

# Defining Dreams

*A Strategic Plan  
for Carleton University 2009*



**Carleton**  
UNIVERSITY

Canada's Capital University



# INTRODUCTION

As we give definition to our dreams we both enable ourselves to design our future and challenge ourselves to find the human and financial resources necessary to realize the goals we set. Our dreams in turn define not only our future but our present, who we are: our identity as individuals and as a community in a context of uncertainty and change.

Born in the aftermath of the war, when thousands of soldiers returned from the front in need of an education that would prepare them for new careers, Carleton University has always been responsive to the needs of our community and has changed lives and the future of the nation. Carleton continues that trajectory today, offering educational opportunities to students who are the first in their families to attend university. One third of Carleton's students are first-generation university participants.

This fact continues to provide enormous hope to Canada's citizens and to offer special opportunities in terms of the support and services required to fulfill the dreams of these capable, nascent scholars.

Carleton has a history of conquering adversity and has survived severe financial crises, thereby becoming a stronger institution with a very lean, central administration, strong financial controls and an open, entrepreneurial approach to addressing our mission-critical operations. Growth has occurred strategically and with cau-

tious restraint. Carleton thus possesses the skills and determination to face any economic context and meet the priorities set by our governments and the needs of our local and global communities.

Carleton does not find its origin in one religious tradition. This means that all groups are equal and welcome and there is no entity favoured by tradition. Carleton is poised to bridge the gap between different traditions, finding common ground and celebrating differences in the process. Carleton has always reached out to the world and has long found in its international exchanges and programs a source of pride. As a young institution, Carleton is not encumbered by traditions that can limit vision and prevent global thought. Carleton is indeed flexible and capable of responding to the needs of society and the demands of the market. As befits a future-oriented university, Carleton's researchers excel in pushing the boundaries of knowledge and creativity and consistently adapt the latest techniques and technologies in their teaching. Programs are designed thoughtfully in ways that will give our graduates an edge and which will support the economic, cultural and social growth of the Ottawa community.

Carleton University has long been recognized for its community engagement. Carleton was built by the community, for the community and in the community, and our community is now global. Students and faculty are actively present in the

surrounding community and around the world, working in hundreds of volunteer programs, internships and joint research projects. Our alumni are active leaders in society.

Above all, Carleton is an extraordinarily fine scholarly community, striving continually for excellence in a vast canvas of intellectual endeavours from neuro-science to classical poetics. Carleton's professors and students explore daily the meaning of life and the universe. They impressively solve real-world problems on a daily basis.

Carleton's researchers are at once dedicated to defining the smallest particles of matter (neutrinos) and to resolving global debates involving cultural identity. Their discoveries, ideas and inventions constitute significant contributions to Canada and the world. If we were to characterize their research, it would be interdisciplinary and frontier-expanding. Carleton's academic program design is unique and responsive to the times, cutting across faculties and majors to combine knowledge and skills in a way which uniquely qualifies our students to respond to the demands of the present and the future.

This university community defines itself as future-oriented, engaged in solving real-world problems in the local and global communities, inventive and creative, inclusive, egalitarian and committed to excellence.







## FOUR PILLARS OF IDENTITY

As we move forward, we must determine the factors which identify Carleton University and which make it the university of choice. Having read all the campus plans developed to date and met a broad segment of the population on campus and in Ottawa, we have identified the following descriptors as unique to Carleton:

- innovation
- location
- engagement with the community
- solutions to real-world problems

Carleton's ideal location in the nation's capital opens the door to endless opportunities for partnerships with government and non-governmental agencies, cultural organization and international delegations, both for research and education. The technology belt which embraces Carleton provides a context for collaboration with industry and business. Surrounded by the Rideau River and the canal, the university's campus provides an idyllic setting from which the university's outstanding teachers, researchers and students reach out to Ottawa and the world to solve real-world problems with brilliant and creative ideas.

An innovative institution is both flexible and sustainable, capable of applying wisdom and experience to new problems in exciting ways. Carleton was international and interdisciplinary long before many other universities. Carleton continues to discover new intellectual terrain, pushing the boundaries of knowledge and understanding daily.

## SETTING GOALS

Carleton is a research-intensive university known for a variety of specialized programs. It is our goal to reaffirm our commitment to research and graduate studies and to match or exceed the productivity of our aspirational peers. We wish to be known not only for a handful of programs but for our interdisciplinarity and innovation in every program. Students choose Carleton to learn how to deal with change and to change their lives and the world. Businesses come to Carleton to learn how to jump ahead of the curve and governments ask us how to effect, legislate and regulate change. An essential element of our unique identity is our forward-thinking curricular design and research. Our graduates are, and will be, qualified for success in a new, digital age, a global society, and a rapidly changing marketplace requiring flexibility, ingenuity and intellectual resources garnered from more than one discipline or single, critical approach.

The values which underpin our work at Carleton include: the pursuit of excellence in every activity, inclusivity and respect for all individuals and groups, flexibility and openness to new ideas, interdisciplinarity, and innovation, respect for and protection of the environment, service to society, a global vision, support for accessibility, a commitment to resolving the problems of Canada and the world, the adoption of new techniques and technologies whenever possible, and a sense of caring and

community which extends beyond the campus to the surrounding region.

