

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

The 630th Meeting of the Board of Governors
Thursday, April 28th, 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 Board Award for Outstanding Community Achievement

- An executive summary was circulated in advance.

5.2 Founders Award

- An executive summary was circulated in advance.

5.3 2022/2023 Tuition Fees

- An executive summary and presentation were circulated in advance.

5.4 2022/2023 Miscellaneous Administrative Fees

- An executive summary was circulated in advance.

5.5 2022/2023 Student Association Fees

- An executive summary was circulated in advance.

5.6 2022/2023 Operating Budget

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

6. OPEN – ITEM(S) FOR INFORMATION

6.1 Student Mental Health Framework 2022-2026

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

6.2 Coordinated Accessibility Strategy Annual Report

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

6.3 International Strategy Annual Report

- A presentation was circulated in advance.

6.4 Report from the Chair

- A verbal report will be given.

6.5 Report from the President

- A written report was circulated in advance.

6.6 Committee Chair Updates

- a) Advancement and University Relations (K. Furlong)
- b) Building Program (A. Tremblay)
- c) Finance (P. Dion)

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

AGENDA ITEM

5.1

COMMITTEE: Board of Governors

MEETING: April 28, 2022

ITEM: Board of Governors
Award for Outstanding
Community
Achievement

I. INFORMATION PRESENTED TO THE BOARD

Following review of the twelve nominations received for this year's Board Award, the jury unanimously agreed to award fourth-year Carleton student, Valentina Vera Gonzalez as this year's recipient. Valentina will be graduating with a Bachelor of International Business Honours with a Minor in French and a concentration in Global Financial Management and Systems at the Spring 2022 Convocation.

Driven by a remarkable enthusiasm to succeed, Valentina's resume evidences her passion for volunteerism, advocacy, and community building. Since beginning her studies in 2018, Valentina has served as President of the Humanitarian Organization of Latin American Students, a peer mentor, a Paul Menton Centre volunteer, and a member of the Carleton University Student Association Student Issues Action Committee.

However, it is not only Valentina's extracurricular pursuits that demonstrate her excellence. The Jury was duly impressed by Valentina's commitment to being an unyielding champion for undergraduate students, working with organizations and stakeholders to serve, support, and enhance the experience of her fellow peers.

Her steadfast academic success has seen Valentina achieve Dean's Honour List status in 2019 and 2020, as well as be awarded the Scotiabank Scholarship in International Business, Marie Odette Gabrielle Clay Memorial Award, and Sprott Business Students' Society Scholarship in 2019, 2020, and 2021 respectively.

Cited as someone who is 'always willing to do more than what is asked,' Valentina has contributed immensely to the spirit of student volunteerism and leadership at Carleton University. She is a true humanitarian at heart, leading with compassion, understanding, and a deep commitment to the values and integrity of the Carleton community.

II. RECOMMENDATION TO THE COMMITTEE

On the recommendation of the Advancement and University Relations Committee move to approval of the Board Award Jury recommendation that **Valentina Vera Gonzalez** receive the Board of Governors Award for Outstanding Community Achievement for the 2021/22 academic year.

AGENDA ITEM

5.2

COMMITTEE: Board of Governors

MEETING: April 28, 2022

ITEM: Founders Award

I. INFORMATION PRESENTED TO THE BOARD

Following review of the four nominations received for this year's Founders Award, unanimous agreement was met by the Jury to recognize Professor Emeritus Dr. Carl McMillan with this year's Founders' Award.

Dr. McMillan discovered his passion for Russian Studies through years of travel and study abroad – a devotion that would ultimately lead to his appointment as the first Director of the Institute of European, Russian and Eurasian Studies (*EURUS*) in 1968. Dr. McMillan would serve as Director for two terms before retiring in 1998.

Fifty years later, his commitment to Carleton remains. In 2018, Carleton announced a donation from Prof. Emeritus Carl McMillan to establish the McMillan Chair in Russian Studies, an endowment that supports teaching and research excellence within EURUS.

McMillan's professional achievements are numerous. Following completion of his military service, he joined the U.S. Foreign Service, where he worked first on the Philippine desk in the State Department. Later, he was assigned postings in the U.S. embassies in Manila and Moscow—before which he completed a year of advanced Russian language and area studies in Germany. Deciding to use his training and experience as an academic specialist, he enrolled in the Ph.D. in Economics program at Johns Hopkins and wrote his Ph.D. dissertation on the Soviet economy.

Having been an integral part of the Carleton community and landscape for over fifty years, Dr. McMillan has exemplified the values of the institution through a lifetime of teaching, research, guidance, and generosity.

McMillan remains an active member of the community serving as the Associate Director of Planned Giving for Carleton University. His selfless commitment to the Institute and its students serves as an example, inspiring many. He leaves a legacy of a collaborative and proactive approach to research, teaching and service that endures.

II. RECOMMENDATION TO THE COMMITTEE

On the recommendation of the Advancement and University Relations Committee, move to approve the Founders Award Jury recommendation of **Dr. Carl McMillan** as recipient of the 2022 Founder's Award, as presented.

AGENDA ITEM

5.3

To:	Board of Governors	Date of Report: 29 March 2022
From:	Chair, Finance Committee	Date of Meeting: 28 April 2022
Subject:	2022/2023 Tuition Fees	
Responsible Portfolio:	Provost and Vice-President (Academic)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve a freeze in domestic tuition fees for Ontario residents in 2022-23, as per the 2022-23 Ontario Tuition Framework, as presented.

On the recommendation of the Finance Committee, move to approve up to a 5% increase in domestic tuition fees for out-of-province students in 2022-23, as per the 2022-23 Ontario Tuition Framework, as presented.

On the recommendation of the Finance Committee, move to approve the proposed increases to the international tuition fees as presented per year for 2022-23 and 2023-24, as presented.

3.0 EXECUTIVE SUMMARY

Domestic tuition fee increases are regulated by provincial government policy through the Tuition Framework. On March 22, 2022, Carleton received the 2022-23 tuition framework indicating that the freeze for domestic tuition will continue for Ontario Residents for 2022-23 while permitting tuition to be increased by 5% for out-of-province domestic students.

It is proposed that the rate of increase for international fees be set for each of the next two years. The recommended international fees are supported by market comparison, which shows Carleton as being well within the range of other institutions.

4.0 INPUT FROM OTHER SOURCES

Changes to the international tuition fees are supported by an accompanying presentation, which shows comparative international fees.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Domestic fees are fully regulated by the provincial government. On January 17th, 2019, the Ontario Government announced its new Tuition Fee Framework for colleges and universities, which required tuition fee reductions of 10 percent in 2019-20, relative to 2018-19 levels. Since that time, tuition frameworks have mandated that domestic tuition remain frozen at 2019-20 levels, with the exception of out-of-province domestic students (framework allowed for a 3% increase in 2021-22, and a 5% increase for 2022-23). International fees are not regulated and are set using a number of factors such as: comparison with other institutions, recruitment strategy and impact on the existing international student body.

6.0 FINANCIAL IMPLICATIONS

Competitive international fee increases, in keeping with current practice at all Ontario universities, is an important feature of the Ontario university tuition fee environment, especially given a fixed provincial grant and frozen domestic tuition for Ontario residents. It is estimated that a 5% increase in out-of-province domestic student tuition would result in roughly \$800K in increased tuition revenue for 2022-23

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The key risk associated with the tuition increases is the possibility of not generating sufficient revenues to meet expenses. Given rising expenses and that the provincial government regulates domestic tuition, which remains frozen for Ontario students and maybe for the foreseeable future, it is critical that the university take any opportunity it can to increase tuition fees when permitted. The other risk would be a potential impact on enrollment. This risk is mitigated by benchmarking with other institutions and ensuring tuition is competitive with market rates domestically and internationally.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The proposed increases to international fees are similar to previous years, and reflect current rates at other Ontario universities. Therefore, we anticipate only minimal reputational impact to the fee increase.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

2022-23 Domestic Tuition Fees

2022-23, 2023-24 International Tuition Fees

Board of Governors

April 28, 2022

Domestic Fee Structure - Timeline

- Regulated by Provincial Tuition Policy Framework

In 2019-20

- All domestic tuition fees reduced 10% following the provincial government tuition framework

2020-21

All domestic tuition fees held constant at 2019-20 levels

2021-22

- Domestic tuition fees for Ontario residents held constant at 2019-20 levels
- A 3% tuition increase was permitted for out-of-province domestic students

Domestic Fees – 2022-23

2022-23

- On March 22, 2022 the province released the details of the 2022-23 tuition framework indicating that:
 - Tuition continues to be frozen for domestic Ontario residents
 - Tuition can be increased 5% for out-of-province domestic students

Note: it is estimated that a 5% increase in out-of-province domestic student tuition would result in roughly \$800K in increased tuition revenue for 2022-23.

2021-22 International Tuition (Major Universities in Ontario)

	B.A./ B.Sc.	B.Com.	B.C.S.	B. Eng.	M.A.	M.Sc	MBA	M.Eng.	M.A.Sc.	PhD (Most)
Carleton	27,056	32,201	39,746	40,816	23,706	23,706	48,102	34,029	25,833	7,428
Guelph	28,334	33,608	32,242	40,228	20,513	20,513	-	27,810	-	19,681
McMaster	37,237	41,984	47,215	58,231	17,096	17,096	42,915	-	-	6,307
Ottawa	36,161	44,379	52,707	52,707	25,472	25,472	61,782	33,872	27,520	6,367
Queen's	50,926	53,838	50,926	54,893	12,927	12,927	-	20,467	-	12,927
Ryerson	28,665	33,075	28,665	36,750	22,860	22,860	46,350	24,760	24,760	21,900
Toronto	58,160	66,110	60,150	62,250	26,210	26,210	64,910	62,840	26,210	6,210
Waterloo	42,520	43,182	60,334	60,334	22,416	22,416	-	41,688	22,416	22,188
Western	36,208	51,500	36,208	49,971	18,984	18,984	120,500	34,589	-	6,360
York	31,496	33,618	28,953	36,103	18,825	18,825	52,534	-	21,000	18,000
Average (Ont. All)	32,241	36,805	36,519	45,219	21,665	21,068	52,523	33,098	23,725	16,310
Average (Ont. Major)	37,676	43,350	43,715	49,228	20,901	20,901	62,442	35,007	24,623	12,737
Median (Ont. Major)	36,184	42,583	43,480	51,339	21,464	21,464	52,534	33,950	25,297	10,178
Carleton +- UofO	-9,105	-12,178	-12,961	-11,891	-1,766	-1,766	-13,680	157	-1,687	1,061
Carleton +- Avg.(Maj.)	-10,620	-11,149	-3,969	-8,412	2,805	2,805	-14,340	-978	1,210	-5,309
Carleton +- Med.(Maj.)	-9,128	-10,382	-3,734	-10,523	2,242	2,242	-4,432	79	537	-2,750

Prepared by OIRP (November 2021). Source: COU 2021-22 Fee Survey.

Graduate program fees are measured on a three term basis, all others on a two term basis. MBA: McMaster's MBA fees are the full program fee; Western's MBA program is a 1 year program. PhD: Some universities report the international PhD fee at the domestic rate (to account for rebates), others at the international rate.

% Increase 2021-22 > 2020-21 (Major Universities in Ontario)

	B.A./ B.Sc.	B.Com.	B.C.S.	B. Eng.	M.A.	M.Sc.	MBA	M.Eng.	M.A.Sc.	PhD (Most)
Carleton	3.0	5.0	8.0	8.0	3.0	3.0	8.0	8.0	3.0	0.0
Guelph	6.0	6.0	9.0	9.0	0.0	0.0	-	6.0	-	0.0
McMaster	10.0	10.0	6.0	6.0	0.0	0.0	8.0	-	-	0.0
Ottawa	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Queen's	5.0	5.0	5.0	8.0	0.0	0.0	-	5.0	-	0.0
Ryerson	5.0	5.0	5.0	0.0	3.0	3.0	19.6	3.0	3.0	3.0
Toronto	2.0	2.0	2.0	3.0	5.0	5.0	3.0	3.0	5.0	0.0
Waterloo	10.0	5.0	5.0	5.0	3.0	3.0	-	5.0	3.0	3.0
Western	8.0	3.0	8.0	8.0	2.0	2.0	2.6	4.0	-	0.0
York	0.0	2.2	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0
Average (Ont. All)	4.8	5.3	5.6	5.4	1.0	1.1	5.4	4.5	0.6	0.5
Average (Ont. Major)	4.9	4.3	4.8	4.7	1.6	1.6	5.9	4.2	2.3	0.6
Median (Ont. Major)	5.0	5.0	5.0	5.5	1.0	1.0	3.0	4.5	3.0	0.0
Carleton +- UofO	3.0	5.0	8.0	8.0	3.0	3.0	8.0	8.0	3.0	0.0
Carleton +- Avg.(Maj.)	-1.9	0.7	3.2	3.3	1.4	1.4	2.1	3.7	0.7	-0.6
Carleton +- Med.(Maj.)	-2.0	0.0	3.0	2.5	2.0	2.0	5.0	3.5	0.0	0.0

Prepared by OIRP (November 2021). Source: COU 2021-22 Fee Survey.
10 universities listed in this chart are the 10 largest universities in Ontario

Proposed International Tuition Increases – Two Years

	Proposed Increase for 2022/23 and 2023/24
BA, BCOM and most Undergraduate Degrees	5%
B.Eng, BAS, BID, BIT, BCS	8%
Most Master's (MA, MSc, MASc, etc)	3%
MEng, MCompSci, MBA	8%
PhD	0%

These increases are identical to approved increases in 2020-21 and 2021-22, with the exception of moving increases for the BA and similar degrees to 5% (was 3%).

International fees are unregulated. Proposals based on competitive analysis (Ontario context) and PBWG discussion, in consultation with Deans.

Motion:

On the recommendation of the Finance Committee, move to approve a freeze in domestic tuition fees for Ontario residents in 2022-23, as per the 2022-23 Ontario Tuition Framework, as presented.

Motion:

On the recommendation of the Finance Committee, move to approve up to a 5% increase in domestic tuition fees for out-of-province students in 2022-23, as per the 2022-23 Ontario Tuition Framework, as presented.

Motion:

On the recommendation of the Finance Committee, move to approve the proposed increases to the international tuition fees as presented per year for 2022-23 and 2023-24, as presented.

AGENDA ITEM

5.4

To:	Board of Governors	Date of Report:	24 March 2022
From:	Finance Committee	Date of Meeting:	28 April 2022
Subject:	2022-2023 Miscellaneous Administrative Fees		
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 the Miscellaneous Administrative fees to be charged beginning in May 1, 2022, as presented.

3.0 EXECUTIVE SUMMARY

The following miscellaneous administrative fees have been increased by CPI or in tandem with the University of Ottawa:

- | | |
|--------------------------------------|------------------------------------|
| Omnibus Fee | Letters of Permission |
| Examination Charges (in Canada) | Display Diplomas |
| Examination Charges (outside Canada) | Replacement Diploma |
| Challenge for Credit | New Special Students Documentation |
| Returned Payment Charge | Leave of Absence |
| Late Payment Charges | Admission Processing Charge |
| Grad Application Fee | Extension |
| Reinstatement Charge | Co-op & Career Services fee |
| Deferred Admission Fee | |

4.0 INPUT FROM OTHER SOURCES

Input on the Miscellaneous Administrative fees was sought from Carleton University’s Student Account Receivable office and the Registrar’s office. The grad application fee has been confirmed by the University of Ottawa. The consumer price index was sourced from Statistics Canada; 4.2% is the annual average for the region of Ottawa-Gatineau, Ontario part.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

These fees are all existing administrative fees, which have been increased by the consumer price index, then rounded to the nearest \$0.25.

Please see all fees in the appendices.

6.0 FINANCIAL IMPLICATIONS

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

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

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

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

None identified.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Miscellaneous Administrative Fees¹

Fee	2021-2022	2022-2023 Proposed	Increase*	Percentage
Omnibus Fee	\$42.25	\$44.00	\$1.75	4.1%
Examination Charges (in Canada)	\$88.25	\$92.00	\$3.75	4.2%
Examination Charges (outside Canada)	\$158.50	\$165.25	\$6.75	4.3%
Challenge for Credit	\$227.25	\$236.75	\$9.50	4.2%
Returned Payment Charge	\$36.50	\$38.00	\$1.50	4.1%
Late Payment Charges	\$110.25	\$115.00	\$4.75	4.3%
Grad Application Fee ²	\$110.00	\$110.00	\$0.00	0.0%
Reinstatement Charge	\$76.25	\$79.50	\$3.25	4.3%
Deferred Admission Fee	\$49.00	\$51.00	\$2.00	4.1%
Letters of Permission	\$42.00	\$43.75	\$1.75	4.2%
Display Diplomas	\$125.75	\$131.00	\$5.25	4.2%
Replacement Diploma	\$88.25	\$92.00	\$3.75	4.2%
New Special Students Documentation	\$55.75	\$58.00	\$2.25	4.0%
Leave of Absence	\$76.25	\$79.50	\$3.25	4.3%
Admission Processing Charge	\$69.50	\$72.50	\$3.00	4.3%
Extension	\$76.25	\$79.50	\$3.25	4.3%
Co-op & Career Services fee	\$419.25	\$436.75	\$17.50	4.2%

¹ All fees increased by inflationary increase of 4.2%, rounded to the nearest \$0.25.

² The graduate application fee is set in tandem with the University of Ottawa to accommodate joint programs.

2022-2023 Miscellaneous Administrative Fees

Board of Governors

April 28, 2022

2022-2023 Miscellaneous Administrative Fees

Fee	2021-2022	2022-2023 Proposed	Increase*	Percentage
Omnibus Fee	\$42.25	\$44.00	\$1.75	4.1%
Examination Charges (in Canada)	\$88.25	\$92.00	\$3.75	4.2%
Examination Charges (outside Canada)	\$158.50	\$165.25	\$6.75	4.3%
Challenge for Credit	\$227.25	\$236.75	\$9.50	4.2%
Returned Payment Charge	\$36.50	\$38.00	\$1.50	4.1%
Late Payment Charges	\$110.25	\$115.00	\$4.75	4.3%
Grad Application Fee**	\$110.00	\$110.00	\$0.00	0.0%
Reinstatement Charge	\$76.25	\$79.50	\$3.25	4.3%
Deferred Admission Fee	\$49.00	\$51.00	\$2.00	4.1%
Letters Of Permission	\$42.00	\$43.75	\$1.75	4.2%
Display Diplomas	\$125.75	\$131.00	\$5.25	4.2%
Replacement Diploma	\$88.25	\$92.00	\$3.75	4.2%
New Special Students Documentation	\$55.75	\$58.00	\$2.25	4.0%
Leave of Absence	\$76.25	\$79.50	\$3.25	4.3%
Admission Processing Charge	\$69.50	\$72.50	\$3.00	4.3%
Extension	\$76.25	\$79.50	\$3.25	4.3%
Co-op & Career Services fee	\$419.25	\$436.75	\$17.50	4.2%
*All fees increased by inflationary increase of 4.2% rounded to the nearest \$0.25.				
**In tandem with the University of Ottawa				

AGENDA ITEM

5.5

To:	Board of Governors	Date of Report: 18 March 2022
From:	Chair, Finance Committee	Date of Meeting: 28 April 2022
Subject:	2022/2023 Student Association Fees	
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 the 2022-2023 Student Association fees, as presented.

3.0 EXECUTIVE SUMMARY

Student Associations charge fees for their activities and the University collects these fees on their behalf. Charges are reviewed annually. With the exception of the School of Public Policy and Administration program fee, all of the fees presented for 2022-2023 are all existing fees, which either remain unchanged, or have been increased subsequent to student referenda, or by the ancillary fee committee. It is recommended that the proposed changes to the Student Association Fees for 2022-2023 be approved for implementation on September 1, 2022.

4.0 INPUT FROM OTHER SOURCES

The student associations and appropriate university departments and units were consulted. The consumer price index was obtained from Statistics Canada.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Undergraduate Student's Association Fee

The fees are increased annually by CPI in accordance with previous referenda, and/or by agreement with the Canadian Federation of Students.

The following change, not related to CPI, is proposed for 2022-2023:

1. Annual increase of 2.5% in U-Pass, as per agreement between Carleton University and OC Transpo, and passed by referendum held by CUSA in 2012.

Graduate Students' Association Fee

The fees are increased annually by CPI in accordance with previous referenda, or by agreement with the Canadian Federation of Students.

The following changes, not related to CPI, are proposed for 2022-2023:

1. Annual increase of 2.5% in U-Pass as per agreement between Carleton University and OC Transpo, and passed by referendum held by GSA in 2012.
2. A new society fee will be charged to all Graduates students in the School of Public Policy and Administration. A referendum was held March 15th and 16th, 2022, and addition of the fee was passed.

SPPA Graduate Students were asked:

The School and Administration (SPPA) Society is proposing that all SPPA students should pay a \$20 per term fee, indexed to the Canadian consumer price index (CPI), starting September 2022, to support the Society’s goal of expanding targeted programming for all SPPA programs. Every SPPA student who so desires, will be able to opt-out of this fee in full.

The results were as follows¹:

- Yes 88
- No 23
- Abstain 0

Other Compulsory Fees for CUSA and GSA

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

The student society fees, charged only to students within the respective faculty, did not increase.

6.0 FINANCIAL IMPLICATIONS

The financial implications for the Student Associations and related activities would be that many services would not exist without funding generated from these Student Association fees. The funds are not from or related to the University budgets.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

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

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

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

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

¹ The referendum was conducted by OIRP on behalf of SPPA and had enough participants to meet the minimum requirement for the participation rate of 15% required per Carleton’s Ancillary Fee Referendum protocol.

FULL-TIME UNDERGRADUATE - Per Academic Year	2021-2022 Fee	PROPOSED INCREASE	INCREASE %	2022-2023 Fee
Students' Association	\$47.32	\$1.99	4.2%	\$49.31
Academic Support Peer Tutoring	\$2.62	\$0.11	4.2%	\$2.73
Health & Mental Wellness Initiatives	\$8.02	\$0.34	4.2%	\$8.36
Sexual Violence prevention	\$ 3.38	\$0.14	4.2%	\$3.52
Ombudsperson	\$3.90	\$0.16	4.2%	\$4.06
Student Life & Success Programs	\$14.32	\$0.60	4.2%	\$14.92
Student Opportunities & Spaces	\$15.12	\$0.64	4.2%	\$15.76
CKCU Radio	\$15.12	\$0.64	4.2%	\$15.76
OPIRG	\$7.84	\$0.33	4.2%	\$8.17
Accessibility Fund	\$6.24	\$0.26	4.2%	\$6.50
Clubs and Societies	\$7.56	\$0.32	4.2%	\$7.88
Foot Patrol	\$2.74	\$0.12	4.2%	\$2.86
WUSC	\$2.62	\$0.11	4.2%	\$2.73
Interval House	\$0.64	\$0.03	4.2%	\$0.67
Sock n' Buskin	\$0.94	\$0.04	4.2%	\$0.98
Garden Spot	\$2.48	\$0.10	4.2%	\$2.58
Charlatan	\$6.08	\$0.26	4.2%	\$6.34
Carleton Legal Project	\$4.50	\$0.00	0%	\$4.50
Debating Society	\$1.00	\$0.00	0%	\$1.00
Canadian Federation of Students (National & Provincial) ²	\$17.58	\$0.60	3.4%	\$18.18
Carleton Engineers Without Borders	\$2.00	\$0.00	0%	\$2.00
CUSA/GSA Drug/Accident/Dental Ins.	\$227.92	\$0.00	0%	\$227.92
University Centre Fee	\$55.16	\$2.32	4.2%	\$57.48
Millennium Village Fee	\$6.00	\$0.00	0.0%	\$6.00
UPass Fee ³	\$446.96	\$11.17	2.5%	\$458.13
UPass Admin Fee	\$4.58	\$0.19	4.2%	\$4.77
World Food Program	\$2.30	\$0.10	4.2%	\$2.40
CUSERT	\$2.78	\$0.12	4.2%	\$2.90
CUSA Bursary Fund	\$2.00	\$0.00	0%	\$2.00
Career and Placement ⁴	\$10.76	\$0.45	4.2%	\$11.21
Carleton Academic Student Government	\$1.24	\$0.05	4.2%	\$1.29
	\$884.36	\$19.18	2.17%	\$903.55

² CFS and CFS-o increased by \$0.30 or 3.3954% as per letter received by CFS

³ Annual increase of 2.5% as per agreement between Carleton University and OC Transpo, passed by referendum held by CUSA in 2012

⁴ Implementation on May 1, 2022

PART-TIME UNDERGRADUATE - Per Full Credit Course	20% of Full Time Fee ⁵			2022-2023 Fee
	2021-2022 Fee	PROPOSED INCREASE	INCREASE %	
CKCU Radio	\$3.02	\$0.13	4.2%	\$3.15
OPIRG	\$1.57	\$0.07	4.2%	\$1.64
Accessibility Fund	\$1.24	\$0.05	4.2%	\$1.30
Clubs and Societies	\$1.51	\$0.06	4.2%	\$1.57
Foot Patrol	\$0.55	\$0.02	4.2%	\$0.57
WUSC	\$0.52	\$0.02	4.2%	\$0.54
Interval House	\$0.13	\$0.01	4.2%	\$0.14
Sock n' Buskin	\$0.19	\$0.01	4.2%	\$0.20
Garden Spot	\$0.49	\$0.02	4.2%	\$0.52
Carleton Legal Project	\$0.90	\$0.00	0.0%	\$0.90
Debating Society	\$0.20	\$0.00	0.0%	\$0.20
Canadian Federation of Students (National & Provincial) ⁶	\$3.52	\$0.12	3.4%	\$3.64
Millennium Village Fee	\$1.20	\$0.00	0.0%	\$1.20
World Food Program	\$0.46	\$0.02	4.2%	\$0.48
CUSA Bursary Fund	\$0.40	\$0.00	0.0%	\$0.40
Student Association Fee	\$9.46	\$0.40	4.2%	\$9.86
Academic Support Peer Tutoring	\$0.52	\$0.02	4.2%	\$0.54
Health & Mental Wellness Initiatives	\$1.60	\$0.07	4.2%	\$1.67
Sexual Violence prevention	\$0.67	\$0.03	4.2%	\$0.70
Ombudsperson	\$0.78	\$0.03	4.2%	\$0.81
Student Life & Success Programs	\$2.86	\$0.12	4.2%	\$2.98
Student Opportunities & Spaces	\$3.02	\$0.13	4.2%	\$3.15
Charlatan	\$1.22	\$0.05	4.2%	\$1.27
Carleton Academic Student Government	\$0.25	\$0.01	4.2%	\$0.26
Career & Placement ⁷	\$2.15	\$0.09	4.2%	\$2.24
CUSERT	\$0.56	\$0.02	4.2%	\$0.58
University Centre	\$11.03	\$0.46	4.2%	\$11.50
	\$40.57	\$1.56	3.85%	\$42.15

⁵ 20% of full-time rate; excludes UPass, Health & Dental

⁶ CFS and CFS-O increased by \$0.12 or 3.3954% as per letter received by CFS

⁷ Implementation on May 1, 2022

FULL-TIME GRADUATE	2021-2022	PROPOSED	INCREASE	2022-2023
- Per Term	Fee	INCREASE	%	Fee
Graduate Students' Association	\$95.48	\$4.01	4.2%	\$99.49
Academic Support	\$7.24	\$0.30	4.2%	\$7.54
Career Services	\$6.21	\$0.26	4.2%	\$6.47
Health & Wellness Programming	\$7.66	\$0.32	4.2%	\$7.98
Ombuds Services Fee	\$1.93	\$0.08	4.2%	\$2.01
Unicentre Fee	\$12.71	\$0.53	4.2%	\$13.24
Community Engagement & Student Advocacy	\$18.24	\$0.77	4.2%	\$19.01
Grants, Scholarships, & Awards	\$34.78	\$1.46	4.2%	\$36.24
Support Centres	\$6.72	\$0.28	4.2%	\$7.00
GSA Capital Development Fund	\$3.00	\$0.00	0%	\$3.00
GSA Accessibility Fund	\$3.00	\$0.00	0%	\$3.00
GSA Sexual Assault Centre Fund	\$1.18	\$0.05	4.2%	\$1.23
Canadian Federation of Students ⁸	\$8.79	\$0.30	3.4%	\$9.09
OPIRG	\$3.84	\$0.16	4.2%	\$4.00
WUSC	\$0.60	\$0.00	0%	\$0.60
Foot Patrol	\$0.45	\$0.02	4.2%	\$0.47
Charlatan	\$2.04	\$0.09	4.2%	\$2.13
CKCU Radio	\$3.74	\$0.16	4.2%	\$3.90
Garden Spot	\$1.24	\$0.05	4.2%	\$1.29
The Leveller	\$1.83	\$0.08	4.2%	\$1.91
U-Pass	\$223.48	\$5.59	2.5%	\$229.07
U-Pass Admin Fee (per year)	\$4.58	\$0.19	4.2%	\$4.77
Career and Placement ⁹	\$3.53	\$0.15	4.2%	\$3.68
GSA Health & Dental (per year)	\$410.89	\$1.80	0.4%	\$412.69
	\$767.67	\$12.64	1.65%	\$780.30

PART-TIME GRADUATE

30% of full-time fee ¹⁰

- Per Term

\$38.62	\$1.52	3.93%	\$40.13
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⁸ CFS increased by \$0.30 or 3.3952% as per letter received by CFS

⁹ Implementation on May 1, 2022

¹⁰ Excluding UPass, GSA Health & Dental

Other Compulsory Fees for CUSA and GSA¹¹

	Athletics				Health & Counselling			
	2021/2022 Fee	Proposed Increase	% Increase	2022/2023 Fee	2021/2022 Fee	Proposed Increase	% Increase	2022/2023 Fee
Undergraduate	\$103.73	\$4.36	4.2%	\$108.08	\$ 34.89	\$ 1.47	4.2%	\$ 36.36
Graduate	\$93.39	\$3.92	4.2%	\$97.31	\$ 34.89	\$ 1.47	4.2%	\$ 36.36

2022-2023 Student Society Fee (per term)¹²

Undergraduate – Full time

CSAAS Architecture Society (fall only)	\$15
CSAAS – Computer fee (fall only)	\$60
Commerce Society	\$22.50
Sprott (Commerce) Career Levy Fee	\$90
Engineering Society	\$19
CUESEF Engineering Society	\$25
CIDSA Industrial Design Society (fall only)	\$15
CIDSA – Computer fee (fall only)	\$95

Graduate – Full time

Sprott Career Levy	\$90
Sprott MBA	\$50
Sprott MAcc	\$50
Social Work	\$10

¹¹ Implementation on May 1, 2022

¹² Only charge to students within the respective faculty

AGENDA ITEM

5.6

To:	Board of Governors	Date of Report:	30 March 2022
From:	Chair, Finance Committee	Date of Meeting:	28 April 2022
Subject:	2022/2023 Operating Budget		
Responsible	Provost and Vice-President (Academic)		
Portfolio:			

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

On the recommendation of the Finance Committee, move to approve of the 2022-23 Operating Budget, as presented.

3.0 EXECUTIVE SUMMARY

The operating budget represents the resources available for core activities of the university, including teaching, research, student services, and academic and administrative support. It is funded by government operating grants, tuition fees, and other general revenues. The budget is divided into planning units called Resource Planning Committees (RPCs). Each RPC is responsible for the financial health of the departments within it. There are also university-wide expenses (e.g., utilities, student aid, software licenses, employee benefits) that are grouped under the University Budget. As currently mandated by the Board of Governors, the operating budget must be balanced each year. The university uses multi-year planning to ensure that this objective is achievable over the long term.

The COVID-19 pandemic is expected to have lasting economic, psychological, and social impacts. For Carleton, this is expected to translate into changes in the way we deliver on our academic mission and how we approach new challenges related to student recruitment. Enrolment patterns are expected to shift in both the short and long term to reflect increased demand for graduate programs in areas that respond to human adaptations in commerce, technology, environmental pressures, and wellness and wellbeing. Research interest and funding are also expected to shift in addressing new post-pandemic issues.

