Message from the Provost

As the academic year draws to a close, we reflect on the significant initiatives that have advanced our priorities.

In 2018-19, we finalized three decanal searches and announced the appointments of Dean Dana Brown in the Sprott School of Business, Dean Larry Kostiuk in the Faculty of Engineering and Design and Dean Patrice Smith in the Faculty of Graduate and Postdoctoral Affairs. As we move forward into 2019-20, I am delighted to welcome our new Deans and look forward to working with them in the years to come.

We continued to focus on experiential learning and high-impact teaching practices. Over 200 people from the Carleton community attended our Experiential Learning Symposium in October, which highlighted a broad selection of experiential learning activities in which our faculty, staff and students are engaging. At the symposium, I had the pleasure of announcing the establishment of the Carleton University Experiential Learning Fund, which will provide our colleagues with financial support to integrate experiential learning components into academic courses or programs.

Last Fall, I was honoured to be appointed Co-Chair of the Carleton University Indigenous Strategic Initiatives Committee with Co-Chairs Benny Michaud, Assistant Director of Equity Services and Prof. Kahente Horn-Miller (School of Indigenous and Canadian Studies). The committee was formed to devise a concrete response to the Truth and Reconciliation Commission and forge stronger relationships with Inuit, First Nation and Métis on campus, in the Ottawa region and across the country. Together, we conducted more than 30 consultations — on campus and off — that included more than 370 people. We will soon begin analyzing the feedback we received and preparing a report with recommendations for Carleton’s Indigenous strategy.

Carleton has maintained strong ties with its community since its establishment in 1942. This year, we looked strategically at ways we could increase our engagement with our community. Through our participation in the Canadian pilot of the Carnegie Classification on Community Engagement and the development of our Hub for Good portal, Carleton is poised to expand its community outreach even further.

Carleton’s future is bright. The Carleton experience will continue to center around continued academic and pedagogical excellence, strong commitment to our community and, above all, fostering an environment for an exceptional student experience. The next academic year will involve broad consultation on our strategic plan. The work of the Carleton University Strategic Planning Task Force will result in the development of our next Strategic Integrated Plan. I look forward to working alongside President Benoit-Antoine Bacon in his efforts to implement renewed plans and vision for our University.

Thank you to all who made 2018-19 another successful academic year for Carleton.

Sincerely,

Jerry Tomberlin
Provost and Vice-President (Academic)
carleton.ca/provost
@CU_Provost
Provost’s Role and Portfolio

The Provost and Vice-President (Academic) is Carleton University’s chief academic and budget officer. The Provost is responsible for academic and strategic planning, and for fostering an environment of academic excellence and innovation for students, faculty and staff. The Provost represents Carleton academics externally and is responsible for ensuring that Carleton is competitive in Canada and an academic leader across the world.

Portfolio

- Academic Careers
- Academic Leadership across the University
- Academic Relations
- Budgeting
- Curriculum Development and Quality Assurance
- Excellence in Teaching and Learning
- Strategic Academic Planning

Academic Executive Leadership (2018-19)

Jerry Tomberlin
Provost and Vice-President (Academic)

Lorraine Dyke
Vice-Provost and Associate Vice-President (Academic)

Dwight Deugo
Assistant Vice-President (Academic)

David Hornsby
Associate Vice-President (Teaching and Learning)

Alan Steele
Director, Discovery Centre

Matthias Neufang
Dean, Faculty of Graduate and Postdoctoral Affairs

Pauline Rankin
Dean, Faculty of Arts and Social Sciences

Fred Afagh
Interim Dean, Faculty of Engineering and Design

André Plourde
Dean, Faculty of Public Affairs

Charles Macdonald
Dean, Faculty of Science

Linda Schweitzer
Interim Dean, Sprott School of Business

Wayne Jones
University Librarian
Decanal Searches

Sprott School of Business

Dana Brown has been appointed Dean of the Sprott School of Business for a five-year term starting July 1, 2019.

Brown joins Carleton from De Montfort University’s Leicester Castle Business School where she served as the Pro Vice-Chancellor (Enterprise) / Dean. She was previously Director of the MBA at the University of Oxford’s Said Business School.

Before accepting an appointment as University Lecturer at the University of Oxford in 2005, Brown served as one of the first employees at Amazon.com and as Director of the Trenton Academic Centre at Rutgers University. In 2010, she joined EMLYON Business School as a Professor of Strategic Management and Academic Director of the Doctorate in Business Administration (France/China).

Read the full announcement: carleton.ca/provost/2019/new-sprott-dean

Faculty of Engineering and Design

Larry Kostiuk has been appointed Dean of the Faculty of Engineering and Design. Kostiuk joins Carleton from the University of Alberta and will begin a five-year term on July 1, 2019.

Kostiuk joined the University of Alberta in 1993 and served as Associate Vice-President (Research) after a transformative decade as Chair of the Department of Mechanical Engineering. While in the Office of the Vice-President (Research), he also led Future Energy Systems, a $75-million research initiative launched by the University of Alberta under the Government of Canada’s Canada First Research Excellence Fund.

While on administrative leave last year, he worked as a Special Advisor to the Associate Deputy Minister of the Government of Alberta’s Economic Development and Trade Ministry.

Read the full announcement: carleton.ca/provost/2019/new-fed-dean

Faculty of Graduate and Postdoctoral Affairs

Patrice Smith has been appointed Dean of the Faculty of Graduate and Postdoctoral Affairs for a five-year term starting July 1, 2019.

Smith joined Carleton in 2008 after completing a Postdoctoral Fellowship at Harvard University.

Smith is a Professor of Neuroscience and currently serves as a faculty senator on Carleton’s Board of Governors. She previously served as Associate Dean (Academic Affairs) in the Faculty of Science and as President of the Carleton University Academic Staff Association.

An internationally recognized neuroscientist, Smith’s research specializes in understanding how the brain responds to injury and mechanisms to promote repair and recovery.

Read the full announcement: carleton.ca/provost/2019/patrice-smith-appointed-fgpa-dean

Ongoing Decanal Search: Faculty of Public Affairs

A search for a new Dean for the Faculty of Public Affairs is underway as André Plourde’s term is ending in 2020. The Advisory Search Committee anticipates that a new Dean appointment will be effective July 1, 2020.
Last Fall, the University undertook an external review of the Office of the Provost and Vice-President (Academic)’s operations and portfolio. In line with recommendations and best practice, the role of the Provost was expanded to include oversight of the operating budget, strategic planning, and academic relations with CUASA, CUPE 4600 Units 1 and 2, and PSAC 77000. On July 1, 2019, we will implement organizational changes to reflect these new responsibilities.

