



Carleton University  
Academic Staff Association

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VIA EMAIL

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**Re: Efficiency and Accountability Fund (EAF) Review for Carleton University**

Dear Soniya Huda and Karam Samara,

On behalf of the members of CUASA, please find below comments on the five areas of University activities designated by MCUREUS as the object of the Efficiency and Accountability Fund (EAF) Review. Recognizing that the division of these topics into distinct categories is artificial, and that cuts in any of these areas necessarily affect the others, we hope that our contributions here help keep the conversation about efficiencies focused on the central purposes of Carleton – quality education and research.

CUASA [has very recently been in discussion](#) with Carleton administration regarding our shared concerns about equity, diversity, and inclusion on campus. We know that equity-deserving groups are often the most vulnerable to budget reductions and restructuring efforts. Courses that study or centre equity-related topics have already been cut or not renewed across a number of programs at Carleton. A failure to properly consider equity presently risks that we will attract fewer students from equity-deserving groups and thus train fewer candidates for academic positions of the future. Equity-deserving students should have the opportunity to be trained and mentored by faculty with shared identities. The benefits of the retention of equity-deserving faculty, programming, and students is obvious when considering our multicultural nations and the realities of globalization – thus, we urge you to consider equity in all your recommendations.

The impact of budget cuts must consider the safety of the infrastructure and the mental health of employees and students. Reductions in administrative staff, Contract Instructors, Teaching Assistants, and the failure to replace retiring faculty are already having adverse effects on the workload and mental health of faculty at Carleton. An increase to administrative duties and larger class sizes, in addition to teaching and research responsibilities, have made workloads untenable for many. Larger class sizes can and will have negative effects on the quality of education offered at Carleton, as changes to course structures including assignments and testing must be made to adapt to more students with fewer time and resources. Reduced contact between faculty and students will further reduce the quality of education received by Carleton students. In addition, we note that most reductions in courses offered will have adverse effects on the quality of programs and the ability of Carleton to attract students to those programs.

Reductions in courses offered should not be made without direct consultations with specific departments, including faculty and students.

To demonstrate the interconnectedness of these topics, please consider how decisions as seemingly innocuous as reducing parking spaces or raising parking prices will affect not just the cost of access to campus but also the accessibility of the campus to the larger community. Students who live at a distance from campus or are required to work to pay their tuition will have significantly longer commutes if they are required to use public transportation from areas in the region badly served by transit and will potentially have to choose their courses around transportation issues. Reductions in services, such as OneDrive storage limits, are already having effects on the ability of faculty to collaborate, back-up files and support students in research and training.

As there are few “efficiency” decisions that do not have some effect on pedagogy and research quality at Carleton, to successfully predict those effects will require a more comprehensive consultation with the community than has been done so far. CUASA members are committed to the success and thriving of Carleton; we have dedicated ourselves and our careers to teaching and learning. We trust that our comments will be considered in your recommendations and welcome any further opportunities for consultation.

### **1. Governance, administrative and student services**

Carleton University and its Academic Staff are bound by their Collective Agreement to “cooperate in the promotion and enhancement of the University and to encourage a climate of freedom, responsibility and mutual respect in the pursuit of these goals.” Further, CUASA members trust that a Senate which performs its duties is what makes Carleton University truly efficient and accountable. This includes, according to the Carleton University Act, to “(a) consider and determine all courses of study, including requirements for admission [and] (g) make rules and regulations respecting the conduct.” We trust that decisions over governance, administrative and student services will respect this mutual obligation.

### **2. Academic Programming**

A comprehensive number of academic programs and the high-quality instruction are what make universities truly “efficient and accountable” to their learners, public funders, and staff. The understanding of the worth of an academic program is clearly defined in the Carleton University Act, which states as the objects and purposes of the University: “(a) The advancement of learning. (b) The dissemination of knowledge, (c) The intellectual, social, moral and physical development of its members, and the betterment of its community.”

CUASA members are especially well placed to apply and promote these objectives. In our collective agreement with Carleton University, we “recognize that the goal of the University is the attainment of the highest possible standards of academic excellence in

the pursuit and dissemination of knowledge, to be achieved principally through teaching, scholarship/research and community service.” Our Collective Agreement entitlements to: “(a) freedom in carrying out research and in publishing the results thereof, (b) freedom in carrying out teaching and in discussing their subject and, (c) freedom from institutional censorship” serve to assure that we can contribute to the accomplishment of these goals.

Accordingly, decisions over the creation or cancellation of programs and courses, in the context of budgetary difficulties, should be discussed in the light of these public and contractual goals, and must involve CUASA members. Decisions over the minimum and desired standards of instruction in each discipline should be based on evidence and reviewed by peers in each discipline.

Decisions about the development of programs should systematically include a consideration of their impact on the quality of instruction in the program and for the whole university, as well as the inclusion of equity-deserving groups of the community. Projections about the budget for academic programming should consider long-term demographic projections of the population of students in the province.

### **3. Physical Assets and Facilities**

The report of the Efficiency and Accountability Fund Review should explain how recommendations pertaining to physical assets and facilities will achieve the requirement of the Carleton University Act that the “property and the income, revenues, issues and profits of all property of the University, shall be applied solely to achieving the objects and purposes of the University.”

Infrastructure projects should consider first the immediate and then long-term needs of the Carleton community. CUASA urges that the Board collect and utilize well-informed data and projections that speak directly to the purpose of the University and that the Board facilitates a thorough review of proposed projects by the members of the Board of Governors, including Academic Staff.

In addition, mentions of the “fiduciary duty” of the University should always refer to and align with the object and purpose of the University, as is required by all publicly financed institutions.

To perform these tasks, the expertise of the over 950-strong group of Academic Staff is at the disposal of the Board, who can trust their “scholarly obligation to base research and teaching on an honest search for truth.” Their evidence-based and peer-reviewed knowledge pertains to all important dimensions of the development of physical assets and facilities to environmental sustainability, community housing, accessible work, equitable institution of care, the development of a democratic digital economy, and respect for the mental health of all members of the community.

#### **4. Collaborative procurement opportunities**

Decisions over collaborative procurement should follow the same principles as those over physical assets and facilities.

#### **5. Revenue-generating opportunities**

Decisions over revenue-generating should follow the same principles as those over physical assets and facilities.

Yours sincerely,

*dominique marshall*

Dominique Marshall  
President  
Carleton University Academic Staff Association

CC: Jaye Horton, Executive Director, CUASA