

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Carleton University

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

CARLETON UNIVERSITY VISION/MANDATE

Mission Statement

Carleton University is an independent, collegial university dedicated to the advancement of learning through disciplinary and interdisciplinary teaching, study and research, the creation and dissemination of knowledge, and the betterment of its community. It is centred in Ottawa and serves the people of Ontario, Canada, and the world.

Vision for Carleton @75

Carleton University will be known nationally and internationally as a leader in collaborative teaching and learning, research, and governance. Our students, faculty, and staff will be critically engaged, productive citizens, and highly qualified contributors to the 21st century. At Carleton, we encourage creative risk-taking, enabling minds to connect, discover, and generate transformative knowledge. Through education, research, service, and innovation, and through the building of sustainable communities, we can foster new ideas and future leaders to create a more sustainably prosperous future for Canada and the world.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Carleton University outlines the role the University currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the University's existing institutional strengths;
- Supports the current vision, mission, and mandate of the University within the context of the University's governing legislation and outlines how the University's priorities align with Ontario's vision and Differentiation Policy Framework; and

- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the University's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the University to the Ministry has been used to inform the SMA and is appended to the agreement.

The Ministry acknowledges the University's autonomy with respect to its academic and internal resource allocation decisions, and the University acknowledges the role of the Ministry as the Province's steward of Ontario's postsecondary education system.

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

CARLETON UNIVERSITY KEY AREAS OF DIFFERENTIATION

Carleton University is a comprehensive university, providing undergraduate and graduate students with programming across a wide array of programs and credentials. Carleton focuses on improving access for underrepresented student groups, especially students with disabilities. Carleton engages in interdisciplinary research in a number of areas, including the translation of science and technology into policy and regulation. Carleton's external research partnerships profile the collaborative nature of research at Carleton, and further help support jobs, innovation, and economic development.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the University and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

Carleton University's research, academic programming, and community engagement have a strong focus on jobs, innovation, and economic development. Initiatives and outcomes include:

- Carleton's regional economic impact is estimated at just under \$3 billion per year according to Doyletech Corporation.
- Since 2010, Carleton states they have spawned 185 new companies. This puts Carleton among the top institutions in Canada on this metric.
- While the Faculty of Engineering and Design and the Sprott School of Business are major sources of Carleton-generated new firm creation, there are also firms being created by students, faculty, and graduates in Industrial Design, Journalism, Arts, Media and Information Technology, Public Administration, Science, Architecture, and others.
 - Most of the new firms created at Carleton have current employment in the range of one to 10 full-time equivalent employees, and all have the goal of adding five permanent jobs within the first three years of operation.
- Students in the full range of Carleton undergraduate programs have the opportunity to take a minor or concentration in entrepreneurship.
- Students in the Faculty of Engineering and Design undertake fourth-year projects with industry partners.
- The Technology Innovation Management Program at Carleton enables students with start-up ideas to bring them into being.
- The Carleton Centre for Community Innovation (3Ci) is host to Canada's largest community economic development technical assistance program (CEDTAP). It is currently anchoring two multi-year, multimillion-dollar Social Sciences and Humanities Research Council (SSHRC) grants on impact investing and community-university engagement.
- Carleton's Technology Innovation Management (TIM) Review is an e-journal on technology innovation.
- Carleton participates in international networks such as the European Network of Living Labs that connects universities and communities for innovation, and the Talloires Network, which is committed to strengthening the civic roles and social responsibilities of higher education.
- Carleton was a founding institution of the International Better Futures Network, which focuses on research and engagement concerning the link among good livelihoods, citizenship, communities, and universities.
- The Sprott School of Business recently launched a venture accelerator called Carleton Entrepreneurs.
- 1125@Carleton is an innovation and collaboration facility that brings researchers together with the community and public and private partners to implement solutions to real-world challenges.

