

**CONSENT AGENDA  
to the Open Agenda of the 598<sup>th</sup> Meeting of the Board of Governors**

**Tuesday, September 27<sup>th</sup>, 2016  
Room 2440R River Building, Carleton University**

**4.1 ITEM(S) FOR ACTION**

**4.1.1 Approval of minutes of the previous meeting and Business arising from the Minutes**

- a) Approval of the Open Session Minutes of the 597<sup>th</sup> meeting on June 28<sup>th</sup>, 2016.

**4.2 ITEM(S) FOR INFORMATION**

**4.2.1 Committee Minutes**

- a) Finance Committee
  - o 284<sup>th</sup> Meeting, April 14<sup>th</sup>, 2016

**4.2.2 Minutes from Senate Meeting**

- Approved Minutes from the May and June 2016 Senate meetings were circulated in advance.

**4.2.3 Cyclical Review Reports**

- Reports circulated in advance include:
  - a) BA and MA in Canadian Studies
  - b) BA in Economics

**Minutes of the 597<sup>th</sup> Meeting of the  
Board of Governors**

**Tuesday, June 28<sup>th</sup>, 2016 at 4:00 p.m.  
Room 2440R River Building, Carleton University**

<b>PRESENT:</b>	Mr. A. Tattersfield, Chair	Dr. R. O'Reilly Runte	Mr. O. Javanpour
	Dr. C. Carruthers	Mr. M. El Koussy	Dr. B. Örmeci
	Dr. F. Afagh	Mr. K. Evans	Ms. C. Switzer
	Mr. F. Alhattab	Ms. J. Gilbert	Ms. R. Thompson
	Mr. D. Andrews	Ms. C. Gold	Mr. A. Ullett
	Ms. D. Armstrong (phone)	Dr. R. Gorelick	Ms. L. Watson
	Mr. R. Burgess	Mr. E. Greenspon	Mr. B. Wener
	Mr. D. Craig	Mr. B. Hobin	Mr. M. Wernick
	Ms. L. A. Daly	Mr. R. Jackson	Dr. S. Whitney
<b>REGRETS:</b>	Ms. G. Courtland	Mr. J. Durrell	Ms. L. Levonian
	Dr. P. Merchant	Mr. N. Nanos	
<b>STAFF:</b>	Ms. J. Caldwell	Mr. S. Levitt	Mr. R. Thomas
	Mr. D. Watt	Mr. D. Boyce	Ms. K-L. Herbert
	Ms. S. Blanchard	Dr. M. Butler	
	Dr. Ricketts	Dr. C. Khordoc	
<b>GUESTS:</b>	Ms. A. McIlroy, BrookMcIlroy		
	Ms. J. Hawes, BrookMcIlroy		

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**OPEN SESSION**

**1. CALL TO ORDER AND CHAIR'S REMARKS**

The Chair called the meeting to order at 4:00p.m. and welcomed all attendees, guests and observers. He acknowledged the Board for their time and contributions over the past year and thanked everyone for their support while he was Board Chair.

**2. DECLARATION OF CONFLICT OF INTEREST**

The Chair asked for any declarations of conflict of interest from the members. There were none.

### **3. APPROVAL OF AGENDA**

A request was made to amend the agenda to include three items:

- 1) Board decision to declare Professor Gorelick ineligible to run for another term.
- 2) Inclusion of sexual violence in the Risk Assessment Report (596<sup>th</sup> meeting agenda).
- 3) Response from the Board regarding the non-confidence votes earlier in Board year.

The Chair noted that the items were already intended to be addressed under the Closed Agenda.

Ms. Daly moved, and it was seconded by Mr. Javanpour, that the agenda be approved as presented. It was carried.

### **4. APPROVAL OF THE CONSENT AGENDA**

Mr. Wernick moved, and it was seconded by Mr. Wener, that the Open Consent agenda be approved as presented. It was carried.

### **5. ITEM(S) FOR DELIBERATION**

#### **5.1 Presentation of Campus Master Plan**

Mr. Boyce introduced Ms. Anne McIlroy and Ms. Jessica Hawes, both from Brook McIlroy Consulting. They made a presentation of the revised Campus Master Plan which was distributed in advance.

A question was raised regarding whether adaption to climate change was considered in the revised plan, as it is anticipated that future storm systems are likely to become more severe. Ms. Hawes replied that while these issues were looked at site by site, they did not look at water levels in the river and canal. It was noted that this is worth consideration moving forward.

It was suggested that the outdoor quad areas be equipped with electrical outlets for charging stations so that students can have the option to study outside and not worry about their technology running out of battery life. Ms. McIlroy noted that this would be a viable consideration and that such stations could be positioned under the overhang of existing/new buildings, so as to be protected from the weather.

A comment was made regarding recommended priorities for projects related to the campus plan. The Chair of the Building Program Committee indicated that the intention

of the committee is to review priorities on a year-by-year and project-by-project basis, which would then be reviewed and affirmed by the Board.

Mr. Hobin moved, and it was seconded by Mr. El Koussy that the recommendation that the Carleton University Campus Master Plan, dated April 2016, be approved as presented. The motion carried.

## 5.2 Strategic Plan Update

Several reports and materials were provided in advance. Dr. Ricketts spoke to the report summarizing the Top Key Performance Indicators (2013-2018). Following his presentation, Dr. Butler, the Dean of Science and Dr. Khordoc, Dean of FASS were invited to speak about unique initiatives in their respective programs which are aligned with the SIP.

In addition, Mr. Thomas, Director of Human Resources and Ms. Herbert, Assistant Director HR Talent Programs made a presentation on the most positive results of the Employee Engagement Survey. It was noted that the University received an extremely high number of responses at a rate of 61% which is considered very positive for the first time that the Survey has been conducted with employees (faculty and staff).

## 5.3 Academic Unit Name Change – School of Canadian Studies

Dr. Ricketts spoke to the working paper provided in advance.

Ms. Thompson moved, and it was seconded by Ms. Daly, that the proposed change of academic unit name from the School of Canadian Studies to the School of Indigenous and Canadian Studies, be approved. The motion carried.

## 5.4 Approval of Naming of Lester B. Pearson Room

President Runte provided a summary of the working paper which was provided in advance.

Mr. Wernick moved, and it was seconded by Ms. Gold, to approve the request to re-name the Loeb Building Room D794 to the Lester B. Pearson Seminar Room, as presented. It was carried.

**6. ITEM(S) FOR INFORMATION**

6.1 Chair's Report

There was no report.

6.2 President's Report

The President re-affirmed the work that has been done on the Strategic Plan in the past academic year and spoke briefly to some of the key activities outlined in her Annual Report which was provided in advance.

The university expects to hear about the Infrastructure Funding before the end of June. Ms. Daly was thanked for hosting an event earlier in the spring in Kingston for students. Members were invited to review the reports from Ms. Blanchard and Mr. Cummings for updates on students, enrollment and communications.

6.3 Committee Chair Reports

a) Building Program

Mr. Hobin informed the members that the Health Science Building project is on-track.

Mr. Hobin moved, and it was seconded by Mr. Craig that the firm of Hariri Pontarini Architects / NORR Architects be awarded the contract as the design team for the new School of Business building. The motion carried.

Mr. Hobin moved, and it was seconded by Mr. Craig that the Montgomery Sisam and Bryden Martel Architects be awarded the contract as the design team for the Life Sciences Building Renewal and Addition project, as part of the infrastructure funding initiative. The motion carried.

b) Governance Committee

Mr. Wernick indicated that the committee recently met to take stock of what items need to be considered further and to make recommendations for additions to the Work Plan for the 2016/17 year.

**7. OTHER BUSINESS**

There was none.

## **8. QUESTION PERIOD**

There were three questions posed:

1. During the first half of 2016, “Candidate Selection Handbooks” and “Expression of Interest” forms were created for academic staff, graduate students, and undergraduate students for elections to the board of governors. Who created and approved these handbooks and forms, and on what dates were they approved?
  - The University Secretary responded to this question indicating that the Expression of Interest form was presented to the Nominating Committee at its February 24<sup>th</sup>, 2016 meeting and that further details on that discussion could be found in the minutes in the Closed Consent Agenda for this meeting binder.
  - The handbook referred to has been used in the past for student, staff and faculty elections in varying formats and content. This year it was enhanced to ensure clarity and conformity of election activities. This type of update is not required to be presented to the Committee or Board for approval.
2. Will this board continue contracting KPMG for audit services after recent controversies regarding its tax avoidance schemes (offshore and divorce related) and gag orders against witnesses testifying before the House of Commons?
  - The President responded that KPMG is a national firm with a good reputation that works for many universities in Canada and they will continue to be retained.
3. On 14 April 2016, the executive committee approved a half-million dollars from our ancillary budget to cover men’s-only football. Will this large new expense be discussed at the open session of the board on 28 June 2016, i.e. placed on the open session agenda, especially since the Carleton community was promised that football would be solely supported via external funding and the ancillary budget is an open session item?
  - Mr. Watt informed the members that no operating budget funds will be allocated to support the football team. Funding will come from multiple sources which will include allocations from the Ancillary Budget Reserve Fund, alumni funding and game revenues.

