

*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 November 28, 2025 at 2:00 pm  
Pigiarnvik 608**

**AGENDA**

**Open Session:**

- 1. Approval of Agenda**
- 2. Minutes (Open):** October 31, 2025 (open session)
- 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
  - c. Report on General Faculty Board meeting
- 7. Reports:**
  - a. SCCASP (D. Mendeloff)
  - b. SQAPC (D. Hornsby)
  - c. SAGC (R. Dansereau)
  - d. SEC – COU Academic Colleague replacement from Jan 1/26 to June 30/26
- 8. Presentation on Process for Program Closures (D. Hornsby)**
- 9. Motion from Senator Jody Mason**

## **10. EAF Review Update (Provost)**

## **11. Reports for Information:**

- a. Senate Executive Minutes (October 21, 2025)
- b. Report from COU Academic Colleague
- c. Report on Senate Governance Workshop (September 12, 2025)

## **12. Other Business**

## **13. Adjournment**



*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  
PK608**

**OPEN SESSION  
MINUTES**

**Present:** Z. Al Attar, I. Alma, D. Amundsen, S. Blanchard, A. Bordeleau, A. Bowker, J. Brunet, N. Bruni, I. Bumagin, S. Burges, A. Butler, J. P. Corriveau, B. Creary, R. Dansereau (Clerk), J. Debanné, M. DeRosa, S. Duncan, M. El Sayed, N. Giroux-Laplane, R. Goubran, K. Graham, E. Gray, J. Greenberg, T. Haats, N. Hagigi, S. Hawkins X. Haziza, K. Hellemans, D. Hornsby, 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, M. Papineau, K. Patel, E. Peirce, P. Rankin, R. Renfroe, M. Rivers-Moore, M. Rooney, C. Ruiz-Martin, B. Tackaberry, N. Tate, W. Tetley (Chair), R. Tfaily, C. Trudel, T. Turbat, S. Viel, P. Williams, W. Ye

**Regrets:** J. Armstrong, M. Bahran, F. Brouard, T. Davidson, A. El-Roby, G. Lacroix, G. Maracle, H. Nemiroff, A. Shotwell, M. Talebi Dastenaeei, M. Vatankhah, G. Wainer,

**Absent:** A. Hurrelmann, S. Joe-Ezigbo, G. Lacroix, Y. Ono, S. Sadaf, R. Teather

**Recording Secretary:** K. McKinley

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1. The meeting was called to order at 2:01 pm. The Chair welcomed Senators to the second Senate meeting of the academic year. After a quick review of procedures, the Chair called for a motion to move into Closed Session to approve the fall graduates.

It was **MOVED** (N. Hagigi, B. Tackaberry) that Senate move into the Closed Session of the meeting.

The motion **PASSED**.

*(Minutes for the Closed Session of the meeting are in a separate document.)*

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*Minutes after Open Session resumed:*

**Approval of Open Agenda:**

It was **MOVED** (K. Nyediin Buoy, P. Wilson) that Senate approve the open agenda for the meeting of Senate on October 31, 2025, as presented.

The motion **PASSED**.

**2. Minutes:** September 26, 2025 (open session)

It was **MOVED** (E. Gray, M. Papineau) that Senate approve the minutes of the open session of the Senate meeting on September 26 2025, as presented.

A Senator requested one change to page 5 of the minutes regarding the number of days instructors typically have to complete grading, to specify that these are business days and not calendar days.

With this correction to the minutes, the motion **PASSED**.

**3. Matters Arising**

There were none.

**4. Chair's Remarks**

The Chair began his remarks reflecting on the Carleton Ravens recent victory at the 2025 Panda game, where they played to a sold-out crowd of over 23,000 fans. Carleton also hosted the 2025 Throwback Celebration in early October, welcoming over 10,000 alumni and community members back to campus for celebratory events. The Chair thanked everyone who helped to make these events a success.

The Chair next reported that The Canada Foundation for Innovation has awarded \$1.2M to nine Carleton University researchers under the John R. Evans Leaders Fund (JELF). This funding will contribute to a number of initiatives related to mental health, heritage conservation, sonic arts, and solutions for plastic pollution, among others.

The Chair also congratulated Alison Grant, a 1998 NPSIA graduate, on her recent appointment as Ambassador of Canada to Austria.

Finally the Chair noted that the Maclean's 2026 university rankings have been released, and Carleton has been ranked as #4 in the comprehensive university category for the second consecutive year, also securing the #2 spot in Ontario. Carleton also has ranked first for the third consecutive year as Canada's Best University for 2026 for research funding in the field of Social Sciences and Humanities.

## **5. Question Period**

Ten questions were submitted in advance by 8 Senators.

### 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?

*Response from Provost P. Rankin:* Our sector is undergoing a period of rapid change which raises many issues for our university, including concerns for researchers about commitments for their time. Within FED there also have been some changes around the capstone projects which may be contributing to these concerns. However, both teaching assignments and course relief decisions are the purview of Deans in collaboration with Chairs and Directors within individual Faculties, and are not necessarily in the purview of Senate. The question regarding teaching credits is a collective bargaining issue, which also cannot be addressed at Senate.

### 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?

*Response from Vice-Provost D. Hornsby:* Carleton University does treat the syllabus as a contract, but changes can be made to it. For example, the academic calendar makes provisions for changes to the syllabus regarding assessments before the last day of registration. In certain exceptional circumstances, additional changes can be made after that date, provided students receive 2 weeks' notice. It is preferable not to have any uncertainty around the dates for final exams and these would only change under exceptional circumstances.

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?

*Response from Vice-Provost D. Hornsby:* Carleton University does encourage Instructors to experiment in the use of artificial intelligence where it makes sense, and in an ethical and responsible manner. Instructors do maintain the responsibility to evaluate students' work. Artificial intelligence can be used to assist with marking, but this must be clearly disclosed with as much advanced notice as possible. Artificial Intelligence cannot be used, however, when Instructors are checking for Academic Integrity offences.

In a follow-up to the response, the Senator noted that one of the main concerns with the Academic Integrity Policy is that it is inconsistently implemented across Faculties, and that the procedures within the policy are not always followed by Instructors when allegations against students are made. In response, it was noted that Instructors are meant to follow the policy but sometimes mistakes are made and the procedures are not followed correctly. Students do have the opportunity to respond, and every effort is made to have their cases dealt with fairly.

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:

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.

*Response from Vice-Provost D. Hornsby:* Since the suspension of admissions does not involve any curricular changes or substantive changes to the program, there is no need for Senate involvement. The pausing of admissions within programs has been occurring for many years, but has only recently been standardized with a process to ensure transparency. It was noted as well that York, Nipissing, Trent, Ottawa, Queens, and Guelph are operating under a similar framework for treating admission suspensions as an operational matter that does not require Senate approval. In the ensuing discussion Senators continued to discuss Senate’s responsibilities under the Carleton University Act, particularly with regards to admissions.

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?

*Response from Clerk of Senate (and Chair of SAGC) Richard Dansereau:* The Ad Hoc Committee on the Academic Integrity Policy is continuing to meet over the next few

months to finalize their draft of the revised policy. These concerns will be communicated to the committee for consideration at their next meeting.

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?

*Response from Clerk of Senate R. Dansereau:* The investigation into this question is continuing and the Senate Office is actively gathering more information to contribute to the report. Since the last Senate meeting, interviews have been held with Secretariat staff members at universities in which the Senate is not chaired by the President, to provide more in-depth information on these practices. These interviews will continue over the next several weeks after which the research will be presented to SAGC and a report will be generated for Senate. At this time a specific delivery date has not been determined, but staff are working as quickly as possible to be able to deliver this report to Senate.

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)?

*Response from Vice-Provost D. Hornsby:*

- a) According to the Government of Canada, Artificial Intelligence (AI) refers to information technology that can perform tasks typically requiring human cognitive



abilities. Common definitions of different types of AI would normally include the following:

- Generative AI is a specific type of AI that relies upon machine learning model algorithms that simulate the decision-making processes of the human brain. Generative AI identifies and encodes the patterns and relationship in large amounts of data, then uses that information to understand users' natural language requests.
  - Large Language Models (LLMs) are a type of generative AI that is trained on massive amounts of text data to generate human-like text and responses. They are powerful tools for understanding, generating and manipulating human language. ChatGPT is one known application.
- b) Agentic AI is a recent phenomenon, and includes tools that will act on your behalf to complete forms, process requests, etc. Common applications include Comet by Perplexity and ChatGPT Atlas. The Working Group on AI in Teaching & Learning will convene to consider recent developments related to agentic AI, its implications for teaching and learning and updates to the guidelines for pedagogical practices. It was noted that if one is using one of these agentic browsers when opening Brightspace, the application will be able to complete quizzes.
- c) The Working Group on AI in Teaching & Learning is composed of 5 Associate Deans, representing each Faculty, 2 Deans (FASS, Sprott), 3 faculty members who are Future learning Innovation Fellows (from FASS, FED and Science), the Canada Research Chair in Governance and AI (from FPGA) and representatives from the Library, Schedule & Examination Services, and TLS. There is also a Working Group on the Acceptable AI Use, comprised of senior leaders, and representatives from the Provost's Office, the Library, ITS, the Office of the Vice-President (Research, Innovation & International). It is chaired by the Vice-Provost (Academic & Global Learning). This working group drafted the Acceptable Use of AI Policy (under review) and provided feedback on a Draft AI Framework for Carleton, which was prepared by the Office of the Vice-Provost (Academic & Global Learning). Both documents have been distributed (as drafts) to the offices of Deans and Vice-Presidents for their review and will come to Senate for consultation and feedback.
- d) Instructors can choose either to integrate AI into their courses or exclude it, according to their learning objectives. Instructors should clearly state their expectations on their course outlines. The minimal use guideline permits students to use AI tools solely for basic word processing tasks such as grammar and spell checks that are already embedded in word processing software. However, beyond these

basic tools, it is up to the individual Instructor to determine whether or not to integrate AI into their courses.

### Questions submitted regarding the proposed Institutional Impartiality Policy

#### Question from Azar Masoumi:

The University has been developing a draft policy on [Institutional Impartilaity](#). 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:

MINUTES – OCTOBER 31, 2025

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.

*Collective response from Chair of Senate and President W. Tettey:* The President began by thanking all who have contributed feedback on the draft policy for their input and engagement. Acknowledging that there have been strong feelings about the draft, he asked Senators to stay true to their commitment to work together in trust, and in particular to avoid misrepresentations of both the draft policy and the consultation process currently underway. He added that consultations are standard practice whenever a new policy is introduced, and are a valuable process for gathering input from the community.

The President then noted that academic units (departments, schools, Faculties) are creations of Senate approved by the Board, and as such are an extension of the administrative arm of the university. The policy seeks to clarify that these administrative units cannot claim to speak for their individual members, who are not a monolith. As an institution, Carleton has an obligation to create space for individuals to share ideas and to speak freely but the institution cannot claim to speak on behalf of all its constituents. Similarly, Chairs, Directors, and Deans cannot claim to speak on behalf of the whole collective of individuals within their units. This is the problem the policy seeks to address.

If the policy is adopted and approved, any existing statements made publicly by units on university websites will be assessed individually and addressed accordingly. However, the process for evaluating and addressing suspected violations of the policy, should it be adopted, has yet to be determined.