Among the tensions which underlie our efforts is the difficulty in assuring access while improving graduation rates. When academic culture is not part of a family heritage, the university must provide additional support. When students do not hail from wealthy homes, the university must attempt to keep costs as low as possible. Additional support and services and excellent educational opportunities come at a cost. Finding the appropriate balance is one challenge faced at Carleton not only when the budget is designed but on a daily basis as we encourage our students to strive for success at the highest level.

A second tension is programmatic. We need to find the means to provide additional support to the flagship programs, to raise the level of support to the programs which have received less encouragement and visibility in the past and to add new programs required to maintain and foster the innovative nature of our university. Faculties and departments are encouraged to bring forward plans to build on significant strength and to collaborate creatively. Carleton's growth in student numbers and the quality of applicants are directly related to the new programs offered. We must continue to innovate and to offer attractive programs

adapted appropriately to the contemporary global context while providing the fundamental, core programs. At the same time we must examine the possibility of expanding enrolment in programs for which there is high demand.

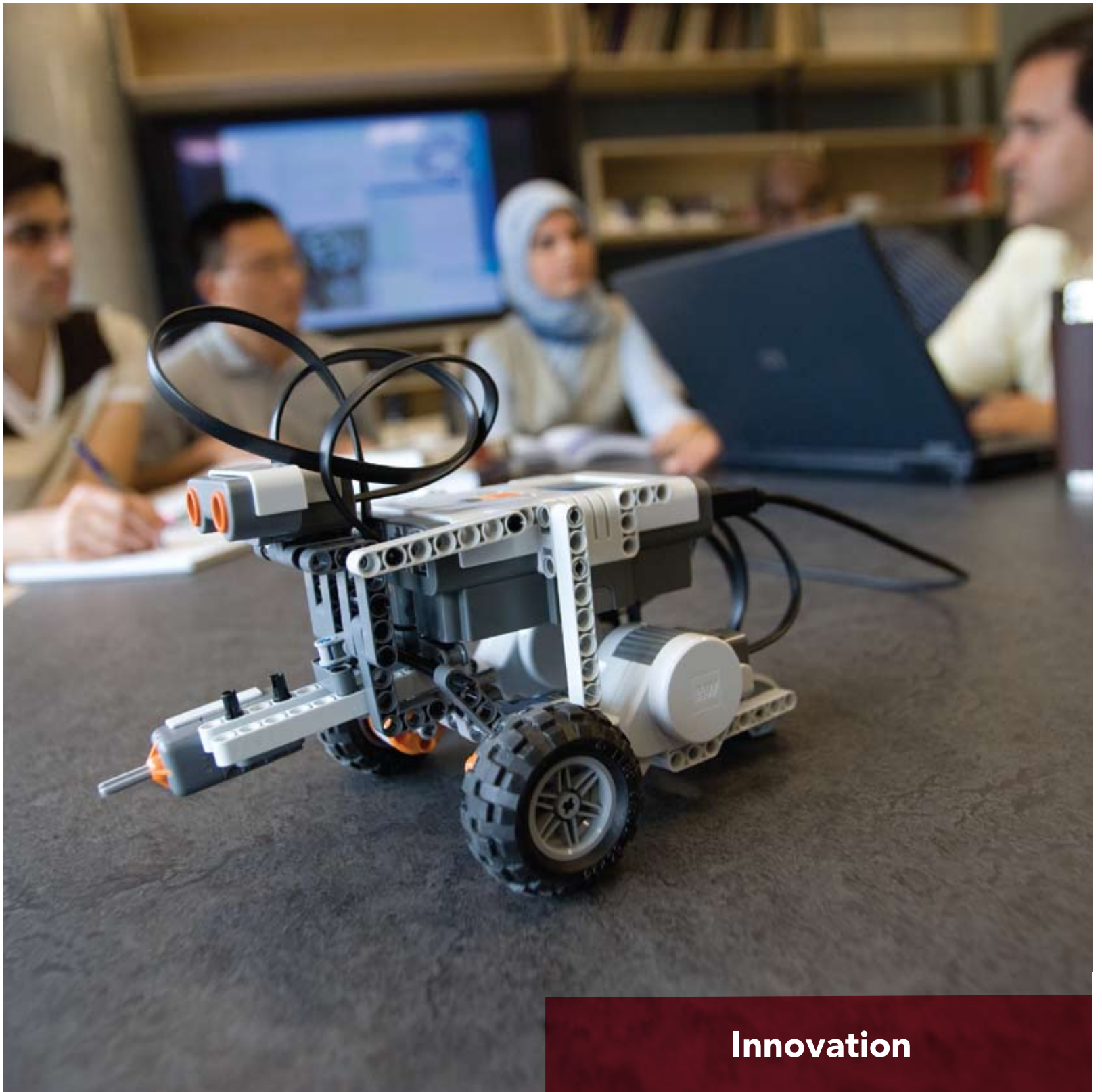
A third tension is caused by our desire to be the nation's capital university and a global institution, to serve our local community while building a strong campus identity. We want to be not an island but a peninsula of hope extending the benefits of learning and knowledge to the furthest possible limits.

