



Faculty of Public
and Global Affairs

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

Faculty of Public and Global Affairs Faculty Board

Monday, April 14, 2025 – 1:00-3:00 pm

Senate Room, 608 Pigiavik (ΛΓ<⁴Δᵇ)

and via Zoom (registration required)

Agenda

1. Welcome and Call to Order – D. Mendeloff, Interim Faculty Board Secretary
2. Adoption of Agenda
3. Adoption of Minutes of the February 10, 2025 meeting ([attached](#))
4. Matters Arising
5. Question Period
6. Report from the Dean – B. O'Neill
7. Proposal to establish the College of Global Studies ([attached](#))
8. Reports from Faculty Board Committees
 - 8.1. Executive Committee ([attached](#)) – D. Mendeloff
 - 8.2. Undergraduate Curriculum Committee (UCC) and Motions to recommend Calendar changes ([attached](#)) – V. Bhatia
 - 8.3. Graduate Curriculum Committee (GCC) ([attached](#)) – V. Bhatia
9. Associate Dean Reports
 - 9.1. Research and Graduate ([attached](#)) – J. Greenberg
 - 9.2. Students and Enrolment ([attached](#)) – P. Wilson
 - 9.3. Academic ([attached](#)) – V. Bhatia
 - 9.4. Equity and Inclusion ([attached](#)) – Y. Wang
 - 9.5. Faculty Affairs ([attached](#)) – D. Mendeloff
10. Other Reports for Information
 - 10.1. CASG/Undergraduate students – E. Manzo
 - 10.2. Graduate students
 - 10.3. Senate report – D. Mendeloff
11. Elections ([attached](#)) – D. Mendeloff
12. Other Business
13. Adjournment

Next Meeting: TBD

Voting members of FPGA Faculty Board include: all full-time FPGA faculty members at all ranks; all elected or appointed undergraduate and graduate student representatives on departmental boards of FPGA units.

Quorum: At least 15 voting members; at least one member from at least five FPGA units; a majority must be FPGA faculty members.



MINUTES of PGA Faculty Board
 Monday, February 10, 2025, 1:00 p.m.
 Senate Room (PK 608) & Zoom

The following were present in-person:

Faculty: Vandna Bhatia (PSCI), Zeina Bou-Zeid (LAWS), Nicolas Carrier (ICCJ), Josh Greenberg (SJC-COMS), Mike Hildebrand (Graduate Studies), Philip Kaisary (LAWS), Jonathan Malloy (PSCI), David Mendeloff (NPSIA), Lisa Mills (AKC-BPAPM), James Milner (PSCI and AKC-MDS), Jeffrey Monaghan (ICCJ), Brenda Morris (SSW), Danette Nearing-Guibord (ICCJ), Jessica Parish (SPPA), Teddy (Y.) Samy (NPSIA), Crina Viju (EURUS), Yanling Wang (NPSIA), Paul Wilson (AKC-MPM), Benjamin Woo (SJC-COMS), Remi Yergeau (SJC-COMS)

Students: Sally Duhaime (AKC-MDS), Kate Ellis (SJC), Elize Manzo (CASG), James Maxwell-Barillas (AKC-MPM), Olivia Rose (AKC-MDS), Sal Sabila (AKC-MDS), Cassandra Stevens (AKC-BGInS), Kuma Buoy (AFRI)

Other: Stephanie Bourk (ODFPGA)

The following were present online:

Faculty: Mehdi Ammi (SPPA), Jeni Armstrong (AKC-MPM), Hassan Bashir (AKC-BGInS), Pierre Cloutier de Repentigny (LAWS), Patrick Coe (ECON), Deborah Conners (SSW), Megan Gaucher (LAWS), Martin Geiger (PSCI and EURUS), Paul Goode (EURUS), Lennart Maschmeyer (NPSIA), Valerie Percival (NPSIA), Eric Stephens (ECON), Radovan Vadovic (ECON)

Students: Je Ho Cho (NPSIA), Graeme Halfyard (SSW), Scott Lye (SPPA)

Other: Laurie Jaeger (ODFPGA), Nomsa Maphangoh (AKC-MDS), Kristi Wells (ODFPGA)

1. Welcome and Call to Order

David Mendeloff, Interim Chair, welcomed faculty members to Faculty Board and acknowledged that we were meeting on the traditional, unceded, unsundered territory of the Algonquin, Anishinaabeg people, and expressed gratitude to them as the traditional stewards of the land.

David went over a few housekeeping details: he asked that everyone in attendance sign-in, he asked that those who speak in the meeting identify themselves (name and unit) and he mentioned the meeting was being recorded.

2. Adoption of Agenda

The agenda was approved by consensus with the following changes:

Item 7. Delete. The Dean is unable to join the meeting and provide a report.
Items 9.2 and 9.3: Delete reference to motions. There are no motions that require approval.

3. Remarks and Discussion with President and Vice-Chancellor Dr. Wisdom Tettey

President Tettey spoke to Faculty Board. He included comments about the Carleton community and his vision and values. The President took questions about his plans to raise revenues, how we can advance open dialogue during these times, experiential learning and how the University can rally with other Universities and lobby the government for change.

4. Adoption of Minutes of the November 21, 2024 Meeting

There was one change to the minutes: M. Abarghouei is a student representative from GSA attending as a guest, and should not have been listed in the minutes as a member of Faculty Board.

The minutes were approved by unanimous consent (**Morris/Woo**), with the change above noted.

5. Matters Arising from the Minutes

There was no matters arising from the minutes.

6. Question Period

There were no questions submitted in advance of the meeting.

7. Adoption of Amended Faculty Board Constitution and Bylaws

D. Mendeloff circulated the latest version of the Constitution and a separate Bylaws document with the agenda. Suggested revisions received in the Fall were incorporated into the draft. In addition, the document has been vetted by the Senate Academic Governance Committee (SAGC) and includes a number of their recommended changes.

D. Mendeloff reminded members that there are two reasons for these revisions:

1. The change to the graduate curriculum governance process that came about as a result of restructuring of FGPA (now Graduate Studies) and the dissolution of Graduate Faculty Board, which was responsible for curriculum approvals. That responsibility has now moved to the Faculties.

2. The decision by the Senate Academic Governance Committee to standardize the format of Faculty Board constitutions across the University to ensure that they all include the minimum required information, and that they are compliant with the Academic Governance of the University (AGU) policy.

D. Mendeloff reviewed the major changes that were made to the document and answered questions.

MOTION (Woo/Malloy):

That Faculty Board adopt the amended FGPA Faculty Board Constitution as presented, pending final Senate approval.

D. Mendeloff proposed the following amendment: to add to Article II.1 on Membership, "One representative of the Faculty of Arts and Social Sciences (FASS) as a non-voting member, appointed by the Secretary of FASS Faculty Board."

The rationale was that FASS and FPGA share the delivery of the BA and MA degrees, so it is appropriate and important to ensure representation on each other's Faculty Board. It was asked why this position would be non-voting. It was noted that this was the view expressed at FASS Faculty Board and their intention is to make the FPGA representative non-voting member." We are simply following suit.

The question was called. The Chair reminded members that constitutional amendments require a minimum 2/3 majority.

The MOTION was CARRIED with the required two-thirds minimum.

Since circulating the draft constitution, there was some concern expressed about removing the Chairs and Directors committee as a standing committee, as we could lose the terms of reference and the mandate for this committee.

MOTION (Malloy/Mills):

Whereas the Committee of Chairs and Directors is an operational committee of the Faculty that does not fall within the purview of Faculty Board and Senate;

and whereas the mandate and terms of reference of the Committee of Chairs and Directors is not codified in the FPGA Faculty Board Constitution or bylaws;

and whereas the Committee of Chairs and Directors plays an important role in Faculty collegial governance, serving as an essential consultative and advisory body that provides an important conduit for information between faculty members and the Dean,

be it moved

THAT Faculty Board strongly encourage the Dean of the Faculty to regularly convene the Committee of Chairs and Directors, and ensure that the terms of reference for the committee are posted and maintained on the FPGA website. **CARRIED.**

The Chair moved on to a discussion of the proposed Faculty Board Bylaws.

MOTION (Bhatia/Milner):

THAT Faculty Board adopt the FPGA Faculty Board Bylaws as presented. **CARRIED.**

8. Reports from Faculty Board Committees

9.1 Executive Committee

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

9.2 Undergraduate Curriculum Committee

V. Bhatia summarized the report that was circulated with the agenda. There were no questions.

9.3 Graduate Curriculum Committee:

V. Bhatia summarized the report that was circulated with the agenda. There were no questions.

9. Reports from Associate Deans

10.1 Research and Graduate:

Josh Greenberg summarized the report that was circulated with the agenda. In response to a question, Josh clarified the term 'rolling admissions'.

10.2 Students and Enrolment

Paul Wilson summarized the report that was circulated with the agenda. In response to a student question regarding academic integrity and artificial intelligence, a brief discussion followed.

10.3 Academic

V. Bhatia summarized the report that was circulated with the agenda. The difference between undergraduate and graduate grades was raised.

10.4 Equity and Inclusion

Y. Wang summarized the report that was circulated with the agenda. There were no questions.

10.5 Faculty Affairs

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

10. Other Reports for Information

11.1 CASG/Undergraduate Students

E. Manzo provided a brief verbal report. In response to a student question regarding CUASA negotiations, D. Mendeloff provided a response.