1.2 Additional Comments

System-wide metrics indicate that:

- On the number of students employed full time in a related job at six months post-graduation, Carleton was below sector totals by 10% or more from 2009-10 (Carleton scored 67% and the sector total was 78%) and 2012-13 (Carleton scored 66% and the sector total was 77%).
- On the number of students employed full time in a related job at two years post-graduation, Carleton was below sector totals by 9% or more from 2009-10 to 2012-13 (73% vs 82% in 2012-13).

Institutional Strategies

- Developing a Leadership Initiative on Regional Economic Prosperity and Sustainable Development.
- Engaging with other postsecondary institutions and community leaders in Eastern Ontario to form a task force of senior leaders to chart a course for economic prosperity and sustainability in a rapidly changing context.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none">• Total number of Carleton-founded companies• Current Value: 185• Total number of funded regional partnerships (government, industry, and not-for-profit) – Current Value: 1003	<ul style="list-style-type: none">• Graduate employment rates• Number of graduates employed full-time in a related job

2. TEACHING AND LEARNING

This component will capture institutional strength in program delivery methods that expand learning options for students, and improve the learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2.1 Areas of Institutional Strength

Critical and Creative Inquiry (CCI) is at the core of Carleton's approach to teaching and learning. Carleton's teaching and learning strategies and practices are based on the four components of CCI: research opportunities, innovation in the student learning experience, international exposure and experience, and experiential learning. Initiatives and outcomes include:

Research Opportunities

- The I-CUREUS program provides funding for undergraduate students to work with faculty supervisors and graduate students on research projects.

Innovation in the Student Learning Experience

- The Education Development Centre supports faculty, instructors, and teaching assistants in delivering academic offerings that focus on the student as learner.
 - Carleton led the way in the development of learning technologies, including the delivery of courses through television (CUTV), DVD, and now Carleton University Online Learning (CUOL).
- A 6,000-square-foot Discovery Centre for Undergraduate Research and Engagement has been incorporated into the just-completed renovation of the MacOdrum Library. The Discovery Centre provides high-tech, flexible learning spaces to provide students with the opportunity to engage in high-impact practices to enrich their undergraduate educational experience.
- According to a recent Higher Education Quality Council of Ontario (HEQCO) report, Carleton invests the most funds per new faculty member in new faculty orientation of any Ontario university.
 - Carleton's professional development offerings are all available to contract instructors who also receive an orientation that is designed specifically for their needs.
- The Community-engaged Pedagogy Group is comprised of faculty and staff who are dedicated to providing support for community-engaged pedagogy and highlighting best practices.
- The proportion of Carleton respondents rating their academic experience as excellent or good was well above the provincial mean. The National Survey of Student Engagement (NSSE) results also show Carleton's strength in providing a positive campus environment (Current Value: 1st year – 59.1 [Ontario 57.2]; 2nd year – 54.6 [Ontario 52.5]).

International Exposure and Experience

- Carleton University has exchange agreements with over 180 partner institutions in more than 30 countries, with over 480 students participating in exchanges each year.
- The Bachelor of International Business and Bachelor of Arts, Global Politics programs have international experience as core elements of their curriculum.
- Carleton has relationships with sister institutions in India, China, and Colombia, where they offer jointly-sponsored programs, share resources, and offer joint degrees that enhance the international talent pool.
- The Alternative Spring Break Program provides students with an opportunity to contribute to community development, usually in an international context.
 - For example, in February 2014, 59 students participated in Alternative Spring Break, 15 of whom went to Nicaragua to serve with ANIDES, a local community organization

Experiential Learning

- Students have opportunities for experiential learning at the undergraduate and graduate levels, including engineering and design projects, and work with museums and other national cultural institutions in the National Capital Region.
- Since 2010, the number of undergraduate and graduate programs with co-op options has increased by 20%, and the number of students in co-op has increased by 10%.
- 42 of 48 undergraduate programs at Carleton have a work option, including co-op, and this exists in all Carleton faculties.
- As of fall 2013, 27.8% of Carleton undergraduate students were registered in a co-op option.
- As of 2011-12, Carleton ranked first in Ontario in the percentage of graduate programs with an experiential learning component.
- Twenty-four of Carleton's 88 graduate programs (27%) had an experiential learning component.

