



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

**Carleton University Senate
Meeting of October 31, 2025 at 2:00 pm
Pigiarvik 608**

AGENDA

Closed Session

- 1. Welcome & Approval of Agenda**
- 2. Minutes (Closed):** June 6, 2025
- 3. Graduation:**
 - a. Notification of Receipt of Graduation Lists (Clerk)
 - b. Motion to Graduate all Recommended Students
 - c. Posthumous Recognition (Clerk)
 - d. Special Features of the Graduating Class (Deans)
- 4. Report on the Empowering Motion (Clerk)**
- 5. Report of the Senate Committee on Medals & Prizes (Clerk)**
- 6. Other Confidential Business**

Open Session:

- 1. Approval of Agenda**
- 2. Minutes (Open):** September 26, 2025
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
 - a. Membership Ratification
 - b. Report on Annual Senate Committee Chairs/Secretaries meeting
- 7. Reports:**
 - a. SCCASP (D. Mendeloff)
 - b. SQAPC (D. Hornsby)
 - c. SAGC (R. Dansereau)
- 8. Presentation on Process for Program Closures (D. Hornsby)**
- 9. EAF Review Update (Provost)**
- 10. Reports for Information:**
 - a. Senate Executive Minutes (September 16, 2025 + E-poll on October 1, 2025)
 - b. Strategic Integration Plan (SIP) Fall 2025 Implementation Report
- 11. Other Business**
- 12. Adjournment**



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**Carleton University Senate
Meeting of September 26, 2025 at 2:00 pm
PK608**

MINUTES

Present: Z. Al Attar, I. Alma, D. Amundsen, J. Armstrong, M. Bahran, F. Brouard, J. Brunet, J. Brzozowski (acting for S. Blanchard) N. Bruni, S. Burges, A. Butler, B. Creary, R. Dansereau (Clerk), J. Debanne, S. Duncan, M. El Sayed, A. El-Roby, N. Giroux-Laplante, R. Goubran, K. Graham, E. Gray, J. Greenberg, T. Haats, X. Haziza, D. Hornsby, A. Hurrelmann, S. Joe-Ezigbo, I. Knezevic, A. Kocsis, G. Lachance, T. Lewis, B. MacLeod L. Madokoro, G. Maracle, J. Mason, A. Masoumi, D. McNair, D. Mendeloff, R. Miller, M. Mullally, K. Nyediin Buoy, B. O'Neill, Y. Ono, M. Papineau, E. Peirce, P. Rankin, M. Rivers-Moore, M. Rooney, C. Ruiz-Martin, S. Sadaf, A. Shotwell, B. Tackaberry, M. Talebi Dastenaiei, N. Tate, W. Tettey (Chair), R. Tfaily, C. Trudel, M. Vatankhah, S. Viel, G. Wainer,

Regrets: A. Bordeleau, A. Bowker, I. Bumagin, J. P. Corriveau, T. Davidson, M. DeRosa, N. Hagigi, K. Hellemans, G. Lacroix, G. Maracle, H. Nemiroff, R. Renfroe, T. Turbat, P. Williams, W. Ye

Absent: S. Hawkins, G. Lacroix, Y. Ono, K. Patel, R. Teather

Recording Secretary: K. McKinley

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1. The meeting was called to order at 2:00 pm. The Chair welcomed all to the first Senate meeting of the 2025-26 academic year, and extended a special welcome to newly elected student and faculty members, new representatives from the Board of Governors, the new alumni representative and the new Interim Dean of Engineering, Dr. Ronald Miller.

The Chair also offered condolences to friends and colleagues of Dr. Carman Bickerton, a long-serving professor in the History Department, who recently passed away.

Before turning to the agenda, the Chair noted that Senate meetings will continue to be held in person, with a new hybrid option added for meetings from April to June to support student participation beyond the academic term.

It was **MOVED** (F. Brouard, D. Hornsby) that Senate approve the agenda for the meeting of Senate on September 26, 2025, as presented.

The motion **PASSED**.

2. Minutes: June 6, 2025 (open session)

It was **MOVED** (R. Goubran, S. Burges) that Senate approve the minutes of the Open Session of the Senate meeting on June 6, 2025, as presented.

The motion **PASSED**.

3. Matters Arising

There were no matters arising.

4. Chair's Remarks

The Chair began his remarks by thanking those Senators who participated in the inaugural Senate Professional Development Workshop on September 12. The event provided an opportunity for Senators to reflect on shared purpose, to speak candidly and to share perspectives on academic governance via discussion groups and reflection activities. The Chair reminded Senators who have not already done so to complete the post-event survey to provide feedback on the workshop and help inform planning for future professional development activities.

The Chair then provided several Ontario post-secondary sector updates.

Over the summer the provincial government introduced Bill 33 (Supporting Children and Students Act) and Bill 46 (an Act to amend various other Acts). Key aspects of these bills include the following:

- Merit-based admissions – a mandate that admissions policies at publicly funded institutions are clear and based on merit
- Mandatory requirement for institutions to implement research security plans
- Potential regulation of student fees

- The legal supremacy of the MCURES Act to prevail over other Acts and regulations.

The Ministry has initiated consultations with university leaders to explore improvements to institutional governance, efficiency, and accountability, and to keep governance structures focused on student success and financial sustainability. Carleton has provided written feedback, and the Council of Ontario Universities has submitted sector-wide recommendations that emphasize institutional autonomy, academic freedom and continued support for governance reviews.

The provincial government also introduced Bill 194, Strengthening Cyber Security and Building Trust in the Public Sector Act. This Act will require universities to:

- Align cybersecurity programs with new provincial standards
- Establish oversight for Artificial Intelligence governance
- Update privacy policies and incident tracking
- Review data practices, particularly for programs involving minors.

Carleton management is actively reviewing the legislation and updating policies to ensure compliance.

Finally, the Chair noted that consultations on the provincial funding formula are progressing slowly. Carleton is advocating for a model that will support long-term financial stability. The Council of Ontario Universities (COU) is also exploring a large-scale public engagement campaign to highlight the value of Ontario's universities.

The Chair next provided an update on enrolment, noting some encouraging trends. Across Ontario, first-year undergraduate applications rose by 5% and at Carleton the applicant pool saw a slight increase of 0.3%, with confirmations growing by 2%. A full fall enrolment update will be provided to Senate in January 2026.

The following highlights in research were then provided to Senate:

- James Milner and Joshua Steckley (Political Science) have been selected as finalists for the prestigious SSHRC Impact Awards.
- Carleton researchers Jennifer Evans, Elisabeth Gilmore, Carmen Robertson and Richard Yu have been named to the Royal Society of Canada.

Finally, the Chair noted the following campus news:

- Rideau House, Carleton's newest residence, officially opened at the end of August, and has added 450 new spaces for students.
- Riverbank Social, Carleton's new full-service restaurant, opened September 15 in Richcraft Hall.
- The Campus Store (formerly The Bookstore) re-opened this summer after renovations, and is now being managed internally for the first time in 28 years.

There were no questions or comments from Senators on the Chair's Remarks.

5. Question Period

Questions were submitted in advance by six Senators.

Questions from Morgan Rooney:

In recent years, SES has required instructors to submit final exams (for photocopying, for setting up in Brightspace, etc.) 10 business days prior to the exam, whereas instructors are only given 10 calendar days (including business days, weekends, holidays, University Closure periods, etc.) to mark exams and to submit final grades.

This discrepancy raises a number of questions:

Where does the "10 calendar days to submit final grades" rule "live," and who "owns" it? It is not in the [Academic Regulations](#), for instance, but surely such matters are Academic in nature and within the scope of Senate's mandate?

Why do we give SES more time to photocopy exams than we give instructors to mark them?

The existing "10 calendar days" policy creates a number of inequitable situations in terms of number of working days instructors are accorded to complete their marking. In April/May, June/July, and August/September, when accounting for weekends and holidays, instructors can have as few as 5 or 6 working days, or as many as 8, during their 10-calendar-day window. In December/January, the situation is even worse: for this year, for instance, instructors with take-home exams only have 2.5 working days (Dec. 22 and 23, and half of Dec. 24) in their 10-calendar-day window before their grades are due on Jan. 2, meaning they are de facto required to work on weekends, on holidays, and

during the University Closure period. What is the rationale for a policy that creates such obvious inequities?

Response provided by J. Brzozowski, Associate Vice-President (Student Life & Student Affairs) and Acting VPSE: The 10 calendar days allotted for grading is an administrative decision that is made in consultation with the Associate Deans. This is reviewed regularly and compared to timeframes at other universities. Within the context of Ontario universities, Carleton's 10 calendar day requirement is on the higher end of days provided for this purpose.

In the Fall of 2024, Scheduling & Examination Services had a total of 19 business days to review exam submissions, print exam copies, generate accessible files and exam day paperwork, while also resolving issues in scheduling, location and accessibility for 51,372 unique student exams. This number does not include extra copies generated for the Paul Menton Centre, or for distance exams, plus online exams and in-person digital exams.

In a follow-up to the response, a Senator noted that there are equity concerns with the current practice, as some Instructors only have 2.5 days to complete their grading, while others may have as many as 8 days. The Senator asked if it is possible to make this practice more equitable for Instructors. The Chair agreed to take this question back to the relevant parties for further response.

Nir Hagigi:

In October, the Ford government intends to pass Bill-33 (Supporting Children and Students Act), which includes Section 21.1, giving the province the power to decide which ancillary fees are "required." These fees are what fund essential student services such as crisis response teams, the CUSA service centres (including Mawandoseg, the Wellness Centre, and the Gender and Sexuality Resource Centre), mental health supports, the USC food bank, and the University Health Insurance Plan. If these services are cut, it will directly affect campus safety, accessibility, and student well-being. What steps will the administration take to safeguard these programs, and how will the University advocate and lobby the government to ensure these supports remain protected?

Response provided by J. Brzozowski, Associate Vice-President (Student Life & Student Affairs) and Acting VPSE: Although Bill 33 has been introduced, regulations detailing which specific student fees will be affected by the Bill have not yet been released. The university is actively monitoring developments around this legislation, and is in touch with CASG, CUSA, RRRA and other student groups to keep the dialogue open. The

management of ancillary fees in general is overseen by a committee on campus that includes two senior leaders and two students. Carleton continues to work with partners in the public sector around this issue, and the Council of Ontario Universities (COU) has issued a strong statement relative to Bill 33 (Section 21.1) emphasizing the importance of autonomy in enhancing student success.

Kuma Nyediim Buoy:

Have course instructors included a course syllabus statement regarding the use of AI generative tools on their course outlines?

Response from Vice-Provost and Associate Vice-President (Academic): The Provost normally issues an outline of language recommended for inclusion in course syllabi by the middle of the summer. This year the Provost contacted the Deans on August 11 with suggested language including some recommendations related to Artificial Intelligence.