11.2 Graduate Students

There was no designated graduate student present to provide a report. The Chair invited any graduate students present an opportunity to speak and none responded. The Chair noted that Faculty Board Executive and Graduate Curriculum Committee still does not have a graduate student representative. The Chair reminded the Board that they asked for changes to student elections to standing committees two years ago, and that the responsibility for election/appointing graduate student representatives rests with the GSA. They have not been responsive to repeated requests on this issue. The Chair encouraged any graduate students interested to reach out to the GSA directly.

11.3 Senate Report

David Mendeloff provided a brief report on the Senate meeting of January 31, 2025. It was noted that there will be three vacancies on Senate for FPGA faculty members starting July 1.

12. Other Business

The Chair reminded Members that Faculty Board is still in need of a clerk and a secretary. He asked faculty members to consider putting their name forward for these positions.

13. Adjournment: The meeting adjourned at 3:00 p.m.

To: FPGA Faculty Board

From: Brenda O'Neill, Dean

Date: April 5, 2025

Re: Establishment of the College of Global Studies and associated restructuring of Kroeger College and the Institute of European, Russian and Eurasian Studies (EURUS)

Summary

FGPA is proposing an administrative restructuring of some academic programs and units that requires the consideration and recommendation of Faculty Board. The changes are as follows:

1. Establish a new academic unit: The College of Global Studies (CGS);
2. Move the Bachelor of Global and International Studies (BGInS) program and Migration and Diaspora Studies (MDS) graduate programs from Kroeger College to CGS;
3. Move all academic degree programs of the Institute of European, Russian and Eurasian Studies (EURUS) to CGS and disestablish the Institute as a separate academic unit;
4. Pending FASS Faculty Board approval, move the administration of the MA Collaborative Specialization in Latin American and Caribbean Studies (LACS), currently administered by the Institute of Interdisciplinary Studies in FASS, to the CGS.

Context

In the face of increasing fiscal pressures caused in part by declining enrolments and stagnant public funding, Faculties and academic units are reevaluating existing course offerings, program structures, and the use of teaching and administrative resources. In FPGA, substantial undergraduate enrolment declines have already led to significant budget cuts. These pressures are expected to persist for the foreseeable future. Given this reality, we must find ways to more efficiently and effectively assign staffing resources in the Faculty. In some cases, this can be accomplished by organizational redesign and job description revisions; in other cases, more complex solutions are required, including administrative restructuring. The CGS proposal is one part of a larger efficiency exercise designed to address budgetary pressures.

In addition, the Faculty has several small units and programs with very small numbers of faculty (or none in the case of some interdisciplinary graduate programs). The Faculty is also home to programs with small enrolments that are supported by a single administrative staff member or housed within a larger unit, but not physically co-located. These siloed or orphaned units and programs are highly vulnerable to operational disruption. If only one staff person is responsible for all aspects of a program/unit, there is inevitably less support that can be provided for students and program activities, and in some cases, for faculty linked to the program. Moreover, in cases where that one staff person is absent, sick, goes on extended leave or requests a flexible work arrangement, it is often difficult to ensure adequate coverage in support of operational continuity. We anticipate these pressures to grow in the coming years.

At the same time, the Faculty's strategic plan provides opportunities for innovation and new forms of collaboration that build on our strengths and that can help us address the current budgetary challenges.

Rationale

The new College of Global Studies will bring together existing programs of study and faculty members with overlapping research and teaching expertise in interdisciplinary global, regional, and area studies. The College will be unique in Ontario, if not nationally, and will further highlight the strength and reputation of Carleton and FPGA as home to outstanding global and international studies degree programs and research. This can be a strategic advantage to FPGA for marketing its programs, recruiting new students, and increasing enrollments, all of which support FPGA's strategic plan.

The proposal entails an administrative reorganization of existing programs and neither involves the creation of new curricula nor academic programs or degrees. Currently, those programs to be included in the CGS are spread across existing units and Faculties. Bringing these programs together into a single administrative unit will enable all affected programs to benefit from staff integration and collaboration that come with being part of a larger unit. Importantly, **this new structure is intended to help protect existing administrative staff positions and minimize the impact of future budget cuts in order to maintain our existing programs and preserving our research and teaching excellence.**

Bringing these currently small programs together allows for a more efficient and effective allocation of staffing resources, with benefits to staff, faculty, and students. Programs that currently have one administrative support staff person will now be part of a staffing team that can cover for absences, provide additional support during busy times, and coordinate flexible work arrangements. This structure serves as a "force multiplier," effectively increasing administrative staff support to all programs, allowing them to continue their current activities and pursue new opportunities at a time of shrinking budgets.

Kroeger College has a common administrative structure in place to support each of its programs, but these programs are physically disconnected (i.e., spread across Loeb, Richcraft, and Dunton) and, as such, do not benefit from staffing efficiencies that come with being part of a single unit located in a common space. This also poses significant practical challenges for professional staff who supervise staff and support these programs.

Additionally, the restructuring provides opportunities for greater intellectual engagement, interdisciplinary research, and teaching collaboration. Each College – Kroeger and CGS – will now house programs that share common purpose and logical connection between their undergraduate and graduate programs, with important potential benefits for recruitment and community building.

Existing Kroeger College programs are both physically and intellectually disconnected from each other. With the creation of the CGS, Kroeger College will return to its founding purpose and identity as a home to programs focused on practical professional education and training for careers in policy and politics. It will provide an opportunity to build and strengthen the linkages

between BPAPM on the undergraduate side and the Masters of Political Management (MPM) on the graduate side.

The four programs to be housed in CGS also have a natural intellectual fit and strong research connections: EURUS and BGINs currently share a faculty appointment (J. Casteel); EURUS's BGINs specialization is larger than its own BA program; three of five EURUS faculty are MDS Associates (J. Casteel, J. Sahadeo, M. Geiger) and were instrumental in establishing the MDS program; and several BGINs faculty are also Associates of MDS (H. Bashir, J. Casteel, S. Fahy, C. Sobers) as well as LACS (P. Heidrich, S. Burges, C. Sobers, M. Steckley).

Finally, as noted, the CGS will provide a logical administrative home to the LACS MA Collaborative Specialization, which is currently under threat of closure. The Dean of FASS approached FPGA to consider taking over the LACS programs. While small, most of the Collaborative Specialization students and roughly half of the associated faculty members are from FPGA. The CGS offers the LACS MA Collaborative Specialization, and our students, an important lifeline. If this proposal is not approved, it will likely place the LACS programs at heightened risk of closure.

Governance Considerations

In both Colleges, we envision an academic governance structure that leverages existing leadership of constituent programs. Whenever possible, one of the program directors will also assume the role of the College Director.

We expect primary program and curricular approval responsibility to remain at the program level, with program curriculum committees and management committees continuing to operate as they do now. Individual undergraduate programs would continue to be represented on the Faculty Undergraduate Curriculum Committee (UCC). While each unit has a single representative on the Faculty Graduate Curriculum Committee (GCC), in the case of CGS, we would envision both EURUS and MDS having a dedicated seat on this committee if they choose. If, however, the constituent units of the CGS were to see the value of a flatter structure for curricular governance in the future, that would also be welcomed if it makes administrative and intellectual sense. Ultimately, it will be up to the faculty members in the unit to determine the governance structure that they feel works best, in consultation with the Office of the Dean.

Programs would continue to maintain autonomy over unit-level standards for tenure and promotion and CDI expectations. While faculty will be appointed to their respective College, their T&P and CDI standards will remain at the program level, with program-level faculty sitting on a College T&P committee, which is the current practice in Kroeger College and other multi-program units such as the School of Journalism and Communication.

We recognize that this new structure will have the greatest perceived impact on EURUS since it will lose its status as a stand-alone unit. Given the small size of CGS, and experience with other similar structures in the Faculty, we do not anticipate a negative impact on EURUS resulting from this administrative change. The College model will allow EURUS and other CGS programs to maintain program autonomy and control over their research and teaching missions. Like Kroeger College, the individual programs in CGS will maintain control over academic programming, while benefiting from administrative efficiency gains. The intention is not to change how programs are

currently structured or managed, the courses that each program offers, how courses are currently assigned to instructors, how students apply to programs, or how the program appears in the Calendar. Graduate programs will remain independent for purposes of admission funding packages and awards. Although the College structure will enable opportunities for teaching across programs, there will be no expectation of faculty teaching in other CGS programs. Similar structures in the Faculty, such as Kroeger College, SJC, SPPA, NPSIA, have not seen dilution or conflation that has hampered the operation or reputation of their constituent programs or the ability of program directors to advocate for their programs centrally. MPM, MDS, BGIInS, BPAPM, MPNL, DPPE, and MIPIS all maintain distinct identities and strong reputations, despite being embedded within larger administrative units.

Operational Implementation

I anticipate the new College and associated administrative and governance structures to be in place by September 2026. This will involve close consultation between the Office of the Dean and the impacted programs. Over the next year, I am also committed to a transparent consultative process that will provide opportunities for faculty and staff in the affected programs to provide input and advice on important operational matters, such as where the Colleges will be located and how they will be staffed. I will strike an advisory Working Group to review options about where to physically locate the Colleges and to provide recommendations on their governance arrangements. I will report back to Faculty Board to ensure that it is kept apprised of these operational developments.

