifically related to supporting the Calls to Action from Kinàmàgawin. We were asked how we are going to support the Calls to Action and how we will measure our progress.

About the development of the framework, and in building trust and accountability, there were calls to increase the ability and ease to deliver feedback. We received suggestions that there should be opportunities available to provide feedback continuously, not just when updating the framework.

Response

To address this feedback, we have included sections on *Implementation and Evaluation and Reporting and Review* which clearly outline how the objectives and recommendations will be implemented, assessed, and reported on. While this framework will undergo a review every four years, an annual report on the implementation progress of this framework will be shared with the Carleton community to provide ongoing feedback. A recommendation has also been added under *Student Engagement* to actively engage and create more opportunities for students to provide ongoing feedback on the implementation of the framework.

To be accountable to our community, particularly around Calls to Action from Kinàmàgawin, we have added a recommendation under *Campus Culture of Wellness* on Call to Action #8. We will also continue to collaborate with the Centre for Indigenous Initiatives on meeting the other calls to action and with other stakeholders to ensure alignment with the various other frameworks and strategies.

Navigation and Communication

Feedback often received through these consultations was related to better navigation of mental health resources. Resources need to be easier to navigate, they need to be clear on who can access what services and what they can do for students. Information should be more easily available and accessible to students regardless of point of entry. There were additional concerns around the methods in which available supports are advertised – there is a need for diversity in the communication of available supports. A request for clarity around confidentiality was also raised.

Response

In response to this feedback, we have included a recommendation under *Building Skills and Strengthening Resilience* that supports streamlined resource navigation through an update to the wellness website. This update to the website will provide Carleton community members with the ability to more easily see what resources are available to them, provide ease of referrals, and ensure our community is up to date on our service offerings, both on campus and in the community.

In addition, this framework will have a focus on improving our training and resource referrals to communicate and promote a “Stepped Approach” of care, where the need of the student is matched to the resources referred to. Feedback related to diversifying the communication of resources has been embedded throughout the framework with revamped efforts to better communicate referral training,

templated responses for support, and increased collaboration with our community members. Further, we will review the structure and delivery of mental health and well-being services to ensure we are responding to challenges in a coordinated way.

Related to the feedback around confidentiality, Carleton has two privacy policies: *Access to Information and Privacy Policy* and *Personal Health Information Processing Policy*. The *Access to Information and Privacy Policy* serves as the primary privacy policy that applies to all university operations involving confidential and personal information, while the *Personal Health Information Processing Policy* applies strictly to the processing of personal health information for healthcare delivery purposes. Both policies are committed to the principles of access to information and the protection of privacy and can be accessed at any time on Carleton's [Privacy website](#). We will work to ensure that all areas of the university understand how to apply these policies when dealing with mental health concerns.

Coordinated Structural Approach

We received feedback that the Student Mental Health Framework must take a coordinated approach with the various strategies and frameworks already in place. Specifically, there was feedback around properly integrating the Strategic Integrated Plan, the Coordinated Accessibility Strategy, Kinàmàgawin, and Honouring Each Other. Additional feedback was received to ensure alignment with the objectives and recommendations from these other important university plans and frameworks.

Response

A new area of focus, *Campus Culture of Wellness*, was created by combining *Coordinated Crisis Management* and *Institutional Structure* to ensure a coordinated structural approach to student mental health and well-being. Specifically, a recommendation has been included to ensure continued collaboration with Carleton's many documents, frameworks, and strategies. A new objective has also been developed to ensure we continue to work collaboratively with faculty to establish a community of practice for integrating mental health and well-being into the curriculum and in the classroom. Additionally, we are committing to sign the Okanagan Charter.

Impact of COVID-19

The feedback collected during this consultation was heavily influenced by the ongoing COVID-19 pandemic, particularly related to the toll that online learning and increased isolation takes on our community. Specific feedback was provided on how online environments are not conducive learning environments for everyone and that online learning can lead to increased isolation. It was also suggested that there is a varying degree of successful course design for online learning environments.

Through the consultation process, we received feedback that there is a perceived lack of accountability, standards and recourse for professors regarding faculty-student interactions, lack of accessibility with instructors, and poor instruction/teaching.

In the COVID-19 context, there was considerable feedback on the impact that online course design and delivery have on student mental health and well-being. Specifically, feedback received stated that there is a lack of training for faculty when it comes to developing online courses and a lack of mental health consideration. It was also suggested that students' varying home environments may not be safe or conducive to online learning. Some recommendations that were received to address the impact online course design and delivery has on students' mental health included having a recognition system for faculty to ensure courses are designed with accessibility, particularly mental health, in mind and also to ensure training is provided for faculty when developing online courses that have the inclusion of mental health resources and accommodation in the course outline. There were considerations and calls to continue to incorporate Carleton's compassionate grading system beyond the COVID-19 pandemic, acknowledging that the compassionate grading options (SAT/UNS) have helped students' mental health and well-being.

Response

The COVID-19 pandemic has had a significant impact on the Carleton community and the impacts of the pandemic will continue to be felt for years to come. The updated Student Mental Health Framework has taken these impacts into account to guide a more holistic approach to student mental health and well-being. While we anticipate that we will complete our full return to campus over the summer with a return to a regular in-person course schedule in the fall 2022 term (subject to any new public health restrictions) some online learning will continue. We have included recommendations in the updated framework to provide more space for students, faculty, and staff to work together and build communities of practice to enhance the online learning experience, particularly when it comes to integrating mental health and well-being into the classroom (virtual or in-person). A compassionate grading policy is currently under review by the Carleton Senate for implementation following the pandemic.

Specific feedback related directly to the online delivery of courses during the COVID-19 pandemic will be provided to the Office of the Provost and Vice-President (Academic).

Other Considerations

We received questions related to how the implementation of the framework was going to be funded. Through these conversations, Carleton's role when it comes to advocating for more funding, research, and efforts to support student mental health came up.

Additionally, we received feedback regarding how we can flag students who may be struggling to offer and provide support in a timely fashion. Particularly, there were comments around developing a way to flag students who are failing or dropping out of multiple classes.

Response

The university continues to explore opportunities and advocate for additional funding to support student mental health and well-being initiatives. Through the implementation of various recommendations, this updated draft Framework will strengthen our community's awareness of the signs of distress so that we aim to be able to step in and support the student before they reach a point of crisis.

Online Feedback

The following feedback was received through email and the anonymous feedback online form. Responses to address this feedback are included in this aggregate report. The University thanks the Carleton community for their feedback throughout the extensive consultation and review process of the Student Mental Health Framework.

Date	Format	Content
2-Nov-21	Form	Hire more permanent counsellors!!!
2-Nov-21	Form	More support for faculty and staff mental health beyond self-assessment and audit tools is necessary
3-Nov-21	Email	<p>I'm disappointed that there are no concrete plans, just overly broad ideas. It's great to encourage a "culture of mental health", but what does that mean in practise? The university can say that the fall break is a break for the student's mental health, but that does not stop professors from scheduling work for immediately after the break. Moreover it seems that most of the recommendations are focused on fixing the /student/, rather than fixing the /system/.</p> <p>To give an example, I have two in-person classes this term. It's really nice being back in person. What's not nice is the scheduling: they are back-to-back classes from 6-9. This is a terrible time slot, by the second course I'm very exhausted and find it hard to retain information. Both courses are COMP algorithms courses, both are in the algorithms stream, and it seems wrong that scheduling cannot take into account that there is an overlap between these two courses and schedule them on different days (this would make a good thesis...)</p> <p>Another example is the /extra/ courses that are required by the university, that is so say breadth requirements. With the changes to the calendar this year, students are now allowed to take 7.0 credits at the 1000-level or before, up from 5.0. A COMP student will need to take 1.5 1000-level COMP courses plus 1.0 credit in MATH courses, which leaves 4.5 credits allowed at the 1000-level or below, and COMP students have exactly 5.0 credits in breadth electives. By adding GEOM2005, an introductory course on programming offered by FASS without any prerequisites, there is no reason to do any other breadth elective at the 2000-level or above. COMP students will do the easy programming course, followed by 9 first-year courses. This trivializes the entire idea of breadth electives, "broadening a students horizons", by encouraging the path of least resistance. I would rather be taking third and fourth year COMP courses, but because of breath, I cannot. Because of breath, I am doing courses I have no interest in. What is wrong with letting students study what they want? I find this incredibly stressful, and don't feel like the university will ever change this because they are more concerned about entertaining the Victorian idea of the scholar than actually trying to provide a modern education. In fact, that last sentence sums up most of my problems with academia right now: too much focus on tradition. It's an issue that we have been online for almost two years now, and yet the best we have come up with is still just reading off of slides. Despite their reputation as liberal centres of innovation, universities are very conservative, outright reactionary at times, when it comes to teaching. There are no standards on how to teach, and there is no recourse when a professor teaches poorly. Students should not need to be lucky with their professors.</p> <p>One last thing I will mention is that I'm autistic and I get accommodations from the PMC. These accommodations including writing in a room with 15 or fewer students. I could not care about exactly how many students are in the room with me, I just cannot write exams in the field house. It is wrong that exams are emphasized to be worth the plurality of your mark, but the standard accommodations for writing exams are very cheap where you writing on rickety desks and chairs in a freezing room. There has been a new building on campus every year for the last ten years, and yet none of the rooms in these new building are suitable enough for writing exams.</p> <p>And don't even get me started on the idea of "academic integrity". This phrase has been overused it's become a dogwhistle in the same way "terrorism" was in America 20 years ago. I have had tests where I am unable to review my answers because of "academic integrity". We have justified an Orwellian surveillance system, because we MUST stop cheating AT ANY COST. If a state did this to their own citizens, the Carleton community would denounce said state as a totalitarian dictatorship. But when</p>