### PROVOST’S ROLE AND PORTFOLIO

**Portfolio Changes in the Office of the Provost and Vice-President (Academic)**

- **The new Office of the Deputy Provost (Academic Operations and Planning)** will provide a cohesive approach to academic operations and planning, including academic relations. The office will be led by Lorraine Dyke, who was appointed Deputy Provost (Academic Operations and Planning).
  
  Read the full appointment announcement: [newsroom.carleton.ca/2019/five-outstanding-carleton-leaders](http://newsroom.carleton.ca/2019/five-outstanding-carleton-leaders)

- **The Office of Institutional Research and Planning (OIRP)**, which formerly reported into the Office of the Vice-President (Finance and Administration), will now report to the Office of the Provost and work closely with the Office of the Deputy Provost. We welcome Bruce Winer, Assistant Vice-President (Institutional Research and Planning), and his team to the Office of the Provost and Vice-President (Academic).

- **Assistant Vice-President (Academic) Dwight Deugo was appointed Vice-Provost and Associate Vice-President (Academic).** His current position as Assistant Vice-President (Academic) will not be filled at this time. Otherwise, the structure of the Office of the Vice- Provost and Associate Vice-President (Academic) remains the same.
  
  Read the full appointment announcement: [carleton.ca/provost/2019/dwight-deugo-appointed-vpavpa](http://carleton.ca/provost/2019/dwight-deugo-appointed-vpavpa)

- **The Discovery Centre for Undergraduate Research and Engagement**, which formerly reported into the Office of the Provost, will now be part of the portfolio of Teaching and Learning Services. David Hornsby, Associate Vice-President (Teaching and Learning), will take over responsibility of the Discovery Centre with the support of the Discovery Centre Administrator.

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*Bruce Winer*
2018-19 Activity Highlights

Provost’s Café
Over 120 Carleton staff members attended the semi-annual Provost’s Café in May and November. The café is a forum for all professional services staff in the academic sector. It was created to increase information sharing and discussion about academic matters. This year’s events focused on experiential learning and community engagement.

Supporting Campus Initiatives
The Office of the Provost and Vice-President (Academic) continued to provide support for campus initiatives, including:

- Scholars at Risk
- Carleton Golden Key
- SHAD Carleton
- Carleton University Retirees Association
- Carleton University’s Annual United Way Campaign
- Spring Conference
Dominican University College

Carleton University has renewed its affiliation agreement with Dominican University College involving non-ecclesiastical programs and academic degrees. The agreement was signed by Carleton President Benoit-Antoine Bacon and Dominican President Maxime Allard in December 2018 at Dominican University College, renewing the original 2012 agreement.

Read the full story: newsroom.carleton.ca/story/dominican-university-college-affiliation-renewed

Scholars at Risk

In September 2018, Carleton held a welcome event to honour Prof. Mustafa Bahran, who joined Prof. Rahim Surkhi as part of the Scholars at Risk program organized in partnership with the Institute of International Education’s Scholar Rescue Fund (IIE-SRF). When Bahran first arrived on campus with his wife and two children in August, he said he was awed by its natural beauty and then by the warm welcome he received from the Carleton community. “The minute I arrived, I could see how vibrant and welcoming Carleton is,” said Bahran. “The beauty of this is incredible for a person who has been displaced.”

Bahran is a visiting professor in the Department of Physics. In addition to teaching, he participated in events, worked with students, delivered lectures and contributed to research programs. Bahran also assisted with the department’s drop-in centre.

Surkhi, who had been at Carleton for a year already, continued to research at the School of Linguistics and Language Studies.

Read the full story: newsroom.carleton.ca/2018/carleton-university-welcomes-scholars-at-risk

Renewed Agreements and Memorandums of Understanding

Statistics Canada

A Memorandum of Understanding was signed in March 2019 to facilitate and promote co-operation between Carleton and Statistics Canada, with a view to supporting and strengthening collaboration with respect to recruitment, placement opportunities and programs.

Dominican University College

Carleton University has renewed its affiliation agreement with Dominican University College involving non-ecclesiastical programs and academic degrees. The agreement was signed by Carleton President Benoit-Antoine Bacon and Dominican President Maxime Allard in December 2018 at Dominican University College, renewing the original 2012 agreement.

Read the full story: newsroom.carleton.ca/story/dominican-university-college-affiliation-renewed
Experiential Learning

Experiential learning was at the heart of a large symposium co-hosted on campus by Teaching and Learning Services and the Office of the Vice-Provost and Associate Vice-President (Academic) in October 2018. The symposium attracted more than 200 participants for a full day of presentations, demonstrations, workshops and displays that highlighted a broad selection of Carleton’s experiential learning activities.

Forty-eight faculty, staff and students eagerly shared their experiences with colleagues through 15 high-energy sessions that explored various types of experiential learning.

“Participating colleagues shared their experiences and approaches with the hopes of inspiring others to integrate and adopt experiential learning within their learning

“Experiential learning is part of Carleton’s DNA. As an institution, we are a leader in this area and we are working on several initiatives to take our involvement to the next level.” — Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

An initial audit led by Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic), showed that 75 per cent of Carleton’s programs already include experiential learning in their core requirements.

“Experiential learning is part of Carleton’s DNA,” said Dyke. “As an institution, we are a leader in this area and we are working on several initiatives to take our involvement to the next level.”

Read the full story: newsroom.carleton.ca/story/experiential-learning-symposium
Carleton University Experiential Learning Fund

Provost and Vice-President (Academic) Jerry Tomberlin announced that a new $50,000 fund will provide faculty, instructors and learning support staff with financial support to integrate experiential learning components into academic courses or programs at Carleton.

“There are clearly a good number of faculty engaging in innovative teaching practices on our campus and many more who want to engage in experiential learning,” said Tomberlin.

“We recognize that these types of activities require initial support. That is why I am proud to announce that Carleton is continuing its investment in experiential learning through the establishment of the Carleton University Experiential Learning Fund.”

The fund will help to increase the number of experiential learning opportunities available to students and build more awareness of experiential learning activities happening across Carleton.

Measuring Experiential Learning

Last year, Carleton’s Experiential Learning Steering Committee reviewed what constitutes experiential learning and developed definitions for use across Carleton. Using these definitions, the Office of the Vice-Provost and Associate Vice-President (Academic) completed a project to identify each Carleton course that includes an experiential learning component so students can use course calendars to identify where these opportunities exist starting in 2019.

