Carleton University

Faculty of Public Affairs

Meeting of the FPA Faculty Board
Monday, April 15, 2024 – 2:00-4:00 pm
Senate Room, Pigiarvik 608
and via Zoom ([register in advance here](#))

Agenda

1. Welcome and Call to Order
2. Adoption of Agenda
3. Adoption of Minutes of the November 27, 2023 meeting (attached)
4. Matters Arising
5. Chair's remarks
6. Question Period
7. Report from the Dean – B. O'Neill
8. Report of the Strategic Planning Committee – B. O'Neill
   8.1. Proposal to change the name of the Faculty (attached)
   8.2. Adoption of the Strategic Plan for 2024-2029: *Lead. Connect. Transform* (attached)
9. Approval of new B.A. General Studies (attached) – V. Bhatia
10. Reports from Associate Deans
    10.1. Research and Graduate (attached) – J. Malloy
    10.2. Students and Enrolment (attached) – P. Wilson
    10.3. Academic (attached) – V. Bhatia
    10.4. Equity and Inclusion (attached) – Y. Wang
    10.5. Faculty Affairs (attached) – D. Mendeloff
11. Reports from Faculty Board Committees
    11.1. Faculty Board Executive Committee (attached) – D. Mendeloff
    11.2. Academic Policy and Curriculum Committee (APCC) and Motion to recommend Calendar changes (attached) – V. Bhatia
    11.3. FPA Computing Committee (attached) – S. Power
12. Reports for information
    12.1. CASG – K. McBride
    12.2. GSA – H. Uz Özcan
13. Report on Nominations for Faculty Board Officers (attached)
14. Carleton University Research Data Centre - F. Woolley
15. Other Business
16. Adjournment

Voting members of FPA Faculty Board include: all full-time FPA faculty members (professors at all ranks, and full-time lecturers and instructors); all elected or appointed undergraduate and graduate student representatives on departmental boards of FPA sub-units; and all appointed representatives from the other Faculties.

Quorum: At least 15 voting members; at least one member from at least five FPA sub-units; at least 51% must be FPA faculty members.

Carleton University

Faculty of Public Affairs

MINUTES of FPA Faculty Board
Monday, November 27, 2023
Senate Room (PK 608) & Zoom

The following were present in-person:
Faculty: Brenda O'Neill (ODFPA), Paul Wilson (AKC-MPM), Vandna Bhatia (PSCI), Mary Francoli (SJC-COMS), Miranda Brady (SJC-COMS), Jeffrey Monaghan (ICCJ), Hans-Martin Jaeger (PSCI), Sean Burges (AKC-BGInS), Benjamin Woo (SJC-COMS), Jonathan Malloy (PSCI), David Mendeloff (Interim Secretary and Chair; NPSIA), Katie Graham (BMPD), Dan Siddiqi (FGPA), Aneurin Bosley (SJC-JOUR), Teddy Samy (NPSIA), Brenda Morris (SOWK)
Students: Chris Pratt (BGInS), Vladimir Gorodkov (EURUS)

The following were present online:
Faculty: Beth MacLeod (FASS), Zeina Boe-Zeid (LAW), Pierre Cloutier de Repentigny (LAW), Julia Wallace (Science), Jeni Armstrong (AKC-MPM), Eric Stephens (ECON), Hannah Dick (COMS), Hassan Bashir (AKC-BGInS), Ilyan Ferrer (SOWK), Rado Vadovic (ECON), Shi Li (Sprott), Yanling Wang (NPSIA)

Guests: Laurie Jaeger (ODFPA), Stephanie Bourk (ODFPA – recording the minutes)

1. Chair called the meeting to order at 2:34 pm.

2. Approval of agenda (**B. Woo/J. Malloy**). **Approved**.

3. Approval of minutes of October 16, 2023 (**B. Woo/J. Malloy**). **Approved** with amendment of spelling correction for Zeina Bou-Zeid.

4. Chair's Remarks

   D. Mendeloff reminded members that we are still looking for a Clerk. David encouraged anyone interested in filling that role this year, to contact a member of Executive.

5. Question Period

   D. Mendeloff confirmed no questions were submitted in advance of the meeting.

6. Report from the Dean

   Dean O'Neill updated the Board on a number of items:

   • the recently-released Blue-Ribbon Panel report;

• the university and Faculty budget situation, notably, a 3% base funding cut (equivalent of 3 Faculty positions);

• declining new first-year enrolments;

• Contract Instructor and administrative staff numbers;

• the strategic planning process, which is on track to be completed early in the new year;

• the decentralization of FGPA responsibilities to the line Faculties;

• the open Associate Dean positions, noting that the search for the new AD (Equity and Inclusion) has been completed, with an announcement coming soon, and interviews for the new AD (Research and Graduate) expected to take place in December.

7. Reports from Associate Deans

   7.1. Research and Graduate

   J. Malloy summarized his report that was circulated with the agenda. There were no questions.

   7.2. Students and Enrolment

   P. Wilson summarized his report that was circulated with the agenda. There were no questions.

   7.3. Academic

   V. Bhatia summarized her report that was circulated with the agenda.

   A question was asked about the new Accommodation Policy and how notification of completion of the self-declaration form will be tracked and communicated to instructors and units. Vandna confirmed that the intention is for a copy of the submitted form to go to both the instructor and the RO, but not to the academic unit. It was noted that units could request a report on the usage of the form by students in their programs. However, concern was raised that this report would be retrospective, rather than real-time, so might not be useful to units in identifying problems. Vandna noted that the RO will be responsible for tracking the use of the forms and will reach out to students who are frequently using them.

   7.4. Faculty Affairs

   D. Mendeloff summarized his report that was circulated with the agenda. There were no questions.

8. Reports from Faculty Board Committees

   8.1. Academic Policy and Curriculum Committee (APCC)

   Motion to approve Major modifications for the 2024-25 Calendar (**V. Bhatia/B. Morris**):

   > THAT FPA Faculty Board approve the proposed Major modifications as presented in the attached list and recommend that they continue through the Institutional Quality Assurance Process and to Senate for inclusion in the 2024-25 Calendar. **CARRIED**.

   Motion to approve Minor modifications for the 2024-25 Calendar (**V. Bhatia/B. Woo**):

> THAT FPA Faculty Board approve the proposed Minor modifications as presented in the attached list and recommend that they continue through the Institutional Quality Assurance Process and to Senate for inclusion in the 2024-25 Calendar. **CARRIED**.

9. Constitutional Revisions

    D. Mendeloff summarized the revisions to the constitution that were circulated on October 26 and with the agenda. There were no questions.

    MOTION to Amend the FPA Constitution (**J. Malloy/Mary F.**):

    > THAT FPA Faculty Board approve the amendments to the April 2023 version of the FPA Constitution as presented. **CARRIED.**

    Note that constitutional amendments require approval of at least 2/3 of voting members present. The vote in support of the changes was unanimous.

    David noted that the constitution will now go the Senate Academic Governance Committee (SAGC) for review.

10. Reports for Information

    10.1. Faculty Board Executive Committee

    D. Mendeloff invited comments on the report circulated with the agenda. There were no questions or comments.

    10.2. Senate Report

    S. Burges gave an update on items raised at the most recent Senate meeting.

11. Student Reports

    11.1. CASG

    K. McBride was unable to attend the meeting, but submitted a written report, which was circulated with the agenda. D. Mendeloff invited questions or comments on the report. There were no questions or comments.

    11.2. FPA Graduate Students

    H. Uz Özcan was unable to attend the meeting, but submitted a written report, which was circulated with the agenda. D. Mendeloff invited questions or comments on the report. There were no questions or comments.

12. Other Business

    The chair thanked everyone in attendance and mentioned his appreciation for trying to change the culture of the Faculty with having more people joining board meetings.

    The chair thanked S. Bourk for taking minutes, and L. Jaeger for helping manage the Zoom.

13. The meeting adjourned at 3:27 p.m. (**J. Malloy/M. Francoli**)

MEMORANDUM

To: Faculty Board, Faculty of Public Affairs

From: Strategic Planning Committee, Faculty of Public Affairs

Date: April 8, 2024

Re: Proposal to Change the Faculty's Name

Motion: The Strategic Planning Committee (Laurie Jaeger, Karen Kelly, Hashmat Khan, Brenda O'Neill and Sarah Todd) is pleased to submit the following motion to the FPA Faculty Board for approval

> Motion: THAT the FPA Faculty Board change the name of the Faculty to the "*Faculty of Public and Global Affairs*."

Rationale: The *Faculty of Public and Global Affairs* is a meaningful new name for the Faculty that adds to the existing name in a succinct and effective way. The existing name fails to adequately convey the breadth of programming and research in the Faculty, and is a holdover from when the original name of the Faculty (*Faculty of Public Affairs and Management*) was modified to address the creation of the Sprott School of Business. Additionally, the term "public affairs" is not well understood by students and the public, which is made clear at recruitment and other events, and in the regular email obtained by the Dean's Office.

The new name better reflects the scholarly activities undertaken by faculty members in different countries and with global partners, as well as the global dimension of many of our academic programs. The addition of "and Global" ensures that what we do is immediately understood, that is, a Faculty whose "goal is to reach beyond the campus and encourage students and faculty to learn from, and contribute to, public life in Canada and worldwide" (from the FPA Constitution). Finally, competition for international students has increased due to recent government decisions on study permits and targeted allocations. The new name more explicitly signals our commitment to educating international students, and to supporting the

scholarly activities that faculty members undertake beyond Canadian borders. The word "Global" helps us achieve this is a clear and parsimonious way. The new Faculty name is part of the comprehensive approach to reversing the downward trend in our enrolment.

Background: The chosen name was identified through a two-part process in the Faculty. The first step was an open call for suggestions for a new name for the Faculty from faculty and staff. Close to 50 suggestions were submitted as possibilities. The Strategic Planning identified the three that most effectively addressed the need to more clearly and fully reflect teaching and research in the Faculty. Faculty and staff were then asked to vote for their favourite in an anonymous poll held from March 25 until March 29th. A total of 209 votes were received, with the *Faculty of Public and Global Affairs* option receiving 64 percent of the votes. The two alternative suggestions (the Faculty of Public Affairs and Governance and the Faculty of Governance, Economy and Society) received 20 and 17 percent of the total votes respectively.

Carleton University

MEMORANDUM

To: Faculty Board, Faculty of Public Affairs

From: Strategic Planning Committee, Faculty of Public Affairs

Date: April 8, 2024

Re: Strategic Plan for 2024 – 2029: *Lead. Connect. Transform.*

The Strategic Planning Committee (Laurie Jaeger, Karen Kelly, Hashmat Khan, Brenda O'Neill and Sarah Todd) is pleased to submit the following strategic plan for approval by the Faculty of Public Affairs Faculty Board.

The Strategic Plan – entitled *Lead. Connect. Transform.* – is the result of 14 months of consultation and feedback with staff, faculty, students, alumni, community stakeholders and units within the Faculty of Public Affairs. It provides a strategy for addressing the very real issues currently facing the Faculty while also attending to the concerns and beliefs that were expressed in our consultations, in the survey, and in feedback sessions. We look forward to an engaged conversation on the plan next week.

Attached: *Lead. Connect. Transform*. Faculty of Public Affairs, Strategic Plan, 2024–2029.

Motion: THAT FPA Faculty Board approve the 2024-29 FPA Strategic Plan as presented.

Lead. Connect. Transform.

The Faculty of Public Affairs
Strategic Plan 2024 – 2029

The Faculty of Public Affairs acknowledges and respects the Algonquin Anishinaabe, traditional custodians of the land on which the Carleton University campus is located.

Lead. Connect. Transform.

The Next Five Years

This strategic plan provides a vision of where the Faculty of Public Affairs will be in five years' time and outlines a set of goals designed to get us there. That vision is:

> *By 2029, we will be a nationally recognized Faculty, the only one of its kind, known for its unique and innovative programming, its commitment to research developed with and for local and global communities, and its commitment to educating students for their future careers and informed citizenship.*

Let us achieve this together.

Background

The Faculty of Public Affairs (FPA) is unique in Canada and much of the world. Established in 1997, its founding goal was to "address the structures, processes, policies and interactions of the private, governmental, and non-profit/volunteer sectors of civil society."[1] FPA includes a total of 12 units, each linked to this original goal. Two are graduate program-only units (Norman Paterson School of International Affairs; School of Public Policy and Administration). Two are disciplinary units (Department of Economics; Department of Political Science) and several others interdisciplinary in their focus (Department of Law and Legal Studies; Institute of Criminology and Criminal Justice; Communication and Media Studies within the School of Journalism and Communication). Two are professionally focused units (Journalism, also within the School of Journalism and Communication; School of Social Work). Three are smaller units devoted to a particular academic focus (Institute of European, Russian & Eurasian Studies; Institute of Political Economy; Institute of African Studies – shared with the Faculty of Arts and Social Sciences). The final unit is Arthur Kroeger College of Public Affairs, which houses several unique undergraduate and graduate programs.

FPA currently offers a total of nine distinct undergraduate degrees, nine graduate degrees, and six graduate diplomas in over 40 subject areas. Listing over 800 distinct courses in the calendar, FPA offers over 80 unique degree programs to close to 6,000 undergraduate and 1,200 graduate students, making it the second largest faculty in terms of student numbers at Carleton University.

Universities are very different institutions from what they were when FPA was established over 25 years ago. We find ourselves at a pivotal moment in which the status quo is not an option.

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[1] Constitution of the Faculty of Public Affairs of Carleton University.

Students demand a more comprehensive preparation for their careers. Online teaching during the pandemic has forced us to rethink modalities in individual courses and within programs. Financial uncertainties and staffing issues challenge us to prioritize and to rethink our understanding of the work week. Artificial intelligence is creating its own unique challenges. The world is more complicated and new issues have emerged that we must be prepared to address. An increasingly competitive recruitment landscape demands attention to program development and renewal.

Unchanged, however, is our commitment to working closely with communities, to strengthening democracy and society, to improving governance and public policy, and to fostering informed citizenship. Also unchanged is our commitment to the highest quality teaching, to mounting highly valued academic and professional programs, and to educating our graduates to work in governments, the private sector, media, international organizations, and civil society, in Canada and around the world.

One of our Faculty's greatest strengths is rooted in the quality and success of its research. Over the past decade the Faculty has been awarded over 100 million dollars in research funding.[2] This is truly remarkable, and points to the expertise of the outstanding researchers throughout our Faculty, as well as FPA's excellent research support team.

These are strong building blocks for the future.

To positively position the Faculty over the next five years, a strategic planning process was launched in February of 2023. For several months, the strategic planning committee and several group leads launched the consultation phase, consisting of 21 sessions with units, students, faculty, staff, alumni, and community stakeholders, speaking with over 170 individuals. The Faculty's students completed 1,672 surveys that offered a window into their beliefs and opinions.

We heard about positive student experiences, often echoed by alumni. Discussions with units, faculty and staff revealed our strengths and many opportunities. Stakeholders reinforced the importance of our relationships beyond the campus. We heard about the many elements and achievements that make the Faculty, its programs, and its research successful.

We also heard that we can and must continually strive to improve and to respond to the challenges facing higher education. And about the need to embrace innovation and be risk takers.

We heard that students are more concerned than ever about being adequately prepared for and finding jobs post-graduation. They underscored the importance of practical knowledge in addition to the theoretical.

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[2] Cash plus in-kind.

We heard from staff about the importance of providing required supports – psychological and others – to Carleton staff and students alike. They also highlighted the need for increased collaboration to meet similar needs across units.

We heard from faculty members about wanting to enhance collaboration and overcome unnecessary internal competition. Faculty members spoke of the need to support civil society, as well as reconciliation, and to ground diversity, equity, and inclusion in our daily activities. They stressed the importance of spaces for critical thinking and respectful debate. Lastly, they emphasized the essential role of support for sustaining our research successes, to adapt to continued technological advancement, and to meet the challenges of artificial intelligence. An additional phase of extensive feedback gathering took place in February and March of 2024.

We heard from community partners about the need to serve community and to strengthen meaningful and reciprocal relationships. Alumni told us of the value of the practical and real-world experiences provided to them as students given our location in Ottawa, and of the need to expand and enrich these opportunities.

The Faculty's distinctiveness is the core of our future strategy. We examine leading issues of the day from political, economic, policy, legal, social justice, communications, and global perspectives. We contribute to leading debates and identify strategies for addressing local and global challenges. We educate students and professionals to take on a range of civic, professional, administrative, public, and leadership roles, especially here in Ottawa, and who are recognized for the quality of the education, experience, and knowledge that they receive.

Our strengths include our robust research profile; a longstanding commitment to serving local communities; academic programs with prominent national and international profiles; a commitment to inter-, trans- and multi-disciplinarity in our research and programs; and a role in contributing to debates and solutions on the leading societal challenges of the day. Our research, teaching and service are all geared towards serving communities, both local and further afield. We will continue to excel in these areas, but these alone will neither distinguish us from our many competitors nor draw students to our programs. They do, however, provide a solid foundation on which to build a strategy to:

- Clearly identify where to focus our energies, what to develop further, and what to conclude and wrap up.
- Provide a focused lens to successfully navigate the next five years.