Carleton's operating budget projects total revenue and expenses of \$521 million for fiscal year 2022-23, representing an increase of \$6 million from the \$515 million 2021-22 budget. This change is mainly attributable to international tuition fee increases and flow-through of undergraduate students. This budget has been prepared based on a conservative enrolment estimate of flat undergraduate and domestic graduate intake and a 2% increase in international graduate intake in 2022-23, followed by a return to a slow, moderate growth pattern beginning in 2023-24. These assumptions are supported by current trends in applications.

Domestic 2022-23 tuition fees for Ontario residents will remain fixed at the 2019-20 level. These fees were reduced by 10% from those in 2018-19. The provincial government has permitted domestic tuition fees for out-of-province students to increase by 3% in 2021-22 and 5% in 2022-23.

Budgeted expenses cover compulsory increases, such as negotiated salaries and benefits, utilities, contracted increases, and discretionary allocations to support the university's operating priorities. As determined by the Strategic Integrated Planning Committee, Carleton's 2022-23 priorities are intended to support the directions of our Strategic Integrated Plan and to set the university up for continued success following the public health crisis.

RPCs have been encouraged to use existing carry forward funds to support planned initiatives. The aim to draw on unit-level reserves was reinforced through conservative budget allocations for 2022-23. The result is a total of \$1.5 million in base funding invested through the enrolment-linked budget allocation model (\$0.5 million), new faculty positions (\$0.4 million), support for our research enterprise (\$0.2 million), reputation and branding (\$0.2 million), and on-going strategic initiatives (\$0.2 million).

A total of \$5.9 million in base funds are recommended to be allocated toward University Budgets: \$1.7 million directed to address compulsory and/or inflationary costs relating to insurance, cleaning, facility maintenance, and waste removal; \$1.4 million in additional benefit costs; \$1.3 million in additional student support; \$1.0 million toward the university’s aging IT infrastructure; and finally, \$0.5 million in response to an inflationary cost increases associated with library acquisitions.

4.0 INPUT FROM OTHER SOURCES

The operating budget consultation process involves many stakeholders from the Resources Planning Committees. Beginning in the fall, input was sought from the Board of Governors and discussions took place with RPCs about emerging priorities and future pressures. These discussions were primarily held with the Strategic Integrated Planning Committee, which is composed of the President, Vice-Presidents, Deans, Associate and Assistant Vice Presidents, and Planning Manager. In March, RPC chairs presented their operating plans and requests for resources to all the other RPC chairs. The Provost’s Budget Working Group (PBWG) then made decisions to allocate resources in a way that best supports the university’s operating priorities while maintaining a balanced budget. Input concerning projected enrolment and tuition fees was received from the Office of the Deputy Provost (Academic Operations and Planning), Financial Services, the Office of Institutional Research Planning, and the Faculties. Information regarding grant allocations was also provided by the Ministry of Colleges and Universities.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Slightly less than 95% of operating revenue comes from tuition fees (26% international, 35% domestic) and government grants (33%) combined. For expenditures, 74% comes from compensation (salaries and benefits). A further 12% relates to campus infrastructure and 8% to student support and enrolment growth.

\$9.8 million in base and \$21.9 million in fiscal are being recommended for allocation:

	Base	Fiscal
Resource Planning Committees	\$ 1.5M	\$ 11.2M
University Budgets	\$ 5.9M	\$ 7.7M
Contingency	\$ 2.4M	\$ 3.0M
Total Allocation	\$ 9.8M	\$ 21.9M

These allocations represent investments in reputation and branding; recruitment; the *Kinàmàgawin* Indigenous Strategy; Equity, Diversity and Inclusion; cross-faculty initiatives, such as CU @ Kanata, the Global Talent Initiative, Carleton Local, the Future Learning Lab, and the Innovation Hub; student success, high-impact pedagogy, and teaching and learning; improving faculty to student ratios; health and counselling services; community engagement; improvements to IT infrastructure, campus operations and maintenance; and the Research, Education, Accessibility and Design initiative / Canadian Accessibility Network.

Investments in University Budgets provide additional student support; to permanently fund licenses for new software and increases in license fees for existing software; and to address inflationary and/or compulsory campus operational and library acquisition costs.

Increase in contingencies relate primarily to salary, strategic, and other general contingencies.

6.0 FINANCIAL IMPLICATIONS

The 2022-23 operating budget has been prepared in the context of continuing revenue pressures caused by: i) changes in student enrolment patterns accelerated by the current pandemic; ii) capped government grant funding on enrolment growth; iii) domestic 2022-23 tuition fees for Ontario residents remaining frozen at the 2019-20 level (which included a 10% fee reduction); iv) the SMA3 framework that will put future grant funding at risk.

Operating expenditures are projected to increase at a faster rate than revenues. In order to achieve a balanced budget in year five of the university's five-year financial plan, discretionary allocations towards base expenditures cannot exceed \$1 to \$2 million in each of the next four years. Even with these measured steps, additional fiscal allocations in each of the next 3 years may need to be funded from previously earmarked reserves.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The preparation and implementation of the operating budget involves the use of projections and estimates that increase the level of overall risk of not achieving the desired results. For example, a 1% deviation in enrolment would lead to an approximate \$3M variance (positive or negative) on tuition fee revenues.

The university has used conservative enrolment projections, as well as conservative inflationary projections, to counteract the inherent enrolment risk. The university also maintains appropriate reserves and contingencies to address unexpected events.

From a legal point of view, to comply with its corporate requirements, the university must have a budget approved before the start of a new fiscal year. The budget must also comply with the Board of Governors' directive that balanced budgets must be projected and achieved.

The potential impacts of the COVID-19 pandemic on enrolment (and therefore revenue) represent a financial risk to the university's operating budget. In order to mitigate the risk, various financial planning scenarios have been assessed and appropriate contingencies been made available to address unexpected events.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

An entity's budget, and its performance compared to the budget, can have major reputational implications. Constantly overestimating revenues and/or underestimating expenditures can lead to operating deficits and debt, in turn negatively impacting our reputation as good stewards of the funds we receive. At Carleton, we have deliberately and openly used conservative revenue and expense estimates since the mid-1990s when serious financial difficulties were encountered.

The communication of the budget to the Board is completed by the report being presented. Another key element of the communications plan is to present and discuss the budget allocations with the RPC chairs in order to achieve a shared understanding of the resource allocation decisions made.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

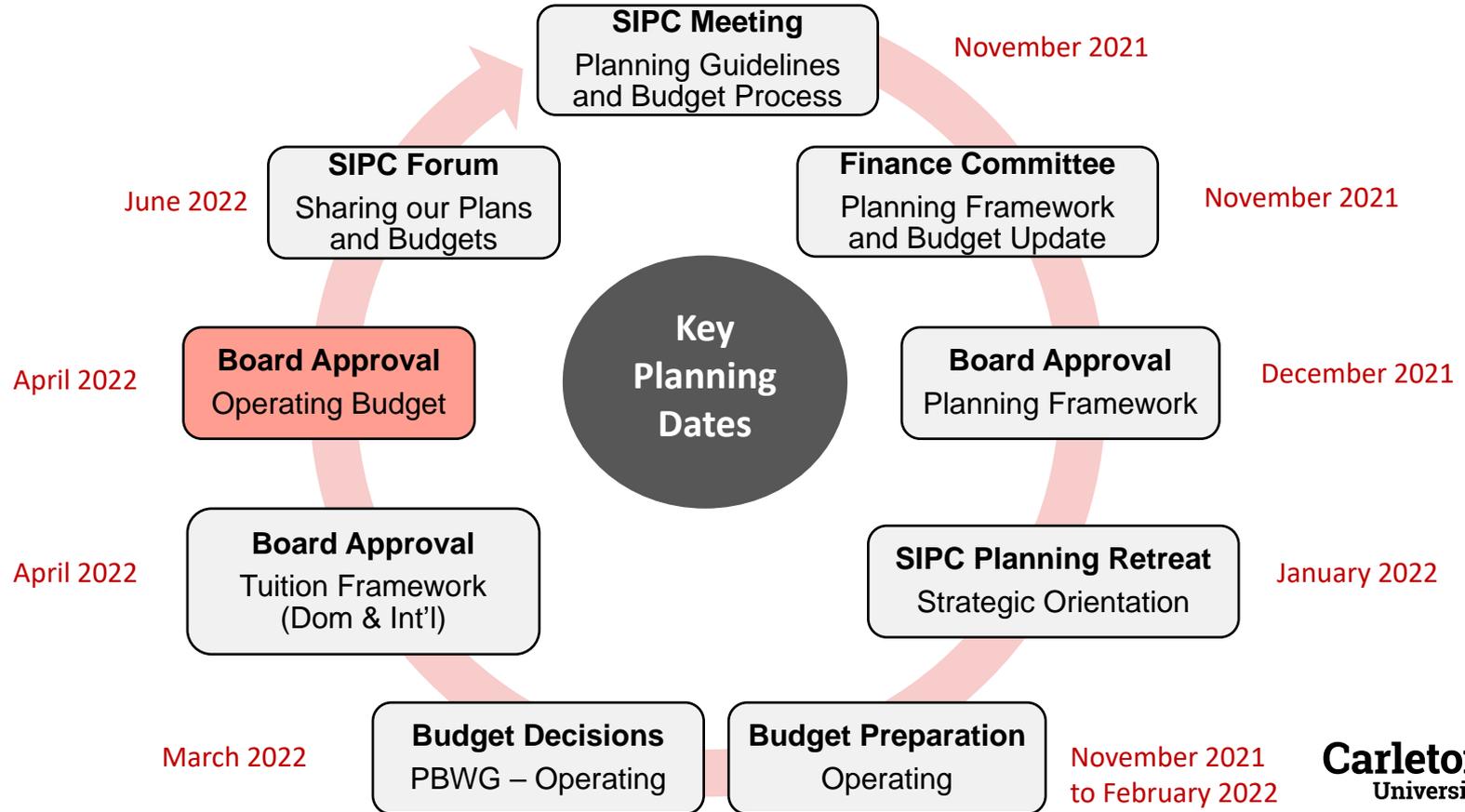
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2022-23 Operating Budget

Board of Governors Meeting

April 28, 2022

Carleton Planning Framework



Planning Principles

- Enhancing our Academic Mission
- Achieving our SIP goals
- Achieving SMA-3 performance targets
- Transparency and clarity
- Financial stability and sustainability
- Financial flexibility to respond to pandemic-related events
- Revenue generation and diversification

2022-23 Operating Priorities

1. Strategic Integrated Plan

- Share Knowledge, Shape the Future
- Serve Ottawa, Serve the World
- Strive for Wellness, Strive for Sustainability

2. Set Carleton up for continued success following the public health crisis

Longer-term:

- Diversifying and increasing revenue from sources other than government
- Investing in cost containment strategies to promote smart use of resources

Budget Prioritization Process

RPC Chairs submitted planning and budget proposals, outlining:

- Progress on 2021-22 plans and priorities;
- Plans and priorities for the coming year;
- Usage of carry forward funds over a three-year period;
- Requests for additional resources, referring to institutional priorities and distinguishing between base and fiscal requests.

PBWG reviewed plans and requests against institutional priorities and considered feedback received during presentations from all RPC chairs before making recommendations for 2022-23 resource allocations.

Environmental Scan and Budget Assumptions

Maintaining a Balanced Budget

Budget Pressures

Provincial Government Deficit

SMA – Corridor Model & Performance-Based Funding

Domestic Tuition Freeze

Changes in Enrolment Patterns

Increases in University Budgets

Information Technology Needs

Deferred Building Maintenance

Recurring Fiscal-Only Investments

2022-23 Budget Assumptions

Revenues

Enrolment:

- Stable over planning horizon

Tuition Fees:

- Domestic Fees - No increase in 2022-23 and 2023-24, modest increases thereafter
- International Fees – Increases based on proposed framework

Government Funding:

- Frozen over planning horizon

Expenses

- Salaries and Benefits – taking into account legislated salary cap of 1% per year
- Inflationary non-salary Central cost increases
- No pension special payment reserve contributions required

Applicants/Targets – Fall 2022

First Year 101 (Ontario High School) Applications

	2021	2022	% +/-
Carleton Total Applications	19,172	19,923	3.9
Carleton Applicants	14,166	14,483	2.2
System Total Applications	478,007	518,202	8.4
System Applicants	90,717	92,229	1.7

First year, New, Applicants (Carleton Data) by region as of March 22, 2022 – 101 Applicants

	2021	2022	% +/-
All	14,166	14,483	2.2
Ottawa	5,018	4,918	-2.0
Other Ontario	8,720	9,133	4.7
Other	428	432	0.9

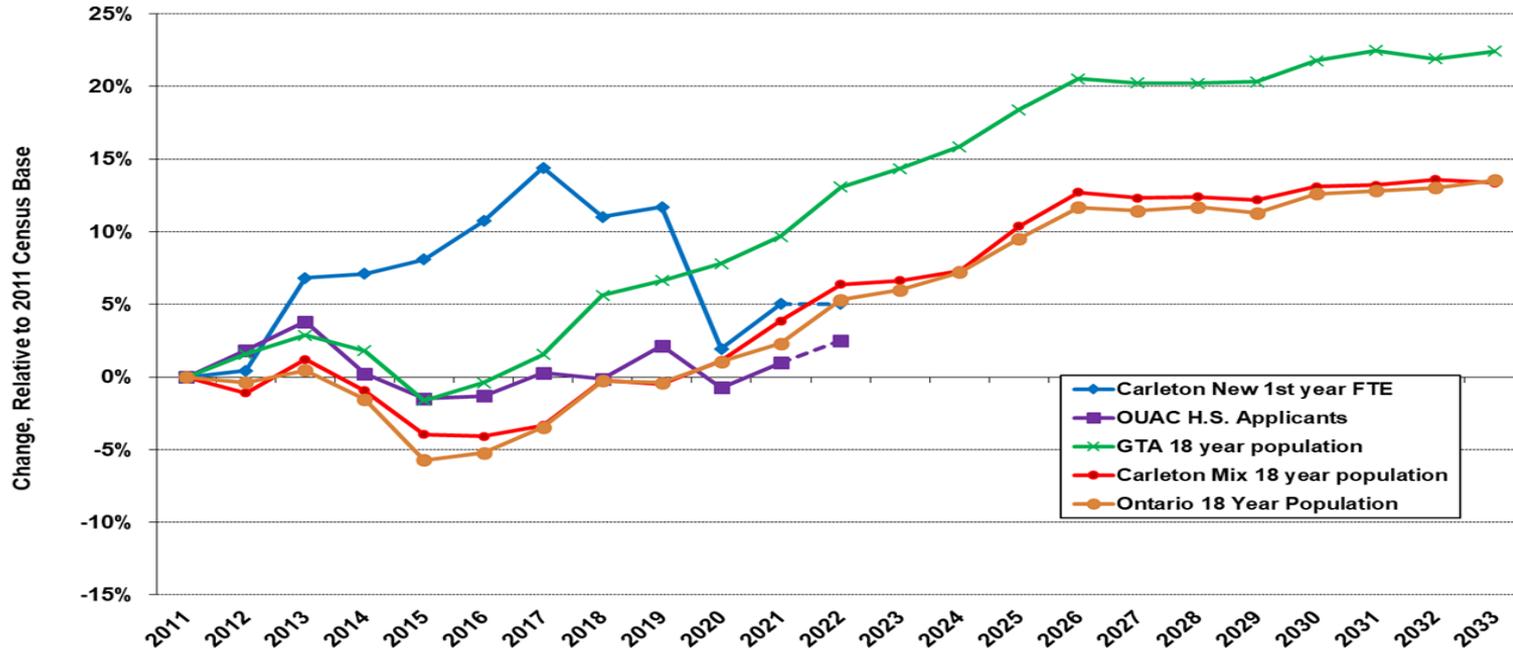
First year, New, Approvals (Carleton Data) as of March 22, 2022 – 101 Applicants

	2021	2022	% +/-
Approvals	10,253	10,543	2.8

Enrolment & Tuition Revenue Assumptions

- Undergraduate and domestic graduate intake flat; international graduate intake +2% in 2022
- Intake increases 1% Domestic, 2% international starting in 2023
- Retention/Transition – 3-year average
- Domestic tuition flat 2022/23 and 2023-24. Modest increases starting in 2024-25
- International tuition increasing throughout as it has in current/previous years
- Corridor model remains in place

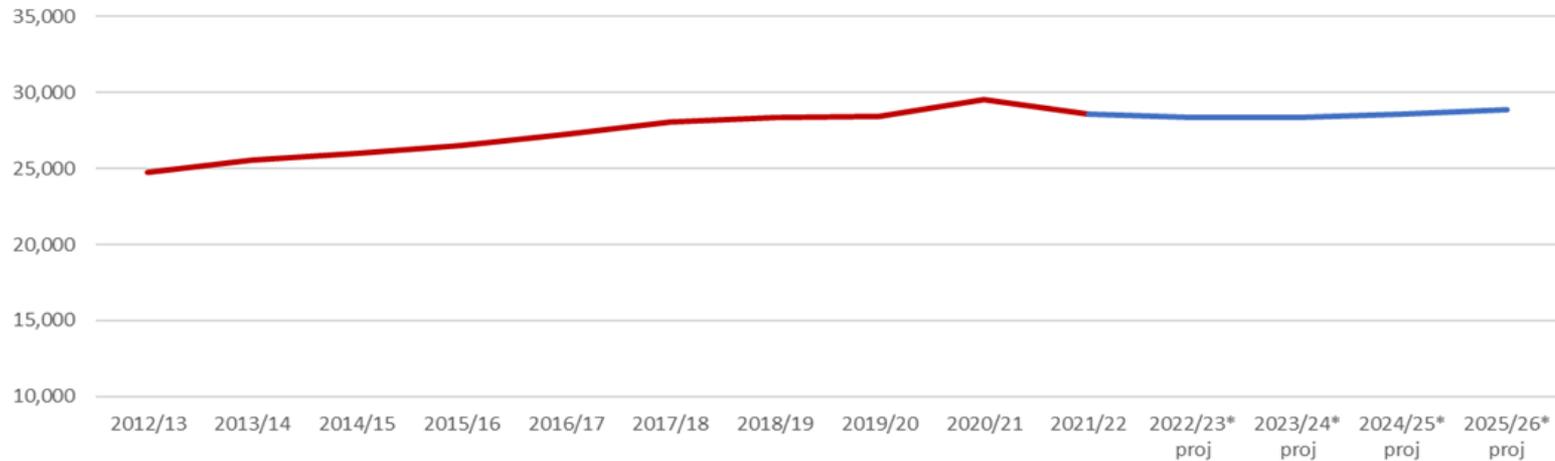
Projected Change in the 18-Year-Old Population in Ontario: Carleton Impact



Source: Ontario Ministry of Finance: *Ontario Population Projections Update, 1986-2041* (Updated Spring 2018)
 Ontario University Application Centre (OUAC) yearly statistics, OIRP Data cubes
 "Carleton Mix" is calculated based on actual Ontario enrolment mix Ontario intake (Fall 2019).
 OUAC data from 2021 is as at September 9, 2021, early estimate for 2022 based on March OUAC data
 Office of Institutional Research and Planning: 2022-03-16, projection for Fall 2022 based on planning assumptions.

Total Enrolment: Annualized Full-Time Equivalent

Annual FTEs, Historical and Projected



Source: Historical, OIRP datacubes. Estimated and projected based on projection models (Feb 2022). Growth in intake after 2022: 1% domestic, 2% international. excludes incoming exchange students, and work-term only coop

Financial Risk Mitigation Strategy

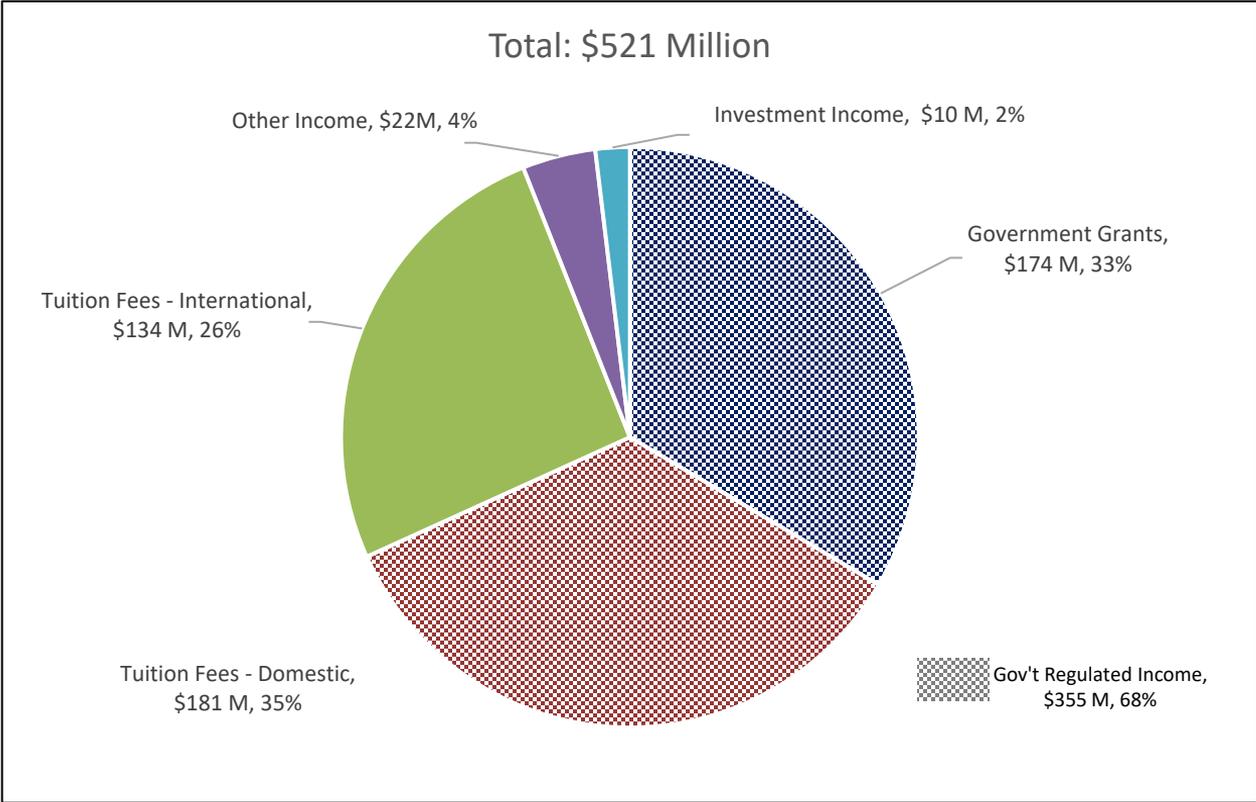
- 5-year financial forecast: conservative “base budget” allocations
- Encourage RPCs to use existing carry forward, reinforced through conservative budget allocations
- Fiscal funding supporting new positions provided only upon hire

2022-23 Operating Budget

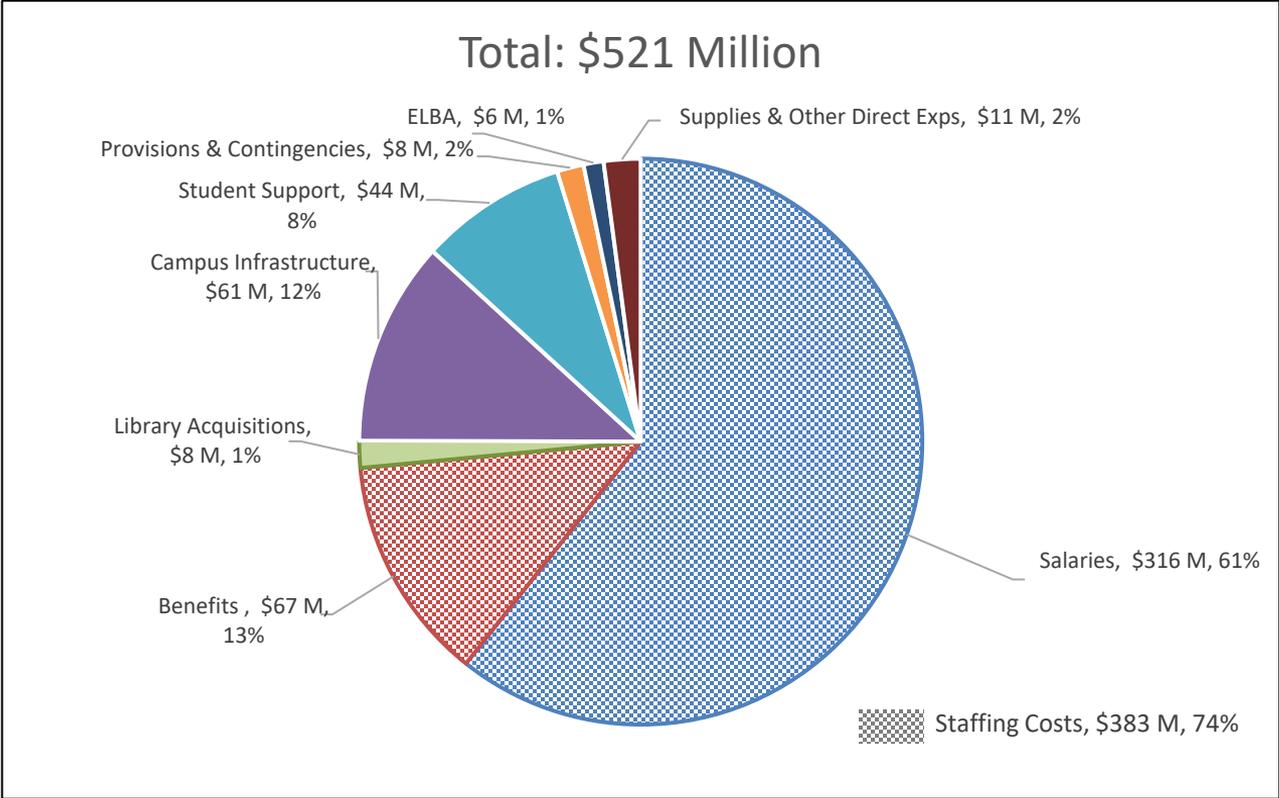
2022-23 Budget Summary

\$Million	2021-22 Budget	2021-22 Projected Results	2022-23 Proposed Budget	Variance to 2021-22 Budget
Government Grant	174	176	174	-
Tuition Fees	311	307	315	4
Investment Income	10	10	10	-
Other Income	20	21	22	2
Total Revenue	515	517	521	6
Total Expenses	515	523	521	6
Operating Results	-	(6)	-	-
Planned contingency	-	6	-	-
Net Result	-	-	-	-

Projected Revenues for 2022-23



Projected Expenses for 2022-23



Year-Over-Year Expense Changes

Changes between 2021-22 and 2022-23 opening budgets

	2021-22 Budget	2022-23 Budget	Variance to 2021-22
Salaries and benefits	\$ 363 M	\$ 383 M	+ \$ 20 M
Student supports	\$ 43 M	\$ 44 M	+ \$ 1 M
Campus infrastructure	\$ 58 M	\$ 61 M	+ \$ 3 M
Other Operating expenses	\$ 51 M	\$ 33 M	- \$ 18 M
Total Expenses	\$ 515 M	\$ 521 M	+ \$ 6 M

Summary: 2022-23 Allocations

Investment Area	Base	Fiscal
Resource Planning Committees (RPC)	\$ 1.5M	\$ 11.2M
University Budgets	\$ 5.9M	\$ 7.7M
Contingency	\$ 2.4M	\$ 3.0M
Total Allocation	\$ 9.8M	\$ 21.9M

2022-23 Allocations: Resource Planning Committees

Resource Planning Committee	Base	Fiscal
Academic (Provost, Faculties, Library)	\$ 1.1M	\$ 4.1M
Students and Enrolment	\$ -	\$ 2.1M
Research and International	\$ 0.2M	\$ 0.7M
Administration (Communications, Advancement, Finance and Administration)	\$ 0.2M	\$ 4.3M
Total Allocations by RPC	\$ 1.5M	\$ 11.2M

2022-23 Allocations: Resource Planning Committees

Academic (Provost, Faculties, Library)	Base	Fiscal
Faculty Renewal	\$ 0.4 M	\$0.1 M
Cross-Faculty Initiatives	\$ -	\$ 0.9 M
Enrolment-Linked Budget Allocations	\$ 0.5 M	\$0.5 M
Strategic and Operational Initiatives	\$ 0.2 M	\$ 2.6 M
Total Academic	\$ 1.1M	\$ 4.1M

2022-23 Allocations: Resource Planning Committees

Students & Enrolment	Base	Fiscal
Recruitment	\$ -	\$ 0.7 M
Student Services, Exam Support & Experiential Learning; READ/CAN	\$ -	\$1.4 M
Total Students & Enrolment	\$ -	\$ 2.1M

2022-23 Allocations: Resource Planning Committees

Research & International	Base	Fiscal
Research Initiatives and Services	\$ 0.1M	\$ 0.5M
Industry and Partnership Services	\$ 0.1M	\$ 0.2M
Total Research & International	\$ 0.2M	\$ 0.7M

2022-23 Allocations: Resource Planning Committees

Administration	Base	Fiscal
Reputation & Branding	\$ 0.2M	\$ 0.2M
IT Infrastructure & IT Research Support	\$ -	\$ 4.1 M
Total Administration	\$ 0.2M	\$ 4.3M

2022-23 Allocations: University Budgets

University Budgets	Base	Fiscal
Student Support	\$ 1.3 M	\$ 4.8 M
IT Utilities	\$ 1.0 M	\$ 1.3 M
Fringe Benefits	\$ 1.4 M	\$0.1 M
Library Acquisitions	\$ 0.5 M	\$ 0.6 M
Campus Operations	\$ 1.7 M	\$ 0.9 M
Total University Budgets	\$ 5.9M	\$ 7.7M

2022-23 Allocations: Provisions & Contingencies

	Base	Fiscal
General Contingencies	\$ 0.9 M	\$ 0.6 M
Unfunded Base Set Aside	\$ 2.0 M	\$ - M
Enrolment-Linked Budget Allocation	\$ (0.5) M	\$ (0.5) M
Strategic Allocation – reserve for future year	\$ - M	\$ 2.9 M
Total Provisions & Contingencies	\$ 2.4 M	\$ 3.0 M

2022-23 Provisions & Contingencies

Total budget	Base	Fiscal
General Contingencies	\$ 13.9 M	\$ 13.5 M
Unfunded Base Set Aside	\$ 2.0 M	\$ - M
Enrolment-Linked Budget Allocation	\$ 1.3 M	\$ 1.3 M
Debt Servicing	\$ 5.7M	\$ 5.7 M
Strategic Allocation – reserve for future year	\$ - M	\$ 2.9 M
Total Provisions & Contingencies	\$ 22.9 M	\$ 23.4 M

Recommendation

On the recommendation of the Finance Committee, move to approve the 2022-23 Operating Budget, as presented.

2022-23 Budget Report

April 2022

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Carleton University is pleased to present its operating budget for the 2022-23 academic year. We continue to be guided by the directions outlined in our Strategic Integrated Plan that define our 2022-23 budget priorities in preparation of this budget.

Carleton has many reasons to celebrate as we have experienced much success over the years. Our Equity, Diversity and Inclusion (EDI) Action Plan, Coordinated Accessibility Strategy and *Kinàmàgawin* (Learning Together) Indigenous initiatives strategy are well underway. We have undertaken a rebranding exercise to realign our key messages, storytelling, brand and marketing to enhance the university's reputation at the regional, national and international levels. Our research activities continue to soar, with the university receiving a record-breaking \$86.5 million in external funding and \$30.9 million in Tri-Agency funding towards tackling some of the world's most pressing problems, including COVID-19. We continue to support multidisciplinary research clusters, provide pathways to student success, enhance accessibility for all and establish partnerships with purpose. As the second most sustainable university in Canada, we continue to lead in sustainability and emphasize wellness and mental health in everything we do.