## **ADJOURNMENT OF MEETING**

Prior to the adjournment of the meeting, the Chair, on behalf of the Board, formally acknowledged the service of Mr. Watt over the past 22 years and thanked him for his contributions. A motion to adjourn the Open Session of the meeting was made at 5:51pm. The Chair thanked all guests who attended the Open Session and asked them to leave so that the Closed Session of the meeting could begin.



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**Minutes of the 284<sup>th</sup> Meeting of the Finance Committee  
Thursday, April 14<sup>th</sup>, 2016 at 2:50 p.m.  
Room 2440R, River Building**

<b>Present:</b>	Ms. D. Armstrong, Chair (phone) Mr. B. Wener, Vice-Chair Dr. C. Carruthers	Dr. R. O'Reilly Runte Ms. J. Gilbert (phone) Mr. E. Greenspon
<b>Regrets:</b>	Mr. T. Tattersfield Mr. D. Craig	Ms. C. Gold
<b>Staff:</b>	Ms. J. Caldwell Mr. S. Levitt Mr. D. Watt Ms. S. Blanchard Dr. P. Ricketts Dr. N. Rajapakse	Mr. T. Sullivan Ms. S. Murat Mr. B. Winer Mr. T. Lackey Mr. D. Levesque

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**1. CALL TO ORDER AND CHAIRMAN'S REMARKS**

The meeting was called to order at 2:50 p.m.

**2. DECLARATION OF CONFLICT OF INTEREST**

The Chair asked if anyone on the Committee felt the need to declare a conflict of interest regarding any of the items on the agenda. There were none.

**3. APPROVAL OF AGENDA**

It was moved by Mr. Greenspon and seconded by Dr. Runte that the agenda be approved, as presented. The motion carried.

#### **4. APPROVAL OF MINUTES**

It was moved by Dr. Carruthers and seconded by Dr. Runte that the minutes of the 283<sup>rd</sup> meeting of the Finance Committee be approved as presented. The motion carried.

#### **5. ITEMS FOR DELIBERATION**

##### **5.1 Approval of the 2016/17 Operating Budget**

A working paper and report were provided in advance and Mr. Watt made a presentation to the Committee. It was noted that an additional contribution by the University of \$30 million was made towards the pension plan on March 30<sup>th</sup>, 2016 in order to keep the solvency ratio above 85%. As a result, the next valuation will not be required for another three years.

Mr. Greenspon moved to approve the recommendation to present the 2016/17 Operating Budget, as presented, at the April 26<sup>th</sup> meeting of the Board. It was seconded by Dr. Carruthers and the motion was carried.

##### **5.2 Approval of 16/17 Student Association Fees**

Mr. Watt spoke to the working paper which was provided in advance. A suggestion was made that the Governance Committee consider the recurring issue of low voter turnout for referendums and possibly imposing a minimum threshold of 15% voter turnout in order to approve changes to fees.

Mr. Greenspon moved to recommend that the proposed changes to Student Association Fees for 2016/17 be presented to the Board at the April 26<sup>th</sup> meeting for approval, and implemented on September 1, 2016. Dr. Carruthers seconded the motion and it was carried.

#### **6. IN-CAMERA SESSION**

An in-camera session was not held.

#### **7. OTHER BUSINESS**

There was none.

#### **8. ADJOURNMENT**

There being no further business, the meeting adjourned at 3:40pm.



*Carleton University acknowledges and respects the Algonquin people, traditional custodian of the land on which the Carleton University campus is situated.*

**Carleton University Senate  
Meeting of May 27, 2016 at 2:00 p.m.  
Senate Room, Robertson Hall  
MINUTES**

**Present:** P. Adams, S. Bertram, S. Blanchard, D. Owusu-Akyeeah for M. Bueckert, D. Buss, M. Butler, D. Deugo, A. Dodge, M. El-Tanany, K. Evans, S. Field, P. Gentile, R. Gess, E. Ghias-Begloo, R. Goubran, J. Hayes, R. Hoey, D. Howe, T. Howarth for A. James (Open Session only), H. Khoo, C. Khordoc, E. Kwan, T. Xu for H. Logan (Open Session only), D. Long, H. Nemiroff, M. Neufang, J. Paulson, S. Phinney, A. Plourde, N. Rajapakse, A. Ramirez, P. Ricketts, O. Rowland, R. Runte, D. Russell, J. Shaw, J. Shepherd, C. Smelser, M. St. Cyr, M. Sucharov, S. Sur, N. Tait, J. Tomberlin, A. Whitehead

**Regrets:** F. Alhattab, S. Brouillette, C. Carruthers, C. Chi, J. Deaville, J. Debanné, A. Diptee, A. Forth, T. Garvey, R. Gorelick, L. Gravis, A. Grenstone, E. Hemm, F. Hosseinian, B. Hughes, O. Javanpour, W. Jones, K. Karim, E. Lai, A. Landon-Browne, L. Mohammed, B. Örmeci, I. Riar, J. Robson, J. Sack, R. Sengupta, T. Sherwood, J. Smith, J. Stoner, P. Thompson, D. Watt, A. Webb, S. Whitney, P. Wilson

**Open Session:**

**1. Welcome**

The President opened the meeting at 2:00 p.m.

**2. Approval of Agenda**

It was **MOVED** (R. Hoey, D. Long) that Senate approve the agenda of the meeting of May 27, 2016. E. Ghias-Begloo asked to add a motion item to the agenda regarding the GSA election. Senators discussed the process of adding motion items at a meeting (it needs to be urgent and supported by 2/3 of present members). A handout discussing the GSA perspective of the motion was distributed to Senators by the GSA. Senate voted on a motion to amend the agenda: 11 in favour, 25 Opposed. The motion failed and the agenda was not amended. It was **PASSED**.

**3. Minutes:**

a) April 29, 2016 (Open Session)

It was **MOVED** (S. Bertram, A. Ramirez) that Senate approve the minutes of the meeting of April 29, 2016 (Open Session).

They were **PASSED**.

**4. Committee of Medals and Prizes:**

It was **MOVED** (D. Russell, A. Plourde) that Senate approve the changes to the Senate Medals Policy.

It was **PASSED UNANIMOUSLY**.

**5. Chairs' Remarks.**

R. Runte announced the official opening this week of the Urbandale Centre for Home Energy Research. This is the "house on the hill", with red siding, overlooking Bronson Avenue. This solar house a research project that is interdisciplinary, collaborative and innovative. Both Engineering and Architecture faculty are studying energy efficiency, from solar panels to shingle sensors to underground heat storage and the deployment of energy in space. Numerous graduate and undergraduate students are conducting research projects at the site. It is funded by a grant from the Canadian Innovation fund and regional companies.

**6. Senate Administration (Clerk):**

a) Senate Election

The Clerk presented the results of the faculty elections. The new terms will start on July 1, 2016.

**7. Discussion Period: Learning Outcomes Assessment (J. Shepherd)**

J. Shepherd made a presentation on the provincial requirements for learning outcome assessment and their application at Carleton. J. Shepherd stated that not all learning outcomes can be measured but they can be assessed. The plan at Carleton is to roll out assessment of our programs incrementally. There is no one assessment tool that would work for all programs.

Senators discussed the impact that this additional administrative task may have. J. Shepherd stated that the motivation for assessment is to look systematically at our programs in the interest of providing the best learning opportunity to our students and that we are working to ensure the time spent on this will be efficient and as effective. Assessment will be continuous and will help programs prepare for their cyclical review. J. Shepherd stated that his office will work with the faculty in individual programs to jointly develop assessment methods. R. Runte asked if Senate should have meaningful discussions on how to reduce the impact of assessment on faculty workload. Several suggestions were made including referring the issue to the Senate Academic Program Committee and providing increased opportunities to engage faculty in discussions regarding program assessment.

## 8. Committee Reports:

### a) SAPC

It was **MOVED** (P. Ricketts, C. Khordoc) that Senate approve the Final Assessment Report and Executive Summary for the cyclical program review of the undergraduate programs in Greek and Roman Studies.

It was **PASSED UNANIMOUSLY**.

It was **MOVED** (P. Ricketts, R. Gess) that Senate recommends to the Board of Governors the change of academic unit name from the School of Canadian Studies to the School of Indigenous and Canadian Studies. The program will focus on North American Indigenous culture, but not limited to it.

