

Carleton University Strategic Mandate Agreement

Submitted to the Honourable Glen R. Murray,
Minister of Training, Colleges and Universities

October 1, 2012



TEACHING
RESEARCH

PROPOSED MANDATE

Our Roots

Carleton University was founded by and for the community 70 years ago with a mandate to provide programs, services and opportunities for students and to undertake research that would enable graduates to become highly qualified participants in an evolving economy and contribute to creating a strong nation and a better world.

This mandate has not changed. The global context has. Cognizant of this, Carleton combines academic and research programs with support services to ensure the highest-quality experience for students. This mandate is achieved through a constant commitment to innovation and community engagement – putting students first – as reflected in our Strategic, Academic and Research Plans.

Our Submission

This commitment has continued in the present context with the establishment of a Mandate Working Group (MWG) in October 2011 to confirm the University's distinctive strengths and priority action areas. The MWG report (May 2012) was informed by wide consultations with the University community, including the Senate, Faculty boards, student groups and union leadership, and forms the basis of this submission.

Our Commitment to Our Students

Innovation characterizes our groundbreaking initiatives to encourage students to realize their full potential as effective life-long learners and citizens. Carleton is a leader in interdisciplinary programming, experiential learning and student support, and in implementing the new Quality Assurance framework. The student experience at Carleton – characterized by a strong sense of community and the common desire to engage in activities that will make a difference in the world – is aimed at producing citizens who will, through their creativity and entrepreneurship, enable productivity in others. **Carleton's location and record in community building are key to the fulfillment of this mandate.**

Our Capital Advantage

Carleton's location in the National Capital Region is central to its identity. It has shaped our program mix. This is evident from the long-standing and internationally recognized strengths in public policy, Canadian studies, international affairs, journalism and communication, and criminology and criminal justice, as well as in more recent initiatives in public history, information technology, digital design, communications engineering, religion and public life, biomedical engineering, medical physics, and architectural and heritage conservation. Carleton also benefits from relationships with the embassies, and with the hundreds of researchers working in government departments and laboratories, the R&D sector, research agencies and cultural institutions of the National Capital Region who have been appointed as adjunct research professors. They significantly strengthen Carleton's research profile and provide a rich source of supervision for graduate students.

Our Community Building

Carleton's location has greatly influenced its success in serving the regional, provincial, national and global communities. The University has a strong record of promoting innovation, sustainable development and economic prosperity in eastern Ontario and beyond. Examples include the work of the University's Centres for Community Innovation, Sustainable Energy Research, and Technology Innovation. Student engagement and community-engaged pedagogy occur through initiatives such as the Batawa project. In delivering on its mandate, Carleton draws on the expertise of an impressive range of partner organizations and enterprises in local communities. Engagement with its local communities also underpins Carleton's strength on the global stage, especially in India, China and Africa.

Our Research Excellence

Carleton's ability to lead in a constantly changing world depends on its excellence in research and graduate studies. In the fall of 2011, 12% of Carleton's grant-eligible students were graduate students, the fourth highest percentage in the province. The University regards its critical engagement with the world through research as a foundational pillar of its service to students and the community. Carleton students in engineering won the national Nicol Entrepreneurial Award Competition for innovation in 2011. Carleton faculty are highly cited in physics and computing systems. Enriching students' experience of knowledge creation and application is a unique array of local to international partnerships with public, private and not-for-profit organizations. Simulation and visualization laboratories are hotbeds of industrial collaborations.

Our Distinctive Program Mix

Carleton's mandate has led to the development of a distinctive array of disciplinary and interdisciplinary programs. Carleton exercises leadership as an agent of social, economic, cultural and technological innovation as a result of its broad range of disciplines. Programs in arts, humanities, science, social science, engineering, design and business provide the foundation for interdisciplinary initiatives that build capacity. They prepare graduates to solve urgent problems in areas such as human-computer interaction; infrastructure protection and international security; sustainable energy; environment, technology and science; political management; international development management; health – science, technology and policy; and philanthropy and non-profit leadership. Carleton's broad disciplinary base enables it to be both comprehensive and nimble in developing such programs. Ministry approval and support of our program innovations will enable us to continue developing such programs at both undergraduate and graduate levels.

Our Administrative Strengths

The bedrock for fulfilling this mandate is administrative effectiveness. Despite charging tuition and ancillary fees at levels below the provincial average, Carleton's operating budget has been balanced for 14 consecutive years. Faculty productivity in students served has increased 20% over the past 10 years, and the approved, long-range budget plan identifies a further 5% improvement within five years. Retention rates and student satisfaction ratings have increased significantly. A higher-than-average proportion of Carleton's operating budget is allocated to academic activities and student services, including student financial support. The University established the first Office of Quality Initiatives in Canada, a recognized leader in innovation and continuous improvement. Through extensive benchmarking, "Lean" and Service Excellence initiatives, this office is transforming a wide range of administrative processes and practices.