2018-19 Carleton University Experiential Learning Fund Recipients

- Prof. Deborah Conners (Sociology and Anthropology) is developing a new international study course, which will give students a service learning opportunity to work with the Women’s Foundation Nepal.
- Prof. Melissa Frankel (Philosophy) is developing a new fourth-year seminar where students will consider the philosophy of education and survey specific approaches for teaching philosophy with various age groups.
- Prof. Julie C. Garlen (Interdisciplinary Studies) is developing two new experiential learning courses to allow students to work with youth in a campus or community setting and extend practicum opportunities.
- Prof. Dominique Marshall (History) is connecting students with an Ottawa-based international humanitarian organization to prepare a historical document for a non-governmental organization.
- Profs. Matthew Sorley, Cheryl Harasymchuk and Anne Bowker (Psychology) are developing experimental learning modules that can be integrated into any First-Year Seminar offered by the Faculty of Arts and Social Sciences.
- Profs. Matthew Sorley and Danay Novoa (Psychology) are developing and piloting a series of experiential learning modules for students enrolled in the tutorial sections of Introduction to Psychology.
- Prof. Julia Wallace (Physics) is introducing a new experiential learning component to her course where students will undertake a hands-on experiential learning activity at the Ionizing Radiation Standards Lab of the National Research Council.

Applications for the next round of funding are due in October 2019. More information: carleton.ca/tls

“...There are clearly a good number of faculty engaging in innovative teaching practices on our campus and many more who want to engage in experiential learning...”

— Jerry Tomberlin, Provost and Vice-President (Academic)
A New Carleton-specific Degree Level Expectation

Senate approved a proposed Carleton-specific Degree Level Expectation (DLE) on Experiential Learning, effective Fall 2019. The DLE aims to enhance experiential learning across campus and better position the University in meeting provincial requirements. All academic programs at Ontario universities are currently required to meet six Degree Level Expectations, which are mandated by the Ontario Universities Council on Quality Assurance. This Carleton-specific DLE requires that experiential learning is incorporated into all undergraduate and graduate academic programs at Carleton.

Carleton’s Degree Level Expectation on Experiential Learning

Students will demonstrate the ability to reflect on the link between theoretical knowledge and experiential application in contexts that prepare students for the workplace and/or civil society.

Carleton University is a Founding Partner of Canada’s First National Skills-Development Innovation Network

Carleton is one of six Canadian universities that have joined forces to form a new national network of universities focused on encouraging experimentation and scaling effective approaches to skills development.

FUSION, the Future Skills Innovation Network, is a collaboration of Canadian universities focused on innovative skill development to prepare students for the future economy. The Government of Canada’s Future Skills Centre is investing $2.5 million to support FUSION’s network model for an initial two years.

The network’s pilot projects will focus on a common set of challenges facing universities:

- integrating more skills development into formal and informal learning;
- creating more flexible learning formats to better facilitate skills acquisition;
- and increasing access to, and success within, post-secondary education for underrepresented students, targeting such groups as Indigenous, disabled and racialized students, and women in the STEM fields.

To address these challenges, FUSION partners will experiment with delivery modes, teaching methods and credentialing practices, while supporting students’ ability to identify and translate their skills for rapidly changing labour markets.

Carleton is proud to collaborate with five FUSION partners:
- Simon Fraser University
- University of Calgary
- University of Saskatchewan
- Concordia University
- Memorial University

Carleton’s FUSION project is funded by the Government of Canada’s Future Skills Centre and represents a new way of working for Canadian universities. As the only cross-institutional network of universities in Canada focusing on innovation in skills development, FUSION fills a vital gap and will significantly contribute to Canada’s skills ecosystem as a partner in the Future Skills Centre.

Read the full announcement: carleton.ca/provost/2019/fusion-network

Focusing on innovative skill development to prepare students for the future economy.
Spotlight on Experiential Learning

Discovery Centre
Home to Canada’s First E-Volunteering Course

Third-year Carleton University Global and International Studies student Sidney Anthony has been looking forward to Tuesday mornings every week all semester.

Every Tuesday, her class meets in Carleton’s Discovery Centre for Undergraduate Research and Engagement for a lively discussion that breaks from the traditional lectures and seminars that make up the rest of her week.

Led by Prof. Marylynn Steckley, the Global and International Group Project (GINS 3100) course gives students an opportunity to gain real-world research and international project development experience without leaving the classroom.

Working together as “e-volunteers” in collaboration with an overseas partner, students are tasked with developing strategies to include more women in micro-entrepreneurial work in Myanmar, Laos and the Philippines.

Steckley says the physical space of the Discovery Centre’s Learning Lab plays an important part in the non-traditional delivery of the course. With seating for 25, the room includes two large projection screens and four smaller screens adjacent to tables designed for group work.

“It can be difficult for students to transition from being a taker of knowledge to leading the project themselves, especially when we are on campus,” she said. “They work directly for the organization, which meant that I needed a non-hierarchical space that wasn’t going to put me at the front of the room. I don’t need to stand up; there’s no podium; there’s no front of the room, so I can meet with groups specifically and take a facilitator role.”

Read the full story: newsroom.carleton.ca/story/canadas-first-e-volunteering-course

“It can be difficult for students to transition from being a taker of knowledge to leading the project themselves.” — Prof. Marylynn Steckley
Faculty of Arts and Social Sciences
Telling Stories of the Ottawa River Through Song

Through the Garth Wilson Fellowship in Public History offered by Ingenium, the federal Crown corporation which oversees museums related to science and technology, and Carleton University’s Department of History, MA student Cristina Wood will tell a data-informed story about the Ottawa River using song.

Forming the provincial border between Quebec and Ontario, the Ottawa River flows west for 1,271 kilometres from Lac Des Outaouais at the top of the Laurentian Mountains to the district of North Bay, where it pours into Lake Timiskaming.

Downstream from the Chaudière Falls, is a space where rippling water curves around three islands. From the river’s source to its mouth, the waterway has a centuries-long history of bustling trade and activity, but this section of the river has a particularly fascinating past.

Instead of a traditional written paper, Wood’s research discoveries are composed through a process referred to as sonification.

“In the same way that data visualization assigns a legend, a line or a colour to represent a kind of data, the practice of data sonification assigns an auditory value,” says Wood. “So numbers become scales of pitches, volumes, instruments and so on.”

Wood has sonified the code by creating three songs, each representing a different period and aspect of the river place. She sees boundless potential in what data sonification can do for historical stories and public history by captivating audiences.

The Fellowship celebrates History’s collaboration with Canada’s Science and Technology Museum and was established in the memory of Garth Wilson (1960-2010), a brilliant advocate of museology who served as the curator of Transportation at the museum from 1989 until 2010.

In honour of Wilson’s life and career, the fellowship affords a graduate student in Public History with the opportunity to participate in collaboration with a national museum.

