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

The 603rd Meeting of the Board of Governors
Thursday, June 29th, 2017 at 4:00 p.m.
Room 2440R River Building, Carleton University

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 APPROVAL

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

5. OPEN - ITEM(S) FOR APPROVAL

   (10 min) 5.1 Dominion Chalmers Church Update (C. Carruthers & R. Runte)

   ▪ A verbal update will be given.

   (10 min) 5.2 Cogeneration Building Design (M. Piché)

   ▪ Working paper was provided in advance.

   (5 min) 5.3 Executive Human Resources/Compensation Sub-Committee Terms of Reference (K. Evans)

   ▪ Terms of Reference was provided in advance.

   (5 min) 5.4 Review of Appointment Guidelines (K. Evans)

   ▪ Guidelines were provided in advance.
5.5 Members of the Board on Advisory Committee on the President’s Selection (C. Carruthers)

- Appointment Guidelines circulated in advance.

6. OPEN – ITEM(S) FOR DISCUSSION

6.1 Talk Exchange (L.A. Daly)

- Report was provided in advance.

7. OPEN – ITEM(S) FOR INFORMATION

7.1 Report from the Chair (C. Carruthers)

A verbal report will be given.

7.2 Report from the President (R. Runte)

A verbal report will be given including:
- Strategic Mandate Agreement Update
- Strategic Integrated Plan Update
- Presentation of Annual Report
- University Communications Update

7.3 Committee Chair Updates

- Building Program (D. Craig)
- Community Relations & Advancement (L.A. Daly)
- Finance Committee (B. Wener)
- Governance Committee (K. Evans)

8. OPEN – QUESTION PERIOD

- There are no questions to be addressed.

9. END OF OPEN

- Guests and observers are asked to step out of the meeting.
CLOSED SESSION

10. APPROVAL OF CLOSED AGENDA

- The agenda was circulated with the meeting material.

11. CLOSED - CONSENT AGENDA APPROVAL

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

12. CLOSED – ITEM(S) FOR APPROVAL

12.1 Approval of Recommendations from the Nominating Committee for the 2017/18 Board Year

- Working papers were circulated in advance for the following:
  
a) Appointment of returning and nominated members of the Board
b) Committee Chairs and Vice-Chairs
c) Appointment of Officers of the Board
d) Appointment of Signing Officers for the University

12.2 Dominion Chalmers Church (B. Wener)

- Documentation was provided in advance.

13. CLOSED – ITEM(S) FOR INFORMATION

13.1 Report from the Chair (C. Carruthers)

13.1.1 Report on the 2016/17 Board Self-Assessment

- A summary report will be given.

13.2 Report from the President (R. Runte)

- A verbal report will be given including:
  
  ▪ Update from the Office of the Vice-President (Students and Enrolment)
13.3 Update on Comprehensive Campaign (D. Fortin)

- Materials were circulated in advance and a verbal update will be provided.

13.4 Committee Chair Updates

a) Audit Committee (B. Wener)
b) Nominating Committee (C. Carruthers)
c) Executive Committee (C. Carruthers)

14. CLOSED - IN CAMERA SESSION

15. ADJOURNMENT
AGENDA ITEM
5.2
COMMITTEE: Executive Committee

MEETING: June 19th, 2017

ORIGINATOR: Vice-President (Finance and Administration)

ITEM: New Combined Heat and Power Plant Addition - Design Approval

I. MATERIAL ATTACHED

- Rendering of proposed Plant Addition.

II. DECISIONS REQUIRED

- To approve the design of the Combined Heat and Power Plant Addition.

III. BACKGROUND

The existing heating plant was built in the 1960’s and the newest boiler of the three boilers was installed in 1967, so it is 45 years old.

In the last 16 years the campus space has expanded by approximately 1,000,000 square feet. This expansion has dramatically increased the loads on the steam plant and the electrical services capacity feeding the campus.

At this time, if our largest operating boiler goes down during a cold period of the winter, we would not have sufficient capacity to provide desired temperature conditions in the buildings serviced by the steam distribution system. Since the existing boilers are more than 45 years old, we have serious reliability concerns, which are compounded by lack of standby capacity sufficient to meet the increased demands resulting from the ongoing addition of new facilities.

IV. ANALYSIS

To improve the situation there are basically two options; add one or two new boilers to the plant, or add a combined heat and power system (cogeneration).

We have investigated both options and believe that the addition of the combined heat and power (cogeneration) system is the best option as it will increase our steam capacity and generate power at a cost that is less than the purchased price from the Hydro Ottawa system.

The Cogeneration system is estimated to cost $20,700,000. Current indications are that a minimum capital cost contribution of $5,000,000 will be received from the Ontario Power Authority, thus reducing the cost to $15,700,000.
About the Co-Generation Plant

The proposed project involves the design, construction and commissioning of a new combined heat and power system (CHP) at Carleton University’s existing central heating plant. The CHP system is based on a nominal 4.6 MWe gas turbine generator, a minimum 80,000 lb/hr heat recovery steam generator (HRSG), delivering 150 psig steam to the campus and a steam dump condenser. The HRSG will have an option for fresh air firing to increase the output to 100,000 lb/hr steam capacity. The new equipment will be interconnected to the existing steam, feedwater and blowdown systems, with the existing boilers (Nos. 1, 2 and 3) continuing to provide steam back-up to the University. The facility would be constructed as an extension of the Maintenance Building on the Carleton University Campus. The new structure is to be steel frame and steel clad exterior.

New electrical equipment would be connected to the existing power supply system and plant distribution system. The CHP system would provide electricity at 13.2 kV to the Z-bus at the Bronson Substation. The CHP system would operate in parallel with Ottawa Hydro, such that electricity is never exported from the generator onto the grid.

About the Design of the Addition

Once the turbine and the boiler are in place, an addition to the west side of the Heating Plant will be constructed to enclose the Co-Generation systems. The addition envelope will be constructed with a metal panel system and the colour of the panels will be a dark brown, which will tie into the dark Endicott brick on the existing Heating Plant. (See attached rendering.)

V. OPTIONS

(i) Approve the design as presented.
(ii) Send the design back for modifications.

VI. RECOMMENDATION

Approve option (i) above.
Existing NE Perspective
Existing SW Perspective
Proposed SW Perspective
AGENDA ITEM 5.3
Overview

The Executive HR/Compensation Sub-Committee (“Sub-Committee”) is responsible for reviewing and making recommendations related to the performance and compensation package for the President and Vice-Chancellor, the compensation recommendations for senior executives, mandates for collective bargaining, recommendations related to compensation and terms of conditions of non-unionized employees, the Executive Compensation Framework and making and recommendations regarding those and other human resource matters to the Executive Committee.

Committee’s Role

The Sub-Committee’s role is:

i) to assist the Executive Committee in its annual review of the performance and salary of the President and Vice-Chancellor by making recommendations relating thereto to the Executive Committee;

ii) to review with the President, the salary decisions in respect of the Vice-Presidents and his/her direct reports, and to receive presentations from the President in respect of his/her decisions regarding compensation packages for his/her direct reports. To provide the President with feedback in respect of any concerns about either the process associated with such compensation packages or the packages themselves;
iii) in consultation with the President and Vice-Chancellor, to recommend to the Executive Committee, annually, salary increases for any Vice-President with no academic appointment;

iv) to make recommendations relating to the compensation packages including, without limitation, salaries, pensions and perquisites, for new Presidents and Vice-Chancellors and for Vice-Presidents without academic appointments;

v) to review and recommend any termination settlements to be paid to a President and Vice-Chancellor or to a Vice-President;

vi) to review and recommend the mandates for collective bargaining in respect of labour negotiations;

vii) to review and recommend the compensation and terms and conditions of work of non-unionized and employees;

viii) to review succession planning for executive management positions;

ix) to review and approve the Executive Compensation Framework and ensure its compliance with related legislative and regulatory requirements;

x) to review and make recommendations regarding the University’s overall employment compensation philosophy and ensure compliance with any related legislative and regulatory requirements; and

xi) to conduct such other duties as the Executive Committee may assign to the Sub-Committee from time to time.

The Sub-Committee will be provided with such resources and be able to retain such outside consultants as the Compensation Sub-committee may consider appropriate to assist in carrying out the duties identified in the foregoing Terms of Reference.

Reporting Relationship

The Compensation Sub-committee shall report to the Executive Committee through the Chair of the Board.

Composition

- The Chair of the Board and four other Executive Committee members as determined by the Executive Committee from time to time.
- The Vice-Chair of the Board
- The Past Chair of the Board
Quorum

Quorum for meetings shall consist of one-half the number of members of the committee plus one, present in person, by teleconference or by videoconference, at least one of whom must be the chair or vice-chair of the committee three members.

A quorum shall consist of three members.

Revisions and Approvals:

Governance Committee May 10, 2017
AGENDA ITEM
5.4
I. INFORMATION PROVIDED TO THE COMMITTEE

The Board of Governors is responsible for the following appointment guidelines:

- Chancellor
- President
- Vice-President (Finance and Administration)
- Provost and Vice-President (Academic)
- Vice-President (Research and International)
- Vice-President (Students and Enrolment)
- University Secretary
- Appointments by the President of Senior Academic Administrators

The guidelines were last revised in April 2014. The guidelines have been reviewed to ensure that current Carleton University policies are observed and to ensure that the language is consistent throughout the guidelines.

Governance Committee, at its meeting held on May 10th, 2017 reviewed the guidelines and has recommended some modifications. There were no fundamental changes made to the guidelines. Editorial changes are recommended to ensure the guidelines are in line with the Bylaws and Act and revisions were made to streamline the search process. Changes included adding a Dean to the various senior executive search committees, allowing for the retention of a search firm by the Executive Committee and the addition of a quorum for meetings to clarify that meetings can proceed without all members being present.

Based on the unanimous recommendation of the Governance Committee, the Executive Committee, at its meeting held on May 15th, 2017 approved the President and Vice-Chancellor Guidelines on behalf of the Board of Governors. Subsequently the Executive Committee reviewed the remaining guidelines at its meeting held on June 19th, 2017. The Governance and Executive unanimously recommend that the Board of Governors approve the revisions, as noted in the attached guidelines.
II. RECOMMENDATION

To approve the revised appointment guidelines, as presented.
APPONMTGuidelines FOR
CHANCELLOR

Approval Authority: Board of Governors
Date Approved: April May 2017
Mandatory Revision Date: April May 2020
Responsible Office: University Secretariat

Article I: General
1.1 Pursuant to the Carleton University Act, the Chancellor is appointed by the Board of Governors (the “Board”). The Carleton University Act Bylaws of the Board provides that the Chancellor shall be appointed by the Board for an initial term of three years and is a member of the Board. The Chancellor may be reappointed for not more than two successive three year terms.

1.2 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the Chancellor is unable or unwilling to finish her or his current term, or a recommendation is not made within the time allowed, as contemplated by paragraph 5.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the establishment and operation of a committee to select the Chancellor, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the selection process will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.

1.3 Except in Special Circumstances, the President and the Chair of the Board shall use their best efforts to discuss with the Chancellor her or his intentions to seek renewal of her or his term not later than twelve months before the expiration of the term or any renewal term of the Chancellor, and provided the Chancellor is eligible for reappointment. If the Chancellor wishes to seek renewal, then the President will bring the matter to the Executive Committee of the Board for review and recommendation to the Board.

Article II: Selection Committee
2.1 In the event that either the Chancellor is eligible for renewal of her or his term, but the term of office of the Chancellor is not renewed for any reason, or the Chancellor is no
longer eligible for renewal of her or his term, then the Board and the Senate shall use their best efforts to establish a joint committee not later than eight months prior to the expiration of the current term of the Chancellor. The joint committee shall be called the “Committee on the Selection of the Chancellor” (the “Committee”). The Committee shall be composed of equal representation of the Board and the Senate, with the following as a general guideline the following members:

- The President, as chair ex officio;
- Three Four current members of the Board (one of whom other than shall be a student member of the Board), elected by the Board;
- Three current members of Senate (one of whom shall be a student Two current senate members who are full-time tenured members of Faculty, one of whom shall hold the rank of Full Professor,); elected by Senate; and
- One current senate member who is a senior administrator, elected by Senate.

The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Committee shall elect its Vice-Chair from among its members.

2.2 In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

2.3 Quorum for Committee meetings shall consist of five members of the committee being present in person, by teleconference or by videoconference, at least one of whom must be the President.

2.4 In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion, that the election or selection of a replacement is inappropriate.

2.3 Operations of the Committee

(a) At the first meeting of the Committee, all members must agree that they will not accept a nomination for the position.

(b) If a member of the Committee resigns, is unable to attend meetings, or is removed pursuant to section 2.2 above, then the member shall not be replaced.
Article III: Selection Criteria

3.1 In preparing its recommendation to the Board, the Committee shall generally rely on the following selection criteria:

The candidate for appointment shall be:

- a Canadian citizen;
- a person of national, and preferably international stature;
- a person whose appointment would add to the reputation and enhance the image of the University;
- a person who has an appreciation of the distinctive role and nature of universities;
- a person who is available to participate in convocation ceremonies and other ceremonial events;
- a person of vigour and enthusiasm willing to actively engage with and promote Carleton with enthusiasm including participating in facilitate fundraising activities.

Commented [SL4]: Added to ensure candidate understands that there is an expectation of participation particularly in fundraising activities.
In coming to its recommendation, the Committee shall also take note of the sector from which the Chancellor will come, bearing in mind the need (acting reasonably) to balance public and private sector representation over time.

The foregoing provisions of this section 3.1 are intended as guidelines for the Committee, it being recognized that each appointment is unique and dependent on the circumstances prevailing at the time the Committee makes its recommendation to the Board.

Article IV: Canvass

4.1 Unless otherwise decided by ordinary resolution, at the request of the Committee, a communication shall be sent to the following individuals: the University community and may be sent externally, inviting them to submit nominations to the Committee:

- All members of the Board
- All members of the Senate
- All continuing employees of the University
- The Presidents of the Carleton University Students’ Association, the Graduate Students’ Association, and the Carleton Academic Student Government
- The President of the Carleton University Alumni Association
- Such other individuals or groups as the Committee shall identify

As a general rule, notices inviting nominations shall be distributed widely on campus by the Committee, using such media as the Committee shall consider appropriate. In addition, the Committee may choose, in its discretion, to publish notices inviting nominations in media outside the University community.

Article V: Recommendation

5.1 The Committee shall submit one name only to the Board as the candidate for appointment. Prior to submitting a name to the Board for consideration, the Committee shall confirm with the candidate that she or he is willing to let her or his name stand for appointment as Chancellor of the University.

The Committee shall use its best efforts to submit its recommendation, together with the report referred to in paragraph 2.3(h) above, to the Board not later than two months prior to the expiration of the current term of the Chancellor. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
APPOINTMENT GUIDELINES FOR PROVOST AND VICE-PRESIDENT (ACADEMIC)

Approval Authority: Board of Governors
Date Approved: April May 2017
Mandatory Revision Date: April May 2020
Responsible Office: University Secretariat

Article I: General

1.1 Pursuant to the Carleton University Act and the Bylaws of the University, the Provost and Vice-President (Academic) and the Vice-President (Research & International) (separately referred to in this policy as the “V-P”, or the “incumbent”) are appointed by the Board of Governors (the “Board”).

1.2 The V-P shall normally hold office for an initial term not to exceed six years, and shall also hold a tenured appointment at the rank of Professor in the University. The term of the incumbent V-P may be renewed once for a period not to exceed five years.

1.3 The term of office of the V-P may be extended for one year periods, for extenuating circumstances as determined by the Board. If exigencies require, the Board may appoint an Acting V-P for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new V-P, and in the case of consideration of an incumbent V-P for renewal of the initial term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the V-P is unable or unwilling to finish her or his current term, or a recommendation is not made within the time allowed, as contemplated by Articles 4.2 and 5.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or
election process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.

Article II: Committee Process

2.1 Advisory Committee

(a) The Board shall make the appointment or re-appointment of the V-P on the recommendation of an Advisory Committee on the V-P (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board President shall use their best efforts to establish the Committee not later than 12 months prior to the end of the incumbent V-P’s term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

- The President and Vice-Chancellor, as chair of the Committee ex officio;
- Two community-at-large members of the Board, elected by the Board;
- One member of the staff of the University (not being a member of Faculty or a professional Librarian, and not reporting directly to the V-P), selected by the President;
- One professional librarian, elected by Senate;
- One full-time tenured member of Faculty from each of the Faculties, at least two of whom shall hold the rank of Full Professor, elected by Senate;
- One senior administrator and one Dean, elected by the Vice-President Academic and Research Committee;

- The Assistant Vice-President, Human Resources; and
- One undergraduate student and one graduate student, elected by Senate.
The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Assistant Vice-President, Human Resources shall be a resource to the Committee.

In her or his discretion, the President may make adjustments in the composition of the Committee.

The Committee shall elect its Vice-Chair from among its members.

2.2.1 Quorum for Committee meetings shall consist of one-half of the nine members of the Committee plus one being, present in person, by teleconference or by videoconference, at least one of whom must be the President.

Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Article IV: Reappointment Process

4.1 As soon as practicable after the establishment of the Committee, and in the case that the incumbent is eligible for reappointment, the President shall communicate with the incumbent to determine if she or he wishes to be considered for reappointment.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:
• The President shall begin the process by meeting with the V-P to discuss the review process.
• The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by the President, and input from members of the University community, all as deemed appropriate by the Committee.
• The Committee shall meet with the incumbent to review her or his performance and to discuss the incumbent’s plans if she or he were to be reappointed.
• After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the V-P to review the general findings of the Committee and the nature of the recommendation to be made to the Board.
• The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article V: Search Process

5.1 In the event that either the incumbent does not seek reappointment, the incumbent is not eligible for reappointment, or the Board decides against reappointment, then acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.

5.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.

5.3 The Committee shall undertake a search for a new V-P in accordance with the following process:
• Acting on the recommendation of the President, the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.
• In the case of a comprehensive search and on the recommendation of the Committee, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.
• The Committee shall solicit input from the University community concerning the profile for the next V-P.
• The position shall be widely advertised through such media and at such times as the committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile, and shall interview selected candidates.

The Committee shall use its best efforts to provide a recommendation to the President not later than three months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article VI: Recommendation
APPOINTMENT GUIDELINES FOR

PROVOST AND VICE-PRESIDENT (ACADEMIC)

VICE-PRESIDENT (RESEARCH & INTERNATIONAL)

Approval Authority: Board of Governors
Date Approved: April-May 2017
Mandatory Revision Date: April-May 2020
Responsible Office: University Secretariat

Article I: General

1.1 Pursuant to the Carleton University Act and the Bylaws of the University, the Provost and Vice-President (Academic) and the Vice-President (Research & International) (separately referred to in this policy as the “V-P”, or the “incumbent”) are appointed by the Board of Governors (the “Board”).

1.2 The V-P shall normally hold office for an initial term not to exceed six years, and shall also hold a tenured appointment at the rank of Professor in the University. The term of the incumbent V-P may be renewed once for a period not to exceed five years.

1.3 The term of office of the V-P may be extended for one year periods, for extenuating circumstances as determined by the Board. If exigencies require, the Board may appoint an Acting V-P for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new V-P, and in the case of consideration of an incumbent V-P for renewal of the initial term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the V-P is unable or unwilling to finish her or his current term, or a recommendation is not made within the time allowed, as contemplated by Articles 4.2 and 5.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as
appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or election process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.

Article II: Committee Process

2.1 Advisory Committee

(a) The Board shall make the appointment or re-appointment of the V-P on the recommendation of an Advisory Committee on the V-P (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board shall use its best efforts to establish the Committee not later than 12 months prior to the end of the incumbent V-P’s term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

- The President and Vice-Chancellor, as chair of the Committee ex officio;
- Two community-at-large members of the Board, elected by the Board;
- One member of the staff of the University Office of the Vice-President Research and International (not being a member of Faculty or a professional Librarian, and not reporting directly to the V-P), selected by the President;
- One professional librarian, elected by Senate;
- One full-time tenured member of Faculty from each of the Faculties, at least two of whom shall hold the rank of Full Professor, elected by Senate;
- One senior administrator and one Dean, elected by the Vice-President Academic and Research Committee;
- The Assistant Vice-President, Human Resources; and
- One undergraduate student and one graduate student, elected by Senate.
The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Assistant Vice-President, Human Resources shall be a resource to the Committee.

In her or his discretion, the President may make adjustments in the composition of the Committee.

The Committee shall elect its Vice-Chair from among its members.

2.2 Quorum for Committee meetings shall consist of nine-one-half of the members of the Committee plus one being, present in person, by teleconference or by videoconference, at least one of whom must be the President.

Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Article IV: Reappointment Process

4.1 As soon as practicable after the establishment of the Committee, and in the case that the incumbent is eligible for reappointment, the President shall communicate with the incumbent to determine if she or he wishes to be considered for reappointment.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:
The President shall begin the process by meeting with the V-P to discuss the review process.

The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by the President, and input from members of the University community, all as deemed appropriate by the Committee.

The Committee shall meet with the incumbent to review her or his performance and to discuss the incumbent’s plans if she or he were to be reappointed.

After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the V-P to review the general findings of the Committee and the nature of the recommendation to be made to the Board.

The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article V: Search Process

5.1 In the event that either the incumbent does not seek reappointment, the incumbent is not eligible for reappointment, or the Board decides against reappointment, then acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.

5.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.

5.3 The Committee shall undertake a search for a new V-P in accordance with the following process:

- Acting on the recommendation of the President, the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.
- In the case of a comprehensive search and on the recommendation of the Committee, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.
- The Committee shall solicit input from the University community concerning the profile for the next V-P.
- The position shall be widely advertised through such media and at such times as the committee may decide in its discretion, inviting applications and nominations. The
Committee shall be free to approach individuals to request that they allow their names to stand for the position.

- The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile, and shall interview selected candidates.
- The Committee shall use its best efforts to provide a recommendation to the President not later than three months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article VI—Recommendation
APPOINTMENT GUIDELINES FOR

VICE-PRESIDENT (FINANCE AND ADMINISTRATION)

Approval Authority: Board of Governors
Date Approved: April-May 2017
Mandatory Revision Date: April-May 2020
Responsible Office: University Secretariat

Article I: General

1.1 Pursuant to the Carleton University Act and the Bylaws of the University, the Vice-President (Finance and Administration) (the “V-P”) is appointed by the Board of Governors (the “Board”).

1.2 The V-P shall normally hold office for an initial term of six years, renewable for successive terms in the discretion of the Board.

1.3 The term of office of the V-P may be extended for one year periods, for extenuating circumstances. If exigencies require, the Board may appoint an Acting V-P for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new V-P, and in the case of consideration of an incumbent V-P for renewal of the initial term or any renewal term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either (i) for whatever reason, the V-P is unable or unwilling to finish her or his current term, or (ii) a recommendation is not made within the time allowed, as contemplated by Articles 4.3.2 and 4.4.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or selection process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.
**Article II: Committee Process**

2.1 The Advisory Committee

(a) The Board shall make the appointment or re-appointment of the V-P on the recommendation of an Advisory Committee on the V-P (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board President shall use their best efforts to establish the Committee not later than 12 months prior to the anticipated date of appointment. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

   - The President and Vice-Chancellor, as chair of the Committee ex officio;
   - Four community-at-large members of the Board, elected by the Board;
   - One member of the staff of the University (not being a member of Faculty), selected by the President;
   - Two full-time tenured members of Faculty, one of whom shall hold the rank of Full Professor, elected by Senate;
   - One senior administrator and one Dean, elected by the Vice-President Academic and Research Committee; and
   - One undergraduate student and one graduate student, elected by Senate.

The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Assistant Vice-President, Human Resources shall be a resource to the Committee.

In her or his discretion, the President may make adjustments in the composition of the Committee. The Committee shall elect its Vice-Chair from among its members.
Quorum for Committee meetings shall consist of seven, one-half of the members of the Committee plus one being, present in person, by teleconference or by videoconference, at least one of whom must be the President.

Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the President. Each Committee member shall provide all such records to the President’s Office at the earliest opportunity, and no copies shall be made or retained. The President’s Office shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Article IV: Reappointment Process

4.1 As soon as practicable after the establishment of the Committee, the President shall communicate with the incumbent to determine if she or he wishes to be considered for reappointment.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:

- The President shall begin the process by meeting with the V-P to discuss the review process.
- The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by the President, and input from members of the University community, all as deemed appropriate by the Committee.
- The Committee shall meet with the incumbent to review her or his performance and to discuss the incumbent’s plans if she or he were to be reappointed.
• After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the V-P to review the general findings of the Committee and the nature of the recommendation to be made to the Board.
• The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article V: Search Process

5.1 In the event that either the incumbent does not seek reappointment, or the Board decides against reappointment, then acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.

5.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.

5.2 The Committee shall undertake a search for a new V-P in accordance with the following process:
• Acting on the recommendation of the President, the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.
• In the case of a comprehensive search and on the recommendation of the Committee, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.
• The Committee shall solicit input from the University community concerning the profile for the next V-P.
• The position shall be widely advertised through such media and at such times as the Committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
• The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile, and shall interview selected candidates.
• The Committee shall use its best efforts to provide a recommendation to the President not later than three months before the anticipated date of appointment. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time...
allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
APPOINTMENT GUIDELINES FOR
VICE-PRESIDENT (STUDENTS AND ENROLMENT)

Approval Authority: Board of Governors
Date Approved: April-May 2017
Mandatory Revision Date: April-May 2020
Responsible Office: University Secretariat

Article I: General

1.1 Pursuant to the Carleton University Act and the Bylaws of the University, the Vice-President (Students and Enrolment) (the “V-P”) is appointed by the Board of Governors (the “Board”).

1.2 The V-P shall normally hold office for an initial term of six years, renewable for successive terms in the discretion of the Board.

1.3 The term of office of the V-P may be extended for one year periods, for extenuating circumstances. If exigencies require, the Board may appoint an Acting V-P for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new V-P, and in the case of consideration of an incumbent V-P for renewal of the initial term or any renewal term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either (i) for whatever reason, the V-P is unable or unwilling to finish her or his current term, or (ii) a recommendation is not made within the time allowed, as contemplated by Articles 3III.2 and 4IV.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or selection process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.
Article II: Committee Process

2.1 The Advisory Committee

(a) The Board shall make the appointment or re-appointment of the V-P on the recommendation of an Advisory Committee on the V-P (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board/President shall use their best efforts to establish the Committee not later than 12 months prior to the anticipated date of appointment. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

- The President and Vice-Chancellor, as chair of the Committee ex officio;
- Four Three community-at-large members of the Board, elected by the Board;
- One member of the staff of the University (not being a member of Faculty), selected by the President;
- Two full-time tenured members of Faculty, one of whom shall hold the rank of Full Professor, elected by Senate;
- One senior administrator and one Dean, elected by the Vice President Academic and Research Committee; and
- One undergraduate student and one graduate student, elected by Senate.

The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Assistant Vice-President, Human Resources shall be a resource to the Committee.

In her or his discretion, the President may make adjustments in the composition of the Committee. The Committee shall elect its Vice-Chair from among its members.
2.2 Quorum for Committee meetings shall consist of seven members: one-half of the members of the Committee plus one being present in person, by teleconference or by videoconference, at least one of whom must be the President.

Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged, all records associated with the work of the Committee shall be the responsibility of the President. Each Committee member shall provide all such records to the President’s Office at the earliest opportunity, and no copies shall be made or retained. The President’s Office shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Article IV: Reappointment Process

4.1 The President shall begin the process by meeting with the V-P to discuss the review process.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:

- The President shall begin the process by meeting with the V-P to discuss the review process.
- The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by the President, and input from members of the University community, all as deemed appropriate by the Committee.
- The Committee shall meet with the incumbent to review her or his performance and to discuss the incumbent’s plans if she or he were to be reappointed.
• After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the V-P to review the general findings of the Committee and the nature of the recommendation to be made to the Board.

• The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article V: Search Process

5.1 In the event that either the incumbent does not seek reappointment, or the Board decides against reappointment, acting on the recommendation of the President, the Executive Committee of the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.

5.2 In the case of a comprehensive search and on the recommendation of the Executive Committee of the Board, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.

5.3 then the Committee shall undertake a search for a new V-P in accordance with the following process:

• Acting on the recommendation of the President, the Board shall determine if the search is to be comprehensive (external), or whether it should be limited to an internal search.

• In the case of a comprehensive search and on the recommendation of the Committee, the University shall engage the services of a highly qualified executive search consultant, specializing in senior-level institutional searches to assist the Committee in its work.

• The Committee shall solicit input from the University community concerning the profile for the next V-P.

• The position shall be widely advertised through such media and at such times as the Committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.

• The Committee shall establish its own procedures for assessing candidates consistent with the issues, challenges and desired characteristics and attributes that have been identified in the profile, and shall interview selected candidates.

• The Committee shall use its best efforts to provide a recommendation to the President not later than three months before the anticipated date of appointment. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time...
allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
Article I: General

1.1 Pursuant to the Carleton University Act and the Bylaws of the University, the University Secretary is appointed by the Board of Governors (the “Board”).

1.2 The University Secretary shall hold office at the pleasure of the Board normally hold office for an initial term of six years, renewable for successive terms in the discretion of the Board.

1.3 The term of office of the University Secretary may be extended for one year periods, for extenuating circumstances. If exigencies require, the Board may appoint an Acting University Secretary for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new University Secretary, and in the case of consideration of an incumbent University Secretary for renewal of the initial term or any renewal term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the University Secretary is unable or unwilling to finish her or his current term, or a recommendation is not made within the time allowed, as contemplated by Articles IV.2 and V.1 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or selection process (as appropriate) will

Commented [SL1]: Proposal is that the Board eliminates the separate secretary of the Board guidelines.

Commented [SL2]: Change made to reflect that position is not a term. Also removed reappointment provisions as a result.
Article II: Committee Process

2.1 The Advisory Committee

(a) The Board shall make the appointment or re-appointment of the University Secretary on the recommendation of an Advisory Committee on the University Secretary (the “Committee”). The Executive Committee of the Board shall instruct the President to establish the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Executive Committee of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board shall use its best efforts to establish the Committee not later than 12 months prior to the anticipated date of appointment. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

- The President and Vice-Chancellor, as chair of the Committee ex officio
- The Vice-President (Finance and Administration)
- Three members of the Board, elected by the Board
- One member of the staff of the University, selected by the President
- The Assistant Vice-President, Human Resources

The Executive Assistant to the President or delegate shall serve as the non-voting secretary of the Committee.