		Carleton does it to its own students? Not. A. Single. Word.
3-Nov-21	Form	As part of your website and navigation update, I hope that you improve the care report system (https://carleton.ca/studentaffairs/care-report/). When I used it last year the process was extraordinarily slow and informal, and resulted in an academic counsellor inexplicably receiving the file months later and nothing coming of it at all.
3-Nov-21	Form	Consider a Nature RX program like Cornell: https://health.cornell.edu/resources/health-topics/nature-rx
4-Nov-21	Form	<p>The whole tone of these kinds of exercises assumes that students' mental ill-health problems arise from a variety of causes and it is our responsibility to do something about them. Fair enough, as far as it goes. I don't see much willingness to ask ourselves how we, as an institution, are one of the causes of the mental ill-health crisis on campus. When we conduct these initiatives it is often easy to forget that Carleton exists to educate people. Will we examine how what goes on in academic programs, courses, and classrooms might be fueling far more serious problems than just 'the normal stress of student life, we've all been there, that's just how it is, etc. and so on'?</p> <p>Are we interested in a serious self-examination of how the academic processes, program structures, etc., that WE have created, and have the power if not the will to change, are themselves major generators of stress, anxiety, and depression? What about program design? What about a fee structure that incentivizes students to take on a course load that, very obviously if you teach them, a great many cannot handle? Should we think about our ongoing obsession with DFW rates in relation to how we may be setting students up not only to fail academically but also to experience failing health? Why do we persist with the unrealistic expectation-creating myth of the four-year degree at an institution where most students work part-time or even full-time and in a province that measures graduation rates in seven-year increments? And so on. We need to at least try to take an honest look at ourselves as one of the sources of a crisis that is only getting worse.</p>
8-Nov-21	Form	<p>Hello</p> <p>After reading the list of priorities, I was struck by one glaring omission: a commitment to increase funding for counseling services.</p> <p>Last year, I quarantined for two weeks in residence after being exposed to COVID. This had a very big impact on my mental health. I reached out to counseling services my first week out and was told I'd have to wait a month before talking to anybody. Disparaged, I gave up on seeking help and my mental health continued to worsen until I was hospitalized a few months later. Of course, I'm not blaming counseling services for this having occurred. But it is possible that an early intervention could have made a difference. I was unable to access a service that I paid into.</p> <p>COVID has had a terrible effect on people's mental health. Many people I know have been pushed to extremes. Close friends and acquaintances alike at Carleton have confided in me various struggles with their mental health.</p> <p>A robust mental health program has to include a well funded counseling service.</p> <p>After my experience, I started seeing a therapist. I'm fortunate that my family could afford that. I often muse that I think everyone should see a therapist or a counselor. But what is certainly true is that anybody who wants to see a counselor should be able to.</p> <p>Last year, I was denied proper access to mental health services. I hope that this committee takes steps to change that.</p>
10-Nov-21	Form	The Student Mental Health Framework is comprehensive. The Health and Counselling Services (HCS) on-campus are well-used by students. That being said, the wait times are very long to receive these services (up to three months), unless help is urgently needed. Expanding the HCS would be beneficial for the Carleton community.
10-Nov-21	Form	<p>Unfortunately, Carleton Mental Health Services are not adequate in any way, shape or form.</p> <p>To start, there are not enough counsellors/availability for students, 1 45 minute session every 3-4 weeks is very difficult to make any progress or to make use of time.</p> <p>To counteract this, you work with EmpowerMe, but their availability is also only 1 50 minute session every 3 weeks (from my experience). Plus, we only get 6 sessions covered despite paying for this through our insurance??</p> <p>I've also had negative experiences with the doctors performing mental health assessments, which is under stable since they are</p>

		just family doctors and not psychiatrists, but don't send students for mental health assessments to doctors who shouldn't be conducting mental health assessments!!
11-Nov-21	Form	<p>I believe Carleton is in an advantageous point in our Mental Health Framework update that it would be remiss not to sign and prioritize the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (view here: https://healthpromotingcampuses.squarespace.com/okanagan-charter).</p> <p>The Charter has two main calls to action which are:</p> <ol style="list-style-type: none"> 1. To embed health into all aspects of campus culture, across the administration, operations and academic mandates. 2. To lead health promotion action and collaboration locally and globally. <p>If our priority in this framework update is to embed mental health and well-being into all areas of campus this would be an incredibly aligned Charter to sign. As a Carleton employee with a vested interest in campus wellness and health promotion, this is the next step for our institution to take whether in progress of updating the Mental Health Framework or as an included commitment to work towards signing the Okanagan Charter.</p>
12-Nov-21	Form	<p>Your first bullet point is Equity, diversity and inclusion, yet you don't include persons who are unvaccinated onto school property. You cannot claim to be inclusive when you offer no accommodations for those that choose to be or cannot be vaccinated. How are you including non vaccinated students and staff? This is a publicly funded institution and your are violating peoples charter rights. This is discrimination at it's finest.</p> <p>Before you lecture us on equity and inclusion please take a look at your very own policies</p> <p>On another topic, a way to Increase engagement with Sexual Violence Prevention and Education would be to have courses in self defense where you can teach people how to protect themselves.</p>
12-Nov-21	Form	<p>Please do more in person courses in the Winter semester. It is so important for the student's mental health to be socially interacting with each other instead of sitting in front of the computer all day by themselves. It was a mistake not to have more in person courses this Fall 2021 semester. The viral rates were low, mandatory vaccination policies were rightfully in place combined with other risk mitigation measurements (masks for example, symptoms screening). My son's friends at University of Toronto have mostly in person classes. Please don't underestimate the importance of social interaction in this age group.</p>
12-Nov-21	Form	<p>Don't schedule a tutorial just before the next lecture. This has caused a lot of stress for our son. Help is not available in time to get his assignment in. He has reached out to TAs, but feel they can't help. He feels anxiety when he can't access helpful academic support that he needs in a timely fashion.</p>
12-Nov-21	Form	<p>My son is in a 4th year engineering programme. There's a tremendous amount of added anxiety and stress due to virtual proctor system which it takes students' focus away from their actual test or exam. Many universities are back to in-person and I don't understand why Carleton is forcing their students to put up with this rather unfair practice where any tech related issue with monitoring or electronic submission can result in penalizing students. The common comments is "how do we know your telling the truth?". Well, how do you know they're not? Since when people are considered guilty until proven innocent in this country? As parents, we try to support our sons and daughters through their academic years and that includes financial support as well. Frankly, I feel we are being cheated out of quality education these days at Carleton while still paying the same fee as before. The UNFAIR practice of virtual proctoring with no recourse to prove one's innocence must stop immediately as part of addressing students' well-being and mental health. Please do the right thing! Let's give the students the quality of education they deserve and treat them with dignity and respect.</p>
12-Nov-21	Form	<p>Get the kids back in class!!!</p> <p>It's ridiculous that your classes are still on-line. We are paying for a proper education not a virtual one.</p> <p>Capacity limits have been opened up everywhere. You require students to be vaccinated so what is the hold-up?</p> <p>There are no excuses for the current policy to still be in effect.</p>
12-Nov-21	Form	<p>This document seems to be silent on the subject of students working together to improve individual and collective mental health. As a student of architecture in Carleton in the 1980s, working in a studio environment that was open 24/7 was critical to my success. Whenever I felt like dropping out, I simply wandered around the studio and observed that there were several</p>

		<p>other people in worse shape than me. That kept me in the game. Also, casual conversations with other classmates often produced aha! moments that helped me to break through most impasses. My daughter, who has followed in my footsteps, has far fewer social supports compared to me way back when. Today, most students work from their homes and her design professor has yet to show up for an in-person critique. There is almost no peer to peer learning now. I appreciate that Carleton University's current obsession with safety has morphed into phantom fear. That's really unfortunate because fear inhibits our brains from solving problems. In group settings, ignoring the effect of fear on learning and well being is discernibly diminishing the quality of instruction and learning.</p>
12-Nov-21	Form	<p>Promote an active participation of students in the measures, activities and the like linked to mental health improvements in their daily lives.</p>
12-Nov-21	Form	<p>Hello, My student is saying that she is spending a lot of time in her dorm room. Is there any sign that classes will be changed to in person learning soon? I believe that this will benefit her tremendously.. Thank you</p>
12-Nov-21	Form	<p>I have heard about tremendous support that Carleton provides students. As Carleton puts this entire program together, please consider that females should not feel that they have no repercussions from wrongfully accusing males of sexual violence (for revenge). This action can cause significant emotional and traumatic challenges for men. Women need to be protected. They also have to feel accountability for their accusations.</p>
13-Nov-21	Email	<p>Hello. Classes need to be in person. Enough is enough. Students are vaccinated. They need to register their status. My daughters mental health is suffering due to her online classes. She is not able to meet people in her program. She is not able to meet new friends. She is from Vancouver. Renting an apartment and feels isolated especially since some of the classes and programs are in person. Get these kids back to school! This should not be an issue any longer. It should not be left up to individual professors or departments. It should be mandated. One of the reasons I supported my daughters decision to attend Carleton was because of the mental health program. If you are truly concerned about their mental health and well being you would bring students back in to campus to resume a full university life!</p>
14-Nov-21	Form	<p>I applaud Carleton University for having the foresights to put in place a Mental Health program since 2016. With Covid-19 pandemic amidst our daily lives, the Carleton support community will need to put further effort in ensuring the enriching experiences offered by the university are not significantly diminished due to the removal of in-person classes. Based on the several conversations I have had with some students at large, they are very frustrated with the isolation from their peers and lecturers, and the disruption to their learning caused by the ongoing Covid-19 pandemic. To compound matters, the absence of in person learning makes it difficult for the teaching faculties to assess what the students are going through due to lack of visual cue from their body language. In some instances, students may have to put up with stress and anxiety arising from the home owing to parents inability to manage/separate home and work demands, and in some unfortunate situation, the loss of loved ones due to the inability of the health care system to cope with the high demand of their services.</p> <p>Here, I would like to make a plea to the shapers and implementers of this Mental Health program to make further effort in collecting data from the student population to appreciate the challenges they are facing, and put in place pragmatic and effective programs to alleviate the stress and anxiety faced by the various student segments. Some key focus areas, amongst others, for your kind consideration include:</p> <ol style="list-style-type: none"> 1. Overloaded course work: What used to be standard course curriculum is no longer deemed to be "standard" owing to the disruption caused by the Covid-19 pandemic. One has to manage this issue delicately as lots of students are surviving on a shoe string budget. Extending the course duration, for instance, can create budget hardship for both the students and parents financing their studies. 2. Disruptive home internet system leading to missing assignment submission deadlines for course work, notably for students attending virtual classes from their home countries. Lecturers will need to be accommodative on this front as these are unusual times. There is also the element of trust and honesty from all stakeholders concerned. You will need to give the students the benefit of the doubt. If such late submissions of assignments persist, such insights in itself is a call for action to get into crux of the challenge faced by the students.