2021-22 included significant operational challenges presented by the global public health crisis. In response, the Carleton community continued to adapt to our current realities while upholding our academic mission. By transitioning to a hybrid delivery model, we continued to deliver high-quality teaching and outstanding research. Throughout the pandemic, we continued to support students by increasing levels of student aid, investing in experiential learning opportunities and introducing compassionate grading practices to respond to the additional pressures placed on students. We continue to navigate the pandemic and plan for a gradual and safe return to campus as public health guidelines permit.

Carleton is well-positioned to pursue its three strategic directions: *Share Knowledge, Shape the Future; Serve Ottawa, Serve the World;* and *Strive for Wellness, Strive for Sustainability*. The 2022-23 operating budget aims to support efforts to achieve meaningful impact in each of these areas as we look to prepare Carleton for continued success following the public health crisis.

Though Carleton is presently in good financial health, critical environmental factors continue to place pressure on maintaining a balanced budget. This budget contains investments aligned with our goals while continuing to maintain a healthy financial sustainability.

Jerry Tomberlin
Provost and Vice-President (Academic)

1.0 Executive Summary

Carleton's 2022-23 operating budget supports the university's plans for the coming year and recommends the resource allocations required to execute those plans. It also reflects the university's alignment of its strategic planning, risk assessments and annual planning activities. The primary goal of this budget, as determined by the Strategic Integrated Planning Committee, is to advance the three directions of our Strategic Integrated Plan: *Share Knowledge, Shape the Future; Serve Ottawa, Serve the World; and Strive for Wellness, Strive for Sustainability*. As the university works toward achieving these goals, we continue to emphasize and support initiatives that promise to increase and diversify external revenue sources and those that work to identify cost containment opportunities in the long term.

We have identified a number of challenges as we strive to achieve our strategic goals while maintaining a balanced budget. These include the anticipation of a continued freeze on domestic tuition, a fixed operating grant, requirements for improvements in technology and IT security, a large deferred maintenance obligation, financial pressure created by annual compensation increases and changes in recruitment and enrolment strategies among Ontario post-secondary institutions. Budget assumptions for 2022-23 are based on flat first-year undergraduate student and domestic graduate student intake for the coming year, a fixed annual operating grant for the foreseeable future and compulsory cost increases that exceed annual revenue growth projections caused primarily by increases in compensation-related expenses and inflation.

The COVID-19 pandemic is expected to have lasting economic, psychological and social impacts. For Carleton, this could translate into changes in the way we deliver on our academic mission and how we approach new challenges related to student recruitment. Enrolment patterns are expected to shift in both the short and long term to reflect increased demand for graduate programs in areas that respond to human adaptations in commerce, technology, the environment, and wellness. Research interest and funding is also expected to shift in addressing emerging post-pandemic issues.

Since the pandemic began, we have seen more steady enrolment growth at the graduate level, and have slowly but steadily been recovering from the drop in first-year undergraduate intake in the fall of 2020. Past growth flowing through, along with increased retention rates, largely offset those declines during the pandemic. The goal will be to eventually return to pre-pandemic undergraduate intake levels, which will be made possible with a return to significant in-person recruitment.

Carleton's operating budget projects total revenue and expenses of \$521 million for fiscal year 2022-23. This represents an increase of \$6 million from the \$515 million 2021-22 budget. The change is mainly attributable to international tuition fee increases and flow-through of undergraduate students. Domestic 2022-23 tuition fees for Ontario residents will remain fixed at the 2019-20 level. These fees were reduced by 10% from those in 2018-19. The provincial government has permitted domestic tuition fees for out-of-province students to increase by 3% in 2021-22 and 5% in 2022-23.

The 2022-23 budgeted expenses cover compulsory increases, such as negotiated salaries and benefits, utilities, contracted increases and discretionary allocations to support the university's operating priorities.

In consideration of the revenue constraints posed by the enrolment mix and projections (a cautious scenario representing a flat first-year undergraduate intake from 2021-22 levels), the current tuition fee framework, Strategic Mandate Agreement and increasing base expenditures, Resource Planning Committees (RPCs) have been encouraged to use existing carry forward funds to support initiatives aimed at addressing our budget priorities. The aim to draw on unit-level reserves was reinforced through conservative budget allocations in 2022-23. This has resulted in a total of \$1.5 million in base funding invested into RPCs through new faculty positions (\$0.4 million), new professional staff positions (\$0.5 million), faculty allocations via the Enrolment-Linked Budget Allocation (ELBA) model (\$0.5 million), and strategic and operational initiatives (\$0.1 million).

An additional \$5.9 million has been allocated to University Budgets to support operational requirements such as IT utilities, maintenance, cleaning, and insurance (a total of \$2.7 million), benefit costs (\$1.4 million), undergraduate and graduate student aid (\$1.3 million) and library acquisitions (\$0.5 million).

2.0 The Budget Process

Carleton's planning and budget framework is based on a five-year rolling window, with the Strategic Integrated Plan providing the direction needed for the development of individual unit plans and priorities. University-wide, long-term planning is informed by the Strategic Integrated Planning Committee (SIPC). These unit-level plans, converted to a series of goals and initiatives, are then assessed by the Provost's Budget Working Group, which is tasked with setting institutional direction for the coming year and allocating resources in line with the institution's priorities.

In March, Resource Planning Committee (RPC) Chairs meet to present their proposed budgets, promoting transparency and fostering discussion and collaboration across units. This approach ensures that proposed initiatives are aligned with the needs of the academic enterprise and service units, spending priorities are established and that alignment and efficiency of service delivery is considered. As a result, budgetary allocations are informed not only by the overall financial situation of the university, but by the values and priorities of individual units.

Annual allocations are also affected by the university's Enrolment Linked Budget Allocation (ELBA), which provides Faculties with a share of additional revenue associated with growth in enrolment. The ELBA funds are built into Faculty base budgets over time and are intended to cover increased teaching costs, lab infrastructure and equipment, as well as student initiatives associated with increases in enrolment. The academic and administrative RPCs are permitted to carry forward unspent budgets as a contingency against unexpected change in future revenues and expenses, for short-term planning and development needs and for longer-term strategic initiatives.

Internally, Carleton allocates certain funds to respond to unexpected events that could impact revenue or expenditures. When assessing funding requests from the RPCs, the Provost's Budget Working Group examines all resources available to the RPCs.

The planning and budgeting review process continues throughout the fiscal year. A mid-year contingency reserve is available to respond to post-budget requirements presented by the RPCs.

In concert with the university's annual Financial Report, which includes consolidated financial statements and a management discussion, the President's annual report completes the planning and budgeting cycle and highlights progress on our plans and priorities.

Basis of Budgeting

The basis of accounting for the university's financial statements is done in accordance with Canadian accounting standards for not-for-profit organizations. For budget purposes, revenues are recognized when received and expenses when paid out once eligibility requirements have been met; debt service payments and capital outlays are recognized as expenses; and depreciation and amortization expenses are not recognized as expenses in the budget document.

A complete reconciliation between the financial statements and the budget is provided in the annual Financial Report to the Board of Governors.

Fund Descriptions

The **Operating Fund** represents the resources available for teaching, student services, and academic and administrative support. It is funded by government operating grants, tuition fees and other general revenues.

The **Ancillary Fund** represents units that are supportive of Carleton's academic and research mission but are not directly related to its primary functions. Each ancillary is required, at minimum, to be self-supporting. Programming offered by ancillary services includes housing and dining for students, dining options across campus, recreation and athletic programs, medical and counselling services, retail outlets, events management both on campus (as well as off campus at the Carleton Dominion-Chalmers Centre), parking on campus, printing services and overseeing student cards and transit passes.

The **Capital Fund** covers new construction, renovations to existing space and deferred maintenance projects. Large capital assets may be funded by government grants, internal resources, debt or other funding received or designated for such purposes.

Restricted Funds encompasses funds earmarked for a specific or limited purpose, with limitations placed on them by external agencies, donors or internally by the university. They are typically set up to support students through scholarships and bursaries and provide financial support relating to research and contracts and other specific activities. These funds comprise both special purpose funds and endowment funds. Funds can also be internally restricted by the Board for specific purposes.

3.0 Budget Priorities and Pressures

As part of the annual planning and budget cycle, the Strategic Integrated Planning Committee sets the direction and priorities of the university. At the end of the SIPC planning process, the following priorities were established for the coming fiscal year:

- Share Knowledge, Shape the Future;
- Serve Ottawa, Serve the World;
- Strive for Wellness, Strive for Sustainability; and
- Set Carleton up for continued success following the public health crisis.

As the university works toward achieving its goals, planning efforts will prioritize investments aimed at improving our branding, increasing and diversifying external revenue sources, implementing cost containment initiatives and the renewal of campus infrastructure.

Priorities of Resource Planning Committees

In support of university-wide directions established by Carleton's Strategic Integrated Plan, divisions and faculties have identified several priorities for new or continued investment in 2022-23:

- Reputation and branding;
- Recruitment;
- Kinàmàgawin Indigenous Initiatives Strategy;
- Equity, Diversity and Inclusion (EDI) Action Plan;
- Global Talent Initiatives;
- CU @ Kanata North;
- Future Learning Lab;
- Innovation Hub;
- Student success, high-impact pedagogy, teaching and learning;
- Continuing research momentum;
- Improving faculty to student ratios;
- Health and counselling services;
- Community engagement;
- Improvements to IT infrastructure, campus operations and maintenance;
- Research, Education, Accessibility and Design (READ) Initiative / Canadian Accessibility Network

Budget Pressures

Tuition and Other Fees

Tuition fees represent a significant portion of the university's revenue. Grant-eligible tuition fees are regulated by the government through the Tuition Fee Framework. Non grant-eligible tuition fees are set to be broadly consistent with the fees charged by other Ontario universities for similar degrees.

Grant-eligible 2022-23 tuition fees for Ontario residents will remain fixed at the 2019-20 level. These fees were reduced by 10% from those in 2018-19. The provincial government has permitted domestic tuition fees for out-of-province students to increase by 3% in 2021-22 and 5% in 2022-23.

Enrolment during the COVID-19 Pandemic

The budget is based on a conservative estimate of flat undergraduate and domestic graduate intake and a 2% increase in international graduate intake in 2022-23, followed by a return to slow, moderate growth pattern beginning in 2023-24. These assumptions are supported by current application trends.

Meeting enrolment targets continues to be one of Carleton's top financial risks. Healthy first-year undergraduate student enrolment, in addition to strong retention rate, are among the main drivers of the university's financial sustainability. Given the pandemic and restricted access to Canada, international student recruitment is at a higher level of risk than in previous years. International students may be affected in their ability to enter Canada to study through changes in the issuance of Study Permits or Post-Graduation Work Permits, and they may be hesitant to study abroad during a global public health crisis. Strong growth in international recruitment in prior years provides the necessary level of student flow-through, coupled with increases in international tuition fees, to mitigate the financial risk in the short term.

Strategic Mandate Agreement

During the first and second rounds of Strategic Mandate Agreements (SMA), the Ministry of Colleges and Universities (MCU) committed to engaging the university and college sectors on changes to their respective funding models in order to better support funding predictability and stability, as well as to support differentiation and student-focused outcomes. This resulted in the implementation of the corridor mechanism (universities entered enrolment corridors in 2017-18), along with the establishment of the Differentiation Envelope and the Performance/Outcomes-Based Funding Grant. The provincial government announced that performance/outcomes-based funding would be expanded through the third round of Strategic Mandate Agreements (SMA3). A system-average of 25% of MCU operating grant funding would be provided on the basis of performance outcomes, ramping up to 60% by 2024-25. Due to the COVID-19 pandemic context, MCU delayed the planned activation of performance-based funding for a minimum of two years (2020-21 and 2021-22) with a commitment to use the SMA3 Annual Evaluation process to determine readiness to proceed with activation for the remaining years of SMA3.

On February 25, 2022, MCU announced to publicly assisted colleges and universities a further delay in the activation of performance-based funding for one additional year of SMA3 (2022-23) and that they will assess the sector's readiness for activation starting in 2023-24.

Provincial Government Deficit

The Ontario government's 2021-22 budget update, released in February 2022, is projecting a deficit of \$13.1 billion, compared to a budget estimate of \$33.1 billion. This deficit is planned to continue at a level of \$27.7 billion in 2022-23 and \$20.2 billion in 2023-24. The province is not projected to return to a pre-COVID-19 deficit until 2027-28 under its planning projection. Significant uncertainty remains about future economic growth, which may impact these projections further.

This increase in planned deficit spending is directly attributed to the impact of the global pandemic on the people and businesses of Ontario. The university anticipates that provincial spending restraints will impose significant pressure on all provincially-funded sectors which may result in the corridor model continuing for the foreseeable future.

Rising Capital Project Costs

Construction demand in Ottawa is high, and recent capital project planning has seen pre-pandemic cost estimates increase as the availability of labour diminishes and material costs soar due to supply chain disruptions and increased demand. Increases in government-led infrastructure spending initiatives would likely increase cost and delivery pressure on future capital projects at Carleton.

These cost increases could result in the requirement for additional contributions from the operating fund to support the university's capital plan. Facilities Management and Planning works to mitigate this risk by estimating market-driven cost increases, but these estimates are subject to a significant amount of estimation risk as final project costs are largely dependent on final design and market conditions at the time of implementation. Should costs continue to increase, the university will need to assess operating and capital priorities to make judicious use of available resources.

Deferred Building & Infrastructure Maintenance

Carleton has an aging physical infrastructure, with the majority of our campus buildings, systems and underground infrastructure now over 30 years old. As campus infrastructure ages, maintenance and repairs become increasingly ineffective, prompting the need to fully replace major systems such as plumbing, HVAC, electrical and building envelope to improve the building performance, Facility Condition Index rating, energy efficiency and sustainability. Carleton has started an extensive multi-year program to perform an in-depth assessment of our aging infrastructure, including watermains, sewers and sanitary lines, roofs, and high voltage electrical loop. The assessment will allow the university to prioritize the infrastructure that is in critical need of repair and/or replacement.

Deferred maintenance projects are funded by a 10-year \$140 million asset renewal program, running until fiscal 2024-25, along with additional annual contributions of from the provincial government's Facilities Renewal Program (~\$4M annually). Given the province's current fiscal outlook, there is some risk associated with future funding of capital renewal. Capital projects also indirectly address deferred maintenance costs through the renewal of buildings.

Information Technology

Due to the COVID-19 pandemic, Carleton adapted its systems to online course delivery and increased remote access capabilities. While the university has been largely successful in enabling this transition and managing its systems in this new environment, there are potential risks that it may not be able to adequately respond to demands for more capacity or new services, that existing service models do not fully meet the university's needs, and that the maintenance of highly customized, legacy IT systems (technological debt) impede the introduction of new services and innovation. Carleton will continue its IT Infrastructure Renewal project and the development of its Digital Strategy, which will build on a shared vision of how we can use digital technology to support the Strategic Integrated Plan, select our digital investments and leverage our technological roadmap to inform and align unit-level planning and budgeting.

Maintaining a Balanced Budget

Carleton's operating revenues have continuously increased over the preceding 10-year period due primarily to increased enrolment and research activity. This growth has driven increased activities in for new faculty and professional staff positions, services, student support and infrastructure. Throughout this period of growth, the university has continued to present a balanced budget. As this period of growth is anticipated to slow, Carleton is facing a potential structural budget challenge. Projections of operating revenue indicate increases of approximately 2-4% per year over the next five years, while our base expenditures are also planned to increase by 2-4%. Under this scenario, one-time fiscal allocations may be limited in the coming years.

4.0 Financial and Budget Policies

Major financial policies are approved by the appropriate authority, such as the Board of Governors, Carleton senior management and the Carleton University Retirement Plan Pension Committee. Along with external regulations (GAAP, Broader Public Sector Directive), these policies are part of the university's internal financial control framework and support budgeting and financial reporting by the university. This section describes the key financial policies and guidelines that support Carleton's planning and budgeting activities.

Balanced Budget

As currently mandated by the Board of Governors, the operating budget must be balanced each year. Carleton uses a multi-year base budget planning cycle to ensure that this objective is achieved each year over the long term. There are instances where the university might plan to spend fund balances/surpluses from previous years on one-time or non-routine expenditures.

Revenue Projections

Revenues are budgeted conservatively given the corridor model currently in place that effectively freezes the principal government operating grant. Carleton maintains a conservative approach in projecting international enrolment.

Risk Management

Carleton is committed to risk management on a university-wide basis as detailed in the Enterprise Risk Management Program's *Risk Management Manual*. The Board of Governors requires an annual audit of the university's financial statements by an independent certified public accounting firm, hired through a public bidding process. In addition, Carleton employs a third-party internal auditor to conduct, on an ongoing basis, internal management and operational audits based on a risk model approved by the Board of Governors.

Capital Planning and Approvals

All proposals over \$5 million are brought forward to the Building Program and Finance Committees for review and approval by the Board of Governors. The current Capital Planning Policy was approved by the Board in 2019.

Debt Policy

Externally-held capital debt may only be incurred with approval from the Board of Governors. Carleton is committed to undertaking debt only when doing so is the most advantageous financing alternative available in achieving its strategic goals.

Investment Policies

Carleton University Retirement Plan's Statement of Investment Policies and Procedures (SIPP) addresses the manner in which the Retirement Plan assists in providing plan beneficiaries with a financially secure retirement income at a reasonable cost. A similar SIPP is in place for the university's endowment funds and other investable assets. The SIPP must be reviewed and approved annually by the Board of Governors.

Operating and Capital Reserves

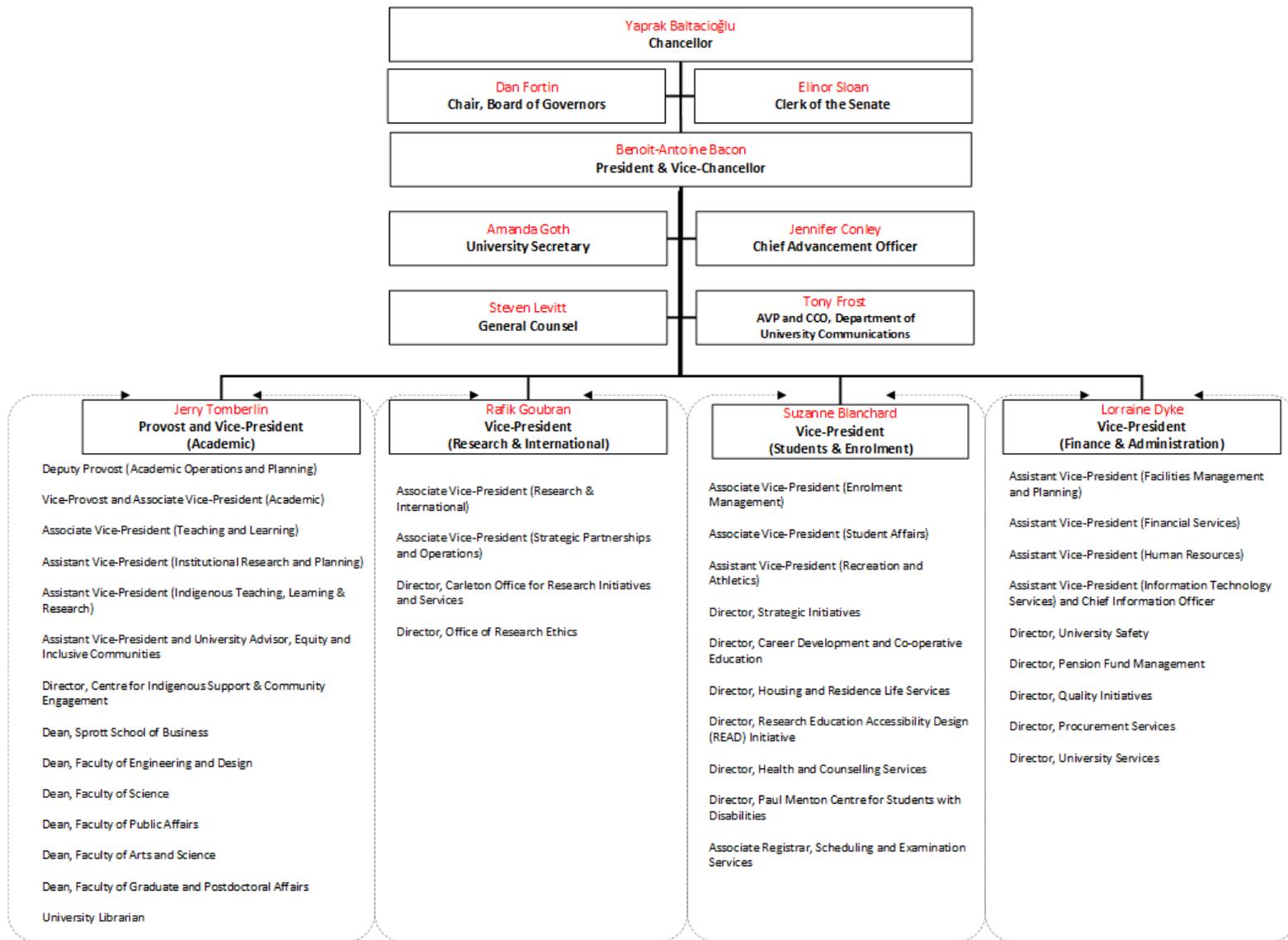
Carleton recognizes that reserves are the cornerstone of financial flexibility to manage risks inherent in long-term financial planning. Reserves are held centrally and within RPCs to support specific strategic initiatives as well as to address economic uncertainties. Appropriated reserves are governed by the university's Operating and Capital Reserves Policy and are approved by the Finance Committee and, ultimately, the Board of Governors.

Broader Public Sector Expenses Directive

As a designated Broader Public Sector organization, Carleton must comply with this provincial legislation, which determines specific rules for expenses paid for with public funds.

All financial and budget policy details may be found at: <https://carleton.ca/secretariat/policies>.

5.0 Organizational Chart



List of Resource Planning Committees (RPC)

- Office of the President and Vice-Chancellor
- Office of the Provost and Vice-President (Academic)
- Office of the Vice-President (Finance & Administration)
- Office of the Vice-President (Research and International)
- Office of the Vice-President (Students & Enrolment)
- University Advancement
- Faculty of Arts and Social Sciences
- Faculty of Engineering and Design
- Faculty of Public Affairs
- Faculty of Science
- Sprott School of Business
- MacOdrum Library

6.0 The Operating Budget

In 2022-23, Carleton proposes a balanced operating budget, with revenues and expenditures of \$521 million, compared to \$515 million in 2021-22. This section provides detailed information on the components of revenues and expenditures. Section 8.0 provides further details of the operating budget.

In summary:

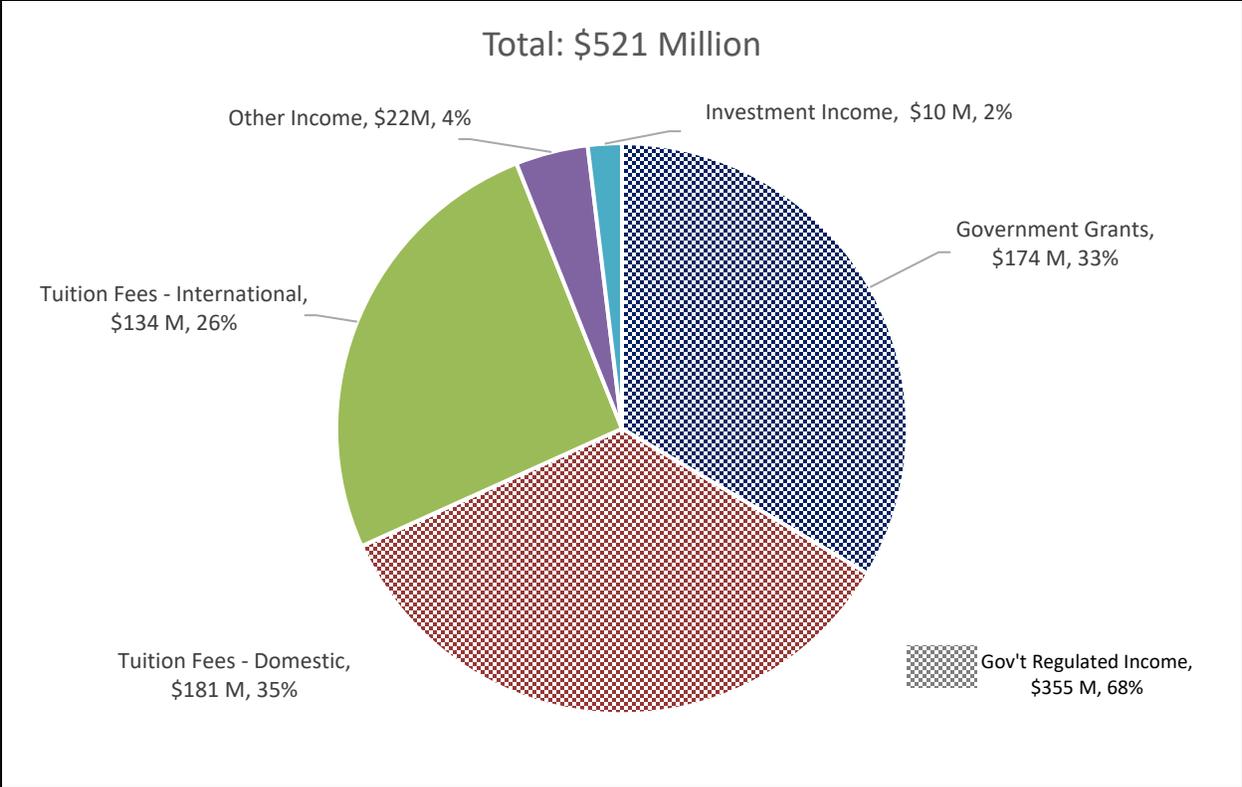
	2021-2022 <i>Budget</i>	2021-2022 <i>Projected Actuals</i>	2022-2023 <i>Proposed Budget</i>
	(\$000's)	(\$000's)	(\$000's)
Income	514,854	516,825	520,826
Expenditures and Transfers	514,854	522,825	520,826
Subtotal	-	(6,000)	-
Planned contingency		6,000	
Net Result	-	-	-

The following sections compare the 2022-23 Proposed Budget with the 2021-22 Approved Budget.

6.1 Operating Income

The operating fund is supported by four key revenue sources:

- **Tuition fees.**
- **Government operating grants** – operating envelope, differentiation envelope, special purpose envelope and funding for federal research overheads.
- **Investment income** – Income generated on cash investments and internally financed loans.
- **Other income** – application fees, deferred payment and late registration, overhead recoveries and departmental income.



Operating income is expected to total \$521 million, an increase of \$6 million over the 2021-22 approved Budget. Each category is reviewed below.

6.2 Tuition Fees

Most tuition fee revenue is derived from undergraduate enrolment. In 2022-23, Carleton’s projection of undergraduate tuition is approximately \$265 million, with the remaining \$50 million projected from graduate tuition. Domestic tuition makes up \$181 million of the total, with the other \$134 million coming from international students. The \$3.8 million increase in tuition revenue from budget 2021-22 is mainly attributable to international tuition fee increases and flow-through of undergraduate students.

The following chart compares tuition revenue by category from the Approved 2021-22 Budget to the 2022-23 Proposed Budget:

	2021-22 Budget	2021-22 Projection	2022-23 Proposed Budget	Budget Change
	(\$000's)	(\$000's)	(\$000's)	(\$000's)
Undergraduate Fees	249,900	238,750	241,200	(8,700)
Summer Session Fees	23,500	23,475	23,500	-
Graduate Fees	37,800	44,680	50,300	12,500
Total	311,200	306,905	315,000	3,800

6.3 Government Operating Grants

Government grants for 2022-23 are projected to be \$328,000 higher than budget 2021-22.

	<i>2021-22 Budget</i>	<i>2021-22 Projection</i>	<i>2021-22 Proposed Budget</i>	<i>Budget Change</i>
	(\$000's)	(\$000's)	(\$000's)	(\$000's)
Operating & Performance Grants	165,761	165,856	165,761	-
Research Overheads	5,292	5,292	5,292	-
Other Grants	3,073	3,073	3,401	328
Grants Offset by Additional Expense	-	4,969	-	-
Total	174,126	179,190	174,454	328

With the activation of the third round of Strategic Mandate Agreements, 35% of Carleton's MCU operating grant funding in 2021-22 was to be provided on the basis of performance outcomes, moving to 45%, 55% and finally 60% by 2024-25. This means that by 2024-25, \$105 million of MCU grant funding will be distributed on the basis of achieving performance targets set by the Ministry.

In response to COVID-19, the government has delayed the implementation of performance-based funding by a minimum of two years (2020-21 and 2021-22) with a commitment to use the SMA3 Annual Evaluation process to determine the university's readiness to proceed with implementation. On February 25, 2022, MCU announced to publicly assisted colleges and universities a further delay in the activation of performance-based funding for one additional year of SMA3 (2022-23).

Other grants include the Accessibility Fund for Students with Disabilities, Municipal Tax and Credit Transfer funding. Grants Offset by Additional Expense relate to special purpose grants received during 2021-22 for targeted initiatives, such as student success and financial support. The proposed opening budget for 2022-23 does not include amounts for these restricted grants, which will be adjusted during the year as amounts are confirmed and received.

6.4 Other Income

	2021-22	2021-22	2022-23	Budget
	Budget	Projection	Proposed Budget	Change
	(\$000's)	(\$000's)	(\$000's)	(\$000's)
Miscellaneous Fees	6,578	7,606	7,378	800
Miscellaneous Income	5,148	5,322	5,675	527
Department Income	7,802	7,802	8,319	517
Total	19,528	20,730	21,372	1,844

Other income for 2022-23 is projected to be \$1.8 million higher than budget 2021-22, driven largely by additional endowment overheads, higher uptake on deferred payments and late registration, and Co-operative Education.

6.5 Short-Term Investment Income

Short-term investment income is forecasted to total \$10 million for the 2021-22 fiscal year.

The breakdown is as follows:

	2021-22	2021-22	2022-23	Budget
	Budget	Projection	Proposed Budget	Change
	(\$000's)	(\$000's)	(\$000's)	(\$000's)
Investment Income on Cash Flows	8,734	8,734	8,757	23
Endowment income*	295	295	305	10
Interest Charges to Ancillaries and Internal Loans	971	971	938	(33)
Total	10,000	10,000	10,000	-

* The endowment income included in the operating budget relates to those endowments for which a specific purpose has not been designated by the donor (e.g., unrestricted).