Motion to Faculty Board

THAT FPGA Faculty Board recommend the establishment of the College of Global Studies and the associated administrative restructuring of Kroeger College and the Institute of European, Russian and Eurasian Studies (EURUS) as presented above.

To: FPGA Faculty Board
From: David Mendeloff, Chair, FPGA Faculty Board Executive Committee
Date: April 4, 2025

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

Since the last Faculty Board meeting on February 10, 2025 the Executive Committee conducted the following business:

Confirmation of Winter Graduation Lists

The Faculty Board Secretary received Winter graduation lists from the University Registrar and Graduate Registrar on February 20 and 21, respectively. The Executive voted by e-poll on the following motions on behalf of Faculty Board:

MOTION 1 (Y. Wang/J. Greenberg)

THAT FPGA Faculty Board confirms that it has received the 2025 Winter undergraduate graduation list and affirms that the Registrar's Office has informed Faculty Board that it has verified that all students on the presented list have met the requirements of their degree program for graduation according to the published regulations. **POLL OPENED** February 20, 2025. **MOTION CARRIED** February 24, 2025.

MOTION 2 (Y. Wang/J. Greenberg)

THAT FPGA Faculty Board confirms that it has received the 2025 Winter graduate graduation list and affirms that the Graduate Registrar has informed Faculty Board that it has verified that all students on the presented list have met the requirements of their degree program for graduation according to the published regulations. **POLL OPENED** February 21, 2025. **MOTION CARRIED** February 24, 2025.

April Faculty Board Agenda

The Executive Committee reviewed the April Faculty Board agenda via email on April 5-7, 2025. The agenda was approved by unanimous consent on April 7.



Faculty of Public
and Global Affairs

To: Faculty of Public and Global Affairs Faculty Board
Re: Report of the FPGA Undergraduate Curriculum Committee
From: Vandna Bhatia, Chair
Date: April 14, 2025

The UGCC met twice since the February 10, 2025, meeting of FPGA Faculty Board to review undergraduate curriculum and calendar changes (on February 12 and March 12). There are no further meetings scheduled for the remainder of this academic year. The UGCC is presenting 5 major modifications for Faculty Board approval and recommendation to Senate. A summary of the proposed modifications is attached, and details can be found in the [UGCC meeting binders](#) on the FPGA Intranet. (The 'date reviewed' column in the attached summary table corresponds to the associated meeting binder.)

The first set of modifications is from Communication and Media Studies (see attached Executive Summary of the proposed changes). These **Track A2 major modifications** propose the creation of a concentration pathway for BCoMS Honours students [TBD-2309] and three new concentrations effective for the 2026-27 Undergraduate Calendar:

- Government and Professional Communication [TBD-2310]
- Media and Entertainment Industries [TBD-2311]
- Public Engagement and Civic Culture [TBD-2312]

Motion to approve these Major Modifications for the 2026-27 Undergraduate Calendar:

MOTION 1: THAT FPGA Faculty Board recommends that Senate approve the proposed new Communication and Media Studies BCoMS Honours with Concentration [TBD-2309] program and associated new concentrations [TBD-2310, TBD-2311, TBD-2312] as presented for the 2026-27 Undergraduate Calendar.

The last is a **Track B major modification** proposed by the Department of Economics which significantly revises the Bachelor of Economics Concentration in Development and Environment [3DB] – see attached Executive Summary of the proposed changes.

Motion to approve this Major Modification for the 2026-27 Undergraduate Calendar:

MOTION 2: THAT FPGA Faculty Board recommends that Senate approve the proposed modifications to the Bachelor of Economics Concentration in Development and Environment [3DB] as presented for the 2026-27 Undergraduate Calendar.

Over the course of the year, the UGCC was a constructive forum for discussion and information sharing on a variety of issues relating to undergraduate programs and affairs, in addition to curriculum reviews. I would like to thank each member of the Committee for their efforts and commitment to improving and sustaining graduate programs in the Faculty:

Aneurin Bosley (Journalism)	Lisa Mills (Kroeger College – BPAPM)
Jeffrey Monaghan (Criminology)	Neil Gerlach (Kroeger College – BGInS)
Brenda Morris (Social Work)	Samuel Ojo Oloruntoba (African Studies)
Steve Tasson (Law and Legal Studies)	Aaron Ettinger (Political Science)
Rado Vadovič (Economics)	Liam Young (Communication & Media Studies)
Ellize Manzo (CASG, FPGA Coordinator)	James Casteel & Martin Geiger (EURUS)
Vicky McArthur (MPD)	

In addition, Angel Wagner (RO) and Erika Strathearn (RO) provided important resource support to the Committee, and Stephanie Bourk (ODFPGA) helped ensure the business of the Committee ran smoothly throughout the year.

2025-26 Undergraduate Calendar Modifications
For FPGA Faculty Board Approval, April 14, 2025

Unit	Proposal Type	Proposal Code	Title	Proposed changes	Rationale	Date Reviewed
COMS	Major Mod Track B	TBD-2309	TBD-2309 : Communication and Media Studies B.CoMS Hons. with Concentration	New program	New program pathway to enable students to select one of three new concentrations	2025-03-12
COMS	Major Mod Track B	TBD-2310	TBD-2310 : Concentration in Government and Professional Communication	New program	New concentration, no new resources. Offers strategic cluster of courses to provide the program and grads with competitive advantage.	2025-03-13
COMS	Major Mod Track B	TBD-2311	TBD-2311 : Concentration in Media and Entertainment Industries	New program	New concentration, no new resources. Offers strategic cluster of courses to provide the program and grads with competitive advantage.	2025-03-14
COMS	Major Mod Track B	TBD-2312	TBD-2312 : Concentration in Public Engagement and Civic Culture	New program	New concentration, no new resources. Offers strategic cluster of courses to provide the program and grads with competitive advantage.	2025-03-15
ECON	Major Mod Track B	3DB	3DB : Concentration in Development and Environment	Significant revision of concentration	Restructure and rename concentration to integrate economy and environment with development. No new resources.	2025-03-16

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Benjamin Woo, Associate Director, School of Journalism and Communication & Program Head, Communication and Media Studies; Liam Young, Associate Professor and Undergraduate Supervisor, Communication and Media Studies

CC: Brenda O'Neill, Dean, and Vandna Bhatia, Associate Dean Academic, Faculty of Public and Global Affairs

Date: 14 February 2025

Subject: Major Modification to Communication and Media Studies (B.CoMS). Track A2

Modification Description

The Communication and Media Studies program wishes to establish three new concentrations (3.5 credits) for its B.CoMS in the following areas:

- Government and Professional Communication
- Media and Entertainment Industries
- Public Engagement and Civic Culture

Please see Appendix A for the calendar structure of each.

The concentrations are optional and designed to allow students to declare upon reaching second year standing.

The three concentrations do not capture the full scope of the B.CoMS degree, but rather provide semi-structured pathways through our program that correspond to areas of current student interest and sectors where many of our alumni work (government, media industries, non-profit organizations). Each has been designed to draw on language and areas of strength that are already used to describe and market our program. The concentrations will help us better signal to students, prospective and current, significant pathways through the B.CoMS degree and into the workforce.

Overall, we believe the concentrations will provide:

- 1) **structure and community** for students with defined interests in these areas
- 2) a new avenue for **student choice** that allows our program to remain competitive with comparable programs in Ontario and Canada that offer concentrations, specializations, or other tailored degree elements
- 3) an **additional credential** that will enhance students' resumes and marketability as candidates for employment and graduate study
- 4) a new **recruitment tool** for use in marketing the program that speaks directly to interests and career aspirations conveyed by prospective students in recruiting conversations

- 5) explicit emphasis on **key areas of our curriculum** that are currently implicit
- 6) a tool to help **balance enrolments** in our 3000 and 4000-level elective offerings, particularly the required COMS 45XX workshop courses

This change requires no new courses or structural changes to the B.CoMS curriculum and is anticipated to have a low resourcing impact. To ensure the latter, we will adopt a 9.0 CGPA requirement for enrolment in the concentrations for at least the first phase of implementation. Roughly 30% of our students at second year standing and above would be eligible to declare concentrations under this model, which we intend to monitor and revisit as the concentrations come on stream.

Impact on Other Programs

We do not believe the concentrations will materially affect other programs at Carleton. Their focuses have been selected to avoid cannibalizing on either the Certificate in Science Communication or the B.PAPM's Communication and Policy Studies specialization, and the recent discontinuation of the Certificate and Minor in Professional Writing avoids potential overlaps with our proposed concentration in Government and Professional Communication.

Impact on Learning Outcomes and Curriculum Map

Communication and Media Studies is currently undergoing a cyclical program review, for which we are reviewing and revising program learning outcomes. The concentrations have been developed in conversation with that process. As optional program elements within the B.CoMS curriculum, the concentrations support these program learning outcomes, with particular emphasis on those bolded.