		<p>3. Ensuring teaching assistance (TAs) time slots are not scheduled in such a manner that students are not able to engage them for guidance and support owing to hectic course schedule or conflicts. I would like to highlight again that we are living in unprecedented times. Students pay significant tuition fees to ensure they get quality education. Not having TAs available to support them, especially when students are learning in isolation, does not bode well for the mental health of the students. In closing, I would like to convey my appreciation to the shapers and movers of this Mental Health Program for being inclusive through extending this survey to the wider Carleton community. Diversity and inclusivity need to be further nurtured and leveraged upon, as it makes the solution space much more richer and wider. Here's wishing Carleton University all the best in become an exemplary higher learning institution when comes to students (and I might add the support staff) mental well being through these challenging times.</p>
15-Nov-21	Form	<p>There needs to be focus placed on the mental well being of students during the pandemic. The plans for online verses in person are not good enough! With students being forced into online with no option for in person while being on campus. These students are left alone and the university is not doing enough to check on their mental well being!</p>
18-Nov-21	Form	<p>I think it is really important to address the quantity and impact of virtual learning and learning challenges and loss from the last three school years. This has had a huge impact on students and I would like to see more support for this particular topic. Too much screen time, not enough interactive work, not enough socializing with other students and teachers (often not even knowing them/who they are), not enough hands on time like lab work, isolation, most kids just don't do well learning this way, etc. This is an issue that EVERYONE deals with. It is not a minority issue. It should be front and center. Thanks</p>
20-Nov-21	Email	<p>Get students BACK TO IN-PERSON LEARNING!!! THAT WILL IMPROVE MENTAL HEALTH ISSUES EXACERBATED BY THE PANDEMIC!!! Telling students to check on their schedules often until first day of classes Jan 2022 contributes to anxiety! Carleton is failing its customers in numerous ways! Your students are your customers.</p>
22-Nov-21	Form	<p>I want to protest against syllabi that include language that counts the manner in which students communicate with professors in the grade. These are presented as a "communication protocol" in programs such as BGINS or justified in reference to pedagogical language. See GINS 3020B. However including following such a protocol as a value of 3% in the total mark, effectively penalizes students who stray be deducting 3%. This can amount to a reduction of of final grade by 1 grade point! The essence of such protocols is to deduct 3% from students who contact the instructor with questions or complaints I wish to see a digital "open door" policy so that students who need to contact someone about the course always have an office hour they can contact the instructor as the first point of contact without hesitation or second guessing themselves about whether or not they really need to talk to someone.</p>
24-Nov-21	Email	<p>Thanks to you and all those who took the time to run the session on Monday. I find the SMH framework is a positive step toward helping students succeed. My one issue is with the title itself as many won't step forward if they have to identify with having mental health issues. The brain is what controls our behaviours so really it's a wellness framework...</p> <p>I spoke with my daughter about contacting you and she's hesitant. She is annoyed I mentioned the professor and his reactions but I did see his comments and they were disturbing. My daughter isn't one to complain and want special treatment. She did better on the recent exam than most but she feels the students were offered a platform to chat about why they did poorly (lack of information required to succeed) and they were shut down.</p> <p>My daughter feels the only thing that will help her do better is to be able to go to inclass sessions. She has no idea if she even likes the program she's in as she's never attended classes. She signed up as it's normally a hands on type program. She's worried she'll lose her scholarship money as her marks have gone down and worries about how she'll pay tuition. She dropped out of one course as the professor was recording classes from her cottage and telling the students to google things she was referring to rather than showing them herself. As a result my daughter called the Registrar's office and was given an Advisor (also a student) she didn't even know she had access to and was advised to drop the course. This will now affect her ability to move forward and slow her down as the course she dropped is a prerequisite.</p> <p>My daughter is very determined and does not like to be seen as requiring a parent to function, She's in second year and is turning 19 next month. She's young in my opinion as they all are entering university. The one professor who shut the online chat down said, to the effect, the students need to toughen up and this is reality, grow up. I'm sorry but it's a pandemic. The</p>

		students are working in isolation in unprecedented times. As one parent said the SMH Framework will only succeed if there is buy-in from the profs.
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Appendix A: Consultation Guide

Welcome, land acknowledgements, and introductions (~5 minutes)

Opening Presentation: brief overview of the Student Mental Health Framework 2.0, with an overview of the high-level topics emerged from pre-consultations (~10 minutes)

Breakout rooms will open or the consultation will begin (~ 40 minutes)

Welcome to the Consultation Session, facilitator introduction, note-taker introduction

As students/staff/faculty/parents/community partners, you bring a vital perspective to the Carleton community. We look forward to learning more from your experiences and hearing your views on student mental health during today's session.

As some of you may know, the 2.0 Framework was developed in 2016 and we are in the midst of developing 3.0. The 3.0 Framework is being informed by the 6 areas of focus from 2.0 that are still relevant today. Based on preliminary feedback, the following high-level topics have emerged, keeping in mind others may be identified through continued consultations:

1. Equity, Diversity, and Inclusion Action Plan
2. Leverage and incorporate Calls to Action from [Kinàmàgawin](#)
3. Increase engagement with Sexual Violence Prevention and Education Committee in implementing [Honouring Each Other](#) objectives and strategies
4. Harm Reduction and Substance Use Strategy
5. Improved Mental Health and Wellness Support navigation through a [website update](#)
6. Cyberbullying education and prevention and social media use
7. Culture of Mental Health for faculty and staff through the creation of Self-Assessment and Audit tools to support campus wide SMHF 3.0 implementation
8. Community-informed and community-driven
9. Implementation of Canada's [National Standard for Mental Health and Well-Being for Post-Secondary Students](#)
10. Yearly audit and evaluation plan developed

As we go into the consultation, we're going to explore several areas, and we encourage you to keep these high-level topics in mind. We have questions to help guide our conversation and will be posting the questions in the chat as we go for reference.

Please use the raise hand feature if you would like to comment on the questions and do feel free to use the chat to add your thoughts and comments. We'll be capturing that information too.

Before we begin, are there any questions?

- 1. What strengths do you see Carleton building upon with regard to student mental health?**
- 2. What gaps do you recognize that may need to be addressed?**
- 3. Where do you see Carleton pushing boundaries related to student mental health? An example might be Carleton's approach to harm reduction and substance use – we don't take an abstinence approach, but a de-stigmatized, supportive, and education-based approach. Value lived experiences.**
 - a. Follow-up: How could these boundaries be pushed further?**

4. **What priorities would you like to see Carleton focus on with respect to student mental health?**

5. **In the pre-consultations, the following high-level topics emerged:**
 - Equity, Diversity, and Inclusion Action Plan
 - Leverage and incorporate Calls to Action from [Kinàmàgawin](#)
 - Increase engagement with Sexual Violence Prevention and Education Committee in implementing [Honouring Each Other](#) objectives and strategies
 - Harm Reduction and Substance Use Strategy
 - Improved Mental Health and Wellness Support navigation through a [website update](#)
 - Cyberbullying education and prevention and social media use
 - Culture of Mental Health for faculty and staff through the creation of Self-Assessment and Audit tools to support campus wide SMHF 3.0 implementation
 - Community-informed and community-driven
 - Implementation of Canada's [National Standard for Mental Health and Well-Being for Post-Secondary Students](#)
 - Yearly audit and evaluation plan developed

What are your initial reactions to those high-level topics? Are there areas you think might be missing? Can you think of practical strategies that can be implemented under these topics?

