

## CR&A Committee – The Talk Exchange for March 20, 2017

### What is our collective ambition for Carleton's future in the next 75 years?

#### 1. **CAMPUS & PHYSICAL SPACE**

- some universities are extending their campus beyond the geography, opening up international campuses. Not always successful: big risks, expensive.
- we are able to control the campus easier by being secluded. Carleton is a friendly place, there is always the business aspect that may dampen the friendliness. Do we want our place to only be our 150-acres?
- came here because the decision was between two campuses for the same university. Why not have a campus in Kanata or Orleans?
- we are known for PAPM and so on, Carleton could benefit by having a campus downtown near parliament.
- can't take up all the green space on campus, the school would lose its charm.
- university has requested to build across the canal. Need to get long-term leases for the green space. Old CBC building near the track, or GSC building that they moved out. Don't want to go so far.
- physical for students with disabilities, learning challenges, people with different backgrounds. How people learn; distance learning, more campuses, do we spread out in a more physical space. What will our space look like in 75 years? International campuses?
- community aspect of Carleton. Inviting students to campus, more of a community. Carleton community extends to Ottawa community, exposed to campus prior to coming here.
- mental health services, support services, scholarship funding.
- accessibility in different ways; Space for students; Disabilities; Learning challenges; Different backgrounds and cultures; How people learn
- spread out in the physical space; Branch out and take more of the city
- community aspect; How to keep this with expansion possibilities; Carleton community is expanding into the Ottawa community; Eliminating barriers
- nice that the campus is contained and not spread throughout the community
- campus size is not overwhelming so integration and welcoming overall is much easier.
- we want to build on the strengths that we already have on campus

- in the future: increasing in size seems inevitable but maybe increasing size too much we might lose some of the strengths that we have today
- building technology and capacity, are we building to accommodate people and how adaptive are we willing to be over 75 years. The student population in a couple of decades is unpredictable
- following suit of other universities of creating possibly a second campus location. This would allow the campus to grow physically but still having each campus remaining smaller, allowing us to keep those core strengths that a smaller university has
- does living on- or off-campus influence a student's identity?
- no one can quantify the feeling of campus. How development happens? Part of my story is being not as able-bodied as I did, walking to campus is hard. Where am I going to park? How will I get there? From an ability to access the different buildings and services, it isn't as easy as it could be. Have someone come in to assess the mobility of the campus. "accessible-ish." Have to go all the way around some buildings for accessible entrances. We have to try and make this space accessible with newer infrastructure.

## **2. DELIVERY METHODS & ONLINE**

- online classes are not there yet, in terms of having the online classes feel like lectures and discussions.
- video sessions, technology is mediocre. Part of her learning is from video learning, watch from a room in Loeb. Engineers weren't allowed to do the video learning. Program specific, require less discussion.
- engineering, doing things like sitting in London and watching a seminar comes down to the community feel.
- technological changes online, expanding to a satellite campus. Skill sets; writing, critical thinking. How can we reinforce these skills with the student population? If the new technology would change the way we learn, then we need to change too; We need meaningful participation for students is distance learning such as the University of Phoenix possible? It doesn't mean we have to pay property taxes.

## **3. DIVERSITY**

- role of Carleton is becoming a place where indigenous people can come and be comfortable
- uplifting function of the university
- relationship with indigenous people; unceded Algonquin people
- Truth and Reconciliation Commission (TRC) recommendations
- be at the forefront of this; Bringing it forward to the government
- leadership role in making the country whole
- we need to represent First Nation People