Wood also received Carleton’s University Medal for Outstanding Graduate Work at the Master’s Level during Convocation in June 2019.

Read the full story: carleton.ca/fass/story/telling-stories-of-the-ottawa-river-through-song

Cristina Wood and Dr. Tom Everett, curator of Communications at Ingenium, study records of tailwater elevations from one of J.R. Booth’s mills on the banks of the Ottawa River. These records are part of the museum’s extensive Domtar/E.B. Eddy/J.R. Booth Collection (CSTM Archives/Archives MSTC DEB-LDG-53).
Carleton’s Ravens Racing team unveiled their 20th race car to the public on March 22, 2019 at the Ottawa Gatineau International Auto Show.

The Ravens Racing car named RR19 was a major collaborative effort between approximately 40 Carleton students.

Jack Davies, a fourth-year Mechanical Engineering student who has worked on the team since 2016, is responsible for organizing the team and keeping things on track.

Though completely student-run, the Ravens Racing team is one of the 11 capstone projects that Mechanical and Aerospace Engineering students can complete in fourth year.

The team designs every aspect of the vehicle, including the aerodynamics, electrical, power train, chassis and engine, and the integration with the 4th year capstone project means that the students have a chance to directly apply and synthesize the knowledge and skills from their programs in this experiential project. In the end, they build a race car that can go from zero to 100 kilometres an hour in 4.5 seconds.

Although the cars are built from scratch, some parts carry over from RR18, like the engine, shocks and computer. The chassis, suspension, and bodywork, as well as pedals, seats and steering, are all new. The team manufactures some of the parts themselves in the mechanical and aerospace machine shop.

“We get to do the engineering work on all the things we’re building, that we’re designing, and then we go into the shop and build those things,” said Davies. “And we test them, and break them and fix them. The interesting part is making it tangible.”

Carleton’s Campus Safety Services lets the team run tests in parking lot P6, where RR19 performed its first drives in mid-February. Some of the team’s sponsors also allow them to test on their tracks, like the Calabogie Motorsports Park and Le Circuit Quyon.

In May 2019, the team placed third overall at Formula SAE North and sixth overall (out of over 100 teams) at the pre-eminent FSAE competition in Michigan.

Read the full story: newsroom.carleton.ca/story/ravens-racing-rr19

The 2018 Ravens Racing team with RR18
Carleton University Social Work student Sam Davidson first tried beekeeping five years ago.

“I was terrified of bees my whole life, but also fascinated by them. I got stung a lot that first year,” she recalls with a laugh.

It wasn’t long before she combined her love of beekeeping with her interest in social work. She worked at an organization called Hives for Humanity, which offers therapeutic beekeeping in Vancouver’s downtown East Side.

“If you can get past the fear of bees, there is a very meditative quality to it. You have to be present and focus on what you are doing. There’s a magical quality to them,” she explains. “Through my placement, I saw the potential impact beekeeping could have on folks and I wanted to explore that further.”

Through the Carleton University Research Opportunity program, Davidson worked full-time over the summer under the guidance of Prof. Melissa Redmond to set up a voluntary beekeeping program for inmates at a federal prison.

“The prison supplied the jackets and I supplied the bees and all of my beekeeping books,” says Davidson. “The guys were very keen: they read the books cover-to-cover and came with questions every week.”

At the end of a successful summer—with a bumper crop of honey to show for it—Davidson packed up her bees and took them home. She returned in October to interview participants about their experience in the program.

“I asked them about being incarcerated and how the beekeeping program affected their physical, social and mental health,” says Davidson. “I’m analyzing the data now. While I didn’t find a lot of effects on physical health, we did see a social effect: they deepened their connections with each other.”

Davidson is now pursuing a Master of Social Work degree and completing a field placement at the Youth Now Farm in Carlsbad Springs, Ont., a working farm that offers a supportive environment for underprivileged youth. “I’m really interested in continuing to learn about the ways social work and agriculture can intersect,” she says, adding that the opportunity helped her strengthen her research skills.

Read the full story: carleton.ca/fpavoices/story/the-unexpected-benefits-of-beekeeping
Carleton Partners with NRC to Offer Biotech Internships

The National Research Council (NRC), the Government of Canada’s largest research organization, welcomed 25 Carleton undergraduate students to its active research facility in Ottawa in October.

These young scientists and innovators were selected to participate in the first NRC-CU Biotechnology Internship, a collaborative effort between Carleton’s Biotechnology program and the NRC’s Human Health Therapeutics team.

Working in teams, students designed hypothetical biotech start-ups under the mentorship of NRC researchers and industry professionals. Along the way, they heard from leading experts in biological cancer therapeutics. Presentation topics spanned discovery R&D, drug manufacturing and production, business strategy and career management. On the final day, students pitched their start-ups to a panel of experts and received feedback.

“Giving our students opportunities to learn through experience is an important focus at Carleton,” says Dean of Science Charles Macdonald, who was onsite to help launch the internship with an encouraging speech to students. “Most of the programs in the Faculty of Science have experiential aspects, but there is a lot more that students can get from their time at Carleton. One of the best ways to do that is through initiatives like this.”

When asked why they chose to spend their Fall Break at NRC, some students expressed an interest in one day starting their own biotechnology firms. Others said they are curious about how government and businesses interact. But the group consensus was that, ultimately, the goal is to discover new ways to innovate in their fields, so that their research can have a greater impact on all people, and even save lives.

With over 3,700 scientists, engineers, technicians and other specialists, the NRC is actively involved in student initiatives, including co-op and student employment programs.

In addition to complementing their course-work with practical experience, the internship is designed to give students the opportunity to meet entrepreneurs, business developers, communications specialists, and bench-top scientists in the biotechnology field.

Read the full story: carleton.ca/biology/2018/from-theory-to-practice-the-first-nrc-cu-biotech-internship-is-underway
Spotlight on Experiential Learning

Sprott School of Business

Students Help Gloucester Dragons Score a Marketing Win

Commerce student Casey Donnelly has a new appreciation for the world of marketing thanks to Prof. Lindsay McShane’s third-year Digital Marketing BUSI 3204 course.

McShane’s course includes an experiential learning component that brings local organizations and business students together. Working in groups of four or five, students collaborate with a community partner to build a digital marketing solution to address their business challenge.

“I see this project as a win-win,” said McShane, who has been teaching the course since 2014. “Students gain experience and build their portfolios, and community partners get real value added from the students’ work.”

In the Winter term, Donnelly’s group partnered with the Gloucester Dragons Soccer Club to develop a marketing strategy to help increase membership.