6. **What would you like to share that we have not touched upon yet in our discussion?**

If you have any additional thoughts or comments, you are more than welcome to submit anonymous feedback to SMHFramework@carleton.ca

Closing remarks about next steps, where to submit additional comments (~5 minutes)

AGENDA ITEM

6.2



Research Update

Board of Governors

Rafik Goubran

March 10th, 2022



Wellness

Research is central to our mission as a university:

- Impacts our reputation and ranking
- Enables us to attract top faculty and students
- Generates Resources: RSF, CFI, and CRCs
- Supports graduate student research



Sustainability



Mental Health



Accessibility



Multidisciplinary Research Strength



Sustainable Communities



Heritage Conservation



Reconciliation with Indigenous Peoples



Entrepreneurship



Equity, Diversity, and Inclusion



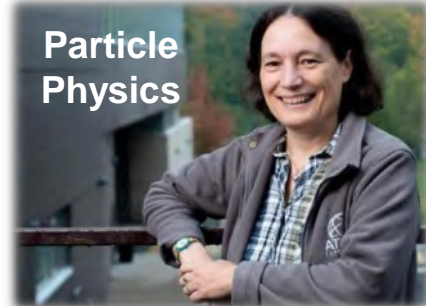
Forensic Psychology



North Permafrost



Aerospace



Particle Physics



Work-Life Balance



Refugees



Autonomous Systems



Big Data



African Studies



International Affairs



Public Policy



Conservation Biology



ICT – Wireless & Cybersecurity

**Core Research Strength
Impact on Society**



Carleton University

Research and International

Research Performance Metrics

Each research field has its own research impact metrics:

- Humanities
- Science
- Social Sciences
- Engineering
- Policy
- Business

Ultimate goals: Knowledge Creation, Knowledge Mobilization, Impact of Society

The most common research performance metrics used by governments (SMA), granting agencies, and ranking agencies are:

- External research funding (e.g. tri-agencies, government, corporate, foundations)
- Publications, impact on the field (e.g. citations) and impact on society

External Research Funding

Why and How?

External research funding is used to:

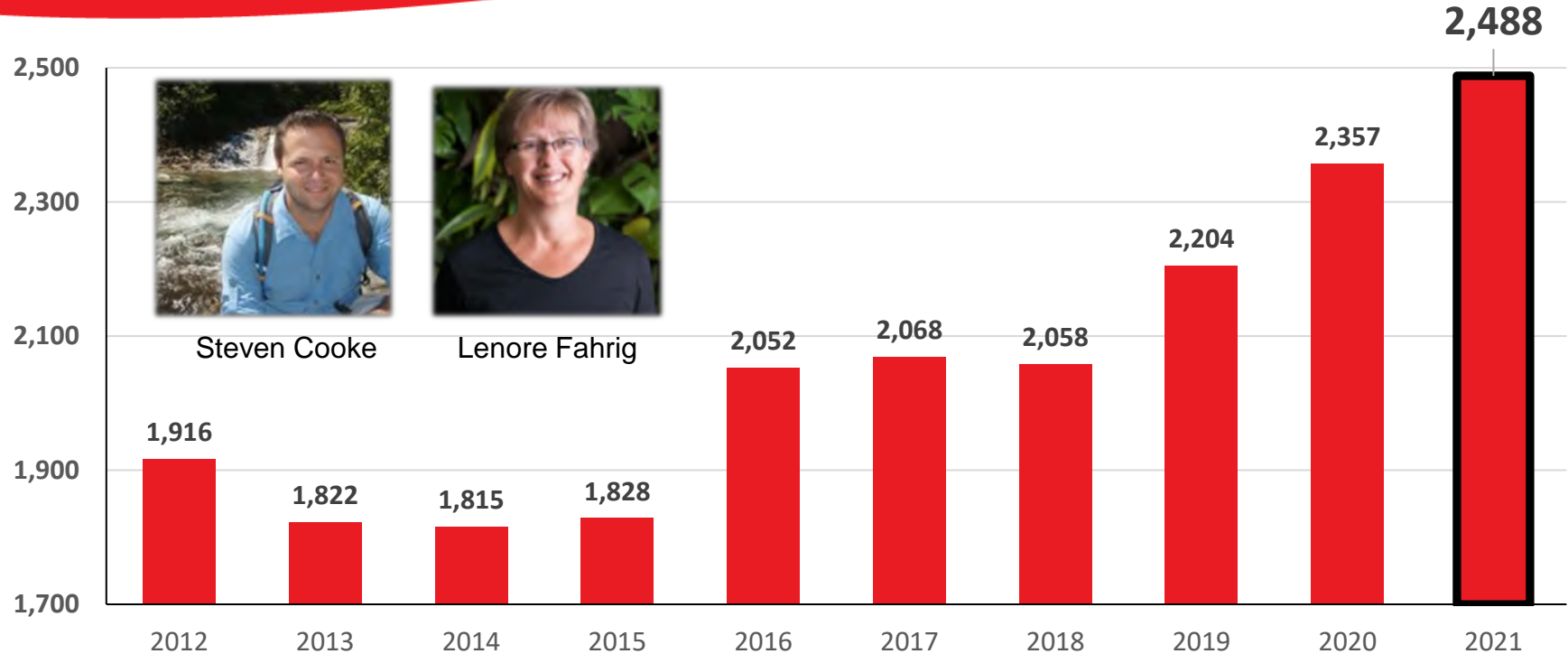
- Pay graduate students and postdoctoral fellows; fund research labs
- Cover cost of publications, conferences, travel, and knowledge dissemination

Tri-Agency funding (NSERC, SSHRC, CIHR):

- Successes in national competitions are a testament to the excellence of our researchers and the outstanding quality of our research projects
- Tri-agency funding has a direct impact on our resources such as:
 - Funding to support central research infrastructure through the Research Support Fund (RSF) Program: IT, Research Financial Services, Library
 - Number of CRCs and CFI Envelope