In responding to Senator Hagigi’s question, the Chair first clarified that there was no pre-existing institutional non-partisanship policy, and that consultations for the current policy began as conversations with Chairs and other leaders before opening feedback to the greater community. The Chair also confirmed that the policy does not apply to students or student groups such as CUSA, CASG or GSA.

The Chair also noted that the policy is not called a neutrality policy because Carleton will continue to defend fundamental values of equity, diversity and inclusion and

Indigenization, as outlined in Carleton's policies. He noted also that the draft impartiality policy is not a policy of Senate so will not come to Senate for approval, but that all Senators do have the opportunity to provide feedback through the normal channels, and are encouraged to do so. The deadline for receiving feedback was extended by one week to November 7, 2025.

In the ensuing discussion, some Senators asserted that departments and units should have the right and autonomy to make public statements and to take a public position on an issue. In response the Chair noted that the rights to use Carleton assets, including websites, are not unfettered, and that the university must manage risks to the institution. Under the policy, a group or collective of individual faculty members would be free to take a position on an issue, but departments and units cannot take a public position on behalf of all of their constituents. For example, it would be acceptable to say "Faculty members from the Institute of X would like to express their condemnation of Y," but it would not be acceptable to say "The Institute of X condemns Y."

Some Senators also probed the statement that Carleton will continue to defend fundamental core values, asking who determines what those values are, and whether those values could become politicized as they have been (EDI, for example) in the United States. In response it was noted that these values are reflected in Carleton's Human Rights Policy, other policies, strategic plans, and frameworks that define our institutional principles and reflect our collective commitments.

The Chair thanked Senators for the robust discussion and encouraged those who wish to provide feedback to take advantage of the extended deadline for online submissions.

## **6. Administration (Clerk)**

### **a. Membership Ratification**

The Clerk presented a motion to approve two new members of Senate:

- Brett Tackaberry - Board of Governors representative
- Menna Agha – Faculty member – FED / Architecture

It was **MOVED** (R. Dansereau, N. Hagigi) that Senate ratify the new Senate appointments, as presented, for service beginning immediately.

The motion **PASSED**.

**b. Report on Annual Senate Committee Chairs/Secretaries meeting**

This item was deferred to the next meeting in November, due to time constraints.

**7. Reports:**

**a. Senate Committee on Curriculum Admission and Studies Policy (SCCASP)**

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

Update to advanced standing admission requirements for Nursing program

It was **MOVED** (D. Mendeloff, M. DeRosa) 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.

The motion **PASSED**.

New general admission regulation permitting direct entry into PhD prog for exceptional applicants.

It was **MOVED** (D. Mendeloff, B. MacLeod) that Senate approve the revisions to Regulations R-GR-2 Graduate General Regulations 2. Admission Requirements and Eligibility effective for the 2026/27 Graduate Calendar as presented.

The motion **PASSED**.

Clarification of some graduate regulations regarding advanced standing

It was **MOVED** (D. Mendeloff, M. Papineau) 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.

The motion **PASSED**.

Removal of limit on number of audited courses students in graduate programs can take

It was **MOVED** (D. Mendeloff, Z. Al Attar) 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.

The motion **PASSED**.

Clarification of continuous enrolment requirement; students in programs with Master's or PhD thesis must register in their thesis in first term of study

It was **MOVED** (D. Mendeloff, J. Debanne) 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.

The motion **PASSED**.

Clarification of time limits for PhD completion – new definition of doctoral candidacy and course obsolescence

It was **MOVED** (D. Mendeloff, J. Greenberg) 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.

Discussion:

The regulation defines expectations for what doctoral candidacy should achieve. One issue raised in discussion is that the definition might be too restrictive and may not capture some milestones that occur later in the process, such as thesis colloquia. Graduate Studies has agreed to reach out to all programs to identify these extra milestones and include them in program-specific requirements as exceptions to the general regulation.

The motion **PASSED**.

The following items were circulated in advance for information:

- Undergraduate minor modifications from October 2025
- Graduate minor modifications from October 2025

There was no discussion of SCCASP's items for information.

**b. Senate Quality Assurance and Planning Committee (SQAPC)**

Committee Chair David Hornsby presented for approval one new program approval and three cyclical review reports. An additional item was presented for information.

Items for approval:

### New Program

It was **MOVED** (D. Hornsby, M. DeRosa) that Senate approve the proposed Master's in Mineral Exploration and Resource Management program as presented to commence in Fall 2026.

### Discussion:

A Senator noted that fully online programs such as this one are vulnerable to various academic integrity issues, and asked what protections would be in place, particularly with regards to assessments. It was noted that the online degree is geared towards professionals already working in industry but seeking extra training. Some synchronous opportunities and potential field-based activities will be added to balance the asynchronous components. The Faculty is aware of the issues involved in offering the program online and is developing a number of strategies to mitigate risks.

The motion **PASSED**.

### Cyclical Reviews

These were combined into an omnibus motion, with Senate's approval.

It was **MOVED** (D. Hornsby, A. Bowker) that Senate approve the Final Assessment Reports and Executive Summaries arising from the cyclical reviews of the programs.

The motion **PASSED**.

### Individual motions from the Omnibus:

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

Item for Information – Suspended program admissions

Committee Chair David Hornsby presented for information a list of programs whose admissions have been suspended. Two programs on the list were approved for an extension to admission suspensions for an additional cycle. One program (M. Eng. in Infrastructure Protection & International Security) is suspending admissions for Fall 2026.

**c. Senate Academic Governance Committee (SAGC)**

Committee Chair Richard Dansereau presented one motion to ratify Senate committee nominees and three motions to approve Senate nomination and election procedures.

Committee nominations:

- SQAPC – Dwight Deugo – Science faculty member nominee
- Senate Graduate Student Appeal Committee – Safaa Bedawi – faculty member nominee

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

A Senator asked if faculty members within the Teaching Stream are eligible to serve on the Graduate Student Appeal Committee. The Clerk noted that currently there is no restriction preventing teaching stream faculty members from serving on this committee.

The motion **PASSED**.

Senate Nomination, Election and Appointment Procedures:

Three documents were circulated in advance to Senators, outlining established protocols for internal election procedures, appointments to Senate, and the nomination and election of faculty members to other bodies, including the Board of Governors. The Clerk noted some formatting issues with the first memo included in the binder; a revised memo was subsequently displayed for Senators at the meeting.

It was **MOVED** (R. Dansereau, B. Tackaberry) that Senate approve the Senate Internal Election Procedures, as presented.



The motion **PASSED**.

It was **MOVED** (R. Dansereau, R. Renfro) that Senate approve the Senate Appointment Procedures for the COU Academic Colleague, Alumni Representative and Clerk of Senate, as presented.

A Senator asked for clarification on the language used for the section outlining the procedure for the appointment of the Clerk of Senate. The Clerk confirmed that Senate votes on the nomination brought forward by the Senate Executive Committee, and can vote to approve or not approve the candidate. If Senate chooses not to approve, the matter would be referred back to the Senate Executive Committee.

The motion **PASSED**.

It was **MOVED** (R. Dansereau, K. Graham) that Senate approve the Senate Procedures for Elections to Other Bodies, as presented.

The motion **PASSED**.

**8. Presentation on Process for Program Closures (D. Hornsby)**

This item was deferred to the next meeting due to lack of time.

**9. EAF Review Update (Provost)**

This item was deferred to the next meeting due to lack of time.

**10. Reports for Information:**

- a. Senate Executive Minutes (September 16, 2025 + E-poll on October 1, 2025)
- b. Strategic Integrated Plan (SIP) Fall 2025 Implementation Report

There was no discussion of these items.

**11. Other Business**

None was identified.

**12. Adjournment**

The meeting was adjourned (E. Gray, J. Debanné) at 4:00 pm.

## Senate Questions – November 2025

### Questions Regarding Artificial Intelligence Issues

1) A Kocsis

The Carleton Senate has taken a stance prohibiting the use of AI to scan student assignments due to copyright concerns and issues of reliability. However, multiple students have reported that some professors are using AI to:

- Develop assignments, tests and examinations without assurance of a proper review by the instructor and;
- Grade student work and generate feedback

Given these reports, what measures are being taken to ensure that AI use by instructors does not undermine the quality of education and what actions are being taken to hold faculty accountable if they are circumventing established policies that are designed to protect students' rights?

2) Nathan Bruni

As the University is presently defining how AI can intersect in a meaningful and positive manner with the educational experience, many students are fearing the quality of education they are receiving is being eroded by professors overly relying on AI tools to teach their courses. How soon can we expect a University policy dictating the boundaries of AI usage for professors, students, and teaching assistants within the classroom and will there be a community consultation period to allow all community stakeholders (students, professors, and teaching assistants) a chance to share their perspectives?

3) Alexis Shotwell

Faculty have been advised to, at a minimum, include a "a statement such as" the following in our syllabi for next term: "As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course." At the bottom of the page elaborating AI statements there is the statement "Note: These draft syllabus statements were developed in collaboration with AI (ChatGPT4.o). AI provided draft rationales for each level of AI use based on the context and goals provided (e.g. university-level, goal of highlighting educational benefits while maintaining academic integrity), developing initial drafts of the statements, and adding specific examples of tools." Was the statement we are being asked to include in our syllabi generated using ChatGPT? If so, why does the shortened statement we are being asked to include not include the information that it was itself generated by text-prediction?

### Question Regarding FASS Constitution Approval Process

#### 4) Question from Alexis Shotwell

The Chair of the committee currently revising the FASS Faculty Board Constitution heard that the September 2024 version of our Constitution will once more not be brought to the Senate for approval, apparently because we are in the process of revising it further (I am on the committee doing this work). The issue here is not reasoning - we understand that it might seem cumbersome to approve different versions in too-close proximity. However, this really seems to be an inappropriate overstep – it's not a top-down call to decide whether our revised Constitution is ready or not for Senate approval. It is out of order for that decision to be made on our behalf and without informing us directly; FASS sent it in over a year ago, specifically with revisions needed by the transition to the new form of graduate studies administration, and we have now been refused consideration twice – in the first instance by sending it back to Paul Keen with suggested revisions, and now, after we confirmed that this version is all we wanted to revise at this time, it has not been brought forward. What has been the process for this, can someone clarify the logic, and explain?

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**Senate Membership Ratifications**

**November 28, 2025**

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| MOTION: That Senate ratify the following new Senate appointments, as presented, for service beginning immediately upon approval unless otherwise indicated. |
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**Undergraduate Student member**

- Erin Harlan (FASS)

**Faculty Member Representatives**

- AbdelRahman Abdou (Computer Science)
- Juan Carlos Jimenez (Industrial Design) – beginning January 1, 2026

**MEMORANDUM**

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

**To:** Senate  
**From:** David Mendeloff, Chair of SCCASP  
**Date:** November 28<sup>th</sup>, 2025  
**Subject:** Regulation Changes 2026/27

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**Items for Approval**

SCCASP has reviewed and is recommending to Senate approval of major modifications to undergraduate regulations for the following programs:

B.A. in Women's and Gender Studies  
Bachelor of Data Science (B.D.S.)  
Bachelor of Economics (B. Econ.)  
Bachelor of Humanities (B.Hum.) and the Bachelor of Journalism and Humanities (B.J.Hum.)  
Bachelor of Music (B.Mus.)