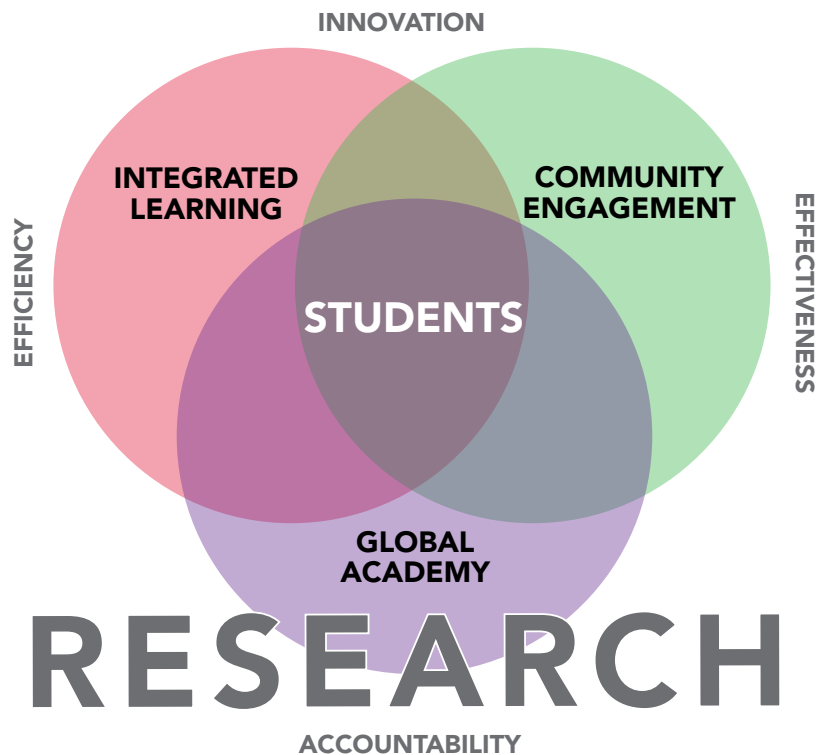
Our Response to Increasing Demand

Carleton's success in delivering on its mandate augurs well in light of the increase in the populations of Ottawa and the GTA (9% over five years), an increase that is higher than for the province overall (6%). Carleton's programs are attracting more GTA students (38% growth in intake in the past four years). Demand for programs in the STEM and business disciplines has been particularly strong; full-time undergraduate enrolment in Carleton's STEM and business programs has increased 41% in the past five years, in comparison with provincial enrolment growth of 20%. Carleton has responded to the changing need for postsecondary education among Aboriginal people. In a recent competition, an advisory panel unanimously recommended to the Minister that Carleton receive provincial funding to develop a masters program and graduate diploma in indigenous public administration.

VISION

Carleton University's goal is to graduate students who are engaged and productive citizens in a knowledge economy and a complex world. We do this by breaking down walls – among disciplines, between teaching and research, between the global and the local, between the university and society at large, while embracing the unique learning opportunities of the nation's capital.

Our three priorities moving forward are integrated learning, community building and further development of Carleton as a global academy. Common to these three priorities is a focus on students.



OBJECTIVE 1: INTEGRATED STUDENT-CENTRED LEARNING

Carleton University and Algonquin College will collaborate on the development of a fully integrated model of college/university academic programming in the STEM and other disciplines that can be scaled to Ontario's postsecondary system. A letter of support from Algonquin College is attached.

What Is Our Model and Why Is It Integrated?

Our model is to integrate the academic content of cognate advanced diplomas and honours bachelor's degree programs so that both credentials can be achieved in four years rather than six and, in some cases, seven. This model capitalizes on the complementary contributions that colleges and universities make to the Ontario postsecondary system.

Academic content is integrated in a distinctive manner. Throughout the program, students complete courses in both institutions concurrently. The constant and simultaneous exposure to theoretical knowledge and advanced skills results in graduates with a more intense awareness of the relation between the two and who, as a result, are eminently "job ready." A new kind of graduate will enter the knowledge economy. Academic content is also fully integrated with bridging activities that provide valuable experience in how theoretical knowledge can be applied in concrete circumstances. These bridging activities build on advanced skills education by infusing real-world experience with critical, creative and reflexive thinking. In addition, academic content is integrated with superior support services that recognize the challenges that students may face in undertaking this form of integrated postsecondary education.