Additional and more appropriate space is a universal requirement. Carleton has outgrown its buildings and they need to be renovated to reflect the innovations in the way we think, teach, study, do research and collaborate as a learning and living community. These tensions and needs would all be easily solved by an infusion of funds well directed and spent. Varying economic contexts do not make that solution simple, but it is no less desirable and indeed essential. Our plan must enable us to find the resources necessary to make our dreams reality. By recognizing the underlying tensions of a young and growing university, we become freer to think and act creatively as we move forward. Our goals reflect the desire to use the university's great strengths to achieve the following goals:

# EXCELLENCE

## ENGAGEMENT





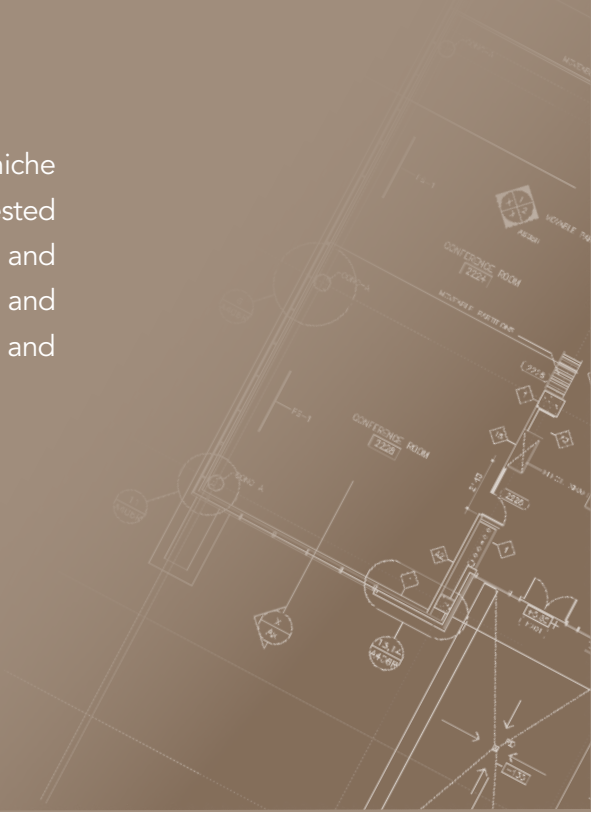
**Innovation**

## CHANGE

As an active agent of change, Carleton must support future-oriented, interdisciplinary and innovative, locally-based and globally-oriented academic programming and research. We must also encourage and support new ideas and creative solutions to issues such as the stewardship of physical and financial resources, technology, environmental sustainability, governance and operational efficiencies.

## COHESIVE DIRECTION

We must work together to develop and enhance our unique niche which brings together creativity and discovery, new ideas and tested expertise, scholars and business leaders, an engaged citizenry and good governments to advance knowledge and serve the local and global communities as we develop together a strong economy and a vital and lively culture which embraces change.







**Location**



## TO ACHIEVE THESE GOALS, WE WILL DO THE FOLLOWING:

### IN RESEARCH:

- Continue to build a culture which values and supports research.
- Increase the amount of funded research by \$15 million over five years.
- Increase research activity in areas which are relatively unfunded.
- Increase the impact of research through scholarly outlets, as well as through student engagement and contributions to the local, national and international communities.
- Maximize the opportunities for student engagement in the research process, including academic credit and recognition that student research plays an integral role in the teaching contributions of our researchers.
- Increase the uptake and implementation of research results in the public and private sector and increase regional economic activity as a result of research.
- Recruit faculty members with strong research portfolios.
- Strengthen links and collaboration among industry, business and university.

### IN TEACHING:

- Continue to encourage the pursuit of excellence in education at both the undergraduate and graduate levels and foster innovative teaching methods. For example, we will look at increasing the adoption of computer and communications technology in teaching to improve learning outcomes.
- We will explore ways to increase in-class student engagement.
- Improve the five-year retention rates by three per cent overall and by three per cent in each faculty.
- Recruit diverse faculty members who are dedicated teachers and communicators.
- Increase the number of master's students at a steady pace. Increase the number of doctoral students, contingent on funding.
- Increase the number of incoming undergraduate students by 10 per cent, drawing a growing proportion from the GTA over five years, and maintain the number of students in the Ottawa region who attend Carleton.
- Increase the number of Aboriginal students attending Carleton.
- Increase the current proportion of undergraduate international students from 9.5 per cent to 13 per cent.
- Increase the number of graduate international students.
- Augment co-op options including internship and job placement programs, improving the number of graduates, achieving the provincial average placement rate by discipline.
- Determine the necessary library resources needed to support new and expanded programs.
- Emphasizing interdisciplinarity, create strong new programs which will continue to attract good students and support the economy of the region while reviewing existing programs and finding better ways to support them.
- Encourage exchanges, lectures, and partnerships with the private and public sectors.