In her or his discretion, the President may make adjustments in the composition of the Committee.

The Committee shall elect its Vice-Chair from among its members.
Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged all records associated with the work of the Committee shall be the responsibility of the President. Each Committee member shall provide all such records to the President’s Office at the earliest opportunity, and no copies shall be made or retained. The President’s Office shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected or selected (as the case may be) by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election or selection of a replacement is inappropriate.

Article IV: Reappointment Process

4.1 As soon as practicable after the establishment of the Committee, the President shall communicate with the incumbent to determine if she or he wishes to be considered for reappointment.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:

- The President shall begin the process by meeting with the University Secretary to discuss the review process.
- The Committee shall proceed to evaluate the performance of the incumbent, using:
  (i) the criteria employed in the appointment of the incumbent;
  (ii) the outcome of annual performance reviews conducted by the President; and
  (iii) input from members of the University community, all as deemed appropriate by the Committee.
- The Committee shall meet with the incumbent to review her or his performance and to discuss the incumbent’s plans if she or he were to be reappointed.
After the Committee has formulated its recommendation to the Board, the President shall meet in confidence with the University Secretary to review the general findings of the Committee and the nature of the recommendation to be made to the Board. The Committee shall use its best efforts to provide a recommendation on reappointment to the President no later than nine months before expiration of the incumbent’s term of office. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Board shall be advised, and the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.

Article IV: Search Process

45.1 In the event that either the incumbent does not seek reappointment, or the Board decides against reappointment, then the Committee shall undertake a search for a new University Secretary in accordance with the following process:

- The position shall be widely advertised through such media and at such times as the Committee may decide in its discretion, inviting applications and nominations. The Committee shall be free to approach individuals to request that they allow their names to stand for the position.
- The Committee shall establish its own procedures for assessing candidates and shall interview selected candidates.
- The Committee shall use its best efforts to provide a recommendation to the President not later than three months before the anticipated date of appointment. The President shall carry the Committee’s recommendation forward to the Board. In the event that the Committee cannot reach a recommendation within the time allowed, then the Executive Committee of the Board shall be advised, and the Executive Committee of the Board may either grant an extension of time or strike a new committee pursuant to these guidelines.
1. Pursuant to Carleton University Act and General Operating Bylaw No. 1 ("Bylaws") of the University, Bylaw 26 of the University, the Board has delegated to the President full responsibility for the employment and dismissal of all employees of the University other than Vice-Presidents, the Secretary of the Board of Governors, the Director of Internal Audit and Advisory Services, and the University Secretary. The responsibility for employment and dismissal of employees in these categories continues to reside with the Board, pursuant to section 15 of the Carleton University Act, 1952, as amended (the "Act").

2. According to Bylaws of the University, the President is entitled to delegate the responsibility for employment and dismissal decisions otherwise vested in her pursuant to Bylaw 7.02(b) of the Bylaws. Neither the President nor anyone to whom she delegates responsibility pursuant to 7.02(b) of the Bylaws Bylaw 26 is required to report to the Board with particulars of any employment or dismissal decision in advance of acting on that decision.

3. Pursuant to its general powers contained in section 15 of the Act, the Board retains the responsibility to see to the better accomplishment of the objects and purposes of the University as set forth in section 3 of the Act. These guidelines are adopted by the Board so as to better ensure that decisions made by the President and those to whom she may delegate responsibility pursuant to 7.02(b) of the Bylaws Bylaw 26 are required to exercise the delegated authority in keeping with the best interests of the University, consistent with the objects and purposes of the University as defined in section 3 of the Act.
6.4. The President and her delegates pursuant to 7.02(b) of the Bylaws will ensure the appointment of senior academic administrators (and where necessary any search) is conducted in keeping with best practices and procedures for such appointments and reflects the objects and purposes of the University as defined in section 3 of the Act.

The Board therefore adopts the following guidelines to be followed by the President and those to whom she has delegated responsibility pursuant to 7.02(b) of the Bylaws, with respect to Associate Vice-Presidents, Deans, Associate Deans, Directors of Schools and University Librarian. Nothing in these guidelines is intended to repeal, amend, or in any way modify existing University policy, and in particular the University’s Human Resources Policy and Human Rights Policies and Procedures.
Guidelines

In exercising her responsibilities pursuant to 7.02(b) of the Bylaws Bylaw 26 as they relate to hiring and dismissal decisions for Associate Vice Presidents, Deans, Associate Deans, Directors of Schools and University Librarian (collectively, the “Positions”), the President or her delegate shall use her best efforts to observe the following guidelines:

1. The review of incumbents in the Positions eligible for and interested in renewal shall take place through committees chaired by the person to whom such incumbent reports. In all cases, recommendations on renewal are made to the President. Committees established for the purpose of review of incumbents are called “Review Committees” in these Guidelines.

2. In the case where it is necessary to conduct a search, appointments are made by the President on the recommendation of a search committee chaired by the person to whom the successful candidate will report. Should the University create positions with responsibilities comparable to, but with titles different than, the Positions, appointments to those positions shall also be made in accordance with these Guidelines. Committees established for the purpose of the appointment of candidates are called “Search Committees” in these Guidelines.

3. The committee structure, review process and search process shall in all cases reflect the values represented in Carleton’s Human Resources Policy and Human Rights Policy and Procedures as may be amended from time to time. Review Committees and Search Committees shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of all deliberations and investigations.

4. Information about incumbents or candidates and the deliberations of Review Committees and Search Committees shall be strictly confidential.

5. The chair of any Review Committee or Search Committee shall communicate and emphasize throughout the process the principles of ethical and considerate behaviour for all persons interested in the work of the committee, considering in particular the standards referred to in paragraphs 3 and 4 of these Guidelines.

6. All Review Committees and Search Committees shall normally include at least one student representative. All reasonable efforts will be made to assemble Review Committees and Search Committees that reflect the composition of the University community at large in terms of gender, visible minority and aboriginal status, and disability diversity.
7. In the case of both Review Committees and Search Committees, the recommendation to the President ought to be acceptable to both a majority of the committee members, and the chair of the committee.

8. The chair of both Review Committees and Search Committees shall ensure that elections held to choose members of the Committee are properly conducted. The chair shall ensure that the review of an incumbent or the search for a new appointee gives due consideration to the strategic goals of the relevant department or faculty, considered both in the context of the unit’s unique situation, and in the context of wider University strategic goals.

9. Review Committees and Search Committees shall canvass widely for input, and in particular, staff and faculty who report directly to the position under consideration shall be encouraged to express their views to the committee.

10. Review Committees and Search Committees shall seek the support and advice of the Department of Human Resources to the extent necessary to allow such Committees to fulfill their mandates in a manner consistent with these Guidelines.

11. In the case that the President delegates responsibility pursuant to 7.02(b) of the Bylaws, the President shall ensure that the holder of such delegated responsibility abides as closely as possible with these Guidelines.
AGENDA ITEM 5.5
I. MATERIAL ATTACHED

- Appointment Guidelines for President and Vice-Chancellor

II. INFORMATION PROVIDED TO THE COMMITTEE

The appointment guidelines for the President and Vice-Chancellor outline the membership of the Advisory Committee on the President’s Selection as follows:

- The Chair of the Board, as chair of the Committee ex officio;
- The Vice-Chair of the Board ex officio;
- Three community-at-large members of the Board, elected by the Board;
- One member of the Board, being a representative on the Board of the staff of the University other than the academic or library staff, elected by the Board;
- Three persons to be elected by Senate from among tenured faculty members (at least one of whom shall hold the rank of Full Professor) and professional librarians;
- One senior administrator and one Dean to be elected by the Vice-President Academic and Research Committee; and
- One undergraduate student and one graduate student to be elected by Senate.

Appointed by other bodies for Presidential Search committee

- Linda Schweitzer-Interim Dean of the Sprott School of Business (appointed by VPARC)
- Rafik Goubran-Senior Administrator, Vice-President (Research and International) (appointed by VPARC)
- Adrian Chan- Faculty member (appointed by Senate)
- Joshua Greenberg- Faculty member (appointed by Senate)
- Elinor Sloan-Faculty member (appointed by Senate)
- Ahmed Hassan-Undergraduate student (appointed by Senate)
Matthew Pelletier- graduate student (appointed by Senate)

In accordance with the appointment guidelines the Chair and Vice-Chair of the Board will be ex officio members.

The Executive Committee of the Board met on June 19, 2017 to consider the board appointed members. Their recommendation is Clair Switzer, Jay Nordenstrom, Bob Wener and Rosemary Thompson.

III. RECOMMENDATION

To approve Claire Switzer, Bob Wener, Jay Nordenstrom and Rosemary Thompson as the Board of Governors representatives on the Advisory Committee on the President.
APPOINTMENT GUIDELINES FOR
PRESIDENT AND VICE-CHANCELLOR

Approval Authority: Board of Governors
Date Approved: May 2017
Mandatory Revision Date: May 2020
Responsible Office: University Secretariat

Article I: General

1.1 Pursuant to the Carleton University Act, the President and Vice-Chancellor (the “President” or the “incumbent”) is appointed by the Board of Governors (the “Board”).

1.2 The President shall normally hold office for an initial term not to exceed six years, and shall normally hold a tenured appointment at the rank of Professor in the University. The term of the incumbent President may be renewed once for a period not to exceed five years.

1.3 The term of office of the President may be extended for one year periods, for extenuating circumstances as determined by the Board. If exigencies require, the Board may appoint an Acting President for a period of up to one year and, in extenuating circumstances, such appointment may be renewed by the Board for such term as the Board deems expedient, acting reasonably.

1.4 These guidelines shall apply both in the case of the search for a new President, and in the case of consideration of an incumbent President for renewal of the initial term.

1.5 For the purposes of these guidelines, “Special Circumstances” shall mean a situation in which either for whatever reason, the President is unable or unwilling to finish her or his current term, or a recommendation is not made within the time allowed, as contemplated by Articles 4.2 and 5.2 of these guidelines. Should Special Circumstances occur, then these guidelines shall apply mutatis mutandis to the review or selection process (as appropriate) undertaken, except with respect to limitations of time as they appear in these guidelines. In the event of the occurrence of Special Circumstances, the review or selection process (as appropriate) will proceed with all reasonable dispatch, bearing in mind the significance of the appointment to the University.
Article II: Committee Process

2.1 The Advisory Committee

(a) The Board shall make the appointment or re-appointment of a President on the recommendation of an Advisory Committee on the President (the "Committee"). The Executive Committee of the Board shall have responsibility for establishing the Committee. The Committee shall remain active until the successful candidate has taken office or until such time as it is discharged by an action of the Board, whichever shall occur first.

(b) In carrying out its duties pursuant to these guidelines, the Committee shall at all times observe and respect the highest equitable standards, including standards with respect to bias, the appearance of bias, and the fairness of its deliberations and investigations to all parties concerned. The Executive Committee of the Board shall have the responsibility of ensuring that the Committee’s work is undertaken and completed in accordance with such standards, and shall have the power, acting reasonably, to take whatever corrective action it feels necessary should circumstances warrant, including (without limitation) the removal of members of the Committee. Without limiting the generality of the foregoing, the activities of the Committee will reflect the values represented in the University’s Human Rights Policies and Procedures.

(c) Except in Special Circumstances, the Executive Committee of the Board shall use its best efforts to establish the Committee not later than twelve months prior to the end of the incumbent President’s term. Any recommendation on renewal will generally be made no later than nine months prior to the end of the incumbent’s term.

(d) The Committee shall ordinarily be composed of the following as members:

- The Chair of the Board, as chair of the Committee ex officio;
- The Vice-Chair of the Board ex officio;
- Three community-at-large members of the Board, elected by the Board;
- One member of the Board, being a representative on the Board of the staff of the University other than the academic or library staff, elected by the Board;
- Three persons to be elected by Senate from among tenured faculty members (at least one of whom shall hold the rank of Full Professor) and professional librarians;
- One senior administrator and one Dean to be elected by the Vice-President Academic and Research Committee; and
- One undergraduate student and one graduate student to be elected by Senate.

The University Secretary or designate shall serve as the non-voting secretary of the Committee. The Assistant Vice-President, Human Resources shall be a resource to the Committee.
In its discretion, the Executive Committee of the Board may make adjustments in the composition of the Committee.

The Committee shall elect its Vice-Chair from among its members.

### 2.2 Quorum for Committee meetings shall consist of one-half of the members of the Committee plus one being, present in person, by teleconference or by videoconference, and must include the Chair and the Vice-Chair of the Board.

#### Article III: Procedures

3.1 The Committee shall determine its own procedures, subject to the following conditions:

- The Committee shall use its best efforts to consult widely with the University community and shall respect the requirement to communicate with the University community as it proceeds toward a recommendation.
- Proceedings of the Committee shall be in camera. Members of the Committee shall hold in confidence all information discussed by the Committee. The requirement for confidentiality shall survive the discharge of the Committee.
- When the Committee is discharged all records associated with the work of the Committee shall be the responsibility of the University Secretariat. Each Committee member shall provide all such records to the University Secretariat at the earliest opportunity, and no copies shall be made or retained. The University Secretary shall ensure that all confidential records associated with the work of the Committee are destroyed immediately after the successful candidate takes office.
- In the event that a Committee member ceases to serve for any reason, a replacement shall be elected by the same process and from the same constituency as the member withdrawing, except in the case where the work of the Committee has progressed to the point where the Committee decides, in its discretion acting reasonably, that the election of a replacement is inappropriate.

#### Article IV: Reappointment Process

4.1 The Chair of the Board shall communicate with the incumbent to determine if she or he wishes to be considered for reappointment.

4.2 If the incumbent wishes to be considered for reappointment, the following process shall be undertaken:

- The Chair of the Committee shall begin the process by meeting with the President to discuss the review process.
- The Committee shall proceed to evaluate the performance of the incumbent, using the criteria employed in the appointment of the incumbent, the outcome of annual performance reviews conducted by or on behalf of the Board, undertake a
comprehensive review, and input from members of the University community, all as
deemed appropriate by the Committee.

- The Committee shall meet with the incumbent to review her or his performance and
to discuss the incumbent’s plans if she or he were to be reappointed.
- After the Committee has formulated its recommendation to the Board, the Chair of
the Board shall meet in confidence with the President to review the general findings
of the Committee and the nature of the recommendation to be made to the Board.
- The Committee shall use its best efforts to recommend to the Board no later than nine
months before expiration of the President’s term of office, either that the incumbent
be reappointed or that a search for a new President be conducted. In the event that the
Committee cannot reach a recommendation within the time allowed, then the Board
shall be advised, and the Board may either grant an extension of time or strike a new
committee pursuant to these guidelines.

Article V: Search Process

5.1 In the event that either the incumbent does not seek reappointment, the incumbent is not
eligible for reappointment, or the Board decides against reappointment, then on the
recommendation of the Executive Committee of the Board, the University shall engage
the services of a highly qualified executive search consultant, specializing in senior-level
institutional searches to assist the Committee in its work.

5.2 The Committee shall undertake a search for a new President in accordance with the
following process:

- As a first step, the Committee shall solicit input from the University community
concerning the profile for the next President.
- The position shall be widely advertised through such media and at such times as
the Committee may decide in its discretion, inviting applications and nominations.
The Committee shall be free to approach individuals to request that they allow
their names to stand for the position.
- The Committee shall establish its own procedures for assessing candidates
consistent with the issues, challenges and desired characteristics and attributes
that have been identified in the profile.
- The Committee shall use its best efforts to provide a recommendation to the
Board no later than three months before expiration of the incumbent’s term of
office. In the event that the Committee cannot reach a recommendation within the
time allowed, then the Board shall be advised, and the Board may either grant an
extension of time or strike a new committee pursuant to these guidelines.
AGENDA ITEM
6.1
I. INFORMATION PROVIDED TO THE COMMITTEE

Carleton students, faculty, staff, alumni and donors sat down together in the MacOdrum Library on March 20/17 to talk about the university’s “collective ambition for the next 75 years”, and about “the shorter-term legacy they want to build for future generations”.

This initiative, the first ever “talk exchange” organized by the Board of Governors’ Community Relations and Advancement (CRA) committee, provided an alternative forum — beyond the formal board and senior administration structure — for a cross-section of stakeholders to engage in an open and honest discussion among themselves, about Carleton’s future, and to strengthen the board’s connections to its’ communities.

Five volunteers from the Paul Menton Centre for Students with Disabilities sat at each table, and their notes have been compiled into a report that will be posted on the Board of Governors website along with the evaluation.

Total Number of Participants: 24

- Four faculty, from Engineering, School for Studies in Art & Culture, Psychology, Library, Geography & Environmental Studies, School for Studies in Art & Culture
- Nine staff, from the Student Experience Office, Library, Facilities Management & Planning, University Communications, Faculty of Graduate & Postdoctoral Affairs, University Research Office, Strategic Initiatives, Housing, University Advancement, CUASA, Library, Registrarial Services
- Four alumni and one donor

Please note that many participants identified with 2 or 3 communities. (e.g. staff who were also alumni and/or donors)
II. **KEY FINDINGS**

The Talk Exchange participants expressed a strong desire to have more opportunities for constructive conversations within the university community and the board.

The two themes of “Relationship Building/Reputation Management” and “Governance” dominated the feedback. Both themes relate to the mandate of the CR&A Committee, ie. Engaging with its’ communities and building relationships.

Governance - The emphasis was on being transparent and accountable, for and to all stakeholders; and students consistently emphasized their desire to feel “listened to” and “cared about”.

Relationship Building and Reputation Management – The aspiration is that the nurturing environment that is Carleton is never diminished, and “all” should feel included.

III. **RECOMMENDATION**

Recommend to the Board to continue the engagement exercise and that a plan from the Community Relations and Advancement Committee be prepared for board consideration including a proposed mandate for the Talk Exchange, the frequency of the gatherings, potential topics, and how actionable suggestions will be dealt with.
Talk Exchange Executive Summary

1) Background

The Talk Exchange was organized by the Board of Governors Community Relations and Advancement (CRA) Committee to provide a forum for a cross-section of Carleton University’s communities/stakeholders (students, faculty, staff, alumni and donors) to engage in an open discussion about Carleton’s future.

The forum was a board-led engagement event, premised on the idea that open dialogue could be best achieved without the presence of other board members or senior administrators in the room.

Linda Ann Daly, chair of the CRA and Nik Nanos, vice-chair, organized the event with the support of the Board Office and the Department of University Communications.

To encourage registrations, a promotion plan was developed. The Advancement Office assisted to reach out to interested alumni and donors. A dedicated Talk Exchange webpage was created. The event was promoted through emails, the Intranet Top Five daily news service, social media and the network of communication officers on campus. The MacOdrum Library provided space for the event and set up historical displays in the meeting room.

The forum was held on March 20, 2017 and included over 24 participants who registered in advance through the Talk Exchange website as well as five student note-takers from the Paul Menton Centre.

2) The Conversation

The Talk Exchange planning committee identified two key questions to focus on for the session:

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

b) What do our students, faculty, staff, alumni and donors think about the kind of Carleton they want to build for future generations?
What is our collective ambition for Carleton's future in the next 75 years?

Main themes raised by participants

Campus and physical space

- The physical space of our campus was recognized as one of Carleton's strengths – our green space, our accessibility and our buildings create an inviting community for students.
- Expansion into the Ottawa community provides opportunities and risks. If we have expand too much, we might lose that community feeling. Having a downtown campus could benefit us for relationships with government.
- It is important that new infrastructure is accessible for all.

Delivery methods and online education

- There is a challenge with online learning in ensuring skill sets such as writing and critical thinking are reinforced. It is difficult to have the in-class experience transfer to online and have meaningful participation for students doing distance learning.

Diversity

- Representation and being a place of belonging for First Nations people is important and we should be at the forefront of leadership in the Truth and Reconciliation recommendations to the government. Diversity is an uplifting function of the university.

Funding and tuition

- The university was established for Second World War veterans and gave free tuition. We should move back to having low tuition or free tuition. We need to advocate for public funding. We also need to seek large donations to build the endowment. Whatever the funding source, academic freedom cannot be jeopardized.
- We need to have incentives to address the barrier that students have getting into university, and remain involved with any struggles that students may be having. Relationships with donors and students (granting of bursaries can also highly positively influence a student's experience).

Governance

- Main topics highlighted were: transparency, student representation,
accountability, the need to feel listened to and cared for, diversity, accessible reporting.

Mental health and sexual violence

- There is a core value of acceptance of mental illness at Carleton. Carleton needs to continue to adapt and innovate so that the barriers for anyone incoming to Carleton can be addressed through support services for all, including faculty, students and staff.

Programs and interdisciplinary approach

- A strength of Carleton is interdisciplinary, collaborative (with national and global partners, businesses and government) and specialized programming, which are all areas where we can expand and grow.
- There is space to grow with internationalization so students can come to Carleton and learn about the broader world.

Relationship building and reputation management

- The campus has a strong sense of identity or “Raven’s pride” that students take on quickly.
- Student support is important throughout the students' time on campus.
- The role of supervisors and mentors for students is meaningful.
- The relationship the university has with the community starts from a young age for individuals (pre-university).
- Carleton has an opportunity as a leader in Canada to have a role in society, including training those employed by the federal service to help employees make informed decisions that will affect future generations and leaders.
- How do we make the student population aware of the value of post-secondary education?

The visual and audio arts

- The need to maintain a firm arts and social sciences core at the university was expressed.
- Encouragement for Carleton to become a venue for artists with outreach.
What do our students, faculty, staff, alumni and donors think about the kind of Carleton they want to build for future generations?

Main themes raised by participants

Campus and physical space

- Want to be known for: the beautiful campus, community environment, tunnel system, Paul Mention Centre, athletics, student services, open creative spaces, nurturing environment.
- The library is a leader in forward thinking, publishing and open access.

Diversity

- There is a need for visible minority students on campus to feel comfortable and safe, including First Nations students, students of colour and LGBT+.
- Hiring visible minority faculty and staff is a step towards a feeling of inclusion.

Faculty and staff

- Faculty members are finding that students want more contact with them, which puts demands on their time.
- There is a need for growth in the number of faculty in order to have engaged instructors. The nature of contract instructors is shifting.
- We want Carleton to be the best place in Ottawa to work.

Funding and tuition

- The budget is stable.
- Need to grow the endowment.
- Alumni want to give back because of bursaries they received attending the university.
- Future Funder projects can help support growth for community driven projects.

Governance

- More of a connection is needed between the Board of Governors and the students.
- Students want to be consulted and want to have the opportunity to present to the board. They want to hear, listen and debate.
- More diversity and transparency needed on the board.
- Contract instructors would like to be engaged in governance.
Programs and interdisciplinary approach

- A common ground between disciplines is needed as various backgrounds will all work together in the future.
- Community programs and opportunities for students to work with the community help students to be “distinctive” to employers.
- Teaching excellence should continue to be rewarded and recognized. Instructors are moving towards more experiential learning and using different teaching styles while addressing different learning styles including adult learners. We are in the “digital age of learning.”

Relationship building and reputation management

- A nurturing environment for all, including support, kindness and care.
- Connection to the Ottawa community – working for and with the community.
- Highlighting alumni achievements, networking events.

3) Key Findings

The Talk Exchange participants expressed a strong desire to have more opportunities for constructive conversations within the university community and the board.

The two themes of “Relationship Building/Reputation Management” and “Governance” dominated the feedback. Both themes relate to the mandate of the CR&A Committee. From the feedback, the board has an opportunity to review the Board’s procedures; assess how it engages with the community; and how it can build relationships in the future.

Top-of-mind issues highlighted in the discussions included:

Governance

- “Transparency, accountability, students feeling like they are listened to. We want to feel cared about.”
- “More student representation in BOG meetings; want them to be heard, not be demonized.”
- “Problem in transparency in governance.”
- “Students not heard because only the board is meeting.”
- “It is not a conversation.”
- “The feeling is that the BoG consults with various groups, but sometimes it feels like the students are being overlooked.”
Relationship Building and Reputation Management

- “Big theme to be talked about is to be a nurturing environment.”
- “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.”
- “Proud to graduate; nurturing environment.”
- “Carleton to be a leader in Canada/ Sexual violence policy; Carleton to be know for its nurturing and how people care for people.”
- “More conversations like this; bottom up conversations.”

Diversity

- “Role of Carleton is becoming a place where Indigenous people can come and be comfortable.”
- “Relationship with Indigenous people; un-ceded Algonquin people.”
- “Truth and Reconciliation Commission (TRC) recommendations.”

Mental Health and Sexual Violence

- “Sexual violence policy should not be an issue here.”

Funding and Tuition:

- 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.”

Attachments

Summary Notes – CRA Talk Exchange

Participants Feedback Summary
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 barrios.
   - 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 lo;
• 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 proses 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 devises
• 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 PAPM 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 copyright; 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 governers 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. ¾ 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 councillors 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 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 will 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
The Talk Exchange – Feedback Summary

Q1: Would you describe your overall experience at this event as:

- Positive: 16 respondents
- Somewhat Positive: 4 respondents
- Neutral: 1 respondent
- Somewhat Negative: 1 respondent
- Negative: 0 respondents
<table>
<thead>
<tr>
<th>Q2: Which Topics or Aspects of The Talk Exchange Did You Find Most Interesting or Useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank, open discussions with a number of campus stakeholders. Well facilitated.</td>
</tr>
<tr>
<td>I think what our ambitions collective goal was a great question.</td>
</tr>
<tr>
<td>The level of positivity and the variety of perspectives.</td>
</tr>
<tr>
<td>The table that I sat at was incredibly diverse, in terms of students, faculty and staff. This allowed for multiple perspectives and ideas thrown around for productive discussions.</td>
</tr>
<tr>
<td>Carleton's identity and sense of purpose.</td>
</tr>
<tr>
<td>Honest discussions; all ideas welcomed.</td>
</tr>
<tr>
<td>The diversity of people, opinions, and contributions - hearing what students, alumni, faculty members, and others believe is most important about Carleton.</td>
</tr>
<tr>
<td>The fact that it forced us to focus on the past and current state of the University to think about the future. Values!</td>
</tr>
<tr>
<td>Inclusivity, leaving a legacy for future generations; community involvement.</td>
</tr>
<tr>
<td>Getting to talk to different stakeholders, especially decision makers such as governors.</td>
</tr>
<tr>
<td>Table discussion.</td>
</tr>
<tr>
<td>I found it interesting to have a member on BOG engage in a discussion with our table.</td>
</tr>
<tr>
<td>I find it interesting when different stakeholders exchange opinions and share a vision.</td>
</tr>
<tr>
<td>Different perspectives on issues helped me gain understanding on different issues on campus. The most prominent issue was about accountability and transparency of the administration and BOG.</td>
</tr>
<tr>
<td>University is the microcosm of the world. Enhance Indigenous access and programs and faculty.</td>
</tr>
<tr>
<td>I was very interested in the student perspective because it's the one I'm least connected to.</td>
</tr>
<tr>
<td>I appreciated the opportunity to hear different perspectives from different faculty areas at Carleton. It was a rich discussion because of the different places within Carleton that we came from.</td>
</tr>
<tr>
<td>All of them . . . Great community exchange and dialogue concerning core values, etc. In particular, the idea of a community - welcoming event/theatre/conference/music space as a legacy piece had great appeal for me.</td>
</tr>
<tr>
<td>Second question focusing on what can be done now by us not just by others later.</td>
</tr>
<tr>
<td>Carleton does well in supervisor/grad student relationships and interdisciplinary programs community building. Need for better infrastructure and change in tenure/promotion criteria, to support community-engaged teaching, projects, social justice.</td>
</tr>
<tr>
<td>The General topic was a great place to start the conversation and I appreciate that. The opportunity for me to gain some insight from a fresh group of Carleton stakeholders was invaluable. I almost think for my benefit that the questions could have been anything as the discussions tended to go off on their own paths driven by each individuals interests or concerns. Essentially each person at the table came with some preconceived idea, whether it be unwavering positive view (the staff member who works at the library) or someone with a particular and raw concern (Student) and these drove the discussions to particular points but often didn't result in discussion about that viewpoint, we just bounced around from point to point. I hope that makes sense given the 2 minutes free time I have here. (Feel free to contact me anytime for further clarifications).</td>
</tr>
</tbody>
</table>
Q3: Knowledge and Information Gained from Participation at this Event

- Met Your Expectations
- Somewhat
- No

Number of Respondents
<table>
<thead>
<tr>
<th>Q4: How Do You Think This Event Could Have Been Made More Effective?</th>
</tr>
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<tbody>
<tr>
<td>Move promotion to attract bigger diversity of attendees.</td>
</tr>
<tr>
<td>Perhaps more students next time.</td>
</tr>
<tr>
<td>A little more structured facilitation to keep groups on topic.</td>
</tr>
<tr>
<td>An introducing 15-20 minutes for everyone at the table to introduce themselves and their backgrounds would be helpful.</td>
</tr>
<tr>
<td>I appreciate the 2 hour model, we refrain from making all sorts of suggestions that would require more time.</td>
</tr>
<tr>
<td>Rotating participants for second half of discussions.</td>
</tr>
<tr>
<td>Everything was great! More stuff to discuss?</td>
</tr>
<tr>
<td>I thought it was fine and hope it is of value.</td>
</tr>
<tr>
<td>Follow-up with the same participants.</td>
</tr>
<tr>
<td>More and sense of real contributions that we are making, i.e. what will the university do with this information? Will you use it to make concrete changes?</td>
</tr>
<tr>
<td>Make time for generic discussion following the table reports.</td>
</tr>
<tr>
<td>Having people switch tables for the discussion.</td>
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<tr>
<td>Focus on concrete issues.</td>
</tr>
<tr>
<td>Focus on concrete issues. Give us the opportunity to hear from the BOG directly and have them meaningfully answer our questions.</td>
</tr>
<tr>
<td>The session was well done, and well organized.</td>
</tr>
<tr>
<td>Having Nik/Linda Ann at the table was helpful; but there are only two to go around.</td>
</tr>
<tr>
<td>Reporting from tables - limit to one minute or two, two-three points. Talk was unstructured - good, but at times frustrating.</td>
</tr>
<tr>
<td>The inclusion of some level of consistent moderation could have been useful. The group tended to digress at times and so we didn't really drill into the questions as well as I would have liked. The framing of the questions was left wide open, likely on purpose in order not to direct the groups to any particular conclusion.</td>
</tr>
</tbody>
</table>
Q5: Should We Hold More of These Exchanges?