Students who complete a B.CoMS will be able to:

1. identify factors, forces, and struggles shaping communication and media, past and present;
2. explain key concepts and debates in communication and media studies;
3. **use principles of research design to interpret and assess information about communication and media;**
4. situate communication practices and media institutions in global contexts;
5. **critically reflect on their responsibilities as media users and creators;** and
6. **communicate their knowledge, individually and collaboratively, using written, oral, and multimedia presentation methods appropriate to different audiences.**

Students who complete a B.CoMS Hons. (20-credit) will additionally be able to:

7. **apply their knowledge of theory and method to multiple domains of communication and media;**
8. **incorporate theory, empirical evidence, and ethics in applied scenarios;** and
9. analyze the social, political, and ethical stakes of knowledge claims about communication and media.

The above are pending approval of the COMS program committee and subject to minor revision prior to submission in March for the 2025-26 CPR.

Societal Need

The concentrations aim to prepare students to meet high demand for communication professionals and practitioners in the private and public sectors.

- **Government and Professional Communication**: every federal ministry has a communications team, as does every NGO and company that does business with government. Neither UOttawa's nor our own COMS program currently offer a degree element that specifically addresses this societal and market demand.
- **Media and Entertainment Industries**: Streaming and other platforms are transforming the social media and entertainment ecosystem, but core skills and intellectual tools offered in our program and emphasized in this concentration remain relevant for students seeking to enter these industries and policy domains. These sectors require students who can think, read, write, produce, present and collaborate in critical and creative ways – particularly as lines between entertainment and politics continue to blur.
- **Public Engagement and Civic Culture**: Community and non-profit organizations similarly require students with these skills. This concentration highlights courses in our program dedicated to helping students consider, develop, and sustain their commitments to social justice, anti-racism, diversity, equity, inclusion, de-colonization, and the public good more broadly.

The concentrations embody an ethic at the heart of our program: communication on its own will not solve all the world's problems, but no problem can be solved without effective communication.

Students

COMS undergraduate supervisors and program heads, past and present, have consistently reported these areas as points of emphasis in conversations with and questions from prospective students, who express intellectual and career aspirations in the sectors the concentrations represent.

COMS faculty report that current B.CoMS students also express similar interests in these areas in their courses, and the undergraduate Carleton Communication Society regularly hosts events that focus on career prospects in these areas, which often include B.CoMS alum with direct experience entering these job markets. In informal conversations, CCS students have expressed support of the proposed concentrations and agree there is sufficient demand in the student body to justify their establishment.

The COMS Undergraduate Supervisor, Liam Young, additionally received positive feedback when discussing the proposed concentrations with members of Carleton's recruitment team, who anticipate that these will resonate strongly with prospective students and their parents.

Resources

The concentrations simply make already existing areas of curricular emphasis in the B.CoMS program more visible to students and their future employers. We envision they will be as close to resource-neutral as a program change can be. We are also heartened by the fact that so many FPGA units have highly functional degree concentrations in their undergraduate programs, and we have already begun consulting with these units about challenges and best practices.

- a. *Faculty resources*: No additional faculty resources required. All courses included in the three concentrations are regularly offered by the COMS program. Most of these courses have been taught regularly by permanent faculty in recent years and all are covered by existing faculty expertise. We are confident, even in light of shrinking CI budgets and elective offerings, that more than enough of the relevant courses will be covered yearly for the concentrations to flourish. We have also baked flexibility into concentration design—in each, students must complete 7 courses (3.5 credits) from 25 electives (12.5 credits).
- b. *Contract instructors*: No additional CIs required.
- c. *Administrative support*: No additional admin resources required. Administration of the concentrations will fold into the workflow of our existing undergraduate operations team (comprised by the Program Head, Undergraduate Administrator, UG Supervisor, and UG Committee). Coming years will see our program offer fewer sections of required courses and electives given Carleton's, FPGA's, and COMS's financial and enrolment situations. We are additionally planning to move to a block registration model. The time and labour savings of these moves will provide ample bandwidth to integrate concentration admin and oversight.
- d. *Library resources*: No new resources required.
- e. *Space*: Existing B.CoMS program and facilities have capacity to absorb the concentrations.
- f. *Equipment*: None required

Governance

Concentration enrolment and advising will fall under the broad purview of the existing COMS undergraduate operations team. The Undergraduate Supervisor will be the main contact for students and staff regarding concentration matters.

Appendix A: Calendar structure for B.CoMS concentrations

Communication and Media Studies

B.Co.M.S. Honours with Concentration (20.0 credits)

A. Credits included in the CGPA (9.0)

1. 1.0 credits in:

COMS 1001 Foundations: Media History

COMS 1002 Foundations: Contemporary Communication & Media

2. 1.0 credits in:

COMS 2003 Theoretical Foundations in Communication and Media Studies

COMS 2004 Introduction to Communication Research

3. 1.5 credits in:

COMS 3001 Quantitative Research in Communication

COMS 3002 Qualitative Research in Communication

COMS 3500 Contemporary Issues in Media and Communication

4. 3.5 credits in one of the concentrations described below

5. 2.0 credits in COMS courses at the 3000 and 4000 level in addition to concentration requirements

B. Credits not included in the CGPA (11.0)

6. 8.0 credits in electives not in Communication and Media Studies

7. 3.0 credits in free electives

C. Additional Requirements

9. At least one of the following courses: COMS 2700, COMS 3109, COMS 3111, COMS 3411, COMS 4305, COMS 4316, COMS 4603, COMS 4604, COMS 4605

<u>Concentration in Government and Professional Communication</u>	<u>Concentration in Media and Entertainment Industries</u>	<u>Concentration in Public Engagement and Civic Culture</u>
4a. 2.0 credits from the following, including at least 1.0 credits at the 3000-level:	4a. 2.0 credits from the following, including at least 1.0 credits at the 3000-level:	4a. 2.0 credits from the following, including at least 1.0 credits at the 3000-level:
COMS 2005 Intro to Communication Practice	COMS 2005 Intro to Communication Practice	COMS 2005 Intro to Communication Practice
COMS 2200 Big Data & Society	COMS 2300 Communication as Propaganda	COMS 2200 Big Data & Society
COMS 2400 Climate Change and Communication	COMS 2501 Media Law	COMS 2400 Climate Change and Communication
COMS 2500 Communication and Science	COMS 2600 Communication and Culture	COMS 2500 Communication and Science
COMS 2600 Communication and Culture	COMS 2700 Global Media and Communication	COMS 2600 Communication and Culture
COMS 3302 Political Communication	COMS 3003 Media and Crime	COMS 3003 Media and Crime
COMS 3310 Critical Studies of Public Relations	COMS 3108 Media Industries & The Network Society	COMS 3109 Communication, Culture and Identity
COMS 3100 Introduction to Political Management	COMS 3109 Communication, Culture and Identity	COMS 3111 Racism and Digital Media
COMS 3308 Critical Studies in Advertising and Consumer Culture	COMS 3110 Comic Books & Graphic Novels	COMS 3302 Political Communication
COMS 3401 Communication Regulation in Canada	COMS 3308 Critical Studies in Advertising and Consumer Culture	COMS 3400 Ethical Controversies in Communication and Media Studies
COMS 3412 Communication and Health	COMS 3403 Communication, Technology and Culture	COMS 3411 Media and Social Activism
COMS 3600 Communication and Community Service Learning	COMS 3406 Media Audiences and Users	COMS 3412 Communication and Health
COMS 3601 Communication Strategies	COMS 3410 Visual Media and Communication	COMS 3600 Communication and Community Service Learning
4b. 1.0 credits from:	4b. 1.0 credits from:	4b. 1.0 credits from:
COMS 4004 Communication and Discourse	COMS 4001 Sports and/as Media	COMS 4305 Media and Religion
COMS 4311 Environmental Communication	COMS 4002 Media Fandom	COMS 4311 Environmental Communication
COMS 4312 Crisis and Risk Communication	COMS 4313 Screen Studies	COMS 4316 Indigenous Media in Global Contexts
COMS 4401 Global Internet Policy and Governance	COMS 4403 Digital Media Industries	COMS 4603 Diaspora and Communication
COMS 4406 Open Government and Communication	COMS 4408 Creative Work	COMS 4604 Media, Gender and Sexuality
COMS 4407 Communication & Critical Data Studies	COMS 4411 Algorithmic Culture	COMS 4605 Media, Race and Ethnicity
COMS 4316 Indigenous Media in Global Contexts	COMS 4412 Game Studies	COMS 4407 Communication and Critical Data Studies
COMS 4607 Communication and Food	COMS 4606 Global Media and Popular Culture	COMS 4607 Communication and Food
4c. 0.5 credits from:	4c. 0.5 credits from:	4c. 0.5 credits from:
COMS 4504 Engaging the Public: Stakeholders, participation & consultation	COMS 4501 Digital Media Production	COMS 4504 Engaging the Public: Stakeholders, participation & consultation
COMS 4505 Professional Writing and Speaking	COMS 4502 Storytelling in the Digital Age	COMS 4505 Professional Writing and Speaking
COMS 4506 Event Management and Community Partnerships	COMS 4503 Visualizing Social Media: Hashtags, keywords & conversations	COMS 4506 Event Management and Community Partnerships
COMS 4507 Professional Communication Research	COMS 4504 Engaging the Public: Stakeholders, participation & consultation	COMS 4507 Professional Communication Research

To: Vandna Bhatia, Associate Dean, Academic, Faculty of Public and Global Affairs

From: Radovan Vadovic, Undergraduate Supervisor, Economics

Re: Revised concentration proposal: Development and Environment

Date: March 4th, 2025

In line with the Faculty's initiative to streamline and consolidate academic programs, we have recently discontinued two concentrations—International Political Economy (IPE) and Natural Resources, Environment and Economy (NREE). This decision has removed valuable opportunities for students to specialize in areas that are both attractive and timely. Climate change is at the forefront of academic and policy discussions. New technologies, such as advanced electrification, energy storage, and computation-intensive innovations like AI and crypto assets, require increasingly larger amounts of energy. These developments make it impossible to separate economic development and economic growth from their resource needs and environmental consequences. Indeed, over the last fifteen years, the fields of economic development and environmental economics have become increasingly interconnected, with courses in these areas often complementing one another.