Alexis Shotwell:

FASS faculty received an email (on Aug. 21), with a note that the “Minimal Course Outline Template” had been updated to include language on AI, asking that that we include at the “minimum” the “suggested text” provided. The [template](#) itself provided more detail, including the same sentence and some other text as the “minimum” for our outlines. The linked to the [TLS page on AI Syllabus Language](#). It is only at the bottom of that page that it is disclosed that the sentence, and all the rest of the “language,” was created with ChatGPT.

Many faculty are not permitting LLM-generated/predictive text content in our classes; many of us have in turn committed to not use chatbots to generate our teaching materials or to communicate with students. For us to be urged to include this language without much clearer disclosure is objectionable. Carleton’s new [AI Hub](#) has a lot of resources on how to use chatbots in our institution, but nothing about choosing not to use them. What has been, and what will be, the process for developing LLM/chatbot policies and practices at Carleton?

Response from Vice-Provost and Associate Vice-President (Academic): A number of broad-based initiatives are underway to address the use of AI in various contexts in the university including teaching, research, administration and student use. A working group

on the use of AI in the Classroom meets on a quarterly basis to make new recommendations to support instructors in navigating the complex AI landscape. An AI Framework to provide guiding principles when engaging with these types of technologies is also being developed, along with an Acceptable Use Policy for AI in other aspects of the university's operations. Teaching & Learning "Hands-on AI" Workshops are available to assist instructors in working through issues in using this technology. Senators were also encouraged to visit the AI Resource Hub on the Teaching & Learning website, for more information.

In the ensuing discussion, some Senators expressed concern with the fact that the syllabus language urges Instructors to include a statement on the acceptable use of AI in coursework, when a number of professors are making a commitment not to use AI or to allow their students to use it in their courses. Some Senators also objected to the fact that the sentence instructors are asked to include on their syllabi was, in fact, generated by ChatGPT. In response, it was noted that not using AI in a course is a pedagogical choice, but for those who do wish to engage with AI in their teaching, resources are being provided for guidance via the existing working group. The AI-generated language for the syllabus, for example, is modelling how to use Chat GPT.

Another Senator noted that there is often confusion about how Artificial Intelligence (AI) is defined and what it includes. Moving forward, it would be helpful for any discussion of AI to include some definitions and parameters for clarity.

Jody Mason:

In November of 2024, a motion tasked SAGC with the work of investigating practices for chairing Senate. When does SAGC anticipate returning to Senate with a report?

Response from Clerk of Senate Richard Dansereau:

The Senate Academic Governance Committee (SAGC) confirms that the request was added to the SAGC workplan, but that several other governance tasks, including the review of Faculty Board Constitutions and Senate Committee Terms of Reference needed to be prioritized during the 2024-25 calendar year. The Clerk confirmed that a preliminary review of this issue has been undertaken but more work is needed before the review is ready to present to Senate.

Gabriel Wainer:

Statement on the Self-Declaration Form for Deferred Exams

On November 22, 2022, Senate introduced the Self-Declaration Form for Deferred Exams. While I support the principle behind this initiative—streamlining the process for students facing legitimate challenges—I voted against its implementation due to serious concerns about its practical consequences.

In multiple Senate discussions, I raised the issue of academic integrity. In Engineering alone, up to 30% of students in certain courses have requested deferrals, and many professors have reported a sharp increase in such requests, resulting in significant workload strain. The authenticity of many of these claims is questionable: students often fail to appear for their exams or submit work of extremely poor quality. In some deferred exams, failure rates have reached as high as 90%.

This pattern suggests that the system is being exploited by students who gain an unfair advantage—effectively receiving an extra month to study—without facing any accountability. I have repeatedly emphasized the need for a robust mechanism to verify the legitimacy of deferral claims, to uphold fairness and integrity in our academic processes.

At the time of the vote, the Registrar clarified that falsifying a Self-Declaration Form constitutes a breach of academic integrity, specifically under the category of:

- *Falsified medical or compassionate certificates
(Refer to the [Academic Integrity Policy](#))*

We were advised to report suspected violations to the Dean for investigation. However, as of September 2025, this process has broken down. Dean's offices have ignored such reports. In one instance, a response stated: "We don't generally accuse and formally investigate students of serious violations without better evidence than a suspicion of the instructor"

This directly contradicts the Registrar's guidance and undermines the integrity of our academic standards.

Summary of Concerns:

- *Students are misusing the Self-Declaration Form, not coming to deferred exams or submitting extremely low quality work.*
- *Reports of academic misconduct in such cases are being dismissed.*
- *Honest students are disadvantaged, with no recourse or corrective mechanism.*
- *A culture of unethical behavior is emerging due to the absence of consequences.*

While the current proposal to introduce a fee for deferred exams may help reduce abuse, it does not address the core issue: the lack of an effective system to detect and respond to fraudulent deferral claims.

What are the actions the committee are taking to prevent this problem, ensure ethical behavior and avoid misconduct by students abusing this system? When are they going to be implemented and how? Could the committee take this matter seriously and return to Senate with a concrete, enforceable solution—one that does not place the burden solely on individual instructors?

Response from Chair of SCCASP David Mendeloff: The Registrar's Office continues to track the use of self-declaration applications and Associate Deans are regularly kept apprised of this data. SCCASP is responsible for reviewing the deferred exam regulations and the Academic Consideration Policy. At this point there are no plans to change the policy or regulations, in part because the new system has only been in place for 2 years.

The issues raised by the question warrant a consideration of a broader context beyond the regulations and policy. Other factors contributing to the increase in requests for deferred exams should be considered, including a marked increase in student mental health challenges over the past several years, an increase in demand for formal and informal accommodations, and the fact that more students are working part time which impacts time available for their studies. A re-evaluation of the regulations by SCCASP would not address these factors, and therefore is not advisable at this time.

Some Senators expressed concerns regarding a perceived abuse of the self-declaration form and subsequent application for deferred exams, and asked how to either prevent abuse of the system or identify and sanction those who are abusing it.

A Senator asked if statistics on the use of the self-declaration form could provide an indication of whether or not the system was being abused. For example, if a student is using the form multiple times in one term or regularly over time, could this be an indication of abuse? Others cautioned against drawing a correlation between frequency of use and abuse as there could be many factors involved, especially if the students required accommodations. Another Senator noted that it is important to advise students that deferring exams can put them at a disadvantage, and that a large majority of students who take deferred exams fail them. The Senator also noted that students are now charged a no-show fee to deter them from deferring a single exam multiple times.

Senators discussed whether the question identifies an issue with the policy or with implementation of the policy. The Chair noted that if the issue is implementation of the policy, the proper channel for discussion and further action would be with the Dean's Office. The original poster of the question indicated that they felt the policy also could be reviewed and possibly revised to prevent students from falsifying information on the self-declaration form. The Chair indicated that the appropriate channel in that case would be to request a review of the policy and follow the relevant procedures.

6. Administration

a. Senate Membership Ratification

The Clerk brought forward a memo to ratify 4 new Senators:

- Trevor Lewis – Alumni Representative
- Beth Creary – Board of Governors representative (September – December 2025)
- Nathalie Laporte – Board of Governors representative (January – June 2026)
- Martha Mullally – Faculty member – Faculty of Science

It was **MOVED** (R. Dansereau, K. Graham) that Senate ratify the new Senate appointments, as presented, for service beginning immediately unless otherwise indicated.

The motion **PASSED**.

b. Senate Survey – Summary of Results

The Clerk provided a high-level summary of the results of the 2025 Senate Survey. A report was circulated to Senators in advance.

The 2025 Senate Survey was the 7th annual survey conducted by the Senate Office, and remains a key means of gathering feedback from Senators to evaluate the effectiveness of Senate and identify any areas for improvement. The survey was open for responses from April 1 to May 1, 2025. 23 responses were received, for a response rate of 27%. Although the response rate was lower than average, the survey still provided valuable insights for the Senate Office.

According to the responses received, Senators generally felt confident in their preparation for and participation at Senate over the past year. Most also felt that meetings were appropriate in length, frequency and time allotted for discussion. Strengths identified included efficient running of meetings, reduction in length of presentations and more time for discussion than in previous years. Some concerns and observations shared in the responses included the following:

- An increase in divisions and block-voting within Senate
- Questions for Question Period are sometimes outside of the purview of Senate
- More training is needed for Senators in governance, parliamentary procedure, and the work of Senate committees
- Motions from SCCASP and SQAPC need more explanation and context
- The audio in the Senate Room needs to be improved.

The Clerk noted that the audio issue in the Senate Room has been resolved, and that the Secretariat Office has responded to the call for training by holding a governance workshop on September 12 as the first step in a planned number of professional development activities this year.

The Clerk thanked Senators who responded to the survey. There were no follow-up questions.

7. Reports

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

Committee Chair David Mendeloff presented 2 items for Senate approval and 3 items for information.

Items for approval:

Revisions to undergraduate admissions clarifying English language proficiency requirements

Changes include adding a list of defined countries that are exempt from English competency tests, and adding more certifications (aside from tests) to satisfy Carleton's English language requirements.

It was **MOVED** (D. Mendeloff, A. Shotwell) that Senate approves the revisions to Regulations UG-ADM-General-4: R-ADM-General-Section 4. English Language Proficiency effective for the 2026-27 Undergraduate Calendar as presented.
The motion **PASSED**.

Revision to admissions regulations for B. Accounting, restricting advanced standing to students with 5.0 credits or less.

It was **MOVED** (D. Mendeloff, E. Gray) that Senate approves the revisions to Regulations TBD-2249: R-ADM-Program-B.Acc. effective for the 2026/27 Undergraduate Calendar as presented.
The motion **PASSED**.

Items for Information:

- Revisions to Academic Year 2026
- Update to deferred examination application – reference to online application and form added
- Undergraduate minor modifications

b. Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair David Hornsby presented one motion for the creation of a new College, 3 cyclical program reviews, and one item for information.

Creation of the College of Global Studies:

FPGA is proposing the creation of a new College of Global Studies that would house the Bachelor of Global & International Studies, the graduate programs in Migration & Diaspora Studies, and the undergraduate and graduate programs in Russian and Eurasian Studies (EURUS).

It was **MOVED** (B. Oneill, S. Burges) that Senate recommends to the Board of Governors the approval of the establishment of the College of Global Studies and the concurrent disestablishment of the Institute of European, Russian and Eurasian Studies (EURUS) with effect from Fall 2026, and that the governance for the Bachelor of Global and International Studies, the graduate and undergraduate programs in European, Russian and Eurasian Studies, and the graduate programs in Migration and Diaspora Studies move to the College of Global Studies upon its establishment.

Discussion: In response to a question from a Senator, it was confirmed that a request for this change did not originate with the units, but that all units were consulted and the motion passed at Faculty Board. It was noted, in response to another question, that this restructuring represents an administrative union, and will not change the nature of the programs within the College.

The motion **PASSED**. Senators J. Mason and A. Masoumi requested that their abstention from the vote be recorded in the minutes.

Cyclical Program Reviews:

For efficiency, and with Senate's approval, the motions pertaining to the three cyclical program reviews were combined into an omnibus motion.

