

2020-2025 Strategic Mandate Agreement

CARLETON UNIVERSITY

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MINISTRY OF COLLEGES AND UNIVERSITIES



Carleton
UNIVERSITY

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Carleton University

And

Ministry of Colleges and Universities

SIGNED for and on behalf of the Ministry of
Colleges and Universities by:

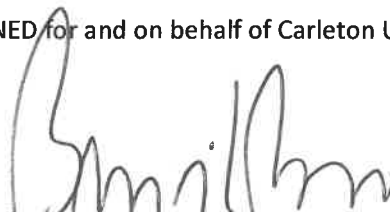


Shelley Tapp
Deputy Minister

August 28, 2020

Date

SIGNED for and on behalf of Carleton University by:



Dr. Benoit-Antoine Bacon
President and Vice-Chancellor

August 31, 2020

Date

This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.

The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.

Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and Carleton University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMA3s are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the university's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

Carleton University is larger than ever with more than 31,000 students, including approximately 4,000 graduate and 4,500 international students from 150 countries. Carleton aims to continue its steady, planned enrolment growth – Carleton increased enrolment by an average of 1.8% over the last three years. In the last decade, Carleton has launched 47 academic programs and has seen a steady increase in entrance averages. In 2019, over half of incoming students had a high school average of 85% or higher.

In June 2020, Carleton's Senate and Board of Governors approved a renewed [Strategic Integrated Plan](#), which is based on the distinctive triangular (delta) shape formed by the Carleton campus. The three sides are represented by three statements: "Share Knowledge. Shape the Future."; "Serve Ottawa. Serve the World."; and "Strive for Wellness. Strive for Sustainability." Together, these directions frame Carleton's values, strengths and strategic directions.

Carleton is an interdisciplinary research-intensive university with a creative, international approach to research that has led to significant discoveries and collaborations in science, engineering, business, public policy and the arts. Our community is undertaking more research projects, awards and collaborations than ever before. Carleton recently recorded its [largest annual increase in research funding](#), from \$55-million to \$70-million (a jump of 29%) as our researchers continue to address important societal challenges in telecommunications, northern and Indigenous research, autonomous vehicles, international security, energy conservation and many other fields.

Carleton's institutional culture promotes high-impact teaching practices that foster deep, lifelong learning and, ultimately, student success. Consequently, [Carleton students report higher than average satisfaction with their education](#). Our pedagogy continues to incorporate more experiential learning and Work Integrated Learning opportunities, such as our [flagship Computer Science four-year internship program with Shopify](#). In 2018, QS World University Rankings recognized Carleton as one of the [top 10 Canadian universities for graduate employability](#).

Carleton launched its [Student Mental Health Framework 2.0](#) to build a holistic, campus-wide approach to student mental health and well-being and has implemented all of its 38 recommendations. In November 2019, Carleton was the first post-secondary institution to achieve Excellence Canada's [Gold Level certification in Mental Health at Work](#). Carleton is [Canada's top university for accessibility](#) and supports its communities through programs such as the [Research, Education, Accessibility and Design Initiative](#), the [Canadian Accessibility Network](#) and the [Paul Menton Centre for Students with Disabilities](#).

[Sustainability is embedded in everything Carleton does](#) — in teaching, research and campus operations. Carleton was named the second most sustainable university in Canada and 33rd most sustainable university in the world by UI Green Metric World University Rankings, a global ranking concerned with broader sustainability impacts, including waste, energy and teaching.

Carleton is currently building three innovative teaching and research facilities, which enhance its ability to attract world-class researchers, form strategic third-party partnerships, offer a state-of-the-art business school and

have upgraded infrastructure in place to handle additional energy demands on the campus heating plant. Last year, Carleton purchased the Dominion-Chalmers United Church building to establish the Carleton Dominion-Chalmers Centre, which is reflective of our commitment to extend our footprint beyond campus into the broader community.

As we finalize this document, the COVID-19 public health crisis continues to evolve in Canada and internationally. Carleton has been adapting quickly and successfully to the unprecedented changes resulting from the COVID-19 pandemic; however, it is difficult to fully predict the length and severity of its impact.