Strategic Objectives

This strategy starts with two central objectives: **build on strengths** and **strengthen our reputation**. Our consultations underscored our many strengths. Yet alongside those strengths were suggestions for enhancing them in several relatively simple and effective ways. Also clear

is that we need to take concrete steps to promote our research accomplishments and the reputation of our programs beyond the Ottawa region.

We face several new challenges. One is the current budgetary climate facing universities in Ontario. Another is the set of restrictions on international student enrolment. And finally, FPA enrolment has dropped significantly since a high point in 2018, a drop that cannot be attributed to the pandemic given that it both pre- and post-dates it. The need to act, and decisively, is imperative to turn this around. Fortunately, we have several faculty and unit-level mechanisms available to us to implement a solid strategy for building on our strengths and strengthening our reputation.

BUILD ON STRENGTHS

The coming period requires a look back as well as forward. Let us recommit to our vision, mission, and the Faculty's goals. Let us review what we already do well with an eye to enhancing these successes. Let us eliminate what has been less successful, to free up resources for innovation. Let us create efficiencies by reducing overlap. Once-successful programs, concentrations, and specializations can become less attractive to students in the face of competition that strives to address changing student complements and shifting economies. We have a responsibility to use resources effectively. The focus must be on identifying our strengths and building on them.

STRENGTHEN OUR REPUTATION

We need to continue to foster our scholarly excellence, community impact and policy leadership, and tell these stories proudly. We must enhance how we communicate our excellence to reach a wider audience. We can no longer assume that quality programs will automatically attract students. Ever-increasing competition in Canadian higher education for both domestic and international students is evident. Reaching the appropriate audiences to convey our many strengths, our unique and successful programs, and the amazing quality of our researchers is imperative.

Our Mission Statement

> *The Faculty of Public Affairs is a research-intensive Faculty at Carleton University committed to ground-breaking research, innovative programming and offerings, serving local and global communities, and preparing today's students for convocation, careers, and communities.*

This mission statement embodies what we do, and what we strive to achieve. What distinguishes us is our commitment to innovative (including interdisciplinary) programming, and to educating and preparing students for their futures.

Faculty Purpose

The Faculty's purpose, founded in our original constitution and developed in subsequent strategic plans, remains steadfast: building stronger democracies and better societies, improving governance and public policy, fostering informed citizenship, and addressing regional and global challenges.

Strategic Pillars

Adopting a strategy of building on strengths requires that we identify where we provide a distinct and valued contribution, and that we commit to building on these. This commitment is necessary to strengthen our reputation, to focus our efforts, and to avoid spreading ourselves too thin. Our efforts have not been developed in a vacuum and, as such, our plan aligns with Carleton University's Strategic Integrated Plan (2020-2025).

We have identified three pillars to accomplish our vision:

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Lead. Connect. Transform.

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These pillars are grounded in our mission statement and purpose. They will guide where we focus our efforts in the next five years. A set of goals is identified for each pillar, and we offer several examples for advancing each (see examples in Appendix I). We envisage that individual units in the Faculty will identify their own innovative mechanisms for advancing them as well. We accept that the best strategic plans are ones that offer the flexibility that allows units to identify their mechanisms for moving the plan forward, while simultaneously encouraging a sense of ownership and responsibility for their outcomes.

Lead

The first pillar in our strategy is a commitment to **leadership**, in its broadest sense, grounded in the values of *innovation*, *accountability*, and *responsibility* (find value definitions in Appendix II).

Our academic programs produce leaders in diverse fields in Ottawa, in Canada and around the globe. Our world-class researchers produce and advance knowledge on key issues of the day, serve as public intellectuals, and advise governments on policy and process.

And yet we can do more.

Empowering Research: To fully enable our faculty members in their research activities, we will provide the required supports and recognition for them to lead in their fields. We will identify the core needs of, and key challenges faced by, our researchers. We will prioritize their success.

Student Learning: To fully ensure that our students are equipped to lead in their chosen careers, we will provide comprehensive preparation for the workplace alongside the comprehensive theoretical and conceptual education that we already offer. We will identify at the individual course level the skills development that serves students in their chosen careers, and advance experiential learning opportunities. We will make this an explicit strategic advantage for those earning a degree from our Faculty.

Research Strengths: To fully celebrate our research excellence, we will work together with FPA researchers to identify how best to articulate and disseminate the range and depth of our research strengths beyond academic communities.

Equity, Diversity, Inclusion and Accessibility: To fully advance equity, diversity, inclusion, and accessibility, we commit to developing processes for enhancing inclusion, identifying, and removing systemic barriers, and fostering conversations.

Connect

The second pillar in our strategy embraces **connections** of various types, grounded in the values of *openness*, *collaboration* and *understanding*.

We have developed strong links to many organizations in our local, national, and global communities which support student learning through our placements, internships, and co-op experiences. Many of our faculty are linked to communities and organizations both here and abroad through their research. We have many diverse student groups who strengthen the student experience through a multitude of programs and activities.

And yet we can do more.

Community Engagement: To fully engage with community partners, we will strengthen our links to them and commit to reciprocity in our interactions with them. This includes communities both within and outside of Carleton.

Experiential Education: To fully prepare our students for their careers, we will provide them with practical learning experiences in local, national, and global communities. We will create spaces for students to foster their own links to these communities.

Collaboration: To fully encourage collaboration across the Faculty, we will create space for identifying and incentives for implementing joint and shared opportunities.

Transform

The third pillar in our strategy embraces the **transformative** potential of academic inquiry and higher learning, grounded in the values of *curiosity*, *accessibility,* and *empowerment.*

Our programs and research transform students, issues, policies, governance, and communities through collaboration, innovation, and respectful disruption. We need to share these strengths with a wider audience.

And yet we can do more.

Enrolment Enhancement: To fully communicate our core strengths and unique programming, we need to underscore our unique place within the Canadian higher education landscape and commit to developing this awareness beyond Ottawa to the rest of Canada and internationally.

Program Innovations: To fully embrace the changing technological landscape, we will approach teaching with new lenses, timelines, and pedagogical tools. We will address the desire and need for innovation, especially for increasing the accessibility of university to students for whom a face-to-face education, in the traditional timeline, is not an option. We will take risks in developing these new flexible forms and modalities of instruction.

Reconciliation: To fully commit to reconciliation and repair, we will transform our courses, processes, and structures to include previously excluded ways of knowing and imagine new approaches to being in community with each other. For some, this will mean retooling and retraining, a challenge we gladly accept. As noted in the Kinàmàgawin Report, credibility on this issue requires courageous action.

Global Outreach: To fully address the global nature of problems, we will create global classrooms by continuing to bring scholars and researchers from around the world into our classroom – in part by embracing new technologies – and to send our students around the world. These global experiences are central to fostering leadership and enhancing public life.

Public Discourse: To fully foster free and open discussion, we will encourage a culture of respectful dialogue amongst our students, staff and faculty through public events and initiatives.

Moving Forward

The challenges that we face are difficult ones, but there is a role for both the Faculty and units in implementing this strategy to tackle them.

To ensure transparency and accountability, we will work together to develop acceptable measures for evaluating how well our strategy is working over time. To ensure capacity, funds

have been set aside to incentivize action and support initiatives that directly advance the plan's goals. The Office of the Dean will work with Chairs and Directors to identify how best to incentivize action and achieve these goals through a collective effort while recognizing the distinctive character of individual units in the Faculty.

Summary

So much has changed since we last produced a strategic plan. It is time for us to become a more distinctive, collaborative, and ambitious Faculty. This is an opportunity not just for the Office of the Dean, but for each unit to build on its strengths and strengthen its reputation. The pillars put forth in this plan will guide and support us as we move purposefully toward achieving our objectives. . . Believing that we can do more.

Lead. Connect. Transform.

APPENDIX I: Examples of Concrete Action for Advancing Goals

Pillar: *LEAD*

Faculty: Provide researchers with time to undertake research by committing to maintaining the Research Time Awards program in the face of significant budget cuts.

Faculty: Establish a public leadership certificate program for undergraduate and graduate students who want to develop skills to enhance their post-graduate career prospects and experiences.

Faculty: Establish co-curricular programming focussed on developing the skills required in today's careers and demanded by students.

Pillar: *CONNECT*

Faculty: Prioritize the establishment of a research & development hub for Canada's charitable/philanthropic sector to work in collaboration with and support sector organizations in the local and global communities.

Faculty and Units: Launch an annual "Communities Open House" day in which community groups are invited to campus with the express goals of identifying opportunities for placements and course-based experiential learning, providing a mechanism for them to learn about the Faculty and its focus, and to thank community groups with which we have

Units: Revisit unit standards to possibly recognize the contribution of research, teaching and service that advances equity, diversity, inclusion, and reconciliation.

Faculty: Provide a centralized structure to assist with and support the development of experiential learning opportunities, leadership programming, academic support, community linkages, and space for groups to connect.

Pillar: *TRANSFORM*

Faculty: Incentivize the creation of hands-on research experiences – preferably linked to funded research projects – for undergraduate as well as graduate students.

Faculty and Units: Investigate the feasibility of moving away from single-use offices towards more open, communal, or shared workspaces that directly enhance cross-disciplinary and cross-departmental collaboration.

Faculty: Rethink FPA's organizational structure to limit silos, strengthen connections, and eliminate duplication.

Faculty and Units: Revisit less than successful activities, committees, and projects with a view to freeing up resources for innovation and risk-taking.

Appendix II: <u>Value Definitions</u>

Pillar: <mark>*LEAD*</mark>

Innovation: *we value the willingness to take reasonable risks even if we sometimes fail.*
Accountability*: we accept that as a public institution, we are responsible to others – both individually and collectively – for our actions, decisions, performance, and choices.*
Responsibility*: we are entrusted with the duty to teach and conduct research for the betterment of our students, communities, and the world.*

Pillar: <mark>CONNECT</mark>

Openness*: we believe a vibrant public life requires the ability to question, confront, and respect a diversity of views and beliefs.*
Collaboration*: we believe that working together and reducing isolation can improve pedagogical, scholarly, and other outcomes.*
Understanding*: we commit to the intelligent and compassionate use of knowledge in the treatment of others and in the academic mission.*

Pillar: <mark>TRANSFORM</mark>

Curiosity*: we commit to the importance of curiosity for sparking inquiry and the desire for knowledge.*
Accessibility*: we commit to reducing the barriers that prevent individuals from fully participating and thriving in all aspects of campus life.*
Empowerment*: we commit to enabling individuals to develop confidence in themselves, in addition to the skills, knowledge and humility required to engage with and learn from each other.*

Motion for New Program Approval
Presented to FPA Faculty Board
April 15, 2024

MOTION to approve the new BA General Studies

THAT FPA Faculty Board approve as presented the BA General Studies.

To: Faculty of Public Affairs & Faculty of Arts & Social Sciences Faculty Boards

From: Vandna Bhatia (FPA AD-Academic), Pascal Gin (FASS AD-Academic), David Mendeloff (FPA AD-Faculty Affairs)

Date: 22 March 2024

Re: Proposed B.A. General Studies

The Faculty and Arts and Social Sciences (FASS) and the Faculty of Public Affairs (FPA) are proposing a new 15-credit online B.A. degree that maximizes flexibility and allows students to earn a degree outside of the traditional B.A. structure. Students may pursue the new B.A. General Studies degree entirely online or flexibly combine online with in-person modalities. Between FASS and FPA, there are approximately 300 discrete online courses already being offered, and many more in-person options for students to choose from.

1.   TARGET AUDIENCE AND STUDENT DEMAND

This program will cater to the growing number of 'non-traditional' students interested in pursuing a B.A. These include students who do not have a clear interest in or wish to study within existing disciplinary programs; who may have full- or part-time work or other commitments that cannot be easily managed with a traditional program structure; or who may not be able to physically relocate to pursue their studies. The online B.A. General Studies enables Carleton to offer a more flexible learning pathway to attract and retain these students. To do so, both faculties can build on the teaching expertise of the many instructors who have embraced online teaching and have developed online courses that are pedagogically innovative, rich, and engaging (as evidenced in the most recent Carleton survey on e-learning).

Overall, it's clear that online learning will be an indispensable component of Carleton's programs going forward. We project student demand for the new pathway to be strong, with approximately 40 students in the first year. We expect most of these students to pursue an exclusively online pathway. As the pathway becomes better known, we anticipate the intake to grow and eventually reach a steady state of 150 students by year five.

2.   STRUCTURE OF PROPOSED B.A. GENERAL STUDIES

The online B.A. General Studies will be unique among similar programs in Canada. Unlike others, it offers students the option to complete credits using available online, in-person, and hybrid courses at Carleton. It is also multidisciplinary within a structured pathway design. The new pathway is based on Carleton's Thematic B.A. (15 Credits) Template.[1] However, instead of a major in a single discipline, B.A. General Studies students will scaffold their studies on two of the existing three non-Science B.A. Breadth Areas: Social Sciences, Humanities, and Culture & Communications.

To fulfil graduation requirements, B.A. General Studies students would be expected to complete 15.0 credits:

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[1] B.A. Thematic programs require no less than 6.0 and no more than 10.0 credits in the major for students to graduate. B.A. Thematic programs do not have a breadth requirement and instead provide for sufficient free electives to make up a 15-credit program.

- **3.0 credits** in **two** of the three non-Science breadth areas, for 6.0 credits;
- And **9.0 credits** in free electives.

Within the 15.0 credits, they would also be expected to complete:
- no more than 7.0 credits below the 2000-level;
- at least 3.0 credits at the 2000-level or higher in one or both of the two selected breadth areas;
- at least 2.0 credits at the 3000-level or higher, of which 1.0 must be in one or both of the two selected breadth areas.

The B.A. General Studies will be a stand-alone program. Because it will draw on existing courses and online offerings in FASS and FPA, we anticipate the impact of the B.A. General Studies on other programs to be minimal.

3. PROPOSED ONLINE PATHWAYS

While the program is intended to be flexible, we expect many students to seek an entirely online pathway. Though FASS and FPA units offer many online courses, fewer units consistently offer online courses at each level, and that are open to all students. Therefore, we have identified units offering subjects that would allow students to meet the Breadth Area requirements entirely with online courses.[2]

Eight primary online subjects were identified. The units that deliver these subjects offer the most consistent online courses, with at least two course options per course level, at least 2 to 3 iterations of each course online since 2021 and a rotation of teaching staff involving 2 or more instructors. These primary subjects are:
- In FASS: Anthropology, English, History, Psychology, Sociology.
- In FPA: Criminology and Criminal Justice, Political Science, Social Work.

Four secondary online subjects were also identified. The units that deliver these subjects offer a range of courses but in a more limited capacity, with fewer options per level, fewer iterations of each course, and/or less instructor rotation. They are:
- FASS: Women and Gender Studies, Religion.
- FPA: Law and Legal Studies, Economics.

We would expect the majority of students to satisfy most of their required 6.0 Breadth Area credits from among these 12 identified subjects.

Breadth Areas & Subjects

I. Primary Online Breadth Subjects
Breadth subjects for which students have a clear pathway to fulfil degree requirements with existing online course offerings, including at least 0.5 credit at the 3000-level, are identified below as "Primary Online Breadth Subjects."

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[2] Units have been identified based on patterns of online course offerings post-pandemic (2021-22 to 2023-24). We considered the following criteria:
- Availability of online courses across 1000-, 2000- and 3000-levels.
- Frequency of online offering for specific courses across academic years.
- Rotation of teaching staff for specific online courses across academic years.
- Ability to address online course prerequisites as students advance through levels.

Breadth Area	Primary Online Breadth Subjects	Unit
Culture and Communication	English (ENGL)	English
Humanities	History (HIST)	History
Social Sciences	Anthropology (ANTH)	Sociology and Anthropology
	Sociology (SOCI)	Sociology and Anthropology
	Criminology (CRCJ)	ICCJ
	Political Science (PSCI)	Political Science
	Psychology (PSYC)	Psychology
	Social Work (SOWK)	Social Work

II. Secondary Online Breadth Subjects

Breadth subjects for which students have an online pathway to complete most 3.0 Breadth Area credits, but that may not have 3000-level credits available at present are identified below as "Secondary Online Breadth Subjects."

Breadth Area	Secondary Online Breadth Subjects	Unit
Culture and Communication	--	--
Humanities	Religion (RELI)	College of Humanities
	Women's & Gender Studies (WGST)	F.I.S.T.
Social Sciences	Economics (ECON)	Economics
	Law (LAWS)	Law and Legal Studies

III. Free Elective Subjects with Online Offerings

Free elective subjects listed below are those in which students have some selection of online course offerings to complement their two core breadth areas. Primary and secondary online subjects above may also contribute to free elective requirements.