It was **MOVED** (D. Hornsby, E. Gray) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.

A Senator noted that the memo erroneously listed graduate programs (plural) in Political Management. The committee Chair proposed a friendly amendment to correct this error.

With this change, the motion as amended **PASSED**. Senator J. Brunet requested that his abstention from the vote be recorded.

Individual motions within the Omnibus:

- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Economics.
- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Information Technology – Information Resource Management.
- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate program in Political Management.

Memo for Information: Suspended Program Admissions

Committee Chair David Hornsby presented for information a list of programs approved to suspend admissions for Fall 2025 and Fall 2026. It was noted that the requests for suspended admissions were made by the units, approved by the Deans and Vice-Provost (Academic), and that all necessary administrative steps were taken by Admissions, the Registrar's Office and Graduate Studies. It was also noted that the suspensions will be in effect for two admission cycles unless otherwise indicated, and that any modifications to program reinstatement or closure will be brought to Senate for approval.

- MSC in Northern Studies – for Fall 2025 (MA and GDip admissions for Northern Studies were suspended in June; MSC was mistakenly omitted from the previous memo)
- PhD in Social Work – for Fall 2026. Admissions are being paused for a full program review. It was noted that the program has achieved its target number of admissions for program viability in only 2 of the previous 10 years.

Discussion:

In response to a question, the SQAPC Chair noted that suspensions of admissions should be discussed at Faculty Board meetings, since the requests come from the units and to the Faculty Board through the Dean's office. However, discussion can still occur at Senate, even if the items are presented for information. The committee Chair also noted that the documentation that SQAPC requests for these suspensions are also included in the Senate package, for Senate's information.

A Senator asked for clarification of the process for admission suspensions for interdisciplinary programs that operate across multiple Faculty Boards. The SQAPC Chair responded that the Framework for Admissions Suspensions ensures

that all related parties are notified and consulted. Additionally, it was noted that some interdisciplinary programs, such as Latin American Studies, may pull faculty members from different departments and Faculties to teach in the program, but the program itself is housed within a single Faculty, and any changes to the program would be brought to that Faculty Board.

c. Senate Academic Governance Committee

Committee Chair Richard Dansereau presented a motion for the approval of committee memberships:

- Senate Executive Committee – Zeina Al Attar (Graduate student member)
- Senate Committee on Curriculum Admission and Studies Policy – Atara Lonn (Graduate student member)
- Senate Quality Assurance and Planning Committee – Mary Francoli (Faculty member, FPGA)
- Senate Academic Governance Committee – Paul Wilson (Faculty member, FPGA)
- Senate Honorary Degrees Committee – Saba Samavati (Graduate student member)
- Senate Academic Integrity Appeals Committee – Vedika Nikarthil Chandran (Graduate student member)
- Senate Committee on Undergraduate Student Awards – David Sabatino (Faculty member, Science)
- Senate Review Committee – Mahdiyeh Nasiri (Graduate student member)

It was **MOVED** (R. Dansereau, K. Graham) that Senate ratify the nominees for Senate committees, as presented, for service beginning immediately upon approval.

The Clerk noted that the memo as circulated in the binder was missing one nominee – Professor Mike Murphy (FASS) to serve on the Graduate Student Appeal Committee. He asked for a friendly amendment to add this nominee to the list in the memo. There was no objection from Senate.

With this change, the motion, as amended, **PASSED**.

d. Senate Review Committee

Committee Chair Gabriel Wainer reported that the Senate Review Committee met on September 18 to review the Operating Budget that was presented to Senate in June of 2025. The committee drafted a number of questions on the presentation which were circulated to Senators in the meeting binder.

Provost Pauline Rankin provided the following responses to the questions.

- (i) Are IT Systems included in the Campus Infrastructure expenses category?
Are IT systems supporting research included in the Operating Budget?
Yes, IT Systems are included in the Campus Infrastructure expenses category and IT Systems supporting research are included in the Operating Budget.
- (ii) What is included in the Student Support expense category? Do programs such as I-CUREUS fit into the budget?
This category includes undergraduate and graduate student scholarships. I-CUREUS and similar programs are also included in the operating budget. In a follow-up to this question, it was noted that the I-CUREUS program is directly funded by the Provost's Office.
- (iii) Deferred Maintenance: How is this allocation determined? How are choices made regarding how much to spend and what is most critical?
Allocations for deferred maintenance are made by the Board of Governors, who allow \$14M annually to support deferred maintenance. This is supplemented regularly by \$6M from the Facilities Renewal Program. The choice of how to spend this budget is determined by Facilities Management Planning as part of their long-term capital planning.
- (iv) Where specifically do these interventions intersect with the line items in the operating budget in slide 4? For example, where would the specific savings for "adjusted class sizes and offerings" lie?
 - *Adjusted Class Sizes/Offering & general administrative cuts - \$500,000 falls under Salaries & Benefits and the remainder is under Other Operating Expenses.*
 - *VRIP and Vacant Position Claw-back falls under Salaries & Benefits*
 - *Allocations to Programs falls under Other Expenses*
 - *Position Replacements falls under Salaries & Benefits*

- (v) Position Replacements: Can you provide a breakdown on categories of positions that were replaced (academic staff, non-academic staff, IT staff etc.)?
This process is still ongoing, and the breakdown requested cannot be provided at this time.
- (vi) Aside from the VRIP program, can you provide more information on the general strategy for replacing or not replacing staff (academic and non-academic) who leave the university for a variety of other reasons? There is a perception that these positions are not being replaced and that the current “hiring freeze” applies not only to new hires but also replacement hires for academic staff, and strategic staffing positions like IT, accounting, physical plant, and others. Can you comment on this?
Requests for term and continuing positions (academic and non-academic) are progressing through the position review committee on a case-by-case basis. The goal of the VRIP is to reduce staffing costs, but replacements have been made for critical positions (academic & non-academic).
- (vii) Are faculty members being replaced by Contract Instructors as a cost-cutting measure? *No. Also, decisions regarding courses, sections and staffing for academic departments are made at the Faculty level.*
- (viii) Can you provide 2024-25 actuals for comparison?
The financial statements for 2024-25 will be available as of October 2, when the Board of Governors approve the financial statements of last year. After October 2, these statements will be available for review on the financial reports website.
- (ix) Variance column – can you provide actual numbers instead of percentages (or some form of weighted measure to show the importance to overall budget)?
Actual numbers will be available via the financial statements.
- (x) Operating Deficit without Further Intervention: Can this slide include more detail for 2026-27 (actual numbers)?
Additional detail is not available at this time, but more specific numbers should be available in the new year (2026).
- (xi) Slide 12 Mission Sustainability Framework: Can you provide an update on overall enrolment strategies underway, particularly for international students? Also, can you clarify what is meant by “cross-functional” in this context?

Cross-functional means that more than one portfolio is involved in the process. Enrolment updates can be provided to Senate in a subsequent meeting. Regarding international recruitment, Carleton is considering a number of strategies including pursuing new markets, working with new agents, building relationships with international high schools and offering new scholarship opportunities for international students.

- (xii) Position Review Committee – what kinds of positions are being reviewed? What is the membership of the committee? What does “implemented” mean in this context?
All positions, term and continuing, unionized and non-unionized, are coming to the position review committee for consideration. This is standard practice at other universities, although it is new to Carleton. The committee is co-Chaired by VPFA Duane McNair and the Provost, and draws membership from Vice-President Human Resources and the office of Planning and Budgeting.
- (xiii) Slide 13 Update on Efficiency and Accountability Fund Review: Can you share more information on the EAF Review, now that the summer consultations have concluded? Will Senate receive just one update (October) between now and December or January, when the report is due? Will more information be made available elsewhere?
A preliminary report will be submitted to the provincial government on October 1st, and a full update on the Efficiency & Accountability Review will be presented to Senate in October. The deadline for the final report to the ministry is in December and if requested, another update can be provided to Senate in November. The EAF also will be discussed in the broader university Town Hall on October 14th. Once the report has been finalized, Senate can also receive regular updates in 2026 on the implementation plan.

8. Reports for Information

The following reports were submitted for information.

- a. Senate Executive Committee minutes (May 27, 2025)
- b. Senate Committee Annual Reports
 - i. Senate Student Academic Integrity Appeals Committee (SAIAC)
 - ii. Senate Undergraduate Studies Committee (SUSC)
 - iii. Senate Committee on Undergraduate Student Awards

- iv. Senate Graduate Student Appeals Committee
- c. Senate Annual Report
- d. Board of Governors Chair's Report
- e. Report from COU Academic Colleague

There were no questions and there was no discussion of these reports.

9. Other Business

There was no other business.

10. Adjournment

The meeting was adjourned (E. Gray, K. Buoy) at 3:50 p.m.

Senate Questions – October 2025

Question from Winnie Ye:

In light of current budget constraints and the reduction in teaching assistant (TA) resources, many faculty members are experiencing increased teaching loads, which significantly limit the time available for research and scholarly activities. To remain competitive as a research-intensive university, it is important that Carleton protect research time for active researchers. Several peer institutions, including the University of Ottawa, have adopted mechanisms such as teaching “credits,” course releases, or other workload adjustments to support faculty who maintain strong research programs and external funding. Could Carleton consider implementing similar measures?

Question from Kuma Buoy:

A course outline operates as a contractual agreement between students and the course instructor. That being said, are course instructors allowed to change the course syllabus and if so how, to what extent would this impact final examinations?

Question from Emma Peirce:

Given the protocols and groups addressing how to use AI, are there any initiatives towards reviewing the process of reporting academic integrity concerns, more specifically ensuring adherence from a professor point of view to the current policy?

Question from Azar Masoumi:

The University has been developing a draft policy on [Institutional Impartiality](#). This policy restricts faculty and academic units in what they can express on websites and official communications. As such, this policy has produced considerable concern regarding academic freedom and norms of self-governance in our University. Would you please clarify: 1) why was this policy developed and what existing problem it is seeking to solve? 2) What will be done with academic units that wish to issue statements in support of a cause or who already have publicly available statements on various issues (for example the Institute of European, Russian and Eurasian Studies’ statement condemning [Russia’s invasion of Ukraine?](#))

Question from Nir Hagigi:

The “Institutional Impartiality” policy under consideration, previously named the “Institutional non-partisanship” policy, would be the most repressive policy at any Canadian university. It will endanger Carleton University’s ability to contribute to its legally mandated objectives of community betterment and the dissemination of knowledge. Unlike policies at other institutions, which only apply to official university-wide communications, Carleton’s policy directly impacts faculties, departments, and student

groups under CASG. No other policy in Canada even mentions “students.” How does the university reconcile this? What punishments will apply if these bodies break the policy?

Carleton is situated on the unceded and unsundered lands of the Algonquin people. If this policy passes, does this mean that the institution will ditch its mandate to Indigenous people because it does “not directly affect its core mission or purpose?”

The consultation page’s FAQ section says that issuing statements on political or public issues “risks marginalizing dissenting views.” Is it the university position that views such as “residential schools were not even that bad” or “climate change is a hoax being pushed by Jewish globalists” SHOULDN’T be marginalized?