2.2 Additional Comments

- System-wide metrics indicate that in 2012-13 Carleton had the second highest number of students enrolled in a co-op stream (6,314 undergraduate and graduate students), and also has the second highest number of co-op programs of all universities (147 undergraduate and graduate programs).

Institutional Strategies

- Carleton has been awarded Productivity and Innovation Funds to develop a Blended and Online Teaching Certificate as an open educational resource for the Ontario postsecondary education network.

- Future initiatives will be developed in the context of Carleton’s 2014 Teaching and Learning Framework.
- Additional strategic actions going forward include: offering undergraduate and graduate students professional skills programs, and the opportunity to develop ePortfolios to demonstrate the acquisition of soft and transferable skills through their academic program and co-curricular activities.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Proportion of programs with experiential learning (including co-op, Community Service Learning [CSL], internships). Metric includes both graduate and undergraduate components • Undergraduate: 42 out of 48 programs • Graduate: 24 out of 88 programs • Average Teaching Evaluation Score – Current Value: 4.47 out of 5 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Carleton supports access to postsecondary education for a number of underrepresented student groups, and for students outside of its local region. This is demonstrated by:

- Carleton’s Greater Toronto Area student intake has grown 100% since 2005, and GTA students comprise 21.4% of the incoming cohort.
- 37.9% of Carleton’s 2013-14 cohort is comprised of students from Ontario, but not Carleton’s “local” market.

Students with Disabilities

- Carleton has been a national leader in making a university education accessible to those with disabilities. The Paul Menton Centre for Students with Disabilities had 1,742 full-time students registered in 2012-13, representing 8.8% (provincial average 6%) of total enrolment.
- Carleton states they developed the world's first Attendant Services Program for students with disabilities.
 - In 2013-14, there were 15 Carleton students living on campus (and 12 Algonquin students living in the Algonquin residence) in the Attendant Services Program.
 - Capacity is flexible and they have never turned away a student. Students with physical disabilities have all-weather access to 95% of campus buildings, facilitated by Carleton's unique tunnel system.

Students Requiring Transition Supports

- The Centre for Initiatives in Education provides academic support to students transitioning to university.

Aboriginal Students

- The Aboriginal Enriched Support Program.
- In 2012-13, 2.5% (provincial average 1.98%) of students declared themselves as Aboriginal.
- The Aboriginal Centre, Ojigkwanong, has been expanded and offers a welcoming space for Aboriginal students and the community.

Students Requiring Mental Health Supports

- Through the Student Mental Health Framework, Carleton responds to student mental health challenges.

First Generation Students

- In 2012-13, 10.3% (provincial average 17.8%) of students were first generation students.

3.2 Additional Comments

Institutional Strategies

- Implementation of an Aboriginal Co-ordinated Strategy, which was adopted by the Senate in 2011.
- Carleton is developing and will presently submit for approval a Master's program in Indigenous Policy and Administration, providing the University with an opportunity to further deepen its commitment to Aboriginal students by building on the recognized strength of its programs in public policy and administration.

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Percentage of full-time, first-year students participating in first-year seminars, tutorials, and/or laboratories – Current Value: 89.1% • NSSE Benchmark: Supportive Campus Environment – Current Value: 1st year – 59.1 (Ontario 57.2); 2nd year – 54.6 (Ontario 52.5) 	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP

4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to comprehensive research intensity.