“Working with a real organization was a really cool experience,” said Donnelly. “As commerce students, we are used to choosing real organizations to focus our projects on, but this was one of the first times that we actually met the community partner and worked alongside them.”

In January, Donnelly’s group met with Adrian Movileanu, who sits on the Gloucester Dragons Board of Directors, to discuss a realistic scope based on the organization’s digital marketing needs. Based on this proposal, the group developed a digital marketing campaign that they delivered through a written report and presentation.

Donnelly said one of the term’s highlights was attending a board meeting to discuss the group’s recommendations. “The board meeting made me realize that we were being viewed as credible marketing experts,” she said, adding that the project helped her see that a career in marketing was within her grasp. “It built my confidence because it made me feel like I could contribute in a meaningful way and that I could have a successful career in marketing after graduating.”

The experiential learning project has proven to be a successful way to take students’ learning to the next level.

“It’s more than learning about marketing,” said McShane. “It’s learning about business interactions, project management, professionalism, how to present to a board of directors, and managing curveballs throughout the project.”

“Sometimes students don’t think they have a lot of value to add, and it is so rewarding to see them start to realize they have a lot to bring to the table and that their insights are really valued.”

Prof. Lindsay McShane
Indigenous Initiatives

Carleton University Indigenous Strategic Initiatives Committee (CUISIC)

The Carleton University Indigenous Strategic Initiatives Committee (CUISIC) was formed in Fall 2018 to devise a concrete response to the federal government’s Truth and Reconciliation Commission and forge stronger relationships with Inuit, First Nation and Métis on campus, in the Ottawa region and across the country.

Led by co-chairs Benny Michaud, Kahente Horn-Miller and Jerry Tomberlin, the committee is more than halfway through its mandate and has conducted more than 30 consultations — on campus and off — that included more than 370 people.

CUISIC was endorsed by Carleton’s Board of Governors and Senate, which both passed formal motions showing full support of the committee’s work.

Supported by Special Projects Officer Theresa Hendricks, the committee is comprised of 33 members, which includes a broad representation of people from across campus and Indigenous communities.

Read more about the committee: carleton.ca/indigenousinitiatives

Hiring Indigenous Faculty

In January 2019, Carleton University and Carleton University Academic Staff Association (CUASA) issued a joint statement on working in partnership toward the goal of recruiting ten additional Indigenous tenure-track faculty members over the next two years.

Read the full statement: https://carleton.ca/provost/2019/indigenous-hiring
Community Engagement

Collaboration and partnership have been integral to Carleton’s culture and success for many years. Opening our doors to our community is a priority and remains an integral part of our identity. Carleton actively encourages and facilitates partnerships at all levels, from community engaged learning to joint research initiatives and beyond.

Carleton Remains at the Forefront of Community Engagement with Carnegie Pilot Project

Carleton was among 16 Canadian institutions that were represented at a national conference on community engagement in March 2019.

Held at Simon Fraser University, the conference was the first meeting of the Canadian pilot of the Carnegie Classification on Community Engagement. Open to a select group of Canadian institutions, this comprehensive assessment of university community engagement will highlight Carleton’s strengths and identify opportunities for further development of its community engagement strategy.

The elective classification is awarded in recognition of a university’s deep and pervasive commitment to its community.

For the past 13 years, the Carnegie classification has been the leading framework for higher education assessment and community engagement recognition in the United States. The purpose of the pilot is to tailor the Carnegie classification to the Canadian context.

Following a national call for expressions of interest, Carleton was selected as one of 16 institutions across Canada to participate in the pilot in recognition of our record of community engagement as a university founded by the community for the community.

As a member of the pilot project, Carleton has the opportunity to shape the new Canadian protocol for Carnegie certification. The focus of certification is the university’s corporate record of support of community engagement and the development and maintenance of strong, mutual relationships with partners.

Hub for Good

Carleton is expanding and formalizing its community engagement efforts through the creation of a public-facing website and portal called the Hub for Good. The development is led by the Department of University Advancement under the guidance of the Community Engagement Steering Committee.

The Hub will serve as a web platform to promote and broker collaboration with the community. It will provide a mechanism to support Carleton’s existing community engagement activities by offering a variety of supports in a centralized location, clarifying points of contact for different types of initiatives and providing engagement and partnership services. Read more about the Hub: hubforgood.carleton.ca

Representatives from 16 Canadian institutions participated in a national conference on community engagement in March 2019.

Lorraine Dyke, Katherine Graham and Karen Schwartz represented Carleton at the launch of the Carnegie pilot project. They are pictured here with Mathew Johnson, Executive Director of Brown University’s Swearer Center for Public Service.
Quality Assurance

Quality assurance of university academic programs has been adopted around the world and is widely recognized as a vital component of every viable educational system.

Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and academic and student services affecting the quality of the respective programs under review, whether or not the program is eligible for government funding.

In the spirit of continuous improvement, Senate recently approved Carleton’s updated Institutional Quality Assurance Process (IQAP). The IQAP is an implementation of the Quality Assurance Framework that was developed by the Ontario Council of Academic Vice-Presidents.

Carleton follows the Quality Assurance Framework and its own IQAP to provide innovation and improvement of its programs while cultivating a culture of transparency, accountability and continued quality enhancements for student success.

Teaching and Learning Services Initiatives

In collaboration with the Faculties, Teaching and Learning Services (TLS) is supporting student success through the following initiatives.

- Supported by TLS, the Student Success in the Classroom working group will develop recommendations and guidelines as part of a long-term plan to support student engagement and will work closely with academic staff to pilot and evaluate a number of interventions.

- With the goal of improving student engagement and retention, TLS is transforming strategic courses in each Faculty. Last year, 10 courses adopted a blended teaching approach and the instructors formed a Community of Practice around blended teaching. Improvements are also being incorporated into seven additional first-year courses, including chemistry and engineering, which will impact thousands of first-year STEM students. In collaboration with Carleton’s Centre for Student Academic Support, an online learning skills module has been developed, which can be embedded in any course to help students develop skills related to participating in an online course for the first time.

- TLS supports the University’s Indigenous initiatives by supporting the development of curricular resources, including the Collaborative Indigenous Learning Bundles. There are currently six Bundles available and an additional nine that will be released next year. Produced and delivered by Indigenous experts, this award-winning collaboration provides an avenue to integrate Indigenous ways of knowing into all Carleton courses.