Question from Maya Papineau

Senate is legally mandated, as written in Section 22 of the 1952 University Act establishing Carleton University, to:

- “consider and determine all courses of study”;
- “make rules and regulations respecting the conduct and activities of the students of the University”; and
- “make such recommendations as may be deemed proper for achieving the objects and purposes of the University.”

In the same Act, Section 3 states that the objects and purposes of the university are “The advancement of learning”, “The dissemination of knowledge”, “The betterment of its community”, and “The establishment and maintenance of a non-sectarian college”

However, I question why decisions and actions have been made of late that can easily be interpreted as in breach of Carleton’s legal obligations. Two specific questions arise from this:

1. What is the justification for the suspension of programs not being a voting matter with the full body of Senate, whereas program closures have been deemed as such? Program suspensions are within the first clause of Senate’s authority; and
2. Why has a wide-ranging “institutional impartiality” policy been developed by the President’s office, with approval authority by the Board of Governors, without informing Senate? This policy will have implications on the legally mandated academic mission of the university and more broadly its objects and purposes

Question from Morgan Rooney & Cristina Ruiz Martin:

As part of its open binder package in September, Senators received its annual report regarding Academic Integrity. While it seemed to tell a largely good-news story about declining Academic Integrity cases, we

noticed that there is no data regarding the number of cases that were submitted but then subsequently dismissed, or anything regarding the rationale for cases that have been dismissed. As we understand it, such data are collected at the faculty level but are not accessible to the Registrar's Office, which assists in the compilation of the annual Academic Integrity report to Senate. **Moving forward, can we ensure that 1) this matter is accounted for in the updated Academic Integrity policy and 2) these data (cases dismissed along with reasons for dismissal) included in the annual Academic Integrity report to Senate?**

Questions from Laura Madokoro:

1. In the fall of 2024, Senate began a discussion about the position of Senate Chair. This was referred to SAGC for further investigation. Following on the question raised in the September 2025 meeting of Senate, could Senate please have an update on the status of this investigation with a specific date for delivery?
2. During the September 2025 meeting of Senate, there was considerable interest in the question of Artificial Intelligence (AI) and the manner in which Carleton University is engaging with changing technologies and pedagogical practices. During the discussion, there were a number of points that emerged for further clarification.
 - a. How is the university defining AI?
 - b. What policy considerations have been given to agential AI?
 - c. How is the AI Working Group constituted? What mechanisms are in place for Senate to provide input?
 - d. Will the AI Working Group consider amending the existing advice to instructors to include a "no AI" policy (note that the current [advice](#) to instructors begins with a minimum level option that assumes at least some AI will be permitted)?

Senate Membership Ratifications

October 31, 2025

MOTION: That Senate ratify the following new Senate appointments, as presented, for service beginning immediately.
--

Board of Governors Member

- Brett Tackaberry

Faculty Member Representative

- Menna Agha (FED – Architecture)

MEMORANDUM

The Senate Committee on Curriculum, Admission and Studies Policy (SCCASP)

To: Senate
From: David Mendeloff, Chair of SCCASP
Date: October 31st, 2025
Subject: Regulation Changes 2026/27

For Senate approval

1. Update to the advanced standing admission requirements for students transferring from other institutions into the Nursing program.

Motion: That Senate approves the revisions to Regulations TBD-2262 R-ADM-Program-Nursing B.Sc.N. effective for the 2026/27 Undergraduate Calendar as presented.

Attachment: R-ADM-Program-Nursing B.Sc.N.

2. Introduction of a new general admission regulation to permit direct entry into a Ph.D. program for exceptional applicants holding only an honours bachelor's degree.

Motion: That Senate approves the revisions to Regulations R-GR-2 Graduate General Regulations 2. Admission Requirements and Eligibility effective for the 2026/27 Graduate Calendar as presented.

Attachment: Graduate regulations package for Oct 2025 Senate approval

3. Clarification of the graduate regulations pertaining to the granting of advanced standing upon admission, accelerated pathways, advanced entry, and transfer of credit after admission.

Motion: That Senate approves the revisions to Regulations R-GR-6 Graduate General Regulations: 6. Advanced Standing (Transfer of Credit) effective for the 2026/27 Graduate Calendar as presented.

Attachment: Graduate regulations package for Oct 2025 Senate approval

4. Removal of the limit on number of audited courses that can be taken by students in graduate programs.

Motion: That Senate approves the revisions to Regulations R-GR-7 General Regulations: 7 Registration and Course Selection effective for the 2026/27 Graduate Calendar as presented.

Attachment: Graduate regulations package for Oct 2025 Senate approval

5. Clarification of the continuous enrolment requirement: Students in programs requiring a Master's or Ph.D. thesis must now register in their thesis in their first term of study.

Motion: That Senate approves the revisions to Regulations R-GR-8 Graduate General Regulations 8. Continuous Registration effective for the 2026/27 Graduate Calendar as presented.

Attachment: Graduate regulations package for Oct 2025 Senate approval

6. Clarification of the time limits for Ph.D. program completion; introduction of a new definition of doctoral candidacy and course obsolescence.

Motion: That Senate approves the revisions to Regulations R-GR-13 General Regulations 13. Time Limits for Program Completion effective for the 2026/27 Graduate Calendar as presented.

Attachment: Graduate regulations package for Oct 2025 Senate approval

For Information

1. *Attachment: UG_2627_MinorMods_2025Oct21*
2. *Attachment: GR_2627_MinorMods_2025Oct21*
 - a. *Of note, the chart includes the new MERM courses associated with the new program Master of Mineral Exploration and Resource Management*



DATE: October 24, 2025

TO: Senate

FROM: Dr. David Hornsby, Vice-Provost (Academic and Global Learning), and Chair, Senate Quality Assurance and Planning Committee

RE: Master's in Mineral Exploration and Resource Management
New Program Approval

SQAPC Motion

THAT SQAPC recommends to Senate the approval of the Master's in Mineral Exploration and Resource Management program as presented, to commence in Fall 2026.

Senate Motion

THAT Senate approve the proposed Master's in Mineral Exploration and Resource Management program as presented to commence in Fall 2026.

Background

The proposed full cost-recovery program is a fully online, course-based Master's in Mineral Exploration and Resource Management. It is designed to provide a concentrated and intensive course of study on the science and practice of mineral exploration. The curriculum comprises 8 mandatory graduate level courses. Key to this program is also the recognition of the importance of stakeholder engagement and consultation, with particular attention to the need to consult Indigenous peoples who may be affected by exploration or mining activities. This program will quickly elevate students anywhere in Canada and the world, to a standard of ability allowing them to step into middle management with confidence.

Attachments

- Self-Study with Appendices (Volume I)
- Discussant Report
- Site Visit Schedule
- External Reviewer Biographies
- External Reviewers' Report
- Unit response to the External Reviewers' Report and Implementation plan
- Dean's response to the External Reviewers' Report
- Courseleaf Entries
- Faculty CV (Volume II)

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Ontario Universities' Council on Quality Assurance for approval. This approval is required before the program can commence.



DATE: October 24, 2025

TO: Senate

FROM: Dr. David J. Hornsby, Vice-Provost (Academic and Global Learning), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Reports and Executive Summaries

The purpose of this memorandum is to request that Senate approve the Final Assessment Reports and Executive Summaries arising from cyclical program reviews. The request to Senate is based on recommendations from the Senate Quality Assurance and Planning Committee (SQAPC).

The Final Assessment Reports and Executive Summaries are provided pursuant to article 5.4.1. of the provincial Quality Assurance Framework and article 7.2.24 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.24.3 of Carleton's IQAP (passed by Senate in November 2021 and ratified by the Ontario Universities Council on Quality Assurance in April 2022) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendations to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Any major modifications described in the Implementation Plans, contained within the Final Assessment Reports, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.4.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Reports, Executive Summaries and Implementation Plans will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to Carleton's Board of Governors for information. The Executive Summaries and Implementation Plans will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Omnibus Motion

In order to expedite business with the multiple Final Assessment Reports and Executive Summaries that are subject to Senate approval at this meeting, the following omnibus motion will be moved.

Senators may wish to identify any of the following Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

THAT Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.

Final Assessment Reports and Executive Summaries

1. Graduate Programs in Mechanical and Aerospace Engineering

SQAPC approval: October 9, 2025

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the joint graduate programs in Mechanical and Aerospace Engineering.

Senate Motion October 31, 2025:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the joint graduate programs in Mechanical and Aerospace Engineering.

2. Graduate and Undergraduate programs in Applied Linguistics and Discourse Studies.

SQAPC approval: September 25, 2025

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate and undergraduate programs in Applied Linguistics and Discourse Studies.

Senate Motion October 31, 2025:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate and undergraduate programs in Applied Linguistics and Discourse Studies.

3. Graduate and Undergraduate programs in Music

SQAPC approval: September 25, 2025

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate and undergraduate programs in Music.

Senate Motion October 31, 2025:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate and undergraduate programs in Music.



DATE: October 24, 2025

TO: Senate

FROM: Dr. David J. Hornsby, Vice-Provost (Academic and Global Learning)

RE: Suspended program admissions – For information

Programs that have been approved to suspend admissions are being circulated to Senate for information. The requests have been made by the units, approved by the Deans and the Vice-Provost (Academic and Global Learning) and all necessary administrative steps have been taken by Admissions, the Registrar's Office and Graduate Studies.

Unless otherwise indicated, admissions to the programs will be suspended for two admission cycles. The Office of Academic Programs and Strategic Initiatives will be responsible for following up with the units to ensure appropriate action (i.e. program reinstatement or closure) is taken.

Any modifications relating to program reinstatement or closure will be brought to Senate for approval.

Programs with Suspended Admissions Extensions

Bachelor of Information Technology – Optical Systems and Sensors: the admission suspension for this program had previously been approved for 1 admission cycle beginning in Fall 2026. An extension has been granted for a second cycle (Fall 2027).

Food Science (B.Sc.(Hons) & minor): the admission suspension for this program had previously been approved for 2 admission cycles beginning in Fall 2025. An extension has been granted for a third cycle (Fall 2027).

Suspended admissions for Fall 2026

Infrastructure Protection and International Security (MEng & MEng with Collaborative Specialization in Cybersecurity) – only the MEng admissions are suspended the MIPIS and GDip. are continuing to admit students.



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September 25, 2025

Professor David Hornsby
Vice-Provost & Associate Vice-President (Academic)

Re: Suspending Admissions in the M.Eng. Infrastructure Protection and International Security

Dear Vice-Provost Hornsby,

I am writing to request the suspension of admissions to two graduate programs:

1. M.Eng. Infrastructure Protection and International Security
2. M.Eng. Infrastructure Protection and International Security with Collaborative Specialization in Cybersecurity

The Infrastructure Protection & International Security (IPIS) program is currently a joint program between the Faculty of Public and Global Affairs (Norman Patterson School of International Affairs) and the Faculty of Engineering and Design. It currently offers three types of Master's degrees:

- Master of Infrastructure Protection and International Security (M.IPIS),
- Master of Engineering in Infrastructure Protection and International Security (M.Eng.)
- Graduate Diploma in Infrastructure and International Security.