It was **PASSED UNANIMOUSLY**.

R. Runte stated that Carleton is the first and oldest school of Canadian Studies. This change was developed from within the school. Congratulations to the new school.

It was **MOVED** (P. Ricketts, P. Gentile) that Senate approve the change in program name from Human Rights to Human Rights and Social Justice for the Bachelor of Arts (B.A.) Honours program, B.A. Combined Honours program and the B.A. General program effective fall 2017.

It was **PASSED UNANIMOUSLY**.

P. Ricketts received consent from Senators to combine the two motions below:

It was **MOVED** (R. Ricketts, J. Paulson) that Senate approve the addition of a specialization in Global Inequalities and Social Change in the Bachelor of Global and International Studies Honours program effective fall 2017 and that Senate approve the addition of a stream in Global Inequalities and Social Change in the Bachelor of Global and International Studies General program effective fall 2017.

It was **PASSED**.

P. Ricketts stated that the specialization will be housed in the Department of Sociology.

It was **MOVED** (R. Ricketts, A. Plourde) that Senate approve the new degree designation of the Bachelor of Economics (B. Econ) from the Bachelor of Arts to commence in the fall 2017 and That Senate approve the deletion of the applied economics program (honours, honours with concentration and combined honours) effective fall 2017 and That Senate approve the ECON 4905 Honours Capstone seminar effective fall 2017 and That Senate approve the introduction of the Concentration in Economic Theory and Concentration in Computational Analysis within the B. Econ Honours program effective fall 2017 and That Senate approve the modification to the existing B.A. Honours, Economics with Specialization in Quantitative and Mathematical Economics to the Concentration in Mathematics and Quantitative and Mathematical Economics to the

Concentration in Mathematics and Quantitative Economics within the B. Econ Honours program effective fall 2017.

It was **PASSED**.

b) SCCASP

H. Nemiroff presented the following motions:

It was **MOVED** (A. Plourde, S. Sur) that Senate approve the University and Admission Regulations as presented for the Bachelor of Economics Degree.

It was **PASSED UNANIMOUSLY**.

It was **MOVED** (N. Rajapakse, D. Long) that Senate approve revisions to section 4.3, Absence from the University and the addition of section 8.2.1 – Automatic Graduation from the University as presented. A few Senators expressed concern about the process. S. Blanchard stated that there are conditions before the automatic graduation occurs including trying to contact the student and waiting three terms of inactivity. She stated that it is increasingly important to have accurate graduation numbers, as the government tracks this and there may be a funding impact.

It was **PASSED**.

It was **MOVED** (P. Gentile, M. Butler) that Senate approve revisions to section 2.5, Deferred Final Examinations as presented. Currently the School of Mathematics and Statistics has a different schedule for deferred exams than all other programs. This will move the school in-line with the rest on campus.

It was **PASSED UNANIMOUSLY**.

It was **MOVED** (P. Gentile, J. Shepherd.) that Senate approve revisions to section 2.6, Deferred Term Work, as presented. This motion will ensure consistency with the process for deferring examinations.

It was **PASSED UNANIMOUSLY**.

**9. Reports for Information and Comment:**

a) Senate Executive: April 19, 2016 (Clerk)

The Clerk announced that the June Senate meeting has moved **to June 17 at 10:00 a.m.**

**10. Other Business**

There was no other business.

**11. Adjournment**

**Next Senate meeting: Friday, June 17 (NEW!), 2016**



*Carleton University acknowledges and respects the Algonquin people, traditional custodian of the land on which the Carleton University campus is situated.*

**Carleton University Senate  
Meeting of June 17, 2016 at 10:00 a.m.  
Senate Room, Robertson Hall  
MINUTES**

**Present:** S. Bertram, S. Blanchard, M. Butler, C. Carruthers, J. Debanné, D. Deugo, A. Dodge, M. El-Tanany, K. Evans, S. Field, A. Forth, R. Gess, E. Ghias-Begloo, R. Goubran, R. Hoey, B. Hughes, H. Khoo, C. Khordoc, E. Kwan, E. Lai, H. Logan, M. Neufang, B. Örmeci, J. Paulson, N. Rajapakse, P. Ricketts, J. Robson, O. Rowland, R. Runte, D. Russell, J. Sack, J. Shepherd, C. Smelser, N. Tait, P. Thompson, J. Tomberlin, A. Whitehead, S. Whitney, P. Wilson

**Regrets:** P. Adams, F. Alhattab, S. Brouillette, D. Buss, C. Chi, M. Dalton, J. Deaville, A. Diptee, W. Felepchuk, T. Garvey, P. Gentile, R. Gorelick, L. Gravis, A. Grenstone, J. Hayes, E. Hemm, F. Hosseinian, D. Howe, O. Javanpour, W. Jones, K. Karim, A. Landon-Browne, D. Long, L. Mohammed, D. Owusu-Akyeeah, S. Phinney, A. Plourde, A. Ramirez, I. Riar, R. Sengupta, J. Shaw, T. Sherwood, J. Smith, M. St. Cyr, J. Stoner, M. Sucharov, S. Sur, D. Watt, A. Webb,

**1. Welcome**

The President opened the meeting at 10:01 a.m.

**2. Approval of Agenda**

It was **MOVED** (R. Hoey, P. Ricketts) that Senate approve the agenda of the meeting of June 17, 2016.

It was **PASSED UNANIMOUSLY**.

**3. Minutes: May 27, 2016 (Open Session)**

It was **MOVED** (S. Blanchard, P. Ricketts) that Senate approve the minutes of the meeting of May 27, 2016 (Open Session).

It was **MOVED** (J. Paulson, R. Gorelick) to postpone this item until the next Senate meeting, due to the computer error that delayed the distribution of meeting materials.

It **FAILED**.

They were **PASSED**.

D. Russell explained the problem with the material distribution and stated that a new method of delivery will be used starting in the fall.

**4. Chairs' Remarks**

R. Runte reported that D. Watt's retirement party yesterday was very well attended and an appropriate way to mark the impact he has made on Carleton. The new Vice-President (Finance and Administration) will be announced next week and begin work on July 15, 2016. R. Runte stated that, also next week, the provincial government will announce the successful proposals for the infrastructure grants. R. Runte congratulated P. Ricketts for

recently receiving the Coastal Zone Canada Association (CZCA) lifetime achievement award: the H.B. Nicholls Award. Senate members applauded P. Ricketts. R. Runte announced that the ICCR Agreement with India has been renewed for five years. Carleton is the only Canadian university to receive a renewal. The Visiting Chair in humanities and social sciences will be at Carleton for the upcoming winter semester.

## 5. Senate Administration (Clerk):

### a. Election of Graduate Students on Senate

The Clerk reported that he met twice with the Graduate Student Association (GSA) since the last Senate meeting in order to resolve the issue of their election of Senate representatives. The Clerk discovered that both the Senate Office and the GSA followed our own election rules, but they are not presently aligned. He stated that in the fall, the two groups will work to create one election policy for us to follow. In order to confirm the GSA election under discussion, the Clerk reviewed the eligibility of the candidates and election process. He also stated it is important to have face-to-face meetings to help build a positive working relationship. The only anomaly the Clerk found was that the GSA followed their process to replace a candidate during the election due to one candidate withdrawing from the race. This replacement candidate was elected by the GSA council rather than all GSA students. The Clerk has accepted the election results of the GSA. J. Paulson thanked the Clerk and GSA for working this out so collegially.

### b. Empowering Motion

It was **MOVED** (J. Sack, M. Neufang) that Senate approve the Executive be empowered to act for Senate on urgent items of regular business during the months of June, July, and August; notice of any meetings of the Executive held under this authority (except those called for the purposes of the Executive dealing with its own regular business) must be given to all members of Senate who may attend and participate; any action taken under this authority is to be reported to Senate at the first meeting of Senate in September 2016 for information and consent.

J. Paulson asked what would constitute an emergency. R. Runte stated that recent examples have been late graduation or transcript requests. R. Gorelick asked if full Senate email votes would be a better method. The Clerk stated that email polls are fine for one clear question, but are not sufficient for discussion.

It was **PASSED**.

### c. Senate Election for Chancellor Search Committee

It was **MOVED** (D. Russell, R. Hoey) that Senate approve the three appointments to the Chancellor's Search Committee as listed below:

- Maria Dalton (student)
- Janine Debanné (faculty member)
- Mira Sucharov (faculty member)

It was **PASSED UNANIMOUSLY**.

### d. Marshal of Convocation

It was **MOVED** (D. Russell, P. Ricketts) that Senate authorize the Clerk to designate a Marshal of Convocation who will serve in this role from July 1, 2016 until June 30, 2017.