Why Should We Do This?

Students increasingly demand postsecondary education that results in employable skills, adaptability and the capacity for life-long learning. Many organizations hire university graduates because they can adapt creatively to fast-changing circumstances. However, these organizations often have to provide initial training in job-specific skills – skills that are available from college graduates. This integrated model eliminates that need.

The model is innovative and efficient: students achieve in four years what would otherwise take them six or, in some cases, seven years. The model breaks down walls by creating a new relationship between colleges and universities. **Finally, it results in cost-savings for students and the Ontario Government. The savings in tuition and expenses for a student would be approximately \$10,080 if the time to completion is reduced by two years and \$15,120 if reduced by three years. In terms of grant funding, the Ontario Government will save approximately \$12,800 per student if the time to completion is reduced by two years and \$19,200 if reduced by three years. This will save Ontario and the students \$3M a year and provides a model that can be replicated.**

Why Can We Do This?

Carleton and Algonquin are building on a strong foundation of cooperation and commitment to college-university transfers and student mobility. In 2011-2012, Carleton ranked fifth among universities in its transfers and seventh among colleges and universities combined. 67% of its transfers came from Algonquin, and we are currently developing an additional 40 pathways for college-university transfers. In addition, Algonquin and Carleton already have experience in delivering this kind of integrated education through the highly successful Bachelor of Information Technology (BIT) program which began in 2003, enrolled 376 students in the fall of 2011, and already has 281 graduates. Its graduates have been employed by Google, Ubisoft, Rainmaker Entertainment, Method Studios, Image Engine and IBM, among others. They are the first hiring port of call for Alcatel-Lucent. Examples of additional programs could include ones in supply chain management, mobile computing, systems security and environmental science.

Carleton is strong in bridge programming. The I-CUREUS initiative (Research Experience for Undergraduate Students), the entrepreneurship minor and the Lead to Win project equip students for leadership in the knowledge economy. The number of students participating in the co-op option has increased by 51% over the last three years. At the graduate level, a higher percentage of Carleton programs offer experiential learning opportunities than in other medium and large Ontario universities.

Carleton has been a national leader in making a university education accessible to those with disabilities (the Paul Menton Centre) and to those requiring academic support in transitioning to university (the Centre for Initiatives in Education). Our support programs are rooted in continuous intervention and evaluation that inform us as we build on this expertise and extend it to meet support challenges posed by integrated programs. Likewise, Carleton is a leader in responding to student mental health challenges through its national award-winning Student Mental Health Framework. More generally, Carleton provides a learning environment that does "put students first." In the 2011 NSSE survey, the proportion of Carleton respondents rating their academic experience as excellent or good was well above the provincial mean.

Value Added

This model can be applied to other forms of integrated programs. Combining college trade education with a university certificate in entrepreneurship would make it easier for graduates to establish successful businesses. Novel academic programs are currently being developed by integrating academic content with the expertise derived from student support initiatives: in disability studies, incorporating the successes of the Paul Menton Centre; and in mental health, drawing on (and contributing to) Carleton's Student Mental Health Framework. This approach means that sustainability and opportunities to scale up and adapt such programs can be realized.

The Plan

Carleton-Algonquin programs and enrolments are planned as follows – based on initial enrolments of 60, rising to 90:

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Steady state
Programs	1	3	6	6	6	6
Enrolment	60	234	603	1,004	1,425	1,926

Approximately 50% of these enrolments will represent a net increase in overall institutional enrolments, and will require additional operating support. As the number of programs increases, additional expertise will be gained in applying this integrated model to other STEM disciplines and beyond. Online and distance learning will be incorporated, building on Carleton's long history and established reputation in these areas. As this expertise grows, it can be transferred to other universities and colleges. Online learning will be important to transferability, as well as to instances of integration involving more than two institutions or institutions that are not co-located. Scalability to the postsecondary system will have two dimensions: generic, supporting all joint program initiatives; and program specific, where particular program partnerships can be implemented system-wide.

One-time resources will be needed for curriculum development, program implementation, support services evaluation, knowledge transfer to other institutions and assessment of learning outcomes. The draw on the innovation fund over the three-year period will be \$1.5M, with our institutions and partners providing a matching level of resources.

Success will be measured through enrolments, retention, graduation rates and employment. We will also assess the success of program elements and their integration. We will establish and assess clear learning outcomes specific to integrated programs. Students will develop self-directed, online e-portfolios that allow them to reflect critically on their educational experience with, for example, the integration of the theoretical and the applied, and the integration of bridge and support programs. Student-centred assessment will contribute to student engagement and retention. Carleton is well placed to institute this form of assessment through its Office of Academic Quality Assurance.