## STUDENT LIFE

- Provide appropriate support, opportunities and spaces for academic, cultural, recreational, athletic and social life. These should be adapted to a campus which is becoming more residential and which will, nonetheless, maintain a large off-campus constituency requiring facilities and programs to foster academic pursuits and a sense of community.
- Support a culture of volunteering and service learning.
- Support students in their efforts to fund their studies and find employment.
- Continue to provide a rich intellectual life for all students, working on a calendar planned in advance and communicated widely.
- Offer appropriate resources to support students in maintaining a healthy life and lifestyle.
- Encourage knowledge of environmental concerns and support efforts to improve our management of resources.
- Expand career services as necessary.
- Maintain a good climate for dialogue and exchange.
- Introduce more programs that increase the students' average time spent on campus per day.
- Recognize the advantage of global training for our students through enhanced on "campus" and "off campus" services, strategies and initiatives.
- Support a student culture of engagement, exploration, activism and connection between academics with extracurricular activities.

## FACILITIES AND INFRASTRUCTURE

- Update the Campus Master Plan to ensure that the facilities necessary for academic programs and research staff support and student life are sufficient, sustainable, environmentally friendly, attractive and welcoming.
- Provide additional study space for students, integrating new media and technology.
- Provide information technologies for use in the classroom, for research and for the administrative affairs of the university that are leading-edge and that support and advance the academic mission.
- Consider the viability of constructing at least one more residence and determine how it could best support the academic initiatives.
- Consider the possibility of a concert hall which could also be used by the community and for lectures.
- Continue to provide a physical environment which supports inclusivity, diversity, accessibility and the sharing of cultures.



## CAMPUS ENVIRONMENT

Carleton University has a responsibility to provide its members with a safe and healthy environment where all who work and study here are valued and have opportunities for professional and intellectual development. We must ensure that the campus is supportive and inclusive by promoting diversity, recognizing accomplishments and encouraging collegiality and collaboration. We will:

- Work toward a collaborative environmental statement to be made with other universities in Ontario.
- Work toward implementing the recommendations of the Sustainability Task Force.
- Include high environmental standards in all new buildings, infrastructure, management and operations.
- Include sustainability in all our endeavours.

## COMMUNICATIONS

This key area will support efforts in development and recruitment, and will develop a broad recognition of the pillars of identity and areas of strategic focus. We will:

- Develop within six months a plan that will reflect the university's goals and brand as required to recruit sufficient numbers of outstanding students in each discipline and from the regions targeted.
- Develop within one year a plan to assist in recruiting the best faculty members who support the goals of the university. This plan will include contributions from the Employment Equity Office.
- Develop within 18 months a plan to communicate the university's points of pride to the local community as well as to the nation, and the world, thereby assisting the university in achieving its goals.
- Develop immediately a plan to communicate the university's programs to governments and granting agencies.
- Develop a plan within 24 months to inform and involve the campus and local community in planning and attending events.

## FUNDING

The funds required to achieve our goals will be obtained by seeking government support, fundraising from individuals, corporations and companies, seeking grants, maintaining and judiciously increasing student numbers particularly in some disciplines, reviewing the current allocation of internal resources in all areas and making appropriate adjustments to reflect priorities and goals. We will:

- Explore increased alumni outreach programs, building on the current networks.
- Consider executive programs for senior professionals, sponsorships, and ways to generate funds from facilities and distribution rights if feasible.

Thanks to our strong and valid identity and compelling goals, we will garner the support required to achieve success in the interests of our students and society.

## DEVELOPMENT

A fundraising campaign to support the initiatives outlined in this plan will be undertaken once current commitments for the capital campaign are met.





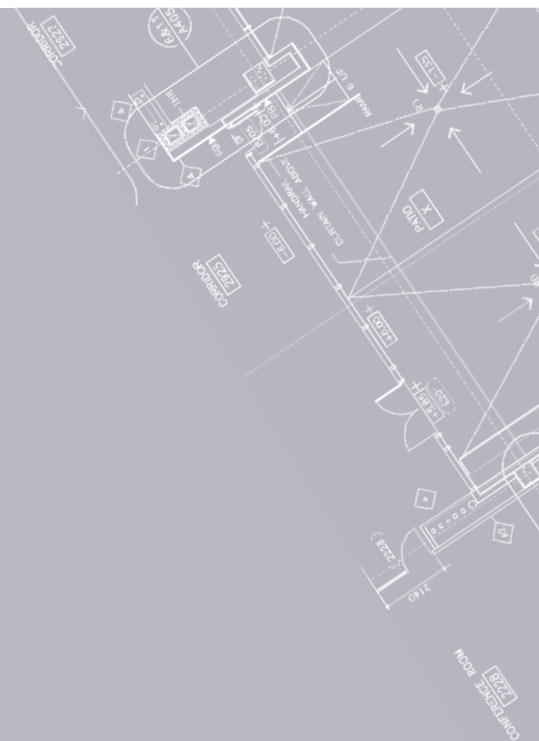
# THE MODUS OPERANDI

The principal mode of operation employed in the creation of a context that supports innovative, interdisciplinary teaching and research is cooperation and collaboration. We will therefore work consistently across departments and faculties, across disciplines and with other universities and colleges, agencies, foundations, governments and non-governmental bodies. This is particularly appropriate in a time of economic restraint.