It was **PASSED**.

The Clerk designates Dr. Katherine Kelly, with her acceptance, to be Marshal of Convocation from July 1, 2016 to Jun 30, 2017.

**6. Committee Reports:**

a. SAPC

It was **MOVED** (P. Ricketts, K. Khordoc) that Senate approve the Final Assessment Report and Executive Summary for the cyclical program review for the B.A. and M.A. programs in Canadian Studies.

It was **PASSED UNANIMOUSLY**.

b. SCCASP

There was no report.

**7. Reports for Information and Comment:**

a. Senate Executive: May 17, 2016

The Clerk stated that the Senate Executive met in May to set the agenda for the May Senate meeting. In June, the committee approved the June Senate agenda by email.

b. Report of the Academic Colleague

The Academic Colleague was not able to be present. The report will be provided at a later meeting.

c. Report of the Senate Student Academic Integrity Appeal Committee (SSAIAC)

There were no current committee members available to speak to the report. H. Logan stated that there was a large increase of unauthorized collaboration, especially in the Faculty of Science. Computer Science has discovered many cases of duplication of code. J. Paulson stated that he and his colleagues do not believe there is less plagiarism, but that less is being caught. It is a time consuming process to scrutinize for this and that it can lead to faculty burnout. J. Paulson asked what the long-term plan is to improve academic collaboration with integrity. S. Blanchard responded that her office is providing more awareness training on this issue for international students and has optional workshops on it. J. Sack stated that in his department it is sometimes difficult for students (and faculty) to determine where group work ends and individual work begins. R. Hoey stated that students receive a grade of zero or harsh penalties for handing in late assignment. A student may rather take the risk of getting away with plagiarism. J. Paulson asked if an honour code pledge would help. R. Runte stated that new students already take a pledge of academic integrity. S. Whitney stated that the centralized system of reporting allows us to determine if the same person is plagiarizing in multiple classes. However, not all cases are entered into the database as professors have different reactions to acts against academic integrity. The penalties vary by type, level, and frequency of plagiarism. P. Ricketts stated that training for TAs includes identifying plagiarism. There are also workshops for faculty to help create assignments that reduce the ability to plagiarize. Dr. Lai stated that their Teaching Assistants now use MOSS software to check submissions and this has resulting in an increase of identified cases. The Biology Department requires students to read a paragraph on academic integrity prior to submitting online assignments. It was suggested that the next time

academic integrity policies are modified, that the committee should keep in mind how they affect online courses. R. Runte asked S. Blanchard to do provide a more meaningful honor code pledge.

**8. Other Business**

There was no other business.

**9. Adjournment**

It was **MOVED** (P. Ricketts, R. Hoey) to adjourn.



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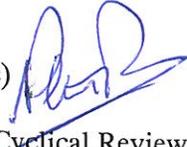
Canada's Capital University

Office of the Provost and  
Vice-President (Academic)

*memorandum*

DATE: September 19, 2016

TO: Board of Governors

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic) 

RE: Final Assessment Report and Executive Summary of the Cyclical Review of  
Carleton's BA and MA in Canadian Studies

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Please find attached the final assessment report and executive summary of the cyclical review of Carleton University's BA and MA programs in Canadian Studies.

This review has taken place under the auspices of the new academic quality assurance process established by the Council of Ontario Universities that took effect during the summer of 2011.

Under this process, which is governed by the Provincial Quality Assurance Framework, the university is required at the conclusion of each cyclical program review to summarise the outcomes and plans for program enhancement in a final assessment report and executive summary. At Carleton, plans for improvement are contained in an action plan, which constitutes part of the final assessment report.

Once drafted and agreed to by the Carleton University Committee on Quality Assurance, the final assessment report and executive summary are referred to the Provost for approval. With this approval, the document is forwarded to the university's Senate. Senate approved the final assessment report and executive summary for the BA and MA programs in Canadian Studies at its meeting of September 9, 2016.

Once approved by Senate, the executive summary and action plan are posted to the University's website as required by the Provincial Quality Assurance Framework: <http://carleton.ca/viceprovost/cyclical-program-review/reports/>.

The final assessment report and executive summary are then forwarded to the Board of Governors and the Ontario Universities' Council on Quality Assurance for information as required by the Provincial Quality Assurance Framework.

The appendices of the final assessment report have not been included, as they are extensive. However, they can be made available to members of the Board on request.

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**

**Cyclical Review of the BA and MA Programs in Canadian Studies  
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's BA (combined honour's) and MA programs in Canadian Studies are provided pursuant to articles 4.2.5.b-4.2.6.a-b of the provincial Quality Assurance Framework and articles 7.2.23-1 and 7.2.23.3-4 of Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The BA and MA programs in Canadian Studies reside in Carleton University's School of Canadian Studies, a unit administered by the Faculty of Arts and Social Sciences. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The external reviewers' report, submitted on March 4<sup>th</sup> 2015, offered a positive assessment of the programs. The overall impression of the External Reviewers is that the School of Canadian Studies offers excellent programs that meet all of the School's current goals. It is also clear to the External Reviewers that the School fits well into Carleton University overall academic programming and into Carleton's mission and public image. Additionally, the External Reviewers stated that "the School is intellectually very active and vibrant and this comes across clearly from both its faculty and students."

According to the Reviewers, the recent hiring of many promising young scholars has ensured that the School is "in an excellent position to reaffirm its leading position in that field both nationally and internationally." Furthermore, "the School can be viewed as an excellent example of how collegiality should and does work."

Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs in a response to the report of the External Review that was communicated to CUCQA on February 24<sup>th</sup>, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was produced by the School on March 31<sup>st</sup>, 2016 and accepted by CUCQA on May 25<sup>th</sup>, 2016.

## FINAL ASSESSMENT REPORT

### Introduction

The BA (combined honour's) and MA programs in Canadian Studies reside in Carleton's School of Canadian Studies, a unit administered by the Faculty of Arts and Social Sciences. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **good quality** (Carleton's IQAP 7.2.12).

The site visit, conducted by Dr. Rinaldo Walcott from the University of Toronto and Stéphane Roussel from the Université du Québec à Montréal, took place on January 22<sup>nd</sup> and 23<sup>rd</sup>, 2015. The reviewers had a series of meetings with representatives of the University Administration, including the Provost and Vice-President (Academic), the Vice-Provost and Associate Vice-President (Academic) and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs. The review team also met with the Director of the School of Canadian Studies, faculty members involved in the delivery of the programs, as well as a group of two undergraduate and 11 graduate students. The external reviewers also took a brief tour of the facilities.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the School of Canadian Studies (please see Carleton's IQAP 7.2.1-7.2.3) (Appendix A)
- The Report of the External Review Committee (IQAP 7.2.9.16) (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (IQAP 7.2.9.18)(Appendix C)
- The response from the Director of the School and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs to the Report of the External Review Committee (IQAP 7.2.9.19 (Appendix D).
- The internal discussant's recommendation report (IQAP 7.2.11) (Appendix E).
- The communication from CUCQA regarding the outcome of the review (IQAP 7.2.15) (Appendix F).
- The program's Action Plan (IQAP 7.2.16) (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the School and the Deans regarding the implementation of recommendations for program enhancement to have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

## **Strengths of the programs**

### *General*

The overall impression of the External Reviewers is that the School of Canadian Studies offers excellent programs that are meeting all of the School's current goals. It is also clear to the External Reviewers that the School fits well into Carleton University overall academic programming and into Carleton's mission and public image. Additionally, the External Reviewers observed that "the School is intellectually very active and vibrant and this comes across clearly from both its faculty and students." The External Examiners also stated that they "were extremely impressed by the overall support for the School, from students to the senior administration of the university."

### *Faculty*

The external reviewers remarked that "the faculty members of the School have a strong collective intellectual vision of the program and its future." Furthermore, "the School has experienced a remarkable revitalization and rejuvenated through a series of recent hires who have brought new ideas new pedagogies and new energies to the programs at the School." They added that "the group dynamic among the faculty members is quite excellent and it is so striking a dynamic that the School can be viewed as an excellent example of collegiality should and does work."

### *Students*

The External Reviewers commented that the students they met "showed a strong, enthusiastic and loyal support for the School and its programs." The Reviewers noted that students showed "no concern about their employability at the end of the program." Speaking specifically about the graduate program, the Reviewers wrote that "students were more than satisfied, indeed enthusiastic about the courses that they took, their access to faculty members." "The students were excellent ambassadors for the program and the School."