4.1 Areas of Institutional Strength

Carleton’s research strength is supported by:

- Carleton participates in international consortia such as the Atlas Project at the European Organization for Nuclear Research (CERN), as well as national and international networks ranging from research on knowledge mobilization and engaging with communities to cyber-security.
- Carleton has particular strengths in the translation of science and technology into policy and regulation.
- Carleton prides itself as a pioneer in interdisciplinary research and graduate education in Canada.
 - This is reflected in the fact that 209 of Carleton’s 872 faculty members (24%) hold cross appointments.
- In 2012, 24.8% of Carleton’s fall Full-Time Fiscal Equivalent Enrolments were graduate students, the sixth highest in Ontario.

Carleton offers a number of interdisciplinary graduate programs:

- Infrastructure Protection and Infrastructure Security (Engineering and International Affairs).
- Political Management (Political Science, Public Policy and Administration, Sociology, and Law).
- Sustainable Energy (Engineering and Public Policy and Administration).
- Health Science Technology and Policy (Science, Business, Social Sciences, Arts and Humanities, Public Policy and Administration, Engineering, and Industrial Design).

Research at Carleton University is focused on adding value through external partnerships. This approach expands Carleton's research repertoire and reach, creates enhanced opportunities for students (particularly graduate students), and contributes to jobs, innovation, and economic development.

- Carleton's funded research projects involve 279 industry partners, 326 government partners, and 398 not-for-profit partners.
- External partnering resulted in \$18.3 million in cash and in-kind funding coming to Carleton in 2013, a 5% increase over the previous year.
- Carleton's success with the Natural Sciences and Engineering Research Council of Canada (NSERC) Industry Engage grants puts the University among the top 5% of institutions nationally (when adjusted for full-time equivalent researchers).
- Carleton states they ranked third in Canada in terms of revenues received from the Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant program.

4.2 Additional Comments

- System-wide metrics reflect Carleton's focussed activity in this area.

Institutional Strategies

- Carleton will focus its research, training, and outreach priorities toward building sustainable communities, thereby realizing the University's strategic focus over the next five years.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> Number of active external adjunct professors – Current Value: 467 	<p>Research Capacity</p> <ul style="list-style-type: none"> Total sponsored research Number of research chairs Number of graduate degrees awarded Number of graduate awards/scholarships <p>Research Focus</p> <ul style="list-style-type: none"> Graduate degrees awarded to undergraduate degrees awarded Graduate to undergraduate ratio PhD degrees awarded to undergraduate degrees awarded <p>Research Impact</p> <ul style="list-style-type: none"> Normalized Tri-Council funding (total and per full-time faculty) Number of publications (total and per full-time faculty) Number of citations (total and per full-time faculty) Citation impact (normalized average citation per paper) <p>International Competitiveness</p> <ul style="list-style-type: none"> Ratio of international to domestic graduates (used by Times Higher Education Rankings) Aggregate of international global rankings

5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Environment and Sustainability
2. Public Policy, Administration, and Governance
3. Information Technology
4. Human Behaviour and Development
5. Advanced Technology and Design
6. Business, Entrepreneurship, and Innovation
7. Media, Communications, and Culture
8. Global and International Studies
9. Life and Health Sciences
10. Law and Social Justice

Proposed program areas for growth include:

1. Global and International Studies
2. Information Management and Digital Media
3. Business, Entrepreneurship, and Governance
4. Advanced Technology and Innovation
5. Health Sciences

5.2 Additional Comments

- Growth in the proposed program areas of Advanced Technology and Innovation and Health Sciences appear consistent with Carleton's focus and priorities. Carleton's Health Sciences program is designed to be complementary to, rather than competitive with, that of the University of Ottawa.
- The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry's review of new engineering program proposals.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none"> • Institution-specific and provincial Key Performance Indicators, including employment rate after two years, percentage of students completing the degree, and OSAP default rates for each area of strength • Program enrolment

6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

6.1 Areas of Institutional Strength

Carleton University supports collaborative institutional partnerships that provide students with access to a range of postsecondary opportunities across institutions. Initiatives and outcomes include:

- Established transfer pathways between colleges and programs, including Child Studies, Criminology and Criminal Justice, and Social Work.
- In 2011-12, Carleton ranked fifth among universities in its transfers and seventh among colleges and universities.
- 177 pathways exist, of these, 122 were either created or reviewed in 2013.
- Carleton and Algonquin College deliver the Bachelor of Information Technology program (BIT), providing students with the theoretical foundations through university courses and the opportunity to do advanced applied work in a college setting.
- At the graduate level, Carleton University and the University of Ottawa have a unique relationship, offering 29 graduate programs through 14 joint institutes, centres, and collaborative/joint programs.
 - As of fall 2013, 1,141 Carleton students were registered in joint graduate programs with the University of Ottawa.
 - The Ottawa-Carleton joint institutes were second in Ontario in terms of the Master’s and doctoral degrees conferred in 2011 in science and technology programs.

- They were also second in Ontario in terms of the number and dollar total of NSERC research grants received.
- The two universities have a joint Institutional Quality Assurance Process for these programs to ensure integrated curricula and co-ordinated resource planning. In the majority of these collaborations, the combined graduate enrolment of Carleton University and University of Ottawa students is within the top three of Ontario universities offering comparable programs.
- Carleton and Fleming College have a transfer agreement for students in Fleming’s university transition program.

6.2 Additional Comments

Institutional Strategies

- Further collaboration is planned with Algonquin College to extend the BIT model of integrated, concurrent curriculum to other disciplines such as Information Resource Management.
- Carleton is currently in discussions with St. Lawrence College concerning joint initiatives in energy technology.
- Carleton University and George Brown College are formally working together to develop collaborative programming in business, engineering, and information technology.

6.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of graduate students in university/university joint graduate programs – Current Value: 1,141 	<ul style="list-style-type: none"> • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by an additional 60,000 students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Baseline Projected Eligible Full-Time Headcounts

	2014-15	2015-16	2016-17
Undergraduate	18,689	19,276	19,831

Carleton University's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

GRADUATE ALLOCATION

The Province committed to allocate an additional 6,000 graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces is informed by institutional graduate plans, metrics identified in the differentiation framework, and government priorities. Based on these considerations, the allocation for Carleton University is provided below.

	2014-2015	2015-2016	2016-2017
Master's	1,876.67	1,947.72	1,986.28
PhD	686.03	709.27	738.14
Total	2,562.70	2,657.00	2,724.42

Note: For a detailed breakdown of graduate space allocations, see Appendix.

FINANCIAL SUSTAINABILITY

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMAs, building on metrics already identified during discussions that took place in the fall of 2013.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

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

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 16, 2014

Date

SIGNED for and on behalf of
Carleton University by:

ORIGINAL SIGNED BY

Dr. Roseann O'Reilly Runte
Executive Head

April 29, 2014

Date

APPENDIX

Carleton University - Summary of Graduate Space Allocations to 2016-17, FTEs

	Master's	PhD	Total
<i>2013-14 Graduate Space Target</i>	1,860.97	654.37	2,515.34
Adjustments to Graduate Targets (pre 2015-16)	45.70	41.66	87.36
Graduate Allocation Envelopes			
General Allocation Envelope	79.61	25.11	104.72
Priorities Envelope	-	17.00	17.00
Graduate Spaces Allocated to 2016-17, over 2013-14	125.31	83.77	209.08
<i>2016-17 Graduate Space Target</i>	1,986.28	738.14	2,724.42

Notes:

1. Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved fungibility requests; (ii) 2014-15 final Master's allocations; (iii) resets of graduate targets, if any; and (iv) other Ministry commitments, including further conversions.
2. General Allocation Envelope includes all metrics-based space allocations for 2015-16 and 2016-17.
3. Priorities Envelope includes: (i) Ministry and institutional priorities; and (ii) approved spaces for identified niche programs.
 - a. The 17 PhD spaces allocated as part of the Priorities Envelope are provided to Carleton University in 2016-17 to support a doctoral program in Biomedical Engineering (subject to program approvals).