- A substantial classroom renewal project is underway with Facilities Management and Planning. Over 20 classrooms are being updated, 10 of which will include active learning elements. A student-centred learning space, similar to the Discovery Centre, will be developed in the Herb Grey Lounge (Loeb Building) space.
Professional Development for Graduate Students

The Faculty of Graduate and Postdoctoral Affairs (FGPA) continued to expand its range of professional development opportunities and resources:

- A series of alumni interviews discussing career advice for graduate students was introduced on the Professional Development website.
- In partnership with Writing Services, FGPA expanded its graduate student writing support. In addition to leading writing support workshops and retreats, a dedicated Writing Support Teaching Assistant offered one-on-one sessions with students working on theses or dissertations.
- Several new workshops were added to Grad Navigate, an online hub of graduate-specific workshops offered across campus. Workshops are available to graduate students in the areas of career planning, professional and teaching skills, research and writing, and wellness.

Dedicated Career Curriculum Support

In collaboration with the Faculties and the Office of the Vice-President (Students and Enrolment), a pilot project was implemented to provide course instructors with dedicated career curriculum support. Career Services hired a Career Curriculum Specialist to collaborate with faculty in the Faculty of Public Affairs to incorporate employability skills into academic curriculum. The role was then further leveraged to work closely with course instructors across all Faculties.

The Career Curriculum Specialist works with students to identify employability skills gained through projects and assignments offered in their courses. The role also works with course instructors to support them in helping students identify transferable skills through course content and implementing career development through experiential learning activities.

Next year, this support will be expanded to explore how career-readiness competencies can be incorporated into course learning objectives.
Celebrating our Students

Provost Scholar Awards

Funded by the Office of the Provost and Vice-President (Academic) and administered by the Discovery Centre for Undergraduate Research and Engagement, the Provost Scholar Award recognizes exceptional student accomplishments. The award is valued at $1,000 and is given to undergraduate students who have demonstrated outstanding achievements in research, community engagement, immersive learning and/or international activities.

Peter J. Ricketts Outstanding Provost Scholar Award

This award is given to an outstanding recipient of the Provost Scholar Award. The award is named for Peter J. Ricketts, who served as the Provost and Vice-President (Academic) at Carleton for eight years. The inaugural award, worth an additional $1,000, was presented to Computer Systems Engineering student Mohamed Hozayen.

Hozayen maintained his spot on the Dean’s Honour List while taking part in research through a Natural Sciences and Engineering Research Council award and the I-CUREUS program (Internship-Carleton University Research Experience for Undergraduate Students). He’s also been published four times, an extremely rare feat for an undergraduate student.

Hozayen says support from his professors helped him succeed.

“Dr. Adrian Chan is the first professor I did research with after first year, in his Biomedical Signal Quality Analysis Laboratory, and he had a significant impact on me as a person,” he says.

Their work together resulted in a publication in the 2017 IEEE International Symposium on Medical Measurements and Applications.

Another publication he co-authored, a paper in the IEEE Transactions on Instrumentation and Measurement journal, showed his research on real-time patient monitoring using pressure-sensitive mats with Prof. James Green.

After his second year, Hozayen conducted research with Green at the Children’s Hospital of Eastern Ontario in the Neonatal Intensive Care Unit. It’s here that Hozayen designed Patient Monitor Data Import software that imports and parses multiple data streams from patient monitors in order to help researchers with data acquisition and analysis.

And he’s not slowing down anytime soon. Right now, he’s working full-time as a researcher at Carleton. Next year, he’ll start his master’s with Prof. Halim Yanikomeroglu and, eventually, he wants to create his own company.

Read the full story: newsroom.carleton.ca/story/spring-convocation-computer-systems-engineering-students-software-goes-global
Supporting Undergraduate Research

67 undergraduate students received funding through the Internship-Carleton University Research Experience for Undergraduate Students (I-CUREUS) program. Administered by the Discovery Centre, I-CUREUS provides funding for students to conduct faculty-supervised research.

5 undergraduate students presented their research at the Inquiry@Queen’s conference hosted by Queen’s University in March 2019.

4 students travelled to Kennesaw State University (Kennesaw, Georgia) to present their research at the National Conference on Undergraduate Research (NCUR).

OVER 40 students showcased their research through presentations and posters at the I-CUREUS Conference hosted by the Discovery Centre in April 2019.

Discovery Centre Director Alan Steele (left) speaks with students at the I-CUREUS conference in April 2019.

Spotlight on I-CUREUS: Engineering Student Developing Software to Support Health-Care Research

When Naman Sethi started his degree last year at Carleton University, he hoped that one day he could use his education and experience to make a contribution to the health-care field.

He didn’t realize his chance to make an impact would come so soon.

The second-year Software Engineering student is one of 67 Carleton undergraduate student interns working on research in collaboration with Carleton faculty members as part of the Internship-Carleton University Research Experience for Undergraduate Students (I-CUREUS) program.

Managed by the Discovery Centre for Undergraduate Research and Engagement, I-CUREUS provides funding support for undergraduate students engaged in research.

Working with Prof. James Green (Department of Systems and Computer Engineering), Sethi is developing a multi-stream integrated data viewer for a patient monitoring research project led by Green in collaboration with IBM and CHEO’s Neonatal Intensive Care Unit.

Second-year student Naman Sethi

Read the full story: newsroom.carleton.ca/story/engineering-student-developing-software-to-support-health-care-research
Celebrating our Academic Staff

Awards

External Teaching Awards

- Anne Trépanier (Indigenous and Canadian Studies) is one of only five winners around the world of a 2019 D2L Innovation Award in Teaching and Learning. The award recognizes educators who are redefining the learning experience through innovative, student-centred practices. Read the full story: carleton.ca/edc/2019/anne-trepanier-receives-2019-d2l-innovation-award-in-teaching-and-learning

- Sarah Todd (Social Work) was named one of only 10 recipients of the 2019 3M National Teaching Fellowship, the most prestigious recognition of excellence in post-secondary teaching and educational leadership in Canada. Read the full story: newsroom.carleton.ca/story/3m-teaching-fellowship-sarah-todd

Achievement Awards

The following awards are administered by the Office of the Provost and Vice-President (Academic) and recognize outstanding teaching achievements. Congratulations to the following recipients of the 2019 Achievement Awards.

Achievement Awards (comprised of Research Achievement Awards, Teaching Achievement Awards, Professional Achievement Awards, Contract Instructor Teaching Awards, and the Contract Instructor Teaching Innovation Grant) were presented by Vice-President (Research and International) Rafik Goubran and Provost and Vice-President (Academic) Jerry Tomberlin at a ceremony in April 2019.
**Teaching Achievement Award**

The Teaching Achievement Awards are intended to enhance the teaching of their recipients and the quality of instruction at Carleton.