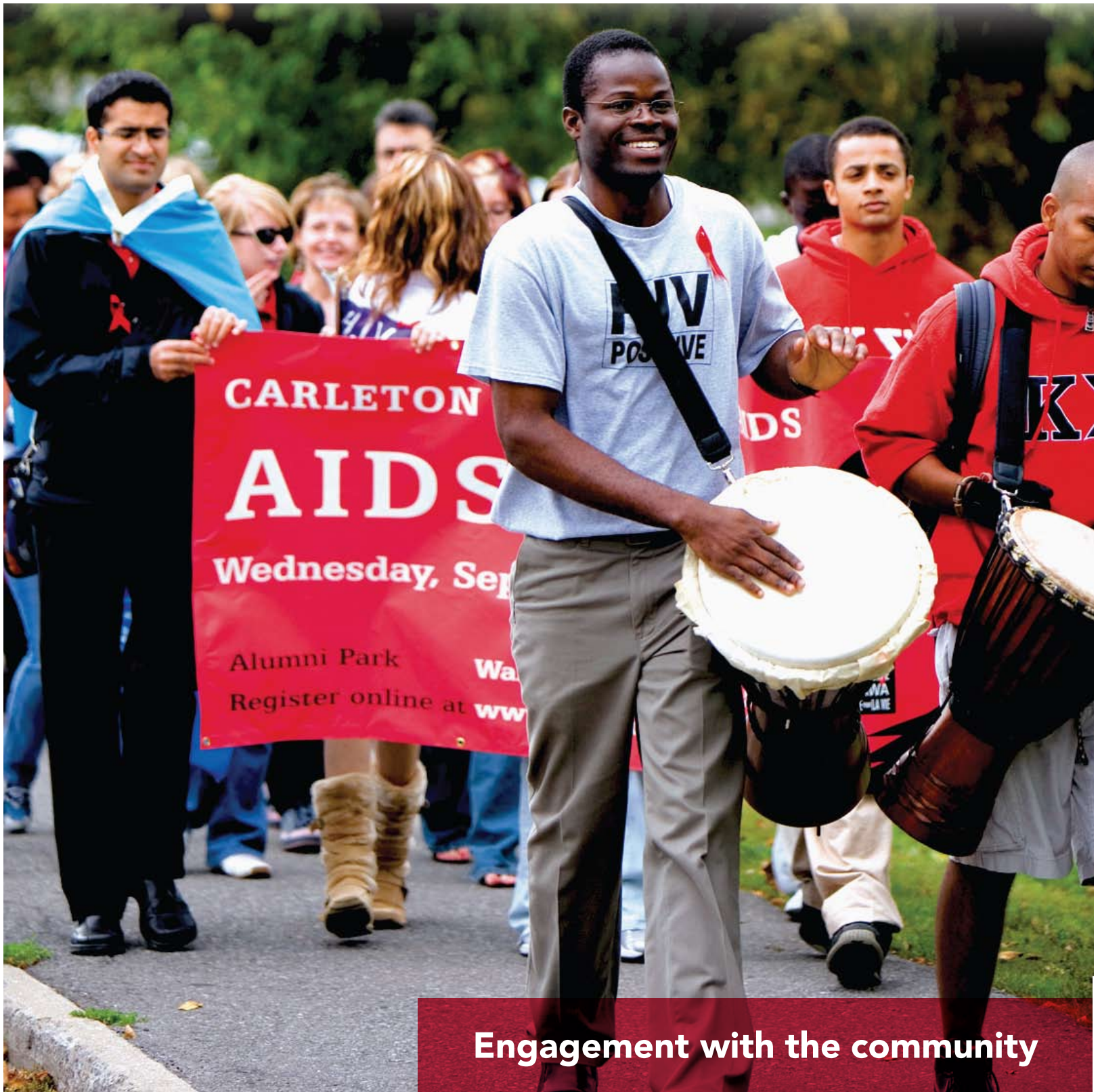
## RECRUITMENT AND RETENTION

The following measures will be taken:

1. Establish a committee to examine the possibilities of an expanded summer session, considering both the possibility of treating it as a full semester and of increasing strategically the number of offerings. This committee will be chaired by the Provost and will include Jay Drydyk and will report by June 30, 2009. It is intended that the recommendations could be implemented by summer 2010.
2. Bring together the chairs and deans of programs with high failure/drop rates and resolve the inherent issues. This is a task the Provost will complete by June 2009.
3. Create a culture of success by improving advising, counselling, and academic regulations. This will be completed by Suzanne Blanchard, Brian Mortimer and the Provost with a first report due in March 2009. This committee will continue its work on annual reviews. The work of this committee will occur as a subset of the Student Success Committee. Equity services will be included in this committee.
4. Design a targeted scholarship and recruitment program, after examining exit surveys and making annual adjustments. Suzanne Blanchard. Annual reports due each December.
5. Increase graduate enrolment. John Shephard.
6. Create additional residential and study space. Duncan Watt. On-going but tied to the revision of the Master Plan, due January 2009.
7. Do a study of the career placement program. Provost.
8. Examine the possibility of increasing greatly the number of internships, job placements and mentorships. Chair: Jerry Tomberlin. Members: all deans plus Chris Walters, Carolina Willsher, Margaret Haines, Ralph Michaelis, Randy Zadra, Suzanne Blanchard, Melissa Haussman. First report due August 2009. Annual reports following.
9. Do a capacity study and monitor capacity for growth. Provost. Due January 2009.