[Dominican University College - Collège universitaire dominicain](#) has been affiliated with Carleton since 2012. A fully bilingual institution, DUC has a distinctive blend of undergraduate and graduate programs in philosophy and theology that is unique in Canada.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Carleton University’s annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario’s Performance-based Funding Technical Manual. Carleton University’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$42,622,706	\$60,718,435	\$78,814,702	\$96,910,970	\$105,959,104
Performance-based Grant	\$42,622,706	\$60,718,435	\$78,587,318	\$96,051,167	\$104,783,091

* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

**Further details on calculations are available in Ontario’s Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

***The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

Institutional Weighting Strategy

The performance-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
2. Institutional Strength/Focus	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
3. Graduation Rate	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
4. Community/Local Impact – Student Enrolment	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
5. Economic Impact (Institution-specific)	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	16.7%	\$7,103,784	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
7. Experiential Learning	-	-	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
8. Research Revenue Attracted from Private Sector Sources	-	-	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
9. Graduate Employment Earnings	-	-	11.1%	\$6,746,493	10.6%	\$8,295,328	10.6%	\$10,138,734	10.6%	\$11,060,437
10. Skills & Competencies	-	-	-	-	5.0%	\$3,929,366	5.0%	\$4,802,558	5.0%	\$5,239,155

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Activity
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Carleton University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate Employment Rate in a Related Field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation

Metric initiated in 2020-21

Narrative

[Carleton is the only Ontario university participating in FUSION](#), the Future Skills Innovation Network – a Future Skills Centre-funded project that brings together six Canadian universities to achieve common goals in the following areas:

- Improve the recognition and articulation of the skills students develop through their university experience;
- Improve access to skill development experiences for under-represented students;
- Explore alternative formats for teaching and learning that increase access to, and effectiveness of, skill development opportunities; and
- Co-create resources that are designed to highlight and enhance transferable skills (meta-cognition, complex problem solving and communication) gained through experiential learning activities.

Carleton has developed an [Employability Framework](#) with the goal of adopting a holistic approach to job readiness and enhancing students’ employability in related fields. This framework identifies employability initiatives on campus and provides a roadmap that outlines options available to students. The Employability Framework is based on the following pillars: Co-curricular, Curricular, Service Delivery, and Employer Connections. The list below includes examples of current programs that correlate to stronger outcomes for students in securing employment in a related field upon graduation.

Co-curricular

Carleton has the third largest [Co-operative Education](#) program in Ontario. Students can gain from 12 to 20 months of relevant full-time, paid work experience prior to graduation. Employment outcomes are enhanced when students have the knowledge and tools to assess career options; engage in longer-term opportunities that enrich their skills and experience; and receive support and feedback to better integrate into the workforce, all of which is accomplished through the co-op program.

Students can participate in a variety of mentorship opportunities, which include short-term, program-specific workplace shadowing and networking to preview on-the-job experience.

Both the Alternative Spring Break and Campus to Community programs are opportunities for students to participate in community-engaged learning outside of the classroom while drawing on academic knowledge and skills.

Curricular

Program-specific, supervised, professional practica and field placements in many programs integrate academic knowledge and skills. Students also engage in learning through practice in a variety of in-class labs.

Now in its fourth year, Carleton's unique International Internship Program gives students the opportunity to work internationally for course credit, gain real-world work experience and develop networks in their field.

Service Delivery

[Career Services](#) is an on-campus department that assists students through career counselling and career coaching with a focus on exploring field-specific career opportunities as well as broader approaches to help students identify options related to their fields of study.

Carleton's Career Curriculum Specialist facilitates collaboration between Career Services and faculty to provide program-specific career exploration and resources aligned to course learning outcomes. The Specialist also collaborates with faculty to design career transition courses within specific programs.

Employer Connections

Carleton's Alumni Mentorship Program connects upper year students and new graduates with alumni mentors who work in their fields of study.

STEM Net Night (Science, Technology, Engineering and Math) and Net Café (Business, Public Affairs, Arts and Social Sciences) are two large-scale networking events designed to connect students and new graduates with industry professionals in their fields.

Source: Ministry of Colleges and Universities - Ontario University Graduate Survey

Institutional Strength/Focus

Interdisciplinary Programs

Proportion of enrolment (FFTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength

Metric initiated in 2020-21

Narrative

The critical issues facing society cannot be fully addressed using the tools and perspectives of any single disciplinary silo. Carleton has a long tradition of embracing interdisciplinarity in order to have an impact on complex problems. Carleton builds academic programming based on a foundation of strong, established disciplines with an overlay of innovative interdisciplinary programs.