Rationale for Suspension:

The original intent of the IPIS program was to foster interdisciplinary collaboration between policy and engineering. However, the engineering stream (M.Eng.) has consistently experienced low enrolment, with several recent terms seeing no new admissions. Total enrolment and new enrolment for the M.Eng. programs are shown in Figures 1 and 2. The majority of students in IPIS have pursued the M.IPIS degree, and the program has evolved into a predominantly social science program. Additionally, the primary engineering faculty members that were involved in IPIS are no longer at Carleton.

Following discussions between the Faculty of Engineering and Design (FED) and the Faculty of Public and Global Affairs (FPGA), we have agreed that the most appropriate path forward is to discontinue the M.Eng. degree options and transition full ownership of the IPIS program to FPGA.

Proposed Timeline:

Immediate: Suspend admissions to both M.Eng. programs in IPIS

Fall 2026: Remove MEng. programs from calendar (calendar changes currently underway).

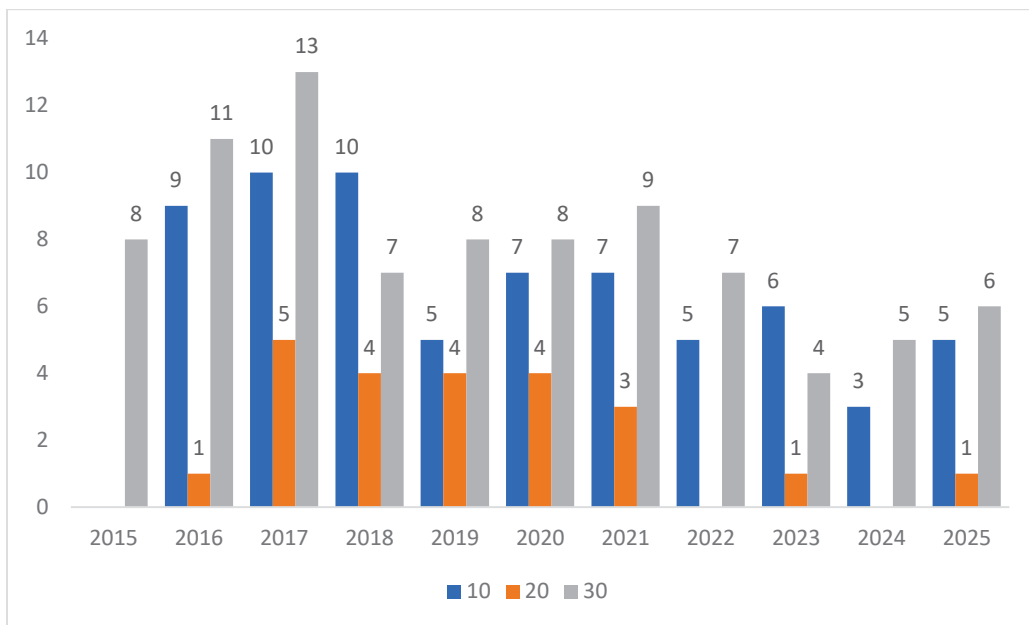


Figure 1: Total Enrolment by Term, All IPIS MEng Programs

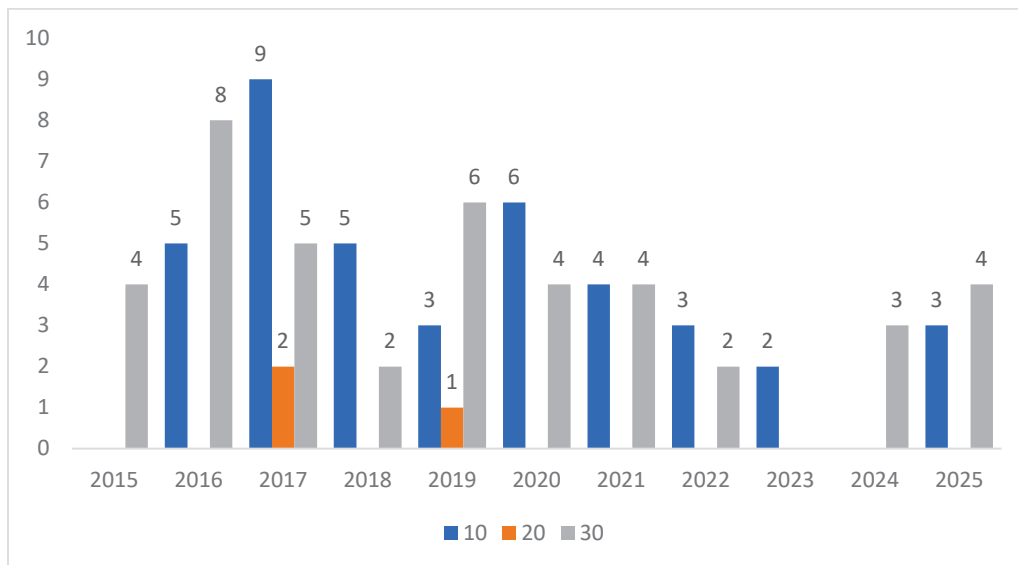


Figure 2: New Enrolment by Term, All IPIS MEng Programs

Cyclic Program Review Implications:

The IPIS programs are currently undergoing cyclic review. The proposed suspension and removal of the MEng programs will be reflected in the review documentation.

Impacts on Other Programs and Partnerships:

The suspension will not affect any other programs, joint initiatives, or external partnerships. No current M.Eng. students are participating in co-op placements.

Considerations for Donor Funded Programs:


IPIS program is not donor-funded.

Transition Plan for Current Students:

Current students in the M.Eng. programs will be able to complete their degrees without disruption. All mandatory courses are shared with the M.IPIS program, and most electives are offered through NPSIA. Most engineering electives will remain available, and students may also take other approved engineering courses as approved by the program director.

Please don't hesitate to contact me with any additional questions or clarifications.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeff Erochko', with a long horizontal flourish extending to the right.

Jeffrey Erochko, PhD, P.Eng.

Associate Dean, Graduate Studies and Postdoctoral Affairs
Faculty of Engineering and Design, Carleton University

c.c. Ron Miller, Interim Dean, Faculty of Engineering and Design
 Brenda O'Neill, Dean, Faculty of Public and Global Affairs
 David Mendeloff, Associate Dean (Faculty Affairs), Faculty of Public and Global Affairs
 Yasser Hassan, Chair, Department of Civil and Environmental Engineering
 Yiagadeesen Samy, Director, Norman Patterson School of International Affairs
 Alex Wilner, Director, Infrastructure Protection and International Security

MEMORANDUM

From: Senate Academic Governance Committee

To: Senate

Date: October 31, 2025

Subject: Senate committee ratifications

MOTION: That Senate ratify the following Senate committee nominees, as presented, for service beginning immediately upon approval.

1) Senate Quality Assurance and Planning Committee

- Dwight Deugo (Science faculty member representative)

2) Senate Graduate Student Appeal Committee

- Safaa Bedawi (faculty member)

MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: October 31, 2025
Subject: Senate Nomination, Election and Appointment Procedures

Section 9.06 of the Carleton University General Operating By-law No. 1 authorizes Senate to prescribe regulations for the conduct of its elections.

Senate may pass such electoral regulations from time to time as it may consider appropriate, prescribing procedures respecting nominating candidates for Senate, the qualifications of voters and candidates, the conduct of elections, the determination of any dispute or questions of qualification, eligibility and constituency of voters and candidates and the validity of ballots or votes

Established protocols for Senate elections and appointments have been in use for many years. The attached three documents outline the procedures, as established and in practice, for:

- Nomination and Election of full-time faculty members, contract instructors and undergraduate students to Senate (i.e. Internal Election Procedures);
- Appointments to Senate, including the COU Academic Colleague, Clerk of Senate, and Alumni Representative; and
- Nomination and election of faculty members to other bodies, including Advisory Committees, the Board of Governors and the Graduate Council

MOTION: That Senate approve the Senate Internal Election Procedures, as presented.

MOTION: That Senate approve the Senate Appointment Procedures for the COU Academic Colleague, Alumni Representative and Clerk of Senate, as presented.

MOTION: That Senate approve the Senate Procedures for Elections to Other Bodies, as presented.

Senate Internal Election Procedures

Associated Regulation: Carleton University General Operating Bylaw No. 1, Section 9.06

Date: October 31, 2025

Purpose:

The purpose of this document is to outline clear and consistent procedures for the nomination and election of internal members to the Carleton University Senate, including undergraduate students, contract instructors, and full-time faculty. These procedures are designed to ensure transparency, fairness, and compliance with the Carleton University General Operating By-law No. 1, Section 9.06. By outlining roles, timelines, eligibility criteria, campaigning rules, voting protocols, and complaint resolution mechanisms, this document supports the integrity and effective functioning of Senate elections.

Scope:

- 1) Elections governed by this document are conducted in accordance with Section 9.06 of the Carleton University General Operating By-law No. 1, which authorizes Senate to prescribe regulations for the conduct of its elections. Section 9.06 states:

Senate may pass such electoral regulations from time to time as it may consider appropriate prescribing procedures respecting nominating candidates for Senate the qualifications of voters and candidates the conduct of elections the determination of any dispute or questions of qualification eligibility and constituency of voters and candidates and the validity of ballots or votes;

- 2) The procedures outlined in this document apply to the nomination and election of internal members of the Carleton University Senate, specifically undergraduate students, contract instructors, and full-time faculty. These procedures may be amended from time to time by Senate, and the most current version will be maintained by the Senate Office and published on the Senate website. This document does not apply to:
 - a. Graduate student elections, which are administered by the Graduate Students' Association (GSA)

- b. Appointments to Senate including the Clerk of Senate, COU Academic Colleague and Alumni Representative, which are governed by a separate procedure
- c. The nomination or election of members to standing committees of Senate

Procedure:

1) Responsibilities:

- a. The Senate Office works in close coordination with the Chief Electoral Officer to ensure that all election procedures are conducted in accordance with university policies and Senate regulations.
- b. The Chief Electoral Officer: The Clerk of Senate serves as the Chief Electoral Officer and is responsible for verifying election results and ensuring the integrity of the electoral process. As Chief Electoral Officer, the Clerk remains a neutral party and refrains from voting in Senate elections.
- c. Senate Office: The Senate Office administers the internal election process and is responsible for:
 - i. Establishing election timelines and issuing the Calls for Nominations
 - ii. Verifying the eligibility of nominees in accordance with applicable regulations
 - iii. Communicating with nominees and constituents throughout the nomination and election period
 - iv. Preparing and distributing secure electronic ballots
 - v. Managing the dissemination of candidate information, including Statements of Candidacy
 - vi. Preparing and publishing reports of election results
 - vii. Investigating complaints, irregularities or infractions to the election process and reporting findings to the Clerk of Senate.