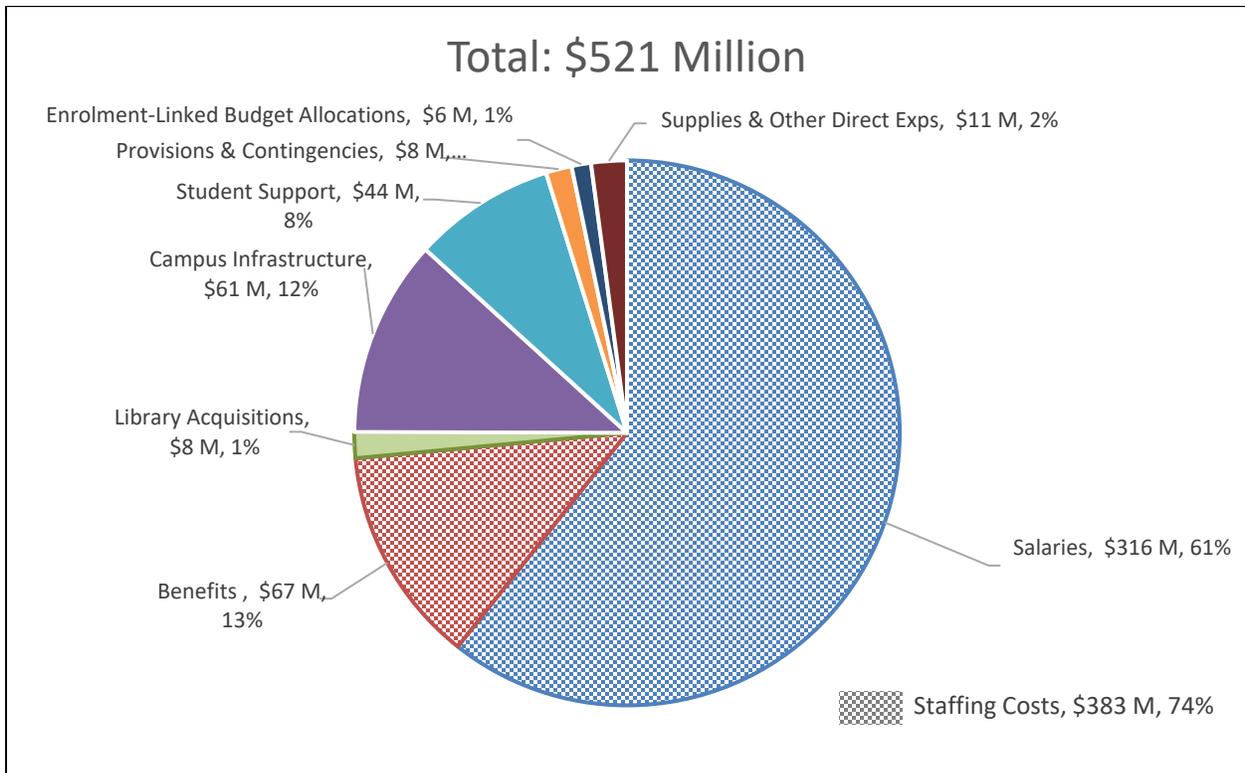
In 2015, the Investment Committee recommended to invest \$100 million of available operating cash in equity funds. Over the long term, this decision has yielded higher returns, yet it is recognized that equity funds are more susceptible to market risks. To mitigate this risk and shield the operating budget from large variations in actual results, any variation in actual investment income earned against budget will be appropriated to, or drawn from, an investment income equalization fund. The current value of the fund is \$39 million, equal to the fund's capped value.

6.7 Operating Expenditures

The operating expenditures are projected to total \$521 million, an increase of \$6 million over the 2021-22 approved Budget.

The planned operating expenditures are budgeted in the following expense categories:

- Salaries and benefits
- Campus infrastructure – expenditures for maintenance, renovations, facilities, utilities and equipment.
- Student support and enrolment incentives – scholarships, bursaries and awards provided by the university over and above the Ontario Student Assistance Program (OSAP).
- Other expenditures – library acquisitions, research support, campaign matching funds, travel and supplies.



The following table illustrates the shift in resources away from more discretionary expenditures towards human and capital resources.

	2021-22 Budget	2022-23 Proposed Budget	Budget Change
	(\$000's)	(\$000's)	(\$000's)
Salaries and benefits	362,613	382,615	20,002
Student supports	43,432	43,867	435
Campus infrastructure	58,290	60,695	2,405
Other operating expenditures	50,519	33,648	(16,871)
Total Expenditures	514,854	520,825	5,971

The increase in salary and benefits represent a mixture of expected contractual increases along with increased hiring of faculty in the Faculties of Engineering and Design and Science during 2021-22. Contractual increases have been expected and planned for, with financial resources earmarked for this expense using the university's base budget surplus. New faculty hiring has been supported using ELBA funds that have not yet been designated for an ongoing purpose as well as Faculty provisions and contingencies.

	2021-22 Budget	2022-23 Proposed Budget	Budget Change
	(\$000's)	(\$000's)	(\$000's)
Library acquisitions	7,452	8,136	684
ELBA	10,045	6,416	(3,629)
Provisions & contingencies	15,942	8,053	(7,889)
Other discretionary exps (supplies, fees, etc.)	17,080	11,043	(6,037)
Total	50,519	33,648	(16,871)

As mentioned above, a portion of undesignated ELBA funds, along with a portion of Faculty provision and contingency funds, are being used to support hiring. Up until this hiring, these funds have been contributing to the Faculties' year-over-year increase in carry forward reserves or supporting one-time initiatives. The remaining decrease in other operating expenditures represents a mixture in the reduction in the amount of funds reserved for fiscal allocations in future years (\$2.9 million in 2022-23 relative to \$6.8 million in 2021-22, which if unused in 2021-22 will be appropriated to general appropriations) and a reduction in available central resources for investment. A smaller investment of central resources into RPCs will be offset by plans to draw down on carry forward reserves.

6.8 New Resource Allocations

For the fiscal year 2022-23, we recommend \$9.8 million in base and \$21.9 million in fiscal be allocated.

	<i>Base Budget Allocation</i>	<i>Fiscal Budget Allocation</i>
	(\$000)	(\$000)
President	180	180
Provost and Vice-President (Academic)	-	2,361
Vice-President (Finance and Administration)	-	4,132
Vice-President (Students and Enrolment)	-	2,056
Vice-President (Research and International)	223	677
Advancement	-	-
Faculty of Arts and Social Sciences	142	200
Faculty of Engineering and Design	(297)	(297)
Faculty of Public Affairs	(169)	27
Faculty of Science	849	827
Sprott School of Business	553	703
MacOdrum Library	30	350
Subtotal	1,511	11,216
University Expense Budgets	5,879	7,777
Provisions and Contingencies	2,429	2,957
Total	9,819	21,950

With these allocation and available operating resources, RPCs are planning to make significant progress in the coming year on the initiatives listed below.

President

The strategic directions outlined in Carleton's bold and ambitious Strategic Integrated Plan will continue to inform budgeting priorities and resource allocations for at least the next three annual cycles. In addition to investments in teaching, research and the student experience, the plan outlines priorities in community engagement, internationalization, wellness (including EDI, Indigenous initiatives, accessibility and mental health) and sustainability. Over the coming year, the Office of the President will work with the Department of University Communications towards a major push in increasing the university's visibility and reputation through the Reputational Enhancement Project (storytelling, branding and marketing).

Provost and Vice-President (Academic)

The Provost and Vice-President (Academic) is tasked with overseeing Carleton's success in meeting the university's performance targets identified in the Strategic Mandate Agreement (SMA3), and strategic initiatives in support of the new Strategic Integrated Plan, the Equity, Diversity and Inclusion (EDI) Action Plan, and the 41 calls to action outlined in the *Kinàmàgawin* (Learning Together) Indigenous initiatives strategy.

The Provost's portfolio expanded to include Equity and Inclusive Communities, the Centre for Indigenous Initiatives and the Office of the Assistant Vice-President Indigenous Initiatives, in 2020, and activities that support EDI, anti-racism and Indigenous initiatives have taken on increased importance on campus since

that time. Two of those offices will be renamed shortly to reflect the important work included in their portfolios. The search for a new Assistant Vice-President Equity and Inclusive Communities is also expected to be completed in the winter 2022 term. The New Names for New Times Initiative will facilitate the renaming of three buildings on campus to reflect the university's commitment to EDI. This initiative commenced in the summer 2021 term and should be concluded in the upcoming fiscal year.

The Provost, through the Office of the Deputy Provost (Academic Operations and Planning), will continue the review of the university's planning and budgeting model in an effort to increase transparency and accountability, and will develop and launch a new Carleton Academic and Research Plan in collaboration with the Office of the Vice-President (Research and International). Teaching and Learning Services (TLS), along with the Faculties, will continue to implement the recommendations of the Student Success in the Classroom Working Group and having successfully implemented D2L Brightspace, Carleton's new learning management system, will now focus on the design of welcoming and inclusive learning spaces.

The reimagining of TLS and the Faculty of Graduate and Postdoctoral Affairs will continue this term. This includes ensuring units respond to the evolving future of teaching and learning and the challenges of incorporating the line Faculties more intentionally in the management of graduate studies.

Vice-President (Finance and Administration)

The Finance and Administration division will focus on ensuring that faculty, staff and students can return safely to campus in the coming year. The Office of Risk Management, Procurement Services, Human Resources and Office of Quality Initiatives have taken a lead role in managing contact tracing (cuScreen), emergency plans, the enforcement of vaccination requirements, as well as providing wellness support for employees. Ways of working, studying, and teaching have changed since the pandemic began, so we have worked to adapt our services accordingly. This includes a new Flexible Work Arrangements policy to support workplace flexibility for our professional services staff.

We are committed to enhancing our service delivery by reviewing and improving our systems and processes. The Office of Quality Initiatives continues to improve the efficiency of administrative processes through process reviews and with engagements such as partnering with Information Technology Services (ITS) and Teaching and Learning Services (TLS) in the development of a university-wide Digital Strategy. ITS is also engaged in a review of IT infrastructure across campus with the goal of modernizing and future-proofing our systems.

The process to update the Carleton Campus Master Plan is underway. This plan sets the parameters, policies and directions for the physical development of the campus – its buildings, landscapes, movement systems and general infrastructure.

Major capital projects are on the horizon, such as a new residence building, the wellness hub, the sustainability research centre, as well as renovations to the Loeb Building and Paterson Hall.

We have continued to develop sustainability, EDI and accessibility initiatives, such as working towards net zero emissions, enhancing green spaces and conservation, promoting sustainable procurement, improving the experience of employees with disabilities, and implementing the Engagement and Inclusion Officer Program led by Campus Safety Services.

Vice-President (Student and Enrolment)

The priorities for the Office of the Vice-President (Students and Enrolment) in 2022-23 will continue to reflect Carleton's strategic directions.

We will help to Share Knowledge and Shape the Future by continuing to enhance student recruitment and supporting the new branding strategy; implementing the new Academic Continuation Evaluation; supporting online exams and proctoring; and continuing the implementation of Carleton 360 to support student success and graduation.

We will Serve Ottawa and the World by increasing the visibility and projects for the Research, Education, Accessibility and Design (READ) Initiative and the Canadian Accessibility Network (CAN), which have received over \$15.5 million in research grants; and supporting employment opportunities for students.

Finally, we will Strive for Wellness and Sustainability by increasing the capacity of Health and Counselling Services for students, staff and faculty; implementing our updated Student Mental Health Framework; and increasing initiatives related to equity, diversity and inclusion (EDI).

Through each of these priorities and more, we are committed to working toward Carleton's shared aspirations in the 2022-23 year.

Vice-President (Research and International)

The main objectives of the Office of the Vice-President (Research and International) are to support and promote research, create incentives to increase research productivity, establish strong partnerships and coordinate our international activities.

During the past three years, Carleton was successful in boosting its research productivity and associated positive impact on society. Carleton experienced a significant increase in external research funding, partnerships, publications and citations. These metrics are used by governments and ranking agencies to assess research performance. While continuing to expand the ongoing initiatives, it is important to ensure that these successes translate into improvements in our reputation and rankings. This goal can only be achieved through telling our research success story strategically and loudly.

We will continue to invest in supporting researchers, innovation transfer, outreach and partnerships by collaborating with other units, such as Advancement, Information Technology Services and Research Financial Services to achieve these objectives.

Our International Strategic Plan has been completed. Carleton International is now positioned as the central hub for international activities and is creating a system to enable decision-making to be more proactive and data-driven.

Advancement

Under the "Serve Ottawa, Serve the World" strategic direction of the Strategic Integrated Plan, Carleton prioritizes building partnerships with purpose—which, operationally, includes the successful implementation of a \$500-million fundraising campaign.

Following best practices in institutional fundraising, this campaign effectively began at the conclusion of the Collaborate campaign in April 2019. Advancement is firmly engaged in campaign readiness planning,

research and prospect identification—while still meeting annual revenue targets for fundraising, despite the challenges of the pandemic.

Post-pandemic, we foresee challenges to campaign success. The local charitable marketplace will be extraordinarily competitive as restrictions lift and new civic projects begin; major fundraising campaigns, which have largely been on pause, will be renewed and reinvigorated.

Faculty of Arts and Social Sciences

The overarching goal of the Faculty of Arts and Social Sciences in the next fiscal year will be the expansion of recruitment and retention efforts. Building on the enhanced focus on communications achieved during 2021-2022, FASS will work in partnership with the university's recruitment strategy. Retention plans will concentrate on improving academic supports and participating in cross-faculty initiatives, such as the Innovation Hub and CU@Kanata, to multiply experiential and entrepreneurial opportunities for our students. Emerging from the pandemic, the Carleton Dominion-Chalmers Centre (CDCC) will amplify its role as a focal point for multiple forms of community engagement. We will grow our research facilitation team and implement incentives to lead large-scale Tri-Council applications. The Faculty will continue to embrace the calls to action of Kinàmàgawin, the EDI Action Plan and the Coordinated Accessibility Strategy, and will capitalize on increasing interest in non-credit courses as a source of revenue diversification.

Faculty of Engineering and Design

Plans and priorities continue along the same general arc as the previous two budgets, and to some extent is an outcome to the actions taken previously. The paramount issue in 2020-21 was to ramp up the number of academics to match ratios of academics to undergraduate students with our peer institutions. The majority of that work is now done. While this growth is an overwhelming positive story for our undergraduates, our research reputation and teaching loads for existing academics, there are consequences.

The paramount issue for the Faculty of Engineering and Design (FED), and one that will dominate its perspective for the next four years is one of space; not space in general, but two specific kinds of space. The space in highest demand to fulfill an institution's commitment to its academics is to provide them with the physical environment to have a successful research career, and thereby elevate our reputation in the eyes of the world. This research space includes labs (with appropriate attributes of ventilation, power, water, etc.), but also space needed for professors, postdoctoral fellows, and graduate students to analyze data and write up the knowledge they have created. The second type of space needed is non-library student study space. FED's commitment to this space priority is reflected in the assignment of its carry forward.

Renovating and creating space for research and students to study is expensive, so FED is progressing with its plans for revenue growth. The leading initiative in this direction is the new MEng – Engineering Practice program, which is designed to support the employability of international engineering graduates as part of Carleton's Global Talent Initiative. The program is far more collaborative than originally proposed, and now has academic contributions from all the Faculties, as well as central units.

Working together with the other Faculties, i.e., beyond the MEng – Engineering Practice program, is an emerging narrative arc of change that is to make FED more connected and integrated with the other

Faculties. Initiatives on this side include working with the Faculty of Science to create a new Department of Chemical and Materials Engineering, and with the Faculty of Arts and Social Sciences, Faculty of Public Affairs, and Sprott School of Business to have FED teach their students on technology and design, as well as continuing to expand the collaborative projects around innovation, entrepreneurship and CU@Kanata.

Faculty of Public Affairs

In the coming year, the Faculty of Public Affairs (FPA) will continue to embrace its mission: to be a research-intensive teaching Faculty committed to building a better democracy and to fostering informed citizenship.

Our most recent strategic document reinforces this focus on research as a key element of FPA's objectives. Our research growth in recent years has been significant, underscoring the importance of continued direct investments by the Faculty in this area. In the five years since we began to invest heavily in research, FPA has witnessed a 30% increase in research grant applications annually (127 applications in 2021); a 20 percentage point increase in our application success rate (74% in 2021); and a 76% increase in the dollar amount awarded annually (just under \$10 million in 2021). Despite the disruption created by the pandemic, we have maintained momentum in research grant success.

A second element of our current strategic document is to advance diversity and inclusion. Approval to add an Associate Dean, Equity and Inclusive Communities to the decanal team in last year's budget cycle allowed for this position to be recently filled, with a starting date of July 1, 2022.

FPA is currently facing enrolment pressures in some of its largest programs. A push to develop innovative programming to reverse these pressures is underway. Undertaking a strategic planning exercise to position FPA for success in the next five years – set to begin this summer – is also part of efforts targeting enrolment declines. A focus of FPA communication and marketing strategies with an eye to enhancing their effect on recruitment and overall reputation is similarly central for the coming years.

Faculty of Science

The Faculty of Science is well placed to emerge stronger from the pandemic. The enrolments in our undergraduate and graduate programs are stable, bolstered by growth in areas such as Computer Science and Health Sciences. New certificate programs in Science and Policy and Science Communication provide our students with the knowledge and skills to have an impact outside of the bounds of traditional science careers. Carleton's recent launch of CU@Kanata provides a link to a thriving tech sector and a developing biotech sector in Ottawa's west end. We are home to emerging and established research leaders in fields from subatomic physics, to human-computer interaction, to ecology. We are integrating equity, diversity, inclusion and reconciliation in our core activities and academic mission. We have a strong foundation from which we can take bold, but calculated, risks to better position our Faculty as a leader within Canada and internationally.

The pandemic has led to some acute challenges for science education. There is a widening skills gap for both our current and incoming post-secondary students that stems from the limited opportunities for practical experience that is critical in many of the sciences. Over the next year, the Science Student Success Centre will deliver targeted interventions (micro-credentials, skills builders) to confront this knowledge gap for our incoming and current students.

We are also committed to meaningful action on equity, diversity, inclusion and reconciliation. After the successful launch of the EDI Teaching Toolkit (<https://science.carleton.ca/toolkit>), we will prepare an EDI research toolkit this year. We will support the creation of at least two more Collaborative Indigenous Teaching Bundles. We will apply the lessons we have learned during the pivot to online delivery of laboratory courses to examine how we can answer the Kinàmàgawin Calls to Action to deliver programming to Indigenous students who remain in their communities.

We are expanding our research and programming strength in areas of strategic importance to Science and that align with the Strategic Integrated Plan, including: Sustainability, Life Science, Data Science and Computer Science. To support this continuing growth, the Faculty will be increasing the number of teaching, research and staff positions. To give new faculty their best chance of success, we are focusing on our support through competitive start-up funding and mentoring.

A priority for the coming year will be to strengthen the links between Data Science and Computer Science, Life Science, and key external partners for the advancement of both research and teaching. The development of a collaborative research hub would be a fruitful ground for new research clusters and new experiential learning offerings while addressing space needs across the university through the opportunity to do targeted backfills.

Sprott School of Business

In 2022-23, Sprott will continue to work toward the objectives we defined in our strategic plan, 'Vision 2025: Business for a Better World,' as well as continuing our focus on reputation enhancement and growth.

Research is key to our strategic plan and to building strong foundations for Sprott's long-term reputation. Since 2019, all of our research metrics have increased dramatically; for example, we have had a five-fold increase in the number of research funding applications and funding received. In 2019, we had eight applications for research funding, while we had 44 applications in 2021. Other examples of the momentum in the faculty include a 25% increase in peer-review journal publications over the past year and a record number of SSHRC applications in fall 2021. Sprott was also successful this year in securing \$5 million of funding for the Black Entrepreneurship Knowledge Hub, which has positioned us for more large-scale grants, particularly in the areas of entrepreneurship and innovation.

In 2022-23, we will continue to focus on growth including expanding recruitment to existing programs, developing new areas of specialization (entrepreneurship and business analytics) and opening new programs with market potential. This year, we would like to focus especially on domestic and international recruitment to our professional master's programs (TIM programs, MAcc, MBA Ottawa, PMBA, MBA Shanghai, Online MBA and the new MFin). We will also continue to identify growth areas in our undergraduate degrees, with a focus on recruitment of indigenous and Black students from local areas as well as new efforts in international recruitment.

MacOdrum Library

The MacOdrum Library plans to improve access to collections and data for research, teaching and learning, as well as to provide capacity for core and emergent initiatives in the areas of digital preservation, researcher identifiers, research performance, analytics and online reference services.

Investments continue to support the Statistics Canada Research Data Centre, Open Access publishing and research data services, the Book Arts lab and Indigenous initiatives.

University Budgets

University Budgets represent expenditure items that are integral to the operations of the university, yet are often out of the direct control of the units that manage them. Examples include benefits, student support, utilities, facilities upgrade and IT systems. Most increases to university budgets relate to normal annual increases. Additional base funding was awarded to IT infrastructure.

Allocations of one-time fiscal budget for IT infrastructure for research, teaching and administration support the priorities of research excellence and effective and efficient administrative functions. Additional one-time funded was awarded the undergraduate student aid to support international awards of excellence.

6.9 Provisions and Contingencies

The 2022-23 Proposed Budget contains the following central provisions and contingencies:

	<i>Existing Base Budget</i>	<i>New Allocations</i>	<i>2022-23 Proposed Budget</i>
	(\$000's)	(\$000's)	(\$000's)
a) General contingencies	6,034	10,333	16,367
b) Enrolment-Linked Budget Allocation	1,829	(505)	1,324
c) Debt servicing	5,600	129	5,729
d) Pension reserve contribution	7,000	(7,000)	-
Total provisions and contingencies	20,463	2,957	23,420

- a) The general contingencies total \$16.4 million and relate mostly to foreseen requirements that cannot be immediately quantified.
- b) In 2009-10, the university introduced a plan whereby Faculties would receive additional budget to support enrolment growth. The plan calls for the resources to be built into the Faculty base over time. For 2022-23, \$1.3 million of enrolment growth incentive is available for distribution to the Faculties in addition to the \$0.5 million allocated on May 1, 2022.
- c) In June 2021, the university completed its inaugural bond offering of \$220 million, providing proceeds for significant future capital plans. The 40-year bullet bond is repayable in 2061 and carries an interest rate of 3.264%. The \$5.7 million debt servicing contingency represents the operating fund's annual interest payment and contribution to the required sinking fund. The housing operation will be assuming \$80 million of the debt with annual debt service of \$3.3 million.
- d) Prior to March 2020, the status of the pension plan continued to be a financial liability for the university and \$7 million of base operating funds were earmarked for required pension special payments. The plan's July 1, 2019 valuation was completed under the province's new pension plan funding rules and was filed in March 2020. Under these new rules, the plan's funded status was

above 85% and solvency funding will not be required during the existing valuation period (2019-20 to 2021-22). In addition, the university made a special payment in 2019-20 to address the going-concern deficit of \$59.3 million, which makes the pension plan fully funded on a going-concern basis.

Given the plan's funded status, the \$7 million provision for special payment contributions to the university's pension plan is no longer required. The current reserve balance of \$69 million is considered to adequately mitigate the risk surrounding the plan's going concern as well as the solvency / hypothetical wind-up valuations.

7.0 Five-year Financial Outlook

The university uses a five-year rolling forecast to inform the availability of resources for the upcoming budget year. The premise of the model is that the budget must be balanced every year. It is expected that ongoing base revenues will be sufficient to cover base expenditures throughout the five-year timeframe. This outlook assumes that the effects of the COVID-19 pandemic will be temporary.

On the revenue side, the enrolment projection included in the plan is based on first-year student intake remaining flat in 2022-23 and the freeze on domestic tuition persisting until 2023. Subsequent to that, domestic tuition fee rates are assumed to follow a framework allowing for moderate increases between 2% and 3% beginning in 2024-25.

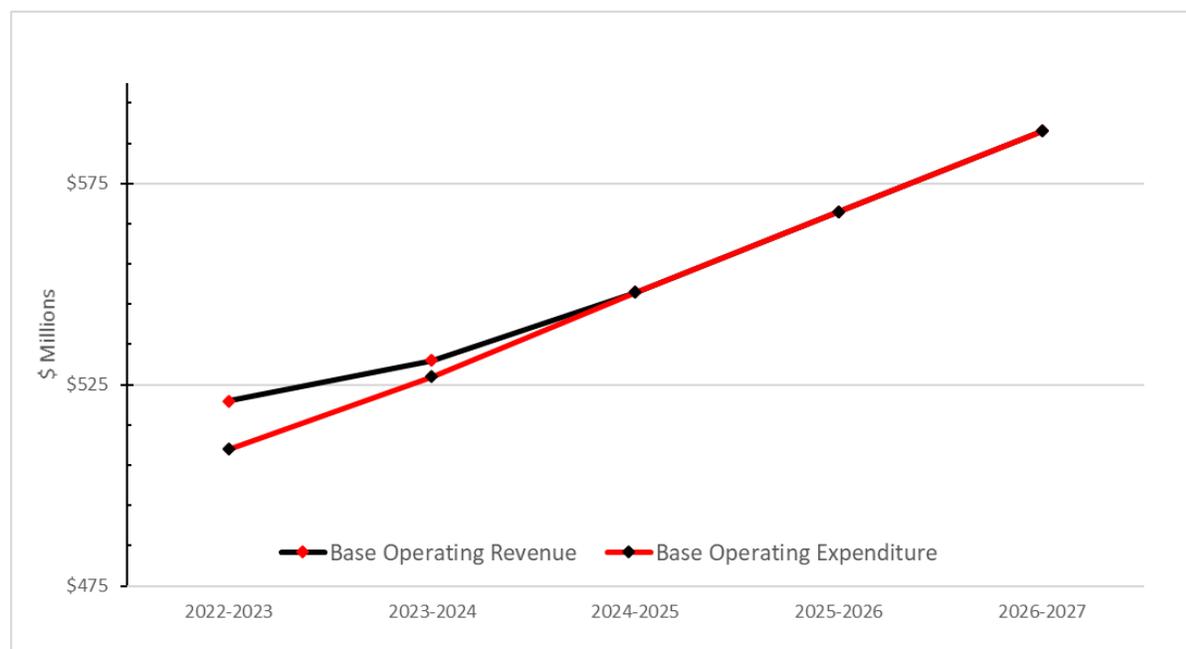
The majority of operating grant income is regulated by the Ministry of Colleges and Universities. With the activation of the third round of Strategic Mandate Agreements, the total funding envelope through to 2024-25 is capped at the 2019-20 level. In response to COVID-19, the government has decided to delay the implementation of performance-based funding by three years (2020-21 to 2022-23) with a commitment to use the SMA3 Annual Evaluation process to determine the university's readiness to proceed with implementation. Carleton will work toward meeting or exceeding all of its performance targets over the next three years. However, there is a risk that not all performance targets will be met over the duration of the agreement.

Expenditure increases for non-discretionary and/or strategic university budgets (e.g., utilities and student support) are included in the forecast. Compensation increases are based on collective agreements where applicable, and projections for subsequent years not covered by collective agreements.

Applying the assumptions described above shows that expenditures are projected to increase at a faster rate than revenues. In order to achieve a balanced budget in year five of the plan, discretionary allocations towards base expenditures cannot exceed \$1 to \$2 million in each of the next four years. Even with these measured steps, additional fiscal allocations in each of the next 3 years may need to be funded from previously earmarked reserves.

The long-term plan is based on conservative assumptions, and will be revisited in the fall of 2022, once actual enrolment is known. Favourable changes to the forecast would be influenced by enrolment growth, higher non-regulated revenues and operating efficiencies. Unfavourable changes would be impacted by a continuing tuition fee freeze, funding grant reductions or higher than planned cost increases.

Operating Fund	2022-23 Base Budget	2023-24 Outlook	2024-25 Outlook	2025-26 Outlook	2026-27 Outlook
	(\$M's)	(\$M's)	(\$M's)	(\$M's)	(\$M's)
<u>Base Revenues</u>					
Tuition	315	325	342	361	381
Grants	174	174	174	174	174
Other revenues	32	32	32	33	33
Total revenue	521	531	548	568	588
<u>Base Expenditures</u>					
Faculties, Student and Professional Services	321	338	353	371	384
Provisions and Contingencies	8	8	8	8	8
University Budgets	178	180	185	189	194
Base Available for Allocation	2	1	2	1	2
Total Base Expenditures	509	527	548	568	588
Fiscal amount available	12	4	-	-	-



8.0 Approval of the 2022-23 Operating Budget

Carleton University 2022-23 Proposed Operating Budget (000's)			
	Approved Budget 2021-22	Proposed Budget 2022-23	Change fm Prior Year Budget
<u>Income</u>			
Government Grant	174,126	174,454	328
Tuition Fees	311,200	315,000	3,800
Investment Income	10,000	10,000	-
Other Income	19,528	21,372	1,844
Total Operating Income	514,854	520,826	5,972
<u>Expenditures and Transfers</u>			
President	5,200	5,179	(21)
Provost and Vice-President (Academic)	16,428	16,191	(237)
Vice-President (Finance and Administration)	43,602	38,504	(5,098)
Vice-President (Students and Enrolment)	27,085	27,623	538
Vice-President (Research and International)	5,814	6,575	761
Advancement	5,438	5,501	63
Faculty of Arts and Social Sciences	57,550	59,187	1,637
Faculty of Engineering and Design	42,503	46,555	4,052
Faculty of Public Affairs	37,765	39,637	1,872
Faculty of Science	42,897	44,927	2,030
Sprott School of Business	14,092	15,031	939
MacOdrum Library	11,915	12,246	331
University Budgets and Transfers	175,375	180,250	4,875
Provisions and Contingencies	29,190	23,420	(5,770)
Net Appropriations			
Total Expenditure and Transfers	514,854	520,826	5,972
Net Result	-	-	-

As shown above, the proposed 2022-23 Operating Budget meets the objective set out by the Board of Governors that a balanced budget be developed.

The 2022-23 Operating Budget is therefore respectfully submitted to the Board of Governors.

J. Tomberlin
Provost and Vice-President (Academic)
Chief Budgeting Officer

L. Dyke
Vice-President (Finance and Administration)

AGENDA ITEM

6.1

To:	Board of Governors	Date of Report: 5 April 2022
From:	Vice-President (Students and Enrolment)	Date of Meeting: 28 April 2022
Subject:	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 and winter 2022 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

Throughout the drafting phase of the consultation process, additional themes emerged through feedback from the Carleton community:

- Framework Implementation
- Pedagogy and Academic Structures
- Community Building and Knowledge Sharing
- Increased Counselling Support
- Indigenous Perspectives on Mental Health

Reports for each consultation phase have been organized by these themes and have the aggregated feedback received during the consultation process. The feedback from both consultation phases have been examined and assessed in the review of the Student Mental Health Framework and an updated Framework has been developed.

This updated framework highlights a more holistic approach to student mental health and wellness by further incorporating spirituality, substance use health, Indigenous ways of healing, cyberbullying prevention, and pedagogy in addition to our already extensive programming and expanded counselling support.

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*. There was no specific feedback on the revised areas of focus though individuals seemed to be in favour of this approach.

Overall, feedback on the draft Framework during the drafting phase of the consultation process was positive. The results of the feedback received led to enhancements to the language of the objectives and recommendations and the inclusion of additional language relating to Indigenous perspectives on mental health.

This updated Student Mental Health Framework outlines four areas of focus with 12 objectives and 30 recommendations to support student mental health and wellness at Carleton. Each area of focus is interdependent of the other and together helps to support overall student mental health and wellness.

4.0 INPUT FROM OTHER SOURCES

The framework has gone through a robust multi-phase transparent consultation process. Feedback and input on the framework during the listening phase 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.

During the drafting phase, feedback and input on the draft updated framework continue to be received and provided through an online website feedback form, 8 information and feedback sessions for faculty, staff, students, parents, and external community partners with 9 participants in total, and specific information and feedback sessions with the Centre for Indigenous Support and Community Engagement, Board of Governors, Vice-Presidents' Academic and Research Committee, and Senate. Other stakeholder groups either did not respond to a request or declined to meet on the draft framework.

Additionally, and as part of the commitment to providing a transparent process, reports outlining feedback received throughout the listening and drafting phases of the consultation process are available on the feedback received web page. An ongoing record of all community outreach activities about the consultation process is has been 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 framework aims to take a more holistic approach to student mental health and wellness 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

Failure to refresh the Mental Health Framework could prevent the identification and development of up-to-date supports for students at risk and the allocation of required resources. In addition, failure to provide best-in-class support for students at risk could challenge the university's reputation and enrolment. The updated Mental health Framework encourages the development of needed supports and the allocation of required resources, thus mitigating the identified risks.