Given the discontinuation of the NREE concentration, there is an opportunity to integrate key elements from this field into the existing Development concentration. The proposed new concentration, Development and Environment, unifies the most popular and thematically related courses under one umbrella. In doing so, it provides students with a clear academic pathway to explore these critical areas of economics.

Proposed Structure

The new concentration is designed to be both flexible and comprehensive, offering a wider range of options compared to the previous, more narrowly focused concentrations. It is organized into three parts:

Concentration in Development and Environment (4.0 credits)

2a. 1.0 credits in:

1.0

D*	ECON 3508 [0.5]	Introduction to Economic Development
E	ECON 3804 [0.5]	Environmental Economics

2b. 2.0 credit from:**2.0**

D	ECON 3509 [0.5]	Development Planning and Project Evaluation
	ECON 3601 [0.5]	Introduction to International Trade
	ECON 3602 [0.5]	International Monetary Problems
E	ECON 3803 [0.5]	The Economics of Natural Resources
D	ECON 4507 [0.5]	The Economics of Development
D, I	ECON 4508 [0.5]	International Aspects of Economic Development

2c. 1.0 credit from:

D	ECON 3220 [0.5]	Canadian Economic History
D	ECON 3230 [0.5]	Selected Topics in Economic History
	ECON 3450 [0.5]	Political Economy in the Modern State
D	ECON 3510 [0.5]	African Economic Development
I	ECON 3807 [0.5]	European Economic Integration
D	ECON 3808 [0.5]	The Economics of Transition
D	ECON 3870 [0.5]	Comparative Economic Systems
E	ECON 4407 [0.5]	Project Evaluation
I	ECON 4601 [0.5]	International Trade Theory and Policy
I	ECON 4602 [0.5]	International Monetary Theory and Policy
D	PSCI 2102 [0.5]	Comparative Politics of the Global South
E	PSCI 3801 [0.5]	Environmental Politics
D	PSCI 4104 [0.5]	Development in the Global South - Theory and Practice
D	PSCI 4105 [0.5]	Selected Problems in Development in the Global South
E	PSCI 4808 [0.5]	Global Environmental Politics
E	TSES 4001 [0.5]	Technology and Society: Risk

Total Credits**4.0****Notes on the Structure:**

- *Flexibility:*

- Only two courses (ECON 3508 and ECON 3804) are required for all students.
- Part 2b allows students to choose 4 out of 6 courses, while Part 2c offers a broad selection (2 out of 17 courses) to suit diverse academic interests.
- *Expanded Scope:*
This new concentration unifies core courses in development (ECON 3508, ECON 3509, ECON 4507), environmental and resource economics (ECON 3803, ECON 3804), and international trade and payments (ECON 3601, ECON 3602). Enrollment data indicate that these courses are frequently offered with high participation, underscoring the demand and relevance of these subjects:
 - ECON 3508: Ranging from 51 to 84 students over recent academic years
 - ECON 3804: Ranging from 58 to 80 students
 - ECON 3509, ECON 3601, ECON 3602, and ECON 3803 also show robust enrollments.
- *Continuity for Current Students:*
Students who began in the discontinued concentrations will be allowed to complete their original programs. They also have the option to switch to the Development and Environment concentration if they prefer.
- *Resource Neutrality:*
The introduction of the new concentration does not require additional resources.

Revised Learning Outcomes

To ensure that the curriculum meets the evolving demands of the global economy and policy debates, we have updated the learning outcomes to reflect both development and environmental considerations. The new outcomes are:

- **DEEN.LO1:**
Identify and correctly apply theoretical approaches to economic development, growth, investment allocation, and natural resource management. Discuss their environmental and social impacts, such as effects on pollution and wealth inequality.

This outcome revises the previous DEV.LO1 by incorporating environmental perspectives from ECON 3804 and ECON 3803.

- **DEEN.LO2:**

Apply project and policy impact evaluation techniques.

This remains consistent with DEV.LO2 and will be reinforced through the inclusion of a methods-based course, ECON 4407 Project Evaluation, among the electives.

- **DEEN.LO3:**

Discuss environmentally responsible policy approaches to economic development and analyze the roles of foreign direct investment, migration, international trade, and income distribution in shaping these policies.

This expanded outcome builds on previous learning objectives from development studies while emphasizing an environmental focus and international economic relations.

Appendix: Discontinued concentrations

Concentration in Development (4.0 credits)

2a. 3.0 credits in:

3.0

ECON 3508 [0.5]	Introduction to Economic Development
ECON 3509 [0.5]	Development Planning and Project Evaluation
ECON 4507 [0.5]	The Economics of Development
ECON 4508 [0.5]	International Aspects of Economic Development
PSCI 2102 [0.5]	Comparative Politics of the Global South
PSCI 4104 [0.5]	Development in the Global South - Theory and Practice

2b. 1.0 credit from:

1.0

ECON 3220 [0.5]	Canadian Economic History
ECON 3230 [0.5]	Selected Topics in Economic History
ECON 3510 [0.5]	African Economic Development

ECON 3808 [0.5]	The Economics of Transition
ECON 3870 [0.5]	Comparative Economic Systems
PSCI 4105 [0.5]	Selected Problems in Development in the Global South
PSCI 4409 [0.5]	Issues in Development Management
Total Credits	4.0

Learning outcomes:

DEV.LO1. Identify and correctly apply theoretical approaches to economic development, growth, inequality, investment allocation.

DEV.LO2. Apply project and policy impact evaluation techniques.

DEV.LO3. Explain the role of foreign direct investment, migration, international trade, income distribution on economic development.

Concentration in International Political Economy (4.0 credits)

2a. 2.0 credits in:	2.0
ECON 4601 [0.5]	International Trade Theory and Policy
ECON 4602 [0.5]	International Monetary Theory and Policy
PSCI 2602 [0.5]	International Relations: Global Political Economy
PSCI 4603 [0.5]	Analysis of International Political Economy
2b. 1.0 credit from:	1.0
ECON 3807 [0.5]	European Economic Integration
or PSCI 3207 [0.5]	The Government and Politics of European Integration
PSCI 3204 [0.5]	Politics of Latin America
or PSCI 3205 [0.5]	Mexican Politics

PSCI 3600 [0.5]	International Institutions	
PSCI 3703 [0.5]	Governing in the Global Economy	
PSCI 3802 [0.5]	Globalization and Human Rights	
or ANTH 3027 [0.5]	Studies in Globalization and Human Rights	
or SOCI 3027 [0.5]	Globalization and Human Rights	
2c. 1.0 credit from:		1.0
ECON 4508 [0.5]	International Aspects of Economic Development	
PSCI 4207 [0.5]	Globalization, Adjustment and Democracy in Africa	
PSCI 4500 [0.5]	Gender and Globalization	
PSCI 4604 [0.5]	Selected Problems in International Political Economy	
PSCI 4805 [0.5]	Political Economy of Global Money and Finance	
Total Credits		4.0

Learning outcomes:

IPE.LO1. Discuss and interpret concepts in international trade theory and policy.

IPE.LO2. Discuss and interpret concepts in international finance, such as exchange rates, and monetary policy.

IPE.LO3. Evaluate international political economy and history, globalization and its relationship to human rights, and the role of international organizations.

Concentration in Natural Resources, Environment, and Economy (4.0 credits)

2a. 3.0 credits in:		3.0
ECON 3803 [0.5]	The Economics of Natural Resources	
ECON 3804 [0.5]	Environmental Economics	

GEOG 2200 [0.5]	Global Connections	
GEOG 2300 [0.5]	Space, Place and Culture	
GEOG 3022 [0.5]	Environmental and Natural Resources	
PSCI 3801 [0.5]	Environmental Politics	
2b. 0.5 credit from:		0.5
ECON 4407 [0.5]	Project Evaluation	
GEOG 4004 [0.5]	Environmental Impact Assessment	
TSES 4001 [0.5]	Technology and Society: Risk	
2c. 0.5 credit from:		0.5
ERTH 4303 [0.5]	Resources of a Finite Earth	
GEOG 3209 [0.5]	Sustainability and Environment in the South	
GEOG 4022 [0.5]	Seminar in People, Resources and Environmental Change	
PSCI 4808 [0.5]	Global Environmental Politics	
TSES 3002 [0.5]	Energy and Sustainability	
Total Credits		4.0

Learning outcomes:

NREE.LO1. Apply economic analyses to problems related to natural resource use, management, and conservation.

NREE.LO2. Identify and discuss the issues underlying environmental and natural resource policy including market failures, dynamics, uncertainty, efficiency, and equity.