All items have been recommended by their academic units and reviewed and recommended by their Faculty Boards.

A summary of the changes and individual motions is below. A single omnibus motion is presented in the interest of efficiency. Senators may request to pull any of the proposed changes out of the omnibus motion for individual consideration.

Senators are encouraged to read the accompanying Courseleaf documents prior to the Senate meeting, as they will be voting on the Courseleaf language as presented.

**Omnibus Motion: That Senate approve the revisions to the following program regulations effective for the 2026/27 Undergraduate Calendar as presented:**

- **R-UG-COOP-B.A. Women's and Gender Studies**
- **R-UG-COOP-B.D.S Admission and Continuation Requirements**
- **R-UG-COOP-B.Economics Admission and Continuation Requirements**
- **R-UG-3.2.7 Bachelor of Humanities**
- **R-UG-3.2.7 Bachelor of Journalism and Humanities**
- **R-UG-3.2.7 Bachelor of Music**

## **Summary of Changes and Individual Motions**

### **1. B.A. Honours in Women's and Gender Studies**

The introduction of a new co-op option to the B.A. Honours in Women's & Gender Studies to allow students to develop experiential learning skills and showcase the program's transferable skills.

**Motion: That Senate approves the revisions to Regulations R-UG-COOP-B.A. Women's and Gender Studies Admission and Continuation Requirements effective for the 2026/27 Undergraduate Calendar as presented.**

*Attachment: R-UG-COOP-B.A. Women's and Gender Studies Admission and Continuation Requirements*

### **2. Bachelor of Data Science (B.D.S.)**

The addition of specific course requirements to satisfy the Bachelor of Data Science co-op work term eligibility, ensuring that students have foundational skills in computer science, data science, and statistics.

**Motion: That Senate approves the revisions to Regulations R-UG-COOP-B.D.S. Admission and Continuation Requirements effective for the 2026/27 Undergraduate Calendar as presented.**

*Attachment: R-UG-COOP-B.D.S. Admission and Continuation Requirements*

### **3. Bachelor of Economics (B.Econ.)**

The addition of two new courses (ECON 2210 and ECON 2900) to the course requirements for the Bachelor of Economics co-op work term eligibility, replacing two courses (ECON 2030 and ECON 2103) that are no longer offered.

**Motion: That Senate approves the revisions to Regulations R-UG-COOP-B.Economics Admission and Continuation Requirements effective for the 2026/27 Undergraduate Calendar as presented.**

*Attachment: R-UG-COOP-B.Economics Admission and Continuation Requirements*

### **4. Bachelor of Humanities (B.Hum.) and Bachelor of Journalism and Humanities (B.J.Hum.)**

Update to the Academic Continuation Evaluation (ACE) requirements for the Bachelor of Humanities and Bachelor of Journalism and Humanities: All required HUMS courses will now be included in the core CGPA calculation for ACE assessment.

**Motion: That Senate approves the revisions to Regulations R-UG-3.2.7 Bachelor of Humanities and R-UG-3.2.7 Bachelor of Journalism and Humanities effective for the 2026/27 Undergraduate Calendar as presented.**

*Attachment: R-UG-3.2.7 Bachelor of Humanities, R-UG-3.2.7 Bachelor of Journalism and Humanities*

## **5. Bachelor of Music (B.Mus.)**

Update to the Academic Continuation Evaluation (ACE) requirements for the Bachelor of Music to remove the minimum grade requirement for specific performance courses, as progression is now being managed through prerequisites.

**Motion: That Senate approves the revisions to Regulations R-UG-3.2.7 Bachelor of Music effective for the 2026/27 Undergraduate Calendar as presented.**

*Attachment: R-UG-3.2.7 Bachelor of Music*

## **Items for Information**

### **1. Minor Modifications**

In addition to the major modifications presented above, SCCASP reviewed and approved a large number of minor modifications to courses and programs. All have been recommended by individual units in the Faculty of Arts and Social Sciences, the Faculty of Engineering and Design, and the Faculty of Science, and were reviewed and recommended by their respective Faculty Boards.

These items are listed for review in the following attachments:

- a. Undergraduate Minor Modifications: UG\_2627\_MinorMods\_2025Nov18
- b. Graduate Minor Modifications: GR\_2627\_MinorMods\_2025Nov18updated

### **2. Academic Schedule for 2026-27**

One of the responsibilities of SCCASP is to, “approve annually the undergraduate and graduate academic schedules within the Guidelines for Determining the Academic Year as set and amended from time to time by Senate” (see attached). As such, at its last meeting SCCASP

reviewed and approved the Academic Schedule for the 2026-27 academic year. Note that because Labour Day falls at the end rather than the beginning of the first week of September 2026, in order to conform to Senate Guidelines we were unable to accommodate a break between the last day of Fall classes and the start of the examination period. (Normally, the schedule provides for at least one day off.) Scheduling and Examination Services will take this into account when scheduling Fall 2026 final exams.

The approved 2026-27 academic schedule is provided for review in the following attachments:

- a. *R-UG-Academic Year Fall 2026*
- b. *R-UG-Academic Year Winter 2027*
- c. *R-UG-Academic Year Summer 2027*





DATE: November 19, 2025

TO: Senate

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

RE: Calendar Curriculum Proposals  
**Major Modifications**

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**Background**

Following Faculty Board approval, as part of academic quality assurance, major curriculum modifications are considered by the Senate Quality Assurance and Planning Committee (SQAPC) before being recommended to Senate. Major curriculum modifications are also considered by the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP).

**Library Reports (as required)**

In electronic communication members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the major modifications included below.

**Documentation**

Recommended calendar language, along with supplemental documentation as appropriate, are provided for consideration and approval.

**Omnibus Motion**

In order to expedite business with the multiple changes that are subject to Senate approval at this meeting, an omnibus motion will be moved and include all items below. Senators may wish to identify any of the major modifications 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 major modifications that Senators agree can be covered by the omnibus motion.

|  |
|--|
| <b>THAT</b> Senate approve the major modifications as presented below. |
|--|

**Major Modifications**

**1. Concentration in Arts Management**

SCCASP approval: November 4, 2025

SQAPC approval: November 13, 2025

**Senate Motion November 28, 2025**

|   |
|---|
| <b>THAT</b> Senate approve the deletion of the graduate concentration in Arts Management as presented with effect from Fall 2026. |
|---|

**2. ECMP 5015**

SCCASP approval: November 4, 2025

SQAPC approval: November 13, 2025

**Senate Motion November 28, 2025**

**THAT** Senate approve the introduction of ECMP 5015 as presented with effect from Fall 2025.

**3. MA in Economics**

SCCASP approval: November 4, 2025

SQAPC approval: November 13, 2025

**Senate Motion November 28, 2025**

**THAT** Senate approve the degree change in Economics from an MA to an MSC as presented with effect from Fall 2026.

**4. MUSI 5909**

SCCASP approval: November 4, 2025

SQAPC approval: November 13, 2025

**Senate Motion November 28, 2025**

**THAT** Senate approve the major modification to MUSI 5909 as presented with effect from Fall 2026.



DATE: November 19, 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 Sustainable Energy**

**SQAPC approval:** November 13, 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 programs in Sustainable Energy.

**Senate Motion November 28, 2025:**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Sustainable Energy.

**2. Graduate and Undergraduate programs in Women's and Gender Studies**

**SQAPC approval:** November 13, 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 Women's and Gender Studies.

**Senate Motion November 28, 2025:**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the review of graduate and undergraduate programs in Women's and Gender Studies.



DATE: November 19, 2025

TO: Senate

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

RE: Suspended program admissions – For information

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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**

**Health Sciences (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**

**Post-Baccalaureate in Economics** - Supporting documentation has been provided for information.

**DATE:** October 8, 2025

**TO:** Dr. Brenda O'Neill, Dean, Faculty of Public and Global Affairs

**FROM:** Dr. Patrick Coe, Chair, Department of Economics

**CC:** Dr. David J. Hornsby, Vice-Provost and Associate Vice-President (Academic)  
Dr. Vandna Bhatia, Associate Dean (Academic), Faculty of Public and Global Affairs

**RE:** **Suspension of Admission to the Post-Baccalaureate Diploma in Economics**

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### **Rationale**

This program was intended to serve as a “qualifying year” for students who wanted to take our M.A. but lacked specific honours-level courses in Economics required for admission to the M.A. program. Students in the post-Bac typically take eight 4000-level courses in Economics. In practice, many students do not need all eight courses; therefore, in recent years, the extended M.A. has become increasingly popular as an alternative. This involves adding a subset of the eight courses as additional requirements to a student’s M.A. requirements, and therefore can be better tailored to meet the individual student’s needs. Not surprisingly, this has led to a decline in admissions to the post-Bac, reported in the table below.

### **Admissions to the Post-Baccalaureate Diploma in Economics: 2014-2025**

| Fall Semester | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---------------|------|------|------|------|------|------|------|------|------|------|------|------|
| New Students  | 12   | 13   | 7    | 6    | 0    | 2    | 6    | 4    | 0    | 6    | 0    | 0    |

Source: OIRP

### **Timeline**

Immediate suspension, with a view to permanently removing the program from our offerings.

### **Implications for QA Processes**

None.

### **Implications for Other Programs.**

None.

### **Consideration for Donor Funded Programs.**

Not applicable.

### **Transition Plan for Current Students.**

We have two students still in the program. Both are registered in ECON 4990 for Winter 2026. All the other courses required for the Post-Bac will still be offered, as they are also requirements in our B.Econ program and for students admitted to our extended M.A. program.



## MEMORANDUM

**From:** Senate Academic Governance Committee  
**To:** Senate  
**Date:** November 28, 2025  
**Subject:** Updated TOR for Senate Committee on Medals & Prizes

SAGC is submitting for Senate approval, minor revisions to the Terms of Reference for the *Senate Medals & Prizes Committee*. Changes include an update to the membership list and the addition of a list of Resources.

|   |
|---|
| <p><b>MOTION:</b> That Senate approve the revised Terms of Reference for the Senate Committee on Medals &amp; Prizes, as presented.</p> |
|---|

## Senate Medals & Prizes Committee- Terms of Reference

**Type of Committee:** Standing Committee

**Purpose:** The Senate Medals and Prizes Committee makes recommendations to Senate for the awarding of medals for academic achievement in accordance with the procedures outlined in the Senate Medals Policy.

**Responsibilities:**

- To recommend to Senate recipients of the following medals for academic achievement:
  - Governor General's Gold Medals (graduate)
  - Governor General's Silver Medals (undergraduate)
  - President's Medal
  - Chancellor's Medal
  - University Medals (Graduate)
  - University Medals (Undergraduate)
  - Senate Medals for Outstanding Academic Achievement (Graduate)
  - Senate Medals for Outstanding Academic Achievement (Undergraduate)
- To recommend to Senate new or revised medal regulations under the Senate Medals Policy.