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 wellness. Failure to provide best-in-class support for students at risk could challenge the university's reputation and enrolment. The updated Student Mental Health Framework will be shared with the Carleton community and external partners using a similar communications plan as in the listening and drafting phases including using existing newsletters, social media, 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"/>

Student Mental Health Framework 2022-2026

Board of Governors

April 28, 2022

Consultation Process

Six 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 (Complete)
- Fine-Tuning Phase: March 2022 (Complete)
- Finalization Phase: April 2022 (Complete)

What We Heard – Listening Phase

- 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

Drafting Phase

Consultation

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

Feedback Themes

- Framework Implementation
- Pedagogy and Academic Structures
- Community Building and Knowledge Sharing
- Increased Counselling Support
- Indigenous Perspectives on Mental Health

Enhancements

From the feedback received, we made the following enhancements:

- Adjusted the wording of recommendations to be more intentional in the inclusion of Indigenous students and Indigenous perspectives
- Increased emphasis on substance use health in the guiding values and framing sections of the Framework
- Grammatical updates and strengthening language

Next Steps

- Communicate the Framework to the Carleton community
- Engage the Student Mental Health Advisory Committee on developing work plans for implementation

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 Wellness**

Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin Anishinabeg nation. We recognize that the Student Mental Health Framework 2022-2026 must reflect the values of the Algonquin people. Accordingly, we must strive to further strengthen relationships between Carleton and the Algonquin communities, and endeavour to accelerate the inclusion of Indigenous perspectives, ways of teaching and healing, and knowledge in our campus practices.

Acknowledgements

The Student Mental Health Framework 2022-2026 emerged from the need to evolve our previous Framework, review our programs and services, consider new trends and best practices, and collaborate with the community to develop a more holistic approach to student mental health and wellness. We would like to acknowledge the ongoing work and support of the Student Mental Health Advisory Committee in the development and ongoing implementation of this Framework.

We would also like to acknowledge the members of the Carleton community and our external partners for engaging in the consultation process of this Framework, and for providing continuous feedback as we continue to strive for wellness on

campus. During the consultation process, feedback was collected through closed meetings, guided group information and feedback sessions, online feedback forms, and email submissions. The input and feedback have provided us with critical perspectives and ideas for the development of this Framework. We wish to thank the Office of Quality Initiatives for facilitating the many feedback and information sessions throughout the consultation process. The development of this Framework has benefitted immensely from the input and shared knowledge of students, faculty, staff, and external community partners to create a guiding document that represents the voices of our diverse communities.

Student Mental Health and Wellness: Starting from Strength

Carleton University is a dynamic, diverse, and innovative university with over 31,000 undergraduate and graduate students and approximately 5,300 faculty and staff. We remain committed to creating a culture where the mental health and wellness of our students is prioritized. Since the first Framework was launched in 2009, Carleton has been striving for continuous improvement, which led to the development and launch of the Student Mental Health Framework (SMHF) 2.0 in October 2016. The SMHF 2.0 had the goal of building a holistic, campus-wide approach to mental health and wellness. Since its launch, students, staff, and faculty have been working collaboratively to implement the 38 recommendations under six areas of focus, which were all addressed or implemented as of the fall 2021 term. This section provides a summary of the key accomplishments achieved under SMHF 2.0, which enables us to start the revised Framework from a place of strength.

Enhancing Mental Health Support

Diversifying and increasing access to mental health support was a key objective of the SMHF 2.0. Since fall 2018, Carleton University undergraduate students have been able to access Empower Me, a 24/7 off-campus professional mental health service that aims to contribute to a resilient student community. As part of our response to the COVID-19 pandemic, we also partnered with International SOS' 24/7 Emotional Support service in 2020. This service allows students studying outside of Canada to connect with mental health professionals and counselling services in over 60 languages to support their mental, emotional, and physical wellness.

To help meet the mental health needs of our students, the Health and Counselling Services team grew from six counsellors to 12 full-time counsellors and two part-time counsellors. This 133% increase in counselling services includes the addition of a same-day intake triage counsellor in 2020 for all clients reaching out to counselling services. This new intake counsellor assists students in quickly connecting with the counselling services and resources that best fit their mental health needs and has enabled the university to provide same-day counselling services to students in crisis. We also have several specialized counsellors providing mental health services for our diverse student communities, including 2SLGBTQ+, trans and non-binary, racialized, Indigenous, graduate, international, and residence students. Health and Counselling Services has also partnered with The Royal to increase psychiatric assessments, reducing the wait times for students accessing psychiatric care.

In the spring of 2018, a second KORU Mindfulness teacher was trained to provide students with mindfulness and meditation sessions to decrease stress and support resiliency development and satisfaction in life. The Care and Support team in the Office of Student Affairs also grew by 200% – enabling staff to connect with more students for individualized support with resource navigation.

Increasing Awareness, Training, and Education

We have continued to produce and update various support documents and resources for members of our community, including *Supporting Students in Distress*, to assist faculty and staff in recognizing when a student is in distress and how to respond effectively; *Collaborative Resources for Mental Health and Well-Being*, to assist in matching students to the appropriate level of support based on their specific needs; and *Supporting a Friend*, designed by students to help them support friends who may be in distress.

In addition, regular Supporting Students in Distress training sessions were offered to staff, faculty, and student leaders. Supporting a Friend workshops were also offered, with the development and delivery of these sessions being overseen by students. We have continued to offer suicide prevention skills training through safeTALK and LivingWorks Start as part of student leader and peer mentor training schedules, as well as to all faculty and staff.

The Umbrella Project, Carleton's Harm Reduction Strategy, was implemented to reduce stigma and promote safer substance use through education, outreach, and support. Since 2019, Carleton has distributed 300 Naloxone Training Kits and has offered more than 70 sessions of All People All Pathways to Carleton community members, a peer support group facilitated by individuals with lived or living experience with substance use and addiction.

Building Thriving Communities

The Student Mental Health Student Engagement Committee was formed in fall 2017 to create engagement opportunities and to foster conversations on mental health and wellness on campus for students and by students. This included continuous improvements to student wellness programming and experiential learning through promotional campaigns and events. In the fall 2018 term, we launched the Carleton Therapy Dog program, the first of its kind in Canada, where faculty and staff had their personal dogs trained to be Carleton Therapy Dogs, providing comfort and support to students and helping to build thriving communities.

Student Mental Health Framework 2022- 2026

We are committed to further evolving our Student Mental Health Framework to highlight a more holistic approach to student mental health and wellness by further incorporating spirituality, substance use health, Indigenous ways of healing, cyberbullying prevention, and pedagogy in addition to our already extensive programming and expanded counselling support.

The development of this Framework was influenced by the complexity of global challenges that were present at the time of its creation. Notably, the COVID-19 pandemic has had significant impacts on the mental health and wellness of all members of our community. We

know there will be many more challenges on the road ahead but are confident that this Framework will guide us in supporting our students as we transition back to in-person classes, support services, and social engagements. Ensuring that equity, diversity, inclusion, accessibility, and Indigenous perspectives are woven into the fabric of this document and any related work plans remains a priority. We know there is still much work to be done, and we are committed to ensuring that the implementation of the recommendations in this Framework aligns with these values and takes an intersectional approach to mental health and wellness for all members of our community.

Aspiration Statement and Guiding Values

We will strive for wellness by proactively promoting a holistic and intersectional approach to student mental health and wellness, and by strategically coordinating our programs, services, and initiatives to build skills and strengthen resilience.

Collaboration

We engage students, staff, faculty, and external community partners to facilitate and support the sharing of knowledge, experience, and expertise to develop innovative and effective programs and practices.

Holistic Environment

We recognize that mental health and wellness exist on a continuum and are influenced by many sociocultural factors present in the learning environment and community. We will support a variety of complementary strategies to enhance mental health and substance use health, wellness, coping skills, and resilience at all levels of the institution to create an environment where all students can thrive.

Accessibility, Equity, and Inclusion

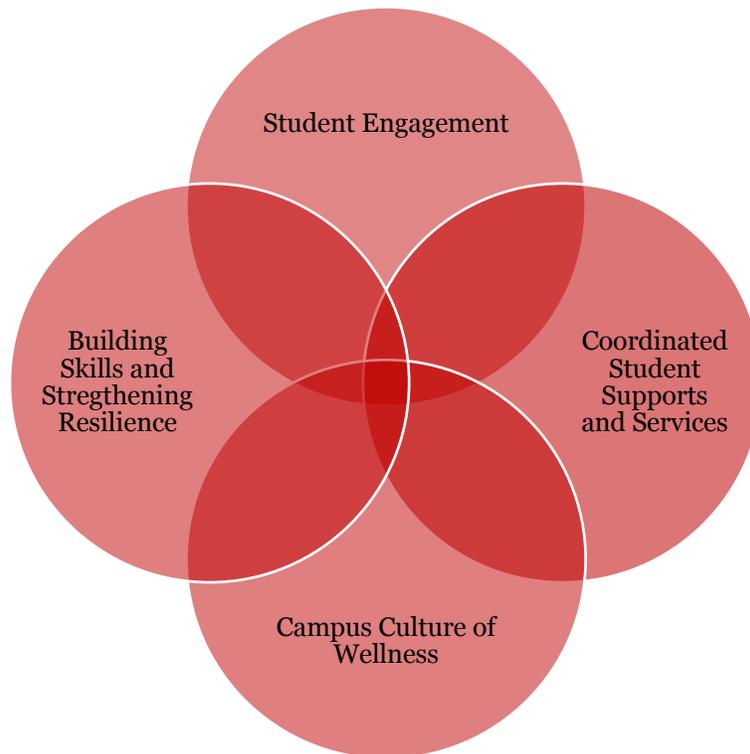
We believe that in order to provide a healthy and supportive environment, we need to understand our students' unique needs and ensure our services are accessible, inclusive, and respectful of all cultures and identities.

Continuous Improvement

We strive to create a culture of continuous improvement, recognizing the need for continued evaluation of programs, services, and initiatives, and for the implementation of emerging best practices as they become available.

Areas of Focus: Objectives and Recommendations

The Student Mental Health Framework 2022-2026 outlines four areas of focus comprising 12 objectives and 30 recommendations. Each area of focus is interdependent and together help to support overall student mental health and wellness at Carleton.



The four themes of this Framework have evolved from the original six identified in the Student Mental Health Framework 2.0. This streamlined approach reflects our ongoing focus and commitment to thrive in each of these overlapping areas over the next four years. We will continue to seek feedback from the university community and strive for equity, diversity, and inclusion in all of our services, programs, and initiatives.

Student Engagement

Objectives

- Recognize and support student engagement opportunities across our diverse university environment with a focus on student involvement, mental health and wellness, and inclusivity.
- Increase opportunities for student engagement and feedback in mental health and wellness initiatives, services, programs, and associated policies.

Recommendations

- Increase student involvement in the implementation of all areas of focus in this Framework through developing and strengthening partnerships with students, staff, and faculty.
- Further develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and wellness.
- 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 the overall health and wellness of our students.
- Develop and implement assessment and evaluation tools for existing programs and services to ensure they are meeting students' needs.
- Assess opportunities to engage graduate-level student expertise in researching and evaluating mental health and wellness initiatives on campus.

Building Skills and Strengthening Resilience

Objectives

- Enhance collaboration with internal and external stakeholders to support anti-stigma programming and campaigns, and continue to work towards increasing all aspects of mental health and wellness 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 wellness.

Recommendations

- Update the wellness website to provide access to comprehensive information on mental health and wellness 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 students, 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 wellness 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 training, events, and knowledge sharing of mental health and wellness services to contribute to overall student wellness, 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, resources, education, and partnerships.

Coordinated Student Supports and Services

Objectives

- Increase knowledge and ease of navigation of existing campus resources, programs, and services for mental health and wellness that are available to students.
- Build capacity to ensure the provision of effective and interconnected campus mental health and wellness services to ensure optimal responsiveness and ease of access.
- Further develop 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 related documents that outline student services and programs, and align with a streamlined “Stepped Approach” depending on need for the range of mental health and wellness services available at Carleton.
- Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that takes into consideration the individual and cultural needs of our diverse student body.
- Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and wellness.
- Assess and respond to student demand and need for additional counselling services using an equity, diversity, inclusion, and accessibility lens.
- Review the delivery structure of student mental health and wellness services at Carleton to respond to student mental health and wellness challenges in a coordinated way, while simultaneously addressing cultural barriers to service use.
- Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so that 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, and liaising with off-campus services for after-hours care.

Campus Culture of Wellness

Objectives

- Increase awareness of signs of mental health distress, crisis, and suicidality; and enhance the appropriate coordinated responses and resources for referral.
- Strengthen institutional awareness of the impact of policies and practices that may create unintended stress for 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 and a particular emphasis on equity, diversity, inclusion, and accessibility.
- Work collaboratively with faculty to establish a community of practice for integrating mental health and wellness into the curriculum and in the classroom.

Recommendations

- Enhance the availability of training that is culturally aware and sensitive for faculty, staff, and student leaders to support students in crisis.
- Develop a university postvention strategy to reduce suicide risk and promote healing after a death by suicide.
- Ensure collaboration with the employee mental health strategy and Healthy Workplace Strategic Plan, so as to have faculty and staff well supported as they support students.
- Sign and implement the Okanagan Charter, committing to its calls to action 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, develop a Circle of Care Protocol for Indigenous students in crisis, in consultation with the Centre for Indigenous Support and Community Engagement, Health and Counselling Services, and the Office of Student Affairs.
- Investigate ways to incorporate green spaces and environmental wellness into mental health and wellness 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 wellness practices, seeking 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.
- In consultation with faculty, investigate and implement best practices for supporting student mental health and wellness into the curriculum and classroom, including course design and delivery.

Implementation and Evaluation

The implementation of the Student Mental Health Framework 2022-2026 will be accomplished through the combined efforts of the entire Carleton community. Health and Counselling Services and the Office of Student Affairs take ownership and accountability for this Framework under the Office of the Vice-President (Students and Enrolment). These offices will engage the cross-functional Student Mental Health Advisory Committee to undertake annual strategic planning for the Framework, including prioritizing the recommendations, assigning ownership, developing work plans that are measurable, and creating a four-year implementation plan for continued support.

There will be numerous ways for faculty, staff, students, and external community partners to be involved in the implementation of the various recommendations. The Student Mental Health Student Engagement Committee will continue to explore ways to create engagement and foster the conversation about mental health and

wellness on campus, including the development of promotional campaigns and events. This committee of students will also have an important role in providing continuous feedback on the implementation of the Framework.

As the recommendations are prioritized and implemented, an additional assessment process will be established for individual recommendations in order to evaluate their impact and effectiveness in line with the National Standard of Canada for Mental-Health and Well-Being for Post-Secondary Students and related guiding documents. Necessary adjustments will be made where the recommendations do not achieve the intended results. New research and emerging best practices will also inform the ongoing implementation and evaluation of the Framework. Evaluation and research are critical for the ongoing public accountability of the Framework and enable us to optimally support student mental health and wellness.

Reporting and Review

The Student Mental Health Framework 2022-2026 charts our course for the next four years, identifying both short-term recommendations and longer-term objectives. To ensure we are continually working towards supporting student mental health and wellness, a planning, reporting, and review process has been outlined. 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 its aspirations, values, and goals.

This 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 and Student Mental Health Student Engagement Committee encourages all members of the Carleton community to engage with the Framework and provide continuous feedback to contribute to the mental health and wellness of our student community.

Striving for wellness is an ongoing process that demands continuous improvement, and we are grateful to the entire Carleton community for their dedication and engagement to this critical work.

Report on Student Mental Health Framework Feedback – Drafting Phase

Consultation Meetings, Information and Feedback Sessions, Online Feedback

**Office of Student Affairs and Health and Counselling Services
March 30, 2022**

Overview

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

Consultation Meetings

Throughout the drafting phase of the consultation process, the Office of Student Affairs, Health and Counselling Services, and the Office of Quality Initiatives offered to meet with key stakeholder groups on-campus. Consultation meetings and information and feedback sessions occurred with:

- Centre for Indigenous Support and Community Engagement
- Board of Governors
- Vice-Presidents' Academic and Research Committee
- Carleton University Senate

Other stakeholder groups either did not respond or declined to meet.

Consultation Sessions

A total of 8 consultation sessions were offered for members of the Carleton community, including parents. Individuals were provided with the opportunity to request specific consultation sessions. In total, 9 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 involved:

- 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 drafting phase, there were 60 anonymous form submissions and 3 emailed responses. This online feedback is presented as submitted.

Main Themes

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

- Framework Implementation
- Pedagogy and Academic Structures
- Community Building and Knowledge Sharing
- Increased Counselling Support
- Indigenous Perspectives on Mental Health

This report has been organized by these themes and has the aggregated feedback of the drafting 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.

Framework Implementation

There was significant feedback provided regarding the implementation of the Framework, including ideas to support the recommendations (i.e., training and workshop ideas, outreach initiatives, communication of resources, methods to better engage the students in online and in-person communities, etc.), as well as considerations around the budget for the implementation of various initiatives.

Response

The ideas for workshops, trainings, and initiatives to support the implementation of the Framework have been compiled and will be reviewed by the Student Mental Health Advisory Committee when developing measurable work plans for the recommendations. While these recommendations can be implemented with existing resources, the university continues to explore opportunities and advocate for additional funding to support student mental health and well-being initiatives.

Pedagogy and Academic Structures

As provided in the listening phase feedback, feedback continued to be provided on the relationship between mental health and academic structures in the delivery of courses. Specifically:

- The academic causes of mental health concerns
- The stigma associated with seeking support in the classroom
- Structure of course outlines and overall course design
- Lack of flexibility within the classroom
- Ensuring a mental health and well-being lens and related resources are integrated into course curricula, learning objectives, and course structures

Additionally, we received feedback related to lower tuition costs, and increasing funding opportunities.

Response

As stated in the Feedback Report for the listening phase, 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, recommendations have 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. 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. Carleton has and continues to provide emergency financial assistance to students experiencing short term financial hardship related to critical needs and to international students experiencing short term hardship who are not eligible for federal pandemic financial support. Further, we are providing \$108M in student employment and financial aid including scholarships, bursaries, grants, teaching assistantship, research assistantship and other student employment opportunities.

Community Building and Knowledge Sharing

The need to engage with our internal and external community stakeholders and establish stronger working relationships arose during the drafting phase consultations. The feedback received emphasized the need to work with community organizations and utilize resources previously developed to implement in our post-secondary setting. Furthermore, the need for two-way knowledge sharing was present – Carleton mental health and well-being services should be sharing their ideas, innovations, etc., with community partners. Further feedback was received on expanding our list of external community partners. Additionally, feedback was received around the importance of supporting and building up all members of our community, with a particular focus on person-first language when supporting students in crisis. There was additional feedback related to ensuring faith-based and spiritual resources would continue to be offered for our community members.

Response

The revised Student Mental Health Framework has incorporated objectives and recommendations related to enhancing collaboration with internal and external community partners under areas of focus *Building Skills and Strengthening Resilience* and *Coordinated Student Support and Services*. We are committed to ensuring effective partnerships and communication with our community partners. We will continue to integrate person-first language in mental health and well-being trainings which will have an intersectional approach. A recommendation has been included regarding the integration of faith-based and spirituality resources and approaches as an integral component of supporting mental health and well-being.

Increased Counselling Support

Similar to feedback heard in the listening phase, we received feedback for the need to hire more counsellors and ensuring the hiring of 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. It was also suggested that changes should be made to the students' health benefit plan to include more mental health resources.

Response

As mentioned in the Feedback Report for the listening phase, 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 nonbinary students which began in February 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 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.

Undergraduate students have access to Empower Me which provides 24/7 access to mental health and well-being support. Additionally, students studying remotely from outside of Canada can access International SOS's Emotional Support which provides access to mental health professionals in more than 60 languages.

Indigenous Perspectives on Mental Health

Feedback was received around the wording of some objectives and recommendations to make them more inclusive of Indigenous perspectives on mental health and well-being. It was noted that particular consideration should be given to ensuring that Indigenous ways of healing and teaching, as well as Indigenous knowledge are woven throughout the Framework.

Response

In consultation with the Centre for Indigenous Support and Community Engagement, the recommendations have been adjusted to be more intentional in the inclusion of Indigenous students and Indigenous perspectives. Specifically, changes were made related to the addition of individual and cultural needs, the need to address cultural barriers to accessing services, and ensuring training that is offered to faculty and staff is culturally aware and sensitive. To affirm our commitment to integrating Indigenous mental health perspectives into the Framework, we have revised our Algonquin Territory Acknowledgement, with the support of the Centre for Indigenous Support and Community Engagements, to further strengthen our relationship between Carleton and the Algonquin communities.

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-Feb-22	Form	Could you please advise parents, generally, what is being done to keep students safe during the trucker occupation?
17-Feb-22	Form	<p>Making all possible reductions to international students fees would help the international student community much more than the combined effect of all the proposed help measures. Of course this initiative is very welcome, but what makes international students stress to the point of breakdown and sometimes attempt suicide about grades is the sky-high tuition, which is unreasonably triple or more than the domestic fee at present, and rising. After all, most students' parents are generally earning in currencies that are less stable than the Canadian dollar, but spend for tuition in dollars. The COVID situation has only exacerbated our dilemma.</p> <p>Therefore, please keep in mind that international students carry the increasingly heavy weight of tuition fees that basically drain our parents' purses - for an education that is not even worth that amount - in addition to the mental health strain of a domestic student. Please think about international students as students too. Doesn't our mental health matter as much as that of domestic students?</p> <p>Are we even students or just milch cows? The latter is the opinion of the majority of my international student friends and me.</p>
17-Feb-22	Form	<p>Re. culture of wellness.... it's a joke.</p> <p>What is the university's culture of wellness like? Refusing grad students leaves of absence during a global pandemic. Instead, forcing them to enroll and pay tuition and burn through their funding resources. Simultaneously preventing them from conducting research and progressing in their studies. Not extending the timelines of grad milestones despite the many many barriers that slow or prevent work. Not providing additional resources to offset the added costs of trying to continue as a grad student in a pandemic.</p> <p>These things don't exactly scream 'wellness'. And it's all the university's leadership.</p> <p>If I didn't have a good supervisor buffering me from this [redacted] university... [redacted]</p> <p>But it's ok. The grad mental health counsellor told me I should just work harder.</p> <p>[redacted]</p>
17-Feb-22	Form	<p>This is a joke. The key thing missing from this framework is the only thing needed to make it succeed: money.</p> <p>This is, hands down, the leading reason most students are struggling and the root underlying why most other factors are unmanageable.</p> <p>If you want mental health to improve: lower tuition, provide better funding to graduate students, [redacted] pay TAs, RAs and instructors better, and don't maybe the GSA the one that does pay advances to keep students afloat at the start of every semester.</p> <p>If you want better mental health, INVEST MONEY in the things that are making our mental health deteriorate.</p>
17-Feb-22	Form	<p>Page 5. "Develop a university postvention strategy to reduce risk and promote healing after a death by suicide." -- promote healing AFTER a death by suicide. That is something new.</p> <p>The documents feels like something is needed to be done in this field, so it just basically covered.</p> <p>Who is driving Well-being project ? What will be the motivation of students to interact? How to implement wellness practices as a DNA of the Uni, not just a side project? How will it be financed?</p> <p>This document is lacking all this</p>

17-Feb-22	Form	Another way to support mental health is to reach out to the Student Care insurance provider as an advocate for the student body and ask for psychotherapy to be added to the insurable services, as it can be very mentally harmful for students to be pressured to switch to other therapists (or have to pay for their own therapy, which is not a viable option for many students) who have not been working with them for years simply because of different titles or specializations within therapy.
17-Feb-22	Email	<p>The touching up of services that have already been established at Carleton is a great move, but most mental health issues occur due to the behavior, and in rare occasions, incompetence (excuse my language) of some of the professors in charge. Seniority doesn't always mean "great", we've repeated that mistake times and times again. Someone can be a professor for 30 years but make their students absolutely miserable for all 30.</p> <p>How can anyone guarantee that Carleton has a fruitful, caring future when there are still professors who do things as they were done ages ago, the methods of whom suck the life out of your average student's curiosity and mind, leading them to a deepened and worsened state of depression, then it's somehow absurd to watch the student get a ton of backed-up work and observe as they stop attending class.</p> <p>I love that you've reached out to the students, and sure, you've gotten a handful of great feedback. But could any of us hear of any future plans Carleton may have in regards to "updating" their curriculum. (I know Descartes says that it's less stressful to try to change something, as opposed to remaining down a path that has been used for ages and just abiding by its rules, but the system today, whether it may be in an educational setting or a job setting, is quite literally killing the employees of tomorrow that universities are trying to shape currently before shipping them off to careers.)</p>
18-Feb-22	Form	<p>Thank you for the work done on the SMHF framework. I have two points that I would like to make. As someone who works with a significant number of graduate students, I have heard repeatedly that the support networks on campus are designed primarily for undergraduate students. Obviously we need to support our undergraduate students (and some of the needs of both groups intersect), but I would appreciate seeing in the framework a greater attentiveness to the differing needs of graduate students, in particular.</p> <p>I also strongly encourage the university to invest more financial resources directly into expanding the counselling services on campus. The wait times for appointments are a significant problem. Many students have told me that they self-select out of that route to care given the challenges they face in acquiring an appointment. This is particularly the case at certain junctures in the school year. Many of the other recommendations are moot without an accompanying financial commitment.</p> <p>If this area is truly the priority that we are saying that it is, then we need to reflect that in our budget. I did not see anywhere in the framework a clear commitment to increasing the funding devoted to counselling services that directly impact our students. All the frameworks and discourse in the world count for very little if the people who need mental health services cannot effectively access them because the system is under resourced. What a great announcement in the press that would be for Carleton to distinguish itself by significantly increasing its budget for direct student mental health. Thank you for soliciting my feedback and I sincerely hope it makes a difference.</p>
02-Mar-22	Form	My son needs services but won't access them is there a way to get some to reach out to him?
02-Mar-22	Form	Enhance the availability of training offered to faculty and staff to support students in crisis - I see this as a very great recommendation as sometimes students may have to disclose certain reasons for having to miss due dates and tests. Even just receiving a supportive email back would be of value and demonstrate support. Building awareness of mental health is of upmost importance and is something that needs to continue growing.
02-Mar-22	Form	For the student engagement section I think continuing to improve how clubs and student run events are run is a great addition. Especially given Covid and the lack of social experience in the university experience, it is definitely something that detracts from it. More support for the students or ways to get online events or groups advertised can help make it a more social experience which would be good for the mental health of students.

02-Mar-22	Form	I really liked that you plan to develop a postvention strategy to reduce risk and promote healing following a death by suicide. I'm sure that those who are affected will be experiencing high levels of distress, which could last for long periods of time (potentially traumatic experience). I've read about how chronic stress can result in allostatic overload, which would then have an impact on physical well-being and health outcomes. Implementing preventative countermeasures to this can help tackle this!
02-Mar-22	Form	I really appreciate the steps that are being taken to address the many aspects of university practices that may cause unintended stress on students, and the goal to bring more awareness and understanding to the effects of mental health. Some suggestions I would pose are as follows; - Provide very accessible and widely published resources for not only reaching out for help but tools and tips on how to recognize mental health because a lot of people who are struggling will not utilize the help being given since they don't know how to recognize and interpret their symptoms beforehand. - Think about making changes to institutional policies/procedures that are major sources of stress, for example registering for classes/parking passes/ paying tuition, etc could all be made easier. -Think about offering all virtual schooling to accommodate for the multiple mental health disorders, and situations students now find themselves in where attending in person school is too stress inducing.
02-Mar-22	Form	I believe the Student Mental Health Framework will be an excellent addition to student life at Carleton University. Reading about the various changes to come was inspiring and provided an undeniable sense of hope. Looking forward to seeing these changes implemented .
02-Mar-22	Form	Students in PSYC2301B appreciate the frameworks' facilitation in regards to nutrition, physical health, finances, living on ones own, as well as loneliness and isolation. Also, we appreciate that these resources are focused on prevention, thus creating less of a delay creating habits for health. Suggested additions to the framework would be to include students' age, symptoms, support system, and other sources of the biopsychosocial model.
02-Mar-22	Form	My group considered the framework for campus culture of wellness. We found this framework sufficient and positive. However, we did have some main concerns- the framework does not mention steps that can be taken by professors/ TA to reduce the stress of students. In our opinion, professors should make an effort to mention the different resources available for our mental health. Professors/ TA can also provide steps and advice to perform well in the particular course. This could reduce the overall stress faced by students at Carleton.
02-Mar-22	Form	I really learnt from this framework because I could relate it to some things I've learnt and felt in university. Some things I liked is that Carleton would like to Increase opportunities for student engagement and feedback in mental health and well-being initiatives and they want to recognize and support student engagement. This is something I feel is needed as it helps students increase their social life and helps them to fit in. I think a good idea as suggested is to continue to support and engage the Student Mental Health Student Engagement Committee.
02-Mar-22	Form	- Good job including various options for wellness resources that are very inclusive to the entire community - Accessibility to community mental health service can be a serious issue for many staff and students so acknowledging and aiming to fix those barriers is important - Promoting specific wellness resources to help during certain global issues that may be affecting individuals in the community at that time - Educating professors to be compassionate towards students and their course expectations during times of crisis - Awareness of the various wellness resources at Carleton is a significant issue so including measures to make sure that everyone knows about all the available support resources is important
02-Mar-22	Form	I believe the Student Mental Health Framework is extremely beneficial, but a lot of Carleton students aren't even aware of this initiative. I think all the information in the document is worth knowing, but accessibility to such information is limited to only students who go seeking out for it. For the mental health of students to be prioritized at Carleton, there would be more success if the framework was spoken about more publicly and if more people were aware of it to give their

		suggestions and feedback. For example, I think recognizing this framework and discussing it in PSYCH courses would help bring awareness to this initiative and would result in more students becoming involved and offering their two cents. With one of the main objectives in all the topics being increased knowledge, I believe taking an extra step in promoting such a framework would be beneficial to the Carleton community.
02-Mar-22	Form	Many of the revisions made to the Mental Health Framework are very powerful and accommodating additions that can make Carleton a more welcoming community. Providing faculty with enhanced crisis prevention training is a much safer alternative to contacting a professional and waiting for help, some students feel more comfortable talking to faculty that they are familiar with and it could allow a crisis to be dissolved much sooner. One recommendation would be to consider prevalence of disordered eating habits in students and what approaches can be taken to encourage healthy eating habits without unconsciously implementing beliefs found in modern diet culture.
02-Mar-22	Form	The student mental health framework will be an excellent addition to student life at Carleton University. Reading about this framework was inspiring and provided an undeniable sense of hope. I am looking forward to seeing these changes be implemented and seeing student life flourish.
02-Mar-22	Form	One of the ideas mentioned in the draft that I hope will be reinforced is environmental wellbeing. By incorporating more green spaces, I believe it would make it more appealing for students to visit campus or go outside, which is something that has been lacking due to online learning. Something I would have liked to see is financial assistance to students in need being more reinforced and accessible. from personal experience I know that money is a huge stressor for many university students, especially those living off-campus. Overall I believe this is a good draft for improving and enriching the well-being of students. the multifaceted approach of incorporating many different elements of health.
02-Mar-22	Form	The draft for mental health awareness is impressive to read but it still can be expanded on more especially to include strategies to specifically support international students but also a breakdown or details on the implementation and evaluation of the mental health framework.
02-Mar-22	Form	<p>Student Engagement</p> <p>Assessing opportunities to engage the expertise of graduate level students in mental health and wellness research is a great way to receive and implement feedback from those who have already spent years in school and have developed their own ways to cope with the stressors of school at the undergraduate level.</p> <p>Implementing the ideas of students gained from surveys and polls allows the students to know that they are being heard and that their ideas are contributing to the overall wellness of others.</p> <p>Building Skills and Strengthening Resilience</p> <p>Making an active effort to acknowledge and reduce the stigma that exists in mental health awareness/programs is key for increasing engagement and for adopting a broader view of what mental health can encompass. Particularly training staff in an “intersectional manner” should enable this. Having something like Cultural groups to help international students might be a way of doing this.</p> <p>Updating the website to include more information and have a more streamlined design is key to lowering the barrier to entry of mental health support services. Having more online workshops and giving people an opportunity to learn about wellness could equip with coping skills they may not have thought about otherwise. Acknowledging the holistic nature of wellness and trying to see what could contribute to poor mental health could help people identify what is making them anxious.</p> <p>Coordinated Student Support and Services</p> <p>Presenting a more uniform front for the services being offered by Carleton will reduce the amount of time people spend deliberating over what they can do to help themselves. Connecting University support services with local mental support will give more opportunities as well.</p> <p>Campus Culture of Wellness</p>