- Jeff Dawson, Biology and Andy Adler, Systems and Computer Engineering
- Cheryl Harasymchuk, Psychology
- Kahente Horn-Miller, Indigenous and Canadian Studies
- Michael Windover and Peter Coffman, Studies in Art and Culture
- Benjamin Woo, Journalism and Communication

**Professional Achievement Award**

The Professional Achievement Awards recognize outstanding professional achievements at Carleton University for professional librarians and instructors.

- Martha Attridge Bufton, MacOdrum Library
- Erika Banski, MacOdrum Library
- Robert Collier, Computer Science
- Erica Fraser, History
- Kim Hellemans, Neuroscience
- Marylynn Steckley, Arthur Kroeger College of Public Affairs
- Nigel Waltho, Biology

**Contract Instructor Teaching Awards**

The Contract Instructor Teaching Awards recognize teaching excellence by Contract Instructors.

- Robert Helal, Sprott School of Business
- Gerry Kanter, Industrial Design
- Tiffany MacLellan, Law and Legal Studies
- Zahra Montazeri, Mathematics and Statistics
- Hugh Reid, English Language and Literature

**Contract Instructor Teaching Innovation Grant**

The purpose of the CITI grant is to provide support to a Contract Instructor for investigating student learning and alternative approaches to teaching and assessing student learning at the individual, departmental, Faculty, or institutional levels. The overall aims are to foster deep student learning at Carleton University and promote curiosity, reflection, and exploration in the areas of teaching and learning.

- Milica Stojmenovic, Computer Science

**Internal Teaching Grants**

**Discovery Centre Fellowship**

This fellowship recognizes a significant contribution to reflective and research-informed teaching. It provides an opportunity for Carleton faculty members to further develop or innovate their teaching and make an impact to the broader academic community. The inaugural recipients of this fellowship are Melanie Adrian (Law and Legal Studies) and Mira Sucharov (Political Science).

**Scholarship of Teaching and Learning (SoTL) Grant**

This grant provides funding for Carleton’s instructors to engage in scholarly investigations of all aspects of teaching and learning. This year’s recipients are:

- Mustafa Bahran and Alain Bellerive, Physics
- Paulo Garcia, Systems and Computer Engineering
- Samuel McCreary, History
- Sophie Tamas, Geography and Environmental Studies; Indigenous and Canadian Studies
- Kim Hellemans, Kim Matheson and Hymie Anisman (Neuroscience), Robyn McQuaid (Institute for Mental Health Research, Royal Ottawa Hospital) and Larry McCloskey (Paul Menton Centre for Students with Disabilities)

Two instructors also received funding for teaching development projects in their courses:

- Shermeen Nizami, Health Sciences
- Deanna C. Whelan, Psychology
Appointments

We are pleased to welcome the following who have been appointed to full-time preliminary or tenure track positions between July 2, 2018 and July 1, 2019.

Faculty of Arts and Social Sciences
- Alexandra Arrea-Matute, Assistant Professor, Interdisciplinary Studies
- Katharine Bausch, Instructor II, Pauline Jewett Institute of Women's and Gender Studies
- Ari Black, Instructor I, Linguistics and Language Studies
- Celine Bonnotte-Hoover, Instructor I, French
- Mayurika Chakravorty, Instructor I, English Language and Literature; Interdisciplinary Studies
- Morgan Currie, Instructor II, Studies in Art and Culture
- Ann Cvetkovich, Full Professor and Director, Pauline Jewett Institute of Women's and Gender Studies
- Shawna Dolansky, Associate Professor, College of the Humanities
- Erica Fraser, Assistant Professor, History
- Khaled Hamdan, Instructor II, Geography and Environmental Studies
- Shireen Hassim, Full Professor, African Studies; Canada 150 Research Chair in Gender and African Politics
- John Higney, Instructor II, Studies in Art and Culture
- Karen Jesney, Assistant Professor, Linguistics and Language Studies
- Gul Kale, Assistant Professor, Studies in Art and Culture
- Geraldine King, Lecturer, Indigenous and Canadian Studies
- Jean-Michel Landry, Assistant Professor, Sociology and Anthropology
- Laura Madokoro, Associate Professor, History
- Peter Pulsifer, Associate Professor, Geography and Environmental Studies
- Sheryl-Ann Simpson, Assistant Professor, Geography and Environmental Studies
- Julia Sinclair-Palm, Assistant Professor, Interdisciplinary Studies
- Vivian Solana, Assistant Professor, Sociology and Anthropology
- Tamara Sorenson Duncan, Assistant Professor, Linguistics and Language Studies
- Julie-Ann Tomiak, Associate Professor, Indigenous and Canadian Studies
- Ellen Waterman, Full Professor, Studies in Art and Culture; Helmut Kallmann Chair for Music
- Paul Williams, Instructor II, Geography and Environmental Studies

Faculty of Engineering and Design
- Mohamed Atia, Assistant Professor, Systems and Computer Engineering
- Zachary Colbert, Assistant Professor, Azrieli School of Architecture and Urbanism
- Chiara Del Gaudio, Assistant Professor, Industrial Design
- Paulo Garcia, Assistant Professor, Systems and Computer Engineering
- Jerry Hacker, Assistant Professor, Azrieli School of Architecture and Urbanism
- Hamzeh Hajiloo, Assistant Professor, Civil and Environmental Engineering
- Reza Khodgheh, Assistant Professor, Mechanical and Aerospace Engineering
- Larry Kostiuk, Full Professor, Mechanical and Aerospace Engineering; Dean, Faculty of Engineering and Design
- Shichao Liu, Assistant Professor, Electronics
- Ravi Prakash, Assistant Professor, Electronics
- Vahid Sadeghian, Assistant Professor, Civil and Environmental Engineering
- Shoeloe Shams, Instructor I, Civil and Environmental Engineering
- David Sprague, Instructor II, Information Technology
- Mostafa Taha, Assistant Professor, Systems and Computer Engineering
- Karen Taylor, Instructor I, Mechanical and Aerospace Engineering
- David Thue, Assistant Professor, Information Technology

Faculty of Public Affairs
- Vincent Andrisani, Instructor I, Journalism and Communication
- Robert Barsky, Full Professor, Law and Legal Studies; Canada Research Chair in Autonomous Space Robotics and Mechatronics
- Louis-Philippe Beland, Assistant Professor, Economics
- Logan Cochrane, Assistant Professor, Arthur Kroeger College of Public Affairs
- Carolina Czastkiewicz, Instructor I, Economics
- Aaron Ettinger, Assistant Professor, Political Science
- Sarah Everts, Associate Professor, Journalism and Communication; CTV Chair in Digital Science Journalism
- Katie Graham, Instructor I, Journalism and Communication
- Emily Hiltz, Instructor I, Journalism and Communication
- David Hornsby, Full Professor, Norman Paterson School of International Affairs; Associate Vice-President (Teaching and Learning)
- Michael Manulak, Assistant Professor, Norman Paterson School of International Affairs
- Katherine Minich, Lecturer, Public Policy and Administration
- Leah West, Lecturer, Norman Paterson School of International Affairs
- Liam Young, Assistant Professor, Norman Paterson School of International Affairs
- Ania Zbyszewska, Assistant Professor, Law and Legal Studies