## **Challenges faced by the programs**

While students are generally pleased with the programs, the Reviewers indicated that they raised some concerns: 1) having access to a second seminar room; 2) having more flexibility regarding out-of-program course restrictions; 3) the designation of the program internship to coop; 4) having more possibility of getting TAs within the Canadian Studies courses. The Reviewers also noted that the French language requirement is perceived by some students as an obstacle, and that this perception "might be contributing to smaller enrolment numbers at the undergraduate level. A way to reduce that impact is to clarify the rules and expectations about the language requirement." They also noted the need for more support for indigenous students.

The Reviewers also observed that "the undergraduate program seems to pose a special difficulty for the School, due to the low number of enrolments in the Major." "However, it does not seem that any significant initiatives have been undertaken in the recent years to change the situation."

The Reviewers also expressed concerns about the impending retirement of the School's administrator and the need for careful planning to find a good replacement. They added that "the School must take the appropriate measure to make sure that one of its administrative staff members is competent and have enough time to keep the website updated."

## **Opportunities for program improvement and enhancement**

As a result of the Review, CUCQA identified 8 areas for improvement:

1. Explore potential for increasing enrollment in the BA program;
2. Plan for the upcoming retirement of the School's administrator and ensure that a trained administrator is responsible for the upkeep of the website;
3. Increase support for Indigenous students;
4. Consider making another faculty appointment in Indigenous studies;
5. Clarify rules and expectations regarding language requirement;
6. Increase the international character of courses and faculty research;
7. Increase publicity and promotion of the School;
8. MA students expressed concerns about:
  - i. having only one seminar room;
  - ii. restrictions on out-of-program courses;
  - iii. limited TA appointments within Canadian Studies courses.

## **The Outcome of the Review**

As a consequence of the review, the BA and MA programs in Canadian Studies were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

## **The Action Plan.**

The recommendations that were put forward by CUCQA as a result of the review process were productively addressed by the Director of the School and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs in a response to the report of the External Review that was communicated to CUCQA on February 24<sup>th</sup>, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was produced by the School on March 31<sup>st</sup>, 2016 and accepted by CUCQA on May 25<sup>th</sup>, 2016.

It is to be noted that Carleton's IQAP (7.7.1) provides for the monitoring of action plans: 'A report will be filed with the Office of the Vice-Provost by the Faculty Dean(s) and academic unit(s) when the timeline is reached for the implementation of each element of the Action Plan. This report will be forwarded to CUCQA for its review.'

In the case of Canadian Studies, the majority of monitoring will be achieved by means of regular updates on the Action Plan, the first of which being expected by December 1<sup>st</sup>, 2016.

## **The Next Cyclical Review**

The next cyclical review of the BA and MA programs in Canadian Studies will be conducted during the 2019-20 academic year.

## School of Canadian Studies

### BA/MA Review Implementation Plan

#### 1. Rec 1: **“Explore potential for increasing enrollment in the BA program”**

Promotion and curricular development come together in our efforts in this area. On the one hand, we have created a branding and website committee that has been charged with a radical overhaul of the website and other forms of messaging. We hope to roll out the new website by summer 2016. We have also organized what we hope to be an annual Career Night in which successful alumni will explain to current or prospective students how their degrees in Canadian Studies helped them to achieve professional success.

These more explicitly promotional activities are being undertaken in relation to a program of curricular development at both the undergraduate and graduate levels. We have added a Combined Honours BA in Indigenous Studies and we have begun exploring the possibility of creating an online certificate in Canadian Studies. Furthermore, we have also begun the process of renaming and updating existing courses and adding new ones to better reflect changes in the discipline and the influx of new faculty talent and generally make the program more appealing.

The Combined Honours in Indigenous Studies is slated to start up in Fall 2017. The other changes are slowed by the fact that 6 of our 8 tenured colleagues are currently unavailable due to a combination of secondments, leaves and reduced time appointments. This has created a situation in which the already busy Director is also serving as the Undergraduate supervisor. However, two colleagues will be returning from sabbatical in July 2016. It is projected that the programming changes will be in place by summer 2017 and that the online certificate be established by summer 2018. These initiatives will be led by the graduate and undergraduate supervisors.

#### 2. Rec 2: **“Plan for the upcoming retirement of the School’s administrator...”**

Donna Malone was hired in July 2016 to replace Cathy Schmueck. Ms. Malone has extensive experience in marketing and website design and maintenance.

#### 3. Rec 3: **“Increase support for Indigenous students”**

Part of the proposal for the Combined Honours in Indigenous Studies involved creating an inventory of services available to Indigenous students in order to identify existing services available to Indigenous students as well as the gaps in those services. Similarly, we proposed to work with the Educational Development Centre (EDC), Centre for Aboriginal Culture and Education (CACE) and Aboriginal Enriched Support Program (AESP) to develop a training program for faculty and administrators of the best practices for supporting Indigenous students. A committee led by the Director of Canadian Studies involving service providers from those units and CDNS faculty has been struck. It has hoped that the inventory and training program will be in place by Fall 2016.

4. Rec 4: **“Consider making another faculty appointment in Indigenous Studies”**

Kahente Horn-Miller’s one-year term appointment has been turned into a tenure-track appointment since the visit of the external reviewers in the winter 2015.

5. Rec 5: **“Clarify rules and expectations regarding language requirement”**

A working group will be formed to tackle this recommendation. It will be asked to report by July 2016 that the undergraduate supervisor can enter any necessary calendar changes to take effect the following year.

6. Rec 6: **“Increase the international character of the courses and faculty research”**

We have already gone some way towards accomplishing the internationalization of our courses. Several of our existing courses are already concerned with Canada’s place in global or hemispheric affairs. Furthermore, we have been in discussion with the Migration and Diaspora stream of the BGINS program about developing courses on immigration and multiculturalism for its students. Finally, several of the colleagues have research capacity in what are now called “comparative settler colonial studies”, “hemispheric American studies” and “global Indigenous studies” and we hope to develop courses to reflect that capacity. The timeline for this internationalization of the curriculum will follow the broader changes in the curriculum outlined above (summer 2017). This effort will be led by the undergraduate and graduate supervisors.

7. Rec 7: **“Increase publicity and promotion of the School”**

We have already outlined most of the steps that we are taking in this regard in our response to recommendation #1.

8. Rec 8 (i) **“Reduce restrictions on out-of-program courses for MA students”**

We will introduce calendar changes by Fall 2016 to increase the number of out-of-program courses available to our MA students from 0.5 to 1.0 credits. This will be done by the graduate supervisor.

Rec 8 (ii) **“Increase the number of TA appointments within Canadian Studies courses”**

We have limited control over the number of TA assignments within Canadian Studies. TAs are assigned to courses by ODFASS on the basis of a set student: teacher ratio. Given that, the only way for us to increase the number of TAs within Canadian Studies is to increase the number of students in our courses. We have outlined some measures above that we hope will achieve that end but it’s difficult to provide a guaranteed timeline for when and even if we will achieve that goal. In the meantime, we will also speak to the Associate Dean Research and Graduate Studies about alternatives ways of using TAs.

**Table: BA/MA Review Implementation Plan**

<b>Recommendation</b>	<b>Action</b>	<b>By Whom</b>	<b>Timeline</b>
<p>Recommendation #1</p> <p><b>Explore potential for increasing enrollment in the BA program</b></p>	<ul style="list-style-type: none"> <li>• branding and website committee</li> <li>• radical overhaul of website and School messaging</li> <li>• organize events for current and prospective students i.e. Career Night</li> <li>• curricular development at both Undergrad and Grad levels – new Comb. Honours BA in INDG Studies and a possible online certificate in CDNS</li> <li>• rename and update existing courses</li> <li>• add new courses</li> </ul>	<p>Graduate and Undergraduate Supervisors in collaboration with School Director.</p>	<ul style="list-style-type: none"> <li>• website and branding: Summer 2016</li> <li>• events: ongoing</li> <li>• Combined Honors: Fall 2017</li> <li>• programming changes: Summer 2017</li> <li>• online course: Summer 2018</li> </ul>
<p>Recommendation #2</p> <p><b>Plan for the upcoming retirement of the School's Administrator....</b></p>	<p>Donna Malone was hired to replace Cathy Schmueck. Ms. Malone has extensive experience in marketing and website design and maintenance.</p>	<p>School Director</p>	<p>July 2015</p>
<p>Recommendation #3</p> <p><b>Increase support for Indigenous students</b></p>	<ul style="list-style-type: none"> <li>• create inventory of services available to Indigenous students to identify possible opportunities for expansion</li> <li>• collaborate with EDC, CACE and AESP to develop best practices training program for faculty and administrators to support Indigenous students</li> </ul>	<p>Committee led by School Director involving faculty and service providers from identified units.</p>	<p>Fall 2016</p>
<p>Recommendation #4</p> <p><b>Consider making another faculty</b></p>	<p>Kahente Horn-Miller's one-year term appointment has been turned into a tenure-track appointment since the</p>		