Interdisciplinarity consistently emerged as a fundamental value during the consultations that were held to develop Carleton's [Strategic Integrated Plan](#). More than one third (37%) of full-time faculty at Carleton hold cross-appointments in two or more academic units.

New academic programs that were identified in the last two Strategic Mandate Agreements were almost exclusively interdisciplinary. For example, the Master's and Graduate Diplomas in Northern Studies are a

collaboration between six academic units across three Faculties. The Bachelor of Global and International Studies is comprised of 18 specializations and streams sponsored by departments across two Faculties. Other recently launched interdisciplinary degrees include our programs in Health Sciences; the Bachelor of Media Production and Design; Interdisciplinary Science and Practice; Migration and Diaspora Studies; and Information Resource Management (one of four [Bachelor of Information Technology](#) degrees offered in collaboration with Algonquin College).

Carleton defines interdisciplinary programs as our areas of strength. These programs have two or more disciplines contributing to the core of the program. Carleton’s list of interdisciplinary programs was developed by a panel of six senior academic administrators from across the university using CIP categories. The classification was confirmed by all of the Faculty Deans. While we believe that this metric captures much of our interdisciplinary programming, it should be noted that CIP categories cannot identify all students in interdisciplinary programs. For example, our Collaborative Master’s Program in Data Science provides students from 16 participating programs across all five Faculties with the opportunity to obtain a Specialization in Data Science, but students are counted in their home disciplines. Students taking a Minor or a specialization in another discipline are counted as a part of their home degree program and classified along with that program. Nevertheless, we feel that the categorization provides a meaningful indicator of Carleton’s strength in interdisciplinary academic programs.

Carleton students enrolled in an undergraduate interdisciplinary program have a seven-year graduation rate that is 7.2% higher than students in other undergraduate programs. In 2019, the entrance average for Carleton students in undergraduate interdisciplinary programs was 85.2%, compared to 84.3% for students in other programs. Furthermore, enrolment in these programs has grown steadily, demonstrating that interdisciplinary programs continue to be in demand. In 2018, 45.6% of Carleton students were enrolled in interdisciplinary programs, an increase from 45.0% in 2017 and 44.1% in 2016. These data are based on annual FTEs for undergraduates and Fall FTEs for graduates in selected CIP categories (funding eligible and ineligible).

Interdisciplinarity is also important to Carleton’s research strategy. In 2019, Carleton launched the Multidisciplinary Research Catalyst Fund to provide startup resources and support to enable multidisciplinary research clusters to launch joint projects and achieve a demonstrable increase in research impact.

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years

Metric initiated in 2020-21

Narrative

Carleton’s graduation rate reflects the fact that the University offers only first-entry undergraduate programs and is also negatively affected by bilateral transfers between Carleton and the University of Ottawa. Carleton holds the view that a student leaving University A to complete a degree at University B should be counted as a success, not a failure. We understand graduation rate calculations may soon take these factors into account and better reflect how well all Ontario universities—as a system—serve our students.

Improving seven-year graduation rates is always a priority for Carleton. Carleton is currently mobilizing significant resources, launching a mandatory advising pilot and implementing strategies that consider both structural and pedagogical aspects of the academic experience to enhance student success. Structurally, Carleton has undertaken to provide more flexible pathways to graduation for students pursuing BA and BSc offerings with the creation of the Open Studies option. Four, five and six-year graduation pathways are also being explored.

In 2020-2021, the University will implement a new Academic Continuation Evaluation framework that seeks to make rules simpler, more transparent and similar across degree programs. It will improve front-line advising procedures to identify at-risk students with enough time to remedy problems. Analytical tools will be harnessed and incentive systems put in place to encourage students to seek advising and other types of support.

Pedagogically, Carleton fosters a teaching culture that emphasizes student success in the classroom. An integral component of this culture is working with academic and instructional colleagues to devise strategies that improve students’ chances of graduation, particularly in high-enrolment first and second-year courses. A high-level working group on Student Success in the Classroom has been convened and is looking at ways to improve student success in areas such as large classes, grading practices, assessment design, teaching assistant training and support and course delivery modes including online, flipped and blended approaches. The group will develop a set of recommendations that will focus on short, medium and long-term priorities to address graduation rates.

Carleton is initiating a number of training and development opportunities through Teaching and Learning Services, such as a Course Transformation Initiative that will seek to renew the first-year academic experience, particularly in large classes. A Course Redesign Initiative is expected to assist academic and instructional colleagues who wish to change pedagogical elements of courses, such as assessments, the adoption of online or blended learning modes, or the renewal of other approaches related to face-to-face delivery.