Response

Yes

No

Number of Respondents

0 5 10 15 20 25
<table>
<thead>
<tr>
<th>Q6: Further Comments or Suggestions (Including Activities or Initiatives You Think Would be Useful, for the Future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide dissemination of notes would be useful.</td>
</tr>
<tr>
<td>I would highly suggest another Talk Exchange. It was very valuable to meet with other Carleton communities. More students next time would be valuable.</td>
</tr>
<tr>
<td>Ensuring that a diverse range of participants are involved will provide for some more valuable discussions and outcomes.</td>
</tr>
<tr>
<td>I would enjoy doing more activities in the future, using this as a think tank opportunity through multiple sessions could prove to be extremely valuable.</td>
</tr>
<tr>
<td>It is always good to gather Carleton people from disparate parts of the community to spend time together. The variety of today's groups was a KEY STRENGTH: students, staff, teachers, alumni, etc.</td>
</tr>
<tr>
<td>Great ideas shared. Perhaps a &quot;Part 2&quot;.</td>
</tr>
<tr>
<td>Snacks were all fantastic, as was the discussions.</td>
</tr>
<tr>
<td>Take the reports seriously at the senior level and continue the good work.</td>
</tr>
<tr>
<td>So glad to be included in the process. Thank you!</td>
</tr>
<tr>
<td>Students would certainly love to engage and talk with the board of governors more and give feedback and suggestions. Would love this to be a regular occurrence.</td>
</tr>
<tr>
<td>More opportunities for feedback to the Board.</td>
</tr>
<tr>
<td>You should consistently consult with stakeholders in developing Carleton's vision. Please share the report with students, faculty, staff, alumni, donors. I really strongly recommend that you work with students in the future and actively seek to support Carleton's vision. This includes more transparency, mental health supports, being open to reforming Carleton's sexual violence policy. We must support initiatives that will make our university a place we are proud of.</td>
</tr>
<tr>
<td>Workshops on issues at Carleton to find solutions. Collective hubs and brainstorm to address policy problems and conflict.</td>
</tr>
<tr>
<td>More exchanges only if you're going to truly listen to what students suggest without being defensive. More meaningful, genuine opportunities for conversations between the Administration, Board of Governors, and students/staff/faculty. Maybe do this every semester to get feedback.</td>
</tr>
<tr>
<td>Publicize aboriginal coordinated strategy.</td>
</tr>
<tr>
<td>Keep doing this sort of dialogue - and beyond our 75th anniversary year.</td>
</tr>
<tr>
<td>Do this again. I think the Board doing outreach like this - and being seen to do so - is valuable.</td>
</tr>
<tr>
<td>I would have preferred that gatherings of this kind not be used to advance political agendas of various kinds, but perhaps that is a good and healthy thing.</td>
</tr>
<tr>
<td>Balancing open thought and sharing with those who may use the platform as their soap box (especially re: the &quot;university/BOG&quot; need to respect protests and decent).</td>
</tr>
<tr>
<td>Difference between two questions quite unclear, need better articulation. I really liked the mixture at the tables - alumni, student, staff, faculty, admin.</td>
</tr>
</tbody>
</table>
I did find that the group spent a considerable amount of time in introductions and providing background on themselves and giving context for their views. Something that I am concerned would happen again moving forward if the groups were changed up. So I would propose that maybe the groups would remain the same through a focus group maybe? Or as noted above, a bit more moderation of the group to help keep focus. Also of note, I find my personality requires me to hear an idea that is contrary to my belief for the first time, which I immediately rebuff, then it takes me a few hours, or sometimes days to really settle and reconsider the other person's viewpoint and concern. So either getting together again, or to start the exchange off with a quick note to remind and re-center everyone to be open minded and really process what's being said. Which again leads me to suggesting a longer term focus group if people will commit. A few notes on the questions themselves that came up for me: The idea of students first came to mind several times when listening to the student representatives speak. And I wonder if in the Carleton Content, it shouldn't be Community first instead, where the students are one stakeholder within the group. This can go pretty deep, but just a note. Increasing diversity at all levels of management was a concern. I found the students to have come in with an agenda, which is great, but it tended to steer the conversations in particular directions. And Finally, I really enjoyed the event. As a very active and involved alumni it was amazing to see the BOG engaging with the broader community, and I hope to see some kind of report come out of this with some recommendations.
AGENDA ITEM
7.2
<table>
<thead>
<tr>
<th>THEME</th>
<th>STRATEGIC GOALS</th>
<th>KPI</th>
<th>LONG TERM</th>
<th>Results – May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1:</td>
<td><strong>Teaching Excellence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1-1:</td>
<td>To develop new programs and initiatives that build on academic strengths and societal needs.</td>
<td>Develop new programs and summer institutes.</td>
<td>Five new programs and five summer institutes</td>
<td>24 programs and 5 summer institutes</td>
</tr>
<tr>
<td>Goal 1-2:</td>
<td>To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resource.</td>
<td>First-year undergraduate growth</td>
<td>Minimum 1% a year growth</td>
<td>2% average over 4 years</td>
</tr>
<tr>
<td>Goal 1-3:</td>
<td>Increase first-year international student enrolment</td>
<td>Enrolment within 5% of allocation</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Due to approval process, some programs were delayed. The number is so close as to be immaterial.</td>
<td>Average 6.05% below PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrolment within 5% of allocation</td>
<td>Average 5.57% below PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5% a year</td>
<td>12.3% average increase</td>
<td></td>
</tr>
</tbody>
</table>
### Theme 2: Research Excellence

**Goal 2-1:** Enhance Carleton University as a highly reputable research-intensive comprehensive university.

- Rank among the top three research-intensive comprehensive Canadian universities based on relative research funding and publication intensity.  
  - Note: this is a stretch goal but truly worthwhile!

### Theme 3: Student Centered

**Goal 3-1:** To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services.

- Student Satisfaction Surveys  
  - Note: This is an area requiring work.

**Goal 3-2:** To have an internationalization strategy that provides our students with a variety of opportunities to be knowledgeable, active citizens in a global community.

- Establish the Carleton Global Academy with program offerings.

<table>
<thead>
<tr>
<th>THEME</th>
<th>STRATEGIC GOALS</th>
<th>KPI</th>
<th>LONG TERM</th>
<th>Results – May 2016</th>
</tr>
</thead>
</table>
| **Theme 2:** Research Excellence | **Goal 2-1:** Enhance Carleton University as a highly reputable research-intensive comprehensive university. | **KPI** Rank among the top three research-intensive comprehensive Canadian universities based on relative research funding and publication intensity.  
  - Note: this is a stretch goal but truly worthwhile! | **Top 3** | **Top 5**           |
| **Theme 3:** Student Centered | **Goal 3-1:** To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. | **KPI** Student Satisfaction Surveys  
  - Note: This is an area requiring work. | **Top Third** | Undergraduate surveys – Top Half  
  - Overall graduate surveys – Bottom Half |
|                              | **Goal 3-2:** To have an internationalization strategy that provides our students with a variety of opportunities to be knowledgeable, active citizens in a global community. | **KPI** Establish the Carleton Global Academy with program offerings. | **Five program offerings** | Carleton Global Academy established 2 programs offered |
### Themes

#### Theme 4: Organizational Excellence

**Goal 4-1:** To pursue organizational excellence by building leadership capacity and through the continuous improvement of our academic and administrative process.

**KPI:** Annual actual financial operating result for university compared to budgeted operating result

**LONG TERM:** 100% satisfied

- **Customer Satisfaction Survey:** Over 7.5
- **Employee Engagement Survey:** 70% engagement

**Results – May 2016:** 100% satisfied

**Goal 4-3:** To support excellence at Carleton University by identifying and developing new sources of revenue and increasing donor support.

**Comprehensive Campaign:** $300m

**LONG TERM:** $226,580,722.

**Results – May 2016:** Please update
Overall Progress

49/49
OPERATIONAL ELEMENTS ON SCHEDULE

100%

K.P.I.

14/19
KEY PERFORMANCE INDICATORS ON SCHEDULE

74%

K.P.I. Results to Date

Theme 1 - 3/5
Theme 2 - 1/1
Theme 3 - 4/6
Theme 4 - 7/7

100%

100%

100%

100%

100%

100%

100%

100%

100%

100%
<table>
<thead>
<tr>
<th>THEME 1</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of five new programs and five summer institutes</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Increased enrolments in undergraduate programs</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Increase 25% the # of college students transferring to Carleton-replaced by joint simultaneous BIT programs (increased 32% of college students)</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Increase retention in undergraduate programs</td>
<td>CAUTION</td>
</tr>
<tr>
<td>First-year undergraduate growth of a minimum of 1% a year</td>
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</tr>
<tr>
<td>Meet provincial graduate enrolment allocations</td>
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</tr>
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<td>Increase first-year international student enrolment by 3% a year</td>
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</tr>
<tr>
<td>Meet or exceed the provincial average student retention rate by 1%</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Develop at least 3 blended learning/online programs</td>
<td>ON SCHEDULE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank among the top 3 research-intensive comprehensive Canadian universities</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Annually increase the number of strategic partnerships with industry, government, or national and international agencies</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>THEME 3</td>
<td>STATUS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Increase in endowments to support student scholarships and bursaries</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Carleton places in the top one-third among its comparator institutions in the levels of student engagement and satisfaction (requires continual work)</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Introduce a new undergraduate program in Global and International Studies and new course options</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Number of programs with global learning as a specific learning outcome</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Establish the Carleton Global Academy with a minimum of 5 program offerings</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Co-ordinated Accessibility Strategy developed and implemented</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Significant progress in implementing the Co-ordinated Aboriginal Strategy</td>
<td>ON SCHEDULE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet established performance benchmarks in regular surveys of faculty, staff and student customer satisfaction</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Within 6 months of completing the Carleton Leader program, 60% of participants recognize they are taking on more of a leadership role</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Achieve Excellence Canada’s Healthy Workplace, Progressive Excellence Program Levels 2 and 3 certification</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Annual actual financial operation result for university compared to budgeted operating result</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td><strong>THEME 4</strong></td>
<td><strong>STATUS</strong></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Employee Engagement Survey 70% engagement results and 60% response rates</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Meet the targets identified in the Sustainability Plan</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Number of projects that engage the academic and research community with</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>professional services in environmental initiatives</td>
<td></td>
</tr>
<tr>
<td>Capital campaign target of $300 million achieved</td>
<td>ON SCHEDULE</td>
</tr>
<tr>
<td>Increased revenues from non-traditional sources</td>
<td>ON SCHEDULE</td>
</tr>
</tbody>
</table>
Theme 1: Carleton University will be known nationally and internationally for its research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future.

Goal 1-1: To develop new programs and initiatives that build on academic strengths and responds to societal needs.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of five new programs and five summer institutes</td>
<td>COMPLETED</td>
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<tr>
<td>Increased enrollments in undergraduate programs</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Increased retention in undergraduate programs</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Increase 25% the # of college students transferring to Carleton- replaced by joint simultaneous BIT programs (increased 32% of college students)</td>
<td>COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's and PhD in IT</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• FGP approval of business plan</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approval by Senate</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approval by OUCQA</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Allocation of graduate spaces by MTCU</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approval by MTCU</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Commence September 2014 or 2015</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PhD and graduate diplomas in Ethics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Develop APPIC document</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Get Senate Approval</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Commence in September 2014 or 2015</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Indigenous Leadership diplomas, concentration in MPA</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Milestones established in the MOU with MTCU</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Commence in September 2015</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MA/MSc in Northern Studies</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approved by APPIC in 2010</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Revived development of the full proposal now that faculty champion is back from sabbatical</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approval by OUCQA</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Approval by MTCU</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Program</td>
<td>Status</td>
<td></td>
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<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Programs in Data Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop proposal for Collaborative Master's in 2013-2014</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Link other program developments to MTCU graduate allocation process for 2014-15</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All CU and QA process completed</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Awaiting MTCU Minister approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Commence September 2014 pending timely MTCU approval before OUf</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Global and International Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• APPIC Approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• FPG business plan approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Senate approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• OUCQA approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MTCU approval</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Commence September 2015</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Combined BA in Indigenous Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approval by MTCU</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approval by OUCQA</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disability and Accessibility Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review proposals for programs in Accessibility Studies (minor)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review proposals for programs Critical Disability Studies (minor or major)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review proposals for programs in Deaf Studies (from SLaLS)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Certificate in Entrepreneurship</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop proposal</td>
<td>ON SCHED 2018-06-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PD Program Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approval of the business plan</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establishment of the Global Academy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BA Panel Phase II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review the report from the BA Panel</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blue Sky initiatives on interdisciplinary themes and focus; admin &amp; resourcing for interdisciplinary programs</strong></td>
<td>ON SCHED 2018-06-29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Identification of areas of interdisciplinary initiatives in the SIP (e.g. Big Data)
- Report from the Interdisciplinary Working Group
- Accelerated UG/Grad programs
- Develop more proposals for combined 5 yr Bachelor’s/Master’s degrees
- Establish Carleton Global Academy
- Formal proposal developed by end of October: 2014-10-31
- Potential program initiatives
- BIT - Information Resource Management
- Master of Accounting
- Graduate Diploma in Curatorial Studies
- Working Group on Online Learning
- Working Group on Academic Rules and Regulations
- Working Group on the Undergraduate Student Experience

**Goal 1-2:** To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources.

<table>
<thead>
<tr>
<th>KPI</th>
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<tr>
<td>First-year undergraduate growth of a minimum of 1% a year</td>
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</tr>
<tr>
<td>Meet provincial graduate enrolment allocations</td>
<td>ON Sched</td>
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<tr>
<td>Increase first-year international student enrolment by 3% a year</td>
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<tr>
<td>Meet or exceed the provincial average student retention rate by 1%</td>
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</tr>
<tr>
<td>Develop at least 3 blended learning/online programs</td>
<td>ON Sched</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build new academic building to support undergraduate growth</td>
<td>ON Sched</td>
<td>2017-09-01</td>
<td></td>
</tr>
<tr>
<td>• Occupancy</td>
<td></td>
<td>2017-09-05</td>
<td>X</td>
</tr>
<tr>
<td>• Finalize Building Program</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Coordinated recruitment &amp; enrolment strategy</td>
<td>ON Sched</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>• Reports from Provost’s Task Force on Enrolment, Retention, and Program Renewal and associated working groups</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Review space priorities for new academic space and growth</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>• Recommendations from SPAM in October/November</td>
<td></td>
<td>2014-11-28</td>
<td></td>
</tr>
<tr>
<td>Identify &amp; acquire external funding for international graduate students and PDFs</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>• Develop plan for identifying and pursuing external sources of support (such as Brazil's Science without Borders)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase international recruitment</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finalise international recruitment strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continue to work with CultureWorks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review costing model</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase mature and non-traditional student body</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide incentives for Faculties to develop new PD programs</td>
<td>2018-06-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase the number of UG certificates and stacked credentials geared for mature and mid-career students</td>
<td>2018-06-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establish Global Academy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Plan for On-line Learning</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>• Develop Faculty On-line Action Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Report of On-line Working Group to recommend a strategy for online growth at Carleton</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provost's Task Force will review and recommend action</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and modify ELBA model to include space costs</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
</tbody>
</table>

**Theme 2:** Carleton University will be known as a university that promotes research excellence and connectedness. It will be recognized as a leader in research that focuses on tangible outcomes and the development of knowledge with longer-term impacts.

**Goal 2-1:** Enhance Carleton University as a highly reputable research-intensive comprehensive university.

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<td>CAUTION</td>
</tr>
<tr>
<td>Annually increase the number of strategic partnerships with industry, government, or national and international agencies</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Operational Element</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Identify targeted strategic hires</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Identify areas of strength and apply for NSERC IRC applications, SSHRC Partnered Chairs as well as CIHR institute chairs</td>
<td>X</td>
</tr>
<tr>
<td>Leverage strengths to attract pdfs, and work with MITACS, Banting</td>
<td>X</td>
</tr>
<tr>
<td>Conduct market analysis of opportunities that build on Carleton’s strengths</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Run blue sky initiatives around interdisciplinary themes to encourage clusters</td>
<td>X</td>
</tr>
<tr>
<td>1. Call out re Sustainable Communities</td>
<td>X</td>
</tr>
<tr>
<td>2. Dec/Jan meet</td>
<td>X</td>
</tr>
<tr>
<td>3. Follow-up with thematic areas to id next steps, particularly those themes that build on health priority</td>
<td>X</td>
</tr>
<tr>
<td>Increase participation in national consortium focused on knowledge mobilization, national working groups, and task forces</td>
<td>X</td>
</tr>
<tr>
<td>Partner and lead nodes in new networks of centers of excellence</td>
<td>X</td>
</tr>
<tr>
<td>Conduct review of allocation and management of research space</td>
<td>X</td>
</tr>
<tr>
<td>1. working group is formed</td>
<td>X</td>
</tr>
<tr>
<td>2. meets with Deans/VP</td>
<td>X</td>
</tr>
<tr>
<td>3. identify best practices</td>
<td>X</td>
</tr>
<tr>
<td>4. benchmark</td>
<td>X</td>
</tr>
<tr>
<td>5. release report</td>
<td>X</td>
</tr>
<tr>
<td>6. Evaluate how to support health research</td>
<td>X</td>
</tr>
<tr>
<td>Develop conflict of interest and conflict of commitment policy and complete approval process for research integrity policy</td>
<td>X</td>
</tr>
<tr>
<td>1. form working group</td>
<td>X</td>
</tr>
<tr>
<td>2. review and revise draft policy</td>
<td>X</td>
</tr>
<tr>
<td>3. seek input</td>
<td>X</td>
</tr>
<tr>
<td>4. approvals</td>
<td>X</td>
</tr>
<tr>
<td>Adopt actions to ensure compliance re CCAC and REB</td>
<td>X</td>
</tr>
<tr>
<td>Research accounting to enhance support for the research enterprise</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>1. review processes to maximize institutional benefit balanced against risk/CRA reqs</td>
<td>X</td>
</tr>
<tr>
<td>2. work toward client based support approach</td>
<td>X</td>
</tr>
</tbody>
</table>
- Integration / connection of data management systems (CURO/Research Accounting)

<table>
<thead>
<tr>
<th>Enhancement / optimization of the digital infrastructure</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource the Institute for Data Science</td>
<td>X</td>
</tr>
<tr>
<td>Review and refresh HPC / Compute Canada / CFI, Canarie - Establish (big) data management plans</td>
<td>X</td>
</tr>
<tr>
<td>May require some financial investment for matching and tech support</td>
<td>X</td>
</tr>
</tbody>
</table>

**Judicious selection and support of viable applications for awards (e.g., ERAs, Bantings) and funding (RTIs, CREATEs, CFIs) that are submitted as an**

| Establish Carleton Council of Reviewers | X |
| Identify necessary institutional supports for success | X |
| Articulate criteria to CU faculty | X |

**Increase visibility & effectiveness of the Prizes & Awards committee in order to submit a greater number of nominations for faculty prizes & awards**

| Communicate with Chairs/Directors | X |
| Establish communication plan to systematically identify possibilities | X |

**Launch a suite of internal awards for excellence**

| call for nominations | X |
| establish selection committee | X |
| consider fund for high impact journal fees | X |
| communication plan to enhance visibility | X |
| will require funding to support | X |

**Launch a comprehensive communications plan to build visibility, reputation, and awareness of Carleton’s unique research profile**

**Launch social media campaign to increase visibility of research excellence at Carleton**

| review current approach and articulate goals | X |

**Implement strategy for strengthening relationships and visibility with relevant government funding agencies and line departments**

<p>| Identify comparables of RFs/Director/AVPs/VP at tricouncil and international funding agencies, and arrange regular communications. | X |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Id SO of review panels for site visits</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Increase connections between CIHR and relevant researchers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Successfully negotiate a comprehensive agreement and investment from one industry and/or government partner annually</td>
<td>ON SCHED</td>
<td>2018-04-30</td>
</tr>
<tr>
<td>Foster and support CURCs to enable build-up of partnerships from grass roots</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Evaluate existing CURCs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Launch competition for internal support</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify opportunities for new CURCs that promote Sustainable Community emphasis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Establish a matching program (cash &amp; in-kind resources) to support participation in large national/international initiatives</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Focused effort to build bridges between faculty and local companies for future research partnerships</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify companies where good compatibilities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Provide training sessions for faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Enhance web site friendliness for companies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Organize show and tell sessions (1/term)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Establish a sustainable and funded program of research with partners in India, and build up promising relationships in Brazil, China, and Europe</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Set up 1125@Carleton</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Continue to support the research facilitators in the faculties</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Support and nurture the evolution of collaborative initiatives funded by the Research Excellence Fund</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>review success of first wave to evaluate metrics and success of initiative</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>meet 2nd wave to evaluate needs to succeed</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Launch ‘Carleton Scholar’ modules for professional development for faculty.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>assess existing modules in region (e.g., UoO, Invest Ottawa) -identify gaps -identify success criteria and eval process</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>run 2-3 workshops, including evaluation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>likely will require modest funds to pay workshop instructors, and to organize events</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Review and recommend research metrics that can be tracked</td>
<td>ON SCHED</td>
<td>2016-06-30</td>
</tr>
</tbody>
</table>
Theme 3: Carleton University will be nationally and internationally known for being student centred, linking its academic endeavours and student supports to empower students as productive and engaged citizens in an increasingly diverse world.

Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching, and holistic support services.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in endowments to support student scholarships and bursaries</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Carleton places in the top one-third among its comparator institutions in the levels of student engagement and satisfaction (requires continual work)</td>
<td>CAUTION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand technologies in classrooms, computer labs</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing annually with implementation by calendar year end</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate 3 years to fully expand tech in classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalise and implement Carleton’s Teaching and Learning Framework.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete consultations with Deans and other key individuals</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Present final paper to ARC</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prepare implementation plan</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an integrated approach to opportunities and funding to support hands-on research and industrial experiences</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Opening of Discovery Center (November 2013)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Opening of 1125@Carleton</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance on-campus learning spaces to support Teaching &amp; Learning Framework; expand technologies in classrooms, computer labs, etc.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finalise T&amp;L Framework (Fall)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop strategic plan for learning space development (Fall/Winter)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish learning outcomes and their assessment.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completion of pilot project on learning outcomes and e-portfolios</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop strategy based on outcomes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct student satisfaction surveys</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop a plan for surveys for 2013-2014</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of coordinated undergraduate retention strategy</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provost's Task Force to make recommendations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Report from the Working Group</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of graduate retention plan for timely completion</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Report from FGPA</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement residence life recommendations.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish the Discovery Centre</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding program opportunities for experiential learning (co-op, internships, CLS, etc.) and international experiences.</td>
<td>ON SCHED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3-2: To have an internationalisation strategy that provides our students with a variety of opportunities to be knowledgeable, active citizens in a global community.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce a new undergraduate program in Global and International Studies and new course options</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Number of programs with global learning as a specific learning outcome</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Establish the Carleton Global Academy with a minimum of 5 program offerings</td>
<td>CAUTION</td>
</tr>
<tr>
<td>Operational Element</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Increase programs and courses with a global focus</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Present BGIS proposal to APPIC in November</td>
<td>X</td>
</tr>
<tr>
<td>• Develop full proposal fall 2013/winter 2014</td>
<td>X</td>
</tr>
<tr>
<td>• Approve business plan by FPG</td>
<td>X</td>
</tr>
<tr>
<td>• Submit proposal to OUCQA in Sprint 2014</td>
<td>X</td>
</tr>
<tr>
<td>Provide mechanisms to support students awareness of and engagement in diverse global issues</td>
<td>X</td>
</tr>
<tr>
<td>• Provost’s Task Force to recommend strategy for greater internationalisation in academic programs</td>
<td>X</td>
</tr>
<tr>
<td>• Explore opportunities for international courses through virtual connections</td>
<td>X</td>
</tr>
<tr>
<td>Increase strategic partnerships and exchange agreements with international universities</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Renew internationalisation strategy (Fall 2013)</td>
<td>2016-12-31</td>
</tr>
<tr>
<td>Increase applications for international student mobility programs (e.g. Eureka, Globalink; Brazil’s Science without Borders)</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Identify programs in which CU is not currently participating</td>
<td></td>
</tr>
<tr>
<td>• Develop strategy for joining new mobility programs and increasing student participation</td>
<td></td>
</tr>
<tr>
<td>Increase the number and visibility of international scholars through a number of different initiatives.</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Develop tracking system through Banner Faculty Data project</td>
<td>X</td>
</tr>
<tr>
<td>• Identify funding opportunities for attracting international scholars</td>
<td></td>
</tr>
<tr>
<td>Collaborate with external research labs to attract PDFs and visiting scholars from around the world</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Develop a plan for partnering with NRC</td>
<td></td>
</tr>
<tr>
<td>Identify programs that are amendable to have global learning outcomes; provide professional development opportunities for faculty</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Provost’s Task Force to recommend strategy for increasing global learning as a specific learning outcome in programs and courses</td>
<td></td>
</tr>
</tbody>
</table>
Establish the Carleton Global Academy; create professional development courses and programs under the Global Academy

- Formal proposal to establish the Carleton Global Academy (CGA) developed 2014-10-31
- Identify list of potential program initiatives

**Goal 3-3:** To consolidate and build on Carleton’s status as Canada’s most accessible university.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-ordinated Accessibility Strategy developed and implemented</td>
<td>ON SCHED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and define a coordinated accessibility strategy</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>- Identify schedule for development of the CAS</td>
<td></td>
<td>2017-06-29</td>
<td></td>
</tr>
<tr>
<td>- Establish priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establish potential curricular offerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establish community outreach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop proposal and business plan funding to support research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host at least one major public event that builds awareness of accessibility issues and highlights Carleton’s leadership in the field</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>- Develop business plan for approval</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>- Establish team to plan and organize a major national accessibility conference in 2014</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Host a conference that builds awareness of accessibility issues and highlights Carleton’s leadership in the field</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3-4:** To support Aboriginal communities and position Carleton as a university of choice for Aboriginal students by implementing the university’s Aboriginal Coordinated Strategy.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant progress in implementing the Co-ordinated Aboriginal Strategy</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Operational Element</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Establish a new Aboriginal Centre to enhance support for aboriginal students on campus</td>
<td>X</td>
</tr>
<tr>
<td>• Open new aboriginal centre in Oct 2013</td>
<td>X</td>
</tr>
<tr>
<td>• Work with the new Aboriginal Education Council (AEC) to identify ways to improve support services for aboriginal students (2013-14)</td>
<td>X</td>
</tr>
<tr>
<td>• Explore methods for encouraging aboriginal students at CU students to self-identify (2013-14)</td>
<td>X</td>
</tr>
<tr>
<td>Expand aboriginal and indigenous studies programming and research</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Development of the MAPA concentration in Indigenous Governance and Leadership (2013-14)</td>
<td>X</td>
</tr>
<tr>
<td>• Implement summer institute on aboriginal research ethics (summer 2014)</td>
<td>X</td>
</tr>
<tr>
<td>• Explore options for program/research partnerships with aboriginal communities (e.g. Kitigan Zibi)</td>
<td>X</td>
</tr>
<tr>
<td>Undertake review of best practices for the recruitment of aboriginal faculty</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Work with AEC to undertake the review in 2013-14</td>
<td>X</td>
</tr>
<tr>
<td>Develop an enhanced website and raise awareness of the expertise that exists at Carleton that is relevant to aboriginal communities</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Create inventory and website to showcase and provide access to expertise at Carleton relevance to aboriginal communities</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Recognition of Carleton University’s location on traditional Algonquin territory at formal events</td>
<td>X</td>
</tr>
<tr>
<td>• Secure agreement to recognize Algonquin territory at meetings of the BOG, Senate, Convocations, major Carleton University events and ceremonies on campus</td>
<td>X</td>
</tr>
<tr>
<td>Explore enhanced use of Aboriginal symbols on campus</td>
<td>X</td>
</tr>
<tr>
<td>• Place an acceptable symbol in the Galleria recognizing the presence of aboriginal students on campus</td>
<td>X</td>
</tr>
<tr>
<td>• Discuss and review other suggestions with AEC</td>
<td>X</td>
</tr>
</tbody>
</table>
Theme 4: Carleton University will be known as a university that nurtures leadership, encourages innovation, recognizes achievement and embraces sustainability.