Engagement with the community

10. Examine the possibility of offering extension courses in Orleans and elsewhere. Suzanne Blanchard, Chair and Randy Zadra, Carol Miles, Jerry Tomberlin, Tim Sullivan, Don Wiles. Report due December 2009.
11. Look at ways to increase student employment on campus. Duncan Watt, Chair and Carolina Willsher, Randy Zadra, Rafik Goubran, Jerry Tomberlin, Ralph Michaels, Chris Walters, Darryl Boyce, Margaret Haines. Report due June 2009.
12. Look at ways to involve undergraduate students in research on campus. Kim Matheson, Chair and Rafik Goubran, John Shepherd. Report due March 2010.
13. Submit a plan for undergraduate international student numbers. Kim Matheson, Chair, Suzanne Blanchard, Randy Zadra. Report due January 2009.
14. Submit a plan for growth of graduate international student numbers. John Shepherd, Chair, Rafik Goubran, Randy Zadra. Report due April 2009.
15. Look at possible ways to use innovative teaching methods and technologies to expand enrolment. Provost. Report due June 2010.

16. Expand opportunities for students in Ottawa with local institutions. Katherine Graham, Chair. Members: John Osborne, George Iwama, Logan Atkinson, Rafik Goubran, Margaret Haines, John Shepherd and President. Ongoing activity but annual reports due each June.
17. Examine the model of the Honours College used in the United States. Provost.
18. Examine the possibility of a School of Liberal Arts. Chair: David Cray. Members: John Osborne, John Shepherd, Katherine Graham. Report due November 2009.

## ADJUSTING RESOURCES

1. Examine course and program overlap, and review calendars for infrequently offered courses. Ian Calvert, Chair. Members: Brian Mortimer, Carol Miles, Logan Atkinson, Duncan Watt, Suzanne Blanchard, Katherine Graham. Report due September 2009.

2. Bring together programs of shared interest such as the programs on the environment. Provost, Vice President Research. Report due June 2011.
3. Encourage the sharing of resources. Deans. Annual notes to Provost on successes.
4. Look at cross appointments as a model rather than an exception. Deans and Provost.
5. Look at curricular innovation and synergies. All faculty, Deans and Provost.
6. Review all administrative areas for efficiency and effectiveness. All Vice Presidents.
7. Review staffing levels and make necessary adjustments to accommodate growth.

## UNIT PLANS

Each faculty and department has outlined plans or is in the process of completing them. These plans all fit within this framework and add to the intellectual and cultural richness of the university.







## FOUR INTERDISCIPLINARY THEMES OF FOCUS

### SUSTAINABILITY AND THE ENVIRONMENT

Over the last year or two many programs and research initiatives in this area have come to the fore and include *inter alia* sustainable energy and resources, environmental health, environmental architecture, environmental policy and regulation. Several research chairs are dedicated to these topics. Collaboration with business and industry has created a stimulating context where joint applications for funding have advanced rapidly. The university has already committed a significant amount of resources in developing this area of priority which is also reflected by campus activity to "green" Carleton and the surrounding region. This theme includes sustainable governance, businesses, systems and cultures.

### HEALTH

In an era when the population is aging, when international travel facilitates the spread of disease, when the education of the population to espouse a healthy lifestyle needs improvement and when access to and quality of health care are issues of national concern, it is appropriate to bring together the resources of the capital region to serve the population of the nation. In addition, a healthy workplace and workforce, a healthy environment are essential to the progress of our nation.

Carleton University already possesses fine programs in public administration and policy, science (both biological sciences and food science and nutrition), business and management, bio-engineering and bio-medical devices, environment science and environmental health, international environmental health policy, social work where care for the health of the population is crucial in developing a culture and climate of prosperity, psychology and neuro-science where motivation for healthy behaviour (i.e. solving obesity) and neurological and molecular conditions which permit the development of certain diseases, computing and

modeling and simulation where statistics and mapping can be applied to epidemiological studies, communications and journalism, cultural anthropology, history and political science where we find the necessary knowledge and understanding of the past which should frame our future directions. To illustrate the level of interest and academic strength already available, there are 102 faculty members working in the area of bio-engineering in this region. When all of the impressive resources already available are assembled, this will be a very strong program.

The university has additional resources at hand through cooperation with the University of Ottawa, Algonquin College, La Cité collegial, Queen's University, the regional hospitals, health councils, as well as governmental and non-governmental agencies. A major collaborative effort will result in the best use of resources in the Province of Ontario and in the nation to resolve health issues which only seem to expand with our aging population with its increasing needs and diminishing ability to pay for more.