Offering additional Work Integrated Learning opportunities is an integral part of enhancing graduation rates. Today’s students are looking for more opportunities to apply their knowledge while developing greater foundational understanding. To this end, Carleton is increasing opportunities for students to engage in research, co-op learning, service learning and problem-based learning in first-year seminar courses.

In 2017, Carleton’s Senate approved a policy on Laddered Credentials which makes it possible to build academic programming around laddered micro-credentials. This initiative reflects Carleton’s long-standing commitment to non-traditional learners.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings

Median employment earnings of university graduates, two years after graduation

Metric initiated in 2021-22

Narrative

Carleton has developed an [Employability Framework](#) (see Metric #1 for additional details). The list below includes examples of current programs that directly relate to employment earnings outcomes for new graduates.

Co-curricular

Experience is a key factor that affects earning potential. Carleton has the third largest co-operative education program in Ontario. When students are given the opportunity to complete longer work terms, they can establish their value in their industry sector by taking on increasingly challenging work, assuming increased responsibility and demonstrating independent work habits. Longer work terms also allow for scheduled salary increases, thus increasing students' earning potential after graduation.

The federal government is a major employer of Carleton co-op students. The student pay rates established by the Treasury Board of Canada Secretariat includes a graduated salary scale with step increases for each completed co-op work term, which is another example of how this program is increasing co-op students' earning potential after graduation.

The Accessible Career Transitions to Employment Program (ACT to Employ) is a formal experiential learning program that places students with disabilities in meaningful paid work experiences, both on and off-campus, in order to bridge the employability gap that exists for persons with disabilities.

Carleton's co-curricular record provides students with access to official documentation that they can present to employers to demonstrate their involvement in activities and experiences tied to building employability skills.

Curricular

Carleton's International Internship Program, now in its fourth year, gives students the opportunity to work internationally for course credit, gain real-world work experience and develop networks in their specific fields.

Program-specific, supervised, professional experiences such as practica and field placements are designed to integrate academic knowledge and skills. Field courses are rigorous practical experiences that take place in a setting relevant to students' academic disciplines.

Carleton offers 10 graduate diplomas that increase students' knowledge in a particular subject area, including Philanthropy and Nonprofit Leadership; Ethics and Public Affairs; Indigenous Policy and Administration; and Work and Labour. These are credentials that can be added to other degrees to enhance a graduate's value in the labour market.

Service Delivery

Carleton offers a range of employability skills workshops designed to build students' skills, knowledge and abilities to help prepare them for the world of work and secure competitive opportunities.

The Career Services department offers a variety of on-campus services to students and alumni to build capacity in securing employment opportunities. Services include resume reviews, interview preparation, LinkedIn workshops, personality assessments and career exploration.

Grad Navigate is an online tool that connects graduate students with professional development opportunities, events, resources and workshops that provide graduate-specific training in professional skills, career planning, research, writing, and wellness.

Employer Connections

Carleton hosts employers on campus for information sessions, career fairs and on-campus recruiting. This helps to connect employers with students and new graduates and helps them to build and develop a talent network.

Employers support several types of opportunities, including co-op, internships, summer jobs, new graduate opportunities and management training programs which enhance graduates' value to employers.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)

Metric initiated in 2021-22

Narrative

Carleton implemented an institution-specific Degree Level Expectation (DLE) for experiential learning in Fall 2019, which requires all programs to integrate experiential learning opportunities into their curricula. The DLE aims to enhance experiential learning across campus and better position the University to meet the provincial strategy. Carleton has identified all of its courses that include experiential learning components and has published this information in the academic calendar.

The University is undertaking a number of activities to further integrate experiential learning into the student experience. First, the Carleton University Experiential Learning Fund was established to support faculty, instructors and learning support staff with integrating experiential learning components into academic courses or programs at Carleton. In 2019, Carleton funded 18 course-related projects and plans to support an additional 18 courses and programs adopting experiential learning elements over the SMA3 period.

Second, the University has partnered with Riipen and plans to run a one-year pilot. Riipen is an organization that assists post-secondary institutions with finding project-based learning partners to integrate experiential learning into large enrolment courses.