Faculty of Science
- Abdel Rahman Abdou, Assistant Professor, Computer Science
- Argel Aguilar Valles, Assistant Professor, Neuroscience
- Ahmed Almaskut, Instructor I, Mathematics and Statistics
Prof. Shikharesh Majumdar joined Carleton’s Department of Systems and Computer Engineering in the Faculty of Engineering and Design in 1989. Majumdar’s current research centers on resource management in the context of cloud computing, sensor-based smart systems and big data analytics platforms. His research has had a profound impact on his field. In the last five years, he has published over 45 papers in reputed journals and international conferences and has delivered several keynote addresses and invited presentations around the world. He has supervised over 100 students’ research and has also served as the area editor for Elsevier’s *Simulation Modelling Practice and Theory* journal for eight years.

“I am grateful for this recognition of my research activities and the impact it is making on the outside world,” said Majumdar. “I would like to continue serving the research community and Carleton in making further contributions to the research excellence of the university.”

Carleton University Profs. Lenore Fahrig and Shikharesh Majumdar have been appointed as Chancellor’s Professors, a prestigious rank reserved for highly esteemed faculty members whose research activities have been, and continue to be, of outstanding merit with substantial international impact. The rank of Chancellor’s Professor is effective for a five-year period.

Prof. Lenore Fahrig joined Carleton’s Department of Biology in the Faculty of Science in 1991. Fahrig, who has supervised dozens of graduate research projects and mentored many post-doctoral students throughout her career, researches landscape spatial patterning and its effects on wildlife.

Fahrig is a highly respected researcher who has published over 40 papers and has served as the Editor-in-Chief of the *Current Landscape Ecology Reports* journal over the last five years.

In 2016, the Royal Society of Canada named her a Fellow and in 2018 awarded her the Miroslaw Romanowski Medal for her contributions towards the resolution of scientific aspects of environmental problems.

“I am incredibly pleased with this honour,” said Fahrig.

“It is very rewarding to know that my work is being noticed. Carleton has been a great place to build my research career.”

Prof. Shikharesh Majumdar joined Carleton’s Department of Systems and Computer Engineering in the Faculty of Engineering and Design in 1989.

Majumdar’s current research centers on resource management in the context of cloud computing, sensor-based smart systems and big data analytics platforms.

His research has had a profound impact on his field. In the last five years, he has published over 45 papers in reputed journals and international conferences and has delivered several keynote addresses and invited presentations around the world. He has supervised over 100 students’ research and has also served as the area editor for Elsevier’s *Simulation Modelling Practice and Theory* journal for eight years.

“I am grateful for this recognition of my research activities and the impact it is making on the outside world,” said Majumdar. “I would like to continue serving the research community and Carleton in making further contributions to the research excellence of the university.”

This appointment recognizes and celebrates the accomplishments and contributions of a retired full professor during their career at Carleton and their significant ongoing research activities at the University.

Prof. Lenore Fahrig

Prof. Shikharesh Majumdar
The following faculty, instructors and librarians received tenure or confirmation, or promotions effective July 1, 2019. Please join us in congratulating our colleagues and thanking them for the important contributions they have made to Carleton and will continue to make in the years ahead.

**Faculty**

**Tenure and Promotion to the Rank of Associate Professor**
- Richard Amos, Earth Sciences; Environmental and Interdisciplinary Sciences
- Laura Banducci, College of the Humanities
- Rena Bivens, Journalism and Communication
- Scott Bucking, Civil and Environmental Engineering; Azrieli School of Architecture and Urbanism
- Song Cai, Mathematics and Statistics
- Till Gross, Economics
- Kahente Horn-Miller, Indigenous and Canadian Studies
- Diane Isabelle, Sprott School of Business
- Philip Kaisary, Law and Legal Studies
- Irena Knezevic, Journalism and Communication
- Marina Milyavskaya, Psychology
- Jeffrey Monaghan, Criminology and Criminal Justice
- Katarzyna Muldner, Cognitive Science
- Umut Özsu, Law and Legal Studies
- Carolyn Ramzy, Studies in Art and Culture
- Jennifer Ridgley, Geography and Environmental Studies
- Susan Ross, Indigenous and Canadian Studies
- Natalina Salmaso, Neuroscience
- Kristin Snoddon, Linguistics and Language Studies
- Zoe Todd, Sociology and Anthropology; Indigenous and Canadian Studies

**Promotion to the Rank of Associate Professor**
- Hicham Chaoui, Electronics
- Chinniaiah Jangam, History
- Alexandra Mallett, Public Policy and Administration
- Johan Voordouw, Azrieli School of Architecture and Urbanism

**Promotion to the Rank of Full Professor**
- William Echard, Studies in Art and Culture
- Anthony Ellery, Mechanical and Aerospace Engineering
- Gerald Grant, Sprott School of Business
- James Green, Systems and Computer Engineering
- Shelley Hepworth, Biochemistry; Biology
- Shaobo Ji, Sprott School of Business
- Jeremy Laliberte, Mechanical and Aerospace Engineering
- Emmanuel Lorin de la Grandmaison, Mathematics and Statistics
- Michael McIntyre, Sprott School of Business
- Dawn Moore, Law and Legal Studies
- Frances Nudelman, English Language and Literature
- Kevin Nunes, Psychology
- Charles O’Brien, Studies in Art and Culture
- Owen Rowland, Biology
- Karen Schwartz, Social Work
- Linda Schweitzer, Sprott School of Business

**Instructors**

**Confirmation and Promotion to the Rank of Instructor III**
- Erik Stephens, College of the Humanities

**Confirmation**
- Brenda Morris, Social Work

**Promotion to the Rank of Instructor II**
- Andrew Runka, Computer Science
- Denise DeShaw, Linguistics and Language Studies

**Promotion to the Rank of Instructor III**
- Sandra Robinson, Journalism and Communication

**Librarians**

**Confirmation**
- Jane Fry, MacOdrum Library (effective Feb. 1, 2019)

**Promotion to the Rank of Librarian II**
- Martha Attridge Bufton, MacOdrum Library (effective Nov. 1, 2018)

**Promotion to the Rank of Librarian III**
- Alana Skwarok, MacOdrum Library