#### 4. FUNDING & TUITION

- WWII tuition free for soldiers, continue for generations to come
- seeking out grant funds rather than just public funding
- ensuring that funding from whatever source does not limit academic freedom.
- leaving elitist university model, attract best and brightest regardless of income.
- our history is that we were a place for veterans with 0 tuition
- see a universal system of post-secondary
- low tuition for everyone; Potentially being 0
- advocating for public funding
- funding for post-secondary – 80% to 45% public funding
- engineering or Science or Arts to cause people to go out and get grants; Create ideas in order to get funding
- government paying for some tuition and share some of the money; Get money because of particular features of the university
- special projects getting specific funding
- government needs to support university; Reasonable tuition
- private funding
- building endowment through large donations; Corporate; Individual; Not just donations that are spent but those that are invested and endowed
- provide university with dependence and allow university to be dependant
- use the money to make sure that all of the programs are accessible to all students
- long term goal; Endowment
- billion dollars to fund faculty every year; Need to start; Focus on this in addition to connects with the government
- dangerous to think we need to build endowment and not the government
- government is often short term; Does not look for the long term
- alumni need to be giving money; Wealthy as a function of alumni
- senate and alumni colleagues; Alumni having an effect on the academics
- funding from whatever source does not censor academics;
- support the little programs; Support the music programs;
- making sure the small programs continue to advance;
- students have to take two jobs to support tuition and themselves; Do we see change in students for their stress over money, pay for school and not worry about money;
- another example is relationships with donors and students (granting of bursaries can also highly positively influence a student's experience);

- incentives to address barriers to get into university and remaining a student after facing any struggles. Our renewable scholarships allow students to regain their entrance scholarship after a difficult year if their grades do fall below the requirements. Motivation to succeed with these financial services.

## 5. GOVERNANCE

- Carleton could improve, BoG – lowest in transparency.
- private sector and administrators, would like to see our BoG on par with other universities.
- transparency, accountability, students feeling like they are listened to. We want to feel cared about.
- social, political, academic leader.
- more student representation in BoG meetings; want them to be heard, not be demonized (forefront of social issues).
- who has the power to make changes? Senate says we want this, Board of Governors get the money. Senate – three-year term
- how the university is governed?; We could improve a lot;
- our board of governors ranks as the lowest in the country in terms of transparency and representation
- problem in transparency in governance; Lowest representation in faculty
- focused on senior inheritors; Needs to be broadened and more representatives
- we were not founded by a religious group; In theory we have a greater independence; It is an opportunity
- not well governed but it could be more diverse
- transparency is an issue; Gag order is a problem that we are not allowed to talk about what happens in the Board of Governors meetings
- student representation of the Board of governors; Transparency; Students not heard because only the board is meeting; Live streams to be accessible to students
- the meetings are more 1950
- should not be considered as “noisy persons; We are echoed by the governors
- safe campus where our voice is heard
- should we include student organizations to the board and faculty of association?
- we are not on meetings to speak and participate
- distrust between students and admin
- it is not a conversation; We listen and obey because there are concessions but you don't

- “Well the Board doesn’t allow students in but they can hear us outside protesting that we are not heard”
- how can we measure and hold accountable for the Board?
- accessible reports from the university
- should the board have more students to represent
- change by the province is harder; Change by the university is easier;
- how can governors support us as a school?
- what is the process that would work?; Ex. Students apply for being in meeting; Only 2 or 3 students represent
- able to hear from perspective; Students disrupted the meeting that one time we had them in; Maybe because they are not heard; What if there is a set time period where students can speak?

## **6. MENTAL HEALTH & SEXUAL VIOLENCE**

- Paul Menton Center allowed it to be accessible to a wide variety of people. Disability versus differently abled with the idea that everyone is able in different ways to achieve goals.
- core value of acceptance of mental illness and mental disease continues over the years that Carleton is able to adapt and innovate so that the barriers for anyone incoming to Carleton is hopefully more easily to be addressed through the support services offered to all faculty, staff, alumni and donors. Not just for students and not bias to undergraduate, graduate, faculty, alumni or others outside the Carleton community.
- sexual violence policy should not be an issue here
- decrease elitism; all students feel supported (services).