The plan puts students first in three ways: by focusing on their need for employable skills, adaptability, and the capacity for life-long learning; by emphasizing their central role in assessing learning outcomes; and by reducing the number of years in which they have to pay fees from six or seven to four. The plan contributes to the knowledge economy by graduating creative and entrepreneurial “job-ready” employees, as well as future employers who will fuel the knowledge economy. Finally, it achieves productivity through a more efficient use of postsecondary educational resources, enabling provincial funding to support more students.

OBJECTIVE 2: LEADERSHIP AND COLLABORATION FOR REGIONAL ECONOMIC PROSPERITY AND SUSTAINABLE DEVELOPMENT

Carleton University will convene a Leadership Initiative on Regional Economic Prosperity and Sustainable Development. The objective is to engage postsecondary institutions with leaders from the public, private and community sectors in Ontario regions in order to establish and implement priorities for joint action focused on economic prosperity and regional vitality. To ensure uptake, Carleton will implement a “Living Laboratory”¹ model for action in eastern Ontario that will be scalable in other regions across Ontario and beyond.

What Is Our Model?

Under the leadership of its President, Carleton University will convene postsecondary institutions in eastern Ontario along with regional leaders from the public, private and community sectors to develop strategic goals for the region's economic and social well-being and to establish ways of achieving those goals. This initiative will engage faculty, staff and students. The outcomes of this initiative will be incorporated in an Eastern Ontario Living Laboratory based at Carleton that will continue to monitor the vitality of the region and develop initiatives for economic and social development. A Living Laboratory² is a user-centred, open-innovation ecosystem often operating in a territorial context (e.g., city, region), integrating concurrent research and innovation processes within a public-private-people partnership. Its goal is to support and foster regional innovation and economic development that puts people first. This initiative will serve as a model for postsecondary engagement with public and private organizations in other Ontario regions and, indeed, around the world.

Why Should We Do This?

The vitality of Ontario is strongly linked to the health of its regions. They have diverse economic and social foundations, as well as varied strengths and challenges to confront as Ontario repositions itself in a changing global economy and demographic and cultural reality. Ontario government policy reflects support for a range of regionally based initiatives, including those with an economic and community innovation mandate, such as the Eastern Ontario Development Program. Within regions, however, there is value in developing the linkages between initiatives focused on particular localities (such as Invest Ottawa in eastern Ontario) and the broader regional economy. Strong cross-sectoral leadership will build linkages that strike the best balance between regional integration and complementarity. The Ottawa area offers numerous advantages as an established global technology centre with a strong mix of multinational, small and medium enterprises. Ottawa, a recipient under IBM's Smart Cities Challenge, is regionally positioned to be an integrator to capitalize on initiatives such as Oracle's

¹ This will be the first jurisdiction in Canada to build on this successful European concept – Europe's Network of Living Labs (ENOLL) now boasts 300 members.

² http://en.wikipedia.org/wiki/Living_lab

Smart City solutions. Ottawa has the most educated workforce in Canada and the second highest concentration of science and engineering employment in North America.

Why Can We Do This?

Carleton creates and implements great ideas that improve the quality of life for communities. Academic programs are dedicated to building students' capacity to be entrepreneurial, and to have the skills, sound understanding and motivation to contribute to society. Co-op program enrolment has grown 51% in the past three years: more than 300 organizations currently employ these students. We have 14 major entrepreneurship and innovation programs that provide training and assistance in research commercialization. Carleton is the lead partner in the Ottawa Young Entrepreneurs initiative. The Carleton Lead to Win program integrates students into a wide network of new enterprises that have been established in the region. Students and faculty work with communities throughout Canada and around the world to identify innovative processes and strategies to improve social and economic conditions. For example, we are actively working with towns, such as Batawa and Smiths Falls, to develop strategies to mitigate economic challenges; with the homeless in Ottawa; in isolated communities in the North; and in refugee camps in Africa. Students gain considerable experience through involvement in research programs of faculty, such as the SSHRC-funded Community-University Research Alliance on responsible investing to promote economic sustainability and the social well-being of communities across Canada, or the SSHRC Partnership Grant for the Community First: Impacts of Community Engagement (CFICE) program. CFICE is a national project that aims to strengthen Canadian not-for-profits, universities, colleges and funding agencies to build more successful, innovative, resilient and prosperous communities. Carleton has received more than 42 NSERC Engage grants (fifth highest among Ontario universities) that foster industry-university partnerships to respond rapidly to industry challenges.