Third, Carleton plans to increase its Educational Development expertise as an integral means to assist instructors in developing appropriate experiential learning opportunities within courses and across programs. To this end, the University is establishing three positions that will focus on experiential learning and other high-impact practices.

Fourth, Carleton will expand its undergraduate applied research initiative, the [Internship-Carleton University Research Experience for Undergraduate Students \(I-CUREUS\)](#), to accommodate more student participation. Currently, over 200 students are developing valuable skills and research experience through this initiative. The University plans to provide academic credit for these experiences.

Fifth, Carleton is developing an applied research project for students to act as partners in the development of curriculum and course design. Teaching and Learning Services will fund 150 students through the new [Students as Partners Program](#) and will develop a mechanism for students to achieve academic credit for this experiential learning activity.

Source: Institutions

Skills & Competencies

Education and Skills Online: Random sample of students (domestic and international)

Metric initiated in 2022-23

Narrative

Along with COU colleagues, Carleton is committed to participating in the Education and Skills Online assessment. In addition to certificates and micro-credentials, Carleton has a number of initiatives that support students' skill development.

Carleton's [Co-Curricular Record](#) system is a resource offered to all students as a way to record and encourage involvement in student leadership development, extracurricular activities, and community service opportunities. This gives students an opportunity to present official documentation to prospective employers and graduate schools that complement their academic transcripts and demonstrate the holistic learning they engaged in during their academic careers.

[cuPortfolio](#) is an electronic portfolio system with social networking features to create online learning communities. Students can use cuPortfolio to showcase their work and link it to specific learning goals.

The "[Your Degree, Your Future](#)" website is an interactive resource students can use to identify skills they can develop through their academic programs, find ways to gain experience that will improve their employability, and to see future possibilities and career paths of recent graduates.

Through Carleton's community-engaged learning [Campus to Community](#) program, students can connect with local non-profit and community organizations to explore the social, environmental, and economic challenges impacting the greater Ottawa community. By supporting the work of these organizations, students gain practical employment skills and identify real-world connections to their studies.

The [Centre for Student Academic Support \(CSAS\)](#) provides students with one-on-one writing consultations and learning support workshops focused on topics such as time management, academic reading, concentration and exam preparation. It offers a Peer-Assisted Study Session (PASS) program that integrates academic skills and practical student skills in a supportive environment. [Financial Literary Workshops](#) are also offered through CSAS and Carleton's Awards and Financial Aid Office to enhance students' financial literacy.

Carleton's annual [SOAR Student Leadership Conference](#) is full-day conference designed to engage, encourage and empower students to make connections both on and off campus and provides an opportunity for them to develop their leadership skills through informative and interactive workshops and presentations.

[Grad Navigate](#) is an online resource for graduate students to register for graduate-specific workshops offered by departments across campus. Workshops are offered in research and writing; professional skills; career planning; teaching skills; and wellness.

Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)

Economic & Community Impact

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for Carleton University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

Community/Local Impact of Student Enrolment

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Metric initiated in 2020-21
Narrative
<p>Carleton will continue to pursue a strategy of steady, modest enrolment growth, thereby expanding its local impact.</p> <p>Community engagement is central to Carleton’s mission. Carleton was founded in an act of community-based philanthropy in 1942 and continues to nurture a culture of community service. Carleton partners with many businesses, non-profit organizations and government agencies to support joint objectives including student learning opportunities.</p> <p>In 2018, Carleton purchased the Dominion-Chalmers United Church building to establish the Carleton Dominion-Chalmers Centre (CDCC), a cultural and community hub in the heart of Ottawa. The CDCC is home to one of Ottawa’s best concert halls, drawing nearly 1,000 people to performances and large cultural events. CDCC is a multi-purpose performance space for students and faculty and a hub for artists and community groups.</p> <p>In June 2019, Carleton built on its reputation as Canada’s most accessible university by launching the Canadian Accessibility Network (CAN) – the first network of its kind in Canada. Carleton is leading the national partnership to advance accessibility for persons with disabilities in five areas: Research, Design and Innovation; Education and Training; Policy; Employment; and Community Engagement. CAN is creating collective regional and national capacity by leveraging the strengths of stakeholders within the national network.</p> <p>Carleton is among 16 Canadian institutions participating in a Canadian pilot of the Carnegie Classification on Community Engagement, the leading framework for assessing university community engagement in America. The pilot involves customizing the framework to a Canadian context. As a participant, Carleton is helping to shape a uniquely Canadian approach to assessing university community engagement.</p> <p>Through the development of a digital strategy for community engagement, Carleton has launched an interactive online portal, called the Hub for Good, which will help external community partners find and connect with Carleton researchers and students to collaborate on specific engagement opportunities.</p> <p>The four postsecondary institutions in the Ottawa region, Algonquin College, Carleton University, La Cité Collégiale and the University of Ottawa, are working together under the umbrella of Education City. Emanating from pilot work supported in the second round of institutional Strategic Mandates Agreements, the</p>