## **7. PROGRAMS & INTERDISCIPLINARY APPROACH**

- ensuring these people are trained well in fact based decision making.
- ensuring diversity for programs. No limits or censorship.
- collaborations with business; expand these things to focus on other programs as well.
- research and teaching focus in terms of academics and it allows for students who want to access an education they do not need to travel across the country.
- strength – interdisciplinary and cooperative; Graduate and undergraduate; Many options open; One major can take other courses; This is a strength and can be built upon
- collaborative; Interdisciplinary; Collaboration within and outside; Global leaders and not just national; Federal civil service; Not just within Canada but establish collaborations with other universities around the world; Exchange programs
- proud of the fact that Carleton invented interdisciplinary

- repository of knowledge; Accumulated knowledge is kept and transferred to the next generation; Do not want to lose this aspect
- diversity of programs; Part of the reputation that it is collaborative – collaborate with businesses
- invite students in learning
- solo learning vs. group learning and which is the best way to learn
- we should not put 100s of students in classrooms; Intimacy was not there; Student with professor or 100 student with a professor; Student need to feel invited
- keep the library expanding and evolving
- FASS is a big part of our history
- political science program is international based on the students that attend
- internationalization of the student body – you come here and learn about the broader world
- keep with the idea that not everything can be automated so more amenities for interpersonal skills will bring a bigger value to Carleton
- Carleton built the school being interdisciplinary, in addition to supporting this we support other universities
- specialized programming: engineering, journalism, health sciences, SPROTT – hopefully we can expand on even more specialized programs
- consistently creating relationships and partnerships with colleges and potentially other universities. This is a functional aspect might appeal to the controversy of is college better than university or vice versa

## **8. RELATIONSHIP BUILDING & REPUTATION MANAGEMENT**

- leader in Canada, a school to be proud of.
- big theme to be talked about is to be a nurturing environment.
- Carleton having a strong sense of identity and purpose; more identity now than it used to.
- making opportunities more known to students
- much information about Greek life as marketing itself. May market the school as being a party school more so than other aspects.
- students can find meaning even after graduation, building relationships is important.
- information may make it hard for students to decide what to do.
- supervisors and graduate students have a meaningful relationship.
- support measures need to be in place to support the children Retention initiatives; Need to start pre university; Make sure that the students succeed and get through; Putting things in place
- science student success center; Math boot camp

- retention will be an issue because those that are the hardest to keep are the ones that come in below the universal average; And Carleton accepts these people
- student support once through the door
- does not bill itself as an elite university
- serves the community – to and for the community
- leader in Canada; Proud to graduate; Nurturing environment
- more than just learning and studying
- more than a leader in academics; Brought back to a human level; Social political and academic leader
- collective vision and how it is implemented
- Raven's pride
- increased identity; Students take on the identity fast; Frosh; Build identity; Become part of something at Carleton; Set the stage for entire experience
- relationships between supervisors and master's student; 130 thousand alumni; Skill sets; Writing; Critical thinking; Jobs that students can get;
- value of university education; How to make the student population aware of these?
- collective ambition for Carleton ; Use Carleton the way the Government does; Change needs to be seen; Learning comes from everywhere; Students on devices
- involve how students learn; standing on shoulders of others
- we can reach the public other ways: not just the side of the bus and theatres
- learning= feeling supported; Twist on ambition; The student body should include others even the University of Ottawa
- programs for people – food, beyond themselves
- powerful to extend beyond students. Ex. Administration
- Carleton to be a leader in Canada; Sexual violence policy; Carleton to be known for its nurturing and how people care for people
- achieve when we feel cared for; To have the legacy of positivism How he uses movies to learn; Leader where we take CARE of each other
- where people trust each other = good feelings
- don't pay attention to mechanical. Ex. 1st in Research and Development; Have a life long relationship; Role of Carleton as a leader; Why certain things happen in meetings; Family feel; Support; Collective ambition; Be human change
- don't exclude one another; Strong sense of identity and purpose (related, but may also be distinct); For the students and the institution (has been built up in the last 15 years; can be articulated and broken down now)
- moved on from its previous reputation as "last-chance U"; Students take on an identity quickly in first year (with many types of frosh, like

general, or EngFrosh; sets the 'tone' for the rest of a student's university experience)