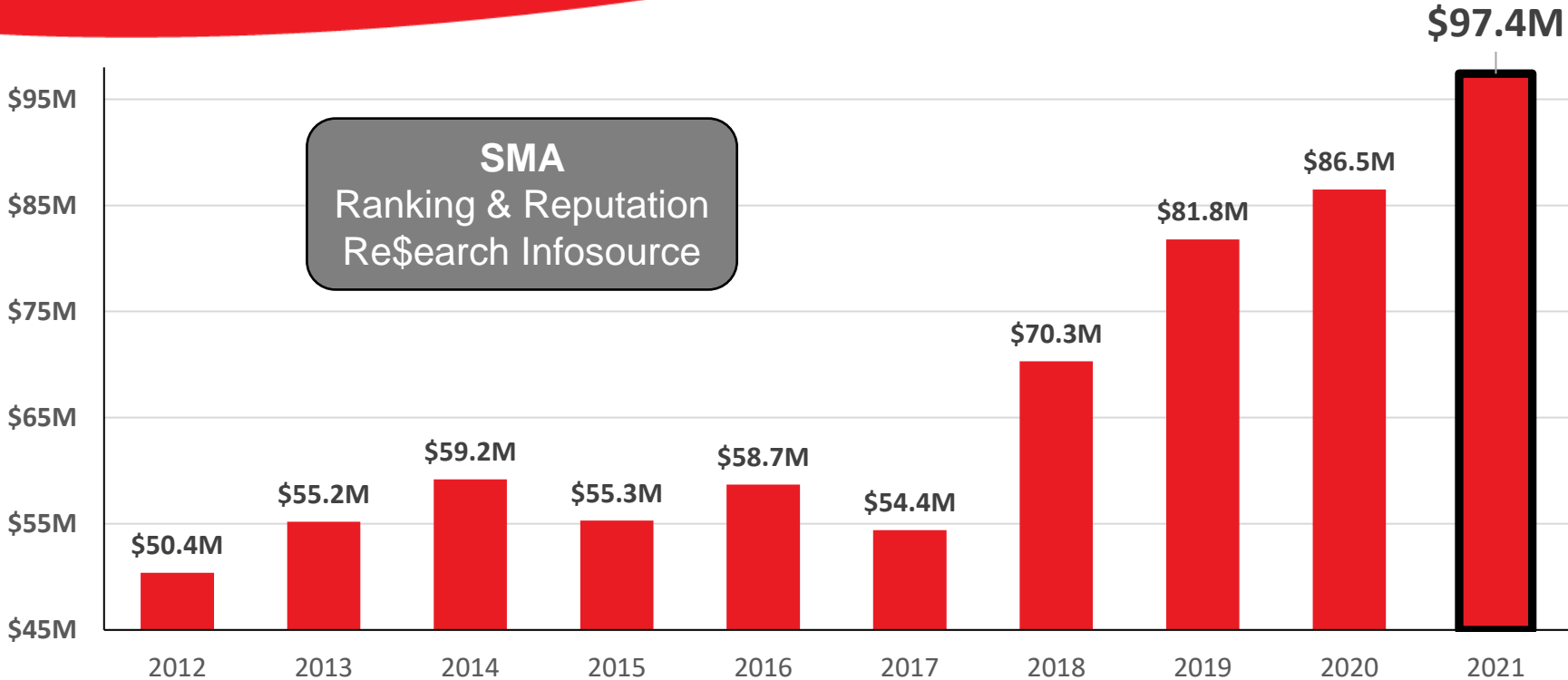
Publications

Source: Sci-Val/Scopus



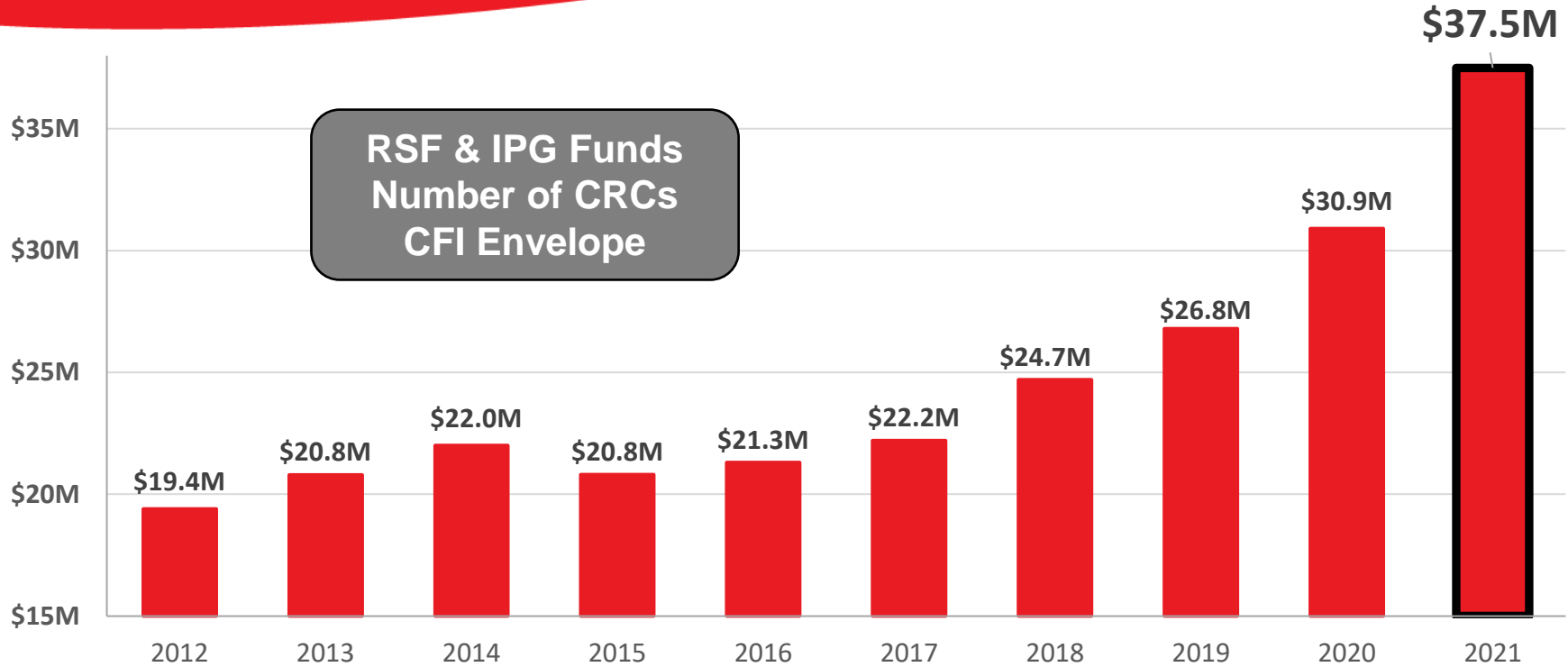
External Research Revenue

Source: COFO (Council of Ontario Finance Officers)



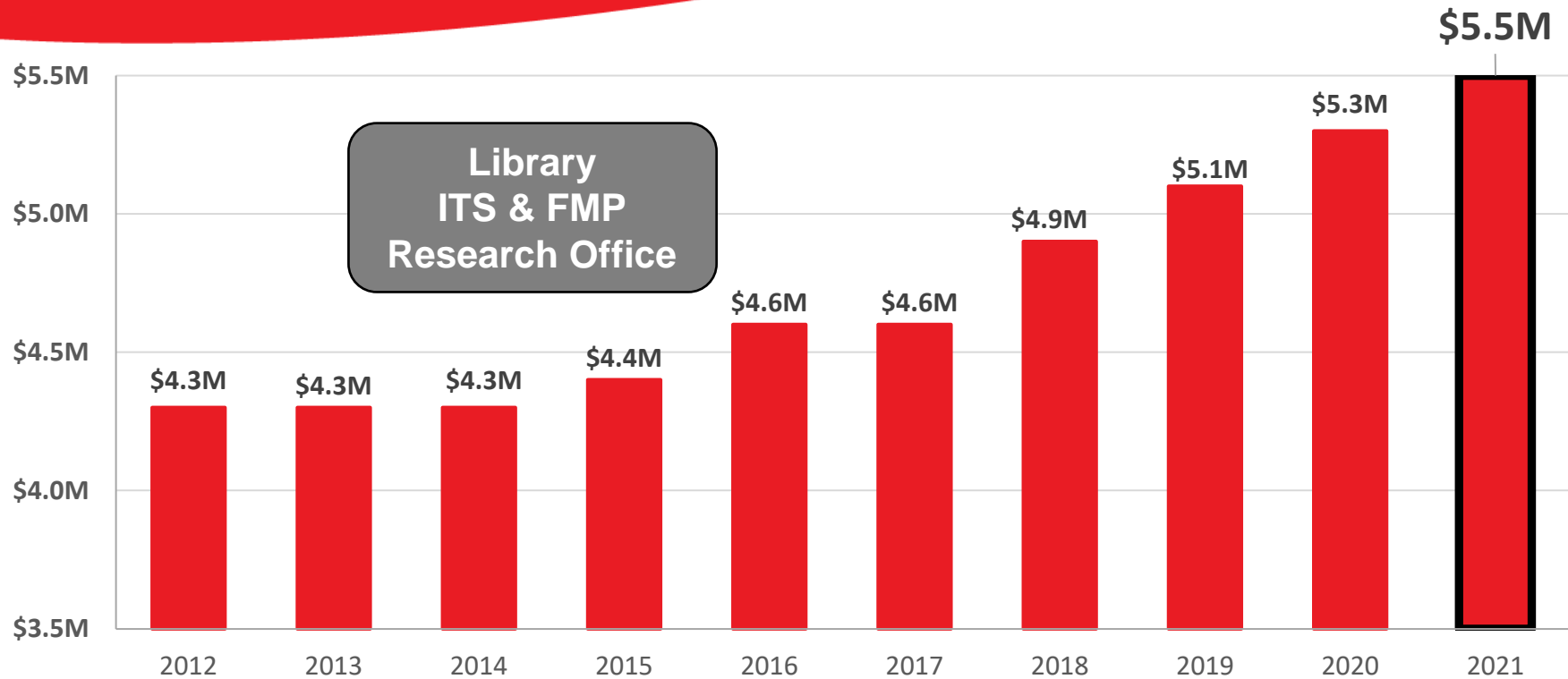
Tri-Agency Funding

NSERC – SSHRC – CIHR

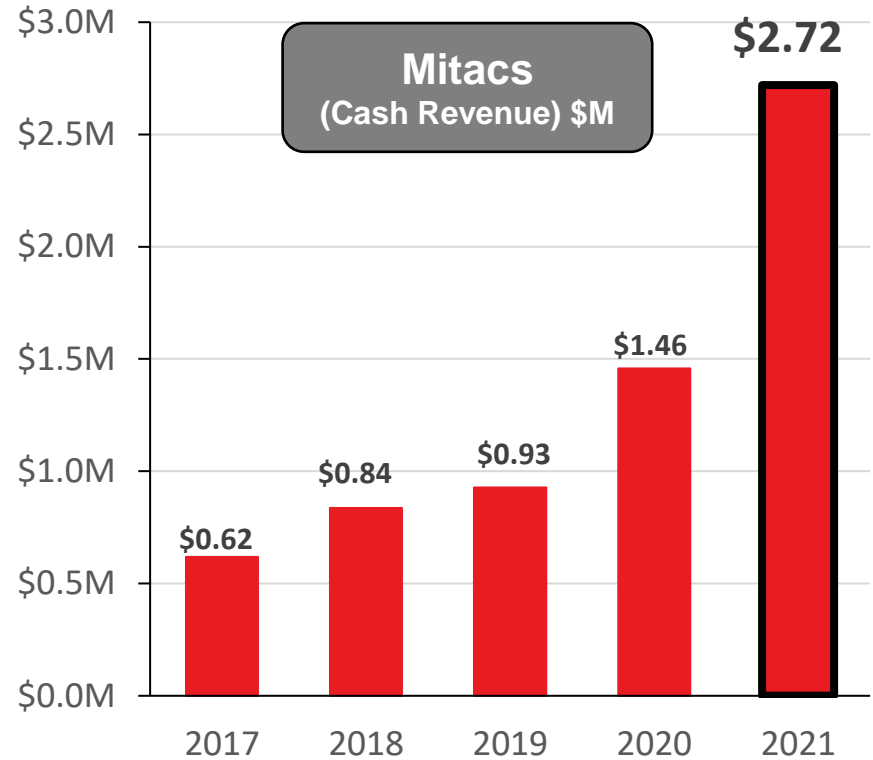
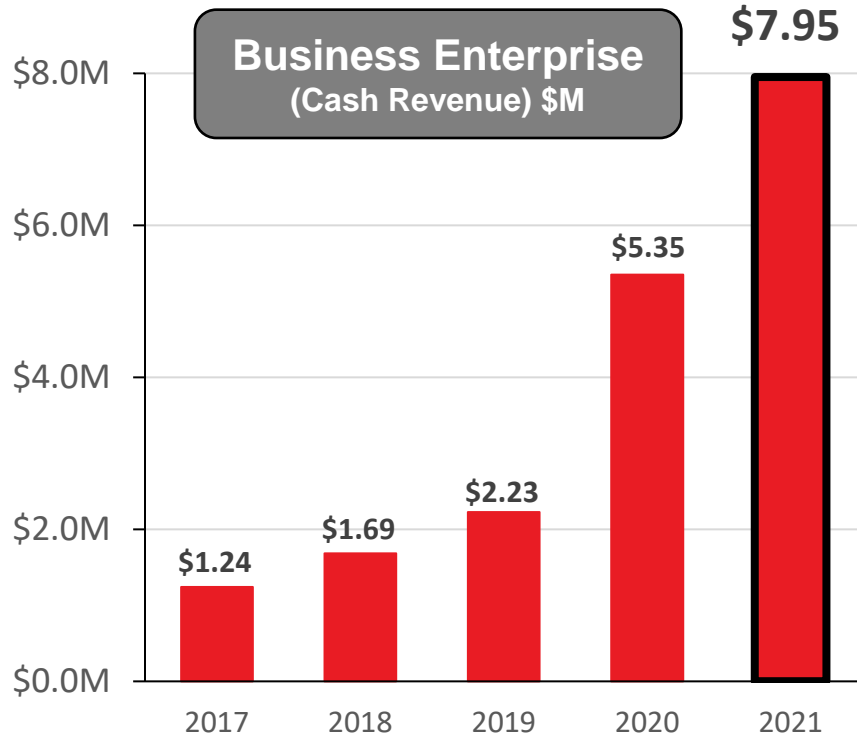