institutions agreed to collaborate to develop unique learner-driven work-integrated learning credentialed programs, including stackable microcredentials. Together and working with industry, business, civil society and all levels of government, we have designed flexible certificate-diploma-degree programmes to meet the needs for a highly skilled and quickly reskilled workforce.

The Education City partners also collaborated on the \$5-million [David C. Onley Initiative for Employment and Enterprise Development](#) to develop knowledge, resources and tools to help students with disabilities enhance their employment readiness.

Carleton has a longstanding tradition of collaboration with University of Ottawa through the unique Ottawa-Carleton Joint Institutes, which allow students to access a wide range of courses, expertise, research facilities and libraries. In June 2020, Carleton partnered with University of Ottawa on the [Shared Online Projects Initiative](#). This innovative, cross-institutional initiative supports development of online modules and courses that can be efficiently developed, shared and adapted between the institutions for the Fall 2020 term.

Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact (Institution-specific)

Number of new companies with Carleton origin

Institutions to include definition of their institutional metric. The metric should demonstrate the economic impact of their institution, using ministry established principles.

Metric initiated in 2020-21

Narrative

Carleton University’s research, academic programming and community engagement have a strong focus on innovation and economic development as pillars of community sustainability. Carleton has continued to build on its strong historical relationship with the regional economy by highlighting its unique strengths in supporting key economic sectors, such as information and communications technologies, public service, journalism, communications, financial services, health sciences, social work, architecture and design, business innovation and entrepreneurship, biomedical technology, engineering, engineering physics, and global and international affairs.

Carleton has a number of very successful programs that generate companies and foster entrepreneurship in the region, including the established Lead To Win startup incubator program and the Carleton Entrepreneurs accelerator program in the Sprott School of Business. Carleton Entrepreneurs is dedicated to supporting student entrepreneurs across the University as they launch and grow their ventures under the expert mentorship of successful program alumni members. A minor in entrepreneurship is offered to Carleton undergraduate students in all fields. Carleton has also introduced a new Master of Entrepreneurship path in its renowned Technology Innovation Management program.

Carleton is establishing an Entrepreneurship Centre in the new Nicol Building, which will also house the Sprott School of Business. This will bring Carleton’s entrepreneurship programs and initiatives together in one physical space, supporting the development of both new intellectual property and intellectual property literacy which will contribute to regional prosperity.

The Advanced Research and Innovation in Smart Environments (ARISE) Building has recently been completed. It was funded through the federal government’s infrastructure program and features a Centre for Industrial Innovation in Energy, Water, and Environmental Research and Development. The new building also houses a Centre for Knowledge Mobilization and Social Entrepreneurship, which work with regional industries and organizations to create partnerships in social and technological innovations.

As a consequence of Carleton’s emphasis on entrepreneurship and the importance of innovation to Ottawa’s burgeoning high technology sector, Carleton has chosen to continue using the SMA2 Institution-Specific metric that counts the number of companies created with a principal who has a significant Carleton connection. Carleton will continue to rely on the specialized expertise of Doyletech Corporation, which will compile this detailed data. Doyletech was founded in 1982 by Denzil Doyle, one of the pioneers of the high technology sector in Canada, and the Ottawa area in particular. Doyletech offers a wide range of services, including technology-related market analysis and specializes in economic impact assessment, market validation, and economic development/industrial analysis.

Doyletech will produce a detailed, comprehensive Carleton University Company Formation Impacts Database to track firms created by Carleton alumni, faculty, staff, and students. This will include firms created by technology transfer and related commercialization activities, such as licensing and royalties. Doyletech will develop and update a comprehensive listing of companies and their specific Carleton connections.