Breadth Area	Free Elective Subjects with Online Offerings	
Culture and Communication	American Sign Language	French
	Art History	Journalism
	Art and Architecture History	Music
	Communication and Media Studies	Modern languages
	Digital Humanities	
	Film Studies	
Humanities	African Studies	Human Rights and Social Justice
	Applied Linguistics and Discourse Studies	Humanities
	Archaeology	Indigenous Studies
	Canadian Studies	Latin American and Caribbean Studies
	Child Studies	Linguistics
	Classical Civilization	Philosophy
	European and Russian Studies	Sexuality Studies
Social Sciences	Business	Geography
	Cognitive Science	

4. GOVERNANCE AND ADMINISTRATION

Provisionally, the program will be governed by a Joint Management and Curriculum Committee (JMCC), which consists of the Associate Deans (Academic) in FASS and FPA, two representatives of units delivering the "Primary" breath area subjects, and one administrative staff representative. Initially, the Associate Dean (Academic) in FASS will oversee the academic administration of the pathway, with some administrative staff support provided by ODFASS.

At present, the new pathway is anticipated to be resource-neutral since it relies on existing courses. Administrative support will be provided by existing staff within the Offices of the Deans of FASS and FPA. If/as the program enrolments grow, additional ongoing resources will be provided by the Faculties.

5. CONSULTATIONS WITH POTENTIAL PARTICIPATING PROGRAMS

Meetings and discussions have been held with Chairs/Directors of units identified with the potential primary and secondary online breadth area areas to gauge interest and identify concerns about participating in the B.A. General Studies. Letters of support have been secured from these units.

Carleton University

Office of the Vice-Provost and
Associate Vice-President (Academic)

Institutional Quality Assurance Process

BA General Studies

New Program Approval

(Volume I)

February 2024

Approvals Table

This table will record that the brief has been approved by: 1) the program lead on behalf of the team; 2) the head of the academic unit or chair of the program committee (in the case of interdisciplinary programs not administered exclusively by one academic unit) on behalf of the unit or program committee; 3) the Faculty Dean(s).

Program Lead	**Date**

Chair/Director	**Date**

Dean(s):	**Date**

Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee (executive summary)	
Provost's Budget Working Group (executive summary)	
Curriculum Committee	
Faculty Board	
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Quality Assurance and Planning Committee	
Senate	
Quality Council	

Contents

A. The Program

Program summary and rationale

The Faculty and Arts and Social Sciences (FASS) and the Faculty of Public Affairs (FPA) are proposing a new 15-credit online B.A. General Studies program that builds on the critical mass of online courses that are regularly offered across the two faculties. This flexible program, which will allow students to pursue their studies entirely online, or through a combination of online and in-person modalities,targets a potentially large audience of non-traditional learners who are not well-served by traditional programs.

Carleton's 15-credit disciplinary B.A. degree programs generally caters to the needs and interests of the "traditional student" – typically one who has a well-formed academic interest that matches a specific disciplinary B.A. offering, enters direct from high school, devotes most or all their time to full-time study, and follows a structured pathway leading to graduation in three years.

Many students, however, do not fit this mold. They may not have particularly well-formed academic interests and are unsure which disciplinary B.A. program is right for them; they may have a wide range of interests that are not fully accommodated by existing disciplinary boundaries; they may work more than part-time or have work schedules or caregiver responsibilities that cannot be easily managed within the traditional program structure. Some of these students may never apply to Carleton, or once here they may struggle and eventually drop out. Others may start their B.A. at Carleton and wish to change programs but may find that they must satisfy additional requirements that further delay their academic progress.

These "non-traditional" students would benefit from a program that is flexible and adaptable to both their academic interests and their lives. Indeed, even many traditional students are seeking more flexible ways to complete their degree programs. Since the pandemic, the demand for online learning has remained high and stable nationally and at Carleton. In addition, during the pandemic many instructors embraced online teaching and developed online courses that are pedagogically innovative, rich, and engaging. Many programs offer more online and hybrid courses now than they did prior to the pandemic. Therefore, many Canadian universities, including several in Ontario, have developed programs that embrace online delivery and a more flexible approach to study.

The new 15-credit online B.A. degree that FASS and FPA are proposing maximizes flexibility and allows students to earn a degree outside of the traditional B.A. structure. Rather than focusing on a particular discipline, students will take a variety of courses that suit their needs and interests from the more than 700 courses, including approximately 130 online courses, that FASS and FPA currently offer every term. This new B.A. program, which we are calling General Studies, builds on the [B.A. Breadth requirement](#) – common to all B.A. programs – by using the existing three non-Science Breath Areas to scaffold a student's individual program of study. With the help of a faculty advisor, students will take a selection of courses from the broad areas of Culture and Communication, Humanities, and Social Sciences. While we expect greatest demand to be an entirely online pathway, students may complete the B.A. General Studies degree with any combination of online and in-person courses.

The proposed pathway democratizes the curriculum, empowering students, with academic guidance, to design a personalized multi-disciplinary program of study. This new pathway embraces the benefits of exposing students to a broad range of ideas and subject-area disciplines that is the hallmark of a classic liberal arts education, and the growth of high-quality online course delivery in FASS and FPA.

The online B.A. General Studies shares core common features of other 15-credit non-Honours B.A. programs and is based on Carleton's Thematic B.A. Template, on which our multi-disciplinary B.A. programs are based. The proposed B.A. General Studies builds on B.A. Breadth requirements, replacing 6.0 credits in the major with 3.0 credits in two of the three existing non-Science Breadth Areas. While the B.A. General Studies is broad by design, 2000- and 3000-level credit requirements will ensure students acquire depth in some subjects. Students may also pursue one or two Minors, which will provide additional disciplinary depth. It may also be possible for B.A. General Studies students to transfer to a disciplinary B.A., or to a B.A. Honours program.

Current International, National and Provincial Profile

There has been significant growth in online university programs at the international, national, and provincial levels. There are online degree programs offered across the country (e.g., University of Victoria; Thompson Rivers University; Athabasca University; University of New Brunswick; Memorial University etc.). In Ontario, there are online B.A. or related programs offered at the following institutions: Brock University, University of Guelph, Lakehead University, Laurentian University, Ontario Technical University, University of Waterloo, Western University, and Wilfred Laurier University. However, Carleton's B.A. General Studies will offer a distinctive experience. Our pathway offers a choice of modalities that enable students to complete credits with online, in-person or hybrid courses; it emphasizes multi-disciplinarity; and it balances flexibility with structure in pathway design.

Modality Choices: Most online B.A. options limit students to online courses with no option to take courses delivered through other modalities. While an online B.A. will allow Carleton to reach students across the country and around the world, it will also be attractive to students in and around the National Capital Region. Research suggests that most fully online students live relatively close to the physical campus of the university where they study, which can be beneficial as local universities enjoy a higher profile among local employers and the community. Locally-based students will have the flexibility of completing credits using online, in-person and hybrid courses offered at Carleton.

Multi-disciplinarity: Most online B.A. programs in Ontario are discipline specific. Carleton's B.A. General Studies, in contrast, emphasizes multi-disciplinarity. Students will benefit from the complementary strengths of FASS and FPA programs and will be able to experience both the humanities and social sciences, depending on their area selections.

Flexible yet structured pathway design: Several online B.A. programs in Ontario that do include broadly interdisciplinary options (Guelph, Lakehead, Laurentian, Waterloo) either provide too little structure, leading to relatively shapeless degrees, or are overly restrictive, limiting flexibility for students. For example, Waterloo's three-year general Liberal Studies degree allows students to satisfy the degree requirements with any courses offered in the Faculty of Arts, while Queen's now defunct online Liberal Studies degree required program-specific courses at the first- and third- year levels, potentially introducing barriers for students who wish to switch to online studies later. While there are benefits to the looser and more rigid structures at other institutions, Carleton's B.A. General Studies is distinguished by balancing flexibility with structure by requiring students to choose two areas of study from defined breadth areas

A.1. Mission and strategic directions

The proposed B.A. program takes direction from [Carleton's Strategic Integrated Plan 2020-2025](#) (SIP), particularly its strategic priorities in teaching and learning, which include: the development of new or expanded initiatives that "further enhance student learning and success"; that facilitate recruitment and retention by "meet[ing] the needs of changing student populations"; that "improve students' graduation and employability outcomes"; and that "respond to societal needs" (p. 12). The SIP embraces initiatives that encourage students to "engage with ideas across disciplines and boundaries to build stronger, more connected approaches"; that "enable and encourage … curricular designs that foster student engagement, access, inclusion and success"; and that "offer new and flexible opportunities for student-centred learning" (p. 13). A fully online pathway meets all these goals. In addition, it would appeal to international students, helping to advance the SIP's objective of engaging the world (p. 17).

The new program also seeks to advance the University's strategic priority in fostering inclusion, equity, and accessibility by combining the benefits of online education with flexible modality choices. The flexible design is adaptable to a diversity of needs and preferences and will improve access to education for a wide range of students. For example, online programs enable students to pursue and successfully manage their studies around caregiving responsibilities (e.g., parenting, eldercare etc.) or financial constraints that require them to work many hours, or odd shifts. Online programs also enhance access to education for students in remote regions or who are unable to relocate, such as many Indigenous communities. Finally, online education is adaptable to serve many diverse groups, including mature students as well as students with disabilities (see [Afrouz and Crisp, 2020](#); [Moore et al. 2015](#)).

The SMA currently seeks to measure, in part, effective skills training of our students. As with all B.A. options, our graduates will be equipped with the practical benefits of a liberal arts education, including communication skills, problem solving and critical thinking (see [King et al., 2007](#); [Hill and Pisacreta, 2019](#)). Further, the B.A. General Studies emphasizes multi-disciplinarity by requiring students to select course subjects in defined breadth areas and by ensuring course offerings across all FASS and FPA units. Multi-disciplinarity enables students to engage in creative problem-solving, and to integrate, synthesize, and apply skills and knowledge from diverse disciplines. The problems that trouble our complex world do not fit neatly into discrete disciplinary categories, but require the competence to make connections across bodies of knowledge and ways of thinking synergistically and innovatively ([Ashby and Exter, 2019](#).) Moreover, online programs help further enhance the digital literacy needed in today's workforce ([Afrouz and Crisp, 2020](#); [Jones, 2015](#)).

A.2. Relationship to other academic programs at Carleton

We expect the B.A. General Studies to attract mostly new students whose needs are not currently met by our existing B.A. offerings, or a few who may enroll in the direct-entry B.A. Hons Undeclared. Students in Undeclared must transfer to a discipline by the end of their first year. For those with broad ranging interests and who seek a more flexible, exclusively- or primarily-online 15-credit program, the General Studies pathway will be an option.

The anticipated impact of the B.A. General Studies on other B.A. programs is low and may in fact be beneficial. The B.A. General Studies will foster and support units in FASS and FPA to maintain and expand their online courses, and thereby offer more flexible program pathways for their own students, which should support retention and graduation. This stabilization and possible expansion of online

course offerings will also benefit B.A. programs that want to launch their own online disciplinary option. B.A. programs at Carleton currently cannot realistically do so because even if a program offers their in-program requirements online, there need to be enough online electives outside of their programs to satisfy elective requirements. The B.A. General Studies will ensure a reliable and expansive supply of online electives.

It is possible that the B.A. General Studies may draw some students away from existing B.A. programs; however, the program will enable us to keep those students at Carleton. The proposed program is also a good option for some students who are required to move to an alternate program at their Academic Continuation Evaluation but may face additional program requirements by doing so. Given the existence of other online degrees and the forces that lead some students to pursue online over in-person education, we might otherwise lose these students to other institutions. Because this program features flexible modality choices, students who switch from an existing disciplinary B.A. program to the B.A. General Studies will have their credits recognized.

Other than students who wish to switch to online studies, the proposed new program is unlikely to take students away from other B.A. programs because students who have disciplinary interests prefer disciplinary programs. Indeed, it is possible that the General Studies pathway may result in students adding Minors or transferring into existing disciplinary programs as they are exposed to disciplines, thus representing a potential gain for other programs.

B. Program Learning Outcomes and Assessment

B.1 Program learning outcomes

We have defined learning outcomes (LOs) for the Online B.A. General Studies that also correspond to the degree-level expectations (DLEs) defined by the province of Ontario. The proposed learning outcomes are based on a review and collation of learning outcomes of 15-credit B.A. programs in FASS and FPA. They are therefore consistent with existing learning outcomes in most of the B.A. programs across the two Faculties.

Table B.1: Learning outcomes for B.A. General Studies

Learning Outcomes	
LO1	Identify and explain concepts and theories from different arts and social science disciplines or perspectives.
LO2	Identify and gain a critical understanding of principles of basic arts and social science research design and methods.
LO3	Identify and critically assess the uses and validity of different kinds of source materials, from a variety of sources, to make sound arguments.
LO4	Use critical reasoning and knowledge of concepts and theories to analyze contemporary social issues and make connections with one's own lived experiences.
LO5	Communicate clearly and persuasively in writing and in speech with diverse audiences.
LO6	Recognize the limits of knowledge and their implications for understanding and analysis.
LO7	Work collegially and collaboratively with people from diverse experiences and backgrounds.

LO8	Demonstrate integrity, responsibility, and a capacity to work independently and ethically.
LO9	Negotiate multiple perspectives through critical and civil debate.

B.2 Applying learning outcomes to provincial degree-level expectations (DLEs)

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing degree program.

Undergraduate DLEs:

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Awareness of the limits of knowledge
6. Autonomy and professional capacity
7. Experiential Learning

Table B.2: Learning outcomes and degree level expectations

Learning Outcomes		Degree Learning Expectations Met
LO1	Identify and explain concepts and theories from different arts and social science disciplines or perspectives.	Depth and breadth of knowledge
LO2	Identify and gain a critical understanding of principles of basic arts and social science research design and methods.	Knowledge of methodologies
LO3	Identify and critically assess the uses and validity of different kinds of source materials, from a variety of sources, to make sound arguments.	Application of knowledge
LO4	Use critical reasoning and knowledge of concepts and theories to analyze contemporary social issues and make connections with one's own lived experiences.	Depth and breadth of knowledge Application of knowledge
LO5	Communicate clearly and persuasively in writing and in speech with diverse audiences.	Communication skills
LO6	Recognize the limits of knowledge and their implications for understanding and analysis.	Awareness of limits of knowledge
LO7	Work collegially and collaboratively with people from diverse experiences and backgrounds.	Autonomy and professional capacity
LO8	Demonstrate integrity, responsibility, and a capacity to work independently and ethically	Autonomy and professional capacity
LO9	Negotiate multiple perspectives through critical and civil debate.	Communication skills Autonomy and professional capacity

B.3 Program structure and curriculum map

a. __Program structure__

The B.A. General Studies is proposed as a non-disciplinary specific B.A. degree. Its structure is based on Carleton's [Thematic B.A. (15 Credits) Template].[1] Students in the B.A. General Studies will scaffold their studies on two of the existing three non-Science [B.A. Breadth Areas]: Social Sciences, Humanities, and Culture & Communications.[2] The proposed program calendar entry is in Appendix 1.

To fulfil graduation requirements, B.A. General Studies students will be expected to complete 15.0 credits:
- **3.0 credits** in **two** of the three non-Science Breadth Areas, for a total of 6.0 credits; and
- **9.0 credits** in free electives.

Among the 15.0 credits, students would be expected to complete:
- no more than 7.0 credits below the 2000-level;
- at least 3.0 credits at the 2000-level or higher in one or both of the two selected Breadth Areas;
- at least 2.0 credits at the 3000-level or higher, of which 1.0 credit must be in one or both of the two selected Breadth Areas.

While the program is intended to be flexible, we expect many students to seek an entirely online pathway. Though FASS and FPA units offer many online courses, fewer units consistently offer online courses at each level, and that are open to all students. Therefore, we have identified subjects that would allow students to meet the Breadth Area requirements entirely with online courses.[3]

Eight primary online breadth subjects were identified. The units that deliver these subjects offer the most consistent online courses, with at least two online course options per course level, including at least 0.5 credit at the 3000- level, at least 2 to 3 iterations of each course online since 2021, and a rotation of teaching staff involving 2 or more instructors. These primary online breadth subjects are:
- In FASS: Anthropology, English, History, Psychology, Sociology.
- In FPA: Criminology and Criminal Justice, Political Science, Social Work.

Table B3.1: Primary Online Breadth Subjects

Breadth Area	Primary Online Breadth Subjects	Unit

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[1] B.A. Thematic programs require no less than 6.0 and no more than 10.0 credits in the major for students to graduate. B.A. Thematic programs do not have a breadth requirement and instead provide for sufficient free electives to make up a 15-credit program.

[2] For traditional disciplinary B.A. pathways, students are required to complete 3.0 breadth credits, including 1.0 credit from each of three of the four Breadth Areas: Social Sciences, Humanities, Culture & Communications, and Science, Engineering, and Design.

[3] Subjects have been identified based on patterns of online course offerings post-pandemic (2021-22 to 2023-24). We considered the following criteria:
- Availability of online courses across 1000-, 2000- and 3000-levels.
- Frequency of online offering for specific courses across academic years.
- Rotation of teaching staff for specific online courses across academic years.
- Ability to address online course prerequisites as students advance through levels.