Research Support Fund

and Incremental Projects Grant



Partnerships 1 of 2



Partnerships 2 of 2



ERICSSON

- Second year of a 4-year multi-million-dollar investment
- 23 faculty members engaged; 312 co-op work terms at Ericsson
- \$1.8M leveraged funding received from government sources
- 36 graduate students currently supported; 7 Ericsson Fellows
- Ericsson Research Chair finalized; 12 ongoing research projects

EFFICIENCY CANADA

- Third year of a multi-million-dollar program
- Focuses on energy efficiency policy and implementation
- Supported by McConnell, Ivey, Trottier, Global Affairs, and NRCan



James
Meadowcroft

Research Key Priorities

- **Increase our research productivity** in terms of sustained external research funding, publications, and citations: Engaging more faculty members in research, streamlining processes, introducing incentives, and providing more support to researchers
- **Expand industry partnerships** through the Holistic Integrated Partnerships (HIP) initiative with Advancement and build on the early success with Ericsson
- **Promote and celebrate** research success externally and internally
- **Build reputation** with rankings and nominations for awards and prizes
- **Strengthen Carleton International** and implement strategic plan
- **Empower strategic multidisciplinary research clusters**

Questions?



AGENDA ITEM

6.4

PRESIDENT'S REPORT TO THE BOARD OF GOVERNORS

March 10, 2022

REPUTATION AND COMMUNITY HIGHLIGHTS



In 1995, Canada officially recognized February as Black History Month

Celebrating Black History Month

To mark [Black History Month](#), a special landing page was created featuring stories, announcements, events and resources celebrating Black leaders and showcasing their positive impact. Among the content were accounts of Carleton recognizing the [UN Decade for People of African Descent, Development, Recognition and Justice](#) and signing the [Scarborough Charter](#) on Anti-Black Racism and Black Inclusion in Canadian Higher Education, demonstrating the commitment to be a connected community with a shared vision for purposeful change.



Carleton's Healthy Workplace initiative is one of the keys to the university's top employer status

Carleton Named Top Employer (Again)

For the eighth consecutive year, Carleton has been recognized by the Canada's Top Employer organization as a [Top Employer in the National Capital Region](#). The [judges specifically noted](#) Carleton's nationally-certified Healthy Workplace initiative, the ongoing support offered through the pandemic and the hybrid work environment, as well as the comprehensive benefits offered to employees.



Andre De Grasse shared tools for success with Carleton students at the SOAR Conference

The Fastest Man in the World Speaks at Carleton

Olympic gold medallist [Andre De Grasse](#) — the keynote speaker at Carleton's [SOAR Student Leadership Conference](#) on January 22 — told his audience about the importance of taking care of one's physical and mental health on the path to success. "Everyone goes through adversity," said De Grasse, "but if you try to finish what you've started, to get outside your comfort zone and stay positive, that'll help you find the mental toughness you need to keep going."



Pako Tshiamala of the Dream Legacy Foundation, a partner in the new knowledge hub

Black Entrepreneurship Knowledge Hub to Support Enterprises and Communities

Black entrepreneurship has always been a vital part of Canada's economy, but large-scale, detailed research and pan-Canadian information on it has been limited. To address this gap, Carleton, in partnership with the [Dream Legacy Foundation](#), has launched the [Black Entrepreneurship Knowledge Hub](#) — a national data and knowledge platform focusing on the state of Black entrepreneurship in Canada. It will be centred at the [Innovation Hub](#) at the Sprott School of Business, alongside five regional hubs.



The Challenge campaign highlights research and activity making a positive impact on the world



Seven members of the Carleton community were inducted to the Order of Canada this year



Carleton has a strong commitment to continuous environmental and sustainability improvement



Prior to her new role, Lorraine Dyke helped with several successful rounds of collective bargaining



When working with students, faculty or partners, Carleton employees are committed to service

Carleton Launches National Brand Campaign

To help grow awareness, enhance reputation and attract the next generation of changemakers, a [national multi-channel brand campaign](#) was launched on February 7. Positioning the university as a smart, caring community, the campaign leverages what makes Carleton different in the marketplace. The campaign includes a [video](#), paid advertising, social media marketing, organic social media support and a website with stories highlighting research and activity making a positive impact on the world.

Seven Carleton Community Members Join the Order of Canada

[A Carleton professor and six others](#) with strong ties to the university have been [named to the Order of Canada](#). D.R. Fraser Taylor, Chancellor's Distinguished Research Professor, was [named an officer of the Order of Canada](#); the Honourable Murray Sinclair (Honorary Doctorate recipient, companion); the Honourable Justice Hugh L. Fraser (alumnus, officer); Tomson Highway (Honorary Doctorate, officer); Mary Ellen Turpel-Lafond (alumna, officer); Lawson A. W. Hunter (SPPA leadership council, member); Pradeep Merchant (chair, Canada-India Centre, member).

Carleton 2nd Greenest University in Canada and 39th in World

Carleton ranked 39th overall and 2nd in Canada in the [UI Green Metric](#) World University Ranking for 2021, up from 57th place globally the year before, with a record 956 universities from over 90 countries participating. The rankings are the first and only university rankings in the world that feature each university's commitment to developing an environmentally friendly institution, looking at indicators such as infrastructure, energy, climate change and education.

New Vice-President (Finance and Administration)

Lorraine Dyke will become Carleton's new Vice-President (Finance and Administration) on April 1. Dyke has served in several capacities during her 30-plus years at Carleton. She has been the university's Deputy Provost (Academic Operations and Planning) since July 1, 2019, with responsibilities that included co-leading the development of the [Strategic Integrated Plan](#) and chairing the [Carleton University Scenario Planning working group](#) in response to the pandemic. Catherine Khordoc will replace Dyke as Deputy Provost.

Celebrating the Service Excellence Awards

The annual Service Excellence Awards celebration is a highlight that brings the campus community together to recognize the extraordinary work being done on a daily basis in service of the university. This year's celebration was held virtually on February 24 with more than 420 members of the campus community in attendance. An impressive 323 nominations in the three categories — Individual, Team and Innovation — were submitted, recognizing faculty and staff from across the university.

RESEARCH

Carleton's Research Income Has Grown by More Than 60 Per Cent

Carleton's external research income reached \$86 million in 2020, up from \$54 million in 2017, [an increase of over 60 per cent](#), according to [ReSearch Infosource](#). These positive results are supported by a growing number of partnerships, including the [Ericsson-Carleton University Partnership](#) for Research and Leadership in 5G Wireless Networks. Each year, ReSearch Infosource, an independent research and consulting firm focused on Canadian research and development, ranks Canada's most research-intensive universities.

Carleton's Fraser Taylor Named to Order of Canada

Carleton's [D.R. Fraser Taylor](#) has been [named](#) as an [Officer of the Order of Canada](#). Recognized internationally as a leading figure in the field of cartography, Taylor is the Chancellor's Distinguished Research Professor of [International Affairs, Geography and Environmental Studies](#) and the director of the university's [Geomatics and Cartographic Research Centre](#).

Lenore Fahrig Wins International Award for Landscape Ecology Research

[Lenore Fahrig](#), the Chancellor's Professor of Biology at Carleton, has [been awarded](#) the 2022 [BBVA Foundation Frontiers of Knowledge Award](#) in the Ecology and Conservation Biology category. Fahrig studies the impacts on biodiversity of habitat fragmentation and loss of connectivity between remnant patches. Her work is world-renowned both within the scientific community and by those who conduct on-the-ground wildlife conservation.

Robotics Lab to Design Better Orthopedic Implants and Surgical Techniques

The latest [health technology partnership](#) between Carleton, the [Ottawa Hospital Research Institute](#) and the hospital's Division of Orthopedic Surgery will create a new lab, the Ottawa Orthopaedic Biomechanical Laboratory, with the goal of improving orthopedic implants and surgical repairs. With Carleton investing \$140,000 into the \$560,000 lab, this partnership will use a new robotic arm to evaluate the materials and techniques used in implants, and to more accurately model their performance.

SNOLAB Experiment Advances the Search for Dark Matter

The [search for dark matter](#) saw a new development with the latest results from the [DEAP-3600 experiment](#) at [SNOLAB](#), a world-class underground science facility at Vale's Creighton nickel mine in Sudbury, Ont. Carleton researchers, as members of a multinational collaboration of 100 scientists across 25 different institutions in nine countries, for the first time were able to rule out the existence of dark matter particles over a very wide range of values in mass and interaction strength.



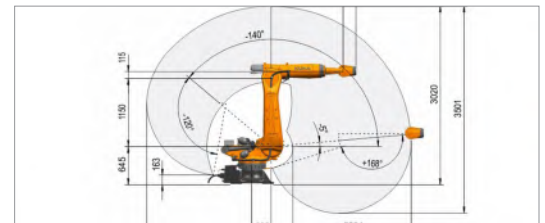
Carleton is focused on collaborative research with social, environmental and economic impact



Fraser Taylor is one of the world's leading cartographers and a digital atlas trailblazer



Lenore Fahrig contributes to the design of nature reserves and more sustainable cities



Carleton researchers aim to better understand the biomechanics of orthopedic implants



Mark Boulay at SNOLAB, a world-class underground science facility in a Sudbury nickel mine



Simulation and immersive environments are part of Carleton's partnership with CAE

Carleton and CAE Strike High-Tech Research Partnership

Carleton and high-tech company CAE have established a [three-year research partnership](#) that will advance innovation, talent development and work-integrated learning in simulation and immersive environments, with a focus on advancing health technology, green technology, cybersecurity and computational intelligence technologies for training and operations in the aerospace and health-care sectors.