NREE.LO3. Identify and discuss issues related to energy and sustainability.

**Carleton
University**Faculty of Public
and Global Affairs

To: Faculty of Public and Global Affairs Faculty Board
Re: Report of the FPGA Graduate Curriculum Committee
From: Vandna Bhatia, Chair
Date: April 14, 2025

The FPGA GCC held one meeting since the last Faculty Board meeting on February 10, 2025. At its meeting of February 11, 2025, the GCC received no calendar modifications for review, and no further meetings of the GCC are scheduled for the remainder of the 2024-25 academic year.

In its inaugural year, FPGA's GCC provided an important forum for discussion of matters related to the graduate programs and curriculum in the Faculty, from strategic program planning to grade inflation to graduate funding and recruitment.

I would like to thank each member of the Committee for their efforts and commitment to improving and sustaining graduate programs in the Faculty:

Matthew Pearson (Journalism)	David Mendeloff (KROE)
Crina Viju (EURUS)	Megan Gaucher (Law)
Minjoon Lee (Economics)	Stephen White (Political Science)
Val Percival (NPSIA)	Amanda Clarke (SPPA)
Sandra Robinson (Communications)	Nduka Otiono (African Studies)
Karen Sewell (Social Work)	Justin Paulson (Political Economy)

In addition, Natalie Phelan (Graduate Calendar Editor) and Dan Siddiqi (Graduate Studies) were valuable resources for the Committee, and of course, Stephanie Bourk (ODFPGA) helped ensure the business of the Committee ran smoothly throughout the year.

Date: April 4, 2025

To: FPGA Faculty Board Meeting of April 14

From: Josh Greenberg

Re: Report of the Associate Dean (Research and Graduate)

FPGA Research Committee

The Research Committee is nearing completion of the Research Time Awards (RTA) policy review. The committee will convene on April 11, its final meeting of the 2024-25 academic year, to discuss recommended changes to the award before presenting these proposals to Chairs and Directors in May, and to the Dean in June. A policy update will be communicated to all FPGA faculty by the Dean before the start of the 2025-26 academic year.

CERC in Arctic Security & Diplomacy

Carleton is currently seeking applicants from highly exceptional scholars for a Canada Excellence Research Chair in 4 areas, including Arctic Security & Diplomacy, which was proposed by FPGA. The university will seek to make an appointment in only one (\$1M) or two (\$500K each) of these areas. The deadline for applications is April 30; dossier reviews are expected to be completed in May, and interviews with eligible candidates in June. A recommendation is due to OVPRI before July 1.

Canada Research Chair (Tier 2) in Health Care Governance

OVPRI recently approved a proposal for a Tier 2 CRC in Health Care Governance, to be held in the School of Public Policy and Administration. A search committee has been set, and the job posting is in development. The anticipated application deadline will be mid-August with interviews in September.

Grad Applications

As of April 2, here are the current topline enrolment data:

1. All applications (domestic + international) university wide are down -26.3%. FPGA is down -8.6% however confirmations (accepted offers) are up +4%.
2. Domestic: Carleton is up +6.6% overall due to significant growth in applications to the Faculty of Science (+22%). FPGA is performing well with +5.2% more applications than this time last year. Confirmed domestic offers are up +2.1%.
3. International: Carleton is down -33.4% however the confirmation rate in FPGA is up +10.5%.

We are approaching a convergence point when we can better assess the impact of the rolling admissions framework. Units in FPGA that were early adopters of this approach are meeting and surpassing their admission targets, while those units which did not adopt rolling admissions or did so mid-cycle are down in approvals and confirmations. We are still not through our recruitment season so these trends may stabilize in the coming 4 weeks or so.

SSHRC Research Development & Exchange Grants

CORIS recently announced changes to the administration of SSHRC Research Development Grants and Exchange Grants. CORIS will continue to administer the RDG, however administration of the Exchange Grant has now been downloaded to the line faculties. We will be required to update the program design, and the application intake, adjudication, and selection processes in accord with Faculty-specific needs. Our intention is to coordinate with FASS to ensure consistency in how this grant is administered across faculties.

International/U.S. Travel and Research Security

I have received a lot of questions about research security and travel to and through the U.S. from colleagues who have concerns about possible changes in border security measures. Some information and resources that may be of interest and help to faculty members traveling internationally, including to the U.S.: Public Safety Canada will be hosting a [webinar](#) on Friday May 16 from 1-2:30 on the topic of traveling safely abroad. I understand that registration is limited so please register ASAP. Faculty members are encouraged to visit the university's intranet site "Safeguarding Your Research" which has an entire page dedicated to [Travel Preparations](#). There is helpful information here with resources and best practices to ensure researchers have what they need to know about protecting themselves and their devices, data, and research materials. ITS offers a loaner device program providing access to secure laptops, tablets and mobile phones for traveling researchers. If faculty wish to use this service, they are required to submit a [Help Desk Ticket](#) to ITS. The numbers of devices is limited. Finally, faculty members who may require or would benefit from pre-travel security briefings are encouraged to book an appointment with Jessica Adams, Director of Research Security.

Author Meets Readers

Our final FPGA Author Meets Readers event will be at Irene's Pub on April 24 with Alex McClelland to learn with his latest book, [Criminalized Lives: HIV and Legal Violence](#) (Rutgers University Press, 2024). This will be the final AMR event of the 2024-25 academic year. A call for participation for the 2025-26 academic year will follow in the coming months.

To: FPGA Faculty Board

From: Paul Wilson

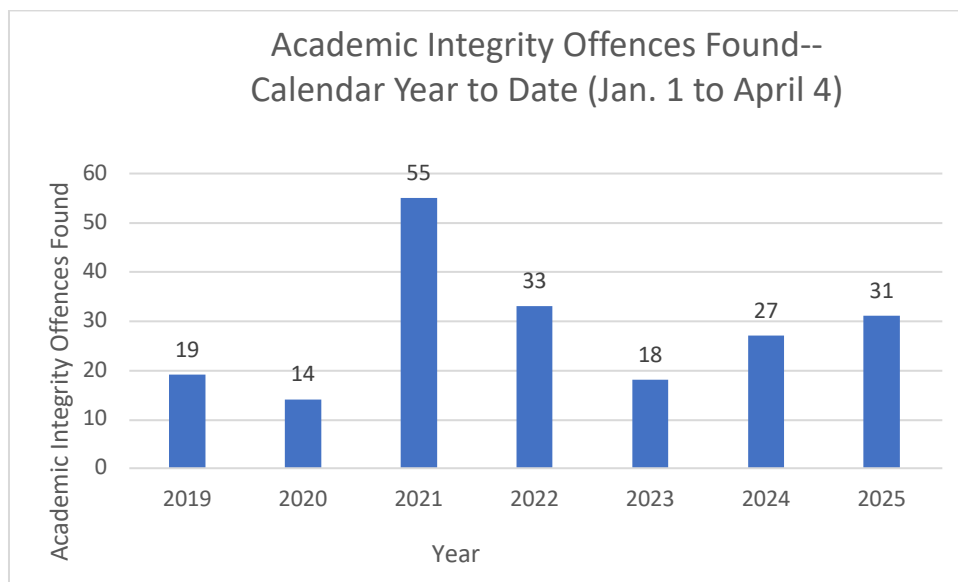
Re: Report from Associate Dean (Students and Enrolment)

Date: April 17, 2025

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

Academic Integrity

As shown in the table below, academic integrity cases are higher this calendar year to date (January 1 to April 4) than at this same date in either 2023 or 2024.



As I have previously advised Faculty Board, a large majority of the cases I have seen this year involve fictitious references which appear very much like the “hallucinations” generated by artificial intelligence programs. Proving the use of AI is difficult, but, whether AI-generated or not, references to nonexistent literature constitutes misrepresentation, and so I proceed on that basis.

I am grateful to instructors for their careful review of student assignments and for documenting their suspicions to me. However, despite this care, it is likely that more students are using AI than are being reported. If we are, for the most part, only identifying students whose assignments reference non-existent sources, then we are likely identifying only the most egregious cases.

Therefore, I continue to urge instructors to incorporate pen and paper assignments—or at the very least e-proctored assessments. Such assignments provide confidence that the work being submitted truly belongs to the student. While the essay remains foundational in many of our

disciplines and cannot easily be replaced, it is not so long ago that in-person written exams were held in almost all courses. Returning to this as the norm would help to protect the integrity of our degrees. I encourage all instructors to consider this approach.

Student Informal Grade Appeals

I know that most instructors are prompt and generous in answering students' questions, despite the time and attention that this requires. However, this semester a surprisingly high number of cases have been referred to me in which students have posed questions to instructors about grades and have received no response.

May I please remind instructors that the University's Undergraduate Regulations stipulate the following:

Wherever possible, both during the term and after, concerns about the grading of student work should be settled informally between the student and the instructor....

Students have the right to have questions regarding their grades addressed and to view all material, including material that has not been returned such as final examinations.

--Undergraduate Calendar, 2024-25
Academic Regulations for Degree Students, s. 3.3.4

When it comes to questions about grades, students are not entitled to an answer that they like, but they are entitled to an answer. It is far better for questions to be addressed informally between the instructor and student, than by forcing the student to resort to a formal grade appeal in order to obtain comments about their assignment, or even to obtain the component grades that were used to calculate a final grade in a course.