<b>appointment in Indigenous Studies</b>	visit of the external reviewers in the winter 2015.		
Recommendation #5  <b>Clarify rules and expectations regarding language requirement</b>	Organize working group to review current and recommend changes.	Undergraduate Supervisor	July 2016
Recommendation #6  <b>Increase the international character of the courses and faculty research</b>	<ul style="list-style-type: none"> <li>• Several existing CDNS courses include global and/or hemispheric affairs.</li> <li>• In collaboration with the Migration and Diaspora stream of the BGINS program, develop courses on immigration and multiculturalism for its students.</li> <li>• Develop courses to reflect our capacity in “comparative settler colonial studies”, “hemispheric American studies” and “global Indigenous studies”.</li> </ul>	Undergraduate and Graduate Supervisors along with School faculty.	Summer 2017
Recommendation #7  <b>Increase publicity and promotion of the School</b>	Refer to Recommendation 1.		Ongoing
Recommendation #8(i)  <b>Reduce restrictions on out-of-program courses for MA students</b>	<ul style="list-style-type: none"> <li>• Introduce calendar changes to increase the number of out-of-program courses available to our MA students from 0.5 to 1.0 credits.</li> </ul>	Graduate Supervisor	Fall 2016
Recommendation #8(ii)  <b>Increase the number of TA appointments within Canadian Studies courses</b>	<ul style="list-style-type: none"> <li>• TAs are assigned to courses by ODFASS on the basis of a set student: teacher ratio. Only way to increase TAs is to increase enrollment.</li> </ul>		Ongoing



**Carleton**  
UNIVERSITY

Canada's Capital University

Office of the Provost and  
Vice-President (Academic)

*memorandum*

DATE: September 19, 2016  
TO: Board of Governors  
FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic)   
RE: Final Assessment Report and Executive Summary of the Cyclical Review of  
Carleton's BA in Economics

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Please find attached the final assessment report and executive summary of the cyclical review of Carleton University's BA program in Economics.

This review has taken place under the auspices of the new academic quality assurance process established by the Council of Ontario Universities that took effect during the summer of 2011.

Under this process, which is governed by the Provincial Quality Assurance Framework, the university is required at the conclusion of each cyclical program review to summarise the outcomes and plans for program enhancement in a final assessment report and executive summary. At Carleton, plans for improvement are contained in an action plan, which constitutes part of the final assessment report.

Once drafted and agreed to by the Carleton University Committee on Quality Assurance, the final assessment report and executive summary are referred to the Provost for approval. With this approval, the document is forwarded to the university's Senate. Senate approved the final assessment report and executive summary for the undergraduate programs in Economics at its meeting of September 9, 2016.

Once approved by Senate, the executive summary and action plan are posted to the University's website as required by the Provincial Quality Assurance Framework: <http://carleton.ca/viceprovost/cyclical-program-review/reports/>.

The final assessment report and executive summary are then forwarded to the Board of Governors and the Ontario Universities' Council on Quality Assurance for information as required by the Provincial Quality Assurance Framework.

The appendices of the final assessment report have not been included, as they are extensive. However, they can be made available to members of the Board on request.

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**

**Cyclical Review of the Undergraduate Programs in Economics  
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Economics (BA General; BA Honours; BA Honours in Applied Economics; Combined Honours) are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and articles 7.2.23-1 and 7.2.23.3-4 of Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The undergraduate programs in Economics reside in Carleton University's Department of Economics, a unit administered by the Faculty of Public Affairs. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (CARLETON'S IQAP 7.2.12).

The external reviewers' report, submitted on December 18<sup>th</sup>, 2015, offered a positive assessment of the programs. The reviewers opened their report by stating that 'the Department of Economics provides high quality education,' and later remarked that the programs offer 'multiple opportunities for students to develop their capabilities and interests.' The reviewers also noted that 'the faculty have an excellent research profile and are dedicated teachers and mentors,' adding that 'the Department has a substantial number of excellent scholars with international reputations.' The reviewers further observed that the students they met 'were very satisfied with the programs, finding them consistent with learning outcomes expressed at the course level and excellent preparation for graduate work.'

Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. The response to the recommendations, submitted to CUCQA by the Chair of the Department of Economics and the Dean of the Faculty of Public Affairs on April 3<sup>rd</sup>, 2016, addressed all the issues raised in the External Report. The Department was particularly inspired by the reviewers' comments that Economics 'needs to take a fulsome look' at the 'Standard' and 'Applied' options for the Honours degree and needs 'to rethink and reframe' these streams. Consequently, the response proposed numerous major modifications to the programs that were far more extensive than the specific recommendations made by the external reviewers. As such, the Department's response demonstrated a proactive attitude towards program improvement that bears witness to the progressive purpose and regenerative value of Cyclical Program Review process.

An Action Plan detailing how, when and by whom the proposed major modifications will be implemented was produced by the Department of Economics on June 1<sup>st</sup>, 2016 and accepted by CUCQA on June 22<sup>nd</sup>, 2016.

## FINAL ASSESSMENT REPORT

### Introduction

The undergraduate programs in Economics reside in Carleton University's Department of Economics, a unit administered by the Faculty of Public Affairs. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (CARLETON'S IQAP 7.2.12).

The site visit, conducted by Dr. Ian Irvine of Concordia University and Dr. Nancy Olewiler of Simon Fraser University, took place on December 3<sup>rd</sup> and 4<sup>th</sup>, 2015. The reviewers met with representatives of the University Administration, including the Vice-Provost and Associate Vice-President (Academic) and the Dean of the Faculty of Public Affairs. The review team also met with the Chair of the Department, administrative staff, faculty members, recent alumni, as well as a group of ten current undergraduate students. The external reviewers also took a brief tour of the facilities.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Department of Economics (please see Carleton's IQAP 7.2.1-7.2.3) (Appendix A)
- The Report of the External Review Committee (IQAP 7.2.9.16) (Appendix B).
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- The program's Action Plan (IQAP 7.2.16) (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Chair of the Department Economics and the Dean of the Faculty of Public Affairs regarding the implementation of recommendations and major modifications for program enhancement to have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations and major modifications, as well as of the timelines for implementation and reporting.

## **Strengths of the programs**

### *General*

The reviewers opened their report by stating that 'the Department of Economics provides high quality education,' and later remarked that the programs offer 'multiple opportunities for students to develop their capabilities and interests.' They praised the collegial atmosphere in the Department and added that 'the Department has a very good reputation in the profession.' They also surmised 'that the environment for junior faculty is positive.'

### *Full-time Faculty and Adjunct Faculty*

The reviewers noted that 'the faculty have an excellent research profile and are dedicated teachers and mentors,' adding that 'the Department has a substantial number of excellent scholars with international reputations.' Their areas of expertise and very broad capabilities, the reviewers indicated, 'are well-suited to the task of offering programs that produce excellently trained undergraduates.' According to the review team, the Faculty members' CVs 'demonstrate a depth and breadth of research achievement that ensures a high intellectual quality for undergraduates.'

The reviewers also pointed out that 'Ottawa has a wealth of public servants, many of whom are interested in transferring their knowledge and experience to students in the university milieu.' They commented that 'Carleton's Economics Department seems to be harvesting this abundance of knowledge very successfully.'

### *Students*

The reviewers observed that the students they met 'were very satisfied with the programs, finding them consistent with learning outcomes expressed at the course level and excellent preparation for graduate work.' The students 'had the highest of praise for Carleton's programs and its professors.'

The students were also 'highly enthusiastic about the courses they attended that were offered by some of the adjunct faculty, substantially because of the 'real world' elements that such faculty can bring to the classroom.'

### *Program and Curriculum*

The reviewers commented that 'Carleton's Economics programs are distinctive in providing students with the capability to complete double-majors programs.' The programs are also distinctive 'in providing a co-operative option in which students gain from experiential learning' and 'in providing clusters (Concentrations) of courses so that students can gain a degree of mastery of a specific field of study while still an undergraduate.'

## **Challenges faced by the programs**

In the reviewers' opinion, 'the challenges facing the program spring not from the courses and/or options it provides the students, but from the manner in which it is presented to students and an overemphasis upon the 'Standard' honours component at the expense of the 'Applied' honours.'

The reviewers indicated that ‘the Department needs to rethink and reframe their streams to guide students to the degree that is most appropriate for their backgrounds, interests, and future goals. The current structure, framing, and perception of students is that the Applied program is more of a consolation for failing to make it in the Standard stream and go on to graduate economics work.’ ‘The Department needs to take a fulsome look at both streams,’ the reviewers added, ‘to ensure the courses, sequencing, and marketing to students all align so that students are appropriately guided to the honours program that is best suited to their interests and abilities.’