2) Call for Nominations (Undergraduate students, contract instructors, and full-time faculty)

- a. The Call for Nominations for full-time faculty members and undergraduate students is scheduled in the Winter term and is typically released in February.
- b. The Call for Nominations for Contract Instructor positions on Senate is scheduled for late summer and typically is released in August.
- c. Nominations are normally open for one month.
- d. All nominations must be submitted before the deadline indicated in the Call for Nominations.

3) Nomination Process

- a. Faculty members must submit a self-nomination via the online form on the Senate website. Each nomination must include the names of three faculty member supporters, who must send email confirmations of their support to the Senate Office before the nomination deadline.
- b. Undergraduate students and Contract Instructors must submit a self-nomination via the relevant online form on the Senate website.
- c. All nominations must include a Statement of Candidacy. These statements will be published on the Senate website if the position is contested and an election is required.
- d. Candidate eligibility is determined in accordance with Section 4.4 of the Academic Governance of the University (AGU). Eligibility is verified by the Senate Office once the nomination period closes.

4) Post-Nomination Process:

- a. The Senate Office will contact candidates after the nomination period closes to confirm their nomination status, and to advise of an upcoming election (if appropriate).
- b. If only one nomination has been received for any particular position, the candidate will be considered elected by acclamation, subject to ratification at Senate and provided the candidate meets all eligibility criteria.
- c. If more than one nomination has been received for a particular position, an election will be held.
- d. If no nominations have been received for a particular faculty member position, the Senate Office will coordinate with the Faculty Dean's office to recruit nominees.
- e. For remaining undergraduate student vacancies, the Senate Office will coordinate with CASG and the undergraduate student communications officer to advertise the vacancies further through their networks and communications. Nominations received after the Winter nomination and election period through these channels will be filled on a first-come, first-served basis, provided the eligibility requirements of the position are met.
- f. If no nominations are received for a Contract Instructor position, the Call will be reissued and the nomination deadline extended.

5) Campaigning

- a. Campaigning is permitted under specific conditions designed to ensure fairness, respect, and compliance with university policies. All candidates are expected to conduct themselves with integrity and professionalism throughout the election process.

- b. Campaigning may only begin once the nomination period has closed and candidates have been advised of their status by the Senate Office.
- c. Campaigning is strictly forbidden once the voting period within the election has begun.
- d. Candidates must represent themselves accurately in all campaign materials and communications.
- e. Candidates are responsible for ensuring that their campaign is in compliance with all applicable Carleton University policies, including those related to equity, harassment, and respectful conduct.
- f. Candidates must not interfere with the campaigning of other candidates by, for example, spreading misinformation about candidates, or defacing, destroying or removing campaign materials.
- g. Campaigning is not allowed in instructional spaces or in Carleton University Residences.
- h. Affixed materials such as stickers, decals, and adhesive signage are not permitted due to risk of property defacement and the cost of removal.
- i. Campaigning on a slate (i.e. coordinated campaigns among multiple candidates) is prohibited.
- j. Candidates are prohibited from soliciting or accepting donations towards their campaign.
- k. Any volunteers assisting candidates during campaigning must abide by election protocols.
- l. All campaign messaging and materials must be approved in advance by the Chief Electoral Office or delegate.
- m. Any advertising of candidates by an official Carleton University community organization or bargaining unit must mention all of the candidates running in that group's constituency. For example, CASG's mention of the upcoming election of students for Senate must include all undergraduate candidates being considered.

6) Election and Voting

- a. Elections will normally be held within two weeks of the end of the nomination period.
- b. Voting is conducted online via secure electronic ballots.
- c. The online elections will be prepared, conducted and managed by the Senate Office.
- d. Eligible voter lists for the elections will be provided by the Office of Institutional Research and Planning (for faculty and student positions) and the Office of Human Resources (for Contract Instructor positions).
- e. No minimum voter turnout is required to validate an election.
- f. The voting period is normally 2 business days.

7) Results

- a. Results of the election will be communicated to all candidates and will be posted on the Senate website.
- b. In the event of a tie, the election will be re-run until a winner is declared.
- c. All confirmed positions (via acclamation or election) must be ratified by a vote at Senate.
- d. The Senate Office will retain records of election results in accordance with university records management policies.

8) Violations of Election Procedures

- a. Allegations of violation of election procedures and/or University policies must be submitted to the Clerk of Senate via email. Complaints submitted anonymously will not be investigated.
- b. Complaints should be submitted within 48 hours of the incident taking place or within 24 hours of the close of the election.
- c. The Chief Electoral Officer (CEO) will investigate, consider, and attempt to resolve any complaints that arise regarding the electoral process.
- d. The decision of the CEO is final.

Related or Cited Policies, Procedures and Guidelines

- 1) Carleton University General Operating By-Law No. 1
- 2) Academic Governance of the University (AGU)
- 3) Freedom of Speech Policy
- 4) Human Rights Policies and Procedures
- 5) Student Rights and Responsibilities Policy
- 6) Posting Policy
- 7) Senate Appointment Procedures: COU Academic Colleague, Alumni Representative and Clerk of Senate
- 8) Senate Procedures for Elections to Other Bodies.

Senate Appointment Procedures: COU Academic Colleague, Alumni Representative and the Clerk of Senate

Associated Regulation: Carleton University General Operating Bylaw No. 1 Section 9.06

Date: October 31, 2025

Purpose:

The purpose of this document is to outline the general protocols for the nomination, recommendation and approval of Appointments to Senate.

Scope:

- 1) In accordance with Section 9.06 of the Carleton University General Operating Bylaw No. 1, Senate has the authority and responsibility to prescribe its own procedures for elections and appointments to Senate.
- 2) The procedures outlined in this document pertain to the COU Academic Colleague, the Alumni Representative, and the Clerk of Senate positions on Senate.

Procedure:

- 1) COU Academic Colleague:
 - a. The COU Academic Colleague is a faculty member who, along with the President, attends the meetings of the Council of Ontario Universities (COU), and reports to Senate on these meetings.
 - b. The COU Academic Colleague is an appointment made upon the recommendation of the President and the Senate Executive Committee, and is subject to approval of Senate.
- 2) Alumni Association Representative
 - a. Senate membership includes one representative from the Carleton University Alumni Association.
 - b. The Alumni Association nominates a candidate from their association. The nomination is submitted to the Senate Executive Committee, which then brings this name to Senate for approval.

- 3) Clerk of Senate
 - a. The Clerk of Senate is a full-time tenured faculty member elected by Senate to serve a three-year term.
 - b. An open Call for Nominations is issued for the position. Once the nomination period closes, the Senate Executive Committee reviews all eligible nominations, and recommends one candidate to Senate for approval.
- 4) General Clause: In all cases, if Senate does not approve the appointment of the individual, the matter is referred back to the Senate Executive Committee for further action.

Related or Cited Policies, Procedures and Guidelines

- 1) Carleton University General Operating By-Law No. 1
- 2) Academic Governance of the University (AGU)
- 3) Senate Internal Election Procedures
- 4) Senate Procedures for Elections to Other Bodies

Senate Procedures for Elections to Other Bodies

Associated Regulation: Carleton University General Operating Bylaw No. 1 Section 9.06

Date: October 31, 2025

Purpose:

The purpose of this document is to outline the general protocols for elections involving Senators to external bodies.

Scope:

This procedure applies to the following types of elections:

- 1) Election of faculty-member Senators to the Board of Governors and Graduate Council
- 2) Election of faculty-members to Advisory Committees

Procedure:

- 1) Election of Senators to Board of Governors
 - a. The Board of Governors membership includes two positions for faculty-member Senators.
 - b. An open Call for Nominations is released among Senators to fill one or both of these positions.
 - c. Once the nomination period closes, an online election with electronic ballot is held, if the position is contested. Voters include all current Senators.
 - d. Results of the election are posted publicly on the Senate website.
- 2) Election of Senators to Graduate Council
 - a. The membership of the Graduate Council includes two positions for faculty-member Senators.
 - b. An open Call for Nominations is released among Senators to fill one or both of these positions.
 - c. Once the nomination period closes, an online election with electronic ballot is held, if the position is contested. Voters include all current Senators.
 - d. Results of the election are posted publicly on the Senate website.

- 3) Election of Faculty Members to Advisory Committees
 - a. The Senate Office assists in recruiting faculty members for Advisory Committees on the appointment of the Chancellor, President, or one of the Vice-Presidents. In some cases these positions must be filled by Senators.
 - b. An open Call for Nominations is released to faculty members from the Senate Office.
 - c. Once the nomination period closes, an online election with electronic ballot is held, if the position is contested. Voters include all current Senators.
 - d. Results of the election are posted publicly on the Senate website.

Related or Cited Policies, Procedures and Guidelines

- 1) Carleton University General Operating By-Law No. 1
- 2) Academic Governance of the University (AGU)
- 3) Senate Internal Election Procedures
- 4) Senate Appointment Procedures: COU Academic Colleague, Alumni Representative and the Clerk of Senate



Senate Executive Committee
September 16, 2025
TB503C + TEAMS videoconference

MINUTES

Attending: R. Dansereau (Clerk), N. Hagigi, D. Hornsby, A. Hurrelmann, G. Lacroix, P. Rankin, R. Renfroe, W. Tettey (Chair)

Recording Secretary: K. McKinley

1. Welcome & Approval of the Agenda

The meeting was called to order at 11:04 am, with a round of introductions for new members.

A meeting binder containing the agenda and other meeting materials was circulated in advance to committee members.

It was **MOVED** (R. Dansereau, G. Lacroix) that the agenda of the meeting of the Senate Executive Committee on September 16, 2025 be approved, as presented.

The motion **PASSED**.

2. Approval of Senate Executive Minutes – May 27, 2025 + E-poll on July 3, 2025

It was **MOVED** (R. Renfroe, N. Hagigi) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on May 27, 2025, as presented.

The motion **PASSED**.

It was **MOVED** (R. Renfroe, N. Hagigi) that the Senate Executive Committee approve the minutes of the Senate Executive Committee e-poll on July 3, 2025, as presented.

The motion **PASSED**.

3. Review of Senate Minutes (June 6, 2025 – open session)

The minutes of the Open Session of the Senate meeting on June 6, 2025 were circulated in advance. No errors or issues with the minutes were identified by committee members.

4. Draft Senate Agenda – September 26, 2025

a) Motion submitted by Senators Jody Mason and Alexis Shotwell

A motion for Senate was submitted for consideration by Senators Mason and Shotwell. The motion called for an amendment to the existing Framework for Suspending Admissions to include, among other things, making the request for suspension flow through SQAPC with accompanying data reports, and including Senate ratification of any motion to suspend admissions.