		<p>Enhance the availability of training offered to faculty and staff that is relevant and culturally appropriate to students. Training is important to providing tools in order to appropriately handle the crisis as well as to best match resources to students.</p> <p>Provide better opportunities for faculty to establish and integrate mental health and well-being in all areas of the classroom.</p>
02-Mar-22	Form	<p>My colleagues and I are glad to see that Carleton will be creating a Student Mental Health Framework. After much thought and consideration, we've come up with the following suggestions.</p> <p>Student engagement:</p> <ul style="list-style-type: none"> - Host game nights, giveaways, etc. - Student-led groups - Improve communication of opportunities (volunteering, groups, activities) <p>Building skills and strengthening resilience:</p> <ul style="list-style-type: none"> - More workshops for students to attend - Provide more information to students of available resources on campus - Offer PASS for more classes and better hours to attend <p>Coordinated student support and services:</p> <ul style="list-style-type: none"> - Creating easier, more accessible coping strategies for stress - Better clinic hours - More accessible health care (i.e. therapy) - More online health care support - Healthier food options <p>Campus culture and wellness:</p> <ul style="list-style-type: none"> - More diverse health care professionals (speaking different languages) - Celebrate and recognize holidays from other cultures - We think the recommendation of being mindful of the Calls to Action and acting within them was a good point as there are many aspects to improve within academics - More posters around school on what is going on around the world (ex: black history month) - Offer more training to staff to support students - More cultural events at school
02-Mar-22	Form	<p>I am very glad to see that one of the recommendations mentioned under the “building skills and resilience” section of the the SMHF is to enhance online modules- especially with a focus on nutrition. I am in a health psychology class this semester, and have learned very much about the importance of healthy eating, and the fact that improper nutrition is a health compromising behaviour, and it can be a very common and dangerous one. My class highlighted eating disorders, and I believe that this could potentially be another area to expand upon in an online module or perhaps elsewhere in the framework. From a student’s perspective, it is now that I am in university that I am being exposed to the most information about eating disorders and nutrition that I have ever seen so far. I think it is important to provide students with basic information and resources which we are able to access on or off campus in order to educate ourselves and seek help when we need it. Thank you for your work with this initiative.</p>
02-Mar-22	Form	<p>This is feedback from a group of students in Intro to Health Psychology. From all of the reading so far, we chose to focus on providing feedback on the Student Engagement section. Here are our comments:</p> <p>We would like to see more examples of what initiatives/programs are taking place already.</p> <p>Like the focus on building partnerships to enhance the sense of belonging and community. How we engage professors to link students to mental health support?</p> <p>Link events like the Virtual Career Fair to mental health and growth.</p> <p>Clarify what is meant by increase surveys and how that feedback links to supporting student mental health.</p>

		Identify how the mental health framework addresses possible language and cultural barriers.
02-Mar-22	Form	Good start but provide more specific examples on how these partnerships between students, staff, and faculty will increase student involvement in the implementation of all areas of focus. Great idea to continue allowing student led groups to develop their ideas and initiatives that promote a holistic approach to mental health and well being . A good addition would be to add new services created by students rather than focus on the ones that already exist. Allowing graduate level student studying mental health to create some of these surveys that the students are participating in also by allowing students to add feedback based on their struggle or experiences with mental health to make survey as accurate and directed to the student life as possible.
02-Mar-22	Form	Under Building Skills and Strengthening Resilience Recommendation 5: Enhance the training, events, and knowledge sharing of mental health and well-being services, with a particular focus on encouraging health-seeking behaviours. The focus on health-seeking behaviours should be a central concern with health education. The wording of this recommendation is somewhat ambiguous and can encompass an immense number of services and practices. With health promoting interventions/information initiatives, we would like to see how to organize scheduling around health practices like exercise, healthy eating, and mindful self-care while maintaining school, work, and family obligations.
02-Mar-22	Form	Student Care, Empower me the 24/7 available counsellor is a really helpful support system to All students. Especially international students who may have difficulty securing social bonds or who are experiencing lack of social and emotional support due to being away from home. Having that easily accessible resource to students is great!
02-Mar-22	Form	Expand on different community outreach, working with addiction and homelessness can give students great experiences and knowledge on the reality of mental health and care Expand programs by providing better knowledge on how to do taxes, saving money, having good credit and getting into the housing market. Knowledge on the harms of social media must expand, especially with the addiction to technology and the high growing prevalence of youth using social media. A lot of students suffer in silence from harms caused by social media so it is an important issue to address. Continue to expand on programs that focus on nutrition and how to shop for foods and deals. Implement more workshops on stress knowledge, have programs implemented to help teach students the difference between normal stress and concerning stressors. Understanding different types of stress and how to manage stress within the daily university lifestyle.
02-Mar-22	Form	Pros: Addressed faith and spiritual based mental health resources Provides more resources for students regarding mental health resources Attempted to increase knowledge of existing resources on campus that students may not be aware of Improvements: Explain how to apply the recommendations in a more targeted way Each student has support and information services are already there, making the intake process faster, as well educate students on the intake process More internal resources at Carleton or specifically for Carleton students since there is a limited amount of doctors available for the general population Doctors to be on call throughout the weekends to attend to students who need medical assistance
02-Mar-22	Form	Campus Culture of Wellness - Ensure when attempting to build awareness of mental distress, all demographic and cultural backgrounds are taken into consideration. - It would be beneficial for professors and staff to share with one another what students have expressed has been stressful and to create methods that will not hinder their work but also attempt to solve the students issues.

		<ul style="list-style-type: none"> - One of the objectives is to integrate mental health and well being into the curriculum. We feel as though this is done well by Carleton and the professors being that we would not have took the time on our own to read this document. The fact that it was included in our lecture brought it to our attention and we are now more willing to engage with Carleton's Mental Health and Well-Being programs. - In terms of "availability of training", is this training optional? How often is it being implemented? A recommendation would be to make this mandatory for all staff and to ensure training is refreshed at least once a year. - Recommendation: In light of the happenings in Ukraine, a group therapy or group session should be available or created when devastating world events take place in order to address specific emotions and possibly trauma. - Praise for the fact that staff mental health is also being included in the recommendations as it can be difficult to support other people/students when the staff/faculty are not feeling supported themselves.
02-Mar-22	Form	<p>Concerning the Building Skills and Strengthening Resilience section, there is a good amount of followup to the objectives and they have a lot of different ideas and ways that they can get information out there. There is a focus on health-seeking behaviours; last point on supporting the development and implementation of support and education is important and should be prioritized. Critique: how are they going to get all of this information out there?</p> <p>Concern: How are we going to know that these things are happening - how can we actually raise more awareness on building skills and strengthening resilience without the message being ignored like most of the University's mass email notifications, class pop-ins, and posters?</p>
02-Mar-22	Form	<p>The framework for the Student Mental Health Student Engagement Committee has many areas where it can improve but excels in some ways. Although the Student Mental Health Student Engagement Committee provides abundant resources to improve mental health on campus such as promotional campaigns, events, and innovations, the resources that are provided to students online are limited. Some areas where Carleton could improve would be to increase opportunities online for student engagement, feedback in mental health, well-being initiatives, and to recognize and support student engagement. This is something I feel is needed as it helps students increase their social life and helps them to fit in. I think a good idea as suggested is to continue to support and engage the Student Mental Health Student Engagement Committee. <u>Using collaborative consultation the Student Mental Health Framework can only improve.</u></p>
02-Mar-22	Form	<p>During the pandemic it was difficult for students to get engaged zoom lectures became the new norm but as a student I realized that the amount of lectures that utilize breakout rooms are few and far between. Breakout rooms are a great way to keep students engaged some students might not be incline to speaking at first but a lot of people are shy for many reason whether it is social factors like your family community health care mass media but in time with enough time people will start to get comfortable with that and in the end they learn much more. I think building a lot of skills would be helpful for students one of them would be communicating your emotions better people have trouble expressing themselves because of media in our society that express people like that as weak people but the truth is they are the most brave. Another reason expressing your feelings is important is because if something is bothering it will never get solved unless you get involved a lot of peoples reaction to stress as a response is something damaging to your health whether it is binge eating drinking or smoking so a great way to solve is through exercises that help express your feelings.</p>
02-Mar-22	Form	<p>Hello, Overall while there are many great general concepts, having examples included or more details in the recommendation sections, will allow for readers to understand how these concepts will be implemented. For changing curriculum and course designs, having a "flexible grading" where students are able to drop lowest mark (ex: drop lowest quiz) and alternative assignment layouts (ex: creative final assignment) will allow students to focus on their strengths, take breaks when needed, and feel more in control of their learning while reducing stress. For substance use health and harm reduction strategies, including education about stigma (ex: using people-first language) that can be done through implementing this through all courses. This can change language and viewpoints on the topic as stigmatizing language disempowers people and discourages them from seeking help.</p>

02-Mar-22	Form	<p>student care, empower me the 24/7 available counsellor is a really helpful support system to all students. Especially International students who may have difficulty securing social bonds or who are experiencing a lack of social and emotional support due to being away from home.</p> <p>having that easily accessible resource to students is great</p>
02-Mar-22	Form	<p>In the objectives for "Coordinated Student Support and Services", it should be important to include addressing the stigma that might lead students to question seeking out student support services. This would mean ensuring a safe environment for students who wish to access student support services. A recommendation for such is to educate students about mental health in order to foster a positive environment for those who seek out support, as well as educate students on ways to reduce stigmas such as questioning their attitudes and behaviors.</p> <p>There should also be specific support systems for students of colour who may be dealing with mental health challenges that are derived from stressful everyday racist encounters. Students of colour may not feel comfortable enough engaging with mental health support services if they feel like it doesn't cater to their specific needs as non-white individuals.</p>
02-Mar-22	Form	<p>For Building Skills and Strengthening Resilience</p> <p>One of the recommendations I appreciate is the adoption of harm reduction strategy for substance use disorder which I learned considers the risks and consequences of substance use rather than the disorder itself.</p> <p>Be aware of students, faculty and staff's cultures and the impact it has on their coping skills.</p> <p>When improving the website ensure that it is not too busy and easy to navigate, and mental health resources provided are not as emergency resources but preventative. As in the mental health resources are not handed in too late, also flexible for full time students.</p> <p>For the resources and programs that will help students develop their personal strengths, coping skills and resilience, it is important to realize that students have different external impediments and resources such as time, money, social support. Especially, due to the pandemic and everything being remote, alot of student's coping styles and ways to cope have changed and will continue to change as things begin getting back to normal. Due to this, it is also important to make the transition from fully online to in person, easy for students because the transition is very hard.</p>
02-Mar-22	Form	<p>One positive piece of feedback is that its great that they offer resources for student's mental health at know cost to the students.</p> <p>one step that can be taken, is to provide resources for mental health help pre-emptively and proactively, so that there are moral boosters throughout the year as opposed to in clusters.</p> <p>another may be, Offering zoom options for students who can't take part in the resources, like a small seminar via zoom that would allow them to engage.</p> <p>There should also be other resources made available that pertain to other factors of mental health such as sleep and nutrition. these are very important in the maintenance of mental health.</p>
02-Mar-22	Form	<p>For Student Engagement, conducting more surveys to gather more feedback from students is a great idea as it allows for information to be gathered directly from the population of interest. The recommendations given to improve student engagement are good, but there should be more detailed explanations about how these changes can or will be implemented. Also, working with intersectionality and oppressed communities, and creating individual support plans for the other communities of Carleton students would also be beneficial.</p> <p>For Building Skills, Strength, & Resilience, the recommendations given are practical. I like how they are willing to 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. I think this is really important. Additionally, reaching out to other mental help support services in the community (rather than just on campus) for mental health resources and current interventions is something to keep in mind.</p> <p>In regards to Coordinated Student Support and Services, I think something that a lot of students can attest to is the lack of mental health professionals on campus. A lot of the counselors on campus don't have a degree past a bachelors, and they're the only people you can go to with little to no cost. Therapists off campus cost hundreds per session, however the</p>

		<p>quality of their support (and level of training) goes farther than the counselors on campus. I think that Carleton should invest in hiring more mental health professionals that are trained in more areas (eg. working with LGBTQ2+ individuals, BIPOC, etc.) and that have certifications in practicing different therapeutic approaches.</p> <p>For Accessible Services, what can be worked on is listing details of the various ways students can access mental health services (eg, will there be a phone number or website one can text 24/7? Will hours of intake offices be extended?) and possibly providing a crisis line.</p>
02-Mar-22	Form	<p>Campus Culture of Wellness:</p> <p>During the pandemic, student mental health on average has decreased due to social isolation and the stress of living in a pandemic. Social isolation not only affects one's relationships with friends and family but also whether students attend in-person classes. Not having in-person classes, limit one's ability to create new friendships and maintain old ones, especially coming off of high school. It should be highlighted, that without in-person classes (along with other social distancing practices) students will stuck in their houses/not on campus. People with negative relationships with family will suffer greatly due to these health restrictions. Without being on campus, students cannot easily access about on campus mental health initiatives and resources. Although sending emails might seem beneficial, in reality they have a very minimal impact on the targeted demographic. Students receive many emails daily and these resources get lost in their email. The links in the emails are also very uninformative and require students to read large amounts of information that is not clearly outlined and are also required to connect with people who will not respond to them within reasonable time frames and without wait lists. Now how does this help anyone who is in a mental health crisis. The university should create a clear and concise website with direct links and quick responses. As well as have more staff to handle student mental health so that wait lists are shorter.</p>
02-Mar-22	Form	<p>Within the Building Skills and Strengthening Resilience part of the framework one of the recommendations is to update modules, programming, and workshops to help with overall well-being. While this will be very helpful I have learned that some individuals, especially students that are full-time and work, may not have the time to complete a whole module or workshop. I think it would be very beneficial to have a page on the wellness website that is dedicated to a quick "how-to" for overall wellbeing including focuses on key areas like nutrition, physical health, finances, etc., as highlighted in the framework. This page could allow for students to have access to help or information if they do not have the time to sit down with staff. This is also a good option for individuals who are not comfortable asking others for help.</p>
02-Mar-22	Form	<ul style="list-style-type: none"> - I appreciated that increasing resilience as an objective because I've learned high resilience is connected to better mental health - developing a proactive approach to mental health is also a huge bonus. Proactive approaches have been shown to have a better long term effects when implemented. - "approach to enable staff and faculty to assist students in a way that is respectful of culture and identities" I love this - culture is a huge component to how an individual will experience mental health issues. Considering Carleton's diverse student body the unique cultures need to be considered in all programming. The same can be said for the plan to implement faith and spirituality resources. - I loved that integrating wellness into the class room was included! Preventing fires is more effective then putting them out!
02-Mar-22	Form	<ul style="list-style-type: none"> -Implement more facilities for students to engage with one another to promote healthy relations between students and staff. -Encourage self-identity in all individuals through context-specific events and activities. -Create a community engagement function on brightspace to increase social support. Discord-like group chats to promote student engagement. -Support students non academic endeavours, promote job searching skills in classes. (Guest speakers, workshops, etc.)
02-Mar-22	Form	<ul style="list-style-type: none"> - Programs and events currently included cover a wide range of concepts to improve skills and resilience

		<ul style="list-style-type: none"> - To further the support of developing and implementing substance use and harm reduction strategies, resources like Peer Support initiatives could benefit from models used by local organization Mental Health and Addiction Services Ottawa (MHASO) and could be a potential strong partnership. - Provide opportunities for students and faculty to learn about tools needed to maintain an inclusive environment and become more aware of discrimination and racial bias - Increased amount of presentations to provide information and mental health awareness as well as information on available mental health resources in order for students to know the services that are available to them.
02-Mar-22	Form	<p>I believe the framework should include planning specific activities for professors to get the information on person-first language to make sure Carleton students are not exposed to that kind of disregard towards themselves or others in the community.</p> <p>In class, we learned about how stigma can affect how likely is someone to receive the treatment. The events mentioned in the document need to try to diminish the stigma that is present around campus. Also, I would like to suggest to have events with mental health professionals, and explaining ways to cope but in an anonymous setting (not zoom) because the stigma in our society might stop people that need that information from attending as they could be then seen or labeled differently by their peers.</p>
02-Mar-22	Form	<ul style="list-style-type: none"> - Create more initiatives on campus for specific focused groups of students (ex: LGBTQ groups) - Ensuring availability of access of services to all students (ex: on and off campus students) - De-stigmatize the stigma of getting help, creating an environment where people are not afraid to go get the help they need - Providing an incentive to students to complete surveys and feedbacks on the impact of these services (ex: completing SONA studies to receive participation marks) - Better organization/explanation and better distribution of the different programs that are available to students
02-Mar-22	Form	<p>while the student mental health framework is already very well thought out, focusing on the campus culture of wellness could benefit people more. focusing on mental health awareness would be very helpful especially during trying times of the pandemic; people are struggling more with things whether it develops from school issues, personal issues, money issues as well as lack of social supports. ways that we can bring awareness to and/or mediate the issue would be to add resources that better identify the different aspects and degrees of peoples stress rather than something that is more general to all. on top of doing this, there could be more resources based towards minority groups that may have separate struggle than others. having resources that are offered to international students as well may benefit students transitioning into carleton that do not have the resources in their home countries. another way of supporting students would include instructors support for students as we transition from online to in-class learning. offering general surveys to the carleton website as well as sending them through email could help with people to assess their mental health privately</p>
02-Mar-22	Form	<p>I found the force of coordinated support and services interesting and engaging because it gives students who are unsure of school resources a way to reach out, get familiar with the campus, as well as meet new people and find a valuable support system. With the ongoing pandemic, it has been difficult to socialize and coordinated support services opens an entire new set of opportunities for students.. Because of the isolation from the last 2 years, there has been an increase in mental health issues, and having a support system for people with such issues will only continue to be of need to the community. We should be prepared to accommodate such a large number of students accessing such support. Having support groups where people can speak aloud about their feelings can not only increase recognition of symptoms between peers, but can help to create a safe environment. Having support groups where people feel is is safe to communicate and there are not boundaries between culture, gender, language, etc. is essential for students to be able to use an outlet, and this one seems to really take into consideration each and every concern students may have.</p>
02-Mar-22	Form	Campus Culture of Wellness

		<ul style="list-style-type: none"> - Ensure when attempting to build awareness of mental distress, all demographic and cultural backgrounds are taken into consideration. - It would be beneficial for professors and staff to share with one another what students have expressed has been stressful and to create methods that will not hinder their work but also attempt to solve the students issues. - One of the objectives is to integrate mental health and well being into the curriculum. We feel as though this is done well by Carleton and the professors being that we would not have took the time on our own to read this document. The fact that it was included in our lecture brought it to our attention and we are now more willing to engage with Carleton's Mental Health and Well-Being programs - In terms of "availability of training", is this training optional? How often is it being implemented? A recommendation would be to make this mandatory for all staff and to ensure training is refreshed at least once a year. - Recommendation: In light of the happenings in Ukraine, a group therapy or group session should be available or created when devastating world events take place in order to address specific emotions and possibly trauma.
02-Mar-22	Form	This document provides many interesting options when it comes to addressing mental health in Carleton students. In fact, the objectives and their corresponding recommendations all make an effort to destigmatize challenging elements that come with mental health struggles, For example, cases where people deal with substance abuse are discussed in a respectful way that communicates, they are not alone if they ever need help. Not only does this framework show that resources are available, but it seems to be catering to everyone's needs when it comes to support by giving a wide range of options to promote well-being. Indeed, they included all cultures and identities like Indigenous Communities who are usually forgotten about. Overall, it highlights that many resources are available if students are looking for support or help when it comes to their mental health and that there is no shame in wanting to reach out.b
02-Mar-22	Form	I am not sure what this whole lengthy document really means. I have a son in 2nd year engineering who joined university in 2020 & was the first batch to conduct studies online. He has not set foot in the university (as all classes are online), there is no known forum where he could know & interact with his class mates, the professor are conducting classes as it was normal situation & in some cases have put measures for exams that are more strict than in normal time (for e.g. not allowing students to review their exam answers before submitting as they are not allowed to go back to question that they had already implemented), rigid rules for courses putting whole emphasis on final exam marks to pass the course & not taking into account assignment + mid term marks. Result is kid suffering thru mental trauma alone at home with no source of visible help available. All we get is bombardment of emails with messages that don't jive with realty.
02-Mar-22	Form	As someone in a health psychology course, I'm really glad to see the university taking such care of most of their students. What I'd like to see is a better plan for ALL students. The draft preaches about diversity and inclusivity, but there is still a very small fraction of students who're isolated no matter what the university implements as help, specifically for those who cannot come to campus. We as a community need to do better to include these students. The irony of seeking support services for isolation through a computer screen is astounding. Help for mental health and wellbeing should be accessible for everyone, not just those the university deems as 'worthy' with their policies. Nobody talks about how your own brain could be more deadly to you than the virus. Hopefully this is just a temporary measure, as Covid-19 restrictions seem to be lifting. Other than that, this is a well-thought-out framework and I'll enjoy taking part in it in the years to come!
03-Mar-22	Form	The student mental health framework has many recommendations for each branch that help students. For example, a call to action under the Campus Culture of Wellness section involved developing a Circle of Care for Protocol for Indigenous students. This is a very beneficial addition as many feel excluded from and ignored by health practitioners who aren't familiar with their cultural background, as mentioned in the lecture. It is very important that indigenous students feel welcome in University as they face many problems and injustice in everyday life, so it can be very reassuring that there is a protocol for indigenous students.
03-Mar-22	Form	Developing an understanding on different cultures without bias to ensure everyone is getting equal training and information on how to deal with situations across the different cultures

03-Mar-22	Email	<p>I think this report is great and moving in the right direction. I appreciate all the hard work that went into this report and reaching out to us for additional feedback given the initial meeting was not scheduled. I have included a few thoughts below on how we might be able to make this report more inclusive of the needs of Indigenous students, staff and faculty.</p> <ul style="list-style-type: none"> • If we want to use the spirit of the Kinamagawin report of “Learning Together” I think the piece this report is missing is the integration of Indigenous perspectives on mental health weaved throughout the report. I think the mental health field has so much to learn from traditional and holistic approaches to well-being and this is a great opportunity to place Carleton at the top of its class in this area. • Also, having worked with the Kinamagawin report for a few years now, I understand the need to be specific about our intentions in reporting, as being specific is what creates accountability and action. I think the line addressing the Call to Action # 8 does this well, however, I can notice a few areas that might benefit from adding additional components. • I think the section “Coordinated Student Support Services” could be a good start for this. Addressing the mental health needs of Indigenous students involves more than just counselling. We need to examine the barriers in place preventing our most vulnerable populations from receiving coordinated care, which I think pertains to each of the recommendations in this section. I have included a few examples of changes I think would address this. <ul style="list-style-type: none"> • 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. While simultaneously addressing cultural barriers to service use. • Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that take into consideration the individual and cultural needs of our diverse student body. • I think the same is true for “Campus Culture of Wellness” <ul style="list-style-type: none"> • Enhance the availability of training offered to faculty and staff to support students in crisis that is culturally aware and sensitive.
09-Mar-22	Form	The SMHF was very well written and well rounded. I appreciated the ongoing consideration and request for campus feedback, and the annual review process.
11-Mar-22	Form	Please use this opportunity to address the addictions aspect of mental health. Specifically, ban all smoking and vaping on campus and provide supports to help students and employees who want to quit. Explore harm reduction including providing naloxone kits to students and employees.
17-Mar-22	Form	Please follow the lead of other universities/colleges and ban all smoking and vaping on campus. Carleton University property should be 100% smoke free. This would help protect the health and safety of students, faculty and staff from second hand smoke and support the efforts of those who are trying to quit.
20-Mar-22	Form	<p>We neeeeeeddd to include the word "psychosis" and "schizophrenia" and "bipolar disorder" in the frame work as these are the most important areas too improve on. During this time of COVID many people could have experienced mini psychosis from isolation due too lockdowns which is proven too cause psychosis. People will understand what it means too have psychosis during this time more then ever in the past 100 years as everyone in the world has gone through lockdowns. It shouldn't be feeling overwhelmed. It should be experiencing a psychotic break. This is better terminology too address the most important mental health diagnosis. If psychosis is not recognized we will never ride the stigma as psychosis is the most sever mental health disorder. A organization the university could work with is Students with Psychosis. They are an organization that work with universities too implement psychosis into university cultures. Here is there website: https://sws.ngo/ . Carelton is a university that has a reputation of paying extra attention too mental health. The Paul Menton Centre, created by a student with a disability. And Carleton was originally a college for veterans from WW2 too study at and recover from PTSD. Carelton should partner with this organization too bring psychosis into the conversation and into Carlton's culture.</p>

20-Mar-22	Email	<p>Hi,</p> <p>In the draft suicide is mentioned. Psychosis should be mentioned especially psychosis caused by social isolation due too lockdowns. If suicide is mentioned then psychosis should be mentioned especially since lots of people have experienced this during COVID and the truck convoy with noise pollution. Things should be done too help students that have experienced this. If this was included lots of students would empathize with it. I have seen symptoms of psychosis in lots of my friends which include lack of emotion, dissociation and social anxiety.</p> <p>I heard on the CBC people saying they were going crazy due too the noise pollution caused by the truck convoy.</p>
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Appendix A: Consultation Guide

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

Opening Presentation: brief overview of the listening phase feedback, with a high-level overview of how that feedback was implemented into the draft of SMHF, followed by a brief overview of the areas of focus objectives (~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.

Before we begin, are there any questions?

- 1. Which of the 4 areas of focus resonates most for you? Why?** (ask for more information and detail about their choice)
- 2. What is missing from the themes? What other opportunities should we consider here?**

Next, the four areas of focus will be discussed in more detail. A slide will be up for each area of focus with recommendations listed.

- 3. Under *Student Engagement*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 4. Under *Building Skills and Strengthening Resilience*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 5. Under *Coordinated Student Support and Services*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 6. Under *Campus Culture of Wellness*, these recommendations have been identified. What gaps do you see? What other opportunities should we consider here?**
- 7. Anything else you'd like to add that we have not yet touched on?**

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

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

AGENDA ITEM

6.2

To:	Board of Governors	Date of Report: 13 April 2022
From:	Vice-President (Students and Enrolment)	Date of Meeting: 28 April 2022
Subject:	Coordinated Accessibility Strategy Annual Report	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

For Approval For Information For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

After an 18-month collaborative consultation process, Carleton's Coordinated Accessibility Strategy (CAS) was officially launched in June 2020 under the guidance of the four Vice-Presidents. Through the cross-representational Steering Committee, the first phase of implementation brought together diverse voices and perspectives to draft proposed action plans. This past year, the Coordinated Accessibility Strategy (CAS) has moved into an action phase, with projects underway across the University. Each project ensures that the voices of lived/living experience guide the path forward. There is also an intention for equitable representation that reflects the diversity of our campus community.

Over the past year, 9 recommendations are in the planning phase, 14 recommendations are underway, 7 recommendations have the status of continuous, with 10 recommendations upcoming in the near-to-mid term. Since the launch of the CAS, definitive actions have been taken on 30 of the 40 recommendations. Through research and development, our partner offices brought in \$3.3M in funding during this fiscal year, bringing the total to \$15.8M since the development of the strategy.

The pandemic continues to present challenges and opportunities related to accessibility, both of which can be seen in the highlights contained in this report. A key focus of the implementation work this past year has been the creation of a theory of change framework and adapting to a more agile group to guide Coordination and Leadership; these elements combined have facilitated a hub and spoke model that supports a distributed team.

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

4.0 INPUT FROM OTHER SOURCES

The Coordinated Accessibility Strategy (CAS) falls under the purview of the READ Initiative. However, the ongoing implementation of the recommendations in the CAS could only occur through the many collaborations with faculty, staff and students from across the university. This Annual Report was shared with all Vice-Presidents for review and comment.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

As stated in Carleton's Strategic Integrated Plan under Strive for Wellness, Strive for Sustainability, we continue to strive to make our campus, country and world accessible for all. Over many years, Carleton has led the accessibility conversation across Canada's higher education sector. Carleton has an extensive history of making its campus, courses and culture increasingly accessible, and is committed to being the most accessible

campus in Canada. Leveraging the new Coordinated Accessibility Strategy (CAS) and leadership in the Canadian Accessibility Network (CAN), as well as other initiatives and programs across campus, Carleton will advance accessibility across research, training, employment, policy, and community engagement.

The impact of the COVID-19 pandemic continues to present a significant challenge as organizational and personal needs in our community shift the focus to recovery and resiliency during these exceptional times. However, over the past year, we have moved from planning the implementation of the CAS to action-based groups working on specific projects. Progress on this implementation is a direct result of a dedicated group of more than 30 people across all aspects of campus life whose creativity and innovative mindsets are advancing the needle of accessibility at Carleton.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

There are no risks or legal implications with report. However, failure to implement the strategy and any actions contained therein could constitute reputational risk. The risk is mitigated by the actions being taken to implement the strategy and the communication plan to highlight the various initiatives.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Failure to implement the strategy and any actions contained therein could constitute reputational risk. The risk is mitigated by the actions being taken to implement the strategy and the communication plan to highlight the various initiatives. It is essential that we continue to implement, evaluate and communicate the recommendations of the Coordinated Accessibility Strategy which impacts Carleton's reputation as being Canada's most accessible university.

Strategic communications are core to increasing visibility and awareness and also serve as the potential for educational tips on how others can engage in more accessible practices. A strategic communications team has formed as a partnership between READ and the PMC. This team is tackling the reimagining of Carleton's accessibility landing page in partnership with Web Services. Additionally, a new campaign is being launched to highlight accessibility moments on campus, encouraging all members of our community to submit (in a form that works for them) how they bring accessibility to their day. These moments will be celebrated during National AccessAbility Week (NAAW) in June.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

Coordinated Accessibility Strategy Annual Report 2021-2022

Board of Governors

April 28, 2022

Why the Coordinated Accessibility Strategy exists

Sharing our voices

“Throughout my journey at Carleton, I have had the amazing privilege of finding my voice...

...and it is a journey of finding my voice as an advocate for disability rights, accessibility rights, and coming into my own in a whole new way.”



Progress on Recommendations

Since April 2021 Report

9

- Planning

14

- Underway

7

- Continuing

10

- Upcoming

Since CAS Launch

30/40

- Definitive actions

10

- Plans initiated

And more than \$15.8 M in funding!

Highlights

Coordination and Leadership

- Theory of Change
- Proposed standards for AODA
- Strategic communications



Education and Training

- Support for instructors
- Understanding barriers
- Accessibility and Wellness Series



Highlights

Information and Communication

- Accessible events guide
- Relaunch of accessibility landing page
- Accessible procurement literacy



Physical Campus

- Formalized audit agreement with Rick Hansen Foundation
- Partnership development with Key2Access



Highlights

Employment and Employee Supports

- Benchmarking completed
- Implementation plan developed



Student Support Services

- Increase focus on graduate students and post-doctoral fellows
- Accessibility literacy and skillsets
- Challenging Ableism



Highlights

Research and Development

- Increased awareness and profile
- David C. Onley Initiative (DCOI 2.0)



**\$3.3M in
Funding**

Outcomes

Intermediary outcomes (2020-2025)

- Internal recognition of culture
- Embedded in roles and resourced
- Policy reviews
- Greater representation
- Improved workplace accommodations and supports

Longer term outcomes (2025+)

- Acceptance of culture
- “Beyond the minimum”
- Updated policies
- International reputation

Thank you!

Coordinated Accessibility Strategy Annual Report 2021-2022

Presented to the Board of Governors

**Research, Education, Accessibility and Design (READ)
April 29, 2022**

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From the Coordinated Accessibility Strategy Implementation Team

I was not sure that we could have predicted the continuing toll of the pandemic and resulting civic unrest one year ago. While the spotlight continues to illuminate inequities for people with disabilities, much work is needed to ensure that inclusion and community remain at the heart of what we do. Carleton continues to lead from a place of service and commitment, encouraging us to acknowledge the humanity in all of us and, by doing so, make space for recognition, understanding and compassion.