- sense of togetherness can also be a future collective ambition (community-building); Making opportunities known
- sororities and fraternities 'market' themselves highly to first years (as a result, they know more about 'party culture' than about the academic opportunities available to them)
- 'Selection' of what to present to students (too much information, too much 'pitching' of clubs makes it difficult for students to digest in first year)
- students can find 'meaning' that they hold onto even after graduating (affiliation with the university)
- what makes students want to stay behind and contribute to the university even after finishing? (a sense of culture and community);
- importance of building relationships (whether with professors, fellow students, and supervisors)
- strong relationships built with supervisors at the Master's and PhD level (experience is highly influenced by strength of relationship with supervisors)
- Carleton honours this with the Faculty awards (outstanding professors);
- mentoring is a highly important part
- strengths that Carleton already has: community (an alumni found Carleton students came and stayed on campus throughout the years, by extension shows how we succeed in interdisciplinary studies/involvement), community here extends to the exterior community into Ottawa and beyond.
- camps and partnerships with various institution from young kids to older alumni. Our programs have business entrepreneurial centre usually expands further throughout Canada. Ottawa advantage of PAMP and PoliSci.
- universities have a role to play in society; Leadership role in Ottawa and nationally; Employment in the federal service; Training future generations that will change the future and lead the future; Develop thoughts that will create informed decisions about the future
- attracted to new universities and university's that students know about
- be attracted to the global aspect of the university
- comments polls get a feeling of the place
- comprehensive university or go into niches; Would it divide the university? GSA comprehensive universities;
- do not need to listen to the government; Gives power, longevity and independence to grow in a direction that the alumni fits in
- Carleton's role in larger society; federal civil service links.

## **9. THE VISUAL & AUDIO ARTS**

- came as artist from residence, hoped that Carleton would be a place for artists to go so they wouldn't have to go across borders for a good art/music degree.
- didn't know Carleton had a music department. Choir, band, no idea that these opportunities were there. Carleton could benefit as visibility as an arts school.
- students have reached out to the community, the arts scene has grown in the past few years.
- encourages Carleton as being a venue for the artists. Music students are having trouble finding venues. Travels the world playing at universities, rarely in Canada. Universities in Canada fail to do outreach to artists.
- discussed the value of an arts school. Arts program and music program being under threat
- build up the arts program while not taking away from business, science and engineering
- taking art majors more seriously
- maintaining a firm arts and social sciences core while being able to express the goals, Carleton's opportunities and experience that they can provide to potential students.

## **What do our students, faculty, staff, alumni, and donors think about the kind of Carleton they want to build for future generations?**

### **1. CAMPUS & PHYSICAL SPACE**

- tunnel system. Accessible in all ways.
- cherish the food and environment on campus.
- athletics offers a part of someone's life.
- student services and faculty.
- buildings and physical space; community and Carleton students.
- more creative spaces for Ottawa and Carleton community.
- Paul Menton center is nationally known
- architecture school to design buildings; Computing school to design websites; Rely on themselves; Build instead of buy; Do not want to be watered down by incorporating other people
- needs to be respectful
- university needs to be a safe place
- beautiful campus; Ensuring that it stays beautiful
- physical space; Building more open spaces and theatre spaces
- more open creative spaces; Do not need to implement things in 75 years implement now
- nurturing environment for everyone
- spending more on health services

- buildings have become welcoming buildings such as the library.
- it would be nice to see more spots on campus to have spaces for specialized areas of study and of interest involving academic students and the greater community.
- allowing more creative spaces that welcomes the Carleton community and the greater community into Carleton. For example, concert halls
- library: Good at supporting open access publishing; Publishing style that the author maintains intellectual property over the work; Support lower cost textbooks; Did not sign on to access copy right; Be a leader in forward thinking publish thinking intellectuals; Open learning