Senate Executive Committee members discussed the motion extensively and ultimately voted not to include the motion on the Senate agenda due to the following considerations:

- The premise upon which the motion is based is problematic. The first paragraph states that the decision to suspend admissions is made by the Vice-Provost Academic which is incorrect.
- Authority for the decision on suspending admissions rests within the academic unit. A vote from Senate on the decision would undermine that authority.
- Senate's purview with regards to Admissions is limited to requirements for admission (See Article 22(a) of the Carleton University Act). The Act does not grant Senate authority over other elements of the admissions process that do not undermine its core mandate of determining requirements. The motion proposes that Senate assume an operational role, which would be inappropriate.

Committee members noted that Senate does have a role to play if there is a request to modify a program or close it.

It was **MOVED** (R. Dansereau, N. Hagigi) that the Senate Executive Committee recommends that the motion submitted by Senators Mason and Shotwell not be included on the agenda for the meeting of Senate on September 26, 2025.

The motion **PASSED**.

b) Senate Agenda

A draft agenda was circulated to committee members in advance. No requests for changes were made by the committee.

It was **MOVED** (P. Rankin, R. Renfroe) that the Senate Executive Committee approve the agenda for the Senate meeting of September 26, 2025, as presented.

The motion **PASSED**.

5. Early Graduation Approval (Registrar's Office)

The Registrar's Office circulated a request for early graduation for an undergraduate student whose employment offer hinges upon receipt of their diploma. The student's eligibility to graduate was confirmed by the Registrar's office and Faculty Board approval was obtained.

It was **MOVED** (P. Rankin, G. Lacroix) that the Senate Executive Committee approve the request for early graduation, as presented.

The motion **PASSED**.

6. Report from Clerk of Senate on Procedural Reviews

The Clerk of Senate reported on one request for a procedural review of a grade appeal that was made by a graduate student in the Sprott School of Business.

7. Adjournment – The meeting was adjourned at 11:55 am.



Senate Executive Committee
October 1, 2025
Web-based Meeting
(E-poll)

MINUTES

Participants: Z. Al Attar, R. Dansereau (Clerk), A. Hurrelmann, G. Lacroix, P. Rankin, R. Renfroe, W. Tettey (Chair)

Regrets (No Vote): N. Hagigi

Senate Executive Committee members participated in an e-poll from September 29 to October 1, 2025 to approve the appointment of the Academic Colleague, Kim Hellemans as a member of the Task Force on Community Healing, Rebuilding and Belonging.

The Senate Executive Committee **approved** the appointment as presented.

Strategic Integrated Plan (SIP) Progress Update

July 1, 2024 - June 30, 2025

Senate

October 31, 2025



Share
knowledge,
Shape the
future

Serve
Ottawa,
Serve the
world

Strive for
wellness,
Strive for
sustainability

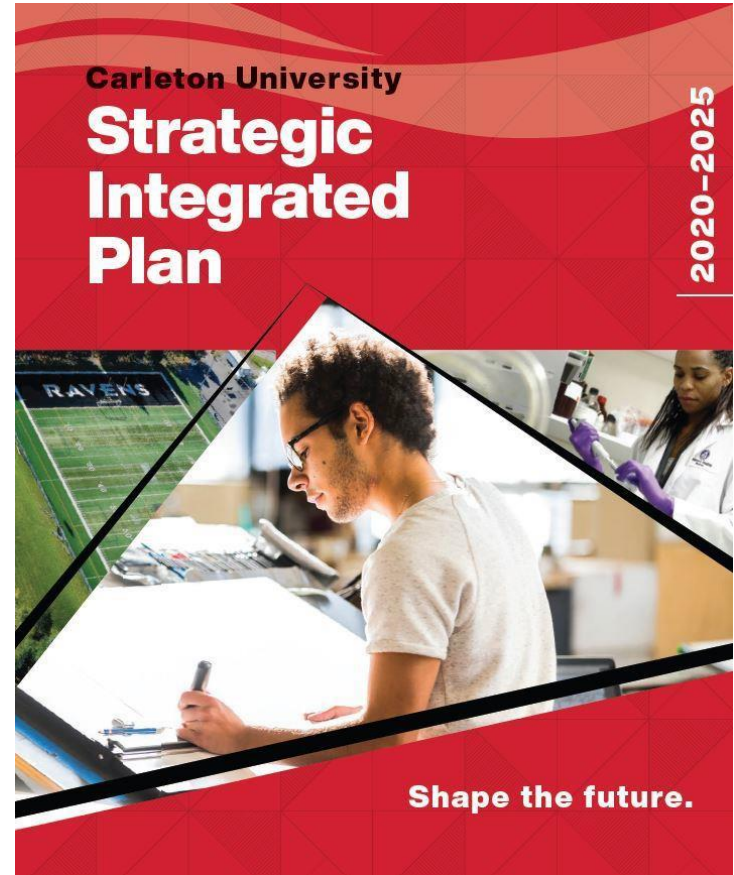
A Challenging Context

- The SIP was approved in the early months of the **COVID-19 pandemic** and the first two years of implementation were pandemic years
- Implementation is taking place in a **difficult fiscal context**, with the provincial grant and tuition being frozen for the duration, the repeal of Bill 124 and a cap on international students
- Implementation continues against a background of **economic challenges and geopolitical unrest**

SIP Progress Update 2025

Significant progress across:

- All three strategic directions
- All 15 “We Will” statements
- All pathways



An aerial photograph of the Carleton University campus in Ottawa, Canada. The image shows a mix of modern and older brick buildings, green spaces, and a river. A large red speech bubble is overlaid on the left side, containing the text "Share knowledge, Shape the future". A red arrow points from the speech bubble towards the center of the campus.

Share
knowledge,
Shape the
future

Research Reputation Indicators

85

Carleton researchers listed among the world's top 2% most-cited scholars in 2024 (Stanford-Elsevier)

#3

In Canada and 28th in the world for Telecommunications Engineering (Shanghai Rankings)

#1

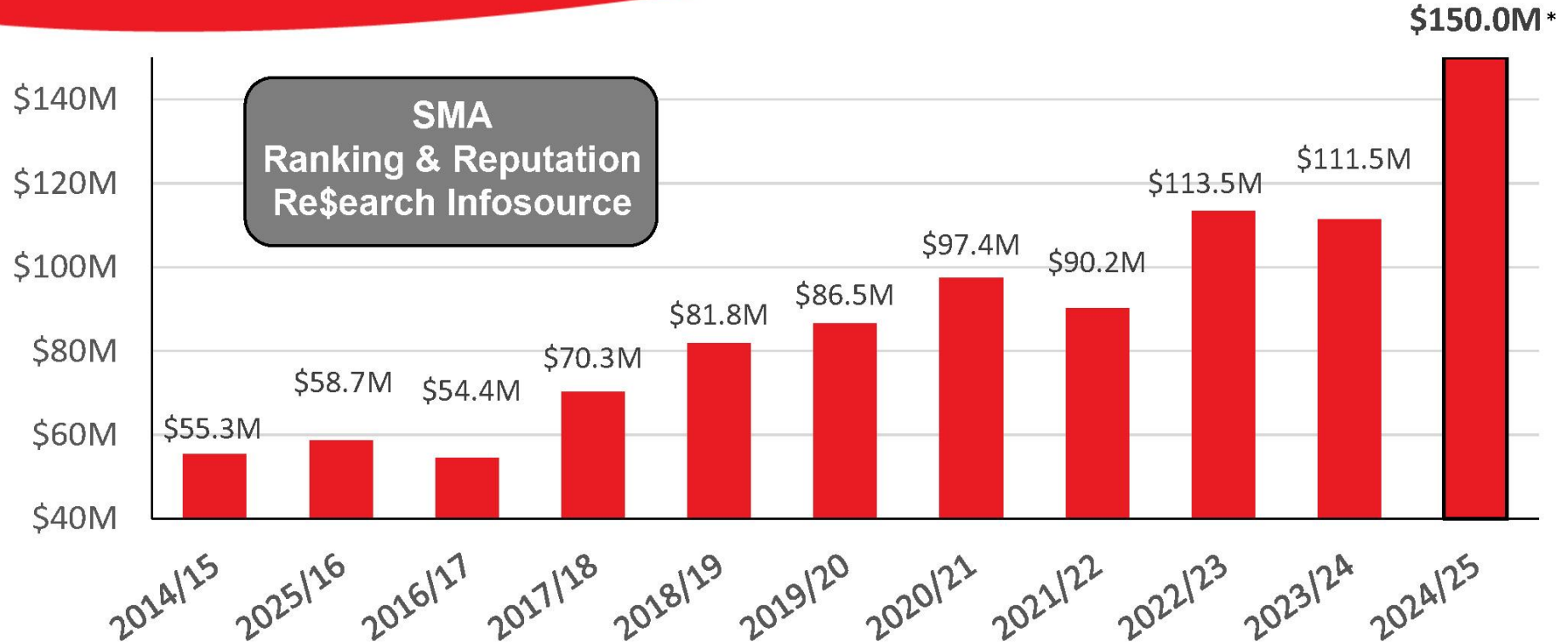
Not-for-Profit Research Income Growth (2023-2024, Comprehensive Tier)

#1

International AI Collaboration Publications (72.9% of total, Comprehensive Tier)

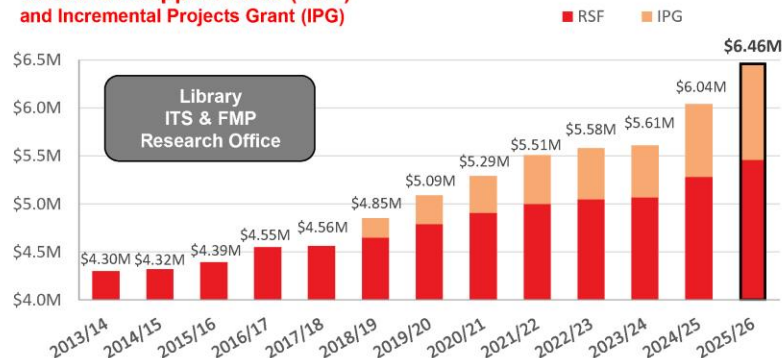
External Research Revenue

Annual (Source: COFO) – Fiscal Year



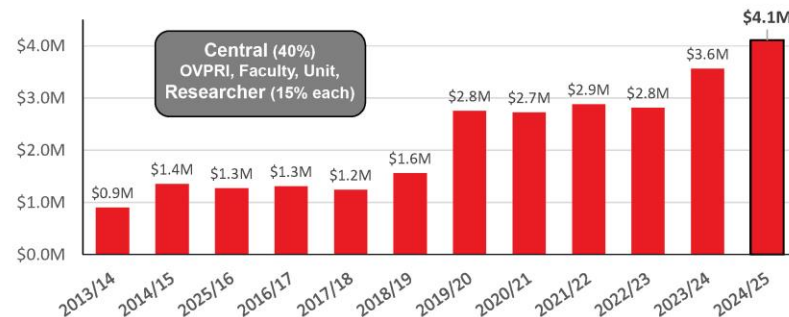
* Estimate - Final Number not Available Yet

Research Support Fund (RSF) and Incremental Projects Grant (IPG)