**Membership:**

- Clerk of Senate, Chair
- Dean (or designate) from each of the Faculties of Arts & Social Sciences, Public and Global Affairs, Sprott School of Business, Science, and Engineering and Design
- Director, Graduate Studies & Registrar
- Associate University Registrar

**Resources**

- Assistant University Secretary (Secretary)
- Vice-Provost Graduate Studies (or designate)
- Graduate Services Coordinator
- Assistant Registrar, Academic Evaluation and Curriculum Management

**Quorum and Voting:** Quorum and Voting is by simple majority

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**Reporting:** The Committee reports to Senate.

**Review:** These terms of reference will be reviewed every seven years, or as needed.

*Document Origin Date:*

*Reviewed/Revised: September 25, 1998, January 28, 2005, May 26, 2016, January 29, 2021, September 27, 2024.*

*November 28, 2025*

## MEMORANDUM

**From:** Senate Academic Governance Committee (SAGC)  
**To:** Senate  
**Date:** November 28, 2025  
**Subject:** Updated TOR for Senate Committee on Student Awards

As a result of the restructuring of the Faculty of Graduate and Postdoctoral Affairs, SAGC was tasked by Senate to review the oversight of graduate student awards and to determine which body should take on this responsibility moving forward. At the undergraduate level, this has been the purview of the *Senate Committee on Undergraduate Student Awards*. SAGC is recommending that oversight of graduate awards be added to this committee's list of responsibilities, which then requires the committee to be renamed, its membership expanded, and its Terms of Reference adjusted accordingly.

Changes to the TOR include the following:

- Name of the committee changed to "Senate Committee on Student Awards"
- "Graduate" added as qualifier throughout the document where appropriate
- Language edited for greater clarity and accuracy, for example noting that the committee only deals with "donor-endowed" awards, and approves the terms of these awards
- Extra bullet point added under "Responsibilities" to clarify that the committee does determine recipients of one category of awards (undergraduate Prestige Entrance Awards)
- Addition of the Associate Vice-Provost (Awards & Professional Development) to committee membership
- Expanded faculty membership on committee, and change of student membership to one undergraduate and one graduate student
- Update to titles of staff members on committee
- Update to quorum rule

A track-change version of the TOR is attached to this memo.

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| <p><b>MOTION:</b> That Senate approve the revised Terms of Reference for the Senate Committee on Undergraduate Student Awards, as presented, and that the committee be renamed the Senate Committee on Student Awards.</p> |
|--|

## Carleton Senate Committee on Student Awards – Terms of Reference

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**Type of Committee:** Standing Committee

**Purpose:** The Senate Committee on Student Awards reviews and approves the terms of proposed graduate and undergraduate student awards that are funded by donors. It also considers and recommends to Senate guidelines and policies specifically related to the establishment, administration and awarding of donor-endowed scholarships, bursaries and prizes.

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### **Responsibilities:**

- To review and approve the terms of proposed undergraduate and graduate scholarships, awards and bursary funds;
- To consider and recommend guidelines and policies for the establishing and awarding of such scholarships, awards and bursary funds;
- To provide a n annual summary report on committee activity for information, and to report regularly to Senate on new undergraduate and graduate awards and other relevant matters;
- To initiate and recommend studies pertinent to the scholarship and bursary programs of the University;
- Upon request, to review decisions relating to the administration of the scholarship and bursary programs; and
- To convene an annual selection panel to determine the recipients of undergraduate prestige entrance awards. In accordance with Sections 9.5 and 13.2 of the AGU, student committee members will not participate in any meetings that involve a review of student files.

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### **Membership:**

- Five faculty members broadly representative of the five Faculties of the University: Faculty of Arts and Social Sciences, Faculty of Public and Global Affairs, Faculty of Engineering and Design, Faculty of Science, Sprott School of Business (one member, chosen by the committee to serve as chair);
- Director, Awards and Financial Aid, as Secretary;
- Associate Vice-Provost (Awards and Professional Development);
- One member designated by the Vice-President (People, Finance and Operations);
- One member designated by the Chief Advancement Officer (University Advancement); and
- One Undergraduate Student and One Graduate Student (preference given to previous scholarship recipients).

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The Awards Officer as Secretary,...

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**Resources:**

- Office of Institutional Research and Planning, as needed

**Quorum and Voting:**

Quorum ~~is 5 members~~ and voting ~~decisions are determined by a~~ simple majority ~~of votes cast~~.

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**Reporting:**

The committee reports to Senate.

**Review:**

These terms of reference will be reviewed every seven years, or as needed.

*Document Origin Date: 11 April 1980*

*Review/Revised: 30 March 2007; 25 February 2022; 28 November 2025*



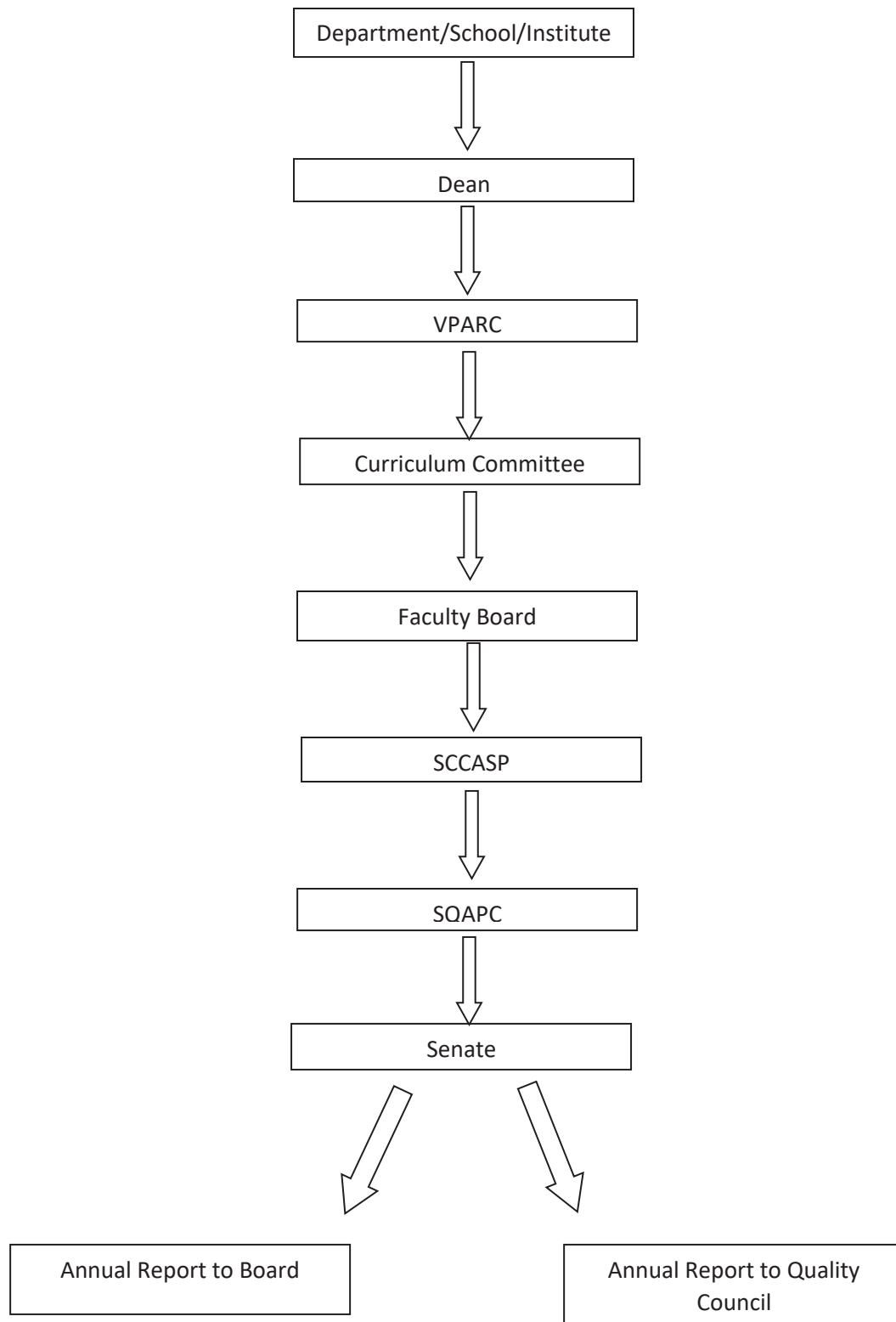
## **MEMORANDUM**

From: Senate Executive Committee  
To: Senate  
Date: November 28, 2025  
Subject: Temporary Replacement for Academic Colleague

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The current COU Academic Colleague, Kim Hellemans, will be on leave from January 1 to June 30, 2026, and as a result, must temporarily step away from her Senate duties. The Senate Executive Committee is recommending Professor Paul Wilson as a temporary replacement for Professor Hellemans, to serve as COU Academic Colleague from January 1, 2026 to June 30, 2026, inclusive.

|  |
|--|
| <p><b>MOTION:</b> That Senate approves the appointment of Professor Paul Wilson as COU Academic Colleague from January 1, 2026 to June 30, 2026, as a temporary replacement for Senator Kim Hellemans while she is on leave.</p> |
|--|



# Modification Process for Program Closures

October 2025

# Modification Process

- The process for major modifications is governed by our Institutional Quality Assurance Process (IQAP) section 5.
- Closure of an existing degree program including undergraduate certificates and undergraduate or graduate diplomas follow the Track A1 Major Modification process.
- This requires the completion of an Executive Summary. A specialized template has been created for program closures.



# Information required in the Executive Summary

- The executive summary template requires the unit provide the following information (as applicable):
  - **Description of change**
    - A description and principal rationale for the program closure.
      - Where low enrolments are included in the rationale enrolment figures should be provided for the period since the program's last Cyclical Program Review.
    - Effective date
    - Proposed replacement for this program in a related area of study

# Information required in the Executive Summary

- **Impact on Other Programs and Students**

- An account of the impact of the closure on other programs and/or other academic units
- A description of how the closure impacts courses, service teaching, TAships, experiential opportunities or any item directly impacting students.

# Information required in the Executive Summary

- **Resources**

- Changes to faculty affiliation
- Changes to faculty resources or workload
- Impact on administrative support for students or faculty
- Impact on space
- Financial implications

- **Transition Plan for current student**

# Preliminary Approval Steps

- The Executive Summary is approved by:
  - APSI
  - Dean
  - VPARC

# Approval Steps

- Once the Executive Summary has received approval and the courseleaf has been entered the documentation continues through the following approval steps:
  - Unit Chair
  - Dean
  - Curriculum Committee
  - Faculty Board
  - SCCASP (submitted as part of the consent agenda)
  - SQAPC (submitted as an item for approval)
  - Senate (presented on the Major Modification memo as separate motions with all documentation circulated to the other committees)
  - Board of Governors (reported annually)
  - Quality Council (reported annually)

# Thank You



Motion for Senate (November 2025)  
Senator Jody Mason

Whereas motions for the approval of new programs come to Senate with the full documentation from the Quality Assurance process (a document that is often very lengthy and that includes information about unit- and faculty-level deliberations),

and whereas the current practice for presenting motions related to program closures makes it difficult for Senators to know exactly what they are voting for (such motions tend to appear with a very limited rationale),

I move that any motion related to the closure of a program at the undergraduate or graduate level (including certificates and diplomas but excluding minors, concentrations, and collaborative specializations) be accompanied with a fulsome rationale that includes:

1. A description and principal rationale for the program closure, including enrolment figures since the last cyclical program review as applicable
2. A description of how resources have affected the decision to close, including:
  - faculty resources
  - administrative support
  - space
  - financial considerations
3. Impact on Other Programs and Students including impact on courses, service teaching, TAs and experiential opportunities



**Senate Executive Committee**  
**October 21, 2025**  
**TB503C + TEAMS videoconference**

**MINUTES**

**Attending:** Z. Al Attar, R. Dansereau (Clerk), N. Hagigi, A. Hurrelmann, G. Lacroix, P. Rankin (Acting Chair), R. Renfroe

**Regrets:** D. Hornsby, W. Tettey

**Recording Secretary:** K. McKinley

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**1. Welcome & Approval of the Agenda**

The meeting was called to order at 11:00 am. Due to President Tettey's absence, Provost Pauline Rankin assumed the role of Chair for the meeting.