## 2. DIVERSITY

- First Nations' perspective about the 7 generations. We lose sight of this when we are busy, whole idea of 7 generations' philosophy is more tangible. 7 generations, whatever we do will effect 7 generations down the road. Moderate behaviour and think about the actions down the road. This is a way of being, a principle.
- university is struggling to incorporate indigenous teachings with school.
- Indigenous students coming from remote communities
- hiring of indigenous professors helps with this. Recruiting indigenous students, make them comfortable.
- increase course work, indigenous faculty, proactive steps to take.
- do this until all indigenous students feel comfortable and safe.
- important for students of colour to not feel disconnected from campus. Coming to campus and feeling alone due to their skin colour.
- students see events that may not be for them. Students of colour, LGBT+, are these events only for rich white students from the GTA? How do we include all students?
- Norm Fenn would have gatherings with students to talk, made a huge difference for students to reach out.
- did not have money to live on residence. Feeling secluded, feeling like you're on the outside because you don't live in residence.
- people of colour bring a lot of money to the school, would be important for PoC to also be professors, administration, and so on.
- hiring, policy, go into it always knowing that at a table at Carleton it is important for inclusion and transparency. policy about equal opportunity for hiring, it's the practice and culture of the policy. If the policy is transparent, it will be equal for all.
- culture and practice that allows us to be responsive everyday.
- Board of governors is not diverse. It is coming from the private sector and not pulling from different areas.
- policies are in place, but aren't well known around campus.

- Aboriginal coordinator strategy, no one knows about it. Can't ask about it if you don't know about it.
- Carleton does make the effort to seek out community input.
- people are very busy, Carleton needs to be more conscious about the people who they are bringing to the table. Cannot be a body to talk, there has to be influence and impact from time being invested.
- inclusivity. How do we make this campus feel more inclusive moving forward?
- Indigenous students, how do we make them feel included?
- makes a difference in the learning that goes on if we see more staff and faculty of colour.
- implement this into policy, how do we put this policy into action? Every meeting, every conversation.
- indigenous community; Starting now will set the legacy for the future; More inclusive going forward; Indigenous students coming to Carleton
- hiring on campus; Difference in learning if you see more staff and faculty of color and marginalized communities; Put that into policy and action

### **3. FACULTY AND STAFF**

- faculty are in an age where students want contact all the time; Finding demands on their time
- the profs that put the time into their extracurricular get payback and enhances their character
- connects research to the world and their interests
- need to grow and develop and outreach
- someone can come in and then make a good influence
- we are part of the ongoing implementation about Carleton's friendliness among department. Whether we are here for 4 or 40 years, we must nurture this place and leave it for the future students.
- want to make Carleton the best place in Ottawa to work
- union 2424; set the tone and make equity
- want to hear that if you work for Carleton that you are lucky
- those that work here work as a community
- growth of faculty and that they are more engaged
- contract instructors; Do not have as much say; Shift toward contract teaching; Nature of contract instructor is shifting
- investing in the future of the institution

### **4. FUNDING & TUITION**

- gives out four bursaries. Those who come to Carleton view it as it being a nice campus and they leave wanting to give back.
- do not owe money to anyone
- legacy of stability

- independence to start new programs; Financially stable gives us a freedom
- other universities owe lots of money
- goal to build endowment but the university as it is now being very stable
- do not spend money that they don't have
- manage finances
- future funder project growth – community driven funds to have success for the school and the community. The professors, alumni, researchers, students, etc. communicating their project