Value Added

This initiative will add value in several ways. For students, it will provide engaged learning with faculty and with members of their community, while building the region and province. The leadership initiative in eastern Ontario will provide a scalable model of engagement, research and action for postsecondary institutions and community leaders in other Ontario regions and beyond. The Living Laboratory will build the capacity for regional partners, the public and provincial policy makers to monitor progress, evaluate outcomes and impacts, and maintain attention on sustainable development.

The Plan

Carleton will move forward with the Eastern Ontario Leadership Initiative on Regional Economic Prosperity and Sustainable Development by the end of 2012. Startup funds of \$75,000 are already available. They will enable the university to convene the initiative and conduct some secondary research to inform deliberations. However, additional resources will be necessary for primary research (student support, research expenses), public engagement in the region (knowledge mobilization and transfer) and work with postsecondary institutions in other

regions to scale up the model. Support from the innovation fund of \$500,000 over three years will enable this to occur and will ensure that this initiative contributes to the government's goals of meeting the needs of the knowledge economy and focusing on productivity, innovation and sustainability.

Carleton is committed to launching Canada's first Living Laboratory as part of a global network. We have identified \$250,000 from internal resources to build out this concept; however, to fully staff and instrument the Laboratory will require up-front costs of an additional \$1M, and annual investments of \$500,000 over three years, aiming for full cost recovery through partner investments thereafter. Metrics for the evaluation of this initiative will be developed in collaboration with the province and regional partners, but will include the creation of jobs, revenue, new tools for increased productivity, and community-based programs that enhance economic and social development.

While these initiatives will enrich the undergraduate experience, their impact on enrolment will be at the graduate level: by the fall of 2014, we are requesting support for an additional 60 master's FTEs and 20 PhD FTEs in existing programs such as the master's program in Technology Innovation Management, and the Master of Philanthropy and Non-Profit Leadership.

OBJECTIVE 3: THE GLOBAL ACADEMY AND SUMMER INSTITUTES FOR INTERNATIONAL STUDENTS

Carleton University will promote the development of a productive, innovative and sustainable knowledge economy in Ontario by establishing a Global Academy that provides a focal point for training, education, research and engagement on global issues across boundaries.

What Is Our Model?

Carleton will extend its international reach by building on its long-standing experience with top-ranked internationally focused degree programs and research. The Carleton Global Academy is a multi-faceted initiative that will:

- develop Carleton as a key gateway for international students arriving in Ontario through our summer institutes
- make our existing undergraduate and graduate programs more accessible to students around the world through online and hybrid delivery methods and through partnerships in program co-delivery with institutions in other countries
- enhance international opportunities and global awareness among students at Carleton
- provide professional education and development for the staff of international agencies, businesses and governments who are dealing firsthand with global issues that cross traditional disciplines, sectoral boundaries and political borders.

Why Should We Do This?

This initiative addresses the government's principle of meeting the needs of the knowledge economy and ensuring that our system of postsecondary education is internationally competitive and relevant. In order to do this, we have to be both importers and exporters of knowledge and personnel. Ontario, Canada and the world need highly qualified people who have a substantive knowledge base and skills, an understanding of the intersection of their area of specialization with others, and knowledge of the global context in which they are living and working.

Why Can We Do This?

Carleton University's research, teaching and community-building initiatives have always emphasized global issues. Our location in the national capital has ensured our focus on the interplay among the international, national and local arenas. Many academic units at Carleton, including the internationally renowned Norman Paterson School of International Affairs, have played leading roles in Canada and the world. Innovative programs such as the Master of Infrastructure Protection and International Security address current and pressing global issues. Our School of Canadian Studies offers an international window on Canada, and our School of Linguistics and Language Studies is a leader in providing instruction in a wide range of languages. Carleton faculty and students conduct research as part of major international networks such as the CERN particle physics group. Carleton's Centre for European Studies is the Network Coordinator for the Canadian Network of European Union Centres of Excellence. The Canada-India Centre for Excellence in Science, Technology, Trade and Policy connects communities across Canada to those of the subcontinent. Building on the research excellence of our Centre for Migration and Diaspora Studies, we are making a strategic faculty appointment to provide leadership for the more than 20 faculty conducting teaching and research in this area. Carleton is home to the National Capital Confucius Institute that is unique in having entrepreneurship as a core focus. Overall, Carleton has a strong international reputation, ranking in the world's top 250 universities (Times Higher Education 2011). Carleton has the third highest percentage of international exchange students in Ontario and the third highest percentage of its own students studying abroad. More than 10% of Carleton's undergraduates are international students, the second-highest percentage in Ontario.