We have successfully managed the implementation of the Coordinated Accessibility Strategy (CAS) with the acknowledgement of shifting priorities and pandemic fatigue. Over the past year, we have moved from planning the implementation of the CAS to action-based groups working on specific projects. Progress on this implementation is a direct result of a dedicated group of more than 30 people across all aspects of campus life whose creativity and innovative mindsets are advancing the needle on accessibility at Carleton. In the following pages, we share the highlights for each area of focus. It is important to recognize that while presented more linearly, the reality is that there are interrelated aspects across focus areas, creating ripples across the continuum of the strategy.

The CAS is approaching its second anniversary. We will continue to reflect, listen, and learn as a community what is working and what needs to be improved. We will also continue to engage the community as an essential step so that Carleton continues to be a place where people of all abilities have the choice and agency to engage fully in all aspects of campus life.

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

To our continued success,



Cathy Malcolm Edwards
CAS Implementation Lead

Executive Summary

After an 18-month collaborative consultation process, Carleton's [Coordinated Accessibility Strategy \(CAS\)](#) was officially launched in June 2020 under the guidance of the four Vice-Presidents. Through the cross-representational Steering Committee, the first phase of implementation brought together diverse voices and perspectives to draft proposed action plans. This past year, the CAS has moved into an action phase, with projects underway across the University. Each project ensures that the voices of lived/living experience guide the path forward. There is also an intention for equitable representation that reflects the diversity of our campus community.

Over the past year, 9 recommendations are in the planning phase, 14 recommendations are underway, 7 recommendations have the status of continuous, with 10 recommendations upcoming in the near-to-mid term (see [Appendix 1](#)). Since the launch of the CAS, definitive actions have been taken on 30 of the 40 recommendations. Through research and development, our partner offices brought in \$3.3M in funding during this fiscal year, bringing the total to \$15.8M since the development of the strategy.

The pandemic continues to present challenges and opportunities related to accessibility, both of which can be seen in the highlights contained in this report. A key focus of the implementation work this past year has been the creation of a theory of change framework and adapting to a more agile group to guide coordination and leadership; these elements combined have facilitated a hub and spoke model that supports a distributed team.

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

A note about language

It is essential to recognize the power of language. People self-determine how to express their identities. As such, some people identify with person-first language (e.g., people with disabilities), others use identity-first language (e.g., disabled person), and some may decide to use broader acknowledgement of the ability continuum (e.g., people with varying abilities). The emphasis on equity, diversity, and inclusion (EDI) continues to evolve for the representation of those who have been marginalized by society. This acknowledgement is often expressed through language such as lived/living experience, which can acknowledge the multiple social identities any given person may have (e.g., gender, ethnicity/race, ability) and the intersection of them. While the Coordinated Accessibility Strategy has adopted 'persons with disabilities' as our language, we have used a variety of the language above to create space where people feel seen and represented.

Context

Carleton strives to be an inclusive community. This aspiration allows us to form deeper connections with one another as we work through barriers of language, stigma, and biases. We are grateful to the land, which supports us in this pursuit, the traditional and unsundered territory of the Algonquin people.

The following guiding principles continue to anchor implementation efforts for the strategy:

1. We collectively support accessibility for those with visible and non-visible disabilities, including cognitive, developmental, intellectual, medical, mental, physical, and sensory disabilities.
2. We commit to being flexible to support each individual's fullest participation in activities and society in any place, space, item or service, whether physical or virtual.
3. We recognize and work to address attitudinal and systemic barriers to inclusion.

In 2018, Carleton undertook a collaborative process to develop its first Coordinated Accessibility Strategy (CAS) to strengthen our commitment further and build on our culture of accessibility while working towards a more accessible and inclusive world. After extensive consultations with the community, where an emphasis was placed on listening to and reflecting on experiences, seven areas of focus emerged, each with a set of objectives and recommendations. Collectively, these serve as pathways to a more accessible campus for all.

“I decided to use my voice to speak up to the pressing need to consider accessibility in terms of diversity and not as a defined checklist to simply be checked off.”

Patricia Bérubé, Student Accessibility Champion, 2021

Continuing with a human-centred approach for the implementation of the CAS, the first year (2020-2021) centred on activities and efforts in planning the implementation of the strategy. We established an initial governance plan to support teams working on analyzing and synthesizing data points as they brought forward proposed action plans for consideration. This year (2021-2022), more than 30 people in 19 units are actively engaged in action projects that will address elements in the overall system that require improvement. Figure 1 provides an account of the major activities and the units on campus that are part of the Action Teams. More details can be found in [Reporting Back](#).

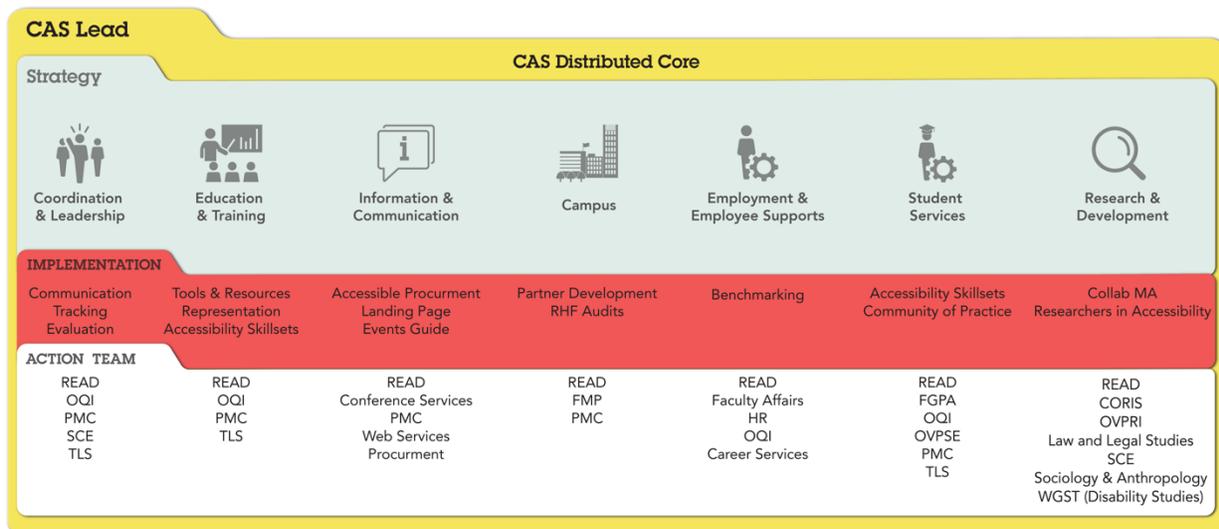


Figure 1: Coordinated Accessibility Strategy Implementation 2021-2022. Please see Appendix 3 for a description of office acronyms.

The impact of the COVID-19 pandemic continues to present a significant challenge as organizational and personal needs in our community shift the focus to recovery and resiliency during these exceptional times. Those leading the implementation of the CAS recognize the impacts of the pandemic and, as such, are managing a delicate balance to continue to advocate for progress while the state of normalcy seems ever shifting.

Governance

One significant change occurred in the governance approach for the Coordinated Accessibility Strategy (CAS). The CAS Council was initially formed to ensure adequate representation of equitable voices and functional units key to leading accessibility on campus. The result was a Council with more than 30 representatives and continued engagement from stakeholders during the pandemic presented a challenge. While quarterly communications are shared with members as well as the Vice-President (Students and Enrolment), a decision was made to support the various Action Teams and maintain an agile, central responsive team central for overall coordination and leadership. Figure 2 represents the current membership of this central team. The CAS Lead continues to interface with Executive Champions to ensure accessibility remains a priority and to coordinate cross-functional initiatives.



Figure 2: Team supporting coordination and leadership

¹ Coordinated Accessibility Strategy (CAS) co-chairs

² Part-time resources and alum

³ Paul Menton Centre CAS Liaison (on loan)

Reporting Back - Highlights of Progress in the Areas of Focus

The following section provides an overview of the exceptional work led by more than 30 people on campus who are directly involved, spanning 19 units. Note that each highlight and next step is mapped to a recommendation from the CAS. Please see [Appendix 1](#), which contains a table of all of the objectives and recommendations as outlined in the CAS per area and related status.

Area of Focus #1: Coordination and Leadership

The Research, Education, Accessibility and Design (READ) Initiative was launched ten years ago as a campus-wide leadership initiative dedicated to accessibility and inclusion of persons with disabilities at Carleton and in the local, national, and global community. The initiative is just one way that Carleton continues to promote an increased emphasis on areas of disability, design, accessibility, and inclusion.

Highlights:

- In Fall 2021, a provincial committee sought feedback on proposed standards for AODA, specific to postsecondary institutions, to help make education more accessible for students with disabilities. As part of Carleton's response, a team collected feedback from across Carleton on more than 150 of the 179 recommendations and submitted a detailed summary through Carleton's President and its Vice-President (Students and Enrolment) to the Chair of the Postsecondary Education Standards Development Committee. Overall, the feedback received indicates that the CAS positions the University to be compliant with the majority of the proposed recommendations. Members of the CAS team are reviewing the feedback in detail to look at gaps that we can easily address.
- Strategic communications are core to increasing visibility and awareness and also have potential for educational tips on how others can engage in more accessible practices. A strategic communications team has formed a partnership between READ and the PMC. This team is tackling the reimagining of Carleton's [accessibility landing page](#) in partnership with Web Services. Additionally, a new campaign is being launched to highlight accessibility moments on campus, encouraging all members of our community to submit (in a form that works for them) how they bring accessibility to their day. These moments will be celebrated during National AccessAbility Week (NAAW) in June. ([Recommendation 1.R.e](#); [Recommendation 2.R.b](#))
- As outlined in the Theory of Change ([Appendix 2](#)), a major deliverable this year was the creation of a guiding framework that is supported by activities and outputs. This directly links to the development of an excel sheet to track the CAS activities and initiatives. Both of these efforts anchor the work of the Coordination and Leadership group and, ultimately, the whole strategy. The next steps include more feedback on the evaluation model and creating a visual representation to include on the website. The team is also working on the possibility of transferring

the tracking sheet into a project management tool such as Eclipse, for which Carleton has a license. ([Recommendation 1.R.a](#))

- Other areas where we are showing leadership include the continued growth of the Canadian Accessibility Network (CAN) with its national office at Carleton's READ Initiative, being the only university in Canada that has committed to a full audit of all buildings on campus and the continued work to develop a first-of-its-kind collaborative master's specialization in Accessibility.

Area of Focus #2: Education and Training

Over the years, Carleton has committed to better practices as well as mobilizing knowledge, skills, and attitudes. In both formal academic programs and professional development training environments, the goal remains to educate instructors and the student population on how to make campus and campus life more accessible. Efforts in this focus area build on established practices on campus (e.g., Accessibility for Ontarians with Disabilities Act (AODA) training, Universal Design for Learning, and web accessibility workshops). Advancements on several fronts are attributable to increased collaborations between Teaching and Learning Services (TLS), the Paul Menton Centre (PMC), and READ.

Highlights:

- TLS and PMC have deepened their collaborations to curate spaces where instructors can participate in panel discussions and workshops to support more accessible classroom experiences. TLS continues to host digital classroom accessibility sessions in an effort to demystify accessibility for instructors. Efforts are concentrated on learning management system (Brightspace) support, skills development, and instructional design. ([Recommendation 2.R](#), [2.R.c](#), [2.R.e](#), [2.R.f](#))
- READ and TLS partnered together with the [READi](#) Action Team to guide a team of graduate students conducting research to help understand barriers to student experience in virtual environments. The project resulted in a proposal to co-create an accessibility lab that will mobilize tools and resources co-created by those with living experiences. Funding sources will be pursued later this year. ([Recommendation 2.R.c](#))
- The [Accessibility and Wellness series](#) arose directly from the community. It represents an opportunity to link accessibility in the workplace as a vital part of our personal, collective, and organizational wellness. The CAS Lead also touches base regularly with the Director of the Mental Health and Well-being Research and Training Hub (MeWeRTH) regarding the [Lived Experience](#) series. Collectively these forums provide a platform for living experiences, increasing awareness, and creating space for important dialogue. ([Recommendations 2.R.a](#), [2.R.b](#), [2.R.e](#); [1.R.e](#); [6.R.c](#), [6.R.d](#))

Area of Focus #3: Information and Communications

For many, the COVID-19 pandemic illuminates the reality that Carleton operates in two environments, one which is physical and one that is virtual. Below, we have captured several highlights that speak to leadership in this focus area.

Highlights:

- A new collaboration emerged in early 2022 between Conference Services, READ, and the Paul Menton Centre (PMC). As part of the overall strategic communications and as a recommendation within the strategy, the team has drafted up a beta version of an Accessible Events Guide. Over the coming months, they will engage a larger stakeholder group to revise as needed prior to sharing it with the full community. Conference Services will take the lead for future iterations and communications about the guide. ([Recommendation 3.R.b](#))
- The strategic communications group is collaborating with Web Services to revamp the accessibility landing page for Carleton. There have been some initial setbacks, but with renewed commitment and additional team resources, the project is taking shape. The Phase 1 site is live as of April 8, 2022 with Phase 2 work underway. ([Recommendation 3.R.d](#); [Recommendation 1](#))
- Procurement is demonstrating leadership in reaching out to resources on campus (e.g., READ) and the external community (e.g., Accessible Procurement Resource Centre (APRC)). The team is actively seeking to understand important aspects of accessibility and disability to inform the development of accessible practices. Building on their collective learning experiences, the team is developing tools and a statement of commitment that will be core to its own communication plan to educate its clients. Knowledge and collaborations for procurement continue to be strengthened through a budding community as part of the Canadian Accessibility Network (CAN), which is led by READ. ([Recommendation 3.R.e](#))

Area of Focus #4: Physical Campus

For most people, we do not really notice the built environment until it gets in our way. Carleton is fortunate to have a team of dedicated professionals working towards making campus as accessible as possible. By adopting the Rick Hansen Foundation's Accessibility Standard, Carleton has created its new standard of excellence that far exceeds compliance with codes and regulations.

Highlights:

- Facilities Management and Planning (FMP) continues to build its strategic engagement with the Rick Hansen Foundation (RHF). The team was able to negotiate a significantly reduced rate to adjudicate all buildings on campus formally. This is in addition to the four-building audits awarded in the previous year. The audit team at Carleton, a partnership between FMP, READ, and the

Paul Mention Centre (PMC), will submit five building assessments per quarter for adjudication by the RHF. At present, Carleton is the only University in Canada that has committed to a full audit of all buildings. ([Recommendation 4.R.b](#))

- The Physical Campus team continues to pursue innovative solutions to test and possibly implement on campus. One such partnership is with [Key2Access](#). While not new to the Carleton ecosystem, Keys2Access is exploring innovation opportunities as part of the Sprott Innovation Hub. ([Recommendation 4.R.a](#))

Area of Focus #5: Employment and Employee Support

While Carleton University is well known for being a leader in accessibility, the Coordinated Accessibility Strategy (CAS) highlights the need for further attention to services and supports for Carleton employees with visible and non-visible disabilities. More needs to be done for employees, though, to address structural inequities that may exist inherently in our practices and processes particularly.

Highlights:

- Under the guidance of the Assistant Vice-President, Human Resources, an extensive benchmarking project was completed over the past year. The objective of this project was to identify best practices that improve the experiences and increase inclusion of persons with disabilities throughout the employee lifecycle at Carleton. From this research, the Benchmarking Team identified 10 recommendations aimed at growing a culture of accessibility for Carleton employees. These recommendations suggest a multi-pronged, holistic approach to creating a more accessible workplace for Carleton employees that includes changes to policies and processes, additional human and monetary resources, better collaboration and communication, and more opportunities for our community to learn about accessibility. ([Recommendation 5](#))

Recommendations:

Growing a Stronger Culture of Accessibility for Employees

1. Consistently signal Carleton's dedication to accessibility through a statement of commitment.
2. Create an Accessibility Resource Connector position.
3. Revise the *Accessibility at Carleton* website.
4. Create a cross-functional group committed to accessibility within employee and employment support at Carleton.
5. Develop a network of employees who navigate disability-related barriers.

Accommodation Infrastructure

6. Update Carleton's workplace accommodation policies and procedures in accordance with best practices.
7. Create a central accommodation fund.

Recruitment and hiring

8. Embed accessibility in the Human Resources, Faculty Affairs, and Career Services websites.
9. Ensure accessibility in all recruitment and hiring practices.

Training and Resources

10. Revise existing training and resources to embed accessibility. Create additional training and resources related to accessibility in employment and employee support.

Area of Focus #6: Student Support Services

Over the past two years, significant strides have been made to develop tools and resources for non-visible disabilities, including mental health. This is evidenced in the increased support at the graduate and undergraduate level as well as the launch of the curated [mental health and well-being resources](#) through the Office of Student Affairs and Health and Counselling Services and new [support programming](#) in the Paul Menton Centre (PMC). The teams behind both the implementation of the Coordinated Accessibility Strategy (CAS) and the recently updated Student Mental Health Framework continue to collaborate to support the mutual goal of a more inclusive campus.

Highlights:

- The PMC, the Faculty of Graduate and Postdoctoral Affairs (FGPA), and READ are working on increasing awareness and support for graduate students and post-doctoral fellows with disabilities. The group has regular touchpoints to look at how processes and practice can be improved so that graduate students are aware of the support and services available through FGPA and the PMC. This includes awareness-building sessions for all graduate students as well as more central communication channels as part of registration and orientation. ([Recommendations 6.R.b](#), [6.R.d](#))
- As a result of the initial work of the CAS Action Plan teams, a strong need was identified in two areas of focus (Student Support Services and Education and Training) around improving training and awareness related to accessibility. These also exist as deliverables within the CAS itself. An action team has been designing a questionnaire proposed to be piloted in Teaching and Learning Services and the Students and Enrolment division. Responses will help inform future learning and professional development experiences on campus. It

will also help us better understand the diverse set of skills associated with accessibility professionals. There is a proposed output of the development of a directory and communities of practice to encourage peer-to-peer learning. After the pilot, the intent is to roll out the questionnaire more broadly.

([Recommendations 6.R.b](#), [6.R.d](#); [Recommendation 2.R.e](#))

- The Housing and Residence Life team is committed to more inclusive and accessible environments. A working team with representatives from Conference Services, Housing, Residence Life, PMC, and READ are working on a series of workshops to Challenge Ableism. The first session will launch in May 2022. ([Recommendations 6.R.c](#), [6.R.d](#))

Area of Focus #7: Research and Development

Research plays a vital role in advancing inclusion in society. Carleton's research reputation continues to grow in parallel to its ongoing commitment to accessibility. In READ alone, \$3.3M in research funding was awarded since the last CAS report, April 2021, representing areas such as employment, transportation, neurodiversity, and acoustics. It is worth noting that many of the opportunities came from outreach to Carleton based on its reputation.

A key element for competitive graduate programs is the ability to attract research funding to support leading-edge, socially relevant projects. Over the past four years, the University has attracted a minimum of \$3-\$5M per year in research revenue for accessibility research. The ability to bring in consistent funding year over year demonstrates ongoing capacity in Carleton's research enterprise to support the training of students interested in accessibility-related research. This understanding is at the forefront of the continued work to develop the first-of-its-kind collaborative masters' specialization in Accessibility. The team is represented by members from READ, Systems and Computer Engineering, Sociology/Anthropology, Women and Gender Studies (including Disability Studies), and Law and Legal Studies.

Highlights:

- In September 2021, the Office of the Vice-President (Research and International) (OVPRI), the Carleton Office for Research Initiatives and Services (CORIS) and READ held an OVPRI-sponsored REALISE event with the goal of developing greater accessibility research at the University. It brought together researchers and practitioners from Carleton University, Bruyère Research Institute and The Ottawa Hospital. Research professionals and research teams expressed a strong interest in accessibility, but they require greater resources, training, and expertise in order to effectively utilize research methodologies and recruit individuals with lived experience. In the coming year, a working group will explore the expressed needs and develop program supports and communications for researchers. ([Recommendations 7.R.b](#), [7.R.c](#))

- Carleton University is leading the second phase of the David C. Onley Initiative (DCOI 2.0). The \$3M project will deliberately focus on Postsecondary Institutions as one of the key stakeholders in the collective effort to improve employment outcomes for postsecondary students with disabilities in Ontario. Implementation of the DCOI Collective Impact Strategy aims to improve employability and employment outcomes for postsecondary students with disabilities and support their transition into quality employment. ([Recommendation 7.R.c](#))

What is next?

Over the next 12-18 months, the Coordinated Accessibility Strategy (CAS) implementation team will focus on progress towards intermediary outcomes that resulted from the continued consultations and feedback from the Carleton community. The outcomes are outlined in Figure 3. It is critical that we collectively create opportunities for the campus community to identify with and recognize our culture of accessibility. We will continue to see accessibility embedded more formally in roles and in the policies that guide the institution.

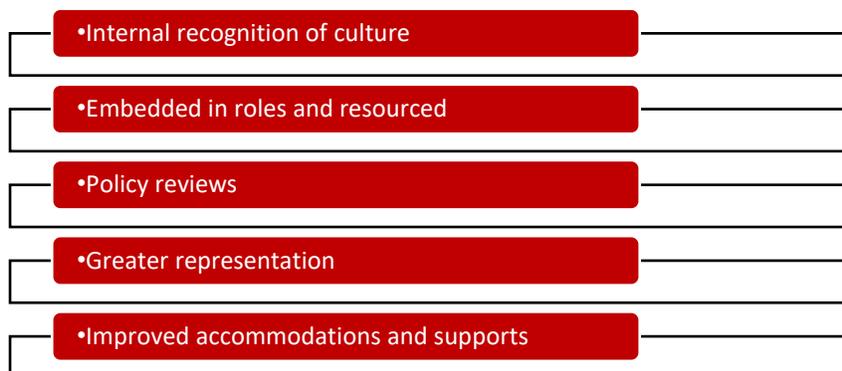


Figure 3: Intermediary outcomes within the Coordinated Accessibility Strategy

Some specific activities that will support the outcomes include:

1. Prioritization and implementation of the recommendations from the benchmarking report for employee support. ([Recommendation 5](#))
2. Working with leadership to explore ways to have accessibility embedded in roles and resources as a priority at all levels ([Recommendation 1.R.c](#))
3. Completing an Audit of AODA and Beyond (using eCampus ON) to inform upgrades to Carleton's AODA training. ([Recommendation 2](#))
4. Work with Learning and Professional Development on building accessibility into the offerings ([Recommendation 2.R.e](#))

5. Review Carleton policies using the lens of accessibility, beginning with Physical Campus. ([Recommendation 4.R.f](#))
6. Launch user experience and testing groups for web templates. ([Recommendation 3.R.d](#))

“It is validation that my voice I cultivated matters, and not only have I left behind ripples in my community, but it gives me the confidence to take my voice out into the world around me.”

Rebecca Andre, Student Accessibility Champion, 2021

Appendix 1: Areas of Focus and Recommendations Status

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

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

The table below can be summarized as follows:

- 9 recommendations are in the planning phase,
- 14 recommendations are underway,
- 7 recommendations are considered in a continuous phase, and
- 10 recommendations are upcoming.

It is worth noting that as recommendations are actioned, the implementation is an ongoing process with no definitive end date. This is reflective of accessibility not being an end state but instead a continuous state of adaptation. Since the original launch of the CAS, definitive actions have been taken on 30 of the 40 recommendations.

Area of Focus #1. Coordination and Leadership

Recommendations	Status
A. Conduct a thorough environmental scan and create a living document of all accessibility initiatives at Carleton.	Underway
B. Establish an interdisciplinary Centre of Excellence in Accessibility that provides leadership, coordination, best practices, research, support, training, and knowledge mobilization.	Underway
C. Formalize the senior leadership responsibility for accessibility across the University's portfolios.	Upcoming
D. Increase depth of accessibility training of people in leadership positions.	Upcoming

E. Expand University-wide and community events and campaigns to increase awareness and foster a culture of accessibility.	Underway
F. Develop membership and contributions to accessibility partnerships, organizations, and consortium, partnering at the local, provincial, national, and global level.	Continuous
G. Establish a central resource to disseminate and receive information on accessibility.	Continuous

Area of Focus #2: Education and Training

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

Area of Focus #3: Information and Communications

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

Area of Focus #4: Physical Campus

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

Area of Focus #5: Employment and Employee Support

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

Area of Focus #6: Student Support Services

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

Area of Focus #7: Research and Development

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

Appendix 2: Theory of Change Development

A small working group met over the past six months to develop a theory of change for the Coordinated Accessibility Strategy (CAS). A theory of change can be a valuable tool to guide the evaluation of complex, interwoven and interdependent outcomes, including leadership and cultural change. Represented as a logical process, the theory of change starts with desired change and then applies backwards design to determine what are the outcomes, outputs, and activities needed to achieve the desired change. Figure 1 shares the impact statement of the CAS, namely, that our community fully supports the inclusion and participation of all its members, regardless of ability. This commitment is the heartbeat of why the CAS exists and is supported by the intended outcomes of representation and engagement of living/lived experiences of disability that act as a catalyst for change both on campus and more broadly in society. An active community will create more fulsome, accessible experiences that collectively authenticate Carleton's position as a national and global leader.



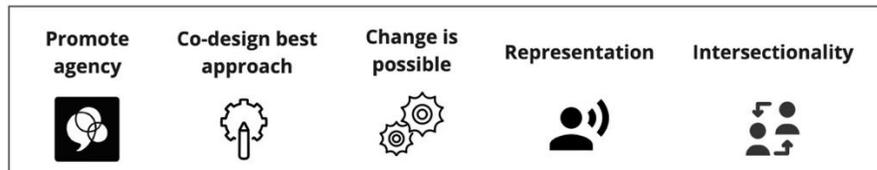
Figure 1: Coordinated Accessibility Strategy impact and higher-order outcomes

Central to the theory of change is an acknowledgement of the pre-conditions needed for success and any assumptions being made. As per Figure 2, the assumptions carry over from the development of CAS, namely that:

- the approach continues to recognize the vital need for promotion of agency, co-design;
- acceptance that change is possible;
- representation of disabled people (also referred to as living/lived experience) is essential; and,
- The CAS implementation team recognizes the intersectionality of our identities.

The implementation of the CAS requires pre-conditions such as relationships and people, financial investment, accountability to commit and deliver, and lastly, strength in our community to be successful.

ASSUMPTIONS



PRE-CONDITIONS

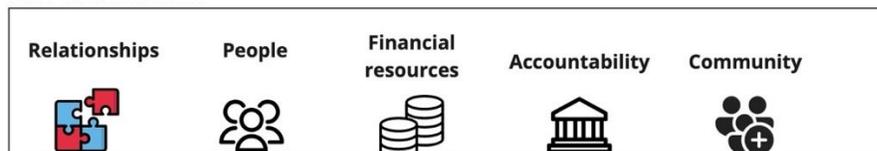


Figure 2: Theory of Change Assumptions and Pre-conditions

It is also important to acknowledge the barriers and enablers to accomplishing our goals and objectives with the CAS, as expressed in Figure 1. Doing so helps set and manage expectations. Figure 3 represents some of the barriers to more accessible environments, both systemic in society and also specific to the Carleton environment. It is worth noting that impacts of the COVID-19 pandemic and organization priorities are strongly interrelated; that is to say that the pandemic has played a heavy role in the capacity of units to prioritize activities and efforts for the CAS, though the commitment to accessibility has not diminished. This commitment is key to the enablers listed. Continually, the strength of our community is evident through collaborations, innovative thinking, and co-design approaches.

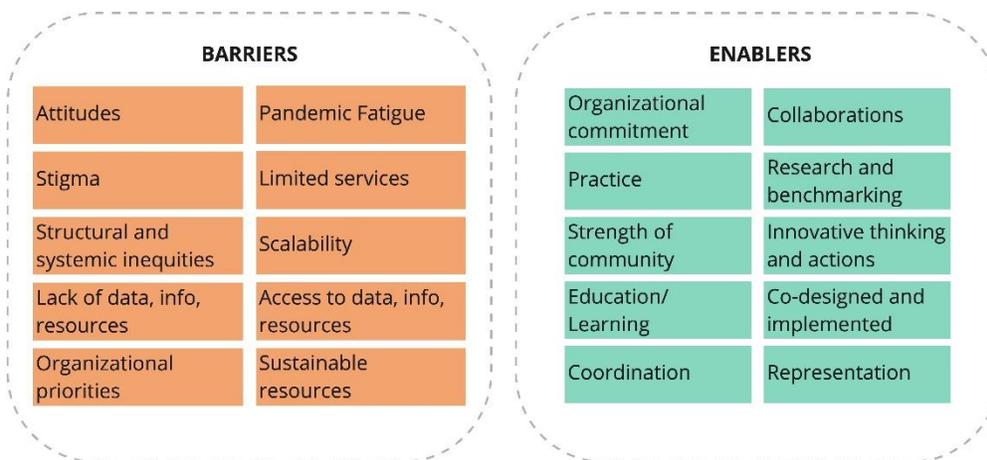


Figure 3: Barriers and Enablers for Theory of Change

The primary activities and nearer-term outputs act as the progress measures to meet the intermediary and longer-term outcomes associated with the CAS. These elements are documented in [Reporting Back](#).