## NEW DIGITAL MEDIA

Carleton has extraordinary and unique resources in faculty and student knowledge and experience in computing, computer gaming, modeling and simulation, industrial and technical drawing, psychology, the digital humanities, engineering and communications. When these are put together with expert content from every discipline from history to music, we have the ability to harness the latest technology to create strong educational packages. This area covers content design, visualization, user interfaces, access rights, and information storage/retrieval. It also addresses the business models governing digital media and its impact on learning pedagogies and social behaviour. New digital media includes scholarship exploring the social and cultural implications of digital technologies in areas such as hypertext and hypermedia studies, textual processing and analysis, digital poetics and narratology, archival studies, digital game studies, inter-media theory and cyber-cultural studies.

This is an area which can inspire more young students to study math and science. It can improve our own retention and graduation rates. It can make Carleton a leader in the educational design of learning materials in every field. The area includes the creation

of software and new computing devices that will advance our abilities to present these materials.

Digital media deals with the creation of learning packages and distance learning systems for use in schools and universities across the country.

Content creation: The contents of the various learning modules can cover all of our disciplines including arts, science, engineering, business and economics. Current content design activities at Carleton include music, dance, history, culture, geomatics, modern culture, medical imaging, gaming, chemistry, simulation and modeling, and restoration.

Application development and human-computer interaction: Digital media combines text, images, audio and video information. The design of the most appropriate user interface is vital to the usability of the system. It requires expertise in visualization and simulation, mobile applications, online and virtual communities, educational and medical application, digital art and entertainment, human computer interfaces (HCI), industrial design, interactive multimedia design, multimedia communications and terminals

design. Futuristic multimedia dimensions such as haptics, smell and taste could be explored.

Digital rights management: This area covers copyrights, watermarking, authentication, intellectual property rights, privacy, security, legal implications, and applications such as e-democracy and e-government and journalism for digital media.

Multimedia data management: This area covers all processes for database management including data transfer, storage capacity, distributed storage architectures, compression/decompression, encryption/decryption, watermarking, reliability, network access, data transmission, quality of service, network architecture, wireless systems, and terminal design. The cybercartography project is also a crucial element of this theme. This project conceives of electronic maps as effectively providing sophisticated, geoculturally grounded matrices for the development, storage and dissemination of virtually any form of knowledge. *The Encyclopedia of Popular Music* is another project which fits this theme.

Technology development: This area includes the underlying hardware and software technologies and applications.

Business in a digital era: This area includes the effect of new media on business in a new digital age.

Digital person/society: This area includes the study of the effect of new media on personality and social interactions.

Current Carleton activities related to digital media:

- Bachelor of computer science, game development stream
- Bachelor of information technology in interactive multimedia design (BIT-IMD)
- Bachelor of engineering in communications engineering (the only one in Canada)
- Bachelor of industrial design
- Master of Design (started in September 2008)
- Research activities: Carleton immersive media studio lab, visualization and simulation lab, HOT lab, flight simulation project, geomatics project, technological mediations of culture, impact of digital technologies on the music industry, modern culture, and

new media projects for aboriginal arts and culture by the Centre for Indigenous Research, Culture, Language and Education, hypertext and hypermedia lab and the HCI Building, the game lab in SCS and the Interactive Media Group at SCE/CSIT

- PhD in the Production of Literature
- PhD in Cultural Mediations

## GLOBAL IDENTITIES AND GLOBALIZATION

This area involves the recognition of cultures and their role in creating strong societies and in exploring how they interact peacefully. It involves explorations of the issues of group versus individual rights, of international treaties and of regional development. Scholars in all disciplines are increasingly aware that "identity" is a critical factor in all decision making; for example, as argued for the field of economics by Nobel laureate George Akerlof. One's sense of "identity," of "belonging," defines who one is, and consequently guides one's individual behaviour and actions and the practices of one's community. Understanding identity formation is a complex process, as many factors contribute to the construction of identities; the most important of

these are perhaps language, culture (including literature, art, music), religion and philosophy. Identity both contributes to, and is shaped by, political, economic and social practices. Preparing our students to be citizens of the world necessitates equipping them with the intellectual tools to understand the construction and implication of "global identities." This is of particular relevance in an historical moment in which people increasingly claim allegiance to multiple identities across cultures and nations. We understand this term to apply to societies/communities both inside and outside Canada, including both aboriginal communities and diasporas. In addition, factors such as the geological makeup of a nation determine part of its identity.







**Real-world problem solving**

This area represents:

- enormous existing strength across the faculties, including most of FASS, FPA and Business
- a domain of importance in the academic plans of numerous faculties
- broad interdisciplinarity shared vision with the university's research theme "Canada in a Global Context," and the two sub-themes of "Canadian Culture and Identity" and "Transnational Cultures and Globalization"
- the importance of location in Ottawa (presence of government, embassies, cultural institutions, NGOs)
- the diversity of the faculty and student population an excellent fit with national priority to maintain Canada's position in globalized knowledge-

based economy and extend Canada's global reputation in areas such as multiculturalism

What Carleton needs to do:

- compile an inventory of current activities
- establish an inter-faculty working group to analyze this inventory, identify both convergences and gaps, and then develop an action plan to open doors to allow faculty and students increased exposure to the world beyond Canada
- support infrastructure to support exchanges and international experiences
- consider possibility of an "international term" in the summer
- increase the presence on campus of international students