**Goal 4-1:** To pursue organizational excellence by building leadership capacity and through the continuous improvement of our academic and administrative processes

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet established performance benchmarks in regular surveys of faculty, staff and student customer satisfaction</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Within 6 months of completing the Carleton Leader program, 60% of participants recognize they are taking on more of a leadership role</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Achieve Excellence Canada's Healthy Workplace, Progressive Excellence Program Levels 2 and 3 certification</td>
<td>COMPLETED</td>
</tr>
<tr>
<td>Annual actual financial operation result for university compared to budgeted operating result</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Employee Engagement Survey 70% engagement results and 60% response rates</td>
<td>COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design / implement Carleton Leader</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Implement CL3 Cohort</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Implement CL2 Cohort</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Implement CL1 Cohort</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Evaluation of CL3 First Cohort</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Learning &amp; Professional Development Program</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Finance and Administration to receive certifications - Excellence, Innovation and Wellness Standards</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Bronze Level</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Silver Level</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Development of a Finance and Administration succession plan</td>
<td></td>
<td>ON SCHED</td>
<td>2017-12-29</td>
</tr>
<tr>
<td>Develop a broad based Talent Management strategy/framework</td>
<td></td>
<td>ON SCHED</td>
<td>2018-06-29</td>
</tr>
<tr>
<td>• Career Development</td>
<td></td>
<td>ON SCHED</td>
<td>2018-06-01</td>
</tr>
<tr>
<td>• Implement E-Appraisal</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct Employee Engagement Survey</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Set up to run in October 2015 then every three years</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Develop and implement HWP plan and Mental Health Framework</td>
<td></td>
<td>ON SCHED</td>
<td>2017-08-31</td>
</tr>
<tr>
<td>• Healthy Workplace Certification Level 2</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
- Development of HWP Plan
- Development of Mental Health Plan
- Healthy Workplace Certification Level 3
- Mental Healthy@ Work Certification 1
- Establish working group on academic rules and regulations
- Establish Working Group
- Review management committee structures to support strategic and operational planning
- Establish Working Group
- Implement service excellence standards to all Faculties/Offices
- Roll out to Engineering & FPA, academic support areas 14-15
- Complete assessment on effectiveness of Service Excellence Standards 13-14
- Roll out Services Excellence to one faculty (Sprott)
- Continue Lean Transformation and Benchmarking Initiatives
- Examine models of administrative support in academic units
- Implement recommendations - Fall 2017
- Implement the IT Strategic Plan
- Establish Administrative Computing Committee - 2013
- Create IT Service Catalogue - 2013
- Define relationship to ISSC of the Research, Academic and Administrative Computing Committees - 2014
- Determine ongoing resource requirements for sustainability - 2015
- Renew IT strategy - 2015

**Goal 4-2:** To develop an integrated approach to environmental stewardship and campus sustainability.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the targets identified in the Sustainability Plan</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Number of projects that engage the academic and research community with professional services in environmental initiatives</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Operational Element</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Establish a series of outreach programs to raise awareness of sustainability initiatives and garner input and support</td>
<td>X</td>
</tr>
<tr>
<td>Establish a sustainability communication plan</td>
<td>X</td>
</tr>
<tr>
<td>Launch the Multi-Stakeholder Advisory Committee</td>
<td>X</td>
</tr>
<tr>
<td>Develop an Energy Master Plan</td>
<td>X</td>
</tr>
<tr>
<td>Develop long-term demand Transportation Plan</td>
<td>X</td>
</tr>
<tr>
<td>Develop a Waste Diversion Strategy for Dining Services</td>
<td>X</td>
</tr>
<tr>
<td>Implement a plan to reduce laboratory waste</td>
<td>X</td>
</tr>
<tr>
<td>Develop a Water Management Plan</td>
<td>X</td>
</tr>
<tr>
<td>Increase campus waste diversion to 60%</td>
<td>X</td>
</tr>
<tr>
<td>Develop Green Labs Certificate Program</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>Document the application of the Green Globes assessment for new and renovation projects</td>
<td>X</td>
</tr>
<tr>
<td>• Communicate updates to CU community - Fall 2014</td>
<td>X</td>
</tr>
<tr>
<td>Increase community engagement in the identification of opportunities through the Green Revolving Fund</td>
<td>X</td>
</tr>
<tr>
<td>Collaborate and coordinate the environmental program and research capacity across the university</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Collaboration with Health Science Building</td>
<td>X</td>
</tr>
<tr>
<td>• Building Control</td>
<td>X</td>
</tr>
<tr>
<td>Identify strategies to encourage student engagement in developing and implementing solutions</td>
<td>ON SCHED</td>
</tr>
<tr>
<td>• Develop and implement plan - Year Two</td>
<td>2018-09-28</td>
</tr>
<tr>
<td>• Create committee - Year One</td>
<td>X</td>
</tr>
<tr>
<td>Establish a pilot Research Computing Cluster</td>
<td>X</td>
</tr>
<tr>
<td>Reduce level of deferred maintenance on campus by $14 million</td>
<td>ON SCHED</td>
</tr>
</tbody>
</table>

**Goal 4-3:** To support excellence at Carleton University by identifying and developing new sources of revenue (without downloading costs to academic and research units) and increasing donor support.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital campaign target of $300 million achieved</td>
<td>ON SCHED</td>
</tr>
</tbody>
</table>
### Increased revenues from non-traditional sources

<table>
<thead>
<tr>
<th>Operational Element</th>
<th>Status</th>
<th>Due On</th>
<th>Completed On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop industry/donor partnerships that take a comprehensive strategic approach to investing in Carleton</td>
<td>ON SCHED</td>
<td>2017-05-01</td>
<td></td>
</tr>
<tr>
<td>Implement quiet phase of Campaign</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Public Launch</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campaign close</td>
<td>ON SCHED</td>
<td>2018-12-31</td>
<td></td>
</tr>
<tr>
<td>Provide information and support for applications to non-traditional sources of research funding</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>Implement Sponsorship Program</td>
<td>ON SCHED</td>
<td>2018-06-29</td>
<td></td>
</tr>
<tr>
<td>Implementation of E-Shop</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Performance Indicators
June 2017
Supplementary Document

Theme 1

KPI: Meet or exceed the provincial average student retention rate by 1%

Note: We have despite the increase in numbers, remained stable which means more students are being retained but we have yet to achieve target. Plans to do were present to the Board this year.
The University has done extraordinarily well in achieving many of the goals in the Strategic Integrated Plan. Many of the targets have been met and even surpassed.

In the upcoming, final year of the Plan, I suggest we continue working on solidifying the goals achieved and on attaining success in the following areas:

a) Retention and graduation rates
   A plan has been developed under S. Blanchard’s leadership and research using data analytics.

b) Co-op and work-related program expansion, including experiential learning
   This is being led by S. Blanchard and J. Tomberlin.

c) On-line program development
   J. Tomberlin and J. Mighty will carry on this effort.

d) Research success and ranking
   R. Goubran is leading this endeavor.

e) Fundraising
   Under the expert leadership of J. Conley and her team, the goal will be achieved!

f) Budget process and review
   Led by M. Piché this will be accomplished.

g) International: research, recruitment, outreach
   P. Rankin will collaborate with ISSO and S. Blanchard to accomplish this.
The goals on which we agreed for this year included maintaining current enrolment, while adjusting for formula changes, achieving strategic plan goals, balancing the budget, ensuring the success of the 75th anniversary celebrations, and continuing to achieve the fundraising campaign goals.

Enrolment goals were achieved. Strategic plan goals were met or surpassed in nearly every case. There remains, of course, some work for next year, the final year of the plan (Ours the Task Eternal!). The budget was balanced. The 75th anniversary is off to an excellent start and activities are well planned for the rest of the year. Fundraising has had the best year in history. This is the result of an extraordinary team with whom it has been a great privilege to work. A notable event was the naming of Richcraft Hall in recognition of a gift from the Singhal family. Another was the gift by the Ottawa Senators Foundation and Bell Let’s Talk to the Daniel Alfredsson Scholarship in Mental Health, on the occasion of the awarding of his honorary degree. The generosity of alumni, the campus community, and our friends around the world was heartwarming. Alumni in Jakarta and Hong Kong proudly remembered their days here and lent their support to the next generation of Carleton scholars.

While the Strategic Plan goals were more than achieved in nearly every category, retention and graduation rates improved only slightly. We will continue to work on improving them in the coming year. An analysis, using data analytics, of areas on which we plan to concentrate in the coming year to improve results was presented to the Board of Governors this year.

Looking back at the year, we might focus on images. The most viewed image of the year on social media was the photo, taken by MaryAnne Pomainville, of Prime Minister Trudeau running up the Residence Commons stairs with me. Another popular photo was the Ravens’ Panda Cup victory and one of the largest headlines across the nation was the Ravens’ continuing Dynasty in Basketball.

We might choose to characterize this year as a year of creativity. New, unique, interdisciplinary programs sprouted across the disciplines on campus. The new Master’s degrees programs in Arts and Sciences in Northern Studies, the new Master’s and Ph.D. in Health Science and Health Science Policy, the new diploma in Curatorial Studies, and the proposed new Heritage program to be shared with Algonquin College figure among the slate of academic innovations. The new internship program with Shopify was one that attracted much interest while the incredible work of our Lead to Win program under the skillful direction of Tony
Bailetti continued to surpass all expectations. Working at Carleton, in Ottawa and Kanata on IT, 5G wireless and other high tech enterprises, in Orléans on cybersecurity, in Cornwall on aerospace and enterprise excellence, Dr. Bailetti and his students have created over 200 companies that have added $55 million to the economy.

It was a year of endings and new beginnings. We celebrated Duncan Watt’s many achievements and wished him happiness on his retirement and we welcomed Michel Piché as Vice-President (Finance and Administration). He has worked diligently and has become a valuable member of the University community. Nimal Rajapakse left unexpectedly for personal reasons and Rafik Goubran stepped in as Interim Vice-President (Research and International). After an international search, Dr. Goubran was selected as the Vice-President (Research and International) and has already been engaged in a whirlwind of activities. After a national search, Smita Bharadad was appointed Director of Equity Services. Her first task, the completion of the Federal Contractors’ Report, was the beginning of a series of successful activities in her area.

It was a year of great success for the financial campaign which raised, under the leadership of Jennifer Conley and her team, more funds than ever before in Carleton’s history. Most notable were the Jarislowsky Chair in Global Health and Waste Water Management, the new Chair in Canadian Music History and Musicology, the four new Fulbright Chairs in Environmental Science, Entrepreneurship and Canada and North America (Arts and Social Sciences, Public Affairs). The naming of Richcraft Hall, the funds raised for the Concert Hall, the achievement of the matching goals for scholarships and bursaries, were all worthy of applause. Most remarkable, however, was the fact that, on the day our computers fell victim to a cyberattack, more than twice the amount of funds raised in the previous year were received.

Perhaps the most significant issue to come to the fore this year was the serious cyberattack in November. The University’s IT staff, led by Denis Lévesque, undertook immediate action to halt the progress of the RansomWare, to save and restore files, to build more secure fire walls and processes. An emergency task force met daily to review progress and recommend remedial and proactive steps to take. The situation led to reviews of insurance and risk management, elucidated by forensic reports. In short, while it was an unpleasant and dangerous situation, it was also well-handled. We have appreciated the intelligence, dedication, determination and selflessness of all our staff, and in particular, our IT staff who worked around the clock that week.

Among the issues which arose during the year were the Sexual Violence Policy, the Neuroscience moves, and the Board by-laws. The policy was the result of broad consultation over two years with the campus community. The Neuroscience students and faculty expressed serious concerns about the disruptions a double move might have on their research. These concerns were resolved and everyone looks forward to the opening of the new Health Sciences Building. Finally, the Board by-laws are in the capable hands of the Board’s Governance Committee.

New buildings on campus are also rising. The Health Sciences Building is nearing completion. The ARISE (Advanced Research and Innovation in Smart Environments) Building, for which over $22 million were received from the Province, continues to take shape.
Improvements to other buildings including the Loeb Building, the Library, Steacie Building, and the residences continue apace and will result in a greatly improved environment. Plans for the Sprott School of Business are complete and it is hoped that they will soon meet approval. The Board of Governors has yet to consider the acquisition of the Dominion Chalmers Church for use in teaching and arts programming and for which over $8 million in funding has been received.

Researchers on campus submitted the largest proposal to date for a grant. While the aerospace grant was not successful, it was reconfigured (Plan B) and has been entered into other competitions, the results of which we are currently expecting. Work with Cornwall and the NAV Centre continues to pave the way for strong partnerships in research and teaching. The success of our researchers has, this year, been much higher than the national average. New faculty are receiving early researcher awards and more senior faculty, like Professor Marie-Odile Junker, who won the Governor General’s Award for Innovative Research, have created a strong record of achievement. Outreach to business and industry is increasing as well. Most recently, an agreement was signed with Lockheed Martin with a view to supporting a variety of research projects and a Chair for Women in Engineering.

Students stepped forward to participate with staff and faculty in the design of the next level of the Mental Health Framework. Another counsellor was added. The Golden Key Honour Society was established on campus and inducted over 200 members in its first year. Sprott students won once more the honours at the International Business conference while Industrial Design students won the IDEA contest yet again (seven years in a row). Carleton Ravens continued their impressive history, winning yet another national championship. Students placed well in the competitions for environmental automotive design and their drones are garnering excellent attention in the marketplace. Carleton joined the City of Ottawa in co-hosting the One Young World conference and a number of our students were selected to participate. The honour of carrying the flag during the opening ceremonies went to a Carleton University student. Students worked on a project to build a student centre and, while the plan did not win the referendum this year, it will be revised and work on it will continue in possible, new configurations. Students’ volunteer efforts in this region and around the world in the Alternative Spring Break continued to expand, offering excellent experiences to students and excellent contributions to the community. The annual fundraiser for cancer, Relay for Life, achieved extraordinary success, raising an impressive amount surpassing $150,000. In honour of the 75th anniversary of the University, students brought back a printed yearbook and the result is a most attractive publication. Finally, it is not often that one has the opportunity to save a life. This year two of our student Emergency Responders and one of our Safety Officers did just that. They were recognized by St. John’s Ambulance for their quick and appropriate response and by the student himself who has since recovered and has been able to continue his studies.

Carleton University was selected as one of the region’s top employers. Over 300 have graduated from the Carleton Leader program. The Healthy Workplace gold certification was achieved last spring and we are currently striving to achieve platinum status! Collective agreements were reached with the OPSEU, CUPE 2424 and 4600.

The University’s 75th anniversary celebrations, led by a steering committee chaired by Peter Ricketts, has planned an outstanding series of events. These included a kick-off in January
with interactive displays and rap music by former student and musician Maestro Fresh Wes, and continued throughout the spring with a series of important conferences and lectures, the publication and launch of a fine book of memories of 75 years, and activities planned by individual Faculties such as the vision statements collected by the Faculty of Public Affairs. The Azrieli School of Architecture and Urban Design created a display in one of the Inspiration Village’s shipping containers in the Byward Market. Engineers created an impressive, interactive sWall while many conferences were held on campus. A reception in the Château Laurier celebrating the founding of the university, the banners and history projects all have contributed to making this year very special and successful.

Communications was most active this year, planning and executing the reputational campaign, the campaign for the 75th anniversary, launching a new intranet with Human Resources and Information Technology Services to improve communications with faculty and staff, working with research on a reputational action plan, medial outreach and tours, managing issues as they arose and completing the revisions to the emergency communications plan.

This has also been a year of planning for the future. We have submitted our Strategic Mandate Agreement and will have concluded it before the final meeting of the Board this year. The SMA was built on the vision of continuing the goals of the Strategic Plan for the next two years, on meeting the targets set by the Province and on setting goals which will be meaningful, specifically to Carleton as we define our unique programs and identity.

As we end the year, I look at my personal contributions beyond my general involvement in most files, to note that last June, I was named one of the top 100 Vice-Chancellors in the World at a ceremony in Mumbai and this June will receive a medal from the King of Belgium. I have had several articles and book chapters published, taught a course in French literature, and have spoken at a number of conferences and events. I will speak again at the Economics Club of Canada in early June and will take time from my vacation in July to speak at the Council of Ministers of Education and the Delta Kappa Gamma International conferences.

As I prepare to step down as President to take on the Presidency of the Canada Foundation for Innovation, and as Peter Ricketts leaves to become President and Vice-Chancellor of Acadia University, I assure you of a smooth transition with Interim Provost and Vice-President (Academic), Dr. Jerry Tomberlin, and Interim President and Vice-Chancellor, Dr. Alastair Summerlee. We leave knowing Carleton University is in good shape and good hands. I thank the Board of Governors for the privilege of serving this fine community.

Yours sincerely,

Roseann O’Reilly Runte
President and Vice-Chancellor
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## Statistical Indicators

### 2015-2016

#### ENROLMENT

The Numbers (first-year, full-time)
- **Target:** 6,157
- **Achieved:** 6,305

#### Undergraduate Enrolment

- New first-year, full-time enrolment grew by: +0.7%
- Undergraduate full-time enrolment grew by +0.9%

#### RETENTION

- Undergraduate Retention
  - One-year retention: 87.4%
  - Two-year retention: 79.1%

#### ADVANCEMENT

- Sponsorships: $1,000,000
- Annual Giving: $1,915,943
- Faculty, Staff, Retirees: $280,000
- Total Funds Received: $190,000,000

### 2016-2017

#### ENROLMENT

The Numbers (first-year, full-time)
- **Target:** 6,234
- **Achieved:** 6,400

#### Undergraduate Enrolment

- New first-year, full-time enrolment grew by: +2.0%
- Undergraduate full-time enrolment grew by: +2.0%

#### RETENTION

- Undergraduate Retention
  - One-year retention: 88.1%
  - Two-year retention: 79.3%

#### ADVANCEMENT

- Sponsorships: $1,043,526
- Annual Giving: $2,386,534
- Faculty, Staff, Retirees: $985,338
- Total Funds Received: $223,899,636
Students

Student Success
This year, the Office of the Vice-President (Students and Enrolment) (OVPSE) began implementing its strategic plan for 2016-18, Supporting Student Success, which identified themes, goals and actions and offers a strategic direction for the OVPSE and its offices. This plan includes:
Sustainable Enrolment Management
Student Success
Employability and Future Success of Carleton Students
Coordination and Collaboration
OVPSE Staff Leadership and Development

The Student Mental Health Framework 2.0 launched on October 4, 2016. The scope of the updated framework has expanded to include proactive and preventative strategies in building a holistic, campus-wide approach to mental health and well-being. The following six focus areas were identified in the new framework: Student Engagement; Well-Being, Skill Building and Resilience; Mental Health Awareness, Literacy and Education; Institutional Structure; Accessible Services; and Coordinated Crisis Management. The Student Mental Health Advisory Committee is now focused on implementing recommendations for the fall term of 2017, some of which include: an environmental scan; person-centred design workshops; a wellness website; normalization campaigns; online counselling; and resilience programming. More importantly, this initiative was launched in collaboration with student stakeholders.

The OVPSE took the lead in the approval process of Carleton’s Sexual Violence Policy, which, after a widely consultative process, was approved by the Board of Governors on December 1 in order to meet the January 1 provincial deadline. After this approval, the OVPSE finalized the Sexual Violence Prevention and Education Committee (SVPEC). The SVPEC has representation from students, staff, faculty and senior administrators and was established to encourage the university community to work together to promote a safe learning, living and work environment for its members. We also planned appropriate training for the review committee and the appeal board.

The OVPSE also spearheaded, in collaboration with SCCASP, the approval of 13 regulatory and policy changes approved by Senate over the past year. These changes include:
- moving deferred final exams earlier and aligning math deferred final exams with all other exams
- early departure from a final examination
- auto graduation
- program structure (concentrations and specializations)
- WDL on transcripts
- deferring final term work
- examination regulations
- grading notations
- grading system table
- academic accommodation for extracurricular activities
- common structure - UG & GR Calendars
- academic nomenclature
- laddered program

The OVPSE continues to lead the multi-year implementation of a full student lifecycle Constituent Relationship Management (CRM) system in collaboration with ITS. The company Tribal Group was awarded the contract to implement this large-scale project. The CRM tool allows us to enhance our face-to-face and online interactions with students from their first interactions with Carleton as a prospective student, throughout their time at Carleton as a current student and as they stay connected with Carleton as alumni. The CRM will be a one-stop-shop for prospective and current students and alumni to view their personalized information about their relationship with Carleton. As such, the name Carleton360 was given to the CRM system, as it will provide the complete experience for the student lifecycle. The first module of Carleton360 will support student recruitment and will be launched in the summer of 2017.

The OVPSE has taken a proactive approach to transfer students. We currently have 195 possible pathways through 24 agreements with Ontario colleges for transfer credits. A transfer credit coordination officer facilitates the efficient and consistent transfer of credit by liaising with academic units and faculty. As transfer students arrive at Carleton, we offer a specific Transfer Student Academic Transition and Orientation Session. This year, we had 262 participants in this session; up 21 percent over the previous year. We also undertook new initiatives in setting up a transfer student webpage within the Academic Advising website, created a targeted and proactive email strategy and identified high-risk transfer student outreach as identified in the 2017 Academic Performance Evaluation process.

Over the past year, the OVPSE co-ordinated the Strategic Transformation Group (STG) on Retention and Graduation Rates. This STG engaged in a review and analysis with a focus on Carleton’s graduation rates. A number of recommendations were made because of this review, many of which are currently in the implementation phase. These include the 4-5-6 Year Pathway which will help to replace the common understanding that 20.0 credits are completed
within four years and 15.0 credits are completed within three years and addressing the Credits Not in the Major issue by acknowledging that students do not know what this means.

The Registrar’s Office was tasked this past year with leading a review of the existing rules and regulations, particularly the Academic Performance Evaluation (APE), to see where these rules are creating barriers to student success. After conducting extensive research, and based on data collected from other Ontario institutions who have high graduation rates, one of the first initiatives includes the creation of the Academic Status Report (ASR). The purpose of this report is to provide students, along with professional staff and academic advisors, with key information about the student’s progress toward graduation. Through the warnings and cautions used in the ASR, students are being directed as early as possible, and as often as necessary, to the advisors who can give them the assistance and tools they need to be successful.

Scheduling and Examination Services took steps to help with the retention of undergraduate students by revising the deferred examination schedule. Deferred examinations now take place approximately 15 working days from the end of the original examination session. This allows deferred examinations to be held closer to when students are finished with their course and thus are less likely to lose the information they had learned and for which they had studied. The intent of this is to help increase their overall performance when writing deferred examinations.

We have created and launched the new Centre for Student Academic Support (CSAS). CSAS brings together Writing Services, Bounce Back, Peer-Assisted Study Sessions, Peer-Assisted Subject Coaching and other learning support services in a collaborative space and with a shared vision for student academic support.

The Student Experience Office (SEO) had a very successful year with their Campus to Community Days where students serve at local organizations and with the Campus Activity Board (CAB). The SEO strived to facilitate 75 Campus to Community days and ended up with more than 80 days. They also saw more than 7,500 student engagements with CAB events.

The OVPSE also organized two major annual conferences at Carleton University. The Ontario Association of College and University Housing Officers (OACUHO) annual conference was held May 6-11, 2017 and was organized by Housing and Residence Life Services. The Canadian Association of College and University Student Services (CACUSS) annual conference is being held June 11-14, 2017 and is being organized by the International Student Services Office and Student Affairs.

**Co-op, Career Services and On-Campus Employment**

The Co-operative Education Office had a very successful year overseeing significant growth. The total number of jobs posted to which students could apply increased by 17 percent over the previous year. The number of students in co-operative education jobs also increased by 15 percent.
Career Services launched Accessible Career Transitions (ACT), a program that offers tailored career development assistance to students and alumni with disabilities. In collaboration with the Paul Menton Centre for Students with Disabilities (PMC), the program offers services such as remote drop-in consulting services at the PMC, career development and planning appointments with a career professional and regular email notifications regarding high quality career and job opportunities.

This year, the OVPSE created the internship and global partnership developer position within Career Services. The position is primarily responsible for the BGInS internship program development. It oversaw the signing of 24 partners ranging from NGOs, United Nations missions, private business, Canadian embassies and government projects. In total, more than 75 placements were available in 31 countries. These unpaid international internship opportunities must be a minimum of 200 hours (six weeks) with a target maximum of 400 hours (12 weeks). Academic credit is given for these internships. Although primarily for the BGInS program, spaces were made available for non-BGInS students and we plan to further open this up to all undergraduate students over the next year.

**Residence Life**

Residence Life implemented a Residence Curriculum for all students living in residence starting in September 2016, which focuses on three learning goals including: self-awareness, positive relationships and community engagement. Different from traditional programming models found in residence, a curricular approach focuses on learning outcomes, clearly defined goals and an emphasis on individual learning. As part of the curriculum, staff assess and create plans for students in residence.

**Recreation and Athletics**

The Department of Recreation and Athletics oversaw a very successful athletic year. Our varsity teams brought home four Championship Banners this year: one national (U Sports) and three provincial (OUA). Our student athletes and coaching staff also earned a number of accolades including 49 OUA All Stars and 2 OUA Coaches of the Year, nine All-Canadians, two National Rookies of the Year, one National Coach of the Year and one National Player of the Year.

- The Carleton Ravens men’s basketball team won a record 13\textsuperscript{th} National Championship title while the women’s basketball team won their first-ever national medal with a bronze. The men’s team went to the National Championships ranked #2 in Canada while the women’s team went to the National Championships ranked #1 in Canada for the first time in the program’s history. Men’s basketball player Connor Wood (Psychology) was named OUA Player of the Year and Coach, Dave Smart, OUA Coach of the Year while four other Ravens from the men’s basketball team were named All-Stars. Dave Smart was also named U Sports Coach of the Year for a record eighth time. Coach Smart
received the Order of Ottawa. Connor Wood was also named U Sports Player of the Year while Kaza-Kajami Keane (Communications) was named Second-Team All-Canadian and Championship MVP, and Eddie Ekiyor (Psychology) was named All-Rookie.

- Ravens women’s basketball player Heather Lindsay (Environmental Studies) was named OUA First Team All-Star and Player of the Championship Game. Two other Ravens from the women’s basketball team were named All-Stars. Heather was also named U Sports Second-Team All-Canadian while Catherine Traer, (Master of Arts: Political Science) was named to the Championship All-Star Team.

- Carleton also saw six Ravens football players selected during the 2017 Canadian Football League Draft. This marks the first time since 1999 that any Carleton football player has been chosen by a professional Canadian football team. Men’s football finished the season with a 6-2 record and won the Panda Game before a crowd of 23,329, the highest-attended university sports game in over 20 years.

- Seven Carleton Ravens were selected to participate in the World University Games (FISU) in Almaty, Kazakhstan, January 29 - February 8, 2017. Carleton’s Marty Johnston was selected Assistant Coach for the men’s hockey team representing Canada, while student athletes Brett Welychka (Psychology), Michael McNamee (Psychology), Ryan Van Stralen (Psychology) and Cory Durocher (Sociology) have been selected as participants. Nordic skiing’s Carrington Pomeroy (Environmental Science) and alpine skiing’s Hannah Schmidt (Criminology) were also named to team Canada.

- Women’s rowing captured the Silver Medal in Boston at the Head of the Charles Regatta. The Ravens advanced 11 boats from the heats to the finals in OUA Rowing Championships in an unprecedented accomplishment.

- Michael McNamee (Psychology) is the first Ravens hockey player to sign an AHL-contract directly from Carleton with the Syracuse Crunch (the feeder team for the NHL’s Tampa Bay Lightning).

- The Ravens Nordic ski teams won the 2017 Men’s and Women’s Ontario University Athletics (OUA) championship banners February 24-26. It was the first time both the men and the women won the team titles in the same year. Six student athletes were named OUA All-Stars: Brendon Howard (Biomedical and Mechanical Engineering), Aidan Kirkham (Environmental Science), Carrington Pomeroy (Environmental Science), Patrick van Walraven (Mechanical Engineering) and Colin Ward (Engineering), Chris Weller (Aerospace Engineering).

- Emma Thuot won the RSEQ Community and Leadership Award in rugby.
• The Ravens men’s fencing team finished in second place overall at the 2017 OUA Fencing Championship. The individual events saw the Ravens claim three medals, including two in foil – a silver for Philip McCully (Computer Science) and a bronze Geoff Devaney (History) – along with a silver in epee courtesy of Zach Zanussi (Mathematics). All three were named 2017 OUA All-Stars.

• Women’s fencing captured gold and the men, silver, at the first tournament of 2016.

• The men’s water polo team captured second place at the 2016 OUA Championships while the women’s water polo team captured a bronze medal at the NCWP Championship.

• Men’s soccer had a 10-game unbeaten streak and finished third in the OUA East.

• Anna Currie and Hunter Amesbury were named to Canada’s 2016 FISU World Championship rowing team.

• Michael Taylor, Erin Rafuse, and Mark Oldershaw (graduates) along with students Cameron Smedley and Melanie McCann competed for Canada at the 2016 Rio Olympics.

• Dave Smart, Ravens men’s basketball head coach and former players Philip and Thomas Scrubb were included in Canada’s Senior Men’s National Basketball Team at the 2016 FIBA Olympic Qualifying Tournament.

• Carrington Pomeroy, Nordic skier, was selected to participate in the 2017 FISU Winter Games.

• J.P. Asselin, Ravens football offensive co-ordinator, was named to the coaching staff of Football Canada’s Junior National Team scheduled to compete at the 2017 and 2018 International Bow.

• Ravens Athletics Hall of Fame inductees included for 2016: Niki Majik (women’s basketball); Wayne Small (men’s ice hockey); Michael Lanos (men’s soccer); Wayne Dustin (men’s Nordic skiing); and Duncan Watt, retired Vice-President (Finance and Administration).

• The men’s basketball team was honoured by the City of Ottawa for the sixth and seventh consecutive national titles.

• Heather Lindsay played for Team Sparks at the OUA Women’s Basketball All-Star Game.

• Kelleigh Ryan captured a silver medal in the team event at the Pan Am Fencing Championships.
• Former Ravens men’s basketball team members Philip Scrubb and Aaron Doornekamp and their team the Fraport Skyliners won the FIBA Europe Cup championship.

• Tunde Adeleke, Kwabena Asare, Nate Behar, Leon Cenerini, Keith Graham and DB Nathaniel Hamlin played at the annual CISD East-West Bowl.

• The Varsity Year End Banquet was held on Tuesday, March 28, 2017, at the Horticultural Building at Lansdowne. The award recipients were:
  1. Kaza Kajami-Keane (Basketball), Male Athlete of the Year
  2. Heather Lindsay (Basketball), Female Athlete of the Year
  3. Abby Nicastro (Soccer), Female Graduating Athlete of the Year
  4. Michel McNamee (Hockey) and Connor Wood (Basketball), co-winners of Male Graduating Athlete of the Year
  5. Taffe Charles (Women’s Basketball), Coach of the Year

**International Student Services Office**

• The International Student Services Office (ISSO) continues to facilitate student abroad opportunities for our students.

• Total number of current Student Exchange Agreements: 165 (including OUI partners and Killam partners)

• Total number of new completed Student Exchange Agreements (16/17): 4

• Total number of new in-progress Student Exchange Agreements: 9

• Total number of completed renewal Student Exchange Agreements: 10

• Total number of Incoming Exchange Students (16/17): 264

• Total number of Outgoing Exchange Students (16/17): 156
### International

<table>
<thead>
<tr>
<th>Country</th>
<th>Incoming Placements (16/17)</th>
<th>Outgoing Placements (16/17)</th>
</tr>
</thead>
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<tr>
<td>Argentina</td>
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<td>1</td>
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<tr>
<td>Australia</td>
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<td>Barbados</td>
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<tr>
<td>Belgium</td>
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<td>Brazil</td>
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<tr>
<td>Chile</td>
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<tr>
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<td>Turkey</td>
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<td>UK - England, Scotland, Wales</td>
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<td>USA</td>
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# Memoranda of Understanding (MOUs)

<table>
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<tr>
<td>Active partners</td>
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<td>New (2016-2017)</td>
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<tr>
<td>New in progress (2016-2017)</td>
<td>14</td>
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<tr>
<td>Incoming visiting scholars (2016-2017)</td>
<td>153 (including researchers from Canada)</td>
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<tr>
<td>Renewals</td>
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</tr>
<tr>
<td>Renewals in progress</td>
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## Visiting Scholars

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<th>IN</th>
<th>COUNTRY</th>
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<td>Cuba</td>
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<td>Saudi Arabia</td>
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<tr>
<td>Hungary</td>
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<td>Sweden</td>
<td>4</td>
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</table>
Some Noteworthy International Activities

Carleton Master of Journalism students travelled to upstate New York to report on the American election in small town U.S.A.