Appendix 3: Office Acronyms

CORIS: Carleton Office for Research Initiatives and Services

FMP: Facilities, Management and Planning

HR: Human Resources

OQI: Office of Quality Initiatives

PMC: Paul Menton Centre for Students with Disabilities

READ: Research, Education, Accessibility and Design Initiative

SCE: Systems and Computer Engineering

TLS: Teaching and Learning Services

OVPRI: Office of the Vice-President (Research and International)

OVPSE: Office of the Vice-President (Students and Enrolment)

WGST: Women's and Gender Studies

AGENDA ITEM

6.3



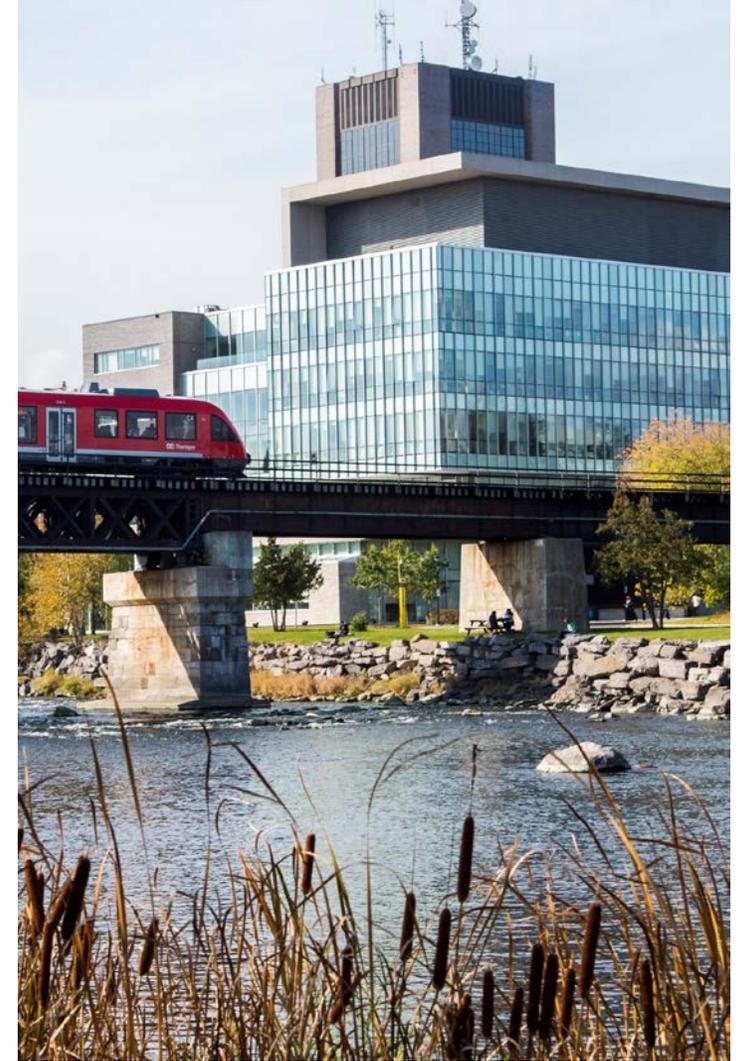
International Strategic Plan

2020-2025

Strategic Vision

Vision: Serve the World, Nurture Global Citizens

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



Carleton's Global Presence



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

176,000+ alumni worldwide
(Feb. 2022)

4,580 international undergraduate
and graduate students
(2021)

68 active MOUs
and **127** student exchange
agreements
(2022)

International Goals

International Mobility & Experiential Learning



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

Internationalization at Home



- Leverage our location in the national capital
- Promote intercultural learning events
- Develop global engagement certificate



International Research & Funding

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



International Students

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



International Teaching, Knowledge & Expertise

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

Progress Toward Goal 1: International Research and Funding

Research Funding Growth

48% (2017/18 – 2021/22)

Research Funding Awarded

\$17.3M (2017/18 – 2021/22)

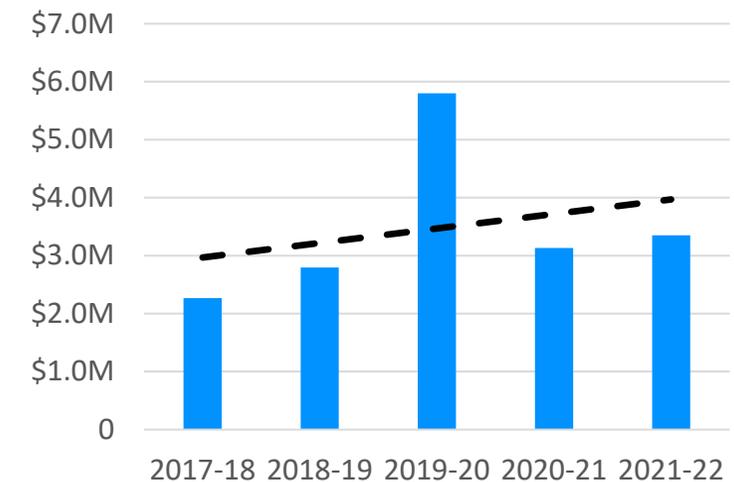
International Research Sponsors:

- International Development Research Centre
- Foundations
- Mitacs
- US Government Departments

204 Research Grants/
Contracts
(2017/18 – Present)



Breakdown by Fiscal Year



Source: CuResearch/ROME0

Carleton Participants

	Strongly/Somewhat Disagree	Strongly/Somewhat Agree
I feel I belong at Carleton	12.7%	62.4%
I am treated with respect	6%	78.5%
Faculty members help me feel included in class	6.5%	73.3%
I feel included in academic study groups	9.6%	67.5%

Comparative Report

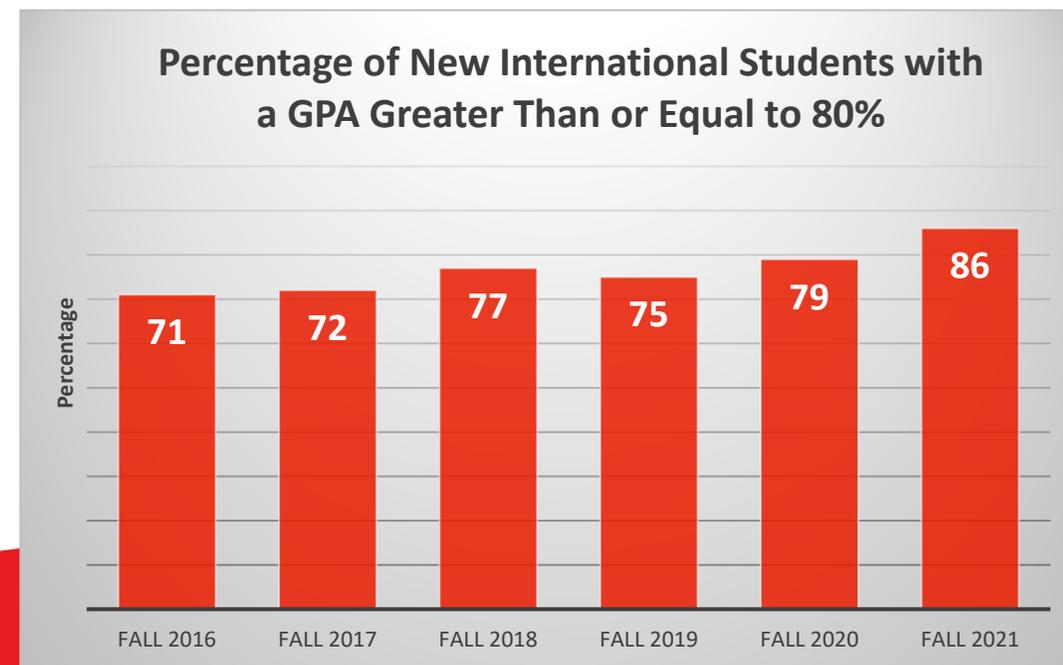
Services Offered: “Satisfied to Very Satisfied”

	Carleton	Average of All Other Institutions
Registrar’s Office	78.3%	65.3%
International Office Services	67.3%	60.3%
Financial Services	53.7%	52.3%
Residence and Housing	44.5%	39.8%

Progress Toward Goal 2: International Students

Attract Students From a Diverse Group of Countries with the Potential for Strong Academic and Research Performance:

Students have come from
165 countries
over the past 5 years



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

Visiting Scholars Program:

- Pivot to virtual April 2020
- Participated in the IVEC Conference (October 2021)



35 virtual visiting scholars
working on
**30+ research
projects**
(April 2020 – February 2022)

Virtual International Internship Program:

115 students placed
(2020-2021)



246% ↑
participation in summer 2021
compared to summer 2020

Progress Toward Goal 4: Enhance Awareness and Reduce Barriers for International Mobility and Experiential Learning Opportunities

Enhance Student Support to Engage in International Mobility:

Awarded 2 Global Skills Opportunity Grants:

- Promotes opportunities for students frequently unable to participate in outbound mobility



Communicate and Showcase Carleton's Successes in International Mobility:

International Research Mobility Symposium:

- Showcased Carleton's successes in international mobility
- Made possible thanks to the contribution of the federal government as part of the International Education Strategy (2019-2024)
- Virtual event (approx. 200 people in attendance)

Progress Toward Goal 5: Internationalization at Home

Liaising With Embassies to Collaborate on Cultural and Educational Activities:

Central America's Economic Recovery in a Post-Covid World

- Organizers:
 - Carleton International
 - NPSIA
 - Embassies of Costa Rica, Dominican Republic, Guatemala, El Salvador, Honduras, Nicaragua, and Panama
- Virtual event



A Morning with Ernő Rubik

- Organizers:
 - Carleton International
 - Embassy of Hungary
- In-person and live stream

Response to International Crises

Afghan At-Risk Scholars, Activists, and Students

- \$1.096 million dollar grant from the International Development Research Centre
- Helping Afghan at-risk scholars establish a new intellectual community in Canada

Heads of Mission Spouses Association (HOMSA)

- Developing grant for female Afghan refugees
- Carleton working with HOMSA to welcome students and offer ongoing support

The Conflict in Ukraine:

- Contributions to Scholars at Risk to help Ukrainian scholars
- The Institute of European, Russian and Eurasian Studies hosted a series of teach-in forums with experts to help educate attendees on the ongoing crisis
- Carleton International has gathered resources informing our community how best to support Ukraine

International Priorities Going Forward

- Recover from pandemic
- Track outcomes in relation to baselines to make data-driven decisions
- Seek partnerships in countries with few to no linkages
- Partner on important international projects; Global Talent Initiatives
- Continue to monitor international crises and take appropriate action



Questions?



Carleton
University



AGENDA ITEM

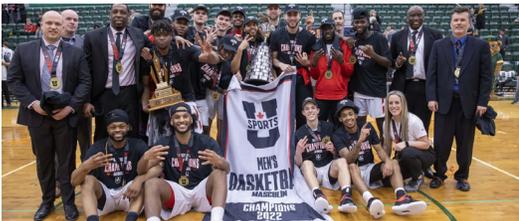
6.5

PRESIDENT'S REPORT TO THE BOARD OF GOVERNORS

April 28, 2022



REPUTATION AND COMMUNITY HIGHLIGHTS



The Ravens men's basketball dynasty continues with the team's 16th championship in 19 years

Ravens Win Men's Basketball National Championship (Again!)

For the third straight season and the 16th time in the last 19 years, the Carleton men's basketball team has won the USPORTS National Championship. The Ravens beat the University of Saskatchewan Huskies 85-72 in a thrilling final game in Edmonton on April 3. Carleton's Alain Louis was named the Championship MVP and forward Lloyd Pandi, who announced plans to enter the 2022 NBA draft, was honoured with the Mike Moser Award as the USPORTS men's basketball Player of the Year.



Breaking ground on a nine-storey, 450-bed, 180,000-square-foot residence

New Student Residence Project Begins

A ground-breaking ceremony was held in mid-March to mark the start of construction on Carleton's new 450-plus bed, nine-storey residence for first-year students. This state-of-the-art, 180,000-square-foot facility will feature an amenity floor with study, social, fitness and cooking spaces for the entire residence community. The building's design was developed in consultation with faculty, students and staff — including Residence Life staff — and uses the fundamentals of passive house design. It's expected to be completed in 2024-2025.



Carleton's new responsible investment policies align with the university's goal to strive for sustainability

New Responsible Investment Policies

On March 11, Carleton announced updated responsible investment policies that include a commitment to divest of all direct fossil fuel investments in its Endowment and Non-Endowed Operating Funds, as well as a strategy to achieve significant decarbonization of these portfolios by 2030. Moreover, Carleton announced it will establish a fossil-fuel free investment fund by the end of 2022, to which donors may direct their gifts, and signed the United Nations-supported Principles for Responsible Investment.



Biology researcher Jenny Bruin, whose work on diabetes was featured in the Challenge campaign

Challenge Campaign Continues

The Challenge brand campaign continued in its second month with stories profiling how Carleton is positively impacting the world. In April the focus is on health and wellness with stories about research that suggests links between everyday chemicals and diabetes, researchers using a robotic arm to support orthopedic innovations, improving the cognitive abilities in older adults, and helping children with mental health. Visit challenge.carleton.ca to read all the articles.

RESEARCH



Ericsson Chair in 5G Wireless Research Ioannis Lambadaris wants to tackle the challenges faced by 5G

Developing the Real-World Potential of 5G Wireless

The [Ericsson-Carleton University Partnership for Research and Leadership in 5G Wireless Networks](#) has established a new \$2-million Ericsson Chair in 5G Wireless Research. It was awarded to the Department of Systems and Computer Engineering's Ioannis Lambadaris, who will focus on the development of solutions to real-world application challenges of 5G. Lambadaris' research has also been funded by the Natural Sciences and Engineering Research Council (NSERC).



Carleton researchers Leila Mostaçõ-Guidolin (left) and Shichao Liu have received new funding from CFI

CFI Invests in Health and Critical Infrastructure Research

The [Canada Foundation for Innovation](#) (CFI) is investing \$195,000 in two important projects at Carleton. The projects, led by Systems and Computer Engineering [Prof. Leila Mostaçõ-Guidolin](#) and Electronics [Prof. Shichao Liu](#), an IEEE Senior Member, will investigate aspects of health-related chronic disease fibrosis and securing electrical grids against cyberattacks and weather-related damage respectively.



Neuroscience's Kim Matheson is addressing health inequities in underserved communities

Addressing Health Inequities in Underserved Communities

Carleton and The Royal's Institute of Mental Health Research have renewed their joint [Culture and Gender Mental Health Research Chair](#) held by the Department of Neuroscience's Kim Matheson. In this second five-year term, Matheson will continue to focus on health inequities in underserved communities. Her most recent work is in partnership with First Nations communities and organizations in the Nishnawbe Aski Nation region of Northwestern Ontario.



Physics researcher Manuella Vincter has won the Royal Society of Canada's Henry Marshall Tory medal

Carleton Physicist Recognized with Prestigious Medal

Carleton Physics researcher [Manuella Vincter](#) has accepted the [Royal Society of Canada's prestigious Henry Marshall Tory medal](#), recognizing outstanding research. Vincter was instrumental in enabling the science underneath the discovery of the Higgs boson, including making sure the LHC detector was able to identify some of the particles the Higgs boson produces. This led scientists to make the Nobel prize-winning discovery at the European Organization for Nuclear Research (CERN).



Susan Phillips (left) and Nathan Grasse from Master of Philanthropy and Nonprofit Leadership program

New Insights Into Canada's Charitable Sector

The [Master of Philanthropy and Nonprofit Leadership](#) faculty team at Carleton is launching a major five-year research project within the School of Public Policy and Administration that will change knowledge about the charitable sector in Canada. The [Charity Insights Canada Project](#) will collect and share accurate, relevant and timely information about the Canadian charitable sector. The data generated through this work will support the long-term economic viability, impact and resiliency of the sector.

Carleton's Steven Cooke Awarded Highly Cited Researcher

For the second year in a row, Environmental Science and Biology researcher [Steven Cooke](#) has been named a [Highly Cited Researcher](#) for 2021 by Clarivate Analytics. This honour recognizes researchers with multiple publications that rank in the top one per cent of citations in their field. Cooke researches Canada's freshwater fish species that are at risk of extinction.



Biology's Steven Cooke has been named a Highly Cited Researcher for the second straight year

A Societal Approach to Music Research and Creation

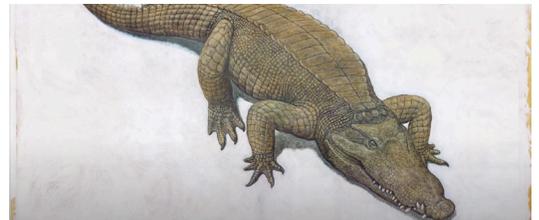
A new research centre has launched in Carleton's Faculty of Arts and Social Sciences. [Music, Sound and Society in Canada](#) (MSSC) will take a critical lens to music and sound in this country. Led by Ellen Waterman, the Helmut Kallman Chair for Music in Canada, the centre will explore how music is both shaped by and helps to shape Canadian society.



Music in Canada researcher Ellen Waterman explores the relationship between music and society

Carleton Scientist Discovers New Ancient Crocodile Relative

Carleton Earth Sciences researcher Michael J. Ryan has [discovered a new ancient crocodile relative](#) that reveals how crocodiles evolved to hunt prey while still breathing underwater. The discovery has been published in *Royal Society Open Science*. The 155-million-year-old relative, *Amphicotylus milesi*, discovered in Wyoming, is a new species and the best-preserved fossil known of a goniopholidid, a close relative of modern crocodylians.



The new ancient crocodile relative discovered by Carleton Earth Sciences researcher Michael J. Ryan

Helping Afghan Scholars Find a New Intellectual Home in Canada

Researchers at Carleton and UBC are joining forces to [help scholars and others who are fleeing the crisis in Afghanistan](#), especially women and ethnic minorities, establish a new intellectual community in Canada. Their project, "Placement, Preservation and Perseverance: Afghan At-Risk Scholars, Activists and Students," received a \$1.096 million grant from the International Development Research Centre. Carleton is also contributing \$164,000 towards the project, reflecting the university's leadership in supporting the [Scholars at Risk](#) initiative.



Shuchi Karim, Melanie Adrian and Rehana Hashmi (left to right) from the Scholars at Risk initiative

Carleton Research Promises to Reduce Food Waste

As climate change and supply chain bottlenecks make it more challenging to grow fruits and vegetables, the term "food security" has become commonplace, yet half of all food produced in Canada is thrown away. Carleton [Chemistry](#) researcher [Tyler Avis](#) and his team are exploring the use of [beneficial microorganisms](#) to outcompete the bacteria, viruses and fungi that damage or destroy plants, a biocontrol method that can protect crops and extend the shelf life of produce.



Chemistry researcher Tyler Avis (left) and students from Carleton's Food Science program

ACADEMICS



After serving in an interim role, Maria DeRosa is now Dean of the Faculty of Science

Maria DeRosa Appointed Dean of the Faculty of Science

Carleton is pleased to announce that Maria DeRosa has been appointed Dean of the Faculty of Science. DeRosa is a researcher in the Department of Chemistry and Institute of Biochemistry and served as the faculty's interim Dean. She has a distinguished history at Carleton, serving as Associate Dean (Recruitment and Retention) in Science from 2018 to 2020 and receiving several awards for teaching and research, including the John Charles Polanyi Research Award. DeRosa's term runs until June 30, 2027.



A faculty member since 2006, Betina Appel Kuzmarov is becoming Associate VP (International)

Betina Appel Kuzmarov New Associate VP (International)

The good news continues with the announcement that Betina Appel Kuzmarov, the current Chair of Carleton's Department of Law and Legal Studies, has been appointed Associate Vice-President (International). A faculty member since 2006, Kuzmarov previously served as Clerk of Carleton's Senate and Associate Dean (Students and Enrolment) in the Faculty of Public Affairs. She brings practical understanding of the value of international mobility and her five-year term is effective July 1.



Dr. James Makokis was one of the keynote speakers at this year's Kinàmàgawin Symposium

Kinàmàgawin Symposium

The third annual [Kinàmàgawin Symposium](#) was hosted by the Centre for Indigenous Support and Community Engagement on March 3. The day-long symposium included keynote speakers Drs. James Makokis and Raven Sinclair, panel discussions and cultural performances, all focused on the theme *Surviving the Pandemic: Indigenous Approaches to Wellbeing*. The event empowers students, staff and faculty to further their own knowledge and become a positive force for change.

New Programs

- In response to the growing demands for flexibility and convenience in management education, Sprott is [expanding its MBA degree offerings to include a fully online program](#) starting this July.
- Sprott and Carleton's Innovation Hub have collaborated to provide a [specialized leadership program for Indigenous entrepreneurs](#). The four-week program is being delivered by Sprott alumnus and Métis serial entrepreneur Richard Tuck (BIB/01) through Carleton's Future Edge Talent Ecosystem.



Nine new projects have been funded to create and enhance experiential learning opportunities

Carleton University Experiential Learning Fund

Nine projects were awarded funding through the second round of the 2021-22 Carleton University Experiential Learning Fund to create and enhance experiential learning opportunities for Carleton students. \$100,000 in funding was distributed to create and enhance 20 course- and program-level projects in 2021-22.

Celebrating Student Success

- Teaching and Learning Services celebrated student success at the annual I-CUREUS Conference and Students as Partners Showcase on April 5 and 6.
- Teaching and Learning Services hosted a FUSION Student Showcase where recipients of the 2022 FUSION and Citizen Scholar Skills Grant showcased how they are articulating and translating FUSION skills to develop learning strategies, improve communication and problem solve in their academic, work and community contexts.

Partnerships with Purpose

- Sprott and Canada's LGBT+ Chamber of Commerce (CGLCC) are partnering to develop an [inclusive entrepreneurial ecosystem](#) to support the growth and success of LGBTQ2S+ owned businesses and entrepreneurs. Carleton's Innovation Hub is working with CGLCC to deliver a business incubation program for ventures founded by LGBTQ2S+ entrepreneurs, as well as inclusive business training for student entrepreneurs.
- The Centre for Research on Inclusion at Work at Sprott is [partnering with the World Skills Employment Centre and Recruiting in Motion](#) on a three-year research initiative aimed at enhancing labour market outcomes for newcomers through sector-specific employer engagement interventions.
- An internship program to support and encourage Black youth in STEM careers is expanding to Carleton. The [Experiential Learning in Innovation, Technology and Entrepreneurship \(ELITE\)](#) Program for Black Youth will be offered through a partnership with the Faculty of Engineering and Design this summer.
- Carleton's School of Public Policy and Administration is partnering with the International Air Transport Association to launch the [Professional Online Certificate in Air Transport Principles and Policy](#). With its unique focus on policy, the certificate is expected to position Carleton on the world civil aviation training and professional development stage.

Special Events

- Jointly hosted by the Faculty of Science and the Carleton University Institute for Data Science, [Data Day 8.0](#) saw a virtual global audience of more than 280 participants representing industry, the public sector and academia come together for the symposium and poster competition.
- Designed to showcase and promote excellence in science journalism, the Faculty of Science and the School of Journalism co-hosted the 2022 Discovery Lecture in February, entitled "Dangerous Genes: From CRISPR Babies to the COVID-19 Lab Leak Theory," by Antonio Regalado, a science writer with the *MIT Technology Review*.
- The CHAIM Centre hosted its annual [One HEALTH \(Human, Environmental, Animal Links to Health\) Student Challenge](#), asking students to consider the need for outdoor green spaces, highlighted by the COVID-19 pandemic.
- Carleton's Innovation Hub hosted the [Changemaker Challenge](#), which provided students from all fields an opportunity to think creatively and use their skills to help solve a real-world challenge guided by the United Nations sustainability development goals.

Award Winners and Honourees

Here are the recipients of Carleton's [2022 Achievement Awards](#):

- Research Achievement Award: Mohamed Al Guindy, John Anderson, Jenny Bruin, Rachel Burns, Matthew Johnson, Heath MacMillan, Ashraf Matrawy, Leila Mostaço-Guidolin, Dipto Sarkar, Paul Villeneuve
- Teaching Achievement Award: Mark Lanthier, Danette Nearing-Guibord, Isaac Otchere, Nigel Waltho
- Professional Achievement Award: Janne Cleveland, Joanne Rumig, Chris Trainor
- Contract Instructor Teaching Award: Christie Brien, Logan Ewanation, Hoda Khalil
- Contract Instructor Innovation Grant: Gerry Kanter
- [Faculty Graduate Mentoring Awards](#) were presented to Linda Duxbury (Business), Martin Holcik (Health Sciences), Minjoon Lee (Economics), Robyn McQuaid (Neuroscience), Justin Paulson (Sociology and Anthropology), Omair Shafiq (Information Technology), Benjamin Woo (Journalism and Communication) and Winnie Ye (Electronics).
- Thomas Garvey (Industrial Design) was named [President-Elect of the World Design Organization](#).
- Fred Afagh (Mechanical and Aerospace Engineering) was inducted as an Associate Fellow of the American Institute of Aeronautics and Astronautics.
- Fen Hampson (Norman Paterson School of International Affairs) received the [Canada Distinguished Scholar Award](#) from the International Studies Association.
- Ozayr Saloojee (Azrieli School of Architecture and Urbanism) received a [Creative Achievement Award](#) from the Association of Collegiate Schools of Architecture.



Canada Research Chair in Data Science and Analytics Sanjeena Dang spoke at Data Day 8.0



Students Ritika Bhatia (left) and Abigail Meloche joined the Innovation Hub's Changemaker Challenge



Cognition and wellness researcher John Anderson has won a Research Achievement Award



Psychology researcher Rachel Burns has won one of Carleton's Research Achievement Awards

ADVANCEMENT



Social movement researcher Derrick Feldmann is helping Carleton's fundraising efforts



Carleton's Holistic Integrated Partnership with Ericsson is part of a new revenue model



Donors will help support capital improvements at the Carleton Dominion-Chalmers Centre



Alumnus Cristine Rotenberg (right) and Criminology's Evelyn Maeder, one of her former professors

Revenue (May 1, 2021 to March 29, 2022)

Philanthropic	\$ 10,826,907
Gifts in Kind	\$ 5,373,274
Sponsorships	\$ 1,189,571
Holistic & Research Partnerships	\$ 23,222,603
Total	\$ 40,612,355

Approaching the end of the 2021-22 academic and fiscal year, University Advancement has been focused on meeting annual objectives while preparing for the return to campus and in-person engagement with partners. The department also maintains its long-term focus on Carleton's coming transformational campaign; staff are strategically creating a pre-campaign pathway based on research, prospect identification and engagement, creating innovative solutions for non-traditional philanthropy and diversifying our revenue streams.

Research and Engagement

Working with social movement researcher Derrick Feldmann, Advancement completed extensive qualitative and quantitative research with more than 20,000 members of Carleton's donor base. This data will inform a competitive "purpose-based" value proposition for the campaign, focusing on community needs in sustainability, health and wellness, technology, the new economy and the social fabric. As a further step, this framework will shape next steps for fundraising (both immediate and long-term donor opportunity) and broader alumni relations/engagement activity, including international outreach.

Diversify Revenue Options

Advancement has proactively invested in new models to diversify revenue and establish new partnership markets for Carleton. The Holistic Integrated Partnerships program, led in conjunction with the Vice-President (Research), has established multi-year and multi-million-dollar relationships with key corporate partners. The program's initial focus has been with technology firms, such as Ericsson, IBM Canada, BlackBerry QNX and CAE. In 2022, the program will focus on stewardship (demonstrating measurable success to partners) and expand to new sectors such as health technology.

Digital Transformation

Both in response to the pandemic and to anticipate donor expectations, Advancement has made significant investments in new digital infrastructure and techniques. In 2022, the department piloted new e-marketing software, allowing better measurement and tracking of donor response to fundraising appeals.

Purpose-Based Giving

At all giving levels, donors seek more impactful philanthropic partnerships. Advancement and academic leadership are developing inspirational giving opportunities (including high-level "whitepapers") to reflect donor interest and community impact. This approach has led to the creation of 26 new EDI-related financial awards; the establishment of a new wheelchair basketball program in Athletics; a fund to support research regarding aging in place; specialized capital improvements for Carleton Dominion-Chalmers Centre initiatives; philanthropic support for research and policy around sustainability in the built environment; support for student entrepreneurs and innovators in the new economy; investment in the School of Social Work for student aid and research into poverty and social justice; and the innovative Cristine Rotenberg Scholarship to support students who have a creative interest outside of their academic studies.

STUDENT LIFE

Carleton is giving the graduating classes of 2020, 2021 and 2022 the well-deserved opportunity to cross the stage at 40 (!) in-person [Convocation ceremonies](#) in June. Convocation for the class of 2020 and the class of 2021 will be held from June 13 to 17 and convocation for the class of 2022 will be held from June 20 to 24.

Leading up to International Women's Day (IWD) on March 8, Carleton profiled several stories celebrating the efforts of students and faculty to "break the bias" — this year's IWD theme — and work toward a more equitable society. Articles included a look at student leaders, in areas from STEM to disability rights, who are making a positive impact in their communities, and a story on a student-designed digital platform to inspire girls to enter STEM.

Career Services continues to position Carleton students for career success. The spring virtual career fairs attracted over 60 employers seeking to recruit Carleton grads, students and alumni and saw over 1,100 students attend with more than 3,900 individual chats. The newly developed [campus recruitment packages](#) have also been highly effective, resulting in campus recruitment sessions being continuously hosted by dedicated employers, engaging over 1,000 students.

Despite the challenging labour market, the Co-operative Education team has supported a record number of 3,412 work terms in 2021-22. As of March 2022, Carleton's co-op program is the second fastest growing co-op program and the third largest co-op program in Ontario.

As part of an [Action Team Project](#), a group of Research and Education in Accessibility, Design, and Innovation (READi) students identified recurring themes regarding barriers to coursework engagement for students and instructors in Brightspace.

The Student Experience Office partnered with the [Afro-Caribbean Mentorship Program](#) to host a Black History Month event featuring keynotes from Hon. Gline Clarke, High Commissioner of Barbados; Hon. Greg Fergus, Liberal MP; Michelle Jean-Paul and Sarah Onyango.

Health and Counselling Services hired Oliver Debney in the role of trans and 2SLGBQ+ counsellor. Debney has several years of experience working with diverse communities and specializes in working with trans and 2SLGBQ+ folks navigating their sense of self and interpersonal dynamics.

As part of a Mindful Campus grant awarded from Mindful Employer Canada, the Health Promotion team delivered its first in-person workshop of the year, titled "From Surviving to Thriving: Developing Personal and Academic Resilience."

The Carleton Wellness team recently partnered with the Department of Psychology to support the first ever Community Mental Health and Well-Being Practicum for master's level students. The Wellness team supported and offered five weeks of training tailored to the university's stepped model of care and peer support models to prepare students to be coaches for the [Psychology Wellness Centre](#).

The [Student Mental Health Framework consultations](#) have been completed and the final Framework will be shared with the Carleton community following the Board of Governors meeting on April 28. This new framework strives to proactively promote a holistic and intersectional approach to student mental health and well-being, and will guide progress in four areas of focus, including recommendations related to substance use health, engaging students and accessing services.

[Consultations on the Carleton University Sexual Violence Policy](#) have been completed. Additional edits based on the feedback are underway, with the final Sexual Violence Policy to be presented to the Board of Governors for approval in June 2022.



After a two-year pandemic pause, in-person Convocation ceremonies return to Carleton in June



Researcher Manjeet Birk was part of International Women's Day coverage at Carleton



Member of Parliament and Carleton alumnus Greg Fergus joined a Black History Month event at Carleton



Oliver Debney is the new trans and 2SLGBQ+ counsellor with Health and Counselling Services

ENROLMENT AND RECRUITMENT UPDATE

UNDERGRADUATE ENROLMENT UPDATE

First Year 101 (Ontario High School) Applications

	2021	2022	% Change
Carleton Total Applications	19,172	19,923	3.9
Carleton Applicants	14,166	14,483	2.2
System Total Applications	478,007	518,202	8.4
System Applicants	90,717	92,229	1.7

First Year, New, Applicants (Carleton Data) by region as of March 22, 2022 – 101 Applicants

	2021	2022	% Change
All	14,166	14,483	2.2
Ottawa	5,018	4,918	-2.0
Other Ontario	8,720	9,133	4.7
Other	428	432	0.9

First Year, New, Approvals (Carleton Data) as of March 22, 2022 – 101 Applicants

	2021	2022	% Change
Approvals	10,253	10,543	2.8



UNDERGRADUATE RECRUITMENT UPDATE

The Undergraduate Recruitment Office booked 265 virtual high school visits (compared to 90 in 2021) to speak to applicants about their next steps and accepting their offer to Carleton, and continues to promote a variety of [videos](#) to prospective students.

In-person campus tours resumed in February with close to 200 students and guests participating from February 7 to March. Guided virtual tours also continued to run from January to mid-March, reaching an additional 150 people.

The March Open House Series provided prospective students the chance to connect with faculty, staff and current students through both virtual and in-person events. The weeklong series included a Virtual March Open House with over 730 students in attendance; guided virtual tours; in-person campus tours including residence tours; Engineering and Science facility tours; faculty and academic program sessions; and faculty and student panels with over 1,000 prospective students and their families in attendance. There were also opportunities for Indigenous students to connect with Carleton at an Indigenous student table every day during the series.

Carleton's successful [Live at Five series](#) continued in the winter term. From January to March, the series covered a range of themes, including Live Beyond the Classroom; I've Applied, Now What?; Your Career, Your Future; Funding Your Education; The Carleton Community and Top 10 at Carleton. [The Talking Raven podcast](#) also

built on the weekly themes covered in the Live at Five series, offering an insider view into each topic.

In February and March 2022, the International Admissions and Recruitment team undertook 44 virtual events, including webinars, school visits, online education fairs and agent sessions. The team also continued to engage students through daily live chats, instant messaging and one-on-one appointments.

Online U.S. fairs have started and will continue through spring 2022. Carleton is also participating in an in-person "Choose Canada" eastern U.S. tour in April.

The telecounselling "congratulations call" campaign collaborates with faculty members to call prospective students holding an offer of admission to share information and the opportunity to answer prospective students' questions.

New in 2021-22, all Ontario high school students with an offer of admission are receiving postcards from the Undergraduate Recruitment Office with the top five ways they can stay connected through the winter and spring to encourage applicants to stay engaged and informed.