Culture and Communication	English (ENGL)	English
Humanities	History (HIST)	History
Social Sciences	Anthropology (ANTH)	Sociology and Anthropology
	Sociology (SOCI)	Sociology and Anthropology
	Criminology (CRCJ)	ICCJ
	Political Science (PSCI)	Political Science
	Psychology (PSYC)	Psychology
	Social Work (SOWK)	Social Work

Four secondary online breadth subjects were also identified. These subjects are offered in a more limited capacity, with fewer online course options per level, including more limited (or no) courses at the 3000-level credits, fewer iterations of each course, and/or less instructor rotation. They are:
- FASS: Women and Gender Studies, Religion.
- FPA: Law and Legal Studies, Economics.

Table B3.2: Secondary Online Breadth Subjects

Breadth Area	Secondary Online Breadth Subjects	Unit
Culture and Communication	--	--
Humanities	Religion (RELI)	College of Humanities
	Women's & Gender Studies (WGST)	F.I.S.T.
Social Sciences	Economics (ECON)	Economics
	Law (LAWS)	Law and Legal Studies

We would expect the majority of students to satisfy most of their required 6.0 Breadth Area credits from among these 12 identified subjects.

Free elective subjects listed below are those in which students have some selection of online course offerings to complement their two core breadth areas. Primary and secondary online subjects above may also contribute to free elective requirements.

Table B3.3: Free Elective Subjects with Online Offerings

Breadth Area	Free Elective Subjects with Online Offerings	
Culture and Communication	American Sign Language Art History Art and Architecture History Communication and Media Studies Digital Humanities Film Studies	French Journalism Music Modern languages

Humanities	African Studies Applied Linguistics and Discourse Studies Archaeology Canadian Studies Child Studies Classical Civilization European and Russian Studies	Human Rights and Social Justice Humanities Indigenous Studies Latin American and Caribbean Studies Linguistics Philosophy Sexuality Studies
Social Sciences	Business Cognitive Science	Geography

b. **Program curriculum map**

The B.A. General Studies is designed to ensure that students meet the proposed Learning Outcomes.

1000-level courses will introduce students to the main ideas, concepts, and disciplinary approaches in subjects within their selected Breadth Area focus. Courses at this level also introduce students to necessary academic skills to achieve several LOs, including the ability to read critically; compare concepts and viewpoints; locate and evaluate scholarly and non-scholarly sources; and communicate ideas clearly and coherently. Artifacts to evaluate the achievement of these skills in first-year courses include: a variety of written assignments, tests, and/or examinations, discussion group participation and engagement with peers.

2000-level courses provide students with foundational knowledge in subjects within their chosen breadth areas. Courses at this level introduce and reinforce key concepts, theories, and debates, and challenge students to explore their real-world applications and implications. They support students to further develop their critical thinking skills, strengthen their analytical reading and writing skills, and learn how to construct and convey logical arguments. Students are also encouraged to engage in constructive discussion and debate with their peers. Artifacts to evaluate the achievement of these skills include a variety of short and long written assignments, tests, and/or examinations, discussion group participation and engagement with peers.

Advanced **courses at the 3000-level** enable students to reinforce (R) and deepen their knowledge in specialized subjects and explore a variety of perspectives. They are expected to demonstrate some mastery (M) of key concepts, theories, and debates in a subject, and to synthesize, apply, and reflect on that knowledge. Advanced courses also enable students to reinforce (R) and gain some mastery (M) of critical and analytical skills, including locating and evaluating information, developing logical arguments, and analyzing complex ideas. Students engage more actively and collaboratively with peers through smaller classes. Artifacts to evaluate learning outcomes include research and analytic essays, group projects, presentations, participation, and engagement in seminars.

Table B3.4: Program curriculum map summary

Program Component	**Learning Outcome & Level**								
	LO1	**LO2**	**LO3**	**LO4**	**LO5**	**LO6**	**LO7**	**LO8**	**LO9**

1000-Level Credits in Selected Breadth Areas	I		I	I	I		I	I	I
2000-Level Credits in Selected Breadth Areas		I	R	R	R	I	R	R	R
3000-Level Credits in Selected Breadth Areas			R,M	R,M	M	R	M	M	M
Free Electives	I		I,R	I,R	I,R		I,R	I,R	I,R

B.4 Program learning outcomes assessment plan

The assessment of the program will be led by the Joint Management and Curriculum Committee (JMCC), which consists of the Associate Deans (Academic) in FASS and FPA, two representatives of units delivering the "primary" online Breath Area subjects, and one administrative staff representative. The JMCC will be responsible for developing the assessment methodology and conducting program-level learning outcome assessments.

The learning outcomes assessments will be presented to the units delivering the primary online Breadth Area subjects for their input and feedback. Based on this information and in conjunction with these units, the JMCC will ascertain whether and what program changes may be necessary. The outcomes of this assessment process will be communicated by the JMCC.

The assessment process will be an annual exercise, focusing on different program elements in each year of a 6-year cycle, as indicated in Table B4 below.

Table B4: LO assessment process

Year	Component to be reviewed	Activities

Year 1	1000-level courses in FASS primary breadth subjects	Select 4-6 courses, based on criteria identified by the JMCC
		➢ Review course outlines, learning objectives of courses against LOs
		➢ Assess student performance and outcomes based on:
		    o Review of selected sample assignments
		    o Student feedback, such as surveys and overall satisfaction
		    o Student outcomes, grade distributions over time
		    o Input from course instructors
		➢ Where possible, compare Online B.A. General Studies program students with other 15-credit B.A. students against these performance indicators

Year 2	1000-level courses in FPA primary breadth subjects	
Year 3	2000-level courses in FASS primary breadth subjects	
Year 4	2000-level courses in FPA primary breadth subjects	
Year 5	3000-level courses in FASS primary breadth subjects	
Year 6	3000-level courses in FPA primary breadth subjects	

B.5 Program Essential Requirements

PREAMBLE
Program essential requirements are defined by the Ontario Human Rights Commission as "the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that… program." The program essential requirements are components that contribute to the achievement of the learning outcomes of the program.

"An appropriate accommodation at the post-secondary level would enable a student to successfully meet the essential requirements of the program, with no alteration in bona fide standards or outcomes, although the way the student demonstrates mastery, knowledge and skills may be altered."

- Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities (2018)

The aim of accommodation in a post-secondary context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in equal opportunity for an otherwise qualified student with a disability to attain the same level of performance or enjoy the same level of benefits and privileges experienced by others, without compromising bona fide academic requirements.

Paul Menton Centre for Students with Disabilities (PMC)

The Paul Menton Centre is responsible for assessing requests for academic accommodation of students with disabilities through evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation. Students will only receive academic accommodation if the functional limitations of their disability impact directly on their academic performance."

The program essential requirements of the Online BA program have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

C. Governance

Provisionally, the program will be governed by a Joint Management and Curriculum Committee (JMCC), which consists of the Associate Deans (Academic) in FASS and FPA, two representatives of units delivering Primary breath subjects, and one administrative staff representative.

The JMCC will be tasked with all standard program oversight processes, inclusive of program changes, program learning outcomes review and cyclical program review. It will also be responsible for setting priorities, establishing actionable agenda, and monitoring progress in the following areas:

- Recruitment: develop and implement recruitment strategies targeted at, and relevant to, an online undergraduate program, in collaboration with both university-level and faculty-level recruitment services.
- Online presence: develop and review the web-based communication infrastructure and contents for the program.
- Communication (students): develop and review communication tools and processes aimed at integrating and supporting a diverse online student population (e.g., information session, orientation, virtual handbook, student support, structure of course advising, etc.)
- Liaise with university services and academic units: monitor the adequate integration of the program with key university services (admissions and registration in particular) and participating units.
- Course programming: review viability of online course offerings (inclusive of online modalities), with dedicated attention to "Primary" breadth subjects, 3000-level courses, and course curricular changes (prerequisites, preclusions, contingency). Assess expansion of "Primary" breadth subjects.

The JMCC will meet at least twice a term to address and provide clear guidance for the day-to-day administration of the program. It will report on a yearly basis to the Deans of both participating Faculties.

Administration
Initially, the Associate Dean (Academic) in FASS will oversee the academic administration of the program, with the part-time support of one administrative staff (provided by ODFASS). Administration will cover the following:

- Student advising
- Liaising with university services and academic units, as required
- Delivering activities aimed at student integration
- Monitoring the day-to-day delivery of the program; Reporting to the JMCC.

D. The Faculty

D.1.   Faculty appointed to the unit or program

The B.A. General Studies is a cross-Faculty program delivered with existing teaching resources and course offerings in FPA and FASS. No individual faculty members are appointed to the program.

D.2.   Faculty research funding

Not applicable.

D.3.   Distribution of thesis supervision

Not applicable.

D.4.   Current teaching assignments

The B.A. General Studies is intended as a highly flexible B.A. pathway in terms of both student subject area focus and modality (entirely or some combination of online, in-person or hy-flex/hybrid courses). Each term students may choose from more than 700 unique undergraduate course offerings in FPA and FASS to fulfill course requirements (assuming seats are available, course prerequisites are met, and there are no program-specific course restrictions). Of those, approximately 130 are regularly offered online.[4]

D.5.   Contract instructors

The B.A. General Studies program relies on existing undergraduate teaching resources. As of 2022-23 Contract Instructors delivered 18.5 per cent of undergraduate course credits across both FPA and FASS.[5]

E. Program Admission and Enrolment

E.1.   Admissions requirements

The B.A. General Studies will follow the standard admissions requirements for Carleton B.A. programs:

- An overall average of at least 70% will normally be required.
- For admission to the first year, students must present the Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include a 4U course in English (or *anglais*).
- For admission beyond first year, applicants must normally be *Eligible to Continue* in their year level, in addition to meeting the CGPA thresholds for a Change of Program element described in the Academic Regulations (Section 3.1.9).

The formal admissions language is found in Appendix 2.

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[4] Based on course offerings delivered Fall/Winter 2023-24. While there are likely to be space constraints in some individual courses, given the relatively small anticipated program enrollment and large number of courses, we do not anticipate that course access will be a problem. As the program grows, the Faculties have committed to providing commensurate resources to ensure student progression through the program.

[5] Departmental Measures and Ratios - Faculties Year by Year, 2022/23, https://oirp-secure.carleton.ca/dept-measures-secure/tables/compareX.pdf

E.2. Class sizes and course and program capacity

Class Size

The B.A. General Studies relies exclusively on the delivery of existing courses in FPA and FASS. Figures presented in Table E2 below reflect the combined average class sizes at each level in both Faculties:

Table E2 – FPA and FASS Average Class Sizes by Level (2022-23)[6]

Course Level	Average Class Size
1000	79
2000	62
3000	33
4000	13

Program Capacity

Program capacity is constrained by the availability of non-restricted courses in FPA and FASS units that allow students to satisfy their graduation requirements, and the ability to provide effective academic advising to B.A. General Studies students. The program is designed to be highly flexible, both in terms of subject-area focus and course modality. However, for planning purposes we assume that most students will seek an entirely (or almost entirely) online pathway. Program capacity is therefore dictated in part by the availability of sufficient and regular online course offerings across all levels. Existing online offerings and the currently available administrative and advising support provided by the offices of the Deans of FPA and FASS can accommodate the projected 150 students a year. If demand increases, the Deans are committed to supporting additional online sections and providing commensurate teaching and administrative resources.

E.3. Projected enrolment

Student demand for the B.A. General Studies is projected to be strong. Table E3 offers a conservative estimate of program enrolment numbers. We estimate an intake of approximately 50 FTE new first-year enrolments per year, with a total steady-state enrolment of approximately 150 FTE students by Year 4. We expect most of those to be students pursing an entirely online pathway. While students who begin another degree program at Carleton may migrate to the General Studies pathway and students who begin degrees at other institutions may switch to Carleton as the reputation of our online General Studies option grows, our projected numbers below focus exclusively on new first-year and continuing enrolments.

Table E3 – B.A. General Studies Projected Enrolment

	Student enrolment (years after)[7]	

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[6] Average class size is determined by dividing combined total FPA and FASS course enrolments at each level by total section count. See "OIRP Table E.5.a – Undergraduate Class Size" in Appendix 3.

[7] Student enrolment after year X calculated using Undergraduate Retention data at https://oirp2.carleton.ca/Perspective60 for both FPA and FASS. See Appendix 3.

Program year	0	1	2	3	4	5	6	Total enrolment
1	40							40
2	40	34						74
3	50	34	26					110
4	50	43	26	18				137
5	50	43	32	18	6			149
6	50	43	32	23	6	1		154
7	50	43	32	23	7	1	0	156

There are three points of reference to estimate projected enrolment: results of survey research on demand for online and hybrid learning, including those conducted at Carleton, enrolment in the B.A. Hons Undeclared and graduates with a B.A. Open Studies, and enrolment in general studies or online programs at other Ontario institutions.

Demand for online and hybrid learning: Research on [trends in post-secondary education](#) shows growing interest in online learning, globally and in Canada (also [EDUCAUSE, 2023](#); [KPMG, 2022](#)). Particularly, more non-traditional students are looking to online learning to develop new skills or upgrade existing ones. The pandemic experience also affected student expectations – they want more flexibility and convenience for individual courses and programs overall.

Surveys have shown significant demand among undergraduate students for either fully online or hybrid courses. The [2022 EDUCAUSE Report](#), based on a survey of 820 undergraduate students in the United States, showed a sharp increase in the percentage of students who would prefer mostly or completely online courses – from 9% in 2020 to 29% in 2022. Similar trends are noted in Canada. According to [KPMG research 2022](#), 81% of students in Ontario want an educational experience that matches their digital lifestyle, while 80% of them have fundamentally changed expectations of their post-secondary experiences. The results of a survey conducted by the Canadian Digital Learning Research Association showed demand among undergraduate students for fully online courses (28%) and hybrid courses (46%) ([Digital Learning in Canada in 2022: A Changing Landscape](#)).

Surveys conducted by Carleton's Teaching and Learning Services (TSL) in 2020 and 2021 also show demand among Carleton students for online and flexible education. Qualitative open-ended responses (Fall 2020) indicated that students value flexibility, not having to commute and less financial pressure. Some respondents experienced improved mental health and improved school-life balance. Moreover, some respondents reported that studying at home was more comfortable and less stressful. Quantitative results (Fall 2021) were similar: 73% of respondents indicated appreciation for flexibility; 46% found online courses more accessible; 34% indicated being able to prepare more for online classes; 26% found participation more comfortable. Seventy percent of students indicated feeling satisfied or very satisfied with online courses. While online learning is not for all students, survey responses indicate that there is a clear market for online options. The survey results also suggest an appetite for flexible modalities that combine online, hybrid and in-person options, which the General Studies pathway offers.

Undeclared and Open Studies: We have some indication of demand for a highly flexible B.A. pathway based on interest in the B.A. Hons Undeclared. Roughly 80 students a year register in the B.A. Hons Undeclared. While undeclared students move to existing Bachelor programs in FASS and FPA after first year, we expect that some would be attracted to the broader, multi-disciplinary pathway offered by the new B.A. General Studies. In addition, while students cannot currently graduate in the Undeclared Honours, there is a 15-credit B.A. Open Studies option for students without sufficient credits in an existing B.A. Hons program. Roughly 30 students a year graduate with this B.A. We would expect many of those students to choose the B.A. General Studies pathway.

Other institutions: Transparent, publicly available information on enrolment at other institutions is rare; nonetheless, student demand for a general studies option can be extrapolated from other institutions. For example, Lakehead's online General Arts B.A. serves 100-120 students a year. Brock's B.A. Social Sciences, which is a highly flexible, but entirely in-person degree, serves 300-400 students, and graduates 50 per year. We expect the B.A. General Studies pathway to fall somewhere in between these numbers upon reaching a steady state. Data from Queen's show 56 first-year students in their B.A. distance studies in 2020-21, rising to 74 first-year students in 2021-22. Queen's data also show an increase in preliminary upper year intake (19 in 2020-21 and 28 in 2021-22). Thus, we can infer some transfer into the B.A. General Studies pathway at upper year levels.

F. Student Experience and Satisfaction

F.1. Student orientation, advising, and mentoring

New undergraduate students in the B.A. General Studies would be invited to take part in the University-wide **orientation** activities, many of which begin before the start of each fall term. New students can familiarize themselves with the registration process and other aspects of university life, such as *CU1001 – Your Start to Student Life at Carleton*, and *I-Start Orientation* for new international students. Many elements of orientation are in person, and students in the online B.A. General Studies program would be welcome to attend. However, the University also continues to provide online orientation resources and activities for new students.

Program-specific orientation for students in the B.A. General Studies would also take place, directed by the Associate Dean and program administrator. This would include email contact to welcome and provide general information; online registration information sessions; a dedicated website for new students in the B.A. General Studies program; and an invitation to meet individually with the advisor, remotely or in person, before registration begins for the term. Furthermore, additional program-specific orientation sessions could be organized as part of Academic Orientation week to welcome students and give them an opportunity to meet their peers and colleagues in the program.