Value Added

This initiative will build on Ontario's comparative advantage as the home of the national capital. Carleton University's initiative will foster a "creative capital" that brings reputational benefits to Ontario and Ottawa as locations that welcome, convene and educate. It will also bring economic benefits by building the role of Ottawa as a destination for international education, training and research. Finally, it will further develop Carleton's core mandate and vision, building bridges in a global society.

The Plan

Carleton University will continue to work with the City of Ottawa and build on its relationships with government agencies, embassies and international NGOs to exploit the advantages that the university's capital location provides for meeting this objective. International accessibility to Carleton programs will be increased through two initiatives.

In the next three years, Carleton will develop online courses that make some of its key, internationally focused programs available to students from elsewhere in Canada and around the world. We will develop clusters of courses that enable these students to obtain diplomas and certificates as a recognized building block towards a full degree. The university has many unique programs that have a global demand. Costs associated with the development of three certificates over the next three years, including the costs of developing an online reference service for student support, are estimated to be \$425,000.

The second component of our international accessibility initiative is to conclude partnership agreements with universities in other countries to develop programs in areas of common demand that provide students with a shared core curriculum and an international perspective. To ensure our students' awareness of global issues and engender a commitment to global citizenship, we will also develop by 2014-2015 a suite of undergraduate courses to be offered on campus. These courses will have an experiential component incorporating the resources of the new Carleton Discovery Centre.

The School of Canadian Studies will lead the summer gateway initiative for international students coming to Canada by offering a credit course on Canadian society and its cultures, providing a type of introduction and orientation to Canada and Ontario that could be available only in the national capital. This program will improve the success rates of international students in Ontario and help integrate them into Canadian society both during and after their postsecondary education. For many participants, the credit earned will be applicable to their degree. Startup costs for the summer gateway initiative will be \$75,000.

The professional education and development component of the Global Academy will combine intensive residential workshops over the summer with online learning and off-site activities. **By the end of 2016, Carleton will have developed and implemented six international professional development programs through its new Global Policy Institute.** Development costs associated with this initiative will be \$500,000, bringing the total funds required for the Global Academy to \$1M. We will be seeking \$600,000 from the innovation fund.

Evaluation metrics will include the increase in international enrolment (both on campus and online) and in international partnership agreements.



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MANDATE

Our Roots

Dominican College was founded in Ottawa in 1900, modeled on the Dominican tradition of universities. It was granted a civil university charter by the Province of Ontario in 1967. Its mandate was to provide programs, services and opportunities for students in philosophy and theology at a time when society and its religious components were rapidly changing and when these disciplines were in upheaval. The college prepared graduates to participate fully in the changing Canadian and international scene and equipped them to act as responsible and innovative citizens.

This mandate remains relevant while the global social, political, religious and economical context may have changed. Bearing this in mind - and in concert with programs at Carleton University - Dominican College continues to develop programs and services that ensure the highest quality experience for students with an on-going commitment to put students first.

Our Commitment to Our Students

Over the past two decades, Dominican College has created new programs and opened its doors to English-speaking students. We have innovated approaches aimed at bridging the gap between the divides that characterize Canada, as a country, specifically as it pertains to the practices of philosophy and religion. To help students discover their capabilities, we have developed different options in experiential learning and support for students. Within the college we have worked diligently to implement the new quality assurance framework. The student experience at Dominican College is one of a community of learning and life. It offers students the time and means to become citizens who are ethically aware of the complexity of our world and that will be capable of challenging other citizens to contribute to society.

Our Community-Building Advantage

Over the last twenty years, Dominican College has doubled its population. Over these years, we have offered and continue to offer educational services along with cultural integration ones to the Italian, Portuguese, Croatian, Vietnamese, Mexican and, more recently the Phillipine

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communities who have settled in Ottawa. This has contributed to a rich multi-cultural experience for students and opened a window on global issues.. It has led to opportunities for lecturers and researchers to go abroad and participate in international events as well as pan-Canadian ones. This has fostered, for example, a recent partnership with SOPAR and BALA VIKASA, NGOs working in India and with a focus on Haiti.

Our Research Excellence

Dominican College lives up to its mandate and its academic goals through its tradition of quality research, innovative knowledge transfer, intellectual rigour and pedagogical excellence that benefits both students and the larger community. Our lecturers publish in a wide variety of topics and participate in international conferences. The Montreal Campus (Institut de Pastorale) is an integral part of Dominican and lends a unique inter-provincial dimension to the global objectives of the college.