CUROP

The Dean has agreed this year to fund five summer research awards for undergraduate students under the CUROP program. Some funding is also provided by an outside donor.

I wish to thank Professor Gopika Solanski, Professor Sandra Fahy and Professor Jonathan Malloy who volunteered to serve as the adjudication committee. In total we received 33 completed applications. The five successful students and their supervisors have been notified, though (as of the time of writing) not all have confirmed acceptance. The names of this year's students and their project titles will be posted on the FPGA website.



Faculty of Public
and Global Affairs

From: Vandna Bhatia, Associate Dean – Academic

Re: Report to FPGA Faculty Board

Date: April 14, 2025

TA ALLOCATION

I have reviewed past practice for allocating TAs and developed a set of principles and baseline student-TA ratios for FPGA courses (see attached, p. 3) which have been circulated to Chairs and Directors. The intention is to be clear and transparent in the process of budgeting and allocating TA resources across the Faculty, and to provide greater clarity and predictability for planning.

Summer TA allocations began the week of April 7 and should be completed before the end of April, for the May 5th start of classes.

CURRICULUM

I have been working with several units that are considering major modifications in their undergraduate programs for the 2027-28 calendar year and in their graduate programs for the 2026-27 calendar year. Over the summer and into the early Fall, units and programs should be finalizing any changes, including minor modifications, for the 2026-27 year. Reports from the Undergraduate and Graduate Curriculum Committees are provided under separate covers. I have included a summary of calendar changes approved over the past year by both committees (p. 4-6).

Due to the rising number of **deferred midterm tests**/exams and challenges instructors face with scheduling and rescheduling them during the term, FPGA will pilot a centralized (faculty-level) schedule of times and rooms for instructors to use for deferred midterm tests and exams, starting in 2025-2026. I be working on this and will provide more over the summer.

Both the UGCC and GCC reviewed Faculty-level **grading guidelines** and concluded they are both useful and necessary. The [current guidelines](#), which pertain only to undergraduate courses, are out of date and will be updated over the summer. Unit/program-specific guidelines are more appropriate at the graduate level, and units are encouraged to update or create their own.

I developed a [course outline checklist](#) which reviewed by the UGCC and approved for Faculty-wide distribution. It is available, along with the minimal course outline template, for the summer term on the [FASS-FPGA Teaching Regulations](#) website.

The first meeting the Joint Management and Curriculum Committee of the online **BA General Studies** program was held on February 18. The JMCC discussed its mandate and made recommendations for the development of detailed program information for students and for program promotion. The program currently has received 5 applicants, of which 4 have been approved for Fall 2025. I've been working with Bryan Gagnon and FASS communications staff on developing the [program's webpage](#) and information for incoming students.

I have been working with my counterpart in FASS, Augustine Park, to develop a proposal for a multidisciplinary **BA (Honours) Health Studies** program at Carleton. It would be a joint program with FASS, Science and FPGA. I will be consulting with units in the coming months to get input and feedback on a proposal.

UNIVERSITY COMMITTEES AND MEETINGS

I attend bi-monthly meetings of the **SCCASP** where changes to both the graduate and undergraduate calendars were discussed and recommended for approval by Senate.

I also represent FPGA at the **Undergraduate Affairs Committee**. The Committee continues to monitor the implementation of the Academic Consideration Policy. The UGAF also reviewed [course modality](#) terminology to improve the information available to students at registration; the RO will continue to clarify and work with units to ensure the most accurate modality is selected. The issue of student fees for final exam deferral requests were discussed but have been put on hold for now. However, students will be assessed a fee for missing deferred exams.



To: Chairs and Directors

From: Vandna Bhatia, Associate Dean (Academic)

Date: March 20, 2025

Re: Student-TA Ratios – FPGA Principles

Teaching assistants have an important role in the delivery of the courses in FPGA. They assist course instructors by holding tutorials and office hours, communicating with students, assisting with course delivery both online and in-person, grading student work, and invigilating tests and exams.

The need for TA support in each course depends on several factors, including:

- Enrolment – larger classes will need more support for grading and other activities
- Tutorials – courses with tutorials, workshops, or labs typically need TAs to lead these groups
- Pedagogy – the teaching methods, assessments, and/or activities in a course may require TA support

The principles guiding these ratios are:

- *Supporting and enhancing* student learning and engagement
- *Transparency* in the allocation of a limited resource
- *Fairness* in the allocations between and within units

Given that TAs are a finite resource, the ODFPGA has developed enrolment-based student-TA ratios to guide the TA budgeting and allocation process, based on experience and past practice. These ratios have been established through regular planning and budgeting consultations with units.

50:1	1000-, 2000- and 3000-level quantitative research methods or math-based courses, with or without tutorials
-------------	--

60:1	1000-, 2000- and 3000-level courses, with tutorials or without tutorials
-------------	--

Courses without tutorials that meet the following enrolment thresholds may be allocated partial TA hours if/when TA resources are available:

- For methods or math-based courses: 30 students
- For non-methods courses: 40 students

If/when variations to these ratios are necessary, they should be consistent with and supported by the guiding principles outlined above.

The order of priority in allocating PTA resources will be as follows:

1. Courses with tutorials at the 1000- 2000- and 3000-level
2. Courses requiring marking support at the 1000- and 2000-level
3. Courses requiring marking support at the 3000-level
4. Other requests, if/when PTA resources are available

Summary of Calendar Modifications

Reviewed by FPGA's UGCC and GCC in 2024-25

Undergraduate Program Modifications

BGINS Programs:

- Delete four specializations/streams (effective 2025-26):
 - Global Literatures
 - Global Migration and Transnationalism
 - Teaching English in Global Contexts
 - French and Francophone Studies
- Restructure specialization/stream in Global Politics (delete GPOL courses and replace with PSCI substitutes)
- Restructure specialization/stream in Europe and Russia in the World (reduce required EURR core credits, streamline EURR/FYSM courses)
- Open 1000- and 2000-level GINS courses to non-BGINS students

COMS Programs

- Create a concentration pathway for BCom (Honours) students and introduce 3 new concentrations (effective 2026-27):
 - Public Engagement and Civic Culture
 - Media and Entertainment Industries
 - Government and Professional Communication
- Add new communication skills courses at the 1000-, 2000-, and 3000 level
- Streamline prerequisites to open 2000-level courses to more students
- Update required and elective course lists

CRCJ Programs

- Revise and update 2 courses
- Revise placement eligibility criteria
- Update electives list

ECON Programs

- Delete two concentrations (effective 2025-26):
 - Natural Resources, Environment, and Economy
 - International Political Economy
- Revise Concentration in Advanced Economics (effective 2025-26)
- Restructure Concentration in Development and Environment concentration (effective 2026-27)
- Delete 20 (mostly dormant) courses, add 6 new courses
- Revise and update, including prerequisites, 47 courses

EURUS Programs

- Reduce core courses and update electives in the BA programs
- Restructure and streamline core courses at the 3000- and 4000-levels
- Delete 7 courses, add 2 new courses

JOUR Programs

- Create new Journalism in Indigenous Communities Certificate program, including 7 new program-specific courses (effective 2025-26)
- Redesign 1000-level courses and delete 1 course
- Add 4 new 4000-level courses that were offered as special topics for several years

MPAD Program

- Reduce core course credit requirements in the major from 12.5 to 11.0
- Revise and update 2 courses

LAWS Programs

- Create a 0.5 credit FYSM course
- Delete 2 dormant courses
- Revise and update 4 courses

PSCI Programs

- Delete the Mention Français option in Political Science
- Restructure 2 internship/placement courses
- Update elective lists for concentrations
- Delete 16 (mostly dormant) courses, add 5 new courses
- Revise and update 19 courses

SOWK Program

- Delete 6 (mostly dormant) courses
- Revise and update 6 placement courses

Graduate Program Modifications**COMS Program**

- Restructure PhD comprehensive exams, reduce weight from 1.0 to 0.5 credit (effective 2025-26)
- Add 1.0 credit for doctoral research proposal, and revise doctoral research seminar course

ECON Programs

- Delete Graduate Diploma in Economic Policy (effective 2025-26)
- Delete 8 (dormant) courses, add 2 new courses (formerly taught as special topics)

EURUS Programs

- Revise Graduate Diploma in European, Russian and Eurasian Studies (expanded focus to include Eurasian region)
- Delete 4 courses (dormant or redundant)

INAF Programs

- Restructure PhD program to eliminate comprehensive exams, reduce coursework requirements, and add new non-credit doctoral research seminar
- Create new MA International Affairs with Collaborative Specialization in Climate Change
- Remove thesis option in MA/JD program, and update elective course list
- Delete 15 courses (dormant), add 4 new courses

- Revise and update 21 courses

JOUR Program

- Delete 3 courses (2 dormant), add 2 newly restructured courses

LAWS Programs

- Delete Graduate Diploma in Conflict Resolution and associated courses (effective 2025-26)

PECO Program

- Add two new courses, revise and update 4 courses

PSCI Program

- Update course electives for Collaborative Specialization in African Studies
- Delete 2 courses, add 2 new courses, and revise 4 courses

SPPA Programs

- Delete 18 dormant courses, revise 1 course

2025-04-05

To: FPGA Faculty Board
From: Yanling Wang, Associate Dean, Equity & Inclusion
Subject: April 2025 Report

I have been spending considerable amount of time on the following items.