Online undergraduate student **advising** will be provided by a program advisor (initially the Associate Dean-Academic). To ensure accuracy and consistency in advising and communication with students, the responsible AD and Administrator will liaise with units to monitor online course offerings and share clear flow chart for communication with students.

Students will be able to book meetings with the program advisor as needed. A dedicated program website will be created and maintained to provide a central repository of program information for students, including important dates and deadlines, as well as information about campus events and

opportunities. Program advisor(s) will also be responsible for monitoring student progress and reaching out to students who receive academic warnings to offer support for successful completion of their program. Advisors may also, in conjunction with other University offices such as the Registrar, CSAS, or Career Services, offer information sessions on a range of topics to support student academic success and career planning.

Programs advisor(s) will be encouraged to complete the **Student Support Certificate**, which includes workshops on accessibility, campus student services, communication and de-escalation skills, Indigenous and intercultural awareness.

F.2. Career paths of graduates

An education in the Faculty of Arts and Social Sciences and the Faculty of Public Affairs prepares students for a wide range of career choices by helping them to develop several critical employability skills for the modern workforce, such as collaboration/teamwork skills, communication skills, the ability to problem-solve and to build strong working relationships (Carleton Career Services; Universities Canada, 2016). These skills are transferable, durable, adaptable, and complementary to continued, lifelong learning, in the face of a changing labour market in which graduates are likely have several careers and many jobs before they retire (Giles & Drewes, 2001; Universities Canada, 2016).

Graduates of the humanities and social sciences are typically employed in a wide range of sectors, including education, government, education, business, finance and administration, and management (Giles & Drewes, 2001; Universities Canada 2016b).

Graduates of the B.A. General Studies may also be eligible to pursue a variety of post-graduate diplomas and degrees, including professional degree programs such as Business, Law, and Medicine. Students who meet entry and prerequisite requirements would also have the option to transfer into disciplinary Honours B.A. programs, and thereby eventually pursue graduate studies in a wide range of disciplines.

G. Resources

G.1. Support and technical staff

Initially, administrative support will be provided by existing staff in the Office of the Dean of the Faculty of Arts and Social Sciences.

G.2. Space
No dedicated space is required.

a. Laboratory facilities (as applicable)
Not applicable.

b. Unit/program and affiliated research facilities (as applicable)
Not applicable.

c. University and unit/program computer facilities and computing resources (as applicable)

Not applicable.

G.3. Library Resources

PREAMBLE
The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program, for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.

The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library's main monographs vendor, publishers' lists and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources which are essential to the program and those which are simply "nice to have." Generally speaking, the reports list only the essential resources, with costing obtained from the vendors or agents from which the Library would obtain the materials: each item is listed and costed individually and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

H. Development of the Self-Study

The Self-Study was written by Vandna Bhatia, Associate Dean (Academic), FPA; Pascal Gin, Associate Dean (Academic), FASS, and David Mendeloff, Associate Dean (Faculty Affairs) in FPA.

Work on program development began in Winter 2022 by Mendeloff, then Associate Dean (Academic) in FPA and Peter Thompson, then Associate Dean (Academic) in FASS in consultation with FPA Dean Brenda O'Neill, then FASS Dean L. Pauline Rankin, and then Associate Vice-Provost and Vice-President

(Academic) Dwight Duego. Initial analysis of Carleton online course offerings and a horizon scan of existing online BA programs in Ontario was carried out in Fall 2022 by Mendeloff and Augustine Park, Associate Professor in the Department of Sociology and Anthropology and then Acting Associate Dean (Academic) in FASS. Robyn Green, Program Officer in the Office of the Vice-Provost and Associate Vice-President (Academic) provided invaluable assistance. Much of the background research and writing for Parts A and E were done by Mendeloff and Park. Updates and subsequent analysis on course offerings were carried out in Fall 2023 by Mendeloff and Gin, as reflected in Part A. Bhatia assumed primary responsibility for development of program learning outcomes and for drafting Parts B and F. TLS provided valuable data on demand for online learning that was used in part to project program enrolments in Part E.

In Winter 2024 the program proposal was shared with FASS and FPA Chairs and Directors for their feedback. Individual meetings were also held with the heads of units responsible for delivering "primary" and "secondary" breadth subject courses.

Appendix 1 – Proposed Calendar Language

General Studies Program Requirements
B.A. (15.0 credits)

1. **3.0 credits** in **two** of three eligible B.A. Breadth Areas	6.0
2. **9.0 credits in** free electives	9.0
Total Credits	**15.0**

Notes:
1. The three eligible Breadth Areas are: Culture and Communication, Humanities, and Social Sciences.
2. Students must complete a minimum of 3.0 credits at the 2000-level or above in one or both of the two selected Breadth Areas;
3. Students must complete a minimum 2.0 credits at the 3000-level or higher, of which 1.0 must be in one or both of the two selected Breadth Areas

In addition to the requirements presented here, students must satisfy:

1. the Bachelor of Arts regulations (except for the B.A. Breadth Requirement, which is waived for General Studies students),
2. the University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Continuation Evaluation (consult the *Academic Regulations of the University* section of this Calendar).

Eligible Breadth Areas

Breadth Area 1: Culture and Communication
American Sign Language, Art History, Art and Architecture History, Art and Culture, Communication and Media Studies, Digital Humanities, English, Film Studies, French, Journalism, Media Production and Design, Music, and Languages (Arabic, English as a Second Language, German, Greek, Hebrew, Indigenous Languages, Italian, Japanese, Korean, Latin, Mandarin, Portuguese, Russian, Spanish)

> **Subject codes**: ARAB, ARTH, ASLA, CHIN, COMS, DIGH, ENGL, ESLA, FILM, FINS, FREN, GERM, GREK, HEBR, ITAL, JAPA, JOUR, KORE, LANG, LATN, MPAD, MUSI, PORT, RUSS, SPAN

Breadth Area 2: Humanities
African Studies, Applied Linguistics and Discourse Studies, Archaeology, Canadian Studies, Child Studies, Classical Civilization, Critical Race Studies, Directed Interdisciplinary Studies, Disability Studies, Environmental and Climate Humanities, European and Russian Studies, History, Human Rights and Social Justice, Humanities, Indigenous Studies, Latin American and Caribbean Studies, Linguistics, Medieval and Early Modern Studies, Philosophy, Religion, Sexuality Studies, South Asian Studies, and Women's and Gender Studies.

Subject codes: AFRI, ALDS, ARCY, CDNS, CHST, CLCV, CRST, DBST, DIST, EACH, EURR, HIST, HRSJ, HUMR, HUMS, INDG, LACS, LING, MEMS, PHIL, RELI, SAST, SXST, WGST

Breadth Area 3: Social Sciences
Anthropology, Business, Cognitive Science, Criminology and Criminal Justice, Economics, Environmental Studies, Geography, Geomatics, Global and International Studies, Global Politics, Interdisciplinary Public Affairs, International Affairs, Law, Migration and Diaspora Studies, Political Management, Political Science, Psychology, Public Administration, Public Affairs and Policy Management, Social Work, Sociology/Anthropology, Sociology

Subject codes: ANTH, BUSI, CGSC, CRCJ, ECON, ENST, GEOG, GEOM, GINS, GPOL, INAF, IPAF, LAWS, MGDS, PADM, PAPM, POLM, PSCI, PSYC, SOCI, SOWK

Appendix 2 – Proposed Admissions Language

Admissions Information

Admission Requirements are based on the Ontario High School System. Holding the minimum admission requirements only establishes eligibility for consideration. The cut-off averages for admission may be considerably higher than the minimum. See also the General Admission and Procedures section of this Calendar. An overall average of at least 70% is normally required to be considered for admission. Some programs may also require specific course prerequisites and prerequisite averages and/or supplementary admission portfolios. Higher averages are required for admission to programs for which the demand for places by qualified applicants exceeds the number of places available. The overall average required for admission is determined each year on a program-by-program basis. Consult admissions.carleton.ca for further details.

Note: Courses listed as recommended are not mandatory for admission. Students who do not follow the recommendations will not be disadvantaged in the admission process.

Admissions Requirements

First Year
The Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include a 4U course in English (or *anglais*). Applicants submitting an English language test to satisfy the requirements of the English Language Proficiency section of this Calendar may use that test to also satisfy the 4U English prerequisite requirement.

Advanced Standing
Applications for admission beyond first year will be assessed on their merits. Applicants must normally be Eligible to Continue in their year level, in addition to meeting the CGPA thresholds described in Section 3.1.9 of the Academic Regulations of the University. Advanced standing will be granted only for those subjects assessed as being appropriate for the program and the stream selected.

Appendix 3 – Supporting Documents

Carleton University

Canada's Capital University

Office of Institutional Research & Planning

Table E.5.a Undergraduate Class Size

Faculties: Arts & Social Sciences, Public Affairs
Department(s): All
Subject(s): All
Course Type(s): All

Course Level	Class Size	Academic Year					
		2023/ 2024		2022/ 2023		2021/ 2022	
		Course Section Count	Course Enrolment	Course Section Count	Course Enrolment	Course Section Count	Course Enrolment
1000	<=40	313	7,498	336	7,453	384	8,085
	41-140	117	10,092	118	9,962	146	12,629
	141+	102	24,581	112	26,867	100	25,926
	Total	532	42,171	566	44,282	630	46,640
2000	<=40	275	6,212	312	7,073	287	6,551
	41-140	291	21,519	295	22,516	354	26,491
	141+	51	10,719	46	9,492	52	10,684
	Total	617	38,450	653	39,081	693	43,726
3000	<=40	511	8,950	528	9,724	496	9,169
	41-140	212	13,216	221	13,715	255	16,072
	141+	13	2,060	13	2,311	17	2,943
	Total	736	24,226	762	25,750	768	28,184
4000	<=40	709	9,212	741	9,677	720	9,821
	41-140	7	390	10	581	15	883
	Total	716	9,602	751	10,258	735	10,704

OIRP. Feb 21, 2024 02:54 PM

Measures - % Continuing

Years After	0		1		2		3		4		5		6	
1st Academic Unit / Cohort	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs
2017	100.00%	100.00%	83.80%	86.29%	74.71%	77.11%	69.42%	72.65%	33.64%	29.57%	10.66%	9.86%	4.05%	3.78%
2018	100.00%	100.00%	82.30%	87.55%	74.95%	82.84%	68.60%	77.00%	34.30%	33.90%	13.07%	11.74%		
2019	100.00%	100.00%	86.44%	88.90%	78.29%	82.47%	70.86%	74.58%	35.67%	31.78%				
2020	100.00%	100.00%	86.80%	89.09%	77.54%	83.27%	73.20%	77.28%						
2021	100.00%	100.00%	85.43%	86.62%	78.64%	81.42%								
2022	100.00%	100.00%	88.66%	88.72%										
2023	100.00%	100.00%												

Measures - Continuing

Years After	0		1		2		3		4		5		6	
1st Academic Unit / Cohort	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs
2017	1210	1481	1014	1278	904	1142	840	1076	407	438	129	146	49	56
2018	1102	1422	907	1245	826	1178	756	1095	378	482	144	167		
2019	1239	1306	1071	1161	970	1077	878	974	442	415				
2020	1015	1118	881	996	787	931	743	864						
2021	1016	1039	868	900	799	846								
2022	908	922	805	818										
2023	970	862												

Carleton University

Memorandum

Date: March 20, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
              Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: James Miller, Department of History

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
              Brenda O'Neill, Dean (Faculty of Public Affairs)
              Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
              David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
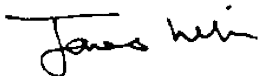   Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of History supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of History has been identified, *without consultation regarding this role*, as the only department offering a *breadth subject* in the Humanities area, based on online offerings over the years. **The Department of History conditionally supports its designation as a primary breadth subject.**

The B.A. General Studies program will be administered centrally at Faculty level.

Additional Comments

- History conditionally supports the role it has been given in the degree program. We do not share the assumption that we will consistently meet the course delivery requirements expected of a Primary Breadth Subject, particularly at the 1000 level, where only one faculty member has shown any interest in continuing to teach online, post-pandemic. More broadly, the number of online courses we offer fluctuates significantly due to various factors, including faculty leave, administrative service in the department and in other units, and other teaching obligations. If appropriate, CI support is provided, additional to our existing needs, we can put on additional courses if asked to do so.

- Most online courses in History taught by full-time faculty quickly reach capacity or near capacity during the registration period, a fact that may not be reflected in enrolment data captured later in the term. We cannot offer extra sections of these courses, nor will we increase enrolment caps. If we are requested to do so, we will reserve some spaces for online-BA students for a period of time during the time-ticket period.

James Miller, Chair

Carleton University   Memorandum

Date: March 7, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
              Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Christopher Worswick

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
              Brenda O'Neill, Dean (Faculty of Public Affairs)
              Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
              David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
              Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Economics supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Economics has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:

Name: Christopher Worswick
Title: Professor and Chair
Academic unit:
Department of Economics

Memorandum

Date: March 7, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Nicolas Carrier, Director, Institute of Criminology & Criminal Justice

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
Brenda O'Neill, Dean (Faculty of Public Affairs)
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Institute of Criminology & Criminal Justice (ICCJ) supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The ICCJ has been identified as offering a *breadth subject* based on existing course online offerings over the years. These courses are popular and all operate at maximum capacity: students enrolled in the new General Studies B.A. will be welcomed to register in online CRCJ courses if there is room for them to do so.

The B.A. General Studies program will be administered centrally at Faculty level. Given the small size of the ICCJ, we shall not be able to contribute in any respect to the governance and administration of the new program.

Nicolas Carrier
Associate Professor and Director, ICCJ

Carleton University Memorandum

Date: February 27, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Achim Hurrelmann, Chair, Department of Political Science

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
Brenda O'Neill, Dean (Faculty of Public Affairs)
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Political Science supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Political Science has been identified as offering a *breadth subject* based on existing course online offerings over the years. We confirm that we plan to continue offering these online courses.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:

Name: Achim Hurrelmann
Title: Professor and Chair
Academic unit: Department of Political Science

Memorandum

Date: March 19, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
             Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Guy Lacroix

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
             Brenda O'Neill, Dean (Faculty of Public Affairs)
             Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
             David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
             Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Psychology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Psychology has been identified as offering a ***Primary breadth subject*** based on existing course online offerings over the years. The B.A. General Studies program will be administered centrally at Faculty level.

The Department of Psychology recognizes that the Proposed Online BA General Studies is a strategically sound addition to FASS's programs. It has the potential to attract many new students to Carleton and its design will benefit key FASS departments like English and History by requiring students to take their courses to cover primary breadth areas. Thus, our Department does wish to fully support it as described in the March 11, 2024 Proposed Online BA General Studies memo. Our Department does have concerns about its implementation, however. We are highly skeptical that the introduction of the Online BA will be resource neutral. In fact, we project that if successful, it is likely that it will yield workload increases for both our faculty and administrative staff.

Currently, our UG program is the most popular one in FASS and our Department offers the largest number of online courses in FASS. Therefore, we infer that most Online BA students will select psychology courses. It is possible that some students may even meet all the requirements for a Psychology B.A. (15.0 credits) at graduation. Thus, we predict that the Online BA will significantly increase the number of students in our courses during the next five years, but that this fact will not be reflected in the OIRP enrollment data. They will be Online BA students, not psychology students. Considering that our Department's "teaching intensity" (i.e., Credits/5 Undergraduate)/(FTE Teaching Resources) is already twice as large as the FASS and university average, and that for the first time in

our Department's history, two retiring faculty are not being immediately replaced, we fear for the quality of our students' academic experience. Thus, we would request that Online BA students' course registration patterns be monitored carefully. If evidence suggests that these students might be more aptly classified as psychology students, then we will propose that new faculty be hired to support the Online BA program.

Next, we are concerned that, if it is successful, the Online BA might put pressure on our Department to increase the number of online courses that it offers to the detriment of in-person ones. During the post-pandemic fall and winter terms, our Department has been offering approximately 33% of its courses online. Experience has shown that they fill up rather quickly as soon as registration opens. Considering that psychology students will have registration priority, we anticipate that many Online BA students will be unhappy when they discover that they cannot select some of the courses that we offer in a given term. An obvious solution would be to offer more online sections, but considering that resources are limited, that would force us to offer fewer in-person sections. To be clear, this is a direction that our Department does not wish to take. We believe that our students' experience is greatly enhanced when they attend their classes on campus. If more online courses are to be offered for Online BA students, then we will request additional sections.

Finally, we are concerned that the Online BA will increase our Undergraduate Office staff's workload. From experience, we know that when students want information about a given course and especially when they fail to gain access to one, they contact us directly. In the past, this has been especially true of criminology, cognitive science, and child studies students. We would expect similar behavior from Online BA students. Moreover, we fear that some students might be especially upset when courses that they are trying to gain access to are full. These conversations are never enjoyable to deal with for our staff as they have no control over the situation. I would note that we cannot reserve seats in our courses for Online BA students. The logistics of attempting to do so would be prohibitive and this move would be deeply unfair to our program students. Hence, we would ask that the advising for Online BA students proactively set reasonable expectations about course access. Moreover, it might be a good idea to organize meetings as necessary with all the participating units so that advising about the Online BA is consistent.