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

It was **MOVED** (G. Lacroix, A. Hurrelmann) that the agenda of the meeting of the Senate Executive Committee on October 21, 2025 be approved, as presented.

The motion **PASSED**.

**2. Approval of Senate Executive Minutes**

Minutes of meeting on September 16, 2025

It was **MOVED** (A. Hurrelmann, R. Renfroe) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on September 16, 2025, as presented.

The motion **PASSED**.



Minutes of E-poll to approve a Senator for service on new Task Force

It was **MOVED** (G. Lacroix, R. Renfro) that the Senate Executive Committee approve the minutes of the Senate Executive Committee e-poll on October 1, 2025, as presented.

In response to a question, it was noted that the membership of the Task Force on Community Healing, Rebuilding and Belonging (CHRB) will include one representative from a number of different stakeholder groups, including students, staff, CUASA members, Senate, and the Board. The Task Force will be chaired by a faculty member.

The motion **PASSED**.

**3. Review of Senate Minutes (June 6, 2025 Closed Session; September 26, 2025)**

The minutes of the Closed Session of Senate on June 6, 2025, and the minutes of the Senate meeting on September 26, 2025 were circulated in advance. No errors or issues with the minutes were identified by committee members.

**4. Draft Senate Agenda – October 31, 2025**

**a) Motion submitted by Senator Jody Mason**

A motion for Senate was submitted for consideration by Senator Mason. The motion called for a specific list of data points to be included with any Senate motion related to the closure of a program.

Senate Executive committee members expressed support for the premise of the motion, which is to ensure that Senate is provided with the appropriate data and rationale when asked to vote on the closure of a program. However, it was noted that Senators are generally not familiar with the process of program closures and are not aware of what information should normally be included in the package to SQAPC and ultimately to Senate, when a motion to close a program comes forward.

The committee recommended that the motion be postponed to November, to allow Vice-Provost Hornsby to provide a fulsome presentation on program closures to Senators at the October meeting. The presentation would outline all steps taken during the process and a list of what documentation that would be included with the package submitted to Faculty Board, SQAPC and Senate.

Committee members asked that Senator Mason be invited to resubmit her motion for the November Senate, if the presentation by Vice-Provost Hornsby does not provide the information and assurances she requires.

It was **MOVED** (G. Lacroix, R. Renfroe) that the Senate Executive Committee recommends that the motion submitted by Senator Mason not be included on the agenda for the meeting of Senate on October 31, 2025.

The motion **PASSED**.

**b) Senate Agenda**

A draft agenda was circulated to Senate Executive members in advance. Committee members requested the addition of a presentation on the Process for Program Closures, as agenda item #8.

It was **MOVED** (A. Hurrelmann, R. Renfroe) that the Senate Executive Committee approve the agenda for the Senate meeting of October 31, 2025, as amended.

The motion **PASSED**.

**5. Other Business**

The Recording Secretary noted that committee members may receive an e-poll for late graduation approvals during the week of November 3 – 7.

**6. Adjournment** – The meeting was adjourned at 11:30 am.

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings

Dear colleagues,

I am writing to provide an update from the most recent meeting of the Academic Colleagues of the Council of Ontario Universities, held October 22–23, 2025. The meeting focused on themes of civil discourse, academic freedom, institutional trust, and sector-wide financial pressures. Below is a summary of key discussions and developments.

### **Civil Discourse and Academic Freedom**

Dr. Randy Boyagoda, Professor of English and Provostial Advisor on Civil Discourse at the University of Toronto, led a discussion on the importance of civil discourse in postsecondary settings. Drawing from the University of Toronto's Working Group on Civil Discourse, Dr. Boyagoda underscored the urgency of creating a Canadian model for productive disagreement and emphasized the role of faculty in cultivating respectful dialogue. Key barriers identified included declining institutional trust, perceived power imbalances, the disruptive role of technology, and challenges related to institutional neutrality. The recommendations of the working group were focused on building capacity inside and outside of the classroom. The recommendations were unanimously accepted by University administration, and implementation will initially focus on supporting faculty to manage difficult conversations in classrooms, with graduate teams, etc. As part of his role as Working Group Chair, Dr. Boyagoda is holding speaking engagements at other universities to share lessons learned.

Building on this discussion, Academic Colleagues collaboratively developed a presentation for the COU Members meeting. The presentation was organized around the following themes and presenters:

- Introductory remarks: Jenn McArthur, TMU
- Recommendations for universities: Rita Kandel, Toronto
- Skills needed to promote civil discourse: Michelle Searle, Queen's
- Capacity-building strategies: Alison Flynn, Ottawa
- Questions for senior administrators: Jenn McArthur, TMU

### **Institutional Updates**

Colleagues shared updates on key institutional priorities, which included ongoing governance reviews, new leadership searches, EAF review implementation, and significant financial constraints. Themes included mandated return-to-campus policies, morale challenges, and new research and academic program development.

### **COU Advocacy Update**

COU approved a new advocacy strategy, including a public mobilization campaign. President Steve Orsini highlighted Ontario's continued position as the lowest-funded province per capita in terms of student support. He emphasized the sector's efficiency, noting that Ontario universities are operating at just

55% of the national average in public funding, and underscored the urgent need for increased investment.

**Upcoming Meetings**

Academic Colleagues: December 9 (evening) and December 10 (morning).

Kindly,

A handwritten signature in black ink, appearing to read 'Kim', with a stylized, flowing script.

Kim Hellemans, PhD

Assistant Professor, Department of Neuroscience

Associate Dean (Student Recruitment, Wellness & Success), Faculty of Science

Carleton University



# Carleton University Senate Retreat

## *Governance as a Hope Circuit*

September 12, 2025

Facilitated by Dr. Jessica Riddell



# Note for Readers

The following document captures **what was heard in the room** during the Carleton University Senate retreat—a synthesis of participant perspectives, reflections, anxieties, hopes, and interpretations as they surfaced in real time. As the President wisely noted, this is *not* a report outlining institutional facts or prescribing what *should be*, but rather a mirror held up to the collective sense-making that emerged in the moment. Its value lies in channelling perceptions—accurate or not—because perceptions shape behaviour, trust, and governance dynamics just as powerfully as formal policy. The point, then, is not to treat every statement as factual, but to understand what participants believe to be true. Where there are gaps between perception and institutional practice, between rumour and process, between anecdote and evidence, this document illuminates where the future work must occur. Several examples—questions about Senate’s role in academic governance, uncertainties about the boundaries between Senate and Board oversight, concerns about communication pathways, differing understandings of due diligence, or assumptions about how decisions travel through the institution—reveal not failures, but *sites of inquiry*. These are invitations for deeper dialogue between senators, senior leaders, and the Secretariat. A subsequent retreat or structured conversation could take these “perception points” and ask: What is accurate? What is misunderstood? What requires better communication, more transparency, or shared re-education? And how might Senate and senior leadership collaborate to close these gaps in ways that foster trust, clarity, and a shared sense of stewardship across the academic mission?



# Overview

On September 12, 2025, Carleton University Secretariat Office hosted an inaugural workshop, titled “Governance as a Hope Circuit: Senate Stewardship at a Time of Sector-Wide Upheaval” with the goal of strengthening Senate’s collective capacity as a governing body. The session was facilitated by Dr. Jessica Riddell, a nationally recognized scholar and award-winning author of *Hope Circuits: Rewiring Universities and other Organizations for Human Flourishing* (MQUP, 2024).

As the first dedicated workshop of its kind for Senate, it provided a unique opportunity to:

- deepen Senate’s shared understanding of bicameral governance,
- build a common vocabulary around governance principles and,
- engage in meaningful dialogue about the future of higher education governance in Canada and Senates’ significance.

This report outlines the key insights, reflections, and emergent themes from the workshop at Carleton University, which included opening reflections and framing, small, facilitated working group discussions, and structured collective sense-making exercises.

The Senate workshop created a space for honest dialogue around the evolving responsibilities of governance in higher education amid rapid and often disorienting change across the provincial sector and national Post-Secondary Education landscape.

Participants engaged with pressing questions related to time, trust, leadership, institutional purpose, and the role of Senate in stewarding the future of the university. Emphasis was placed on acknowledging complexity, fostering curiosity, and shifting default behaviors toward more reflective, collective responses to urgent challenges.

## MAIN ACTION ITEMS:

- Strategic Visioning of Carleton University with Senate
- Consideration of restructuring the Senate Agenda to include conversational elements
- Consideration of room set-up to encourage equality, inclusion, enhanced communication, active participation, collaboration and reduce power imbalances
- Improved committee briefings on recommendations
- Professional development and education sessions on Senate Committee work
- Creating space for student voices and priorities



# KEY THEMES

## 1. The Velocity of Change and the Call to Slow Down

One of the senators used evocative language – “*velocity of change*” – to capture the current experience of higher education: change is happening quickly, often outpacing traditional structures and response strategies.

“The times are urgent. Let us slow down.” — **Bayo Akomolafe**

We engaged in a philosophical reframe around urgency. Instead of reacting within scarcity conditions (speed up, hustle harder, run from one fire to the next), participants reflected on the power of slowing down—to sit as learners, ask questions, and cultivate collegial governance that is grounded in curiosity and grace. Fast decision-making in urgent times without clear and shared purpose risks perpetuating systems that are already strained, especially when time scarcity is internalized. We differentiated from the glacial pace of decision-making symptomatic of change-resistance cultures (see, for example *Whatever it is, I’m Against it: Change resistance in Higher Education*, Rosenberg 2023). Instead, we discussed the importance of moving at the speed of trust while also putting in place the foundations to respond with agility to crises as they arise.

This insight challenges Western, linear constructs of time (Kronos) and proposes more cyclical, iterative models (Kairos or Kratos) that also align with indigenous relationships to time; together we thought through what models might be more appropriate for the kind of complex, adaptive governance needed today.

## 2. Trust and Relationship-Building

A recurring theme across discussions was the need to **foster trust across governance levels**, particularly between faculty and administration. Participants expressed concern over a prevailing “us vs. them” mindset and called for:

- More transparency in communications and processes
- Opportunities for informal relationship-building (e.g., post-meeting gatherings)
- Reducing intimidation of unknown structures or individuals through creating predictable structure and knowing each other individually.

Trust is not only a relational dynamic; in times of uncertainty it is a necessity.