1. FPGA's EDID Symposium on University Campuses: Under Attack or Empowered?

I am so glad to report back that the EDID Symposium on University Campuses was successfully concluded on March 21st from 8:30 to noon. It started with an opening remark by Dean Brenda O'Neill, followed by two panels.

In her opening remarks, Dean O'Neill noted that "Recent cuts have decimated years of progress in the United States and around the world. It's time for Canada, for Carleton University, and for the Faculty of Public and Global Affairs to take a leadership role in these issues and recommit to our pledge to EDID efforts." The symposium was an outgrowth of the Faculty's recent strategic plan, Lead.Connect.Transform., in which the Faculty pledged "to fully advance equity, diversity, inclusion, and accessibility, as well as reconciliation and repair with Indigenous communities."

The first panel, titled *Navigating Campus EDID in the Era of Societal Changes*, featured remarks from Noël Badiou, the head of Equity and Inclusive Communities at Carleton University; Andrea Davis, who leads Equity, Diversity and Inclusion at Wilfred Laurier University; Kahente Horn-Miller, head of Indigenous Teaching, Learning and Research at Carleton University; and Sneha Ananth, who leads the equity file for the School of Public Policy and Administration student society at Carleton. It was moderated by Carleton journalism professor Adrian Harewood, who described the talk as an opportunity to consider how the EDID project is faring on campuses in our country and discuss how those committed to a more just and equitable society should be responding in this fraught moment. In response, the speakers shared their fears about the fate of equity-seeking programs and their discouragement at seeing their life's work unfunded and publicly disparaged, but noted that "We need students desperately—you are the most powerful drivers of change. We saw that in South Africa, in Tiananmen Square, in the Black rights movement," said Davis, "We need student voices and courage and know that we'll cover you."

The second panel, entitled "*Bridging EDID Theory and Practice: Approaches to Teaching and Research & Inclusive Campuses*," featured Carleton Professor Manjeet Birk as moderator as well as Lydia Kapiriri, professor of Health, Aging and Society at McMaster University; Eddy Ng, professor of Equity and Inclusion at Queen's University; Krista Craven, Equity and Inclusion Learning Specialist, Carleton; and Tania Das Gupta, professor of Gender, Sexuality and Women's Studies at York University. The panelists emphasized the importance of integrating EDID into curriculum and shared their experiences in intellectual framing in the classroom while they also talked about the importance of research funding opportunities for EDID research and its recognition in tenure and promotion.

2. Work Currently Ongoing.

I am working on crafting FPGA's 5-year EDI and Reconciliation Strategy and on drafting our annual EDI progress report.

- The 5-year EDI and Reconciliation Strategy is in the final phase of collecting unit feedbacks. Once that is completed, together with the JEDI Working Group, I will be submitting it to the Dean for her feedbacks.
- The Faculty's Annual EDI Progress Report is part of the process to feed into the University's Annual EDI Progress Report. The Dean's Office is requested to submit it before the end of April and I am in a process of collating each unit's activities into a Faculty report. Once it is finished, it will be shared within our Faculty as well.

3. Establishing a Donor-Funded Award for a Black UG Majoring in Political Science/Economy

A donor came forward to fund a Black undergraduate student who is majoring in the political economy, political science, international relations and affairs. I am finalizing the application language with the Advancement Office. The award is initially for a 5-year period with the first recipient to be selected for the 2025-2026 academic year.

4. FPGA's Excellence Award

PFGA celebrates annually excellence in 6 categories: Community Engagement, Equity and Inclusion, Public Commentary, Research Excellence, Teaching Excellence and Staff Excellence. Each sub-adjudication committee has been formed, and winners will be announced at our Spring Social, which is set on May 8th (please mark your calendar with more details to come!)

To: FPGA Faculty Board
From: David Mendeloff, Associate Dean (Faculty Affairs)
Date: April 5, 2025

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

Staffing and space review

For nearly a year I have been working closely with the Dean and Manager (Administration and Operations) to review the administrative staffing requirements and space usage in the Faculty. As part of this exercise, we have developed a proposal for creating a new academic unit, the College of Global Studies, which would house BGInS, MA Migration and Diaspora Studies, all EURUS programs and potentially the MA Collaborative Specialization in Latin American and Caribbean Studies (LACS), currently administered by the Institute of Interdisciplinary Studies in FASS. This would leave Kroeger College with BPAPM and MPM. The objective is to create multi-program units that are intellectually coherent and where programs are physically co-located to ensure staffing efficiencies.

This proposal is one of a number of efforts underway to ensure continuity of our programs and support of our teaching and research mission in the face of real and potential budget and staffing cuts. The proposal has been revised over the past month in consultation with Directors, Program Directors and faculty members from all the impacted FPGA units/programs. This proposal will come to Faculty Board at the April meeting. While there is support in principle, there are still some concerns about operational details (including the final location of the Colleges). The Dean has committed to a formal, transparent consultative process with affected units/programs to work through the operational details over the coming months.

Faculty governance and leadership appointments

This term I have been overseeing a number of decanal-led appointments for Directors in several FPGA units. I served as Chair of the selection committees for the new Director of the Institute of Criminology and Criminal Justice, Co-Director of the School of Journalism and Communication and Program Head for Journalism, and Co-Director of the School of Journalism and Communication and Program Head for Communication and Media Studies. All three committees have completed their work and made recommendations to the Dean. I would like to thank the members of those committees for agreeing to serve, particularly the student representatives and the external members (Jonathan Malloy, who served on the SJC (JOUR) committee, Graeme Auld, who served on the SJC (COMS) committee, and Sheryl Hamilton and Aaron Doyle from SOAN, who served on the ICCJ committee). I am also very happy to report that the search for a new Director of Kroeger College has been successful. The Dean will announce all of these appointments shortly.

University governance

I currently represent the Faculty on two Senate standing committees: The Senate Quality Assurance and Planning Committee (SQAPC) and the Senate Academic Governance Committee (SAGC). As noted in previous reports, **SAGC** has been reviewing Faculty Board constitutions. Since our last Faculty Board

meeting, the committee has been reviewing the Sprott, Science and School of Computer Science Faculty Board constitutions. On a related note, I sit as the FPGA representative on **FASS Faculty Board**. At their last meeting the Faculty Board made it clear that they would not accept the Faculty Board Constitution amendments that were reviewed and recommended by SAGC (and that mirror our own constitution). Instead, they have struck an ad hoc committee (which excludes the AD, Faculty Affairs Paul Keen, who has been overseeing the constitutional revision process), to develop their own recommendations, if any, for amendment. As a reminder, SAGC has been reviewing the constitutions to ensure that Faculty Board practices reflected in the constitutions are compatible with the AGU (the university's Academic Governance policy) and good governance practices, including procedural clarity, consistency and transparency.

SQAPC was very busy in February and March reviewing numerous program changes (notably, massive overhauls of the undergraduate programs in Architecture and Earth Sciences), some program closures (notably, the Graduate Diploma in Economic Policy), cyclical program review reports, and policies (new coop policy, which was approved at Senate on February 28, and the policy on suspension of admissions to programs, which will be presented to Senate at the April meeting).

Cyclical Program Reviews

Many CPRs are underway and we are anticipating site visits in the coming months for the Infrastructure Protection and International Security (IPIS) programs; Sustainable Energy and the Environment (SERG) programs, MA International Affairs, and undergraduate and graduate programs in Law and Legal Studies.

Excellence awards

I was delighted to chair this year's FPGA Community Engagement Excellence Award committee. The committee, which consisted of last year's recipient Susan Phillips (SPPA), Brenda Morris (Social Work), and Peter Andr  e (Political Science), met on March 28 to review the applications and make a recommendation to the Dean. I am very grateful to Susan, Brenda and Peter for their work on this committee. I look forward to announcing the winner at the awards celebration/spring social on May 8.

To: FPGA Faculty Board
From: David Mendeloff, Interim Secretary of FPGA Faculty Board
Date: April 4, 2025

Re: **Nominations and Elections for Faculty Board Officers**

As per the [Faculty Board Constitution](#), each April Faculty Board shall elect FPGA faculty members to Faculty Board Officer positions commencing July 1, in accordance with the electoral process described in the Faculty Board Bylaws. Accordingly, the Secretary issued a call for nominations of FPGA faculty members for Faculty Board Secretary, Clerk, and Executive Committee on March 17, 2025. The call was sent by email to all FPGA faculty members with a nomination submission deadline of March 31. The following nominations were received by the deadline:

Position (and length of term)	Name (unit)
Secretary (three-year term)	<i>No nominations</i>
Clerk (three-year term)	<i>No nominations</i>
Executive Committee (two positions, each for a one-year term)	1. Paul Goode (EURUS) 2. <i>No nominations</i>

Article I.2(c)(3) of the Bylaws states, “In cases where the number of nominees is equal to or less than the number of elected positions, nominees shall be approved by acclamation of Faculty Board without a formal vote.” As such, no election will be required at the April 14 meeting, and Paul Goode shall be acclaimed as faculty representative on the Faculty Board Executive, commencing July 1, 2025 for a one-year term.