In closing, the Department is looking forward to working with FASS on this new General Studies Online BA. We sincerely hope that it will be successful.

Guy Lacroix
Associate Professor and Chair
Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, On

Carleton University   Memorandum

Date: February 28, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Zeina Bou-Zeid, Chair (Department of Law and Legal Studies

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
Brenda O'Neill, Dean (Faculty of Public Affairs)
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Law and Legal Studies supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Law and Legal Studies has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature: *[signature]*

Name: Zeina Bou-Zeid
Title: Chair
Academic unit: Department of
Law and Legal Studies

Carleton University   Memorandum

Date: March 24, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
             Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Grant Williams

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
             Brenda O'Neill, Dean (Faculty of Public Affairs)
             Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
             David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
             Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The English Department supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The English Department has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

The only thing that gives us some concern is that you are basing all of this on a "pattern" of two or three years, which isn't a long time, and the first year of your sample was not what we would call a "post-pandemic" year—many of our colleagues were still very much in lockdown mode at that point. It takes considerable work for a chair to find personel to teach a special course in any given year.

Signature: *Grant Williams*

Name: Grant Williams
Title: Associate Professor and Chair
Academic unit: English
Department

Carleton University   Memorandum

Date: March 1, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

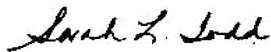**From:**   Sarah Todd, Director School of Social Work

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
Brenda O'Neill, Dean (Faculty of Public Affairs)
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The School of Social Work supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Social Work has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:

Sarah L. Todd

Name: Sarah Todd
Title: Director
Academic unit: Social Work

Carleton University

Memorandum

Date: April 6, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Bernhard Leistle. Chair (Department of Sociology and Anthropology)

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
Brenda O'Neill, Dean (Faculty of Public Affairs)
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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Anthropology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Sociology has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Anthropology is in general support of the new B.A. and regards it as a meaningful part of the effort to offer access to postsecondary education for all segments of society. The chosen phrasing "conditionally supports" reflects discussions within the unit and department in which concerns were raised about the possibility of future resources becoming necessary for the delivery of the online BA. "Conditionality" expresses the unit's demand that these resources be made available if needed so that the participation in the new B.A. does not diminish anthropology's ability to deliver its other, already existing programs.

Signature: *B. Leistle*

Name: Bernhard Leistle
Title: Professor and Chair
Academic unit: Anthropology

Carleton University

Memorandum

Date: April 6, 2024

To: David Hornsby, Vice-Provost & Associate Vice-President (Academic)
              Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

From: Bernhard Leistle. Chair (Department of Sociology and Anthropology)

CC: Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)
              Brenda O'Neill, Dean (Faculty of Public Affairs)
              Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)
              David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)
              Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

Re: Support for Creation of Joint FASS-FPA B.A. General Studies Program

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Sociology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Sociology has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Sociology is in general support of the new B.A. and regards it as a meaningful part of the effort to offer access to postsecondary education for all segments of society. The chosen phrasing "conditionally supports" reflects discussions within the unit and department in which concerns were raised about the possibility of future resources becoming necessary for the delivery of the online BA. "Conditionality" expresses the unit's demand that these resources be made available if needed so that the participation in the new B.A. does not diminish sociology's ability to deliver its other, already existing programs.

Signature: *B. Leistle*

Name: Bernhard Leistle
Title: Professor and Chair
Academic unit: Sociology

April 2024
Associate Dean (Research and Graduate)
Report for FPA Faculty Board

Author Meets Readers: We have concluded another successful year of Author Meets Readers, our longstanding monthly showcase of FPA authors. This year we featured books by Brett Popplewell, William Walters, Duncan McCue, and Susan Braedley. Special thanks to ODFPA staff Moira McGrath and Jeff Poissant for making it all happen. You can watch videos of each event on the FPA YouTube channel.

Emerging Perspectives: The 5th graduate student Emerging Perspectives conference was held on March 6-7 featuring over 30 presenters from nearly all FPA graduate units as well as 10 faculty discussants. Emerging Perspectives continues to be an excellent experience for student presenters, often as their first professional conference experience. Having said that, the conference does consume time and resources, and we are open to conversations about the future of the conference and whether there are superior alternatives to supporting and promoting graduate student research.

Small Grants: The call is currently out for this term's applications to the Research Initiation Grant and Research Completion Grant. These grants fill specific needs for relatively small amounts (up to $3000) required to begin or complete a research project. In the fall term, nine applications were received from faculty in seven different FPA units, from 2 full professors, 4 associate professors, and 3 assistant professors, and we were able to fund six of the nine requests. I encourage faculty to contact me beforehand to ensure their project fits the terms of the appropriate award.

Graduate Funding and Recruitment: For the 2024-25 application season, domestic Master's applications in FPA increased 4.8% while domestic PhD applications were down by 9%. International Master's applications were down by 17.2%, while international PhD applications were down by 26.5%. Accepted offers as of April 1 for domestic Master's programs were 9.9% higher than last year, while domestic PhD acceptances were down by 5.3%. These numbers do not include significant fluctuations between programs, which is not unusual. Overall the domestic numbers are satisfactory; the drop in international numbers may be a reflection of recent public policy changes for international undergraduate and college students, even though graduate students are less affected.

Graduate funding and offers are not an exact science, to say the least. As line faculties begin to assume more control of graduate funding and other matters from FGPA, I anticipate more opportunities to fine-tune graduate funding to the specific needs of FPA units. In particular, units have long been dismayed by the limited funding available for international students; this cannot be easily changed, but I do anticipate more flexibility to do so. Unfortunately one thing we will not have is more money overall. Earlier in my term I held consultations with individual graduate directors about their key concerns, and inadequate funding packages for individual students was at the top. I plan to have another dialogue before I finish my term, to ensure there is mutual understanding of how the system works and ways to improve it.

Research Team: After a great start, we were sad that research facilitator Lamin Massaquoi had to step down for personal reasons in January. We hope to fill the position soon. In the

meantime, Michael Agnew is doing a phenomenal job of supporting FPA researchers, along with Paul Vandenberg as post-award support officer.

Grant Success The spring 2024 Insight Grants were recently awarded, and 50% of FPA applications (5 of 10) were funded. While this is below some previous years where we had phenomenal success, sometimes over 80%, this round is still well above the national average of 34% and Carleton's overall average of 36%. More generally FPA continues to enjoy good success with grants, though it is always disappointing that not all applications, which take an enormous amount of effort, are successful. But overall we continue to do very well!

Research Promotion We are always looking for new and different FPA research projects to feature and promote in our communications. One difficulty is the extended embargo on federal government grants; for example, the Insight Development Grants awarded last June were only publicly announced this March. We encourage researchers to keep in touch with us so we can identify and develop good stories once we're allowed to tell them!

Malloy Leaves ~~Building~~ Floor: This is my final report to Faculty Board before I step down as associate dean and move back from the 3rd to the 6th floor of Loeb to resume regular teaching and research in the Department of Political Science. It has been a terrific pleasure to serve the Faculty and to work with Dean O'Neill and the ODFPA term. I am still on the job for another three months, and things will be in good hands with my successor Josh Greenberg!

Jonathan Malloy

To: FPA Faculty Board

From: Paul Wilson

Re: Report from Associate Dean (Students and Enrolment)

Date: April 5, 2023
_____

I wish to draw the following points to the attention of Faculty Board.

Recruitment

High School applications to university were due in January, and throughout the winter Carleton's Undergraduate Recruitment Office has worked with academic units to convert offers into acceptances. I'd like to thank everyone who has been working to increase recruitment in FPA over the winter at events such as the March open house, with video calls to applicants and in other ways.

The overall recruitment picture continues to be concerning. At the faculty level, while FPA, Sprott, and Science have received fewer first-year undergraduate applications this year than last year, all faculties other than FPA have seen (as of the date of writing) increased first-year undergraduate student confirmations. Only FPA has declined in confirmations year over year at -0.4% (again, as of the date of writing).

Within FPA, some units have seen increased first-year undergrad applications: European and Russian Studies (41.2%); Law and Legal Studies (1%); PAPM (18.7%); Political Science (6.2%), and Social Work (29.2%). The other units have decreased: Communications and Media Studies (-9.5%); Criminology and Criminal Justice (-7.9%); Economics (-14.8); and Journalism (-21.0%).

Overall, based on current trends, the data cubes extrapolate an FPA first-year undergraduate student enrolment of 1,151.8 this fall, which would be a 7.3% decline from our student enrolment in October 2023 and a 12.9% decline since October 2022.

At the graduate level, the University as a whole is down 14.4% in applicants for master's degree programs and down 15.8% in Ph.D. applicants for a total decline of 14.3% in grad student applications. FPA is down 3.1% overall (-0.5% master's and -20% Ph.D.). However, while Sprott has seen a 23.3% increase in grad applications overall, FASS (-4.2%), Science (-31.4%) and FED (-25.2%) have all had higher year over year declines in grad student applications than FPA.

Some FPA units have seen an increased number of overall graduate applications: NPSIA (10.3%); SPPA (12.0%); and Political Economy (16.0%). A majority of FPA units, however, have seen declines in the total number of grad student applications: COMS (-32.2%); Economics (-2.7%); EURUS (-25.0%); Journalism (-31.3%); Kroeger College (-13.9%); Law and Legal Studies (-12.8%); Political Science (-14.1%).

Some of these declines at both the graduate and undergraduate levels may be attributable to a decline in international student applications. Due to how undergraduate applications are coded by the Ontario University Application Centre, the impact may be more precisely stated at the

graduate level. While FPA domestic graduate applications increased by 101 students (10.2%) year over year to 1,096 students, international graduate student applications to FPA units declined by 156 (20.2%), a total drop of 156 applications.

Hiring Recruitment and Planning Officer

As I noted to Faculty Board in November, the Dean's Office had advertised through the fall for the position of Recruitment and Planning Officer within FPA. I am pleased to report that Ashley McKee, formerly Graduate Administrator at SPPA, has accepted the position and has joined our team. Ashley will assist with both undergraduate and graduate recruitment, including by providing in-depth data analysis and strategic planning.

CUROP

In January we began soliciting applications for this year's FPA Carleton University Research Opportunity Program (CUROP). CUROP provides successful undergraduate applicants a chance to design and carry out their own research projects full time or near full time this summer from May to August. This year's successful applicants are (in alphabetical order by surname):

Matea Abebe (LAW)	Supervisor: Vince Kazmierski (LAW)
Terra Clark (GINS)	Supervisor : Sandra Fahy (GINS)
Nora Draper (PAPM)	Supervisor : Alexandra Mallett (SPPA)
Alex Kulessa (CRIM)	Supervisor: Alex McClelland (CRIM)
Lilly Neang (GINS)	Supervisor: Laura Madokoro (HIST)
Haniya Saeed (LAW)	Supervisor: Sheryl Hamilton (COMS)

I'd like to thank the faculty members who have agreed to serve as supervisors. I'd also like to thank the faculty members who volunteered to serve on the adjudication committee: Meredith Lilly, Erin Tolley, and Jonathan Malloy.

Academic Integrity

Academic integrity cases are higher this year than last year, and also higher than before the pandemic. However, they remain lower than during the pandemic. Table 1 shows the total number of resolved academic integrity cases in FPA for the full academic years of 2018-2019 to 2022-23, as well as for this current year (2023-2024) to date (as of April 4). We are only two cases short of the total for all last year, even though we are just entering the high season (end of semester assignments and final exams) for allegations.

Table 1

FPA Academic Integrity Cases, 2018 to 2024

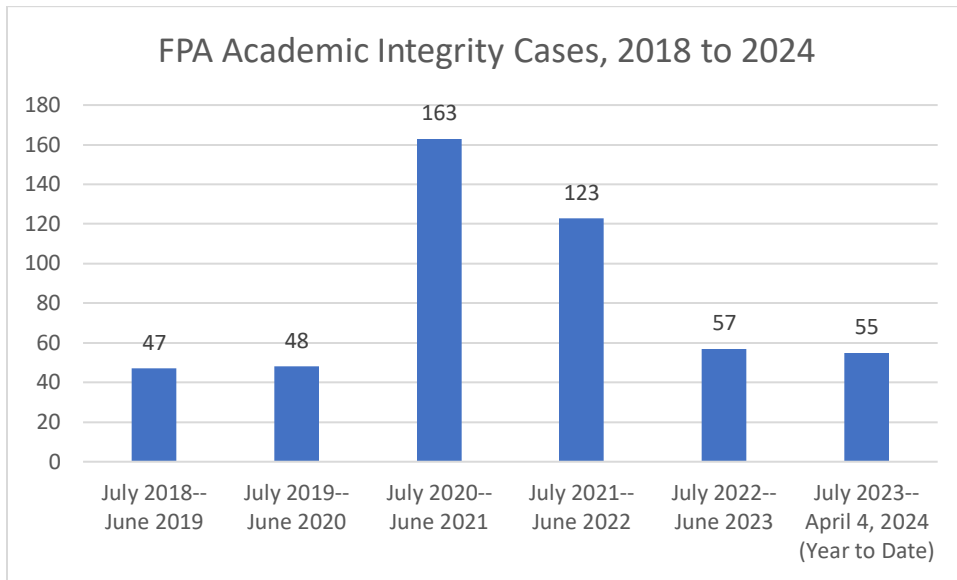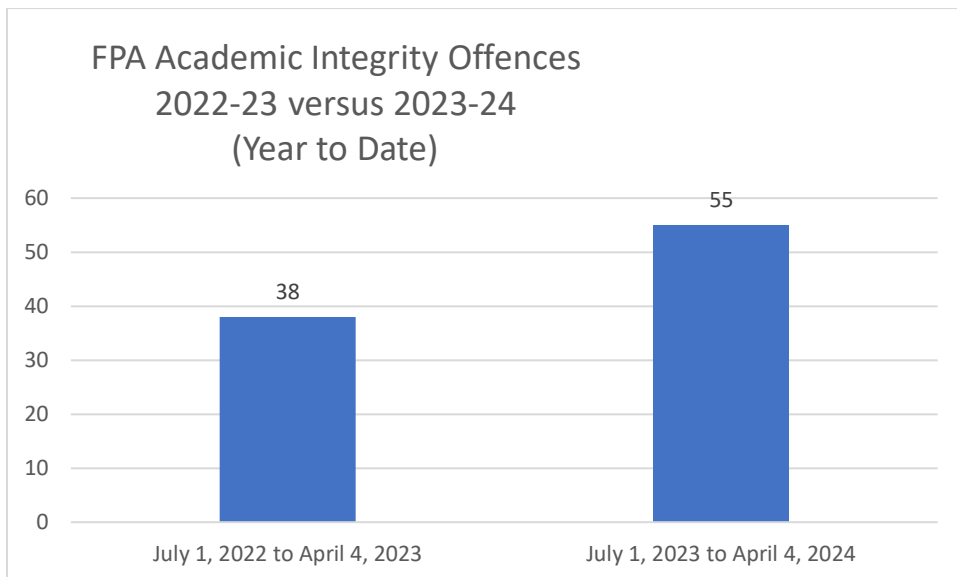| July 2018-- June 2019	July 2019-- June 2020	July 2020-- June 2021	July 2021-- June 2022	July 2022-- June 2023	July 2023-- April 4, 2024 (Year to Date)
47	48	163	123	57	55

.

Table 2 shows this year's decided cases (55) for the academic year to date (until April 4, 2024) versus last year's cases until the same point in the year (April, 2023).

Table 2

FPA Academic Integrity Offences 2022-23 versus 2023-24 (Year to Date)

July 1, 2022 to April 4, 2023	July 1, 2023 to April 4, 2024
38	55

I find it interesting that cases are increasing at the same time as generative artificial intelligence programs are becoming more widely used. Since artificial intelligence programs leave less evidence of their use than other commonplace methods of plagiarizing (such as copying and

pasting from a book, journal article or website), one might expect that, as AI use increases, academic integrity cases will drop. For whatever reason, this has not been the case this year.

I will continue to report on academic integrity trends for your information.

Requests for Academic Consideration

Senate has recently adopted the Carleton Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances. It may be found at https://carleton.ca/secretariat/wp-content/uploads/Academic-Consideration-Policy-Jan-2024-update.pdf.

The Registrar's Office has created a web page with information for students about the Academic Consideration Policy. It is available at https://carleton.ca/registrar/academic-consideration-coursework/#:~:text=How%20do%20I%20request%20short,hours%20after%20the%20submission%20deadline. This website provides a link to a page outlining procedures under the policy, which in turn provides a link to an Academic Consideration for Coursework form which students may complete and submit online.