Transparency and access to full information were seen as essential to building that trust and putting in place the infrastructure necessary to make decisions in real time at the university. At the same time, there is a critical balance between overwhelming governing bodies with data and equipping them with the key insights needed for effective oversight. This balance lives within a trust circuit—an ongoing, interactive, and thoughtful exchange of information that reinforces confidence, sharpens decision-making, and ensures the institution is prepared to respond quickly and coherently to emerging challenges. Trust in this context is not a one-time achievement but a continuous, dynamic practice.



### 3. Stewardship and Purpose-Driven Leadership

Participants consistently returned to the idea of **stewardship**—governing not only for present needs, but with a responsibility to future generations. This concept is grounded in fiduciary duty to encompass values-based decision-making and legacy-building.

As one Senator noted, “A good steward is an advocate for future owners and stewards.”

Flourishing institutions require governance cultures that nurture shared purpose, collective well-being, and generativity—where everyone is entrusted with passing on something stronger, more sustainable, and more inclusive than they inherited.

### 4. Complexity, Risk, and Strategic Role of Senate

There was a shared acknowledgment that the sector is facing a period of structural transformation. Market forces, governmental shifts, demographic changes, and budget constraints are colliding. Within this complexity, Senate must be empowered not only to react to challenges but to vision the future:

- Scenario planning and future thinking were proposed as tools for Senate
- An orientation toward hope as a strategic infrastructure, grounded in realism, was encouraged
- The challenge of shared responsibility without shared power was flagged as a structural limitation

Participants wrestled with how to own responsibility in a shared governance model, particularly when the risks are unevenly distributed and the pressures of external change feel urgent and imposed.

The collective reflections pointed to a strong appetite for transformation—not just operational but within the institutional culture. Participants affirmed a vision of Senate as a space of **critical reflection**, **collective stewardship**, and **ethical imagination**. Rather than defaulting to inherited ways of working, Senators expressed a willingness to adopt new dispositions: curiosity, humility, relationship-building, and strategic foresight.

As universities brace for a difficult few years across the sector, grounding in shared purpose, intentional time, and courageous stewardship will be essential. These conversations represent early but meaningful steps toward a governance culture that is fit for the future.



## 5. Risk, Responsibility, and the Future

### Risk and Power

- Shared risk requires shared representation; isolated responsibility is unsustainable.
- Difficult decisions are ahead—consensus may not always be possible and yet trust is essential.
- Courageous decision making at all levels is needed, even as we acknowledge some senators may struggle to own transformative decisions, especially those involving significant change.

### Adapting to Change

- Acknowledgement that external pressures (e.g., market, government, demographics, funding models) are intensifying.
- University governance systems are less agile than private sector counterparts.
- Question raised: *Can Senate adopt more flexible, forward-looking strategies without sacrificing purpose?*

### Strategic Foresight and Idealism

- Need for scenario planning and multi-future visioning—anticipating rather than reacting.
- Senate's potential role: to be **advocates for future stewards** and to challenge status quo assumptions.
- Recognition that “what's best” for the institution is **not fixed**; it is emergent and deliberative.

### Redefining Efficiency and Success

- Current models of success (e.g., growth) may no longer be viable.
- Participants proposed “full cost accounting to measure what matters”—considering not just data points or budget lines but also encompassing reputation, intangibles, community impact, relationships, the academic enterprise.
- Language matters: can we shift from “cuts” to **renewal, reallocation, and opportunity?**

# Part I: Collective Sensemaking

## THEMES IDENTIFIED IN THE DISCUSSION

### 1. Mystification and Opacity of Governance Structures

- Many participants—including faculty, directors, and students—shared confusion or frustration about navigating Senate and other university governance structures.
- Even senior faculty feel lost in processes (e.g. how to submit agenda items, or what “omnibus” or “consent agenda” even mean).
- The system is not user-friendly , and this lack of clarity impedes participation.

### 2. Rubber-Stamping vs. Real Governance

- Several people expressed disillusionment with Senate being a rubber-stamping body rather than an effective agent of change.
- There is a disconnect between the intention of governance and how it plays out in reality: procedural formalism overwhelms meaningful deliberation.
- Curriculum changes, for instance, are processed through bureaucratic layers, ultimately reducing Senate's agency to mere approval of bulk changes.
- This is due process to achieve the appropriate approvals at unit, dept and faculty board level before coming to Senate. This is not mere bureaucracy. The comment shows a misunderstanding of academic governance processes
- The point is channeling the views of participants and may not necessarily be suggesting that those view are accurate. How we close the gap between (ms)perception and the diligence your outline may be the work that needs to be done.



### 3. Lack of Awareness and Communication

- Students expressed concern that governance bodies like Senate and academic student government are virtually unknown to many students and faculty.
- Even students who want to engage don't know where to start unless they are already involved.
- There is a strong call for better communication and visibility of governance structures and pathways for participation.

## 4. Scarcity Culture and Resource Inequities

- Repeated references were made to underfunding, cuts, and a culture of scarcity:
  - Faculty teaching large classes with reduced TA support.
  - Contract instructors overburdened without adequate pay or benefits.
  - Students experiencing unequal access to resources depending on their faculty or department.
- These pressures are systemic and create territorialism, burnout, and competition, which ultimately harm students and faculty alike. And it shows up in Senate in ways that don't serve the collegial governance process.

## 5. The Role of Senate and What It *Could* Be

- There's hope that Senate can move from rubber-stamping to a transformational space for shared governance.
- That requires reframing roles:
  - Senators are stewards, not representatives—they bring perspective, but do not speak for entire constituencies, nor should they.
  - Voice and engagement matter, even without full consensus or "power" in the traditional sense.

## KEY TAKEAWAYS

- Systemic barriers (jargon, bureaucracy, exclusionary practices) prevent meaningful participation.
- Faculty and students feel disempowered by scarcity models and unequal resource allocation.
- Senate has the potential to be a space for critical reflection and change, but this requires:
  - Demystifying processes.
  - Encouraging active participation.
  - Centering students in decisions.
  - Moving from competition to collaboration.

## SUGGESTED DIRECTIONS (EMERGING FROM THE DISCUSSION)

- **Improve transparency** of Senate processes for all stakeholders.
- **Foster a culture of stewardship**, not representation-as-advocacy, to move beyond fractional interests.
- **Acknowledge and take steps to dismantle** the culture of scarcity driving competition and burnout.
- **Prioritize communication** about academic governance to engage broader communities.
- **Build pathways for voice and agency**, especially for marginalized or less experienced participants (e.g., junior faculty, students).



# FINDING COMMON GROUND: HOW DO WE EVEN START?

The groups wrestled with whether there was common ground—and if so, where. Several themes emerged:

- **Shared Frustration = Shared Ground** – While perspectives varied across rank and role, participants united around a shared sense of fatigue, powerlessness, and alienation – from departmental chairs overwhelmed by administrative inefficiencies [WT1] to students navigating systemic confusion to faculty absorbing pressures from all sides. Provocatively, the universality of this frustration became one of the few solid points of connection.
- **Dams, Salmon Ladders, and the Limits of Control** – we played with the metaphor of salmon swimming upstream—blocked by dams (structural and policy barriers) that prevent them from fulfilling their purpose, which. highlights how institutional systems often force stakeholders into survival mode. A key takeaway was that while we may not be able to dismantle every dam (e.g. provincial funding structures, quality assurance boards, etc.), we can build salmon ladders—small, targeted interventions that help others survive and thrive in the meantime. E.g. improved summaries of recommendations from committees.
- **From Cynicism to Hopeful Agency** – Some participants described their stance as “cynical but present.” We can also reframe as hopeful stewardship—not optimism, but a commitment to challenging the actual in the name of the possible. The rumble here was clear: you don't have to represent everyone; you have to govern with care, wisdom, and purpose. We do not want cynicism to turn to apathy.



# Part II: Collective Sense Making

## BUILDING THE LADDER, DISMANTLING THE DAM

In the second round of group reflections and rumbling, participants came to a tentative but powerful conclusion: while none of us can fix the system alone, *we are not alone in naming what's broken*. Through shared vocabulary, metaphor, and purpose, we begin to reclaim the right to govern—not just to represent, rubber-stamp, or endure.

As one participant put it:

“We’re all swimming upstream—but maybe we can build a ladder or two together.”

## KEY CHALLENGES IDENTIFIED

### 1. Rubber Stamping Culture

Senate decisions often feel predetermined, limiting meaningful deliberation and discouraging dissent or innovation.

### 2. Communication Breakdowns

A lack of clear communication between governance bodies (e.g., Senate, student government, and administration) leads to a "game of telephone" effect. Issues raised (like textbook accessibility) are dismissed or lost in bureaucratic loops.

### 3. Lack of Visibility & Inclusion

Many students (and even faculty) are unaware of Senate's existence or its function, revealing gaps in engagement, transparency, and representation.

### 4. Undergraduate vs. Graduate Needs

There's a perceived and persistent disconnect between undergraduate and graduate student experiences, often leaving graduate concerns being under-addressed.

### 5. Scarcity Culture

A pervasive mindset of "not enough" (resources, time, support) has led to territorialism, competition among faculties, and a toxic work/study environment.

### 6. Efficiency vs. Effectiveness

Decisions are often made for short-term efficiency (e.g., cost-cutting), without addressing systemic problems—leading to unsustainable outcomes.

# HOPE CIRCUITS AND FLOURISHING INDICATORS

Despite challenges, there are **glimmers of hope and possibility**:

## High Student Representation

25% student involvement in Senate is unusually high and a rare indicator of participatory governance.

## Leadership Engagement

The president's active presence and willingness to “rumble” in tough conversations signals openness and transparency.

## Cross-Governance Collaboration

Having Senate members on the Board of Governors (and vice versa) is an example of structural bridges that support collective governance.

“Efficiency in a scarcity culture is code for cuts. Efficiency in a flourishing system frees you to do your purpose work.”

## THE METAPHOR OF THE “OLD HOUSE”

Participants resonated with the metaphor that universities are “**beautiful, messy old houses**” built for a different time and set of people.

- They're structurally sound but require **renovation** to house today's diverse learners, faculty, and communities.
- We don't need to demolish them—we need to **reimagine and rewire** them for inclusive, purpose-driven futures.

“There's nothing more radical than using the master's tools to renovate the house to welcome people it was never built for.” ~ paraphrase of Sara Ahmed's reading of Audre Lorde

## TAKEAWAYS ON STEWARDSHIP AND REPRESENTATION

- Stewardship is not just about preserving the past—it's about **building better futures**.
- Senators are not representatives of their units—they are **stewards of the whole university ecosystem** that bring their unit perspectives.
- The shift from **my department** to **our university** is crucial to meaningful governance.



# WEARING THE RAVEN HAT: STEWARDSHIP, GOVERNANCE, AND THE LONG VIEW

“We have to try to take off our department or faculty or unit-of-X hat and put on our *Ravens Hat*.”

This simple yet powerful statement from the retreat offers a vivid metaphor for what it means to be part of the Carleton University Senate—not as isolated representatives of constituencies, but as *collective stewards* of a shared academic ecosystem.



The *Ravens Hat* symbolizes a shift in mindset:

- From **representation** to **responsibility** to the whole.
- From **short-term interest** to **long-term care**.
- From “what’s best for my department” to “what’s best for Carleton.”