Source: Doyletech Corporation

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities

Metric initiated in 2020-21

Narrative

The latest ReSearch Infosource rankings of Canada’s top research universities show that Carleton recorded Canada’s biggest increase in research funding among all comprehensive and medical universities. Total sponsored research income from external sources jumped to \$70.3-million in 2018 compared with \$54.4-million the previous year, a sharp 29.3% yearly increase. Our tri-agency funding has increased steadily during the past few years. We have implemented several programs to increase the engagement of faculty members in research by providing increased seed funding, administrative support, information technology services, and teaching releases to those who lead large grants. We are also streamlining the administrative processes across the entire research life cycle.

Carleton is leading eight national research initiatives in a broad range of disciplines. For example, Carleton is leading five SSHRC Partnership Grants in the following areas: architectural heritage paradigm and tools; youth futures promoting youth resilience and prosperity in First Nations communities; civil society and the global refugee regime through the implementation of global refugee policy; a Canadian defence and security network; and modern treaty implementation. Carleton is also leading two NSERC Strategic Partnership Grants for Networks (SPG): FlareNet to quantify and reduce the impact of global gas flaring, and PermafrostNet to position Canada as a decision-making leader in the Arctic. PermafrostNet is one of two NSERC SPG for networks that were awarded in Canada in 2019. It involves 12 universities and 40 partner organizations including Indigenous communities. Carleton continues to be a national leader in accessibility through the establishment of the Canadian Accessibility Network, a national partnership that advances accessibility for persons with disabilities through research, design and innovation, education and training, policy, employment, and community engagement.

Carleton continues to support and expand its core research areas in public policy, physics, information and communication technology, the humanities and engineering. Carleton physics professors are playing a major role in international research networks such as SNOLAB, TRIUMF and CERN.

In addition to its core research areas, Carleton is empowering multidisciplinary research clusters that address important societal needs and lead to economic development. For example, in the area of sustainability and

energy efficiency, researchers from the Faculty of Engineering and Design are proposing new approaches to reducing our reliance on conventional energy sources. Investigators in the Faculty of Public Affairs are leading Efficiency Canada, a national voice advocating for public policies that will move us toward a more energy-efficient future. Carleton researchers in health science, medical physics, biomedical engineering, social work, cognitive science and neuroscience are working closely with our hospital partners to propose novel solutions to improve the health and well-being of Canadians. Carleton researchers in data science are collaborating across disciplines on the design of novel data analytics, artificial intelligence and cybersecurity approaches to solving real-world challenges.

Carleton researchers are making significant contributions in the areas of wellness, telecommunications, autonomous systems, conservation biology, refugees, endangered languages, northern and Indigenous communities, and cognition. In many cases, these are joint programs, in collaboration with industry, government labs and science departments at the provincial and federal levels.

Source: Tri-Agency Institutional Programs Secretariat

Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources
Metric initiated in 2021-22
Narrative
<p>Carleton University researchers are working closely with private sector partners on joint research projects that address the needs of our society. Carleton has established a new Industry and Partnership Services (IPS) team to support private sector engagement in terms of identifying potential partners, linking them to our researchers and negotiating partnership arrangements. IPS also manages technology transfer and commercialization arrangements. Earlier this year, Carleton initiated the holistic integrated partnership program to approach partners with a deeper value proposition including research and development, innovation, co-ops and internships, and talent development in order to form sustainable partnerships while providing experiential learning opportunities to Carleton students.</p> <p>Carleton recently finalized the Advanced Research and Innovation in Smart Environments (ARISE) Building. ARISE includes 40,000 square feet of suites designed expressly for engaging in collaborations with external research partners.</p> <p>Carleton hosts 18 industry-sponsored initiatives that provide students with experiential learning opportunities to prepare them for the workplace. Some of the industry-sponsored labs include the BlackBerry Teaching and Collaborative Research Centre, the Texas Instruments Embedded Processing Lab, the Mitel Voice-over-IP Lab, the Pratt and Whitney Supersonic Wind Tunnel, the Saravanamuttoo Gas Turbine Lab and the Urbandale Centre for Home Energy Research. Carleton is home to the NSERC-Cisco Industrial Research Chair in Sensor Technology for the Internet of Things and the Jarislowsky Chair for Water and Global Health. Carleton offers the Bachelor of Information Technology jointly with Algonquin College in close collaboration with industry.</p> <p>Carleton researchers are working closely with leading industry partners to design future products. Carleton researchers are world leaders in telecommunications and work with partners such as Ericsson, TELUS, Nokia and Mitel on next generation wireless and internet systems. They are working with leading information technology partners, such as IBM, on deep learning and data analytics. With the introduction of Carleton’s health science, neuroscience and biomedical engineering programs, Carleton researchers are working more closely with hospitals and life science startups, such as Turnstone Biologics, on novel concepts to improve the health and well-being of Canadians. Our aerospace researchers are fully engaged in national networks, such as the Consortium for Aerospace Research and Innovation in Canada (CARIC), and are conducting research</p>