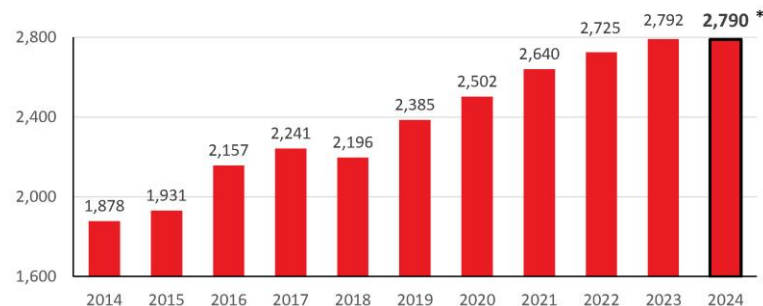
Indirect Costs

Source: Research Finance)



Publications

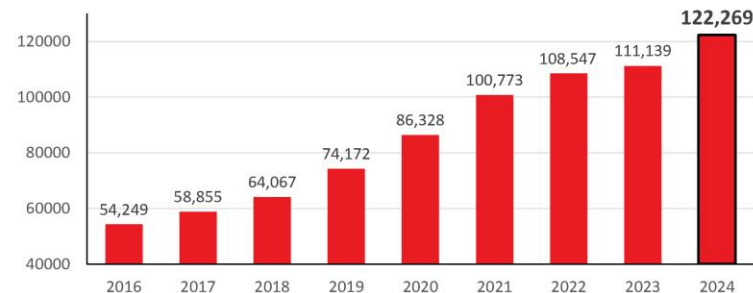
Source: Sci-Val (calendar Year)



* Final Number not Available Yet

Citations

Source: dimensions.ai (Calendar Year)



Teaching and Learning

\$1.425 M

in New Funding

156

New Experiential Learning Projects

\$409K

in Internal Teaching Initiative Grants

31

Internal Teaching Awards



Career-Ready Programs

Carleton launched **five new programs** tailored for today's high-demand careers

- Nursing
- Mechatronics
- Cybersecurity
- Accounting
- Data Science



**Online MBA
ranked #1 in
Canada**



Academic Success



- 6,500+ students graduated
- 1-year retention rate at or above 90% for the past five years
- 2-year retention rate at historic highs at or above 83% for the past five cohorts
- Seven year graduation rate at 73%, up from 68% in 2017
- 86% graduate employment in a related field

Organizational Excellence



3rd Consecutive Year



11th Consecutive Year

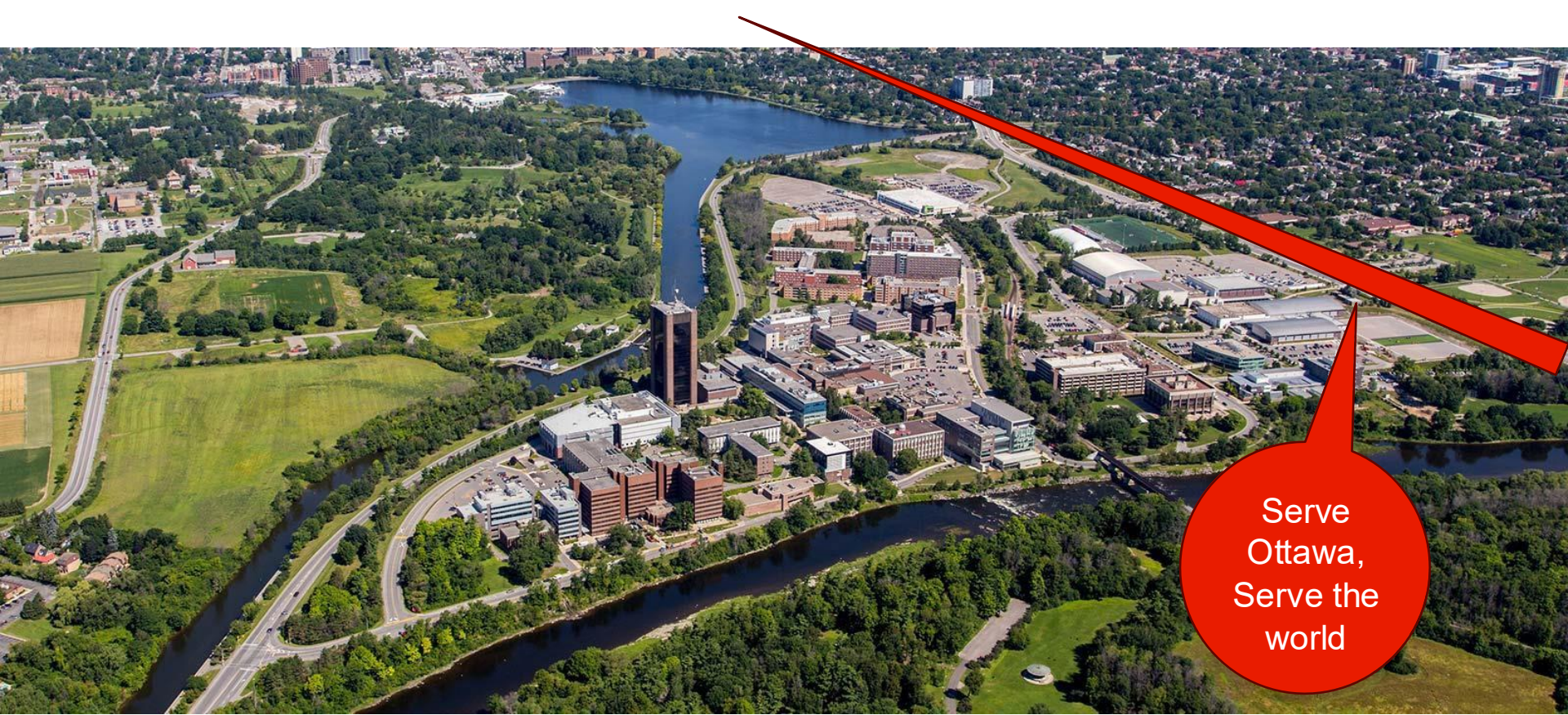
*CANADA
AWARDS FOR
EXCELLENCE*



*PRIX CANADA
POUR
L'EXCELLENCE*

2024

ORDER OF EXCELLENCE RECIPIENT RÉCIPiendaire ORDRE DE L'EXCELLENCE
ORGANIZATIONAL EXCELLENCE EXCELLENCE ORGANISATIONNELLE



Serve
Ottawa,
Serve the
world

Profile Building



New Student Residence

Rideau House



Community Engagement



3rd Annual Carleton Challenge Conference

The 2025 Challenge Conference – AI Summit took place on May 13, 2025.

The sold-out conference brought together over 160 delegates from business, government, academia and the community to explore *The AI Paradox: opportunity and risk in artificial intelligence.*



CU@Kanata

An anchor for innovation in Canada's largest technology park



CU@Kanata

400+

Student Engagements

40+

Curated Events

20

New Partnership
Engagements with Industry



Co-op Career Ready Talent

*Fastest growing co-op
program in Canada*



New Partnerships



Carleton and March Networks partnership will advance generative AI business solutions.



Carleton and Ross Video partnership will foster talent development in robotics, AI, digital systems and hardware design.

Gift Announcements



Launch of the Certificate in
Journalism in Indigenous
Communities



Rosamond Ivey
Research Chair in
Sustainable Transitions



A Major Milestone:
Canada's First Chair in
Philanthropy

Fundraising Highlights

May 1, 2024 – April 30, 2025

Gifts & Sponsorships	\$20,174,830
Research & Partnerships	\$18,894,416
Total	\$39,069,246

21

New Scholarships

12

New Bursaries

26

New Student Experience Funds



International Engagement

41

Active MOUs in 25 countries
including 2 with the UN

168

In-person and 5 virtual
visiting scholars from 40 countries

112

Student exchange partners in
34 countries

47

Engagements with embassies
from 23 countries



International Engagement



International Engagement



Carleton welcomed a delegation from Ireland, including representatives from the Higher Education Authority and university leaders.



Carleton University signed MOUs with UNHCR Canada and Jumpstart Refugee Talent



Strive for
wellness,
Strive for
sustainability

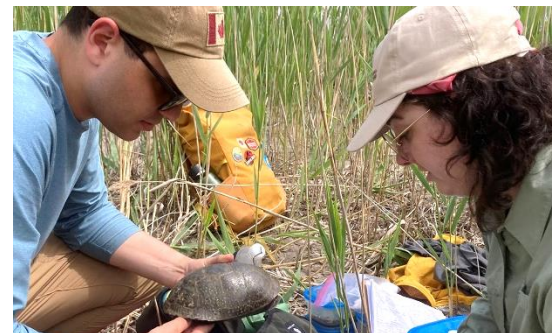
Sustainability Research



Reducing Pollution



Energy Efficiency



Biodiversity



Food Security



Clean Water

Indigenous Initiatives



Abilities Living Lab

ALL co-creates accessible technologies, environments & solutions with end-users in 5 unique spaces:

- Human Performance
- Rehabilitation Robotics
- Design
- Food Design
- We are All Musicians

"Nothing about us, without us"

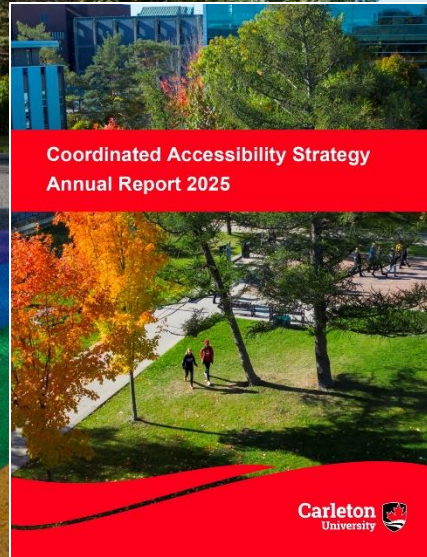
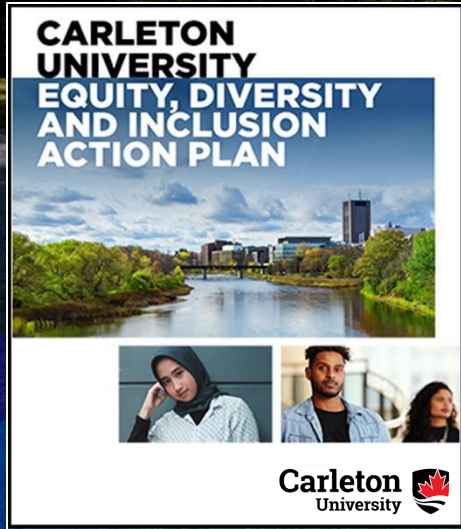


Campus Sustainability



**LIVING PLANET
@CAMPUS**

Inclusion and Wellness



Next Steps

***Towards Carleton 2042: From Promise to Inclusive
Impact and Prominence Together***

Strategic visioning exercise to begin Fall 2025, completion
date Summer 2026

Thank you!