The reviewers noted that ‘too many entry-level students are streamed into the Standard Honours program and too few into the Applied stream’ and expressed concern that ‘the continual movement into the Applied and General programs reflects either a level of unpreparedness upon entry, an inability to master the prerequisites for certain upper-level and final-year courses in the Standard Honours program, or a desire to be in a program that permits more options and a different potential career path.’

The reviewers also commented on a number of other problematic issues, including: high student absenteeism in certain courses; the heavy workload for faculty who have a large amount of graduate student supervision; the very limited space in which students can congregate; the need to revise program-level learning outcomes; as well as the current funding model at Carleton.

### **Opportunities for program improvement and enhancement**

As a result of the Review, CUCQA identified four areas for improvement and 11 related recommendations:

#### I. Restructuring the degree programs offered:

1. The Applied Honours program should be rebranded, and given a character and destination of its own.
2. The Applied stream requires a name change.
3. The Department may wish to consider making the Applied stream the core program (without the name Applied).
4. While the General stream generates less income for the University, the persistently large size of the graduating cohort demands that the Department think more seriously about this part of its student body
5. In regard to concentrations: the Department should consider if it wishes to continue to support the number of concentrations currently on offer.
6. The Department should consider the role of its Quantitative and Mathematical Economics stream, particularly in light of the high quality and high technical content of its Standard Honours program.
7. In conjunction with any revisions to the honours programs, the Department should reformulate the learning outcomes so that they better reflect goals of the programs and expectations for students.

#### II. Course delivery at the first-year level

8. The Department should research the availability of on-line material for all students registered in Economics 1000 and attempt to establish how much of the absenteeism is attributable to the availability of the on-line material.

### III. Faculty workload

9. The Department should explore means to balance the workloads of faculty who have a large amount of graduate student supervision.

### IV. Faculty resources

10. The University should re-examine the contribution Economics makes to enrollment using a different base year or average of 3 to 5 years when determining the appropriate size of faculty complement.
11. The Administration consider increasing the Faculty complement to a number that is consistent with the teaching needs of that student body.

### **The Outcome of the Review**

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (CARLETON'S IQAP 7.2.12).

### **The Action Plan.**

The recommendations made by the reviewers were addressed in a response submitted to CUCQA by the Chair of the Department of Economics and the Dean of the Faculty of Public Affairs on April 3<sup>rd</sup>, 2016. The Department was particularly inspired by the reviewers' comments that Economics 'needs to take a fulsome look' at the 'Standard' and 'Applied' options for the Honours degree and needs 'to rethink and reframe' these streams. Consequently, the response proposed numerous major modifications to the programs that were far more extensive than the specific recommendations made by the external reviewers. As such, the Department's response demonstrated a proactive attitude towards program improvement that bears witness to the progressive purpose and regenerative value of Cyclical Program Review process.

An Action Plan detailing how, when and by whom the proposed major modifications will be implemented was produced by the Department of Economics on June 1<sup>st</sup>, 2016 and accepted by CUCQA on June 22<sup>nd</sup>, 2016.

It is to be noted that Carleton's IQAP (7.7.1) provides for the monitoring of action plans: 'A report will be filed with Carleton's Office of Quality Assurance by the faculty dean and academic unit when the timeline is reached for the implementation of each element of the action plan. This report will be forwarded to CUCQA for its review. In consultation with the Provost, CUCQA may request additional action or reports from the faculty dean and/or the academic unit.'

In the case of Economics, the majority of monitoring will be achieved by means of regular updates on the Action Plan, the first of which being expected by September 1<sup>st</sup>, 2017.

### **The Next Cyclical Review**

The next cyclical review of the undergraduate programs in Economics will be conducted during the 2020-21 academic year.



To: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

From: Dr. Keir Armstrong, Chair, Department of Economics

Date: 1 June 2016

**Re: Action Plan of the Cyclical Program Review for the Undergraduate Programs in Economics**

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Please find below the Department's Action Plan in relation to the recommendations of the external reviewers as well as those of the Self-Study.

The following recommendations were proposed by the external reviewers in their report dated 18 December 2015:

- I. Restructuring the degree programs offered
  - 1) The Applied Honours program should be rebranded, and given a character and destination of its own. Some professors place too low a value on it, even though it is an excellent program. The rebranding of the program could still involve the same set of year-1 Economics courses and most of the 2000-level courses, so that students who initially favor the non-Standard stream would be able to transfer to the Standard stream.
  - 2) The Applied stream requires a name change. First, it is somewhat a misnomer, in that the Standard Honours program is equally 'applied' in an economist's interpretation of the word: the Standard stream prepares students at least as well to work with data and hypothesis testing. In the second instance, students graduating from high school perceive an 'Applied' program as inferior, and the name pejorative. The Department's Advisor explained to us that the term 'applied' is used to describe the non-academic stream in high school, and therefore carries a stigma when used in a university context.
  - 3) We do not presume to know or give specific advice to the Department on how to revamp its Applied stream and how to channel students appropriately among the streams. We could imagine a range of outcomes from rebranding and changing the name as indicated above to a more fulsome look at what should be the main honours program. The Department may wish to consider making the Applied stream the core program (without the name Applied) with those with sufficient grades in second and third year and interest in graduate school in economics to take a more theory and mathematically intensive specialization. These are details for the Department to work out.

**Action:** Reintegrate the existing Economics Honours programs so that the modestly transformed Applied program becomes the new standard under the name "B.Econ.

Honours” and the set of “advanced theory” courses that renders the existing standard distinct becomes an optional concentration (in Economic Theory) within the new B.Econ. Honours program.

**Action:** Push for the development of an appropriate version of ESLA 2000 (English Language Development for Specific Purposes I) to complement the proposed new ENGL 1020 (Academic Writing) course so that the Department has the option of inserting “0.5 credit in ENGL 1020 or ESLA 2000” as a non-Major requirement of the new B.Econ. Honours programs *or* has an introductory rhetoric and composition course *with remedial fallback* to recommend to its students.

- 4) While the General stream generates less income for the University, the persistently large size of the graduating cohort demands that the Department (and perhaps the Faculty) think more seriously about this half of its student body and how best to accommodate them if the goal of the university is to graduate its students with an honours degree. Our discussions at every level in the University were suggestive that General programs are of secondary interest. The Department’s self-study repeatedly describes it as an ‘off-ramp’, attributes little importance to it, and gives the impression that the students going through this program are no more than failures. As externals, we do not know how the Department markets this program to students; but if it is a neglected program, yet availed of by half of the graduating students then some serious thought into its destination is in order. For example: is the general-honours breakdown of graduating students in other departments that funnel most of their incoming cohort into honours, similar or different?

**No Action:** The (three-year) General degree is not a “neglected program” as the external reviewers suggested it might be, but rather a path for students that provides them with a recognized credential for their efforts.

- 5) In regard to concentrations: the Department should consider if it wishes to continue to support the number of concentrations currently on offer. It is surprising that the Natural Resources and Environment option has so little interest in the current era. If the Department believes in the value of concentrations then it should think about future enrollments and perhaps, how better to market and accommodate these streams within the course sequencing.

**Action:** Create variants of the new standard program that allow students to complete either one or two (of seven—four existing and three new) concentrations.

- 6) The Department should consider the role of its Quantitative and Mathematical Economics stream, particularly in light of the high quality and high technical content of its Standard Honours program. The Standard Honours program

provides students intending to progress to graduate school in Economics with a very rigorous training. However, the specialization program has had 5 or fewer students in fourth year in each of the past five years. In an effort to offer a wide array of choice to students (this Specialization, plus four Concentrations), the Department has sizable enrollments in only one of those five options – Finance. The Department needs to take this on board when requesting additional resources.

**Action:** Transform the distinct-from-standard aspects of the existing Quantitative and Mathematical Economics specialization into a new Concentration in Mathematics and Quantitative Economics.

- 7) In conjunction with any revisions to the honours programs, we advise the Department to reformulate their learning outcomes so that they better reflect goals of the programs and expectations for students. We understand that the University now has more resources and expertise to assist the Department in articulating their learning outcomes in a way that is useful to the unit and its students.

**Action:** Reformulate by the end of the 2016–17 Fall-Winter session our program-level learning outcomes in relation to the new B.Econ. to “better reflect goals of the programs and expectations for students.”

## II. Course delivery at the first year level

- 8) The Department should research the availability of on-line material for all students registered in Economics 1000 and attempt to establish how much of the absenteeism is attributable to the availability of the on-line material. This attendance pattern should be worrying to the Department – and the University at large, if it is widespread. Students who are beginning a program and displaying such myopia seem ill prepared for a rigorous program in Economics, or any rigorous program for that matter.