Students in Earth Sciences went to New Zealand to study volcanoes, paleontology, and Maori culture.

An International Education Information Fair was held off campus for secondary school students.

Student Neal Zuberi Antardisha spent three weeks in Kenya with Me to We and Free the Children to support a hospital and schools as well as clean water projects.

The number of projects facilitated by Carleton International has increased this past year (2016-17) to 42 (compared to 2015-16: 24) with a total value of $12.6M (compared to 2015-16: $5M), of which $3.1M (2015-16: $1.7M) has been awarded to 13 successful projects, with a total indirect income of $121,000 for those that qualified for indirect costs (2015-16: $104,500).

A total of $3.7M projects are still awaiting outcomes, while a further $179,591 of internal funding commitment remains to be awarded pending successful outcomes.

Noteworthy among the active projects is the award of the Queen Elizabeth II – Advanced Scholars, a $1.5M project, of which $500K is from the grant itself, and to which Carleton University has committed a further $154,000 in cash. Together with in-kind contributions from three Sub-Saharan African partners and numerous research placement partners, this extensive partnership contribution agreement brings $1.5M to support 44 Ph.D. students. It must be noted that though QES-AS has no indirect costs attached to it, there is a $44,000 amount awarded to Carleton to cover the cost of networking activities, and therefore not allocated to indirect but to direct costs of the project, thus leveraging the internal in-cash commitment from the University of $154,000.

This project will allow us to host 33 incoming early career researchers from three Sub-Saharan countries (Ghana, Tanzania, and Malawi) and 11 outgoing Carleton Ph.D. students to African universities in the same three countries. All researchers are working in the area of climate change. The project brings a new capacity and prestige to Carleton and will facilitate important global research networks in an area of pressing international importance.

Canada-India Centre for Excellence (CICE)

Over the past year, the Centre engaged researchers in both countries on a variety of pressing public policy issues, including water and sanitation solutions, “smart city” technologies, and environmental sustainability. The Centre has raised Carleton’s profile in India by hosting multiple events, including public lectures, seminars in conjunction with the Canada School for
Public Service and workshops on best practices for conducting business in India. In May 2017, CICE led the first annual study tour to India, during which Carleton University students were introduced to entrepreneurship practices in Bangalore and shared academic and cultural educational experiences with students in Mumbai. CICE provided experiential learning opportunities for engineering students from India, welcoming students from Acharya Institute of Technology for a month-long course on unarmed vehicles. CICE hosted a particularly successful Innovation Conference featuring Federal Minister of Innovation, Navdeep Bains. In fall, 2016, CICE launched a quarterly publication, Innovation Connections, to foster continued dialogue on issues related to science and trade and to expand its network. The CICE welcomed an Indian Council for Cultural Relations (ICCR) Chair, this year housed in the Norman Paterson School of International Affairs, who taught courses related to Indian international relations and bilateral ties between India and Canada. Lastly, the Centre facilitated the signing of several MOUs between Carleton University and Indian public and private sector entities to strengthen further University partnerships in India.

**National Capital Confucius Institute**

2016-17 marked the fifth year of operation for Carleton’s Institute. The Confucius Institute delivered 10 credit courses on the Chinese language and culture through the School of Linguistics and Language Studies and offered six non-credit Chinese language and culture courses to the general public. The Institute organized 10 workshops and lectures as part of its “Engaging China Series,” featuring visiting scholars from Chinese partner universities. In collaboration with Carleton University faculty members, the Confucius Institute organized its annual Conference on Chinese Studies and Research in February 2017. Education technology application has been a focus of the Confucius Institute since its founding, and activity on 3D/virtual reality research and applications on Chinese history and culture continued this year, with a Ph.D. student from the School of Information Technology identified to work on a 3D/VR platform and Chinese history application. The Institute completed another successful language and culture study tour to China in collaboration with Carleton International and in 2016-17 sent 34 students to China through both the study tours and the Confucius Institute Summer Music School in China, launched in collaboration with Carleton’s Music department. In the fall of 2016, the Institute showcased the impact of international experiences on students’ musical and cultural education by hosting a Carleton student concert on Chinese music.
Research

Total Research Funding (Cash Flow Awarded per Year)

At this time, we do not yet have the official financial year-end totals. However, the totals are based on the federal fiscal year (year ending March 31, 2017):

FY12: $43,628,610 [COFO $50,372,000] *
FY13: $41,387,627 [COFO $55,160,000] *
FY14: $41,677,960 [COFO $59,144,000] *
FY15: $44,763,813 [COFO $55,342,000] *
FY16: $52,914,844 [COFO $58,685,000] *
FY17: $59,662,952 [COFO not yet available]

* Council of Ontario Financial Officers (COFO) numbers reflect variations due to flow-through timing

Supporting Investigator-Initiated Research

NSERC Discovery Grants
Carleton University was awarded 49 grants (out of 75 applications) for a total of $7,202,505 compared to a total of $6,776,400 last year. Carleton's success rate of 65.3% represents an increase from 2016 where the success rate was 61%. Over $1.7M of the total was awarded to Early Career Researchers securing their first NSERC Discovery Grant (14 researchers)

NSERC Subatomic Project Grants
Mark Boulay, SCI, awarded a Subatomic Physics Project (DEAP) grant of $950,985
David Sinclair, SCI, awarded a Subatomic Physics Project (EXO) grant of $2,030,000

SSHRC Insight Grants
Awarded 13 out of 25 (52% success rate), totaling $2,370,000. Increase from FY 2016 where Carleton was awarded eight grants totaling $1,053,315. The success rate of Carleton applications (52%) was higher than the national average (40%).

SSHRC Insight Development Grants
Carleton was awarded 14 grants, totaling $784,579, more than doubling its total from 2016 (19% success rate for a total of $408,104).

Canadian Institutes of Health Research (CIHR) Project Scheme
Carleton submitted six applications to the CIHR Project Scheme competition. One application was invited to go forward to Stage 2, compared to none invited to Stage 2 last year.
Canada Foundation for Innovation (CFI)
Seven projects submitted to the Innovation Fund competition 2017 (results pending)
Carleton secured three of six JELFs in the October 2016 round and one JELF Partnership with CRC

Canada Research Chairs (CRC)
Three successful new nominations: Yuhong Guo (Tier 2); Mark Boulay (Tier 1); Hongyu Sun (Tier 2)
Three renewals: Stuart Murray (Tier 2); Paul Van Oorschot (Tier 1); Sonia Chiasson (Tier 2)
20 active Chairs

Supporting Partnered Research on Strategic Areas of Importance

Partner engagement
Number of contributing partnering organizations engaged in Carleton research projects:
FY 2015: 280
FY 2016: 252
FY 2017: 282

Leveraging
Tri-agency: $4,641,645
Matching: $4,757,672 (over $3.3M from Industry)

Mitacs
Total – 26 submitted (15 Accelerate, 11 awarded) - total awarded in 2016-17: $414,842
$15,000 to SSH projects to FASS (a total of two projects)

NSERC – Engage Grants
52 submitted for a total of $1,589,477 (41 awarded, five under review, six unsuccessful)

NSERC - Collaborative Research Development Grants
12 applications submitted in 2016-17 (11 awarded, one under review)
$3,438,574 total awarded ($1,464,607 NSERC)

NSERC – Strategic Partnership Grants – Networks
Matt Johnson, Faculty of Engineering and Design, was awarded $5.5M from NSERC over five years – total project including partnerships $8.1M

NSERC – Strategic Partnership Grants – Projects
Yu (Richard) Fei, Faculty of Engineering and Design, was awarded a five-year grant of $600,000 from NSERC – total project including partnerships $792,000
NSERC – Industrial Research Chair
$1M over five years, Mohamed Ibnkahla, FED, renewable for five years to match Cisco’s contribution in the area of the Internet of Things (IoT) [embargoed and pending award agreement]

SSHRC – Partnership Development Grants
D.R. Fraser Taylor, Faculty of Arts and Social Sciences, was awarded a two-year grant of $197,536 – total project including partnerships $873,954
Benjamin Woo, Faculty of Public Affairs, was awarded a three-year grant of $144,558 – total project including partnerships $233,488

SSHRC – Partnership Grants
Stephanie Irlbacher-Fox, Faculty of Public Affairs, was awarded a five-year grant of $2.5M from SSHRC – total project including partnerships $6.6M

NSERC – Collaborative Research and Training Experience (CREATE)
Adrian Chan, Faculty of Engineering and Design, was awarded a six-year grant with a total project value of $1.65M

CIHR – Collaborative Health Research Projects (NSERC-partnered)
Oren Petel, Faculty of Engineering and Design, was awarded a CIHR Collaborative Health Research Project (the first one awarded since 2014) for four years with a total project value of $681,857

Prizes and Awards
Carleton University Prizes and Awards Committee (CUPAC) continues to support the nomination of Carleton researchers for prestigious prizes and awards. The engagement and dedication of committee members continues, and is supported by an administrative process oriented to enhance communication and exchange with the faculties and candidates in pursuit of the common goal of supporting the success of our researchers. In 2016-17, CUPAC’s reference materials continued to be improved with the inclusion of recipient profiles drawn from collected data. From this, awards that CUPAC reviews can be more clearly understood in progression, which allows for more effective planning of a researcher’s dossier.

This year, nominations reviewed by CUPAC saw increasing success:
- Martin Geiger, Early Researcher Award
- Dale Spencer, Early Researcher Award
- Xiaoyu Wang, Early Researcher Award
- Donald Beecher, Royal Society Fellowship
- Lenore Fahrig, Royal Society Fellowship
- Jennifer Evans, Royal Society College Membership
- Merlyna Lim, Royal Society College Membership
- Audrey Girouard, Partners in Research National Awards – Technology Ambassador Award
Applications

Large-scale applications submitted (under review)
- 1 Canada Excellence Research Chair (Phase 1)
- 3 SSHRC Partnership Grants – Letters of Intent
- 2 NSERC Strategic Partnership Grants (Network) – Preliminary Applications
- 4 NSERC CREATE – Letters of Intent
- 7 CFI Innovation Fund Applications

Carleton Office of Research Initiatives and Services (CORIS) - Activities
- CORIS processed a total of 1,050 distinct files
- CORIS continued improving the cuResearch portal to enhance the services to the research community, simplifying the application process to an automated approval workflow from applicant, Departmental Chair, and Faculty Associate Dean of Research
- CORIS held 15 information sessions for its research community; four Tri-Council sessions; 23 people per session
- Partnering with Queen’s University and six other Canadian institutions and five organizations, Carleton University will participate in the new Canadian Particle Astrophysics Research Centre
- Researchers in the Humanities and Social Sciences received more than $4.6 mililion for work on subjects ranging from Indigenous youth to the European union
- The Urbandale Centre for Home Energy Research, a two-storey building tested for innovative concepts to reduce energy use and greenhouse gas emissions, was officially opened on campus
- The Centre for European Studies won three major grants from the European Union’s Erasmus Plus program
New Programs and Agreements

The following new academic programs have been approved under Carleton’s Institutional Quality Assurance Process (IQAP):

<table>
<thead>
<tr>
<th>New Program Approval</th>
<th>Approved by Senate</th>
<th>Approved by the Quality Council</th>
<th>Submitted to MAESD</th>
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<tr>
<td>M.Sc. in Health Sciences</td>
<td>November 25, 2016</td>
<td>March 1, 2017</td>
<td>December 19, 2016</td>
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<tr>
<td>Ph.D. in Health Sciences</td>
<td>November 25, 2016</td>
<td>March 1, 2017</td>
<td>December 19, 2016</td>
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<td>Approved: May 2017</td>
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<tr>
<td>Ph.D. in Biomedical Engineering (with University of Ottawa)</td>
<td>November 25, 2016</td>
<td>January 27, 2017</td>
<td>December 19, 2016</td>
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<td>Approved: May 2017</td>
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<td></td>
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<td>(Type III) Approved: May 2017</td>
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<td>Bachelor of Media Production and Design</td>
<td>January 27, 2017</td>
<td>April 21, 2017</td>
<td>April 1, 2017</td>
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<td>Expected Approval: August 2017</td>
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<tr>
<td>Post-Baccalaureate in Diploma in Film Studies</td>
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<td>Undergraduate Certificate in Professional Writing</td>
<td>April 28, 2017</td>
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</table>

Major Modifications

During the 2016-17 academic year, there have been a total of 36 major modifications to existing academic programs approved at Carleton.
### Specific mentioning of a few Graduate Major Modifications

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<thead>
<tr>
<th>Major Modifications</th>
<th>Approved by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Concentration in Arts Management</em>: an interdisciplinary concentration in Arts Management was added to the existing M.B.A. program.</td>
<td>November 25, 2016</td>
</tr>
<tr>
<td><em>Collaborative Specialization in Biochemistry</em>: A collaborative biochemistry stream was added to the existing Ph.D. in Biology and Ph.D. in Chemistry programs.</td>
<td>February 17, 2017</td>
</tr>
<tr>
<td><em>Master of Cognitive Science with a Specialization in Data Science</em>: a new specialization in Data Science was added to the existing M.Cog.Sci. program.</td>
<td>January 27, 2017</td>
</tr>
<tr>
<td><em>Ph.D. in Management</em>: Approval of an off-site program offering at Okanagan College.</td>
<td>November 25, 2016</td>
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### Specific mentioning of a few Undergraduate Major Modifications

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<th>Major Modifications</th>
<th>Approved by Senate</th>
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</thead>
<tbody>
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<td><em>B.Sc. in Physics, Stream in Astrophysics</em>: A new stream in Astrophysics was created (with co-op option)</td>
<td>October 28, 2016</td>
</tr>
<tr>
<td><em>B.Sc. In Food Science and Nutrition</em>: Considerable additions and deletions to existing course offerings. The addition of capstone seminars.</td>
<td>January 27, 2017</td>
</tr>
<tr>
<td><em>B.Sc. in Neuroscience and Mental Health</em>: Considerable additions and deletions to existing course offerings. Substantive changes to program requirements.</td>
<td>November 25, 2016</td>
</tr>
<tr>
<td><em>Bachelor of Social Work</em>: Considerable additions and deletions to existing course offerings. Substantive changes to program requirements.</td>
<td>January 27, 2017</td>
</tr>
<tr>
<td><em>Global and International Studies, Concentration in French and Francophone</em></td>
<td>April 28, 2017</td>
</tr>
<tr>
<td>Program</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><em>Studies:</em> a new specialization was added to the existing GINS program that emphasizes the Francophone histories, culture and languages.</td>
<td></td>
</tr>
</tbody>
</table>
| *Global and International Studies,*  
  *Concentration in Global English:* a new specialization was added to the existing GINS program that emphasizes the adoption of English as a lingua franca, and additionally, focuses on teaching English as a 2nd language. | April 28, 2017|
| *Global and International Studies,*  
  *Concentration in Global Genders and Sexualities:* a new specialization was added to the existing GINS program that emphasizes the global perspectives on gender and sexuality. | April 28, 2017|
| *Human Rights and Social Justice:* a new minor was created in response to student demand. | January 27, 2017|
| *South Asian Studies:* a new interdisciplinary minor building on existing SAST courses was created and will be housed in the Humanities program. | January 27, 2017|
| *Sociology, Stream in Social Justice:* a new 2.0 concentration was introduced to the B.A. programs in Sociology. This includes the addition of a capstone seminar in Social Justice. | January 27, 2017|
Cyclical Program Reviews (for period of May 20, 2016 - May 20, 2017)

In addition to the development and approval of new programs and major modifications, 12 cyclic reviews of academic units/programs were completed. These included:

<table>
<thead>
<tr>
<th>Cyclical Program Review</th>
<th>Approved by Senate</th>
<th>Received by the Quality Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Economy (M.A., Collaborative Ph.D.)</td>
<td>January 27, 2017</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Film Studies (B.A., M.A.)</td>
<td>January 27, 2017</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>History (B.A., M.A., Ph.D.)</td>
<td>January 27, 2017</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Humanities (B.Hum.)</td>
<td>November 25, 2016</td>
<td>December 6, 2016</td>
</tr>
<tr>
<td>Canadian Studies (Joint Ph.D. - Trent)</td>
<td>November 25, 2016</td>
<td>December 14, 2016</td>
</tr>
<tr>
<td>Religion (M.A.)</td>
<td>October 26, 2016</td>
<td>November 2, 2016</td>
</tr>
<tr>
<td>Sociology (B.A. Honours, B.A. General, M.A., Ph.D.)</td>
<td>October 26, 2016</td>
<td>November 16, 2016</td>
</tr>
<tr>
<td>Economics (B.A. Honours, B.A. General)</td>
<td>September 9, 2016</td>
<td>September 27, 2016</td>
</tr>
</tbody>
</table>

New Agreements

- Agreement signed with the National Gallery of Canada in support of the Graduate Diploma in Curatorial Studies
- Carleton’s first co-tutelle in Belgium was signed with the Universite Catholique de Louvain
- Carleton University signed an agreement with Ashbury College
Teaching and Learning Services

On-line Learning at Carleton University

The number of on-line courses and on-line course enrolments at Carleton continues to grow. Carleton now offers more than 180 online courses and four fully online programs:

- Graduate Diploma in Indigenous Policy and Administration
- Master’s degree in Philanthropy and Non-profit Leadership
- Post-Baccalaureate in Accounting
- Graduate Diploma in Program Evaluation

In addition to the four programs listed above, additional programs are under consideration and preliminary development. These programs are a three-year B.A. in Psychology and a Certificate in Scientific Literacy. In 2016-17, over 12,000 unique students completed at least one on-line course, representing 25,291 registrations.

Chart 1: Growth of Online Learning at Carleton 2009 – 2017

Note: This year a more accurate approach was used to count students and registrations. This approach was not used on previous years’ data and explains why there are minor differences in totals as compared to last year’s report.

2016-17 External Funding

ecampusOntario

Carleton submitted 17 proposals in response to the Ministry of Advanced Education and Skills Development’s eCampusOntario initiative to develop online programs, etextbooks and learning modules. The University was awarded funding totaling $513,000 to complete six initiatives:

- The Open Digital Archaeology Textbook Environment: An Integrated Open Source Approach for Teaching Method and Practice in Digital Archaeology (etextbook)
- Open Data Structures: open-content textbook, videos, and online exercises (etextbook)
Indigenous Policy (open learning modules)
The Laws of Nature through the lens of Physics and Chemistry (open learning modules)
Open Physics Education Modules for Non-Science Majors (OPEM) (open learning modules)
Diploma in Public Policy and Program Evaluation (Additional courses to complete the program)

Over the four-year history of the ecampusOntario call for proposals, Carleton has been very successful, receiving total funding of $2.2 million to develop 37 courses, etextbook and modules.

Carleton (Kevin Cheung) also received $19,800 from eCampusOntario for an innovation project to support effective diagnostics of weakness in skill synthesis in mathematics tests. TLS is also working with eCampusOntario on a conceptual framework for an Ontario online teaching certificate.

**Council of Ontario Universities – Internationally Educated Nurses**
Carleton University through Teaching and Learning Services was selected as the service provider to build six on-line courses for a consortia of Ontario universities (York, Trent, Windsor, and Ryerson). These courses form a program provided by these institutions to support the professional development of nurses who received their nursing education from countries other than Canada. The value of this contract is $180,000.

**cuPortfolio Project as an Enterprise Tool**
cu Portfolio is Carleton’s electronic portfolio system powered by Mahara, an open source ePortfolio software. An electronic portfolio, or ePortfolio, is a student-centred learning tool that allows students to collect academic and co-curricular “artifacts” (e.g. course assignments, projects, papers, videos, blogs, images, etc.) to document and showcase their learning journey throughout a course or program.

ePortfolios provide a venue for students to engage in reflective and integrative learning as they make connections between their course work, achievements, and learning experiences. ePortfolios can be shared with peers, professors, and potential employers both to demonstrate a student’s learning process and to provide concrete evidence that they have met specific course and/or degree level learning outcomes.

After two years of offering cuPortfolio as a pilot service, the University will adopt it as a fully supported Tier 1 enterprise application in time for the Fall 2017 term. More than 5,000 students across 100+ courses have used the tool in the last two years. The enterprise adoption by Carleton will help encourage academic programs to adopt the tool to support engagement, students’ ability to document their skills and knowledge, and assist in the collection of evidence to assess program level learning outcomes.

**Other Activities**
- In Fall 2016 opened two new active learning classrooms, 213 and 431 Tory Building. For an overview of the rooms capabilities see the following two videos:
  https://vimeo.com/217518108/2c74efdf95
  https://vimeo.com/217518278/cc43191e4c
- Renewed 20 classrooms with new teaching technologies
• Adapted and ‘Carletonized’ the Learning Spaces Rating System to evaluate Carleton’s classroom spaces to help identify candidates for renewal and conversion to more active learning environments

• CU Testing Centre, an external focused venture of Carleton University OnLine, generated more than $150,000 in revenue

• Enrichment Mini-Course Program: hosted 1,051 grade 8 – 11 students in 62, one-week long courses. Generated nearly $118,000 in revenue

• Published Reflections, an annual magazine that features some of the best teaching and learning stories produced during the last year.
  

• Certificate programs: 95 instructors completed either the Certificate in University Teaching or the Certificate in Blended and Online Learning. Both certificates total 39 hours of commitment by instructors

• TA Support: 1,832 teaching assistants participated in teaching and learning related professional development workshops and sessions

• Faculty support for educational technology

• 3,680 active cuLearn course sites

• 1,500 instructors and TAs supported (email, or one on one consultations)

• Other tools used significantly include Capture (a video recording tool, 143,000 hours of content viewed by students, content is created by faculty), BigBlueButton (an on-line classroom), and PollEveryWhere (a classroom response system)

• Processed more than 300,000 multiple-choice exams

• cuOpen, Carleton’s open education resource (OER) initiative, added six new modules relating to Experiential Learning and Open Learning. These modules are additions to 11 existing modules. These resources have been adopted by institutions in Ontario, Canada and around the world.

• Teaching and Learning Council action teams (1- Career and Skills, 2- Experiential Learning, 3- Pedagogy, Technology and Learning Spaces, and 4- Student Engagement and Satisfaction) continue to develop and support teaching and learning activities around campus. On May 25, hosted a very well-attended event (130+ attendees from across Carleton) titled “High Impact Practices at Carleton: Conversations with the Teaching and Learning Council”, which featured the action teams’ significant progress and efforts thus far.

• Articulating Signature Institutional Strengths in Teaching (ASIST), a collaboration with Tom Carey on an initiative that identifies areas of teaching strength to better design programs and support institutional priorities relating to learning.
Discovery Centre

CUROP - Carleton Undergraduate Research Opportunity Program
- 146 applications from across campus in its first year
- 42 spaces filled:
  - Sprott 3, FASS 15, FPA 10, Science 7, Engineering 7
- The breakdown of the year standing of those awarded are:
  - 4th – 13, 3rd – 17, 2nd – 10, 1st – 2

I-CUREUS – Internship for Carleton Undergraduate
- 57 applicants of whom 51 were granted funding and participated over the fall/winter
- Total of $53,200
- Breakdown of grant recipients:
  - Engineering 2, Science 19; FPA 4; Sprott 0; FASS 7
- 35 students presented posters and presentations at year-end conference

Alfred and Isabel Badar Travel Fund
- $9K to cover costs to send five students to the NCUR in Memphis, Tennessee
- $1K to Journalism student Maxine Betteridge-Moes for summer internship with Al-Jazera

NCUR – National Conference on Undergraduate Research
- This year five students and one faculty member participated in the Memphis, Tennessee conference.
  - Faculty member attending with the students was Joy Mighty.
- Students who attended were:
  - Vicky Madge – FED – Supervisor Adrian Chan – Research: Computer-Aided Diagnosis for Hirschsprung’s Disease
  - Nana Frimpong – Science – Supervisor Maria DeRosa – Research: Optimization of Gold Nanoparticle Aptamer-Based sensor To Detect Boar Taint
  - Travis Swan – FED – Supervisor Audrey Girouard – Research: Can haptic feedback patterns be used to provide spatial awareness for visually impaired users?
  - Anne Wilson – Science – Supervisor Alfonso Abizaid – Research: Ghrelin, a gut-derived peptide hormone contributes both to energy balance and the stress response
  - Crystal Wong – FPA – Supervisor Jeremy Paltiel – Research: Why is an implementation of Canada-China Free-Trade Agreement in Canada’s interest and an asset in continued growth?

Provost Scholar Award
- Of 16 nominations, award winners were: Faculty of Arts and Social Sciences 2; Faculty of Public Affairs 2; Faculty of Science 3, Faculty of Engineering and Design 2, Sprott School of Business 1 (co-recipients)
Other Undergraduate Research Activities

- Supported second Annual School of African Studies student-led undergraduate conference
- Support to Kanina Holmes and the Yukon student Truth and Reconciliation Commission Project
- Hosted the Council on Undergraduate Research (CUR) institute on Initiating and Sustaining Undergraduate Research Programs (ISURP), Oct 27-29, 2016
  - first time ISURP was held outside of the United States
  - Attendees came from all across the US and one delegate from Ghana
- Attendance at Inquiry@Queens undergraduate research conference, March 10, 2017
  - Jessica MacGregor, fourth-year Neuroscience presented on behalf of Carleton University

Fig 1. Delegates of ISURP 2016 discussing undergraduate research in the Discovery Centre

Discovery Centre Space
Usage of the Discovery Centre is high with 2,253 portal requests for space usage between September and end of December 2016, by student study groups, faculty, class bookings, workshops and events.

Highlights from the year include: Creative Writing Summer Camps in August, Lisgar Collegiate engagement with 3D printers for Mars Lift Off Project, CAD Club 3D Printed Car Races, Virtual Reality equipment added to the range of technology, including a Microsoft Hololens, a Sony Playstation VR system, Sony Playstation Pro and a Sony 4K television
The Provost and Discovery Centre Director co-presented a conference paper related to the Centre as a learning space and this was requested as a formal paper that was published in the peer-reviewed conference proceedings:

Faculty of Graduate and Postdoctoral Affairs

Research and Connectedness

- Joint with the Office of the President and Vice-Chancellor, and the Office of the Vice-President (Research and International): signing of Memorandum of Understanding with the Université Catholique de Louvain (Belgium) to foster research collaboration, researcher and student exchanges, and the potential development of dual graduate programs; cf. B.3 below
- Organization and hosting of Conference on The Future of the Ph.D. in the Humanities (May 2016)
- Joint with the Office of the Provost and Vice-President (Academic): Organization and hosting of the inaugural annual Carleton University Medal Lectures (November 2016)
- Joint with the Office of the Vice-President (Research and International): Organization and hosting of the annual Carleton Faculty Graduate Mentoring Awards (March 2017), which allows graduate students to laud their favourite professors and honour professors who have gone above and beyond when supervising graduate students
- Organization and hosting of Carleton’s annual Three Minute Thesis (3MT) Competition (March 2017); the winner represented Carleton in the Provincial 3MT Competition hosted by the University of Waterloo
- Joint with the Office of the Vice-President (Research and International): Involvement in organization and hosting of the Carleton Partnership Exchange (May 2017), which featured 10 graduate students presenting their research
- Featuring of at least one graduate student research story in every issue of FGPA’s two student newsletters, TheGraduate@Carleton and Connections (for current and prospective graduate students, respectively); these stories were shared with various stakeholders on campus, with some featured as university home page spotlights
- In conjunction with several offices on campus, FGPA continues to offer a wide spectrum of professional development opportunities for graduate students, including workshops on topics ranging from research and writing to teaching, professional skills, and career planning. In addition, full-day Mitacs Step workshops led by industry professionals were offered, and FGPA worked with Writing Services to provide dissertation-writing boot camps for Ph.D. students.

Students and Teaching Excellence

- 2016 Canadian Graduate and Professional Student Survey (CGPSS), conducted nationwide once every three years:
  - Highest response rate of any administration of the survey: 45.1% (vs. 37.1% in 2013)
  - The 2016 scores are higher than in 2013 in all of the main survey questions (and effectively constant only in one question, which concerns a point essentially outside of
the University’s control), and in many cases significantly so. For instance, the overall satisfaction rating (at the levels ‘Excellent’ and ‘Very Good’) is 8% higher for Master’s and 6% for Ph.D. students. The student life experience rating increased by 11% at the Master’s and 2% at the Ph.D. level. Regarding the question “Would you recommend this university to someone considering your program?”, Carleton has improved by 6% at the Master’s and 3% at the Ph.D. level, and concerning the question “Would you recommend this university to someone in another field?”, our score has improved by 6% at both the Master’s and Ph.D. levels.

- In every question concerning the student overall experience, Carleton’s 2016 results are either similar or higher than the rest of Ontario. The comparison of Master’s and Ph.D. responses over time with respect to overall experience, academic experience, quality of the graduate/professional program as well as quality of student life demonstrates improvements in all categories, which are significant in almost all, and shows Carleton ahead of the rest of Ontario in all questions where a difference exists.
- Similar trends can be seen when comparing the ‘Overall Experience’ question to the aggregate results of the rest of the Comprehensive Universities Benchmarking Consortium (CUBC) including institutions across Canada: Carleton’s results are again higher for both Master’s and Ph.D. students.
- Largely, the above improvements are driven by an increase in the percentage of student responses at the level ‘Excellent’.