Understanding changes in biological systems is crucial for human health, says Sanjeena Dang

Sanjeena Dang Becomes Canada Research Chair in Data Science and Analytics

Carleton's [Sanjeena Dang](#) will apply cutting-edge statistical algorithms to achieve a comprehensive understanding of biological systems through her newly-designated [Tier 2 Canada Research Chair](#) (CRC) in Data Science and Analytics. In her first year at Carleton's [School of Mathematics and Statistics](#), Dang plans to focus her research on developing efficient and scalable statistical models to analyze large-scale genomic data.



Maria Rogers wants to find ways to improve family well-being to promote school attendance

Maria Rogers Named Canada Research Chair

In her first year at Carleton, [Psychology](#) researcher [Maria Rogers](#) has been awarded a [Tier 2 Canada Research Chair](#) in Child and Youth Mental Health and Well-Being. The prestigious designation provides Rogers with the means to facilitate a better understanding between children's mental health and their experiences in the education system.



John Anderson wants to help older adults have "the best possible cognitive ability"

Carleton Researcher Explores Age-Related Cognitive Decline

Carleton's [John Anderson](#) has been [awarded a Tier 2 Canada Research Chair](#) in Cognition and Wellness. Appointed to Carleton's [departments of Cognitive Science](#) and [Psychology](#), Anderson is also the director of the university's new Cognition and Neuroscience of Aging Lab ([CANAL Lab](#)). His research focuses on how contextual factors and lifelong experiential factors collectively delay age-related cognitive decline.



Carleton researcher Danika Littlechild is the co-principal investigator of the Ārramāt project

Ārramāt Project Links Indigenous Well-Being and Biodiversity

A [new project](#) called "[Ārramāt: Strengthening Health and Well-Being through Indigenous-Led Conservation and Sustainable Relationships with Biodiversity](#)" has been funded by SSHRC's [New Frontiers in Research Fund](#). The project, co-led by Carleton's [Danika Littlechild](#) ([Law and Legal Studies](#)), involves more than 150 Indigenous organizations, universities and other partners, and aims to simultaneously empower Indigenous Peoples to apply their knowledge and engage Indigenous youth in the realm of biodiversity conservation and land governance.

ACADEMICS

Building Partnerships

The National Capital Commission (NCC) announced a four-year partnership with Carleton aimed at finding solutions to ensure the long-term viability of the Rideau Canal Skateway. The project, led by Shawn Kenny (Civil and Environmental Engineering), looks to identify strategies to adapt skateway operations to the impacts of climate change.



Carleton and the NCC are partnering to help the Rideau Canal Skateway adapt to a changing climate

Chemistry Magic Show

In December, Carleton's Bob "Blow It Up" Burk and Jeff "Magic" Manthorpe performed the first fully virtual [Chemistry Magic Show](#) in the show's 14-year history. In total, the four holiday shows saw more than 25,000 students tuning in from K-to-12 classrooms across the country.



Carleton's annual Chemistry Magic Show was fully online for the first time this year

Leading Afghan Journalist to Join Carleton as Journalist-in-Residence

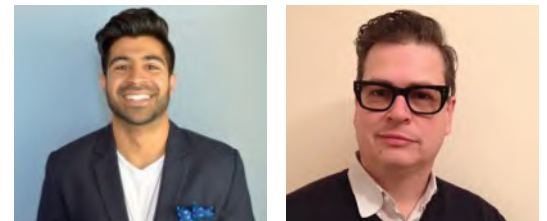
Farida Nekzad, a prominent Afghan journalist and human rights defender, has [joined Carleton as a Journalist-in-Residence](#).



Farida Nekzad will help students learn from journalists who fled Afghanistan because of the Taliban

New Researcher-in-Residence at MacOdrum Library

Shezan Muhammedi has been appointed as a Researcher-in-Residence for his background and expertise in the resettlement of Ugandan Asian refugees in Canada. The MacOdrum Library is home to the Uganda Collection, a unique archive that provides insight into the expulsion and subsequent resettlement of over 7,000 Ugandan Asian refugees in Canada. The Researcher-in-Residence appointment will allow Muhammedi to take a leadership role in coordinating the creation, planning and budgeting of a November 2022 conference.



Researcher-in-Residence Shezan Muhammedi (left) and Entrepreneur-in-Residence Robert Hocking

Inaugural Entrepreneur-in-Residence Joins Carleton's Innovation Hub

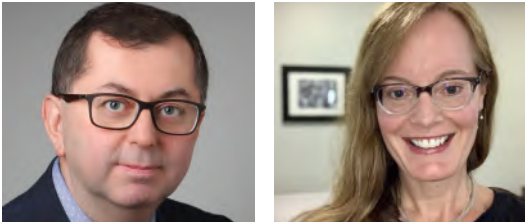
Carleton's Innovation Hub is excited to announce the appointment of Robert Hocking as its inaugural Entrepreneur-in-Residence. A serial entrepreneur and consultant for international brands, Hocking brings expertise in brand strategy, customer acquisition and global scale-up to the role, which provides coaching and mentoring to Carleton students interested in innovation and new venture creation.

Experiential Learning

This fall/winter term, 73 students are participating in the I-CUREUS program, which provides undergraduate students with the opportunity to conduct hands-on, faculty-supervised research. More than 700 students have participated in the program since its launch in 2013.

Dare to be Powerful

A series was co-organized by Carleton's Equity and Inclusive Communities, along with Ryerson University and Wilfrid Laurier University, for Black History Month. During the month of February, the three universities hosted Black scholars to explore conversations about gender-based violence, healing and community care.



Engineering researcher Halim Yanikomeroğlu (left) and Kathyne Dupré, who won a grant from FASS



Biology researcher Grégory Bulté is supported by the Carleton University Experimental Learning Fund



Health Sciences researcher Renate Ysseldyk received a Faculty of Science Teaching Excellence Award



Biology researcher Jenny Bruin received a Faculty of Science Research Excellence Award

Recognizing Academic Staff

- Halim Yanikomeroğlu (Systems and Computer Engineering) was appointed as the [Director of the Technical Committees Board](#) of the IEEE Communications Society (2022-2023).
- The Faculty of Arts and Social Sciences announced the [FASS Mid-Career Research Grant Winners](#): Laura Banducci (Humanities); Kathyne Dupré (Psychology); Melissa Frankel (Philosophy); Malini Guha (Film Studies); Annie Larivée (Philosophy); Bernhard Leistle (Sociology and Anthropology); Justin Paulson (Sociology and Anthropology) and Julie Tomiak (Indigenous and Canadian Studies); Kimberly Stratton (Humanities); and Brenda Vellino (English Language and Literature).
- [Eleven projects](#) have been awarded funding through the first round of the 2021-22 [Carleton University Experiential Learning Fund \(CUELF\)](#): Grégory Bulté (Biology); Katie Graham (Journalism and Communication); Anna Hoefnagels and Geraldine King (Indigenous and Canadian Studies); Dean Laplonge (Arthur Kroeger College of Public Affairs); Stéphanie (Stéfy) McKnight (Journalism and Communication); Hollis Moore (Law and Legal Studies); Kathleen Moss (Sociology and Anthropology); Laura Pickell (Health Sciences); Janice Schroeder (English Language and Literature); Alan Steele (Electronics); and Sujit Sur (Business).
- Ashraf Matrawy (Information Technology) was recognized by the IEEE Ottawa Section as a 2021 Outstanding Engineering Educator, for outstanding contributions to engineering research and education, specifically in the field of computer and network security.
- Jerry Hacker (Azrieli School of Architecture and Urbanism) won an Honourable Mention in the Toronto Affordable Housing Challenge international design competition for his proposal, titled "(Not) Another Toronto Tower, that merges transit, recreation, public space, housing, prefabrication and embraces the evolution of a typology over time."
- Ozayr Saloojee, Johan Voordouw, Piper Bernbaum, Suzanne Harris-Brandts and interim director Federica Goffi (Azrieli School of Architecture and Urbanism) feature on two teams shortlisted by the Canada Council for the Arts for Canada's official representation at the 2023 Venice Biennale of Architecture.
- The Faculty of Science presented annual faculty and instructor [awards to recognize excellence](#) in teaching and research, overall impact and efforts toward advancing EDI. Teaching Excellence Award: Renate Ysseldyk (Health Sciences), Heath MacMillan (Biology), Tim Xing (Biology), Steven Desjardins (Mathematics and Statistics); Research Excellence Award: Daniel Panario (Mathematics and Statistics), Mike Hildebrand (Neuroscience), Jenny Bruin (Biology, Biochemistry); Impact Award: Yuly Billig (Mathematics and Statistics), James Mungall (Earth Sciences); Equity, Diversity and Inclusion Award: Jason Hinek (Computer Science), Martha Mullally (Biology).

Student Accomplishments

- Anastassia Gharib, a PhD student in Electrical and Computer Engineering and member of the Internet of Things Lab, received the inaugural IEEE Women In Engineering (WIE) Committee Outstanding Volunteer of the Year Award for her contributions to build a stronger and sustainable structure of WIE Regional operations.
- Master of Architecture student Andrea McIntosh was among nine students and emerging practitioners selected by the Canadian Centre for Architecture (CCA) for a workshop exploring the future of Indigenous-led design in the circumpolar North. The six-month program includes seminars, a trip to Norway and an exhibit at the CCA showcasing the work produced by participants.
- Biology PhD graduate Hanane Hadj-Moussa was named the [Governor General's Gold Medal winner](#) at the Fall 2021 Virtual Graduation Celebration. During her graduate studies at Carleton, Hadj-Moussa conducted research into the arsenal of defences animals have for overcoming their extreme environments.