Our Distinctive Program Selection

Dominican College has fostered a vast culture of knowledge that is at the forefront of philosophical and theological thought. We are the only university offering only these programs. Through a recent affiliation agreement, Dominican College will benefit from and participate in Carleton's broad interdisciplinary base that enables it to be comprehensive and nimble in developing other programs.

Our Administrative Capabilities

Administration at Dominican College is kept to bare-bones in terms of personnel. Most administrators are also lecturers: an option which keeps the students as the priority. While this is challenging, it has no negative impact on academic nor administrative fronts. Tuition and ancillary fees at Dominican College are well below the provincial average. Over the years, thanks to the Dominican College Foundation, the college has been able to increasingly offer financial support to its students. The affiliation with Carleton will contribute greatly to facilitate a planned increase in administrative effectiveness and student services.

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VISION

Dominican College aims to equip students to become ethically responsible and productive actors in the knowledge economy of our complex world. As at Carleton, we do this by breaking down walls – among disciplines, between teaching and research, between the global and the local, and between the university and society at large – and by embracing the unique learning opportunities of the nation’s capital. Thus we would be ready to participate within the limits of our specific field of expertise in Carleton’s three objectives.

OBJECTIVE 1:

INTEGRATED STUDENT-CENTRED LEARNING

Dominican College is ready to contribute in an integrated student-centered learning with Carleton University and in its partnership with Algonquin College. We are also working at operationalizing an agreement with social justice options in Ottawa area high schools Ottawa with different school-boards. This will foster a social and economic awareness amongst students and contribute to better equip the students towards responsible citizenship.

Objective 2:

LEADERSHIP AND COLLABORATION FOR REGIONAL ECONOMIC PROSPERITY AND SUSTAINABLE DEVELOPMENT

Dominican College agrees with Carleton University on the importance of the Leadership Initiative on Regional Economic Prosperity and Sustainability that Carleton University will be convening. The specific contribution of Dominican College’s faculty could lie in the ethical dimensions of the joint actions of postsecondary institutions, the private and community sectors focusing on economic prosperity and regional vitality. Some students and staff of Dominican College could also be engaged in the initiative as some have, over the years, started or participated in local business. It would be a valuable opportunity for engaged learning and inscription in this part of the Province.

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OBJECTIVE 3:

THE GLOBAL ACADEMY

Dominican College, with its focus on philosophy and ethics and on the impact of religions in society, could meaningfully participate in Carleton University's promotion and development of a productive, innovative and sustainable knowledge economy in Ontario sustained by a Global Academy providing a focal point for training, education, research and engagement on global issues across traditional boundaries. This provides an opportunity for international students and experiences for our students abroad which can only benefit the economy of knowledge in Ontario. Dominican College and its specific international connections can contribute to enhancing the government's principle of meeting the needs of the knowledge economy and ensuring that our system of postsecondary education is internationally competitive.



September 21, 2012

Dr. Roseann O'Reilly Runte
President and Vice-Chancellor
503 Tory Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6

Dear Dr. O'Reilly Runte:

We are very pleased to offer our full support towards a proposed new Carleton University/Algonquin College initiative to collaborate on the development of a fully integrative model of college/university academic programming in the STEM disciplines and beyond, with scalability within Ontario's postsecondary system.

As outlined in Carleton's Integrated Student-Centred Learning proposal, the model would build on an established strong foundation of cooperation between Algonquin and Carleton, and a successful track record of joint collaborative degree program delivery. The development of new programs in cognate STEM and other disciplines would further enhance productivity through the addition of new programs that accelerate diploma/degree credential attainment for students. With the proposed learning pathways, graduates would enter the workforce with an ideal combination of college/university preparation following four years of education rather than a minimum of six years. We endorse the proposed student-centred model in that it is seamless by eliminating administrative complexity and the need for students to negotiate the transfer process from one institution to another, while ensuring that there is no unwarranted duplication in learning.

Through the envisioned new collaborative program offerings, students would be able to take full advantage of both the applied expertise and the intensive experiential work placements offered through Algonquin, and Carleton's strong academic programs in STEM and other disciplines. Programs would be developed in consideration of ease of scalability where established provincial program standards and/or programming affinities exist with other Ontario colleges and universities.



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We believe that the province's prosperity in the knowledge economy depends on having a labour market that includes employees with both practical workplace skills and broader analytical, critical thinking and communications skills. Algonquin College extends its support to work with Carleton University on developing joint initiatives such as proposed within the Integrated Student-Centred Learning model, to efficiently meet the academic needs of our students and to empower them for their future success.