Wearing the Raven Hat requires **courage**, **humility**, and a commitment to **systems-thinking**. It is not about abandoning local advocacy; it’s about integrating it into a bigger, more inclusive frame, at the right place and time.

- You’re not *abandoning* your disciplinary or student lens; you’re integrating it into a broader role.
- Senate is not an advocacy space for individual programs or units; it’s a **governance space** for the whole academic enterprise.

The challenge is:

- **How do you bring your lens without being limited by it?**
- **How do you show up as a steward, not just a representative?**

This calls for discipline, humility, and a commitment to systems-level thinking.





## FIDUCIARY DUTY: MORE THAN BUDGETS

“Fiduciary duty isn’t just financial—it’s about long-term sustainability, reputation, quality, and collective flourishing.”

Table 4 did a deep dive into this term that is often misunderstood as merely “money talk.” A senator with a legal background reminded the group that fiduciary duty means **acting in the best interest of the institution as a whole**, not any one group.

This leads to tensions at Senate:

- **Senators vote on academic decisions**—like new programs or closures—that have **financial implications**.
- Some senators may try to **pre-empt Board decisions** by making budget-conscious choices that aren't in their remit.

“Senate’s job is to decide what is academically viable. The Board’s job is to decide what is financially feasible. Don’t do each other’s work.”

The key is trust and clarity of roles: knowing when to act, when to defer, and how to work in tandem.

## REPRESENTATION VS. GOVERNANCE: FALSE BINARY?

“Is it really helpful to pose representation and governance as opposites?”

This was a gentle challenge offered by Table 3. Their perspective:

- Effective governance *requires* representation. These diverse backgrounds are required to make sound decisions and is a strength of university governance.
- We can’t make decisions with legitimacy or buy-in unless people feel their specific realities are reflected.

The takeaway isn’t either/or—it’s **“yes, and.”**

- Bring your **lived experience**, but govern for the **whole ecosystem**.
- You represent your group with integrity, and vote with **systems-thinking**.

## TRUST, TRANSPARENCY, AND KNOWING YOUR LANE

“If the Board starts second-guessing Senate, and Senate second-guesses its own committees, everyone suffers.”

Several groups emphasized the need to:

- **Clarify roles** across governance structures.
- Avoid **stepping on each other’s mandates**.
- Resist the urge to **micromanage** or second-guess decisions already vetted by Senate committees.

“You can’t read 500 pages a month. You can’t track 800 micro-changes. You have to trust the process.”

But that trust requires transparency. Senators need the right information, context, and venues (like Faculty Boards or standing question periods) to raise concerns without derailing governance work.

# CULTURE SHIFT: COLLEGIALITY, GRACE, AND DIFFICULT DECISIONS

“Sometimes the vote doesn’t go your way. But if everyone was heard, and the decision was made with integrity—you can live with that.”

Senators encouraged each other to:

- Show up with grace and generosity, not just technical preparation.
- Center decision making through the lens of student experience and academic mission.
- Recognize disagreement as healthy, not personal.

There was recognition that trust is fragile at Carleton right now—and that healing and building trust is part of the Senate’s institutionally cultural work.

## TOWARD A FLOURISHING SENATE

To close this part of the retreat, senators were invited to reflect on:

- What are the risks of confusing representation and governance?
- What’s getting in the way of a flourishing Senate culture?
- What support structures would help us govern more effectively?

These questions were posed not as conclusions—but as entry points for Senators into the next chapter of self-understanding and evolution.

“Senate is the co-owner of the academic enterprise. What do you want to do with that power?”

The collective sense-making affirmed this:

- The work of governance is hard, and it’s human.
- It requires role clarity, relational trust, institutional memory, and future vision.
- And most importantly—it must be done **together**.



# Governing in a Time of Velocity: Practical Applications for Senate Transformation

The Senate, as a cornerstone of university governance, is called not only to respond to the *velocity of change*, but to *shape the future* of the institution with care, clarity, and courage. The following practices translate collective reflections into concrete, implementable strategies for governance that is trust-centered, purpose-driven, and future-oriented.

## 1. ESTABLISH A RELATIONAL FOUNDATION BEFORE DELIBERATION

### Why it matters

Trust and relational engagement are essential for courageous, collaborative decision-making—especially in moments of tension or uncertainty.

### Practical Implementation

- **Relational Warm-Up:** Dedicate the first 20–30 minutes of each Senate meeting to informal, facilitated dialogue. Inspired by the concept of a “rumble,” this time allows members to ask, “What’s on your mind?”, share context, and surface unspoken tensions.
- **Room Reconfiguration:** Arrange seating in a circle or horseshoe to foster connection and equality in voice with Senators facing each other instead of just seeing the back of each others heads.
- **Fireside Chats or Panels and Cross-Committee Mixers:** Create informal spaces before or after meetings for Senators to engage across roles and faculties. Student groups could also share their priorities.

## 2. STREAMLINE PROCEDURAL GOVERNANCE TO FOCUS ON SUBSTANCE

### Why it matters

Time spent “in the weeds” detracts from strategic discussions and depletes energy.

### Practical Implementation

- **Consent Agendas:** Introduce omnibus style voting for routine, non-controversial items.
- **Clearer Motion Packaging:** Move rationale and implications up front in motion documentation. Use plain language and summary boxes for transparency.
- **Senate Orientation:** Develop onboarding that emphasizes the governance role over representation, helping new Senators understand their mandate and authority.



### 3. CULTIVATE FUTURE-FOCUSED STEWARDSHIP

#### Why it matters

Governance must serve not only current faculty, instructors and students, but also future generations of learners, educators, and citizens.

#### Practical Implementation

- **Stewardship Lens:** Frame tough decisions—such as resource changes—not as “cuts” but as “renewals” that prepare the institution for future sustainability.
- **Scenario Planning:** Incorporate future-thinking exercises into Senate retreats (e.g., envisioning Carleton in 2040).
- **Purpose Mapping:** Use Senate time to reaffirm institutional purpose, connecting decisions to shared values and long-term mission.

### 4. SLOW DOWN TO GO FURTHER: REFRAME TIME AND URGENCY

#### Why it matters

Speed often obscures strategy. Time is a political, cultural, and ethical choice.

#### Practical Implementation

- **Time Literacy Training:** Introduce Kronos vs. Kairos (linear vs. cyclical time) as a framework for decision pacing.
- **Deliberation Zones:** Build pauses into meetings to allow Senators to reflect, process, and ask generative questions.
- **Meeting Rhythms:** Alternate between “governance mode” and “sense-making mode” (e.g., every third Senate meeting focused on reflective strategy and learning opportunities).

### 5. STRENGTHEN NORMS, NOT JUST RULES

#### Why it matters

Norms shape the how of governance—how people speak, listen, and collaborate.

#### Practical Implementation

- **Senate shared Values:** Co-create a shared document articulating behavioral norms, guiding principles, and shared commitments (e.g., curiosity, humility, generosity).
- **Check-In Practices:** Begin meetings with a quick norm reminder or value reflection.
- **Post-Meeting Reflection:** Include a brief discussion or survey to assess how well Senate lived up to its norms during the session.

## 6. FOSTER EPISTEMIC HUMILITY AND CULTIVATE PSYCHOLOGICAL SAFETY

### Why it matters

When Senators feel safe to ask questions, name tensions, or admit uncertainty, governance becomes more effective and inclusive.

### Practical Implementation

- **Normalize Questions:** Add a “pause for questions” or “I’m not sure I understand” segment during complex discussions.
- **Leadership Modeling:** Encourage Senate leaders to publicly acknowledge uncertainty and invite input from newer voices.
- **Facilitated Training:** Offer workshops on epistemic humility, divergent thinking, and dialogue under pressure.

## 7. SUSTAIN HARD HOPE WORK THROUGH PURPOSE AND FLOURISHING

### Why it matters

Governance is emotionally and cognitively demanding; members need to feel a sense of meaning to stay engaged.

### Practical Implementation

- **Flourishing Metrics:** Regularly ask Senators: What work makes you feel renewed? What depletes you? Use this data to redesign agendas and materials.
- **Recognition Practices:** Celebrate contributions publicly—especially when values are embodied in difficult decisions.
- **Hope Forums:** Once per semester, hold a non-decisional “Hope in Governance” session focused on purpose, reflection, and building civic imagination.



## 8. ENHANCE VISIBILITY, TRANSPARENCY, AND COMMUNICATION

### Why it matters

Trust in governance grows when the broader community can see what Senate does, how it decides, and why it matters.

### Practical Implementation

- **Inside Senate:** Share the post-meeting summary with faculty, staff, and students to help educate our colleagues.
- **Open Office Hours:** The Senate Office and/or Clerk of Senate to hold monthly drop-ins or virtual Q&As to demystify Senate.
- **Committee Spotlights:** Feature updates from subcommittees and working groups on the Senate agenda.

## CONCLUSION

### Governance as Generative Practice

This moment is an inflection point. The tools and reflections shared by Senators and facilitators reveal a clear opportunity: to **govern differently**—with courage, care, and collective vision. When we view governance not as bureaucracy but as **generativity**—planting trees we may never sit under—we create a university capable of flourishing, now and in the future.





# APPENDIX A: A Glossary of Key Concepts

## VOCABULARY AS A TOOL FOR ACTION, NOT JUST DESCRIPTION

There was a collective realization that **language matters**, not just as a way of describing things but as a way of opening up new forms of action.

- One student shared how the language of governance and policy felt inaccessible—even when engaging with issues like disability accommodations or academic resources. Another noted how many students (and faculty) don't even know what Senate is, reinforcing how much work needs to be done just to make governance legible to the community.
- Others emphasized that terms like “efficiency” are too often coded language for cuts, and that an ethics of efficiency should be redefined to mean valuing people's time and purpose, not overburdening them through bureaucratic delay and under-resourcing.
- A reminder that even the act of creating shared definitions—of stewardship, fiduciary responsibility, or student-centeredness—is itself a form of governance work, one that lays the foundation for deeper change.

## SHARED LANGUAGE, SHARED STRUGGLE: DEFINING WHAT WE'RE EVEN TALKING ABOUT

Participants grappled with the lack of clarity and shared understanding in university governance—how concepts like fiduciary duty, stewardship, representation, and agency often lacked practical grounding. A few key phrases and distinctions were wrestled with:

- **"Capacity to represent vs. capacity to govern"** – This distinction sparked deep dialogue. Many participants, especially students and new faculty, shared confusion over whether their role was to speak for others (representation) or to bring their expertise and values to the governance table (governance). The group began to shift toward a consensus that *governance* implies *stewardship*, not just advocacy.
- **"Rubber stamping" vs. "Transformative governance"** – Faculty expressed disillusionment about how Senate processes often feel predetermined and procedural, with little room for actual influence. Curriculum changes, for instance, travel through a labyrinthine process before arriving at Senate as an omnibus motion. There was a shared desire to move beyond procedural stagnation toward more substantive deliberation.
- **"Transparency vs. mystification"** – A recurring concern was the *mystifying nature of governance structures*. Even senior faculty admitted to not knowing how to speak, raise issues, or navigate procedural norms. A student likened it to a game of “telephone,” where the original concern or motion gets distorted as it travels through layers of bureaucracy. Jessica Riddell noted that the system isn't broken—it was built this way, to be mystifying, exclusionary, and hierarchical.