ADVANCEMENT

Revenue (May 1, 2021 to February 9, 2022)

Philanthropic	\$8,288,564
Gifts in Kind	\$5,372,155
Sponsorships	\$1,114,871
Holistic and Research Partnerships	\$20,180,266
Total	\$34,955,856

Steps to Readiness

Despite the challenges of the pandemic, University Advancement has continued to deliver sustainable results and impact both for Carleton and its partners. Plans are now being developed towards a transformational campaign in the coming years. This is a significant and ambitious escalation of vision and impact, and new strategies are required — particularly in a charitable marketplace that will be highly competitive post pandemic. Over this academic term and into 2022, Advancement will relaunch in-person activity at an accelerated pace, implement key digital transformation learnings, conduct market research to identify partners and opportunities, incorporate data and feedback, lead best practices in philanthropy, and lay the foundation for the next campaign with the following focus:

Establish Purpose

In the spirit of the “give *through* Carleton, not *to* Carleton” model, Advancement is redefining Carleton’s emerging needs in the context of their potential societal impact. This is “purpose-based” fundraising — the new best practice in post-secondary philanthropy — and strategic counsel from James Langley, a leader in fundraising for higher education, has been engaged to implement it at Carleton.

Expand the Base

As philanthropy has shifted, Advancement has anticipated the need to proactively identify and attract new donors, particularly at a grassroots level. The continually successful Giving Tuesday campaigns (almost \$1.3 million raised in 2021), built on the power of digital crowdfunding and peer-to-peer outreach, attracts donors from well outside the traditional pool and literally from around the world. Advancement will continue to leverage crowdfunding social media and active outreach to build a bigger base for future fundraising; with close to 18,000 “individual actions” tracked this fiscal year — donations, engagement and requests for information — the prospective pool is increasing.

Attract Major Donors

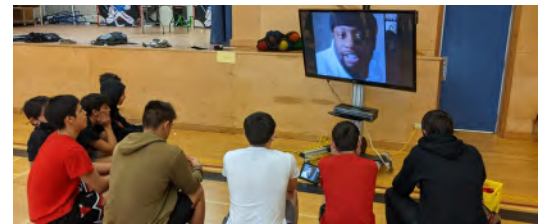
Transformational donors are asking Carleton for more impactful giving opportunities — moving beyond just student aid towards more direct, measurable initiatives. The recent \$2.5 million gift from The Joyce Family Foundation, one of Canada’s preeminent private foundations, is a strong example; this gift will support not just bursaries, but also help enhance mentorship, Indigenous programming, student recruitment and create conditions for Indigenous student success at Carleton.



The recent \$2.5 million gift from The Joyce Family Foundation was a transformational donation



A research internship for Black, Indigenous and racialized Students is supported by FutureFunder



FutureFunder supports programs to co-create sport and wellness programs for youth



The Architecture Directed Studies Abroad Award is another project supported by FutureFunder

STUDENT LIFE



Carleton's new student residence is expected to be completed by 2024



Bruce Hamm, acting director of the Paul Menton Centre for Students with Disabilities



The Ravens men's soccer team won a silver medal at the national championships at Carleton last year



The Canadian Accessibility Network's CAN Connect Forum shared some local accessibility initiatives

Preparation for **Carleton's new student residence** is under way with construction site fencing going up at the end of January. The 450-plus bed residence with amenity spaces for first-year students will be located north of the Stormont Dundas residence, forming part of the gateway to the campus. The nine-floor building will be more than 180,000 square feet, designed to promote a residential community experience and incorporating sustainability principals, and is expected to be completed by 2024.

The [consultation to update the Student Mental Health Framework](#) is well under way, with the drafting phase starting in January. In November and December 2021, Carleton hosted 25 feedback sessions with over 300 participants from the university community or external stakeholders. The feedback received will help to shape the future of this important framework.

In the last week of January, Equity and Inclusive Communities, along with campus and community partners, hosted several virtual events, activities and workshops across campus for [Carleton's annual Sexual Assault Awareness Week](#). This included a keynote titled "Stories Spark Change," an in-depth conversation between internationally renowned author Roxane Gay and best-selling author Eternity Martis.

Career Services held a successful virtual **Winter Career Fair** on January 19. Overall, this was the biggest virtual Career Fair yet, with 1,700 students and alumni in attendance, 226 employer representatives from 57 employers, and over 5,100 chats in just six hours between students and employers.

In fall 2021, the **Paul Menton Centre for Students with Disabilities (PMC)** generated more accommodations for more students than any previous fall term, with an almost 15 per cent increase over the previous highest fall term.

Career Services and the International Student Services Office have been awarded a **Global Skills Opportunities grant**. This is one of two grants received by Carleton, which will provide \$500,000 in funding over four years to provide greater access to students who may face barriers to participating in outbound mobility, such as Indigenous students, students with disabilities and low-income students.

Carleton hosted the 2021 **U SPORTS Men's Soccer Nationals** from November 18 to 21, bringing the best in Canadian university sport to the Raven's Perch. The Ravens became silver medalists in [one of the greatest final championship games in U SPORTS soccer history](#).

The [Canadian Accessibility Network \(CAN\)](#) hosted the inaugural CAN Connect Forum on January 18. During the online event, members of the City of Ottawa's Accessibility Office presented a few of the city's key accessibility initiatives, including how the city has considered accessibility during COVID-19, accessibility assessments during construction projects, and strategies for increasing digital accessibility.

The **Health Promotion team** has delivered several workshops to student groups and classrooms, training additional student facilitators in January to meet demand. The team also created an exam wellness resource that was included in 300 wellness kits distributed in residence. As well, the second annual virtual care package became available in January. This 10-page digital booklet supports student wellness and resource navigation. Last year over 700 were distributed.

Carleton has installed **nine additional emergency Naloxone stations** across campus. These stations each contain two doses of Narcan nasal Naloxone which can temporarily reverse the effects of an opioid overdose. These new emergency stations are in addition to the 10 Narcan boxes currently installed in the residence precinct, bringing the campus total to 19.

ENROLMENT AND RECRUITMENT UPDATE

ENROLMENT UPDATE

First Year 101 (Ontario High School) Applications by University Feb. 10, 2021 vs Feb. 9, 2022 (OUAC Data)

	2021	2022	% Change
Carleton Total Applications	19,064	19,845	4.1
Carleton Total Applicants	14,061	14,383	2.3
System Total Applications	475,954	516,468	8.5
System Total Applicants	90,459	91,995	1.7

First year, New, Applicants (Carleton Data) by region as of Feb. 11, 2022 – 101 Applicants

	2021	2022	% Change
All	14,061	14,383	2.3
Ottawa	4,989	4,889	-2.0
Other Ontario	8,658	9,071	4.8
Other	414	423	2.2

First year, New, Approvals (Carleton Data) as of Feb. 11, 2022 – 101 Applicants

	2021	2022	% Change
Approved	7,597	8,126	7.0

Items of note from the applicant pool:

- For 101s: In general, the “high reputation” schools with the exception of Western (Queen’s, Waterloo, McMaster and U of T) are up in applicants again this year. If these schools send a large number of offers again this year, it will impact Carleton’s yield. If they return to a more typical offer pool, that will work to Carleton’s advantage.
- The strength in the “Other Ontario” category includes an increase of 4.5 per cent in the GTA 101 applicants. An increase in marketing and several planned in-person events will help Carleton target this group. The Ottawa area is down slightly after a significant increase last year.
- Carleton has once again seen increases in the system applications in Computer Science, Engineering and Psychology, which is in the university’s favour, however there are significant increases in Education, Health, Kinesiology and Nursing, where Carleton does not have any programs of study.

UNDERGRADUATE RECRUITMENT UPDATE

Carleton’s Virtual Fall Open House was held on November 6 and over 1,420 students registered. As part of the Fall Open House Series, Carleton offered limited in-person activities from October 16 to December 3. In total, 1,772 students attended the Fall Open House series.

In 2021, Carleton booked individual school visits either virtually or in-person based on the preference of the school. Carleton provided 285 virtual presentations to 1,817 participants and 8 in-person presentations to 410 participants. It also offered bi-weekly General Presentations, How to Apply and Your Career, Your Future presentations to supplement booked high school visits, for a total of 306 presentations. Additional out-of-province high school visits, college fairs and American visits had close to 430 attendees combined.

Undergraduate Recruitment is continuing to work closely with faculties and academic departments to offer virtual program spotlights. Just under 30 program-specific events have been organized with the faculties of Arts and Social Sciences, Public Affairs, Science and the Sprott School of Business, with nearly 900 attendees.

Undergraduate Recruitment offered a range of options to join a Carleton Campus Tour, including in-person Campus Tours, guided virtual tours and self-directed virtual tours. From November 2021 to January 2022, over 300 students participated in one of these options. In-person tours resumed on February 7.

From November 2021 to January 2022, the International Admissions and Recruitment team undertook 56 virtual events, including school visits, online education fairs and agent sessions. The International Fall Open house, which showcased key content, a current student panel and interactive booths, drew 548 registrants and 279 attendees from 104 countries.

On December 9, 2021, close to 900 students and family members attended a Future Raven Family Night. The event featured a keynote from Admissions Services and a series of breakout sessions for families to join that included accessibility, employability and your degree, financing your education, inclusivity on campus and student life.