The Registrar's Office also has a web page with information for instructors: https://i.carleton.ca/registrar/academic-consideration-policy/

An important innovation to note is that the new Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances now provides that students have a formal avenue of appeal with respect to requests for academic consideration. The policy reads:

> **Appeals**
>
> In cases where the student has concerns about a request for academic consideration, the student may initiate an informal appeal with the instructor and, as appropriate, the Chair or Director, within 3 working days of the original decision.
>
> If the informal process does not address their concerns, a student may submit a formal appeal to the Faculty Dean of the Faculty offering the course within 3 working days of the completion of the informal appeal. The decision of the Dean is final.
>
> https://carleton.ca/secretariat/wp-content/uploads/Academic-Consideration-Policy-Jan-2024-update.pdf

While students have always been able to include concerns about granted (or not granted) academic accommodation in a formal grade appeal (pursuant to s. 3.3.5 of the University's Academic Regulations), chairs/directors have not previously been part of a formal appeal policy. To date I have received no appeals under this policy with respect to academic consideration. We will all get a better sense of how this will work as cases come in.

![Carleton University | Faculty of Public Affairs]

To: FPA Faculty Board

From: Vandna Bhatia, Associate Dean (Academic)

Re: Report to Faculty Board

Date: April 5, 2024

Academic Policy and Curriculum Committee (APCC)

This committee, which I chair, met six times in 2023-24, with the last meeting on February 26, 2024. Over the year, approximately 60 program and course modifications were reviewed. The following new program proposals were reviewed and have been approved by Senate for the 2024-25 calendars:

- PhD in Political Science with Collaborative Specialization in African Studies
- BA Combined Honours Law with Concentration in Criminal Law and Social Order
- BA Honours Law with Concentration in Criminal Law and Social Order

As of July 1, 2024, the APCC will be renamed the Undergraduate Curriculum Committee (UGCC).

Thank you to all the members of the APCC for your hard work this past year!

Graduate Curriculum and Planning

I represented FPA on the Faculty of Graduate and Post-Doctoral Affairs' Programs and Planning Committee (P&P), which met monthly to review proposed changes to graduate programs and courses, and to transition graduate curriculum planning to line Faculties. P&P has now been dissolved, and all graduate curricular matters go to Faculties.

I chair FPA's new Graduate Curriculum Committee (GCC), which will review all graduate program and course modifications and additions beginning with the 2025-26 calendar. Additional new responsibilities devolved from FGPA to FPA are as follows:

Task	Effective	Delegated to (in FPA)
Graduate curriculum approvals	Immediately	FPA Graduate Curriculum Committee, Chaired by AD Academic (V. Bhatia)
Graduate course grade approvals	Summer 2024 term	AD Academic (V. Bhatia)
Graduate course grade appeals	Summer 2024 term	AD Students & Enrolment (P. Wilson)
Academic integrity issues related to graduate coursework, non-thesis academic work	Summer 2024 term	AD Students & Enrolment (P. Wilson)
Academic integrity issues related to theses, research projects, comprehensive exams associated with academic milestones.	No change	AD Student & Postdoctoral Affairs, FGPA (M. Hildebrand)
Approval of proposed graduate student graduates	Summer 2024 term	FPA Faculty Board Secretary (D. Mendeloff, Interim)

B.A. General Studies

I've been working with David Mendeloff (AD-Faculty Affairs) and Pascal Gin (AD-Academic, FASS) on developing the B.A. General Studies. We met with chairs and directors, the APCC, as well as the Office of the Vice-Provost and Vice President (Academic) and staff from TLS to discuss and revise different iterations of the proposed new program. Over the past two months, we drafted the Volume 1 Report for the new program, which is included in this package for your consideration.

Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP)

I represent FPA on this committee, which meets monthly, to review graduate and undergraduate curricular, admissions, and policy change proposals from all faculties and make recommendations to Senate.

Undergraduate Affairs Committee (UGAF)

I represent FPA on the UGAF, which is chaired by the Vice President (Students and Enrolment) & University Registrar – Suzanne Blanchard – and meets monthly. The Committee was tasked with reviewing and monitoring implementation of the Academic Consideration Policy and has advised the RO on enabling better access to course outlines for students to support course selection.

The UGAF also receives reports from Scheduling and Exam Services. SES has been asked to provide greater clarity about the various exam formats and proctoring/e-proctoring options that are available to instructors, since the menu of options has significantly expanded. UGAF reviewed a proposal by SES to impose financial penalties for late exam scheduling requests and exam paper submissions made after its published deadlines. The new fees will likely be in effect for the summer 2024 term.

TA Allocation and Management

Work Dept	Winter 2024 TA FTE	Fall 2023 TA FTE
COMM	29.0	34.5
CRCJ	27.5	24.5
ECON	50.5	58.5
EURR	6.0	8.0
FPA	2.0	-
IPIS	-	1.0
INAF	8.0	16.0
JOUR	31.0	33.0
KROE	15.0	21.0
LAWS	62.5	63.0
PADM	10.0	11.0
PECO	1.5	1.5
PSCI	42.5	41.5
SOWK	13.0	13.0
WTS	5.0	4.5
FPA Subtotal	302.5	331.0
FASS	46.5	51.5
Total	350.0	382.5

Priority TA allocations for the fall and winter terms are reported by unit in this table. These include all FPA students who held a priority TA award.

This year, students were permitted to apply for extensions to their priority TA terms if they were registered and in good standing in their graduate programs. For the fall and winter terms combined, 12 FTE extensions were approved to fill gaps related to specific skill requirements and/or to backfill positions due to late changes.

Also new this year, TAs who were required and approved to complete grading work during the university closure period at the end of the fall term were paid a premium for these hours. A total of 767 such hours were approved for FPA courses. Most of this grading was related to take-home exams due on the final day of the exam period.

The TA allocation process works relatively smoothly, thanks to the hard work of unit faculty members and administrators who make it happen – thank you!

Academic Consideration Policy

The Academic Consideration Policy introduced as of January 1, 2024, for short and long-term student accommodations. Feedback or questions about the policy and its implementation from faculty members and instructors is welcome, as the Registrar's Office and SCCASP continue to monitor and adjust as needed.

Experiential Learning Opportunity

I attended an information session held by the Centre for Community Engagement Carleton's partnership with the City of Ottawa on CityStudio Ottawa. CityStudio Ottawa offers Carleton instructors and students an opportunity to collaborate with city staff to design and test a project related to a strategic priority identified by the city. A list of project ideas will be available in May, and project matching with interested instructors will occur in June for courses offered in Winter 2025. Three Carleton projects were matched in 2023-24, the first year of the program. The Centre is anticipating 5-10 projects in 2024-25. Interested instructors should email Jamie Robertson at the Centre for more information (jamierobertson@cunet.carleton.ca).

FPA Teaching Awards

I chair the FPA Teaching Excellence Awards committee (M. Pearson, M. Gaucher, V. Andrisani). The committee received 8 excellent nominations for 3 awards – FPA is privileged to have such dedicated and innovative teachers! The winners will be announced in the coming weeks.

Thank you to all committee members, nominees and all those colleagues and students who submitted letters of support!

Faculty of
Public Affairs

Carleton University

2024-04-04

To: FPA Faculty Board
From: Yanling Wang, Associate Dean, Equity & Inclusion
Subject: April 2024 Report

I have four items to report.

- **PFA 2023—2024 EDI Progress Report**

  Building on the unit updates at the Faculty's Justice, Equity, Diversity and Inclusion (JEDI) Working Group meetings, FPA has provided our EDI progress report to the Equity and Inclusive Communities and to the Office of the AVP (Indigenous Teaching, Learning and Research) to feed into the university's respective EDI Progress Report and Kinàmàgawin Report. Drawing on these updates, I have developed our FPA EDI Progress Report which highlights the major unit initiatives and activities in the areas of teaching, research and service to incorporate EDI (attached).

- **EDI consultation with student representatives**

  An important part of my ongoing efforts has been to attend various events to listen and to learn, and to conduct conversations with various groups to understand EDI from their perspectives. Among which is my consultation session student representatives on April 4th, 2024. The feedbacks will be incorporated into our EDI priorities and action plan.

- **Working on FPA EDI Retreat**

  As part of the planning process to set and implement FPA EDI Action Plan, the first FPA EDI Retreat is set on May 16th. I welcome agenda items.

- **Liaising with EIC to Advance EDI at FPA**

  Liaising with EIC and other offices on campus has been part of my efforts to explore synergies and areas of collaboration to advance EDI within FPA.

Lastly, I would like to stress that I would be very happy to meet with members of our Faculty to discuss any EDI-related issues arising as part of their work and study.

2023—2024 FPA EDI Progress Report

Introduction

After Carleton University officially adopted the campus-wide Equity, Diversity and Inclusion (EDI) Action Plan in March 2021 with recommendations for staged implementations, the Office of the Dean, Faculty of Public Affairs (ODFPA) and its units have taken many initiatives and concrete actions to bring awareness and to advance justice, equity, diversity and inclusion within FPA disciplines. The 2023—2024 academic year has witnessed a series of initiatives and activities which are part of the integral and ongoing efforts to make our core services more EDI sensitive. While we can be very proud of the tangible results these efforts have generated, we are very committed, as a Faculty, to striving to do better to further incorporate EDI into our core functions and services. The enthusiasm and desire to improve and advance EDI on all aspects of campus life are the source of energy to build a more equitable and inclusive campus where everyone belongs and thrives.

This report derives from the unit updates on EDI initiatives from the Justice, Equity, Diversity and Inclusion (JEDI) Working Group meetings. The Report is, by no means, an exhaustive list of units' EDI activities, but rather it is an attempt to highlight major EDI activities, summarized in six broad areas, namely EDI awareness, curriculum and program design, teaching pedagogy, EDI research, student support and infrastructure building.

EDI Awareness

Bringing awareness to EDI has become a part of unit's academic life, which serves both as a reminder and an educational opportunity on the structural and historical factors affecting social injustice. Throughout the academic year, various events / symposiums / workshops were organized by many units with wide participation. The topics are diverse, each serving to promote understandings and discussions in areas sensitive to EDI. These activities have been proven to be very constructive in bringing EDI awareness on the many issues which affect our daily lives. Below are some examples.

- *Institute of African Studies held several events including Ruling Emancipated Slaves and Indigenous Subjects; Reuniting Black LGBTQ+ People and African-Centered Thought: A Talk with Michele K. Lewis – In Conversation with Adrian Harewood, and Convening Black Intimacy: Christianity, Gender, and Tradition in Early Twentieth-Century South Africa, and Epistemic Justice and the Postcolonial University.*

- *Institute of Criminology and Criminal Studies held Questioning the Carceral: Prison Resistance and Indigenous Life.*

- *EURUS held several talks including Anti-Genderism in Today's Europe; Displacement from Russia's Invasion of Ukraine: Local Impacts, Canada's Role and Global Consequences; and Conversation on Diversity (LGBTQ+) and Race in Ukraine.*

- The Journalism Program's Permanent Working Group (PWG) organized a half day Trans and Non-Binary Inclusion workshop exploring matters of identity the lived experiences of LGBTQ2+ folks.

- Department of Law and Legal Studies held *A Conversation on the Calls to Action related to Justice for National Truth and Reconciliation Day*, featuring Willie Littlechild, former TRC Commissioner as the guest speaker; *A Conversation about Law and Disability Justice* with Michael Gottheil, Canada's First Accessibility Commissioner; *Juristalks: Reflections on the Black Experience with Race, Crime, and Criminal Justice in Canada with Akwasi Owusu-Bempah*; *A Discussion on the Employment Equity Act Review Task Force Report* featuring Adelle Blackett; and *Two Spirit, Trans, Non-Binary, and Gender Nonconforming (2STNBGN) Access to Justice Symposium.* In addition, LLS hosted a half-day workshop for graduate students, staff and faculty on Kinimawagin and the EDI Action Report.

- NPSIA held a forum, *Talking Freely—A Chinese-Canadian Conversation* to celebrate the May Asian Heritage Month and to bring awareness of the Anti-Asian in general and Anti-Chinese in particular; a panel, *Beyond Borders: Black History Month Perspectives from the Foreign Service*, and an event to celebrate International Women's Day with four women Ambassadors/diplomats respectively from Canada, Turkey, the Philippines and Honduras.

- *Department of Political Science held a roundtable, Thinking About Research in Marginalized Communities with a Short Annotated Bibliography "Marginalized Groups: Research Challenges, Dilemmas and Possibilities", and a public talk, Neither Free nor Slave: "Stranded" Migrant Domestic Workers, the Employment Agency, and Reproductive Labor under Capitalism.*

- The School of Public Policy and Administration (SPPA) held an Indigenous Awareness Session to promote decolonization, Indigenization, and conciliation and the *Anti-Racism Symposium* which centers on anti-racist knowledge mobilization and honours the lived experiences of Black, Indigenous, and People of Color.

- School of Social Work hosted: *Independent Special Interlocutor for Missing Children and Unmarked Graves and Burial Sites associated with Indian Residential Schools in Canada* (Kimberly Murray as the keynote speaker); *Black History is Every Month: A Love Letter to the African, Caribbean, and Black (ACB) Community*; a panel discussion *with Indian Residential School Survivors, and Senator Mary Jane McCallum*; the annual September 30th "*Every Child Matters*" event to bring awareness and dialogue to the student and faculty bodies; and an unveiling ceremony for the "*Journey of the Baby Vamps*" to honor the lives of the missing children from Indian Residential Schools, with the commemorative piece permanently installed at the School on the 5th Floor on Dunton Tower.

Curriculum and Program Design

Reviewing curriculum and program structure has become a regular process in many units to ensure that their curricular approaches are sensitive to EDI. Instructors are encouraged to incorporate the diversity

of topics, readings, and pedagogical approaches within their courses to open space for EDI content. Two common practices have emerged across units.

Firstly, conducting surveys to identify areas to open space for and to improve on EDID. For instance, the Department of Law and Legal Studies hired RAs to conduct a survey on curriculum to identify areas to improve content on indigeneity and on race/racism/racialization. They subsequently developed a workplan with the Undergraduate Curriculum Committee to Indigenize the curriculum.

Secondly, reviewing course syllabi to ensure readings drawing on a diversity of topics, and a diversity of authors including those in the equity-deserving communities and the Global South. For instance, the Department of Political Science developed an EDI checklist for syllabi with 13 ideas for a more inclusive course design, and created an Annotated bibliography "Why Integrate Equity, Diversity and Inclusion (EDI) into the Curriculum". The Arthur Kruger College of Public Affairs (Kruger College) examined their curriculum to ensure EDI issues are incorporated into first-year classes, and incorporated a positionality and power reflection in some core courses.

These exercises have produced tangible results. Five new courses have been added during the 2023—2024 academic year in FPA. They are: *Indigenous Politics in North America* (Department of Political Science); *Economic Policy and Indigenous Peoples* (Department of Economics); *Indigenizing the Arctic* (Institute of European, Russian and Eurasian Studies—EURUS); *Gender*, *Race and International Relations* (Norman Paterson School of International Affairs—NPSIA); and *Race and the Law* (Department of Law and Legal Studies). The Communication and Media Studies Program has established a new 0.5 credit curriculum requirement for undergraduate degree programs to formalize competency in anti-oppressive frameworks and approaches, and the School of Social Work is in the process to design and implement a community-based *Indigenous Bachelor of Social Work Program*.

It is worth noting that cross unit collaboration starts taking shape. For instance, Kruger College coordinated with the Department of Political Science to ensure space for Kruger College students to take their newly added course of *Indigenous Politics in North America*.

Improving Pedagogy for Inclusive Classrooms

Reviewing teaching pedagogy and improving students' learning experiences on EDI-related topics have been a priority in many units. Enhancing student learning experiences and creating a high-quality learning environment foster student success while recognizing that the experiences, backgrounds and understandings of our students are diverse. To that goal, units have conducted workshops / events to ensure their pedagogical approaches are sensitive to EDI. The efforts can be categorized in two areas.

Workshops on teaching pedagogies to incorporate EDI. Many units organized pedagogy workshop to help instructors on course design and course descriptions to incorporate EDID, such as the one on equity-driven pedagogical frameworks by the Communication and Media Studies Program. Other examples are ample, including the *Re-Storying African Studies Pedagogies—Exploring the Potential of Epistemic Decolonization to Nurture Black Agency* by the Institute of African Studies, and *Conducting Difficult Conservations in the Classroom* by the Department of Political Science.

Developing EDI teaching resources. Building EDI teaching resources has taken place in some units to incorporate EDI into their teaching pedagogy. For instance, the Institute of Criminology & Criminal Justice's designated special fund to work together with Equity and Inclusive Communities to develop an EDI Teaching Bundle. The Communication and Media Studies Program is in the process of updating and migrating a Brightspace page featuring anti-oppressive resources for teaching to make it more accessible to faculty and instructors.

Creating Space for EDI Scholarship

EDI-related scholarship is generally under-represented in many disciplines, and for those who engage in EDI-related research, extra challenges are abundant. It is thus very constructive that some units have held roundtables to talk about challenges and experiences of conducting research in marginalized communities, such as the roundtable, Thinking About Research in Marginalized Communities by the Department of Political Science, with a Short Annotated Bibliography "Marginalized Groups: Research Challenges, Dilemmas and Possibilities". Supporting our equity-deserving students through scholarships and awards has emerged in many units. These supports, in their various shape or form, have been very well received by the BIPOC (Black, Indigenous, and People of Color) student body. Below are a few examples.