- **Graduate enrolment growth - Fall 2016 vs. 2015 (full-time equivalent student numbers):**
  - Provincial funding eligible Master’s and Graduate Diploma students (almost exclusively Domestic): 3.7%
  - Provincial funding eligible Ph.D. students (almost exclusively Domestic): 4.7%
  - International Master’s and Graduate Diploma students: 3.5%
  - International Ph.D. students: 6.3%
- **Development of Dual Master’s Degree Policy (presently before Senate for approval):** The Policy creates a framework in which any Carleton Master’s program can develop an academic pathway for students to complete their degree at Carleton and in a Master’s program at a partner institution in a different country, via a bilateral co-enrolment agreement. This initiative offers unique opportunities for graduate students to enhance their international academic and research experience, similarly to Cotutelle agreements at the doctoral level.
- **Graduate Faculty Viewbooks:** FGPA is producing graduate recruitment viewbooks for all five line Faculties. These include one page for each program from that Faculty, a research page, a full program list, as well as application information and further key messaging. The viewbooks replace the individual program brochures and will be distributed at the Fall 2017 graduate recruitment events.
- **Enhanced communication strategy:** FGPA’s YouTube Channel had over 104,000 views, and FGPA counted close to 2,000 followers on Twitter. The visits on FGPA’s Admissions website increased by 10.7% compared to the previous year. Moreover, FGPA participated in 19 Graduate Recruitment Fairs across Canada.
- **Promotion through numerous communication channels of prestigious graduate student award winners in 2016-17, including:** two Vanier Canada Graduate Scholarship winners (one NSERC, one SSHRC); one Fulbright Canada Student Award winner; one of the top five SSHRC Storyteller Competition winners.
Faculty of Arts and Social Sciences

Carleton University Art Gallery (CUAG)

- “Meryl McMaster: Confluence,” an exhibition organized and circulated by Carleton University Art Gallery, started its six-venue national tour (2016-18) with presentations at the Doris McCarthy Gallery in Scarborough and the Richmond Art Gallery. It is currently being presented at the Thunder Bay Art Gallery, before moving on to galleries in Manitoba, Alberta and Newfoundland.

- CUAG’s dynamic public program of artist talks, panels, exhibition tours, workshops and lectures saw the organization of 223 events involving 6,175 people.

- CUAG premiered the experimental new initiative Open Space Lab, which turns the Gallery into a space for research, collaboration and artistic production. The first Open Space Lab featured the Toronto-based artist Gita Hashemi, who created a stunning drawing installation in Farsi calligraphy.

- CUAG and the Centre for Aboriginal Art and Culture collaborated on the Wigwàs Chiman workshop, which saw 12 Carleton students work under Daniel “Pinock” Smith and Paul Stevens to build a birch bark canoe from scratch, in the Gallery, over a five-month period.

Centre for Initiatives in Education

- The Aboriginal High School Outreach program continued to run this year at Rideau High School and the Urban Aboriginal High School as well as in Queen Elizabeth Elementary School. The program expanded into the Odawa “after four” program for which more student mentors were hired.

- The Aboriginal Enriched Support Program created four scholarships for Inuit students in the high Arctic to cover their entire undergraduate degree.

- The Aboriginal Internship program continued to expand giving Indigenous students practical experience in area of their studies.

- Learning in Retirement’s (LinR) one-time evening lectures, four of which were first offered in the fall of 2016, have expanded into separate recurring spring and fall sessions, with six to eight evening lectures offered each session. The lecture themes are varied, covering popular topics such as science, art, history, and politics.

- LinR’s summer session, which was revived in 2016, is continuing in 2017 with another set of eight four-week lecture series, is open to all life-long learners of the Ottawa community.

- In June of 2017, LinR has introduced a new language series stream, in addition to its regular lecture series offerings. These small-capacity workshops, taught by native speakers of the
specific languages, aim to develop language competencies, involving listening, speaking, reading and writing skills. The program is offering its first intermediate Italian language series in June 2017, with hopes of offering additional language workshops in Spanish and German in the months to come.

- Learning in Retirement has been approached by a representative from Go Ahead Tours, suggesting a partnership between the two organizations. Go Ahead Tours organizes and administers excursions all over the world, customizing tours to specific programs, topic, and groups, with compensation for promoting the tours to existing clients. LinR is interested and looking into details.

**College of the Humanities (Greek and Roman Studies, and Religion)**

- Hosted Professor Brian Rose (James B. Pritchard Professor of Archaeology, University of Pennsylvania, Head of Post-Bronze Age excavations at Troy), “Assessing the Evidence from the Trojan War: Recent Excavations at Troy” (Greek and Roman Studies Distinguished Lecture Series, November).

- The College hosted a six part lecture series in the Glebe Community Centre that focused on Religion, Greek and Roman Studies and great books and their impact on society.

- Hosted Professor Clifford Robinson (University of the Sciences) “*Una iam superest salus*: The Gender Dynamics of Consolatory Speech” and Carolyn Laferriere (Yale) “The Ephemeral Muse: Ritual Context and Aesthetics in Fifth-Century Athenian Vase-Painting” (March).

- Hosted Professor Ruth Gavison, “State and Religions in Israel: The Regulation of Marriage and Divorce” co-sponsored by the Religion program (Edgar and Dorothy Davidson Lecture) and the Zelikovitz for Jewish Studies (March).

- Hosted Professor Alex S. Duff (College of the Holy Cross) “The Problem of Political Speech: an Aristotelian Response to Heidegger” (September).

- The College hosted the Leibniz Colloquium, with scholars from Carleton, uOttawa, and Dominican University College (November).

- The Carleton Centre for the Study of Islam hosted the second International Ismaili Studies Conference with keynote address by Professor Homi Bhabha, Director of the Mahindra Humanities Center at Harvard University (March).

- Students in all three programs participated in music nights, contributed to Corvus, an academic journal, and also published an annual literary journal *North*.

- Religion graduate student along with the Zelikovitz Centre participated in a student colloquium: “Itinerant Identities: The intersections of gender, religion and diaspora” (May).

- Maurice Price Foundation Scholarship, $25,000 (matched by University, total $50,000) established. Maurice Price Foundation travel bursary, $25,000 (matched by University, total
Established Maurice Price Foundation student research endowment, $25,000 (matched by University, total 50,000) established

- Endowed fund for Jewish Studies research programming in partnership with Limmud Ottawa. Private donor. $25,000 (matched by University, total 50,000) established

- Endowed fund for Jewish Studies student-centred programming. Private donor. $12,500 (matched by University, total $25,000) established

- Held event “Shakespeare: A Celebration,” readings of the Bard to mark the fourth centenary of his death (September). Co-sponsored by Nelligan O’Brien Payne LLP

- A course abroad to Italy, first summer term was held.

- Offered a field trip to Jewish Montreal for students in the Introduction to Judaism course

- Alumni Career Night for B.Hum. program

- Specialty Tours - recruiting held on Saturdays for prospective students

- The 20th Anniversary celebration of the College was held over three days in late September and featured TED-Style Talks, a dinner, keynote address, mentoring/networking lunch and was attended by over 100 alums from across Canada.

### Department of Religion

- Held 33rd Annual Davidson dinner. The Departmental Religion Awards were presented the night of the annual dinner. One student received the Allama Mohammad Iqbal Award in the field of Islamic Studies, one student received the Bertha F. Davis Award, one student received the Louis and Miriam Goldstein Book Award in Judaic Studies, three students received the Robert E. Osborne Scholarship in Religion.

- In May 2016, Professor Mohammed Rustom received an Award in Murcia Spain for contributions to the study of Islamic Mysticism, ceremony conferred by the Ibn Arabi Society Latina. Rustom was also a panel participant on the Religion and Ecology conference at Harvard University in October 2016. Rustom has is currently on a six-month leave as a Senior Research Fellow, New York University in Abu Dhabi.

- 2017 Edgar and Dorothy Davidson Lecture was delivered by Professor Ruth Gavison, “State and Religions in Israel: The Regulation of Marriage and Divorce” co-sponsored by the Religion program and the Zelikovitz for Jewish Studies.

- Professor Salmond’s Religion M.A. seminar on Nature and the Category of the Sacred used the current contestation over the development of Ottawa’s Chaudière Falls as a case study and included site visit and guest lecture. Professor Salmond also gave a paper on “Akikodjiwan: Ottawa’s Chaudière Falls as a Sacred Site” at the Mountains and Sacred Landscapes Conference
of the India China Institute, The New School.

- The Carleton Centre for the Study of Islam hosted the second International Ismaili Studies Conference with keynote address by Professor Homi Bhabha, Director of the Mahindra Humanities Center at Harvard University.

**Department of English Language and Literature**

- Hosted the Evening with Tomson Highway
- Reading by novelist Iain Reid
- Held annual Munro Beattie Lecture, given by Andre Alexis
- Held George Elliot Clarke Lecture
- Hosted Soliloquies, Sonnets and Selfies: Letters Home (Drama workshop/seminar production)
- Hosted Digital Humanities Summer Institute: Technologies East

**Department of French**

- In 2016-2017, the Department offered FREN 4300/5501: Littérature et culture de la Nouvelle-France, a FASS-funded on-site research seminar held in Québec City. Taught by Sébastien Côté, this graduate and upper-year French Studies course allows students to engage with early literary production in New France while drawing on archival resources as well as historical and cultural collections in Québec’s capital city.

- The Department also innovated with a special topics seminar (initiated and taught by Sébastien Côté) focused on digital critical editions of rare 18th-century French manuscripts (FREN 4213 / 5500 Qu’est-ce que la textologie ? De l’édition originale au format numérique). As an outcome of the research seminar, Côté and enrolled students co-edited a critical digital edition of an 18th-century French play to be published in OBVIL’s (Paris Sorbonne) Bibliothèque dramatique.

- The Department celebrated 75 years of French Studies at Carleton with a well-attended event that brought together more than 70 alumni, faculty members and staff. Attendance span six decades and included the Ontario Minister responsible for Francophone Affairs, diplomatic attachés from the French and Swiss Embassies as well as Chancellor’s Professor Emerita Dr. Patricia Smart.

- Graduate students in the M.A. in French and Francophone Studies won one OGS scholarship and two MITACS scholarships. The latter will enable recipients to benefit from a full term of literary scholarship in France while developing their research projects.

**Department of Geography and Environmental Studies**
• Northern Studies M.A., M.Sc. and diploma programs, developed and directed by Chris Burn, were approved and implemented for a September 2017 start. Inquiries and registrations have been greater than expected.

• New Geography and Environmental Studies co-op option implemented with several students enrolled in the first year.

• Two new minors introduced in Environmental Studies and Urban Studies.

• Geography and Environmental Studies /Carleton hosted the Canadian Cartographic Association Annual Conference (led by Steve Prashker).

Department of History

• Shawn Graham’s team won the eCampus Ontario competition for the writing of an on-line textbook on digital archaeology; he also ran the Public Archaeology Twitter Conference in April.

• The annual Shannon Lecture Series was on “Critical Care: Treatment of Body and Mind in Social and Cultural History”. Organized by Susanne Klausen and graduate student Christine Chisholm, it addressed questions of indigenous health, madness, disability and human rights.

• The fourth-year History students’ documentary film “I Did It All For You”, about the Vietnamese Boat People who settled in Canada after 1979, premiered at Reel Asian International Film Festival.

• The Carleton-based Canadian Network on Humanitarian History, co-organized with Global Affairs Canada, the colloquium “A Samaritan State Revisited: Historical Perspectives on Canadian Foreign Aid, 1950-2016”.

• The Department reached its target for the endowment of the History Administrators’ Anniversary Scholarship for Undergraduate students, in honour of its three long-serving administrators.

• The Department co-organized the third edition of the National Capital History Day, a fair and competition, which hosted hundreds of high school students at Carleton.

• Co-organization of the international conference Migration/Representation/Stereotypes by Daniel McNeil and David Dean.

• Inauguration of the historical “kiosks” for the City of Ottawa prepared in collaboration by David Dean’s M.A. class in Public History.

Department of Philosophy
Hosted the Indian Council for Cultural Relations Chair of Indian Studies, Dr. Pragati Sahni (University of Delhi), in the winter of 2016.

Helped to host the 33rd Annual North American Society for Social Philosophy Conference (organized by Professor Drydyk) in the summer of 2016.

Held a regular colloquia series each term, featuring colleagues from within FASS as well as prominent external speakers.

Hosted the annual Philosophy Research Day event in the winter of 2017.

Hosted the ninth Annual Graduate Student Conference in the winter of 2017, with prominent feminist epistemologist Lorraine Code as keynote speaker.

Hired a new faculty colleague in moral psychology, Dr. Joshua Shepherd (currently a research fellow with the Uehiro Centre for Practical Ethics, and a junior fellow of Jesus College, at the University of Oxford).

The department’s undergraduate supervisor (Professor Frankel) hosted a visit to the department from local high school students, and visited another group of high school students at their school on behalf of the department, in the winter of 2017.

Department of Psychology

Psychology instituted an annual Graduate Psychology Student Conference where approximately 50 graduate students at various levels give mini-talks on their research projects.

As well, the department is seeing the first set of psychology graduate students complete a concentration in quantitative statistics.

The Forensic Psychology Research Centre hosted a Forensic Psychology in Canada Conference this past spring. Over 150 scholars from around the world attended the conference with many of our graduate students and forensic faculty presenting.

Department of Sociology and Anthropology

Sociology-Anthropology had three talks in their Emerging Scholars Colloquium series. They hosted a public colloquium entitled “How Do We Talk About Trump?” and hosted four other speakers as part of their departmental colloquium series as well as held four teaching brown bag talks by different instructors.
• The Sociology and Anthropology Graduate Student Caucus organized a two-day conference entitled “Pathways and Intersections: Navigating the Social” which featured graduate student presenters from numerous other universities.

• Students in the fourth-year Community Engaged Sociology class completed video projects for Discovery University, the Alliance to End Homelessness, and Mothers Offering Mutual Support.


• Members of the department were involved in organizing the International Symposium on Intersectionality and Migration at Carleton and organizing the Critical Perspectives: Criminology and Social Justice conference and the Canadian Anthropology Society conferences, both hosted at the University of Ottawa.

Institute for Cognitive Science

• ICS held the Spring Research Conference in April 2017 that included presentations from the majority of graduate students in the Institute.

• Hosted Visiting International Graduate Students from Queen’s University, Belfast and the University of Trento.

• ICS was present at Ontario Centres of Excellence (OCE) Discovery May 2016. The ACE lab displayed two flight simulators and several virtual reality systems to Toronto. The 20’ x 20’ booth for the Carleton ACE lab was the highlight of the OCE event.

• The Institute participated in the first Digital Humanities Summer Institute: Technologies East workshop. Dr. West presented a two-day workshop and Dr. Herdman provided tours of his VR facilities.

Institute for Comparative Studies in Literature, Art and Culture

• Held Gringo Gulch Book Launch: Megan Rivers-Moore, Assistant Professor, Women’s and Gender Studies (cosponsored with POWER, SAW Gallery, PJWGS) October 2016.

• ICSLAC Talks: The Cost of Sugar – public lecture, reception and film screening by the Surinamese novelist Cynthia McLeod (co-sponsored with the Centre for Transnational Cultural Analysis, CUAG and the Institute of African Studies).
• ICSLAC Talks: Aesthetic Practices as Indigenous Actions: public lecture and workshop with Dr. Jolene K. Rickard (Tuscarora Nation), Director of the American Indian and Indigenous Studies Program and Associate Professor, History of Art, Cornell University (co-sponsored with the Centre for Transnational Cultural Analysis and the National Gallery of Canada).

• Performance and lecture with First Nations playwright and classically trained pianist, Tomson Highway (led by and co-sponsored with Department of English).

• Film screening and student workshop: National Film Board director, Alanis Obomsawin (co-sponsored by the Canadian Masters Series hosted by the Canadian Film Institute and Carleton’s Film Studies).

• Gesture and Power: Religion, Nationalism and Everyday Performance in Congo: Dr. Covington Ward, Assistant Professor, Africana Studies and Anthropology, University of Pittsburgh (co-sponsored by Institute of African Studies and Institute of Interdisciplinary Studies, Migration and Diaspora Studies and Department of Anthropology).

• ICSLAC Talks: Poetry reading, performance and lecture: George Elliott Clarke, Canada’s Poet Laureate (co-sponsored with CTCA, English, Great Canadian Theatre Company).

• Inside and Out: Indigenous Art Resistance, Resurgence and Art Making in Canada with Rosalie Favell, Barry Pottle, Lee-Ann Martin, Steven Loft (led by School of Indigenous and Canadian Studies and co-sponsored by SSAC, Faculty of Arts and Social Sciences, History).

• Interface 2017: Off the Record – PhD Cultural Mediations students and Art History Graduate Student Society graduate student conference (co-sponsored by the Faculty of Graduate and Postdoctoral Affairs, the Graduate Students’ Association, Migration and Diaspora Studies, CTCA, SSAC and AHGGS.

• ICSLAC Talks: Rethinking Canada 150: Networks and Nodes in Asian Canadian Visual Culture: Conference and Keynote Lecture by artist and Professor Jim-me Yoon, Simon Fraser University (co-sponsored by SSHRC, National Gallery of Canada, SSAC, Canada Council for the Arts, The Korean Cultural Centre, the Embassy of the Republic of Korea.

**Institute of African Studies**

• Organized the third annual IAS/African Heads of Mission Conference in collaboration with African Ambassadors and High Commissioners in Ottawa.

• Organized a Black History Month event in partnership with History Watch. Attended by nearly 200 people from the Black Community in Ottawa and beyond.

• Organized the second annual undergraduate international research conference. The only full-fledged undergraduate research conference devoted to Africa in North America. Featured undergraduate panelists from Canada, United States, France, Middle East, and Africa.
• Organized the second Annual African Film Festival of Ottawa in partnership with the Canada Film Institute and the Group of African Heads of Mission in Ottawa.

• Organized a symposium for a visiting team from the Citizens and Diaspora Directorate (CIDO) of the African Union.

• Organized a symposium on Artisanal Mining in Africa. Convened by Blair Rutherford and Doris Buss.

• Organized a half-day panel on the impact of the Kenyan diaspora on higher education in Kenya in conjunction with the High Commission of Kenya.

• Organized a symposium on IDPs (internally displaced persons) in Africa.

• Organized a monthly Brownbag Series from September 2016 – March 2017, featuring speakers from the United States and Canada.

Institute of Interdisciplinary Studies

• Child Studies hosted Anne McGuire for a talk on "Tracking Autism: Wearable Tech and the Digitization of Disabled Childhoods".

• Monica Patterson delivered this year's luncheon address in March for the Carleton Graduate Student Underhill Colloquium entitled, "Imag(in)ing Childhood in Apartheid's Last Decades".

• Latin American and Caribbean Studies hosted a panel presentation on “The Brazilian Crisis” and a talk on “Mexico and the Trump Presidency”.

• Disability Studies hosted a talk on Deaf Arts by Pamela Witcher.

• Hosted a Child Studies student symposium

• Hosting “Decolonizing Curatorial Pedagogies” a three-day workshop

• Curating the exhibit “Children’s Rights in Africa”

• Designing Anti-Islamophobia training modules for schools

• Represented the Canadian Research Institute for the Advancement of Women (CRIAW) at International Women’s Day

• Actively working with the UN Special Rapporteur on addressing homelessness in Canada

• Active membership with the Justice for Hassan Diab Support Committee, which is engaged in a campaign to have returned to Canada a former Carleton CI presently imprisoned in France on suspicion of planting a bomb outside of a Paris synagogue in 1980.
Pauline Jewett Institute of Women’s and Gender Studies

- Held the Florence Bird Lecture that featured Aboriginal writers: Kateri Akiwenzie-Damm, Geraldine King, and Lee Maracle in conversation: Storytelling, Feminism, and Resistance.


- Hosted Joint Chair in Women’s Studies event: An Evening with Trey Anthony

- Hosted event Feminist Sex Wars: Sexual Representation as Threat and Empowerment

- Held the Feminist Incubator Series

- Held the community event: Midori Nishiura, “Women in the Workplace over Three Decades – What must be done for changes in Japan?”

School of Indigenous and Canadian Studies

- The School changed its name to the School of Indigenous and Canadian Studies in July of 2016.


- The School celebrated its 60th Anniversary in February.

School of Linguistics and Language Studies

- Held Linguavision, a song competition for foreign language learners

- Participated in the 28th Regional Japanese Language Speech Contest at the Embassy of Japan

- Held the Applied Linguistics and Discourse Studies Graduate Symposium, “Beyond Boundaries: Navigating interdisciplinary perspectives in ALDS”

- Hosted the Mo-MOT 1, Annual Morphology Workshop
Hosted a visiting professor, Dr. Barbara Alicja Janczak, from Deutsch-Polnisches Forschungsinstutit Europa-Universität Viadrina/Adam-Mickiewicz Universität Polsko-Niemiecki Instytut Badawczy EUV/UAM

Dr. Marie Odile Junker won a Governor’s General Award. She also received a Carleton University Research Achievement Award.

Dr. Kumiko Murasugi joined the Inuit Tapiriit Kanatami Atausiq Inuktut Titirausiq group on a tour of the UK in association with Prince’s Charities Trust.

School for Studies in Art and Culture (SSAC) - Art History, Film Studies, Music

Hosted a three-day joint visit by the internationally known Canadian multimedia artist Michael Snow and by visual arts author, critic and curator Peggy Gale, jointly sponsored by SSAC Art History, SSAC Music and SSAC Film Studies. During this event (Gale Force Snow Storm), Snow gave a concert with Jessie Stewart (SSAC Music) at the National Gallery of Canada, and screened two of his ground-breaking films.

SSAC Art History faculty member Peter Coffman taught an on-site summer course on Gothic and 19th-century Neo-Gothic religious and secular architecture in cities and towns in England.

SSAC Art History (History and Theory of Architecture program) hosted Canadian architect and author John Leroux, who gave a lecture/tour of modernist architecture on the Carleton campus.

SSAC Art History (History and Theory of Architecture program) organized a field trip to study the architecture of Queen’s University (Kingston), led by senior Canadian architecture historian Pierre du Prey.

Seeing, Selling, and Situating Radio in Canada—two exhibitions held at the Carleton University Art Gallery and in the MacOdrum Library’s Discovery Centre—were organized by SSAC Art History (History and Theory of Architecture program) faculty member Michael Windover, with co-investigator Professor Annie MacLennan (York University).

Annual New Sun Conference on Aboriginal Arts, organized by faculty member Allan Ryan (cross-appointed between Art History, and Indigenous and Canadian Studies).

A trip to the Toronto International Film Festival (TIFF) was organized for a large group of graduate and senior undergraduate Film Studies students. While in Toronto the students attended screenings, and met with Canadian and international film directors.

In collaboration with the Canadian Film Institute, SSAC Film Studies organized the Canadian Masters series as part of the 40th anniversary celebrations of the program. Each of the three events in the series involved bringing a major Canadian film director (Atom Egoyan; Alanis Obamsawim, Guy Maddin) to Carleton for screenings, public talks and receptions, and workshops and lectures for students and faculty.
• In co-operation with the Embassy of Romania, the program presented a public screening in the Richcraft Theatre of the Romanian documentary film Chuck Norris vs. Communism (directed by Ilinca Calugareanu, 2015).

• Fourteen concerts given by student music ensembles, attracting over 1,000 audience members.

• More than a dozen music masterclasses, featuring internationally acclaimed musicians from Canada, the United States, England, The Netherlands, and New Zealand.

• SSAC Music hosted two artists-in-residence: in the Autumn semester, Korean master percussionist Dong-Won Kim, and in the Winter semester Ottawa jazz vocalist Kellylee Evans. The artist-in-residence program has been in continuous operation since September 2013. Holders of the position give masterclasses, lectures, workshops, performances and interviews.

• SSAC Music faculty member James Wright led several Music students on a trip to China, resulting in a concern in association with the Confucius Institute following the students’ return to Ottawa.
Faculty of Engineering and Design

Enrolment and New Programs
- Enrolment in the Faculty of Engineering and Design (FED) programs (new students) in 2016-2017 increased by 6.5 percent, exceeding enrolment targets. Overall enrolment in FED (in fall) increased by 5.9 percent.

- New undergraduate program Bachelor of Media and Design (joint program between the School of Information Technology and the School of Journalism and Communication) was approved by the provincial Quality Council and will launch in the 2018-19 academic year.

New Research Chairs Established
- Canada Research Chair (Tier I) in Advanced Photonic Components, valued at $1.4M, was successfully renewed (Jacques Albert (Electronics))

Research
- NSERC Strategic Partnership grant was awarded to Matthew Johnson (Mechanical and Aerospace Engineering) to support critical climate research (FlareNet Strategic Network).

- Twenty-seven research projects (involving 27 faculty members) spanning one to five years were awarded under NSERC’s Discovery Grant and Discovery Accelerator Supplement Programs.

- NSERC Strategic Partnership Grant was awarded to Richard Yu (Information Technology) to support his research in enhancing 5G wireless networks.

- Two ORF awards were awarded to Sreeraman Rajan (Systems and Computer Engineering) and Fred Nitzsche (Mechanical and Aerospace Engineering).

- CFI-JELF was awarded to Audrey Girouard. Professor Girouard also won the Partners in Research National Award.

- ORF funded project on key 5G enabling technologies in collaboration with Huawei Canada and TELUS was successfully completed by Halim Yanikomeroglu (Systems and Computer Engineering). It resulted in 17 invention disclosures, 40 patent applications, 118 IEEE publications, a very large number of HQP.

- IEEE Canada highest honour award – A.G.L.McNaughton Gold Medal – was presented to Michel Nakhla (Electronics) to recognize his exceptional contributions to the field of electrical engineering and high-speed computer-aided design.

- Matt Bamsey, Carleton B.Eng./04 (Aerospace Engineering), is one of 17 candidates selected by the Canadian Space Agency for its National Astronaut Recruitment Campaign.

- Virtual Ventures program received $15,000 from Actua to help to run an off-campus Aboriginal camp (Indigenous Land-based STEM) in July 2017.
Faculty of Public Affairs

- The Faculty of Public Affairs (FPA) wholeheartedly embraced Carleton University’s 75th anniversary celebrations during the 2016-2017 academic year. As the home of the University’s first graduates, in Journalism and Public Administration, FPA has a special place in Carleton’s 75-year history.

- Among the unique projects undertaken by the Faculty this year was the 75 for the 75th initiative, which profiled 75 prominent alumni from our 12 academic units. Their stories will be compiled into a limited edition book that will be presented to the alumni at a special reception during Throwback 2017.

- In March, as part of FPA Research Month 2017, the Faculty also hosted an international two-day conference that invited researchers, students, and community members to envision Canada’s future. Entitled Visions for Canada 2042, it was a resounding success.

- Among the highlights was the premiere of a film by Inuit filmmaker Zacharias Kunuk; a keynote address by Indigenous constitutional scholar Keira Ladner; and a keynote speech by Minister of the Environment and Climate Change Catherine McKenna. The Minister spoke at the conference’s gala dinner, which brought more than 200 faculty, staff, students, and community members together to celebrate Carleton and the Faculty of Public Affairs.

- The conference was also a celebration of FPA research, as more than 100 faculty members, students, and community members participated in academic roundtables during the event. Their papers, along with videos and stories about the conference, will be compiled into an electronic repository of the knowledge gathered at Visions for Canada 2042. It will be made available to the public through the Carleton University library and the FPA website.

- FPA’s recognition of the 75th anniversary included our undergraduate and graduate students, as well, with the CU75 POPS: Water competition (POPS stands for Policy Options and Problem Solving). Interfaculty teams of students were invited to develop solutions to a local environmental challenge: how to stop polluted storm water from contaminating Ottawa’s rivers. Several undergraduate and graduate teams presented their proposals to a panel of judges representing Environment and Climate Change Canada, the City of Ottawa, and Carleton University.

- While we have chosen to focus on FPA’s contributions to the 75th anniversary celebrations, these represent just a portion of all of the accomplishments in FPA during the 2016-2017 academic year. For instance, students continued to choose programs offered by FPA units in growing numbers, and several of our researchers were recognized for the high quality of their work by external agencies that award major research grants.

- All of these efforts reflect the Faculty of Public Affairs’ mission: to foster informed citizenship, improve governance and public policy, and build better societies and better democracy.
Faculty of Science

The Faculty is looking forward to the opening of the new Health Sciences Building for September. The Departments of Health Science and Neuroscience will move in over the course of the fall term, and there will be undergraduate labs running in the new building during the Winter 2018 term.

The past academic year saw the launch of the Shopify internship program – a collaboration between the School of Computer Science and Shopify. This was the first year of the Shopify initiative, and work is well underway to select next year’s cohort.

The Faculty saw continued success with NSERC, with two further Discovery Accelerator Supplements, both in Computer Science. Given the field, it is worthwhile noting that the successful applicants are both women in computer science, and that both hold Tier II Canada Research Chairs. Dr. Yuhong Guo works in machine learning, and Dr. Sonia Chiasson works in computer security and human-computer interaction (“usable” security) – both areas of strategic importance for Carleton.

Carleton is also a partner in the successful Canada First Research Excellence Fund application led by Queen’s in the area of underground physics. The Canadian Particle Astrophysics Research Centre will support a surge in activity in the area of underground physics, supporting the existing group led by Drs. David Sinclair and Mark Boulay. $9M will flow to Carleton over seven years to support new personnel (including faculty and technical staff) to accelerate the development and launch of experiments at SNOLAB. Some experiments, such as DEAP-3600 led by Dr. Boulay, have the potential to be the first to detect dark matter – the enigmatic material dominating the gravitational behaviour of our universe.

The work of the Carleton Front Door continues to seek out and find new research and business partnerships for facilities at Carleton such as the Carleton Mass Spectrometry Centre. The Front Door and the Centre for Qualitative Analysis and Decision Support (CQADS – the math consulting centre) both went to OCE Discovery Day and saw lots of interest from attendees. The Front Door activities have also attracted faculty interested in protecting and developing intellectual property. To that end, we have partnered with the Faculty of Engineering and Design and the Office of the Vice-President (Research and International) to pilot a revival of the Carleton Innovation Transfer Office. This pilot will evaluate the interest in potential for commercialization of Carleton IP. This is a long-term strategy. Others with similar IP domains, such as Waterloo and Stanford, do not expect immediate reward – the value is rather in the longer-term relationships and eventual philanthropy from successful enterprises. Success will be measured by activity level, not immediate revenue generation.

Data Day 4.0 was an even greater success than its predecessors, and it has also spawned a similar venture in the Life Sciences. Life Sciences 1.0 and Data Day 4.0 each saw over 300 participants, including faculty, students, government and private sector participants. These are joint ventures across all Faculties, with the primary coordination and support coming from the Faculty of Science and the Faculty of Engineering and Design.
Sprott School of Business

We graduated our first cohort of 26 Master of Accounting students at the Fall Convocation. Student recruitment in the Spring 2017 intake is substantially allowing for a double cohort.