projects with leading partners, such as Bombardier, Pratt and Whitney, and Thales. In the area of public safety and national security, Carleton researchers are working with leading partners, such as General Dynamics. Carleton researchers are designing the next generation of autonomous systems in close collaboration with industry partners, including real-time operating systems with QNX, software engineering, active safety features, connected cars and cybersecurity. Carleton is engaged in the Ottawa L5 test track that provides paved roads to conduct research and validate novel approaches in autonomous and connected vehicles.

Carleton researchers are conducting state-of-the-art collaborative research in forensic psychology, environmental science, technology innovation management, entrepreneurship, simulation and modeling, wellness, and the future of work and the workplace. In many cases, these are joint research programs in collaboration with industry.

Source: Council of Ontario Finance Officers (COFO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government’s goal of increasing trust and accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Carleton University Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding Carleton University Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor Midpoint

For funding purposes **53,841.91** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Carleton University. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

2019-20 Midpoint (A)	2019-20 Funded Graduate Growth (Master's) (B)	2019-20 Funded Graduate Growth (Doctoral) (C)	2019-20 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
53,273.31	117.65	450.95	-	53,841.91

Note: The midpoints presented in this table were established using final 2019-20 enrolment data.

Projected Funding-Eligible Enrolments

Below is Carleton University's projection of funding-eligible enrolments as of February 18, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	21,014	21,240	21,629	22,174	22,664
Master's FFTE	1,958	2,022	2,022	2,022	2,022
Doctoral FFTE	728	755	783	783	783
Total FFTE	23,699	24,017	24,434	24,979	25,469

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is Carleton University's projection of funding-ineligible international student enrolments as of February 18, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	3,256	3,291	3,355	3,458	3,573
Master's FFTE	850	850	850	850	850
Doctoral FFTE	128	128	128	128	128
Total FFTE	4,234	4,269	4,333	4,436	4,551

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Federated and Affiliated Institutions

SMA3s are established with the colleges and universities in Ontario receiving direct operating funding support from the Ministry of Colleges and Universities.

For the purposes of these agreements the 27 federated/affiliated institutions in Ontario are considered part of the primary institution and will not have their own standalone agreement.

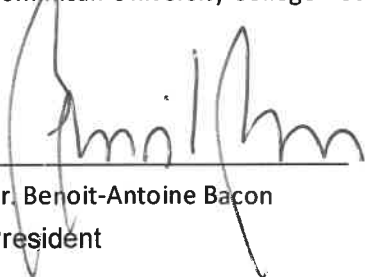
As part of this agreement, the ministry encourages all primary institutions to discuss the impacts of the 2020-25 Strategic Mandate Agreement and performance-based funding with federated and affiliated institutions.

The ministry is requesting that institutions confirm that they have discussed SMA3 with affiliated/federated institutions:

Attestation Signature

Information regarding the Strategic Mandate Agreement (2020-25) has been discussed with applicable affiliated or federated institutions:

Dominican University College - Collège universitaire dominicain



Dr. Benoit-Antoine Bacon
President

August 31, 2020
Date

Appendix: Historical Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Carleton University													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment in a Related Field	2016-17	2017-18	2018-19	83.75%									
	84.56%	85.55%	83.19%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	45.21%									
	44.14%	45.01%	45.61%										
3. Graduation Rate	2016-17	2017-18	2018-19	67.30%									
	67.64%	67.68%	68.51%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	4.80%									
	4.73%	4.87%	4.93%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	23.45									
	25	29	22										
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	2016-17	2017-18	2018-19										
	\$15,796,236	\$16,702,350	\$17,791,861										
	2.48%	2.51%	2.62%	2.47%									
7. Experiential Learning	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
8. Research Revenue Attracted from Private Sector Sources	2016-17	2017-18	2018-19										
	\$	\$	\$										
9. Graduate Employment Earnings	2016-17	2017-18	2018-19										
	\$	\$	\$										
10. Skills & Competencies							Survey initiated	E.g. Yes					