- The Department of Law and Legal Studies held an essay competition for undergraduate and graduate students writing papers on law and oppression, and developed three yearly LLS Transformation Scholarship scholarships, two for undergraduate students and one for graduate students. These scholarships are for students who are Indigenous, Black or a member of a Racialized group and are designed to recognize their important contributions to the project of law and transformation.

- NPSIA launched an Indigenous Student Scholarship to specifically support indigenous students.

- The Master of Political Management program established 12 new entrance scholarships with EDI considerations, and implemented ways to ensure that the student mentorship program incorporates EDI considerations when matching students and mentors.

- SPPA established a scholarship for racialized students based on contributions to community and created a fellowship for community engagement.

Governance and Infrastructure Building

Governance ensures our ambitious and critical plans are implemented. Both the Dean's Office and the units have taken concrete measures in building infrastructure to integrate EDI considerations into our ongoing core services and functions.

At the Dean's Office, the Dean has continued her commitment to funding the full-time Associate Dean, Equity and Inclusion position, appointing Dr. Yanling Wang to a three-year term commencing from

January 1st, 2024. In addition, the Manager, Administration and Operations, works closely with the Associate Dean and is involved with all staff recruitment and selection processes, ensuring that inclusive hiring best practices are followed throughout the process. The FPA's Justice, Equity, Diversity and Inclusion (JEDI) Working Group, with one representative from each unit, convenes four meetings during the academic year to disseminate EDI best practices across units and to advise on policy and programming at the Faculty.

To support units carrying out EDI initiatives / activities, the Dean has designated EDI fund which units can use to advances EDI in all areas, including on teaching, research, and student classroom learning experiences. The established FPA EDI Excellence Award recognizes significant contributions by an individual or group of faculty, staff, and students towards EDI in the Faculty.

Equally important, with the report, *Unit Tenure and Promotion Review: Seeking Equity in Tenure & Promotion—A Review of FPA Unit Standards*, units are now encouraged to reflect EDI in reviewing their tenure and promotion standards.

Cultural transformation is an ongoing effort at the Dean's Office. The Inclusive Campus Community Campaign was launched by ODFPA in November 2023. The Campaign created content to promote awareness, generate conversations, and make inclusion on our campus more visible. It features members of the Carleton community working on EDI, including Equity and Inclusive Communities (EIC), Indigenous Initiatives, Student Experience Office, Carleton Trans Advocacy Group, and Athletics, among others. Currently, the Campaign is in the process of building a selfie booth to be rotated as various locations on campus, with the hope that this is going to encourage people to participate organically in this campaign, by taking selfies in support of 2SLGBTQIA+ using our hashtags and circulating them on their social media. In the meantime, the Campaign will continue working with EIC to develop a centralized space with resources for 2SLGBTQIA+ faculty, staff, and students, and promote it via our social media efforts, with more future events in the planning.

Infrastructure building is also embedded at the unit level governance. Each unit has established either an EDI / anti-racism / social justice committee or tasked other committee (Program Culture Committee in the Communication and Media Studies Program) with responsibilities to make plans for the unit to incorporate and embrace EDI in their curriculum, program and culture.

Looking Ahead

While we take great pride in what each unit and the Faculty have achieved to enhance and advance EDI in all areas of campus life, the Dean's Office is very committed to further incorporating EDI into our core functions and services with vision and action.

EDI has emerged as a major theme in FPA's strategic plan for 2024 to 2029, which sets the next stage for EDI planning, infrastructure building and reporting in all parts of our academic life.

To better formulate and implement EDI priority areas, the Dean's Office is planning a Spring EDI retreat with representatives from each unit, in addition to the Chairs and Directors. Meeting with student representatives across the units on April 4, 2024 by the AD, Equity and Inclusion, is part of the preparation.

With the desire and energy, and with the institutional infrastructure at each level, confidence is in the air that more can be done and will be done towards building an equitable and inclusive Faculty. Let us continue on the good path of working together to create an environment where everyone, regardless of their background, feels the sense of belonging and realizes their potential.

CARLETON University

Faculty of Public Affairs

To: FPA Faculty Board
From: David Mendeloff, Associate Dean (Faculty Affairs)
Date: 4 April 2024

Re: **Report of the Associate Dean (Faculty Affairs)**

Appointments and Governance. Since our last meeting in November, I have continued to oversee a number of appointment- and governance-related processes in the Faculty, including: leading the search for a new director for the School of Social Work; chairing an advisory committee to the Dean to review the current leadership structure in the School of Journalism and Communication and to develop procedural guidelines for selecting leadership positions in the School; and identifying a new program coordinator and governance model for the MA Collaborative Specialization in Climate Change (CSCC).

I have also been working to strengthen governance transparency in the Faculty. The first step has been to create a new **Faculty Governance page** on the FPA website (at carleton.ca/fpa/leadership-governance). Though still a work in progress, the page is now up and running. I welcome your feedback! Is there something you would like to see here? Something that should be corrected? We hope to soon add a list of AD job responsibilities and previous Faculty Board minutes.

I am also happy to report that the **Senate Ad-Hoc Committee on Graduate Academic Governance (SGAG)**, which was created to advise Senate and the Provost on how to manage the decentralization of graduate curriculum matters to the line Faculties, concluded its work in January and presented its report to Senate. The committee's recommendations were adopted at the March 1 meeting. The Committee's report, the Motions approved at Senate, and a slide deck of a presentation by the Provost summarizing the changes can be found in the March Senate meeting binder here (beginning on p. 53).

New FPA Excellence Award. Since our last meeting, we finalized the terms of reference for our new Faculty Excellence Award in Community Engagement, which recognizes colleagues who have made an exceptional contribution to building and/or strengthening institutional relationships between FPA and the broader local, provincial, national and/or international community. We received a number of very strong applications, and look forward to announcing our winner (and the winners of all of our Excellence awards) in the coming weeks.

Faculty Board. I have continued to serve as interim Faculty Board Secretary and Chair of Faculty Board Executive. In that capacity I have taken the lead managing the nomination process for Faculty Board officers. I am grateful to Mehdi Ammi and Hassan Bashir who put their names forward (and have been acclaimed) for the two faculty member positions on Faculty Board Executive. Unfortunately, we received no nominations for Secretary or Clerk. (See the Nomination report in the meeting binder.) While the nomination window is now closed, we still welcome expressions of interest in these positions; Faculty Board Executive is empowered to appoint individuals to unfilled positions on an interim basis until the next Faculty Board election and we would be happy to consider any names that come forward.

As you are aware, over the past year Faculty Board Executive has been reviewing and updating our Constitution, including the terms of reference of Faculty Board standing committees. As part of that

ongoing process, and in my capacity as interim Faculty Board Secretary and Chair of Faculty Board Executive, I will be undertaking a review of the terms of reference for the FPA Computing Committee. If members have any feedback on the mandate and membership of the committee, please feel free to pass that along.

Programs. I have continued to work with units on a range of matters related to program reviews (providing feedback on CPR self-studies, unit action plans, and drafting the Dean's response to the external reviewers' report). I also work with the AD (Academic) on strategic program changes, program innovations, and development of new programs. Considerable time has been spent developing the new program proposal for the **BA General Studies** (aka, the Online BA). This term I am representing FPA on the evaluation team for Teaching and Learning Services's Request for Proposals (RFP) for online program management services for the Faculties of Science and Public Affairs.

Faculty Affairs. I continue to support the Dean with Faculty Affairs matters, particularly CUPE 4600 Unit 1 (TA) and Unit 2 (CI) labour relations issues and reviewing and approving requests for Honorary Rank Appointments, Visiting Scholars, Post-Docs, and cross appointments. I meet monthly with fellow ADs (Faculty Affairs) and the Deputy Provost to discuss faculty affairs and labour relations issues.

To: FPA Faculty Board
From: David Mendeloff, Interim Secretary of FPA Faculty Board and Chair, FPA Faculty Board
          Executive Committee
Date: 4 April 2024

Re: **Report of the Faculty Board Executive Committee**

The Faculty Board Executive did not hold any formal meetings since our November 2023 Faculty Board. However, the committee did convene business by email and hold e-votes pertaining to the following matters:

- **December 18-20, 2023**
  Reviewed and approved a Minor Modification to the Certificate in Science Policy for the 2024-25 calendar. The change was reviewed and approved by APCC, but accidentally left off the list of mods submitted for approval at the November 2023 Faculty Board.[1]

- **February 22-23, 2024**
  Reviewed and recommended approval by e-vote of the Winter 2024 graduation list.

- **April 3-4, 2024**
  Reviewed and approved the agenda for the April 15 Faculty Board meeting.

Faculty Board Officers
As a reminder, Faculty Board Executive is empowered to appoint individuals to fill vacant positions on an interim basis until the following election. As we received no nominations for the positions of Secretary and Clerk, we will be seeking to fill those positions as soon as possible. Any faculty members who might have missed the call for nominations and are interested in these positions should contact me, and the Executive will consider an interim appointment.

FPA Constitution
Faculty Board Executive continues to review the Faculty Constitution to ensure that it reflects current practice. To that end, we will be undertaking a review of the terms of reference of the FPA Computing Committee over the coming months. We welcome input of Faculty Board members on the responsibilities, mandate and membership of the Computing Committee. (The committee's current terms are reference are enumerated in Art III.7 of the FPA Constitution.)

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[1] Courseleaf information is attached.

Date Submitted: 06/01/23 1:02 pm

Viewing: **CERT-CSCPA (Science) and CERT-CSCPB (non-Science) : Certificate in Science and Policy**

Last approved: 06/06/22 8:59 am

Last edit: 08/01/23 12:40 pm

Last modified by: nataliephelan

Changes proposed by: michellesantoianni

Approval Path

1. 05/23/23 10:20 am Michelle Santoianni (michellesantoianni): Rollback to Initiator
2. 06/12/23 6:38 am Steven Cooke (stevencooke): Approved for IEIS ChairDir UG
3. 10/13/23 2:46 pm Julia Wallace (juliawallace): Approved for SCI FCC
4. 11/07/23 2:01 pm Julia Wallace (juliawallace): Approved for SCI FBoard
5. 11/20/23 2:47 pm Vandna Bhatia (vandnabhatia): Approved for PA FCC
6. 12/20/23 10:28 am Vandna Bhatia (vandnabhatia): Approved for PA FBoard
7. 01/11/24 11:01 am Natalie Phelan (nataliephelan): Approved for PRE SCCASP
8. 01/16/24 11:49 am Erika Strathearn (erikastrathearn): Approved for SCCASP

History

1. Apr 28, 2021 by Sarah

Calendar Pages Using this Program   Certificate in Science and Policy

Effective Date	2024-25
Workflow	minormod ~~majormod~~
Program Code	CERT-CSCPA (Science) and CERT-CSCPB (non-Science)
Level	Undergraduate
Faculty	Faculty of Public Affairs Faculty of Science
Academic Unit	Institute for Environmental and Interdisciplinary Sciences
Degree	Not Applicable
Title	Certificate in Science and Policy

Program Requirements

Certificate in Science and Policy (5.0 credits)

May be taken following successful completion of a college diploma (or equivalent) or a university degree in any discipline with a minimum average grade of B. Can also be completed concurrently with any undergraduate degree after completing a minimum of 4.0 credits with a minimum CGPA of 7.00.

Graduation
A candidate for the Certificate in Science and Policy (CSCP) must obtain a grade of C or higher in all courses taken at Carleton University under the CSCP program.

Requirements

1. 1.5 credits in: 1.5

ISAP 2001 [0.5]	Foundations in Critical Inquiry
PAPM 1001 [0.5]	Policy: Analysis, Implementation, and Evaluation
PSCI 2003 [0.5]	Canadian Political Institutions

2. 0.5 credit in ISAP 1001 for students in a non-science program or any 1000-level Approved Science course for students in a science or engineering program   0.5

3. 1.5 credits in: 1.5

ISAP 3003 [0.5]	Science Communication
ISAP 3004 [0.5]	Science Policy
PADM 4220 [0.5]	Regulation and Public Policy
or LAWS 3005 [0.5]	Law and Regulation

4. 0.5 credit in: 0.5

ISAP 3002 [0.5]	Applications in Interdisciplinary Research

5. 0.5 credit in Science Approved Electives for students in a non-science program or Public Affairs Approved Electives for students in a science or engineering program   0.5

6. 0.5 credit in Science or Public Affairs Approved Electives   0.5

Total Credits	5.0

New Resources	No New Resources
Summary	Item #2 wording change, originally "0.5 credit in ISCI 1001 for students in a non-science program or any 1000-level Approved Science course for students in a science or engineering program", to now read "0.5 credit in ISAP 1001 for students in a non-science program or any 1000-level Approved Science course for students in a science or engineering program".
Rationale for change	ISCI 1001 no longer offered annually. ISAP 1001 is offered every year by faculty member in ISAP. ISAP 1001 is the prerequisite course for existing courses in the certificate ISAP 2001, and 3rd year ISAP courses.
Transition/ Implementation	Certificate currently has only a couple of students that will begin their studies in fall 2023. Advisor will help students with the program change and course registration.

Program reviewer comments	**michellesantoianni (05/23/23 10:20 am):** Rollback: needs edit **nataliephelan (08/01/23 12:40 pm):** Changed eff. date to 24-25, and amended the summary to make the edit more clear as red/green markup doesn't display properly when changing the text label of a sub-requirement.

Key: 2036

![Carleton University | Faculty of Public Affairs]

To: FPA Faculty Board
Re: Report of the FPA Academic Policy and Curriculum Committee (APCC)
From: Vandna Bhatia, Chair, APCC
Date: April 5, 2024

The APCC met once in the winter term, on February 26, 2024. At this meeting, the proposed B.A. General Studies was discussed and feedback from this discussion was brought back to the group preparing the proposal for the new program.

The APCC also reviewed one set of minor modifications for the 2024-25 Calendar:

MINOR MODIFICATIONS for 2023-24 Calendar

Global and International Studies			
Program	Title	Status	Summary
BGISH-36V	BGINS Specialization in Global Religions: Identity and Community	Edited	Add RELI 1731 to the 'Comparative and Global Religion' category to increase breadth of courses available
BGISG-37V	BGINS Stream in Global Religions: Identity and Community	Edited	Add RELI 1731 to the 'Comparative and Global Religion' category to increase breadth of courses available

Motion to approve Minor modifications for the 2024-25 Calendar:

> THAT FPA Faculty Board approve the proposed Minor Modifications to the **Bachelor of Global and International Studies Specialization and Stream in Global Religions** as presented and recommend that they continue through the Institutional Quality Assurance Process and to Senate for inclusion in the 2024-25 Calendar.

I would like to thank the members of the APCC for their service to the Faculty: Hassan Bashir & Sandra Fahy (Kroeger College – BGInS), Aneurin Bosley (Journalism), Miranda Brady (Communication & Media Studies), Aaron Ettinger (Political Science), Katie Graham (Media Production & Design), Bella McInnis (Student representative), Jeffrey Monaghan (Criminology), Brenda Morris (Social Work), Steve Tasson (Law and Legal Studies), Chris Gunn & Lisa Mills (Kroeger College – PAPM), Rado Vadovič (Economics), Martin Geiger & James Casteel (EURUS), Samuel Ojo Olorontoba (African Studies), Natalie Phelan (Calendar Editor).

Report of the FPA Computing Committee Report for 2023-24

This academic year the committee met once and received an update and review of computing issues from Stephen Welch (FPA Computing Analyst). At present, it seems that the FPA policies and procedures for the evergreening of faculty computing equipment are working well and that site-licenses for critical software required for teaching and research within FPA are being upgraded and updated by higher authority on a regular basis. In addition, the committee discussed procedures for the proper disposal of obsolete computing equipment and considered the implications of the widespread adoption of generative AI software for teaching and research.

(submitted by Simon Power (Economics), Chair of the FPA Computing Committee)

Carleton University

Faculty of Public Affairs

To: FPA Faculty Board

From: David Mendeloff, Interim Secretary of FPA Faculty Board and Chair, FPA Faculty Board Executive Committee

Date: 2 April 2024

Re: **Report on Nominations for Faculty Board officers**

On March 15, 2024 I circulated a call for nominations for four Faculty Board positions, commencing July 1, 2024:

- Secretary of Faculty Board (three-year term)
- Clerk of Faculty Board (three-year term)
- Two faculty member representatives on the Faculty Board Executive Committee (one-year term)

A second call was issued on March 26, 2024. The nomination window closed at 4:00 pm on April 1, 2024.

We received two nominations for faculty member representatives on the Faculty Board Executive Committee:

- Mehdi Ammi (SPPA)
- Hassan Bashir (Kroeger College - BGInS)

Since we received two nominations for the two positions, both nominees are acclaimed.

We received no nominations for the positions of Secretary or Clerk.