## 5. GOVERNANCE

- BoG: approve budgets, approve buildings.
- do you envision a board that includes faculty, staff, marginalized students? The feeling is that the BoG consults with various groups, sometimes it feels like the students are being overlooked.
- students should be able to present to the BoG how they feel.
- a few representatives got to sit on a committee where they were consulted about what they felt about the policy. Parts of the policy were taken from the committee, but some were also problematic. Committee didn't get to talk to the BoG, just the filters for the BoG.  $\frac{3}{4}$  students voted against the policy, everyone else voted for the policy.
- microcosm of the real world.
- need to leave a safe place, we are all about learning and not just about theory.
- connect students who are stepping onto this campus for the first time with the board of governors.
- we see the BoG making big decisions for the campus, how do we get student voices into this?
- leadership and administration; Protest and descent; Anytime that there is activity on campus it is set with hostility; Rather than viewing it as a problem view it as passion
- care about the university and therefore there needs to be civil disobedience
- not maintain the status quo; But also needs to be under restraint;
- transparency
- tolerance for putting forward views and attack on argument and not screaming; Do not shut people down by not allowing them to speak;
- University is a place to debate things on their merits; Get at the issue and not the individual
- respecting protest – that they care about the university
- more diverse representation on the governing
- increase transparency
- at a university to hear, listen and debate not just shut out others voices

- generally, a need to stay engaged in the governance
- involve contract instructors in governance and now they are in the senate
- student representation; Transparency
- connect new students with things such as the board of governors
- they make big decisions and should have student and staff input
- meaningful genuine conversations with the Board; "Why is it called the Talk Exchange if we cannot have the opportunity to talk with the Board of Governors?"
- more transparency and inclusion for students in administration.

## **6. PROGRAMS & INTERDISCIPLINARY APPROACH**

- encouraging common ground between programs.
- difficult for disciplines to relate to each other.
- teaching methods, excellence, innovation, reward good teaching.
- bring many people together and get ideas; Need to start meeting with people; People that are not always the same
- moving towards faculty teaching adult learners; Moving away from the lecture and towards experiential and teaching styles
- community programs; Science café; Coop or internship; Experiential learning
- some traditional lectures but also need a mix of learning styles
- more opportunities; Technology learning
- children now a days are different than they were when these people were a child; Digital age of learning
- working with and for the community; Opportunities; Students do not have opportunity to work with the community; Except Coop
- more academic than clinical experience; Need to prepare students for how they can help in the future
- open selves up and provide opportunities; Encourage interpersonal relationships
- hired for research and need to be used for teaching
- influential relationships between students and teachers
- move away from academia within course concepts
- encourage common ground between disciplinarians
- within the workplace need to work together; Need to be able to relate to one another
- help students from their own identity
- do not want to over specialize; Need to learn different skills
- cut across faculty lines; Teaching
- new teaching methods; Recognizing teaching excellence
- interaction between student services and faculty
- inform faculty of support services

- faculty members more involved in teaching and mentoring (rather than just research in a way of measuring their 'productivity')
- another major role they have is influencing students, but they aren't necessarily hired for that purpose (hired for their 'research output')
- move away from the 'abstract' of academia and relate course content to student's everyday experiences (and what can be useful to them in their lives)
- encouraging 'common' ground among students to teach them useful things that they can all use (whether it's taking one common course, or having to read a book in first year)
- can form a 'core' among students to encourage sharing experiences (how can we help all students?)
- very complex, yet the interdisciplinarity of Carleton makes it more possible to foster this than other universities
- while students are 'segregated' now, they all have to work together in the future
- make it possible to create effective communication among students from different educational backgrounds ('cut across' faculty lines)
- how can students be 'interdisciplinary' in order to learn as many skills and to be as employable as possible so they're not too specialized?
- helping students to be 'distinctive' to employers (e.g., a M.A. is not as understandable as a M.Eng. to the average layperson; or combination of having something recognizable with something generic, e.g., M.Sc. in Health Sciences)
- teaching – there is a difference between teaching styles of contract instructors and tenor professors. Contract professors seem to be more interactive with students. Teaching styles could look at different ways of teaching.
- moving forward Carleton is encouraged to maintaining a core value of rewarding instructors for teaching evaluations and innovations.
- faculty interaction with students specifically related to teacher evaluations and even further for collaborations between faculty, offices on campus and students.
- as a legacy we start these initial discussions/partnerships. ; Suggestion is to integrate more connection between department heads, who can then communicate with the faculty themselves. Potentially adding a department evaluation so that it can be a filter fed message.
- ask students what they want and then figure out how we can create these opportunities.