**Action:** The Undergraduate Supervisor will set up and chair a committee of Principles instructors to look into the ECON 1000 attendance issue, “attempt to establish how much of the absenteeism is attributable to the availability of on-line material,” and determine what if anything might be tried to lessen it. This action will be completed by the end of the 2016 Fall term.

## III. Faculty workload

- 9) Without wishing to trespass into graduate territory, given the interactions between the programs, we recommend that the Department explore means to balance the workloads of faculty who have a large amount of graduate student supervision, particularly those with a relatively large number of PhD students.

We understand that Carleton does not typically use any sort of credit systems for graduate supervision as do some other universities, but other means such of balancing are possible such as which undergraduate courses faculty are asked to teach.

**Action:** Exploration—further to that undertaken by the Chair during the last couple of years—in the context of the current cyclical *graduate* program review of “means to balance the workloads of faculty who have a large amount of graduate supervision.”

#### IV. Faculty resources

- 10) The University re-examine the contribution Economics makes to enrollment using a different base year or average of 3 to 5 years when determining its appropriate size of faculty complement.
- 11) In view of the large number of students, the large amount of service teaching to other units, and unusually large class sizes in the final years of its programs, we recommend that the Administration consider increasing the Faculty complement to a number that is consistent with the teaching needs of that student body.

**Action:** For many years now, the Department of Economics has recorded work load measures that exceed FPA-wide measures, which in turn have exceeded Carleton-wide measures and indeed those of all other Faculties on campus. Efforts to address this matter through the allocation of additional faculty positions will require an injection of funds from central administration and thus the support of FPG.

The following recommendations were proposed in the “Program Improvement” Section (J) of the Department’s Self-Study (14 August 2015 revision):

“First and foremost is our persistent shortage of faculty. ... [W]e are forced to depend quite heavily on contract instructors for core, required courses, which should have a larger faculty involvement. This is especially true in relation to the foundational course ECON 1000, which has for a long time been the most important mechanism for recruitment into the undergraduate economics program and for the last several years had only one faculty member involved in its teaching.”

**Action:** See the preceding action on “Faculty resources.”

“Second is our almost complete lack of dedicated undergraduate study space. While we allow students to use what was originally intended to be the Department’s faculty lounge (C-879 Loeb) during much of each workday, that room is too small relative to the demand thereby leading to over-crowding at times and general dissatisfaction among

actual and potential users (faculty and students alike). As the Department has done all it could to make efficient use of its space in recent years, internal re-allocation is not the answer. That the Department uses its space efficiently and has a need for more is evidenced by the fact that it was given a small increment during the last major assessment by the University even though it is located in the building where academic space is at its highest premium.”

**Action:** Remove the three walls separating C-862 Loeb (currently an undergraduate Student Computer Lab equipped with nine PCs and associated chairs) from the adjacent three hallways and thereby create a substantially (~80%) larger open space. The new space could be equipped with 8 PCs along the east wall and another 6 along the west wall (with the unused extra door to C-865 sealed permanently) as well as some lounge-type furniture in the middle. Alternatively, tables and chairs could be placed along the east and west walls and the existing computer-lab furniture and equipment could be moved elsewhere on the 8th floor of Loeb. Done properly (the middle part of the space in particular), neither of these arrangements would impede access by Ph.D. students to the Edwin G. West Reading Room (C-866) and the adjacent Ph.D. Student Workspace (C-867) to the northwest nor access to the W. Irwin Gillespie Seminar Room (C-869) to the north. Note that this project has been submitted to the University’s 2016–17 Capital Program; a decision is pending.

The new space envisioned above would enable a good number of undergraduate Economics students to work simultaneously in close proximity to their professors and (graduate-student) teaching assistants and promote interaction amongst the same thereby leading to greater collegiality and improved learning outcomes. According to CPR External Reviewer Ian Irvine, an economics professor at Concordia University in Montréal, a similar space in his department works well in achieving these ends.

“Finally, given the current lot of the undergraduate economics program as one of the large number of Carleton’s B.A. offerings and the attendant lack of effort made by the Admissions Office to recruit the right kind of students into it (see Sections G1 and G6 ... for details), the program’s relatively low retention numbers (as commonly measured) should come as no surprise. The solution we propose is to re-brand the undergraduate economics program as the ‘Carleton B.Econ.’ (or ‘Carleton Bachelor of Economics’), prohibit the direct entry of new, first-year students into the associated General program to reinforce its function as an ‘off-ramp’ for Honours students, and then hire a dedicated Admissions officer with some expertise in the subject matter to sell the merits of the ‘new’ degree outside the University. We believe strongly that doing so would increase the quantity of well-qualified, new, first-year, Economics students and have the knock-on effect of increasing retention and number of graduates. In conjunction with the Department’s demonstrated ability to switch well-qualified students into economics from other Carleton programs and its reputation for producing well-trained graduates for both further study in economics or other graduate programs and the workforce, this

change has the potential to pay for itself many times over and really raise the profile of Economics and, by extension, enhance the reputation of the University as a whole.”

**Action:** Prohibit the direct entry of new, first-year students into the associated General program to reinforce its function as an “off-ramp” for Honours students who no longer wish to complete that program.

**Action:** Work with the Office of the Vice-President (Students and Enrolment) and seek to hire as soon as possible a dedicated Admissions officer with some expertise in economics to sell the merits of the new B.Econ. Honours program outside the University. Base funds necessary for this hire to proceed will need to be requested from FPG.

Department of Economics

Action Plan Summary – Undergraduate Programs in Economics

<b>Actions</b>	<b>Recommendations</b>	<b>Participants</b>	<b>Timeline</b>
<i>Change degree designation from Bachelor of Arts to Bachelor of Economics (B.Econ.)</i>	1, 2, 3		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
<i>Establish revised core Honours program (increase from 10.0 to 10.5 credits in major CGPA), including associated new courses and changes to relevant existing-course prerequisites and preclusions</i>	1, 2, 3		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
<i>Closure of Applied Economics program (Honours, Honours with Concentration, Combined Honours) and deletion of certain current required Honours courses—one (ECON 3706) with a one-year lag</i>	1, 2, 3		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
<i>Introduction of Concentration in Economic Theory</i>	1, 2, 3		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
Implement the foregoing (on a course-section- and T.A.-neutral basis if the flow-through and enrolment levels of undergraduate Economics students don't change appreciably)	1, 2, 3	Department Chair	2017 Winter onwards
Push for the development of an appropriate version of ESLA 2000 (English Language Development for Specific Purposes I) to complement the proposed new ENGL 1020 (Academic Writing) course	1, 2, 3	Associate Dean (Curriculum and Planning) of FPA; Undergraduate Supervisor	2016 Late Summer – Fall
<i>Restrict entry to General program to be via internal transfer only</i>	<i>(4); Self-Study</i>		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
<i>Create variants of new standard program that allow students to complete either 1 or 2 (of 7—four existing and three new) concentrations</i>	5		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>

<i>Transform distinct-from-standard aspects of existing Quantitative and Mathematical Economics specialization into new Concentration in Mathematics and Quantitative Economics</i>	6		<i>Approved at 27 May 2016 Senate meeting to take effect in 2017 Fall</i>
Reformulate program-level learning outcomes in relation to new B.Econ. to “better reflect goals of the programs and expectations for students”	7	Undergraduate Committee; Departmental Meeting	2016–17 Fall-Winter
Set up committee to look into the ECON 1000 attendance issue, “attempt to establish how much of the absenteeism is attributable to the availability of on-line material,” and determine what if anything might be tried to lessen it	8	Undergraduate Supervisor; ECON 1000 instructors	2016 Fall
Further exploration—in the context of the current cyclical <i>graduate</i> program review—of “means to balance the workloads of faculty who have a large amount of graduate supervision”	9	Graduate Program Review Team, 2016–17 Cycle	2016–17 Fall-Winter
Faculty resources—full-time appointments	10, 11; Self-Study	Dean of FPA; FPG	2017–18 budget allocation
Remove three walls separating C-862 Loeb from adjacent three hallways thereby creating a substantially (~80%) larger open space to be furnished appropriately for use by undergraduate Economics students	Self-Study	FMP; Dean of FPA (Capital Program request submitted to him by Chair on 9 May 2016)	2016–17 academic year
Work with the Office of the Vice-President (Students and Enrolment) and seek to hire a dedicated Admissions officer with some expertise in economics to sell merits of new B.Econ. Honours program outside University	(1, 2, 3); Self-Study	Dean of FPA; Director of Admissions Services; FPG	2016 Late Summer – Fall