We successfully launched a new outreach initiative with a high school business simulation competition at Longfields-Davidson High School in cooperation with DECA. Carleton DECA students serve as mentors for high school students. We intend to scale this up in coming years increasing our connections with area high school students.

We had yet another very excellent year in student academic competitions:

- NIBS Worldwide Case Competition – Gold Medal (2nd time in a row, 3rd time in the past 4 years)
- Supply Chain Management Association Student Case competition (#1 in Canada)
- Van Berkom Small Caps Case Competition (Second place overall and #1 in Canada)

Our academic competition, known as Sprott Competes, was featured in an article in the *Globe and Mail*

A new M.B.A. Concentration in Arts Management was approved and launched in September 2016.

We signed a new MOA with Solbridge International School of Business at Woosong University in Korea establishing a new 2+2 Bachelor of Commerce program and a 1+1 MBA program.

A New Exchange student exchange agreement for the Technology and Innovation Management program with NEOMA in France was approved.

A proposal for Queen Elizabeth Scholarships was approved providing the opportunity to send Sprott Ph.D. student(s) to Africa for three-month research internships over the next four years (Ghana, Malawi and Tanzania).

The Management Certificate for Women celebrated its 25th Anniversary in early May with an announcement that CWPPPL-CREWV have merged.

Sprott off-shore MBA programs in Colombia and China are more successful than ever with off-shore enrolments exceeding the enrolment in our on-campus program for the first-time ever. There will be a double-cohort of students in next year’s offering in Shanghai.

We have launched a Service Excellence Initiative within the School and are working with the Office of Quality Initiatives to collaborative establish School wide standards for providing service to our internal and external stakeholders.

We have successfully recruited a new Research Facilitator who will begin June 5, 2017.

The Sprott Student Investment Fund has grown to just under one million dollars.
Library

The Library leverages its collections, its spaces, and its staff and services to help students and faculty achieve their goals in teaching, learning, and research.

The University demonstrated strong support for collections (arguably the core of the Library’s whole mission) by increasing the base budget by over $400,000, enabling us to avoid making deep cuts that would have been necessary without those funds.

The Library also continues to benefit from deferred maintenance funds that are permitting us to improve the building and the spaces even beyond the major renovation that was done about four years ago. This past year the entire exterior wall that faces the Canal was removed and replaced with a more functional and beautiful glass façade. The other main project this year has been the added student space on the third-floor extension: space formerly given over to staff has been converted to 58 single carrels and four group-study rooms (each of the latter accommodating up to six students). We also found that five of our study rooms which had been dedicated to graduate students were not being used enough, and so we converted them also to group-study rooms for use by all students. Seating of any kind is in high demand in the Library, and we are happy that we could add all of these.

More improvements in our space will be possible during the coming years as well, thanks to the generous $1 million donation from the Carleton University Alumni Association as part of its donation to the University’s Collaborate campaign. We are finalizing our plans for how to use these funds, but the majority will be dedicated to space and with some for collections as well. One example is our main teaching room, which we plan to renovate and to outfit with the proper technology and furnishings to enable a better experience for students who are learning about the Library and its services.

We have started to implement the staff organizational changes resulting from nearly two years of review and research. The overall goal is to serve students and faculty members better. The key change so far has been the amalgamation of two departments so that both front-facing services and back-end processes could be rationalized and centralized. Later this year students and faculty will experience a more visible manifestation of this change: the implementation of an “Info Hub” in order to provide friendly, direct, triaged service to a wider range of users. Carleton Library also committed to an initiative called Collaborative Futures, where at least 13 of the 21 Ontario university libraries will be implementing a shared catalogue and search interface that should make finding resources and initiating interlibrary loans much easier and better for students – and with many other benefits to participating libraries as well.

We have been successful again this year in increasing our development activities to attract more donations. We took our Ugandan Asian Collection on yet another road trip, this time to Calgary, where we attracted about 100 people to the event and gathered over $50,000 in donations and pledges so far (we hope to double that with further appeals). We dedicated another group-study room in honour of the mother (Elaine C. Taylor) of a donor and Carleton alumna (Lisa Emberson) who had supported our Jacob Siskind Music Resource Centre. The Siskind Centre itself – with support from the President, from donors, from the Library, and from Music – will be officially opened on June 8, 2017. And finally, our cultural events at the Library have also continued. We now have an established twice-yearly reading series, with one event in the fall as part of Homecoming, and a reading in the spring co-sponsored by the Ottawa International Writers Festival.
Buildings and Maintenance

- The new Health Sciences Building is well underway and scheduled to be ready for occupancy in August 2017.

- Plans for a new Student Residence have been completed, but are on hold until we can ascertain that the demand for additional space will be sufficient.

- Plans for a new Concert Hall have moved forward with the proposed purchase of the Dominion Chalmers Church.

- Design work for the Sprott School of Business is progressing, with final design to be presented to the Board in September. Fundraising continues, helped by a generous donation of $10 million from Wes Nicol.

- A study of the campus building conditions was completed and the amount of deferred maintenance determined. A multi-year remedial plan was prepared and funding approved to address the work identified. Construction projects are underway in five buildings along with key infrastructure areas.

- We continue to make good progress toward our Sustainability Strategic Plan. The Green Revolving Fund generated many excellent and thoughtful submissions.

- We were successful in our application for infrastructure funding, which will help fund Carleton’s Advanced Research and Innovation in Smart Environments (ARISE) building and a number of energy conservation projects. We have also finalized our agreements for the construction of a campus Co-Generation facility.

- Improvements to the Bronson Avenue/University Drive intersection and renovations to Glengarry House, the Loeb Building, the MacOdrum Library were completed. Major replacement of the Dunton Tower elevators is underway.
For the third consecutive year, Carleton University has been named one the National Capital Region’s Top Employers.

The Human Resources team has developed and deployed a Strategic Plan that outlines our HR strategy and how it aligns with the Strategic Integrated Plan’s cornerstone principles of leadership, collaboration and resilience. The plan also outlines the HR structure and key initiatives, as well as a commitment to Service Excellence.

Last year the HR team successfully managed and deployed a full-scale Staff/Faculty Engagement Survey. This included a full suite of manager training and tools. This year the Human Resources team was actively working with various departments and faculties in terms of the ongoing process of follow up, action planning, and the utilization of results in organizational development.

Pursuant to the strategy, the department continues to modernize tools, processes and service delivery. With respect to labour relations, HR has managed collective bargaining preparations and the bargaining process for three separate bargaining teams resulting in three renewed collective agreements representing more than 3,000 employees (Contract Instructors, Teaching Assistants, and Campus Safety). Extensive preparations have also been completed for upcoming CUASA and CUPE 2424 bargaining. Human Resources continues to foster and build a collaborative work environment for all employee groups.

Every June the Human Resources team organizes and manages two of our most important recognition events. The CU Appreciation Day event is very popular and is open to all faculty and staff. The Retiree and Long Service Reception honours and recognizes all our long-serving and highly dedicated faculty and staff members.
Information Technology Services (ITS)

- Computing and Communications Services (CCS) was rebranded to Information Technology Services (ITS), to better reflect our mission to provide enterprise information technology solutions and services to support the learning, teaching, research, and administrative goals of Carleton University.

- ITS has engaged with researchers on campus to provide support, expertise and resources necessary to conduct research computing. Two key initiatives in this area include:
  1. A new research computing services department which helps faculty and students who are working on projects with research computing needs;
  2. The launch of the research computing and development cloud (RCDC) available to any researcher who is in need of computing resources.

- The MyDesktop service was strengthened enabling easy access to course-related software from personal devices in any enabled classroom. Using this technology, faculty can now engage students in the classroom with more interactive content without the restrictions of a traditional computer lab environment.

- ITS has engaged in the development and implementation of a number of key enterprise systems such as Constituent Relationship Management (CRM), Net Tuition, Environmental Health and Safety Data Management system (EHS), cuPortfolio, Payment Card Industry (PCI) Data Security Standard Compliance, etc.

- A new Faculty/Staff Intranet was introduced that fosters collaboration as it securely shares the latest in campus news relevant to faculty and staff.

- Last fall, Carleton University was attacked with a Ransomware threat, which caused disruption to a number of our IT systems and services. Through the dedication and hard work of Computing Support Units (CSUs) and ITS staff, we worked quickly to minimize the threat and recover our services.

- ITS continues to improve our IT security posture by implementing advanced security systems and infrastructure, a comprehensive security awareness program, new security policies approved by Senior Management Committee (SMC), mandatory password changes on 120-day cycles for all faculty and staff, etc.

- All major IT service level agreements (SLAs) for enterprise systems such as BANNER, cuLearn, etc., and key performance indicators/targets (KPIs) for services such as network, internet, telephony, wireless, etc., have been met or exceeded.
**Excellence, Innovation and Wellness**

The Finance and Administration division was recently awarded Gold Certification from Excellence Canada for its Excellence, Innovation and Wellness (EIW) program. We are the first university in Canada to achieve this status.

**Healthy Workplace and Workplace Mental Health Initiatives**

Carleton University has also applied for Platinum Level Healthy Workplace Certification and Silver Level Mental Health at Work Certification through Excellence Canada and will host the verification in May 2017.

Healthy Workplace programming has expanded to include new offerings such as American Sign Language and Calligraphy workshops, a lunchtime knitting and crochet group, and healthy cooking demonstrations. Participation from faculty and staff in HWP programming has grown by 253 percent since the first year of programming in 2010, with 3,640 people participating during the 2016/2017 year.

In October 2016, Healthy Workplace celebrated Healthy Workplace Month by hosting an event during each workday of the month. Healthy Workplace Month activities highlighted the three strategic areas of focus of Carleton’s Healthy Workplace initiative: health promotion; work-life balance; and mental health.

Carleton also hosted its third annual Thrive Week campaign in October 2016. Thrive is a week-long series of events focused on building positive mental health for University students, faculty, and staff. More than 75 faculty members supported the campaign by inviting volunteers into their classrooms to speak to students about Thrive Week and mental health on campus. The success of Thrive Week is made possible because of the partnership and collaboration between Healthy Workplace, the Student Mental Health Framework Working Group and Advisory Committee, and the student associations.

On April 12, 2017, Healthy Workplace hosted its fifth Healthy Workplace Expo. Over 300 faculty and staff attended. The Expo boasted nearly 30 exhibitors, both internal and external to the University, food demonstrations from Dining Services, a therapy dog, virtual reality games, and fun giveaways. The feedback from attendees was overwhelmingly positive.

Offered Workplace Mental Health training, which included three Mental Health Leadership Certificate programs for managers, three Resiliency at Work sessions, and seven Mental Health Awareness sessions, including a session for senior leaders. More than 260 faculty and staff members have taken part in a workplace mental health training opportunity.

Service Excellence engages staff in discussions around the needs of their customers, while nurturing the qualities that contribute to a culture of continuous improvement in the pursuit of
organizational excellence. Our Service Excellence Standards are meaningful to everyone and speak to our dedication in providing a positive community environment.

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Service Excellence Awards

The Service Excellence Awards Luncheon is an opportunity for the Carleton community to celebrate all staff and faculty who live by the Service Excellence Standards and deliver exceptional service. A record-setting 186 nominations were submitted for the 2016 Service Excellence Awards which highlight individuals, teams and innovation in their service to others. Service Excellence Award Recipients are chosen from a committee of their peers, students and past recipients, along with two of our vice-presidents.

Hosted by the Vice-President (Finance and Administration), the Service Excellence Luncheon has become a cornerstone in Carleton’s recognition initiatives. Over 400 attendees including the President and senior leaders support the Service Excellence Initiative, demonstrating that Service Excellence is a priority.

Carleton Leader

Carleton Leader is built upon principles of collective leadership, recognizing that leadership exists throughout the university at all levels, and in doing so:

- Provides benefits to individual participants, the departments, faculties, divisions and collegial networks that we work within, as well as the broader university community and beyond;
- Carleton Leader is based on a cohort model, bringing together faculty and staff from across the University:
  1. Five years in, we are seeing impact far beyond what we’d imagined at the outset;
  2. It has become a mindset, part of our culture, who we are, and how we lead;
  3. 94 percent would recommend Carleton Leader to their colleagues;
  4. 95 percent report improved/strengthened networks that they continue to draw upon;
  5. Over 300 have completed the program.

Learning and Professional Development

In 2016, employees were able to sign up for over 300 hours of available training. The training ranges from technical skills development such as three levels of Microsoft Excel to “soft skills” workshops on Emotional Intelligence in the Workplace, to workshops for managers on issues such as Team Building
and Motivation. The average participant rating for these workshops is 4.7/5. Alongside these workshops, there is training that is specific to Carleton, such as the Carleton University Safe Space Program, which aims to build a network of allies for students and staff who identify as LGBTQ.

**Higher Education Leadership Forum**

Carleton University hosted the inaugural Higher Education Leadership Forum, co-hosted with our colleagues from the University of Sheffield. We welcomed 90 delegates representing 36 post-secondary institutions from five countries (Canada, U.K., United States, Australia, and Singapore). The forum was two-and-a-half days of connecting and sharing in the areas of research and leading practice in leadership development in higher education. The Forum opened with a personal video message from Prime Minister Justin Trudeau, acknowledging the critical role of universities, as well as the importance of the investment in developing leadership capacity within our institutions. Inspired by the strong partnership between Sheffield and Carleton, the forum - a first of its kind - offered a unique opportunity for those involved in the research and development of leadership in higher education to connect with and learn from one another through the sharing of relevant research and leading practices. Next year’s forum will be held at the University of Sheffield.
Higher Education Leadership Forum

It is with great pleasure that I welcome you to the Higher Education Leadership Forum, hosted by Carleton University.

As a teacher and Prime Minister, I know well the boundless opportunities that a good education can provide, which is why our Government was proud to put forth historic investments in the future of Canadian higher education. We want to ensure that all Canadians can gain the skills they need to find success in a rapidly evolving workplace.

As leaders from Canada and around the world gather here today, I encourage you all to reflect on the importance of collaboration. Whether it is through fora such as this or through ongoing exchanges of ideas, our colleges and universities are stronger when we work together to advance the limits of innovation and creativity.

Thank you to the organizers of this amazing event and to all of you who are in attendance to teach and learn. Please accept my warmest welcome and best wishes for a productive forum.

[Signature]

Ottawa
2017
New Senior Appointments

- Rafik Goubran, Vice-President (Research and International)
- Michel Piche, Vice-President (Finance and Administration)
- Doug Puffer, Director of Personal and Planned Giving, University Advancement
- Corrie Hobin, Director of Major Gifts, University Advancement
- Smita Bharadia, Director, Equity Services
- Amanda Goth, University Secretary
Communications

Media Relations
- Launched new Meltwater media monitoring system
- Media tour: Ottawa and Toronto face-to-face meetings with journalists are ongoing
- Provided support to FPA Research Month activities
- Supported research priorities through ongoing promotion and outreach
- Provided support to CU75 activities, including the CU75 photobook
- Obtained numerous earned media stories on a number of Carleton files

Reputation Campaign
- Profiled nine new campaign heroes for each faculty and Department of University Advancement via banners on buildings across campus and billboards throughout Ottawa
- The representatives were also profiled on the CU75 website, and collectively they were viewed more than 11,000 times
- The campaign launch coincided with a social media marketing and engagement campaign
- Social media marketing was conducted on Facebook and Instagram, and more than 500,000 people were exposed to the campaign
- A promotional video was produced for distribution on Facebook, and was viewed more than 9,000 times
- People who clicked on our social media advertisements were given the opportunity to take a short quiz about Carleton’s history to win a prize; more than 1,200 people took the quiz

Social Media
- Began delivering a training session named Social Media in a News Context for an audience of faculty, staff and graduate students during DUC’s monthly media training session
- Delivered a series of Lunch and Learns to faculty and staff called Social Media 101
- Launched an official Carleton Snapchat account with a successful engagement campaign
- Introduced the practice of celebrating newly confirmed students on social media during the recruitment process at Carleton

75th Anniversary in the Media
- The CU 75 anniversary year launch event was promoted with Intranet posts, community outreach, social media support and local media coverage.
- Co-ordinated live video streams during key 75th anniversary events, including the launch event with Maestro Fresh Wes and the Enhanced Community Citizenship Ceremony
- Covered the launch of the 75th anniversary with a home page story that has become the most-read story of its kind ever, with more than 4,000 page views
• Populated the CU75 website with engaging material, such as a graphical roundup of forthcoming events, and a history of Carleton’s origins in the Glebe (which also appeared in the Glebe Report)
• Supported the creative design and launch of Carleton at 75 – Reflections + Photos 1942 – 2017 with captivating photography and a forthcoming promotional video. Secured interview with Patti Harper on CBC’s Our Ottawa television program
• Developed a CU75 boilerplate message highlighting the University’s founding principles for use in media advisories for events related to CU75 celebrations
• Supported the CU75 Enhanced Community Citizenship Ceremony with a media advisory, social media and a story
• Overall, University Communications has issued at least 27 stories, 26 media advisories and five monthly event notices in support of CU75-related activities

Intranet Planning
• Successfully launched brand new Intranet communications portal, in collaboration with HR and ITS, to enhance internal communications to faculty and staff
• New portal provides one-stop access to Top Five daily news service, newsfeeds, links, “My HR,” employee individual profiles
• Launch included pilot testing phase, contests and free portraiture photography to encourage employees to create their accounts
• Conducted information sessions to brief departments and faculties about the new Intranet service

Editorial Content: Feature Stories

Page views at Carleton.ca/Our-Stories during the 2016—2017 Fiscal Year:
• We drove 111 percent more views to the site from April 30, 2016 to April 30, 2017 than during the same time period the year before.

New users at Carleton.ca/Our-Stories during the 2016—2017 Fiscal Year:
• We drove 93 percent more new users to the site from April 30, 2016 to April 30, 2017 than during the same time period the year before.

Top 10 Stories during the 2016—2017 Fiscal Year:

• Maestro Fresh Wes in the House: Wes Williams Helps Carleton Launch 75th Celebrations carleton.ca/our-stories/story/maestro-fresh-wes-carleton/
  Published: Monday, January 9, 2017
  Page views: 4,057

• Carleton Students Take on Shopify Internships: Earning While They Learn carleton.ca/our-stories/story/carleton-shopify-internships/
  Published: Wednesday, October 12, 2016
• Carleton Student Markets Twelve Barrels Whisky: Entrepreneurship in a Bottle
  carleton.ca/our-stories/story/twelve-barrels-whisky/
  Published: Monday, January 30, 2017
  Page views: 2,248

• Fighting Cancer: Kyle Biggar’s Award-Winning Research
  carleton.ca/our-stories/story/fighting-cancer-polanyi-prize/
  Published: Tuesday, November 15, 2016
  Page views: 2,226

• He’s Got Smarts – On the Court and in the Classroom
  carleton.ca/our-stories/story/hes-got-smarts-court-classroom/
  Published: Monday, May 1, 2016
  Page views: 2,098

• Justin Trudeau Engages Youth Accessibility Forum: Addressing and Reducing Barriers
  carleton.ca/our-stories/story/justin-trudeau-youth-accessibility/
  Published: Wednesday, November 2, 2016
  Page views: 2,019

• Peter Mansbridge Tackles New Terrain: Video at Vimy
  carleton.ca/our-stories/story/peter-mansbridge-keston-lecture/
  Published: Wednesday, March 22, 2017
  Page views: 1,942

• Olympic Dreams: CU Students and Alumni Compete for Canada in Rio
  carleton.ca/our-stories/story/olympic-dreams/
  Published: Wednesday, July 20, 2016
  Page views: 1,810

• Comeback Kids: Carleton Ravens Football Team Eyes Vanier Cup
  carleton.ca/our-stories/story/carleton-ravens-football-eyes-cup/
  Published: Monday, January 16, 2017
  Page views: 1,780

• New Carleton Programs and More this Fall: Check Our What’s New
  carleton.ca/our-stories/story/whats-new-at-carleton-university-this-fall/
  Published: Friday, September 2, 2016
  Page views: 1,757
Advancement

‘Here for Good’ is an expression both of Carleton’s philanthropic promise and its founding mandate. It has also been the guiding principle for University Advancement this past year. We are proud to play a leadership role in celebrating the university’s mission during its 75th year; perhaps more importantly, we are proud to have enhanced Carleton’s capacity to serve the greater good.

This is best-illustrated by the progress and momentum of the Collaborate Campaign. Encouraged by the optimism and impact promised by “Here for Good,” donors and partners have joined the campaign and its component initiatives in increasing numbers. As of April 30, Collaborate results are:

- Campaign Total (April 30): $223,899,636
- Unique Donors: $23,880
- Total Donations: $61,611

These results show success over the long term. However, they have been especially enhanced by progress made and momentum generated during the past 2016/17 fiscal year. New Advancement initiatives and key strategic decisions implemented this year have helped build a stronger institutional culture of philanthropy and enhanced our ability to connect with current and prospective donors. In fact, in 2016/17 we received the most annual donations in our history—up 15 percent over the previous year.

In short, we are doing good things—and the donor community agrees.

Here are key indicators of our 2016/17 progress:

- Total Funds Received (Fiscal): $13,661,167
- Total Funds and Pledges Received (Fiscal): $22,519,837
- Sponsorships: $1,043,526
- Annual Giving: $2,386,534
- Giving from Faculty, Staff and Retirees: $985,338
- 120 Event Attendees: 15,688

Departmental Highlights

True to its name, the success of the Collaborate Campaign is dependent upon partnership. In 2016/17, the respective priorities of the functional teams within University Advancement added up to a greater whole and an outstanding fundraising year.

Development and Capacity Building: recruiting key new staff and mentoring others has significantly enhanced Advancement’s fundraising capacity. Carleton’s Planned Giving function
is led by the country’s leading authority in this subject. The fundraising team now follows the example and leadership of our most effective fundraiser. Visioning and mindset exercises across the department have awakened the “volume and velocity” necessary for campaign success.

Board and Champion Engagement: Board and campus leadership support for Advancement increased significantly this past year. Leaders volunteered as campaign champions and helped steward projects (and donors) to success. Board approval of significant matching funds provided Advancement with powerful tools to close donor conversations. The department’s leadership and participation in key campus initiatives (75th anniversary, Throwback, research) helped integrate activity.

Management and Campaign Strategy: With the recruitment of a new Director, Major Gifts, Advancement’s Collaborative Leadership Team is complete. This recruitment follows the recommendations of our Marts and Lundy campaign counsel, and ensures more comprehensive oversight of our faculty development and major gifts strategies. We retain campaign counsel and oversight for management and strategy decisions, ensuring we align to industry standards and allowing for course corrections and pacing adjustments over the remainder of the campaign.

Philanthropic Leadership: This team, and the practices they have developed, increasingly serve as models within the fundraising and advancement communities. We continue to present on our success in crowdfunding and giving days, mentorship programs, planned giving, and student philanthropy across North America. We participate in leadership of AFP, CAGP and CCAE, and emphasize continued professionalization for our staff (we have 10 staff members with CFRE designations, a universally recognized accreditation for fundraising professionals).

**Principal Gifts and Major Gifts**

Presidential Leadership and Support: We supported and were inspired by the President’s commitment to fundraising success as we secured 231 face-to-face meetings with donors, alumni and prospects over the year. Planned Advancement activity outside of Ottawa was leveraged, when possible, to match the President’s itinerary; through events and individual meetings across Canada and overseas, Dr. Runte reconnected many important graduates with Carleton.

Volunteer Engagement: Donors, their families, and long-term supporters became active campaign volunteers over the course of the fiscal year. The leadership of the family of Herb Gray, Torrance Wylie, John Ruddy, Jane Panet, Sheila Bayne and others helped introduce Carleton to new philanthropists and peer networks.

Transformational Giving: Carleton University counted more than $12.5M in transformational-level giving this fiscal year (this includes significant planned giving commitments. We celebrated the Singhal family’s gift of $3M and named Richcraft Hall in their honour. Hong Kong alumnus
David Chua pledged $500K to Carleton (a direct result of being re-engaged by the President during her overseas travel).

**Communications**

**Brandraising:** The Here for Good brand continues to compel donors and validate key projects. It has won champions in the Board of Governors, the CUAA and Community Relations and Advancement committee and has helped define their role as campaign ambassadors. The brand is also finding further context in the 75th anniversary celebrations.

**Strategic Innovation:** New communication strategies and solutions are anticipating and meeting emerging needs. The Stewardship Web gives fundraisers and donor relations staff a new model for determining donor needs and opportunities. A new staffing alignment meets the suggested need to develop in-house capacity for planning and resourcing campaign initiatives across campus.

**Digital Culture:** The development of a digital-first culture within the department is significantly expanding our reach. Our crowdfunding platform continues to empower the Carleton community to fundraise via social media (and led to record Giving Tuesday). Social media strategies are engaging a new generation of alumni and community members. A new capacity to create online content offers a more compelling and shareable sense of our cause.

**Planned Giving**

**Research and Engagement:** A strategy to employ research tools to engage and connect planned giving prospects realized great success and prospective leads. The team worked with an external tool to rank over 80,000 donor records with a planned giving likelihood score in order to prioritize and optimize workload. Ensuing email surveys to 4750 top scoring individuals have uncovered 27 people who have included Carleton in their estate plans and 61 more who told us they are considering legacy gifts for Carleton.

**Marketing Innovation:** An emphasis on innovation and analytics in planned giving marketing has yielded significant opportunity. A carefully planned and segmented direct mail newsletter has inspired a sharing of stories and led to meaningful donor conversations. A new website will employ inbound marketing techniques to respond to donor inquiries.

**Legacy Giving:** In the past year, Planned Giving has offered more donors the opportunity to create significant legacies for themselves, their loved ones or for their life’s work. Renowned artist and Carleton graduate Jane Martin bequeathed her entire estate, including her personal art collection, to the Carleton University Art Gallery as she recognized that the Gallery and its Director would honour and steward her values and principles after her passing. A bequest pledge from faculty member and donor Elaine Keillor completed the endowment for the
Helmut Kallmann Chair in Canadian Music, paying tribute to a beloved music librarian and historian. Basketball enthusiasts and alumni David and Margaret Dunsmore have pledged their estate to support Raven men’s basketball and for open student bursaries.

Alumni and Donor Relations

Events and Engagement: The Alumni and Donor Relations team hosted over 120 events last year that engaged alumni and cultivated relationships with donors and external stakeholders. Signature events as well as new overseas networking receptions attracted a record number of attendees. Other engagement opportunities met with similar success. Participation in the Alumni Mentors program grew by 40 percent. A new travel program, exclusive to the Carleton community, features distinguished professors or prominent alumni. In addition, collaboration with on-campus departments continues as we co-chair the Throwback Steering Committee.

Stewardship: The department continued to strengthen its ability to steward donors and enlisted the support of Marts and Lundy to develop an integrated and comprehensive stewardship strategy. Developments to note include: portfolio reviews and the re-assignment of staff priorities, nearly triple the number of thank you messages from students to donors, collaborative strategies with the VP Students and Enrolment, customized endowment reports, the development of a stewardship activities “web” for both micro and macro strategies, and engaging the deans and faculty chairs in stewardship activities.

Stakeholder Relations: This team serves as liaison to the Carleton University Alumni Association, aligning volunteer interests with university needs and garnering its financial support of institutional priorities. Advancement was pleased to secure an additional $1.3M of Alumni Association support for the MacOdrum Library, Here for Good Fund, and the High Performance Athletes Fund. We are pleased to work with keen alumni volunteers including the Association’s Executive Council and its chapter network, as well as key alumni representatives on the Board of Governors, Senate and academic advisory boards.

Advancement Services

Community Support: Measuring our momentum by number of donors and number of gifts leads to a very inspiring result. We recorded the most gifts in our history in one year—more than 16,000. More than 25 percent of faculty, staff and retirees gave to Carleton—up from 20 percent at the outset of the campaign.

Research, Records and Accounting: New research and prospect discovery strategies have enabled fundraisers to have meaningful conversations with more prospective donors. Our team worked closely with Research Accounting to align practices and offer new research-oriented giving opportunities to crowdfunding donors. We expanded the contact database significantly, potentially connecting more alumni, parents, and community members to the cause.
Exceptional Giving: Annual-level giving (gifts under $10,000) continues to set a record pace and reached new milestones. Donors gave close to $2.4M at this level — a record year by all measures. In addition, Carleton’s signature Giving Tuesday event more than doubled previous year’s total, raising close to $243,000 in 24 hours.
Some Student Achievements

- **Joanne Farrell** won a Vanier Award.
- **Ragan Alkurd** won a Vanier Award.
- **Matt Diener, Alan Wu, and Olivia Perryman** made it to the semi-finals in the ACM International Collegiate Programming Contest.
- **George Ankenmann, Jason Reifstenzel, Joseph Mitchell, and John Morrison** won the Cyber Security Challenge.
- **Students in Roger Connah’s class (Architecture)** won the inaugural Studio Prize from *Architect Magazine*.
- **Nicholas Cantarutti, Bay Ross, Bernice Reyes, and Ian Tissot Van Patton** won first place in the Ontario Engineering Competition for Junior Design. Lucas Brewster and Kelsey Doerksen placed second in Communications and received the competition’s Social Awareness Award.
- **Melissa Corbin** was named winner of the Chief Statistician of Canada Infographic Award. Three of the top five students were from Carleton.
- **Brandon Robinson** was named undergraduate Co-op Student of the Year.
- **Timus Sharapov** was named the Graduate Co-op Student of the Year.
- **Gregory Brown**, Ph.D. student, received a Fulbright grant.
- **Caitlin Salvino** won the 3M National Student Fellowship.
- **Caitlin Salvino and Joel Szota** won Fulbright fellowships.
- **Ian Wereley**, Ph.D. candidate, was among the top five finalists in the Storytellers’ challenge sponsored by the Social Sciences and Humanities Research Council.
- **Micah Rakoff Bellman and Melody Chen** were awarded top prizes at the annual IDeA completion (Innovative Designs for Accessibility) competition sponsored by the Council of Ontario Universities.
- **Brigid Christison**, undergraduate student, has been cataloguing Canada’s first dinosaur bones in Southern Alberta and Saskatchewan.
• **Carleton’s Student Engineering in Medicine and Biology Society** hosted a three-day international student conference on the boundaries of biomedical engineering and health care.