## **7. RELATIONSHIP BUILDING & REPUTATION MANAGEMENT**

- articulate in ways that our legacy will be that when students come here, they experience the good and the bad. Have a voice to

change the microcosm, when they go into the real world they will be comfortable.

- always defending the Last Chance U. The education is no different than Harvard or U of T. From this angle, they came to Carleton and did very well.
- something about Carleton is they're always glad to have come here, the landscape has changed but the memories remain the same. Hope that we would also take responsibility for the communication for who we are. External quantifiers.
- prepare students for the real world. How do we engage more students, empower students? Number of publications from each program. 75-year vision depends on the 20-something for those that work at Carleton. Legacy is about equality.
- working with and for the community, arguments is that students can't work with the community. Otherwise there is limited opportunities.
- encouraging more personal relationships for qualitative rather than quantitative. Mental role as much as a research role is crucial.
- implementing the legacy now, rather than in 75 years. Top five things: all feel safe, included, heard, listened to. Nurturing environment for all, not just faculty and staff.
- how do we connect people from the Ottawa community to Carleton? Aspect of culture; Culture of positivity, kindness, caring, support, pride; Athletics; Bands; Singing; Music; Art historians; School spirit and pride; "betterment of its community"; mission statement; build on each element of the mission statement
- more conversations like this; Bottom up conversations
- career counsellors for each department
- alumni achievements
- continuation of throwback week; Networking events
- sexual violence policy – make it better – start today; Precedent for other policy's
- hold professors accountable
- open to speaking with student and helping students out; We are here to learn
- connect people in Ottawa to the events on campus
- passion; Inclusion; Safe environment and campus
- students complain about profs not wanting to see meet and explain their grades
- have a chance to be heard; stop being violent; speak up
- 450 students represent if they want to be represented
- verbalized ambitions
- kind Carleton
- health services need more

- working with and for the community (partnering with Carleton in any way they can); Whether it's more club opportunities or research projects; Community-involved pedagogy (no real institutional support for that; co-op has support for helping students get involved in the community, but not much others)
- preparing students for being engaged with the community
- granting opportunities for students to do what makes sense to them with their degree
- helping students understand how they can fit into society
- subverting the 'ivory tower' isolation (opening up opportunities to students)
- encourage more interpersonal and qualitative relationships
- career advice services for students is a legacy that alumni would like to continue.
- pulling alumni into communication with current students to stay involved while creating a continuing support services or initiatives;
- throwback events: networking events, faculties.
- student experience is just the start to begin a feedback loop of students that benefitted from a form of networking, therefore they'd want to give back to Carleton as they grow and develop their career. It would involve students, alumni, faculty and other office on campus; Do not lose the culture; When attracting international students
- more conversations like today, collaborative. Adding career counsellors, networking, having panels for students. Highlighting achievements. Continuation of throwback week, use this week to target networking events.
- Carleton makes your work hard.
- spending more on health services; mental health services take long.
- sexual violence policy, set precedent for future policies.
- Carleton culture; support for people, kindness, care, leads to campus pride and spirit. how to live of mission statement and advance it
- go beyond Carleton university; community of caring; caring staff and faculty; student will take it with them; make it better
- support/kindness/care; students that leave have a deep commitment in social justice; let the students have a voice; To do better – be better because you are here
- statement of empowerment; staff and students feel empowered; Preserve that; Let the empowerment continue
- legacy being that they are not an institution that adheres to what everyone else is doing; Believe in certain things
- being a leader in the sector; Among the best in terms of health benefits; Not strive for the average, strive for beyond; Be the best;
- more self-examination; things like this; Recognize people who are happy about the place moving forward

- house cleaning; Suggestion box; Stimulate change and growth
- self-reflective; Processes and procedures and how can you improve them and be better in the future Hiring from your own ranks; Save money; Hiring from your students; Let them go and then bring them back