Yours sincerely,



Claude Brulé
Vice President, Academic
Algonquin College of Applied Arts and Technology

CC: Dr. Kent MacDonald, President, Algonquin College
Doug Wotherspoon, Executive Director, Advancement Division
Dr. Peter Ricketts, Provost and Vice President, Academic, Carleton University
Dr. John Sheppard, Vice-Provost and Associate Vice-President (Academic), Carleton University



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September 24, 2012

Dear President Runte,

As proponents of accessible and affordable post-secondary education the Graduate Students' Association (GSA) would like to lend our support to the process undertaken by the Mandate Working Group. Moreover, as stakeholders in the Carleton community, we recognise the importance of a vision for Carleton that places students at its heart.

In developing the Strategic Mandate for Carleton we were pleased to have had several opportunities to engage in dialogue with members of the Mandate Working Group. Given the short timeline for this initiative, members of the working group were certainly open to hearing our ideas, questions, and concerns.

The GSA understands the importance of interdisciplinary research, community building, and the influence of a globalised academy. Every day we work to facilitate the hard work of the graduate student community through our many services, campaigns, grants, and awards.

In 2011 we were pleased to undertake a joint benchmarking project with the Faculty of Graduate and Post-Doctoral Affairs (FGPA). This initiative demonstrated the excellent services that exist at Carleton for graduate students, provided by both the GSA and Carleton, and also highlighted areas for improvement. This September, the GSA, Canadian Union of Public Employees Local 4600, and the FGPA held a second joint Graduate Orientation Day. This year was an even greater success than the first and these joint orientation events have shown that Carleton has great potential to work as a community to meet the challenges we face.

Carleton continues to offer excellent graduate programs and we are confident in our community's ability to continue conducting groundbreaking research in diverse fields. As the Strategic Mandate process advances, we welcome further opportunities to provide ideas, questions, and concerns, and to assist with the process of consultation and implementation.

Sincerely,

Kelly Black
GSA President
On behalf of the GSA Executive

Cc:
Professor Katherine Graham, Senior Advisor to the President and Provost
John Shepherd, Vice-Provost and Associate Vice-President (Academic)



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September 26, 2012

Dear President Runte,

We very much appreciate the information sessions on the Provincial Mandate Submission for Carleton University as well as the opportunity to comment on the proposals and to offer suggestions. We were pleased to note that once again Carleton has placed students front and center in its mandate and vision. Students at Carleton have benefited from academic support programs as well as initiatives like the Student Mental Health Program which involves students, faculty and staff in serious reflection and study to provide timely advice and caring support for those in need.

We are particularly supportive of the focus on globalization and the International Summer Institute for international students. Carleton is most fortunate to have many students from around the world and the university does well to welcome them and assist in their adaptation to a new culture and environment. Bringing international students to campus during the summer prior to their enrolment at the university of their choice in Ontario will afford them the opportunity to learn about Canada in our nation's capital. This program will provide these students a credit and a well-designed point of entry to academic study in Ontario. This will promote their success as well as create a bond across colleges and universities. Carleton students will be very happy to participate in the program and to find summer employment.

The entrepreneurial project is an example of the way in which our university provides leadership. Students are taught not only to find employment but to create it for others. Students are provided mentorships, internships, and co-op placements. Knowing more about this region and how global markets function will be key to the success of all students. The university is well placed to be the hub for the region bringing together research and hands-on experience for members of the community and the student body.

We look forward to collaborating with the administration on the elaboration of these projects!

Sincerely yours,

Alexander Golovko

Carleton University Students' Association, President



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September 26, 2012

Dear President Runte,

We very much appreciate the information sessions on the Provincial Mandate Submission for Carleton University as well as the opportunity to comment on the proposals and to offer suggestions. We were pleased that Carleton has placed students front and center in its mandate and vision. Over the years, students at Carleton have benefited from academic support programs as well as initiatives like the Student Mental Health Program which involves students, faculty and staff in serious reflection and study to provide timely advice and caring support for those in need.

We are encouraged by the focus on implementing academic programs that provide students with employable skills, adaptability and the capacity for life-long learning. By collaborating with Algonquin College on the development of a fully integrated model of college/university academic programs we can focus on providing our students with the tools they need to succeed today and in the future. We believe Carleton is well positioned to be a leader in the development of such a program having already showed itself to be a leader in student support programming. The development of integrated university/college model that focuses on STEM disciplines could allow us to apply the same principles to trade-focused programs in the future.

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We look forward to collaborating with the administration on the elaboration of these projects!

Sincerely yours,

Andrew Kwai
President & Student Governance Coordinator
Carleton Academic Student Government