• **Alice Wilson, Nicholas Brown and Anna Crawford**, graduate students, won Northern Research Awards from the Association of Canadian Universities for Northern Studies.

• **Mohamed Abdelazez**, Master’s student, won the 2016 Adrian D.C. Chan Award for Volunteer and Community Service.

• The **Ravens Knights aerospace team** earned second place at the 2016 CanSatCompetition in Texas.

• The **Blackbird UAV Team** was awarded the Innovation prize at the 2016 Unmanned Aerial Systems Student Competition.

• Nine students were awarded Ontario Volunteer Service Awards for continuous commitment and dedicated service: **Lauren Kteily; Taylor Monk; Katie Cathy; Erika Guigovez; Kendra Kadint; Kelvin Brooks; Oliver Nacey; Nathan Obas; and Tania Gomes**.

• Doctoral student **Sandy Barron** (History), who researches the history of Deaf Education in Canada, received the SSHRC Vanier Scholarship.
Examples of Entrepreneurship

- **John MacBeth**, doctoral student, designed a cloud-based technology for maintaining records for nurses working in First Nations communities.

- **Patrick Millard and Colin Pritchard**, TIM graduates, created Interactive Studios Ltd. and their first product, a mobile way finding application for the Queensway Carleton Hospital.

- **Cole Miller**, undergraduate student in Cognitive Science, founded Twelve Barrels, a startup which produces and sells whiskey.

- **Shopify and Carleton University** introduced a new model of learning in an industrial environment, combining full-time studies and employment.

- **Carleton’s Global Cybersecurity Resource Program** will receive $3 million. Run by TIM and led by Tony Bailetti, it will develop cyber security solutions and support the Advance Digital Media Lab and Makerspace.

- **Rob Shudra**, student in Industrial Design, won the go-ahead to be entered in an international competition for the James Dyson Award for his revamped fire extinguisher, which is safer and easier to use.

- Students **Babur Jahid and Roy Jipp** are working with partners around the world to improve access to eye care in Afghanistan through their social enterprise, You See Clear.

- Graduate student **Amal El-Mohtar** won the Nebula Award for her short story “Seasons of Glass and Iron”.
Some Faculty Achievements

- Professors Christopher Dieni (Biochemistry), Martin Geiger (Political Science), and Nduka Otiono (African Studies) all won Capital Educators’ Awards.

- Susanne M. Klaussen (History), Emilie Cameron (Geography and Environmental Studies), and Michel Hogue (History) won awards for their books at the Canadian Historical Association’s annual meeting.

- Lecturer Mark Bourrie (History and Journalism) won the Bob Carty Free Expression Fellowship from the Canadian Journalists for Free Expression.

- Chris Burn (Geography and Environmental Studies) was appointed as Chancellor’s Professor.

- The Centre for Women in Politics and Public Leadership, run by Clare Beckton, was recognized by the Canadian Federation of Business and Professional Women for its work to improve conditions for women and girls. The Centre and the Institute for Women in Leadership have joined forces to share talents and research projects.

- Donald Beecher (English Language and Literature) was elected to the Royal Society of Canada.

- Matthew Bellamy (History) gave the CU in the City lecture in Toronto on “Under the Influence: How Labatt and its Allies Brewed up a Nation of Beer Drinkers”. Deidre Butler, Conference Chair, Second Generation Symposium, Library and Archives Canada and Carleton University Centre for Holocaust Education and Scholarship, November 2016. Butler was also the lead researcher on Ottawa Holocaust Survivors Testimony Project: 10 Oral History video documentaries.

- Merridee Bujaki (Business) was elected as a Fellow of the Chartered Professional Accountants of Ontario.

- Emilie Cameron’s book, Far Off Metal River: Inuit Lands, Settler Stories, and the Making of the Contemporary Arctic, won the Clio-North Prize from the Canadian Historical Association and was named as a finalist for the Federation for the Humanities and Social Sciences 2017 Canada Prize (winners not yet announced). (Geography and Environmental Studies)

- Sarah Phillips Casteel received the 2016 Canadian Jewish Literary Award in Scholarship for Calypso Jews: Jewishness in the Caribbean Literary Imagination (Columbia University Press).

- Andrew Cohen (Journalism and Communication) received a Fulbright Visiting Research Chair appointment in Canada-U.S. Relations at the Woodrow Wilson International Center for Scholars in Washington, D.C.

- Tim Cook (History) received the 2016 Ottawa Book Award for Fight to the Finish: Canadians in the Second World War, 1944-45.
• **Zeba Crook** was named as a Canada Program Lecturer, Weatherhead School of International Relations, Harvard (March 2017).

• **Audra Diptee** (History) co-organized the Black History Month event “Popular Resistance in Africa and International Solidarity: A Conversation with Professor Horace G. Campbell.”

• **Jennifer Evans** (History) was elected to the Royal Society’s College of New Scholars.

• **Stephen Fai** (Architecture) and his students in the Carleton Immersive Media Studio created a public virtual tour of the Senate of Canada and presented work on the renovations to the Parliament Buildings.

• **Lenore Fahrig** (Biology) was elected to the Royal Society of Canada.

• **Greg Fisher** (College of the Humanities) received a Research Achievement Award.

• **Yuhong Guo** (School of Computer Science) was named Canada Research Chair in Machine Learning.

• **Chris Herdman** (Cognitive Science) hosted over 40 tours (Ace Lab) in 2016-2017. This outreach activity promotes innovative R&D between Carleton University and industry and generates new and unique connections and training opportunities for students. Tours included large Canadian companies (e.g., Lockheed Martin Canada, CAE Inc., General Dynamics, Bombardier), as well as funding agencies (CFI, NSERC, OCE, CARIC) and government research agencies (NRC, DRDC, NAV Canada).

• **Norman Hillmer** (History), historian of Canada’s external relations, was appointed to the Order of Canada.

• **Jack D. Ives** (Geography and Environmental Studies) was honoured by his colleagues with the publication of a Festschrift.

• **Marie-Odile Junker** (Linguistics and Language Studies) won one of six coveted Innovations Awards offered by the Governor General.

• **Paul Keen** (English Language and Literature) organized a conference on the future of the Ph.D. in the humanities.

• **Elaine Keillor** (Music) was named to the Order of Canada for her contributions as a musicologist and historian of Canada’s musical heritage.

• **Jackie Kennelly** (Sociology and Anthropology) was Distinguished Visitor at the Centre for Children and Young People’s Participation, University of Central Lancashire.

• **Merlyna Lim** (Journalism and Communication) was elected to the Royal Society’s College of New Scholars.
• **Paul Litt’s** book on Trudeauania receives wide acknowledgements. (History)

• **Paul Nelles** (History) gave the four 2017 Lyell Lectures at the University of Oxford, on “The Vatican Library and the Counter-Reformation”.

• **Banu Ormeci** (Civil and Environmental Engineering) was named to the Jarislowsky Chair in Water and Global Health.

• **Donna Patrick** (Sociology and Anthropology) served as President of the Canadian Anthropological Society.

• **Claudia Schroeder-Adams** (Earth Sciences) was awarded the Mercator Fellowship from the Deutschland Forschungsgemeinschaft.

• Faculty had numerous media appearances in outlets such as the CBC, CTV, Ottawa Citizen, Ottawa Sun, and Calgary Herald. These also included an interview in the prominent American magazine, *The Atlantic*, with **Alexis Shotwell** (Sociology and Anthropology) about her new book (with University of Minnesota Press) “Against Purity: Living Ethically in Compromised Times”.

• **Daiva Stasiulis** (Sociology and Anthropology) gave a keynote address at the International Symposium on Intersectionality and Migration held at Carleton.

• **Alan Steele** (Electronics and Discovery Centre Director) was awarded a 3M National Teaching Fellowship Award. Awarded by the Society for Teaching and Learning in Higher Education (STLHE), it is Canada’s most prestigious recognition of excellence in educational leadership and teaching at the university and college level. Alan is the ninth faculty member from Carleton to be honoured with a 3M National Teaching Fellowship.

• **Angela Sumegi** presented lectures at: The inauguration of the World Matrilineal Culture Research Institute at the Southwest University for Nationalities, Chengdu, China (October 2016), The Canadian Association for the Club of Rome – The Role of Religion in Climate Change, The first Annual Meeting of the University of Ottawa Academy of Mindfulness and Contemplative Studies (April 2017).

• **Janet Siltanen** (Sociology and Anthropology) was invited to the European Institute for Gender Equality in Vilnius, Lithuania. She participated as an invited International Expert in a full-day workshop for the Gender Equality Index Working Group (representatives from 18 EU countries participated).

• **Patricia Smart** (French) received the 2016 Ottawa Book Award for *De Marie de l’incarnational a Nelly Arcan*.

• **Julian Smith** (Indigeneous and Canadian Studies) was named for his work in conserving historical sites, both domestic and international.

• **Jesse Stewart** (Music) won the 2017 D2L Brightspace Innovation Award in Teaching and Learning.
• **Fraser Taylor** (Geography and Environmental Studies) was appointed to Technical Council of the newly established National Institution of the Evaluation of Education (INEE) of the Government of Mexico. He also was featured in the A-List publication honouring 33 distinguished Indo-Canadians, two friends of Canada in India and two friends of India.

• **Zoe Todd** (Sociology and Anthropology) was invited to participate in *The Walrus* magazine’s touring speaking event “We Desire a Better Country,” which is a series of Walrus Talks held in each province and territory in the spring of 2017. She spoke about fish and human responsibilities to fish at the second event, which was held in Yellowknife. **Paul Van Oorschot** (Computer Science) was renewed as Canada Research Chair in Authentication and Computer Security.
Some Alumni Achievements

- **Ivan Fellegi**, M.Sc./58 Mathematics, Ph.D./61 Mathematics
  Chief Statistician of Canada Emeritus (retired)

- **Linda Grussani**, B.A./99 Art History, M.A./03 Canadian Art History
  Aboriginal Art Curator, Canadian Museum of History

- **Ross Koningstein**, B.Eng./84 Computer Systems
  Advisor, Google Enterprises

- **Stacey Siopis**, B.A./04 (Honours) Criminology/Criminal Justice/Law
  Assistant Crown Attorney, Province of Ontario

- **Steve Spooner**, B.Comm./80
  Chief Financial Officer, Mitel Networks Corporation

- **Bruce Wallace**, M.Eng./91 Electrical, Ph.D./17 Electrical and Computer Engineering
  Global Leader of Health Care, Avaya Canada

- **Gilbert Whiteduck**, B.S.W./97
  Clinical Supervisor and Residential Counsellor, Wanaki Residential Treatment Centre

Alumni Speakers

- **Rosemary Barton**, M.J./01
  National Reporter, Interim Host of Power and Politics, CBC Ottawa
  2017 Bell Lecture

- **Matthew Bellamy**, B.A./94 History, M.A./96 History, Ph.D./01 (Senate Medal) History
  Associate History Professor, Carleton University
  2017 CU in the City, Toronto

- **Dan Fortin**, B.Eng./78 Civil
  Former President, IBM Canada and Carleton University Board of Governors member
  2016 Campaign Launch, Toronto

- **Kamal Minhas**, B.J./12 (High Honors) Journalism/Human Rights
  Producer, Dream Girl
  Dream Girl film screening
• **Wayne Smith**, B.A./79 Economics  
  Chief Statistician  
  Economics Alumni Reception, Throwback 2016

• **Deborah Tunis**, B.J./73  
  Special Co-ordinator for Syrian and Iraqi Refugees, Citizenship and Immigration Canada  
  2016 Spring Ottawa Leadership Luncheon

• **Jim Watson**, B.A./83 Mass Communication  
  Mayor, City of Ottawa  
  Alumni Mentors Program Finale

**Award-winning Graduates**

**Order of Canada**

• **Laura Brandon**, Ph.D./02, History  
  Adjunct Research Professor, School for Studies in Art and Culture, Carleton University  
  Member of the Order of Canada  
  Awarded on November 19, 2015; Invested on September 23, 2016  
  For her contributions to uncovering and preserving Canadian war art, and for bringing it to the attention of national and international audiences.

• **Phyllis Bruce**, B.A/61  
  Editor, Phyllis Bruce Editions, Simon & Schuster Canada  
  Member of the Order of Canada  
  Awarded on November 19, 2015; Invested on November 17, 2016  
  For her contributions to Canadian literature as a publisher and a promoter of Canadian writers.

• **Neena Chappell**, B.A.(Honours)/70, Sociology  
  Professor Emeritus, Institute on Aging and Lifelong Health and Department of Sociology, University of Victoria  
  Member of the Order of Canada  
  Awarded on May 12, 2016; Invested on May 12, 2017  
  For her contributions to the study of social gerontology in Canada, notably for her influential research into caregiving, dementia care and healthy aging.

• **Audrey O’Brien**, B.A. (Honours)/72, English  
  Clerk Emeritus of the House of Commons  
  Member of the Order of Canada  
  Awarded on November 19, 2015; Invested on February 17, 2017
For her contributions to democracy as a senior administrator with the House of Commons for over two decades.

- **Deborah Poff**, M.A./79, Philosophy
  Adjunct Research Professor, Philosophy, Carleton University
  Former President and Vice-Chancellor, Brandon University
  Member of the Order of Canada
  Awarded on May 12, 2016
  For her contributions to the success of academic institutions as an administrator, and for her efforts to create educational opportunities for Indigenous peoples.

- **Daniel Poliquin**, B.A. (Honours)/75, German, M.A./78, German, M.A./82, Comparative Literature
  Novelist and Translator
  Officer of the Order of Canada
  Awarded on November 19, 2015; Invested on September 23, 2016
  For his contributions to Canada’s literary scene as an acclaimed author and established translator.

- **Zita Cobb**, B.Comm./80, Honorary Doctorate/13
  A.D. Dunton Award
  Co-Founder and CEO, Shorefast Foundation; founder and Innkeeper of Fogo Island Inn, Newfoundland
  Member of the Order of Canada
  Awarded on May 12, 2016; Invested on February 17, 2017
  For her contributions as a social entrepreneur who has helped revive the unique rural communities of Fogo Island and Change Islands through innovative social engagement and geotourism.

**Alumni Awards**

- **Elissa Golberg**, B.A./95, M.A./97 International Affairs
  Humanitarian of the Year Award
  Recognized for her service in peace and conflict issues, human rights and humanitarian affairs in Afghanistan, Kosovo, and Lebanon. Also noted for her efforts in disaster response in South Asia 2004, 2005.

- **Carolyn Goodman**, B.A./77 Sociology/Anthropology
  Alumni Volunteer of the Year Award
  Recognized for her tireless volunteering with the CUAA as a long-serving California Chapter President, and recently as an enthusiastic and successful mentor.
• Jennifer Storey, B.A./05 (Highest Honours) Law, Psychology
  Young Alumni Award
  Recognized for her outstanding contributions to the field of forensic psychology,
  specifically relating to the nature of violence, working to prevent violence and protect
  victims.

Alumni Highlights

• Janice Charette, B.Comm./84, was named High Commissioner to the United Kingdom of
  Great Britain and Northern Ireland.

• Perry Calderwood, B.A.Hons./83, M.A./87, was named High Commissioner to Pakistan.

• Hayley Combaluzier, B.Comm./17, an Alumni Mentors mentee, was accepted to the Aga
  Khan Foundation’s Youth Fellowship program for an eight-month overseas placement in
  Kyrgyzstan. https://youthfellows.akfc.ca/

• Liam Harrap, inaugural recipient of the G. Stuart Adam Graduate Award in Journalism
  that was championed by Nik Nanos. Liam will be heading to the Yukon this summer for
  the Stories North reconciliation initiative, a successful Future Funder project,
  championed by faculty member and alumna Kanina Holmes, B.J./92, M.A./95.

• Heather Jeffery, B.I.D./14, Industrial Design alumna launched re4m, an eco-business
  that repurposes commercial and retail waste in clever ways. Heather’s work is to be
  featured on the new storytelling site, Carleton Commons, later this year. Recent projects
  includes outfitting the new Feline Cafe Ottawa.

• Laine Johnson, M.P.N.L./14 graduate of the first cohort of the MPNL program, is the
  program director at Synapcity, an organization that focuses on civic engagement. Will be
  featured on Carleton Commons as well.

• Dr. Matthew Bamsey, B.Eng./03, one of 16 candidates selected by the Canadian Space
  Agency for its National Astronaut Recruitment Campaign.

• Kalle Mattson’s fifth studio release was nominated for Video of the Year at the Juno
  Awards and won the 2016 Prism Prize for the Best Canadian Music Video. Kalle Mattson
  is the stage name for Kalle Wainio, B.Mus./12.

• Emma Miskew, B.I.D./12, wins gold medal at the world curling championships.
Carleton University’s 75th Anniversary Celebrations

Continuing or Series Events and Projects

- 75 Campus to Community Days – beginning Fall 2016 – 75 separate “events” where CU students volunteer to complete local service work projects.
- FPA 75 for 75th Campaign – Fall 2016 to June 2017 – showcasing 75 of FPA’s most inspiring alumni; Five new alumni will be added each month until June 2017;
- CU75 POPS Water Challenge (Policy Options and Problem Solving) – Teams of undergraduate and graduate students compete to solve a local water resource policy question. Project begins Fall 2016; presentations in March, 2017.
- CUAG/DOME Pop-up Concert Series, with Jesse Stewart – CUAG sponsored concert series by Jesse Stewart to celebrate 75th anniversary. Five concerts at various locations on campus (January, March, September and November).
- Birchbark Canoe Project - Traditional birch bark canoe will be constructed on campus by Daniel Pinok Smith, Algonquin master canoe maker. The completed canoe will be installed in the MacOdrum Library. (Winter – Spring 2017)
- sWall - Systems and Computer Engineering Interactive Wall (Mackenzie Building) – In honour of Carleton’s 75th anniversary, the department is producing an interactive wall to showcase the department, provide information on degrees and people, and engage participants with games and apps. Summer 2017+
- Shannon Lecture Series – Fall 2017 (Department of History) – Lecture series with the theme of Confederation and Expo 67 to support Carleton’s 75th and Canada’s 150th (specific dates TBC)
- The Way We Were – The Carleton University Library - Photo exhibit of the MacOdrum library over 75 years (May through August 2017)

January 2017

- January 13 to 22, 2017 - The fourth Carleton Community Art Exhibition (CUAG) Celebrating the creativity of the Carleton community, through an exhibition of artwork made by Carleton students, staff, faculty and alumni. Opening reception on Friday January 13, 12 – 1:00 pm.
- January 18 – CU75 Official Launch (Galleria, University Centre) Kick off the 75th anniversary celebrations in the University Centre Galleria with special displays, games, prizes, contests, give-aways, free food and VIP guests. Open to all!
- January 21 – SOAR Student Leadership Conference (Southam Hall and Kailash Mital Theatre) – informative and interactive workshops and presentations for students to develop leadership skills. Keynote speaker is Arlene Dickinson.
- January 23 – CUAG/DOME Pop-up Concert, with Jesse Stewart (MacOdrum Library, noon) Sponsored by CUAG as a special initiative to celebrate Carleton’s 75th anniversary.
- January 26 – Munro Beattie Lecture: Andre Alexis (Azrieli Theatre, 7:00 – 9:00 pm). Free public lecture from Dean of FASS and the Department of English to help kick off CU75 celebrations.
January 27 - National Educational Association of Disabled Students (NEADS) Conference (Richcraft Hall)

January 28 – Ontario Engineering Competition (Richcraft Hall and Residence Commons) – Ontario-wide competition featuring 350 competitors and six categories; winners and runners-up will represent Ontario at the national level.

February 2017

- February 3 - Capital Hoops Classic (Canadian Tire Centre)
- February 18 – “Popular Resistance in Africa and International Solidarity: A Conversation with Professor Horace G. Campbell,” Black History Month Keynote & Reception (Institute of African Studies, with CBC’s Adrian Harewood) (Richcraft Hall)
- February 19 to 25 - Freedom to Read (MacOdrum Library) Public readings, an exhibit, and event with the theme of 75 years of freedom of expression.
- February 25 – Chemistry Magic Show (10th anniversary) (Richcraft Hall) A special 10th anniversary event, also marking the 70th anniversary of the Department of Chemistry.

March 2017

- March 2 to 4 – FPA Conference: Visions for Canada 2042 (Richcraft Hall) FPA’s Research Month begins with this two-day conference offering a collective vision of the future of Canada in 2042.
- March 4 – New Sun Conference on Aboriginal Arts (Fenn Lounge), celebrating the lives of Indigenous artists across a wide spectrum of expression.
- March 24 - The EU and Canada in a Changing World Order: Addressing Structural Changes in a World in Flux (Conference, EURUS) (Richcraft Hall) Leading Canadian and European experts examine current international challenges facing the EU and Canada.
- March 24 – 1942- 2017: 75 Years of French Studies at Carleton University Celebrating 75 years of French instruction at Carleton University.
- March 25 to 26 – Ottawa Aboriginal Family Festival (formerly the Odawa Children and Youth Traditional Powwow) (Raven’s Nest; 12 noon to 5:00 p.m. each day) 20th anniversary! Honouring cultural and traditional knowledge, while teaching leadership skills to Anishinabek children and youth. Open to anyone.
- March 27 – CUAG/DOME Pop-up Concert with Jesse Stewart (CUAG, 7:00 pm) Turntable performance, funded by CUAG as a special initiative to celebrate Carleton’s 75th anniversary.
- March 29 – Data Day 4.0 (Richcraft Hall) Celebrating the latest developments in data science and analytics research.
April 2017

- April 4 – Institute for Canadian Citizenship (ICC) Enhanced Community Citizenship Ceremony (Richcraft Hall) Special citizenship ceremony for new Canadians, hosted by Carleton University.
- April 7 – Ravens Football Dinner (EY Centre) – Special 75th anniversary edition of the Ravens Football Dinner celebrating achievements, past and present.
- April 25 to 27 – Forensic Psychology in Canada Conference – celebrating Canadian contributions to forensic psychology.

May 2017

- May 1 to Aug 31 – The Way We Were: The Carleton University Library – Photo exhibit of the Library over 75 years.
- May 8 to 11 – Ontario Association of College and University Housing Officers Conference (OACUHO) Housing professionals from across Ontario and beyond attend for professional development, knowledge sharing, networking and connecting with vendors.
- May 18 – Carleton Exchange, A Celebration of Research Partnerships – reception for Carleton’s industry, non-profit and public research partners.
- May 19 – Chemistry Magic Show (outdoors)
- May 24 to 26 – College and University Retiree Association of Canada Conference (CURAC) (Richcraft Hall)
- May 24 – Carleton University Retirees Anniversary Celebration (Richcraft Hall) Special 75th anniversary event to celebrate Carleton’s retirees.
- May 31 to June 2 – 150 Years of Cartography: Past, Present and Future – the Canadian Cartographic Association (CCA) Conference and AGM (Richcraft Hall) Celebrating 150 years of Canada and its maps!

June 2017

- June 1 to August 31 – Carleton University: 75 Years of Impact, Imagination and Innovation – (MacOdrum Library) Exhibit of archival documents and photographs celebrating Carleton’s impact on Canada from 1942 to 2017.
- June 1+ - sWall: Systems and Computer Engineering Interactive Wall (Mackenzie Building) – in honour of Carleton’s 75th anniversary, the department is producing an interactive wall to showcase the department, provide information on degrees and people, and engage participants with games and apps.
- June 2 to 3 – MENSA Conference (Residence Commons) Annual conference for members of MENSA Canada (High IQ Society).
- June 11 to 13 – Canadian Association of University Business Officers Conference (CAUBO) (Richcraft Hall); sessions focus on trends, hot topics, and best practices, and offer networking opportunities for delegates.
- June 11 to 14 – Canadian Association of College and University Student Services Annual Conference (CACUSS) – Annual meeting providing networking opportunities,
professional development, and sessions on topics of interest to members. Reception at Carleton University; Conference at Shaw Centre.

- June 13 to 16 – Convocation
- June 18 - CU75 Founding Day Celebration – (Chateau Laurier) A celebration of the official anniversary of the founding of Carleton University on June 18, 1942.
- 75 Holes of Golf – In celebration of Carleton’s 75th anniversary, Ravens Football presents a special tournament, with proceeds going directly to Junior Ravens football development camps.
- June 29 – Carleton University Appreciation Day (Alumni Park) Special 75th anniversary edition of this annual BBQ and fun-filled celebration for Carleton faculty and staff.

July 2017

- July 3 to 5 - iWise Conference (International Conference on Water, Informatics, Sustainability & Environment) (Richcraft Hall)

August 2017

- August 4 to 7 - Canadian Electric Wheelchair National Hockey Tournament, organized by the Ottawa Power Wheelchair Hockey League (OPWHL)
- August 28 to September 1 – CIPA 2017 - 26th Annual CIPA Heritage Documentation Symposium (International Committee on Monuments and Sites) (Richcraft Hall) Marking the first time this conference has been held in North America.

September 2017

- September 12 – CUAG/DOME Pop-up Concert, with Jesse Stewart (Paterson amphitheater, noon) Interactive “Octamasher” performance. Funded by CUAG as a special initiative to celebrate Carleton’s 75th anniversary.
- September 13 to 16 - Throwback Weekend (Various locations on campus) Special 75th anniversary edition of this popular reunion week.
- September 25 – CUAG/DOME Pop-up Concert, with Jesse Stewart (St. Patrick’s Building outside, 7pm) Interactive “Octamasher” performance.
- September 30 to October 8 – Annual Biology Butterfly Exhibit (Nesbitt Building) Special 75th anniversary edition of this popular show.

October 2017

- October 13 to 15 - CU75 Community – Academic Expo: Carleton Connects, Building and Celebrating Community Partnerships (Richcraft Hall + Ottawa City Hall) Celebrating Carleton’s rich history of partnerships, focusing on four areas (Sustainability, Accessibility, Global Citizenship, Indigenous Knowledge and Culture).
- Fall – opening of new Health Sciences Building
- October 20 to 24 - 53rd Annual Canadian Undergraduate Physics Conference - organized by and for Canadian physics students. In celebration of its 75th anniversary, Carleton University is hosting this conference in 2017.
November 2017

- November 1 – Herzberg Lecture (Faculty of Science) featuring Jacqueline K. Barton from the California Institute of Technology.
- November 3 to 5 - The ART of Changing the World (Richcraft Hall) - a gathering of ASC practitioners and the capstone to a five-year national SSHRC partnership grant on Art for Social Change.
- November 7 – CUAG/DOME Pop-up Concert, with Jesse Stewart (University Centre Galleria, noon) Interactive music-making performance.
- Mid – November – Fall Convocation
- November 27 – Sprott Business Students Society Annual Business Banquet (Shaw Centre) Legacy event celebrating its 50th anniversary in 2017.
- November 24 to 26 – Department of Music’s 50th Anniversary Celebration (details TBC)
- November 30 – Holiday Reception (Thank-you Thursday); Traditional holiday-themed recognition event for donors.

December 2017

- December 13 – CU75 Holiday Social – lunch-time celebration for Carleton staff and faculty; closing of 75th anniversary year of celebrations.
CARLETON CELEBRATES FOUNDING DAY

On Sunday, June 18, 250 people gathered at the grand Fairmont Château Laurier hotel for a gala reception to mark Carleton University's 75th anniversary. On that date in 1942, the Ottawa Association for the Advancement of Learning was established to assume responsibility for the operation of Carleton College, which steadily evolved into one of Canada's leading post-secondary institutions.

The Founding Day Celebration brought together community leaders, alumni and donors, university executives, faculty and staff, members of the Board of Governors and people from the community at large to celebrate a university that has provided a unique educational experience to more than 140,000 graduates.

SUCCESSFUL SPRING CONVOCATION

Nearly 3,600 students received their degrees during Spring Convocation at Carleton in mid-June. The ceremonies were live-streamed and covered extensively by the Department of University Communications, with a collection of online articles about distinguished students and the 14 recipients of honorary doctorates, including Quebecois musician and poet Gilles Vigneault, health journalist André Picard, radio personality Eleanor Wachtel, actor Tom Jackson and engineer Ross Koningstein.
UNIQUE NEW CURATORIAL STUDIES DIPLOMAS

Carleton’s new Graduate Diplomas in Curatorial Studies, which feature practicum components in addition to core courses, give students more experiential learning opportunities. This unique program will expose students to a wide range of museological and curatorial issues, and thanks to Carleton’s strong relationships with galleries, museums and festivals in the National Capital Region, and a letter of agreement recently signed with the National Gallery of Canada, students will also receive hands-on, discipline-specific training and exposure to professional best practices.

POLITICAL MANAGEMENT GRADUATES GET GREAT JOBS

Carleton’s Clayton H. Riddell Graduate Program in Political Management (MPM), Canada’s first graduate program in political management, gives graduates the educational experience, networking opportunities and exposure to the realities of government that allows them to begin new jobs on firm footing.

“You don’t learn politics from a textbook — you learn it from hearing firsthand accounts of what works and what doesn’t work,” says Brittany Perreault, who graduated in spring 2014 and, since January 2016, has been a speechwriter for Justin Trudeau.

Perreault and dozens of other MPM graduates may have a home in federal politics, but the program’s 140-plus alumni also work in provincial and municipal governments across the country and beyond, and for a range of public, private and non-profit organizations — a testament to its ability to send people along the path to rewarding careers.

PROF. MARIE-ODILE JUNKER WINS GOVERNOR GENERAL’S INNOVATION AWARD

Carleton University Linguistics Prof. Marie-Odile Junker loves helping to preserve Indigenous languages and the incredible stories they tell about Canada’s past.

“The languages are part of our heritage,” says Junker, who received a Governor General’s Innovation Award on May 24 for her work. “They embody a very special way of looking at the world and humanity in general.”

NEW MENTAL HEALTH RESEARCH CHAIR

Kim Matheson, a professor in Carleton’s Department of Neuroscience, was recently awarded a Culture and Gender Mental Health Research Chair that will help her work with researchers from universities across Canada, First Nations communities and organizations in northwestern Ontario, as well as The Royal’s Institute of Mental Health Research, to develop intervention approaches tailored to the unique experiences of First Nations.

“Research that helps health care providers develop effective mental health interventions, especially research that incorporates cultural and gender considerations, is a major priority,” says Rafik Goubran, Carleton’s Vice-President (Research and International). “Working with The Royal will allow Dr. Matheson to use her research expertise to come up with approaches to mental health that have a positive impact on challenges that people face today.”