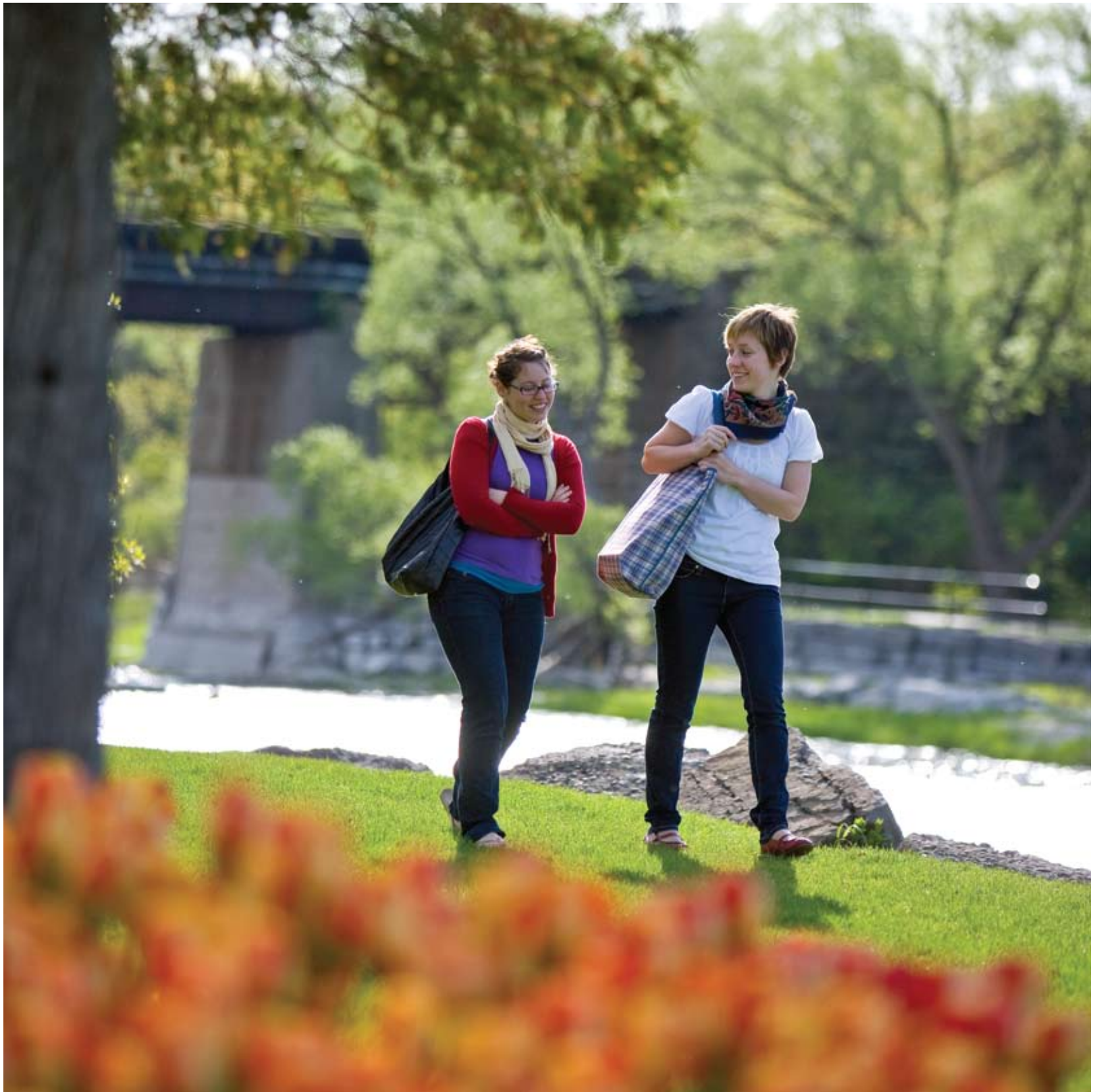
- be more proactive in the development of international links and agreements
- embed international content and experiences in the curriculum
- provide tools to permit the best use of time spent off campus

The themes of human rights, governance and social justice are included in this area along with teaching and research in the areas of forensic psychology and work on children as witnesses, human rights, sociology, criminology, the Norman Paterson School of International Affairs, psychology, political science, law and social work. The area of globalization is one which embraces all disciplines and responds to the geographic pillar of identification. Which also includes our own nation and the North.

## Strategic Guideline

Resources will be allocated according to plan priorities	Location	Innovation	Real-world Problem-solving	Community Engagement
Sustainability/Environment	✓	✓	✓	✓
Health	✓	✓	✓	✓
Digital Media	✓	✓	✓	✓
Globalization/Global Identities	✓	✓	✓	✓







Carleton University is a dynamic research and learning institution located in Ottawa, Canada. The university is a national leader in the study of public affairs and management, journalism and high technology. The university also offers outstanding programs in both the undergraduate and graduate levels in the major disciplines of the arts and social sciences, science, business, and engineering and design. With approximately 24,000 full- and part-time students and 2,000 faculty and staff, Carleton University offers a vibrant work and learning environment with close ties to the region's business, cultural, government and high technology communities.