# EMERGENT PRINCIPLES AND PHRASES: A SHARED VOCABULARY IN PROGRESS

Some of the most resonant terms, metaphors, and concepts that began to form the basis of shared vocabulary included:

- **Stewardship over representation**
- **Scarcity culture vs. flourishing culture**
- **Fiduciary duty as care, not just compliance**
- **Salmon ladders** – small but crucial interventions to help people move past systemic barriers
- **Omnibus motion fatigue** – the sense of disempowerment when complex changes are bundled into unreadable packages
- **Mystification** – the intentional or unintentional complexity of governance that keeps people out
- **Hope as agency, not optimism** – committing to change not because it's easy, but because it's necessary

## Shared vs. Collegial Governance

Table groups explored distinctions between:

- **Shared governance:** Trusting subcommittees to do deep work, with Senate holding space for oversight and big-picture discussion.
- **Collegial governance:** Equal footing, mutual respect, shared purpose—everyone has a vote and a voice, including students, faculty, and senior leadership.

## Representation vs. Governance

- Senators must **balance multiple roles**: personal expertise, constituency interests, and institutional duty.
- These layers create ongoing tension, especially during times of institutional stress.
- Effective governance is easier in periods of stability; vulnerability and crisis strain decision-making.
- Participants stressed the value of **recognizing meta-level conversations** around representation, power, and positionality.

## Stewardship

- Stewardship was likened to **caring for an old house**—requiring attention, love, and preparation for future inhabitants.
- It implies a duty to act when things need fixing and a commitment to the **greater good**.
- There was discussion of the need for **insiders**—those with institutional knowledge—on Senates to strengthen stewardship.
- Ultimately, stewardship is both **preservation and transformation**.



## Fiduciary Duty

- Seen as closely tied to stewardship—both involve responsibility to **pass on something better**.
- Land was cited as a metaphor: a gift we must care for, sustain, and make viable for the next generation.
- Connected to sustainability and intergenerational equity.

## Shared Governance

- Emphasis on **shared responsibility** rather than shared power.
- Noted cultural divide between Board and Senate, with limited crossover or shared language.
- Senate was described as a place where more **strategic** and nuanced conversations could occur, even if it lacks ultimate authority.

## Collegiality

- Defined as **mutual respect and collaborative decision-making**.
- Challenging to achieve when interests diverge (e.g., fiduciary duty vs. academic priorities).
- Participants voiced concerns about **government influence** reducing both Senate and Board agency.
- Structural limitations foster “**us vs. them**” dynamics.

# ***APPENDIX B:***

## ***The Transformative Role of Senate in Stewarding the Academic Enterprise***

*A thought Document for Carleton Senate  
(summary of my plenary)*

Jessica Riddell

It was a gift to begin the day with Carleton's new senators, hearing each person stand up and share not only where they come from but also why they were excited to be here. Whether first-time senators or returning after a decade away, there was a palpable sense of purpose, curiosity, and commitment in the room. That spirit—of service, stewardship, and shared responsibility—is at the heart of what makes Senate such a vital place in the academic ecosystem.

Having just completed two full terms as a senator at my home institution, I bring deep respect for the complexity and significance of this work. In fact, today marks the first Senate meeting I'll miss in six years—but I feel at home here with all of you, because I believe that Senate is one of the most consequential, if often unsung, sites of transformation within the university.

It's where governance happens—not only in its formal sense of policies and procedures, but in its fullest expression: as a living, breathing, relational practice of co-creating the academic mission and public purpose of the institution.

In *Hope Circuits*, I wrote that governance is the unsung hero of institutional transformation. It is where the magic—and the mess—happens. Governance sits at the intersection of three dimensions: the **structural** (our policies, bylaws, and procedures), the **cultural** (our values, mindsets, and collective assumptions), and the **relational** (the ways we show up in community with one another). It is the entanglement of these dimensions that makes governance so powerful—and so challenging.

We can have the best policies in the world, but they don't mean much unless enacted through trust, clarity, and shared commitments.

We are standing in what philosopher of science Thomas Kuhn would call a **paradigm shift**—a threshold between one era of higher education and whatever comes next. The old tools no longer work the way they used to. The narratives that once sustained us are losing their resonance. Doubling down on the status quo may feel like our only comfortable option, but it only accelerates the collapse of outdated systems. Instead, we are invited to step into this extraordinary moment of collective sense-making and paradigm reimagining.

And that is precisely the work of Senate.

As senators, we are stewards of the academic mission and of the conditions under which that mission can flourish. We are architects of possibility—not only managing risk but cultivating the academic enterprise. We are not just implementing strategic plans; we are co-creating the very frameworks through which higher education can be a catalyst for human and ecological flourishing.

This time together invites us to imagine Senate not just as a governing body, but as a creative democratic space—a place where difference is preserved, ideas are tested, and decisions are made in the spirit of shared responsibility. We will explore this through four sections, beginning with this opening framing and moving into deeper considerations of culture, capacity, and change.

Let us begin with a shared question:

*What kind of future are we called to govern into?*

*And what kind of stewards must we become to meet that future with wisdom, courage, and care?*

We can only do it together—by preserving and celebrating the difference of thought. That means we can come into spaces like this and **have** messy, rumble, candid conversations without canceling each other or calling each other out. It means we should be able to put an idea in the middle of the table, hold it lightly, and hold shared and individual values firmly. We must be generous enough to pull it apart together—and put it back together—so it means something for *this ecosystem*.

That requires epistemic humility. It requires what I call vigorous civility—a term I’ve borrowed, and frankly, clung to like a life preserver. It comes from a 1944 speech by Judge Learned Hand called *The Spirit of Liberty*. In the midst of low morale and looming war, he reminded people: “*The spirit of liberty is the spirit which is not too sure that it is right.*”

My friend Fred Lawrence, a freedom of speech lawyer in the U.S., read me that line on January 20, 2024—**Trump’s inauguration day**. I was accidentally in Washington, and the city felt like it was under siege. I’d never seen a red hat in the wild before. And there was Fred, devastated but generous, reminding me: “*The spirit of liberty is the spirit of saying, I am not too sure I am right.*”

I haven’t heard that kind of humility in Senate rooms very often. Certainly not in my six years on my own Senate, or many other senates and boards I’ve visited. But what would happen if we said, “I’m not too sure I’m right”? The possibilities open up.

If we’re all not too sure, and we come together in that spirit, put things in the middle of the table—we can figure it out. The tools are hiding in plain sight. They’re in the convergences: between structures, culture, and people.

That’s where the magic is. It’s in governance.

We need to build a structure that is clear and kind, accountable and trust-based—**nimble** enough to respond to the next crisis. (Nimble is many a synonym for “agile,” an oft used and over flattened word for many)

These crises? They’re not anomalies anymore. They’re features.

If we stop treating crisis as a flaw—and instead treat it as a feature (something to expect and prepare for)—we can shift our orientation.

Instead of running from fire to fire, we build hope as strategic infrastructure into our governance.

No one is coming to save us—there is no *deus ex machina* in higher education.

There's no Hermes descending from the sky to solve the plot twist. There is no government waiting in the wings to be voted in. There's no billionaire funder. There seems to be no public outcry at the declining funding (and waning support) of higher education.

It's up to us.

You are the architects of the creative futures that Carleton will steward.

So... what do we need? What are the tools that let us move from intention to action?

We have, as I have written about extensively in *Hope Circuits*, an integrity issue in higher education. Not a values issue—we have those—but an integrity gap between what we say we are **and** what we actually do. We have shiny recruitment brochures and golden mission statements, but the operationalization doesn't always align. That's okay—as long as we're willing to name the gap and take steps to close it.

Gathering here in Senate today? When we come to this space as learners it is an integrity move. This kind of presencing is a commitment to public purpose, in building knowledge, creating spaces for enduring wisdom, graduating citizens who go into the world and make it better, more inclusive, more just.

And then we ask: if we believe in these values, how do we do that, actually?

Where's the gap?

And how do we bridge it?

That's where we live into our integrity.

And I admit: I convinced Amanda to invite me here. She's gracious, and I'm persistent.

Over the last 16 months, I've been to 63 universities and colleges and 42 associations. I've worked with boards—who, by the way, are often very willing to show up as learners. They ask great questions: *What does academic governance mean? What does value mean in this space? What's my role in protecting it?* I've brought boards and senates into the same room, mixed them up, and watched the magic of cross-table conversations—senators and board chairs learning each other's names, discovering a shared love for the institution. But I haven't been just at a Senate. And this? This is *the* space where the magic happens.

Senates rarely get professional development opportunities. We don't often create space for senators to elevate their thinking to the level of governance. In my own Senate at Bishop's we get stuck in the weeds. We rubber-stamp. We chase shiny objects. And we forget what it means to govern rather than manage.

It's no one's fault. It's the system. It's the culture. And: it's wearing us down.

Five-hour Senate meetings. Everyone walks away depleted. Eye rolls. Side-eyes. That is not where the magic lives. And we deserve better.



We need a big reset.

In my own senate, I am THAT senator. When I do talk about the difference between the capacity to govern and the capacity to represent I can cue eye roll from my Senate colleagues. And when I see my colleagues bludgeoning each other with the word “rigor” (usually to slow walk an innovative or interdisciplinary program), I am the annoying human who asks about etymology -- I ask people who say the word “rigor” whether they know the Latin root—which means “frozen, dead, stiff.” Is *that* what you mean by academic rigor?

We need shared vocabulary.

We need trust.

We need the spirit of liberty—the spirit of saying, “I’m not too sure I’m right.”

And then we need to rumble with ideas—not throw haymakers. (more Brené Brown, less WWE.)

And we need to be careful. Because if we don’t get our collective act together, someone else will. And it won’t be in our interest.

That’s what keeps me up at night. And also what gets me out of bed in the morning.

So: here’s the invitation.

You have handouts. Use them or don’t. Doodle on them. Stick them in your bag. There are guides and gathering prompts.

We will rely on Chatham House Rule: this is a space for candid, exploratory conversation. You don’t represent an organization here. You don’t cite or quote each other outside the room. You can bring the *lessons* out, but the *stories* stay here.

Hope Circuits is about creating a space where we can show up disarmed. Because let’s face it: a lot of us come into rooms like this armored up. We’re academics. We’re trained for it. We’re experts. We have credentials and titles and stakes.

But what if we let go of the armor?

At another university recently, a brilliant faculty member said: “I worked hard on my armor. I *bedazzled* my armor. I don’t want to give it up.” And I get that. As an early modernist, I’ve studied Henry VIII’s armor. His ceremonial armor is full of symbolism—Tudor roses, lions, legacy. But if he had worn that thing into real battle? He would’ve died.

Ceremonial armor doesn’t protect us in real conflict. **It weighs us down.**

So what if we disarmed?

What if we showed up in this moment—not to indict higher education, but to invite each other into something better?

Two summers ago, I read a book called *Whatever It Is, I’m Against It: Resistance to Change in Higher Education*. And I was so disheartened. It was clever, cynical, biting. It ridiculed students, dismissed faculty, mocked admin. We were the punchline. And I realized: there are so many books like that. Damning indictments of the academy.

So I wrote a book that invites instead of indicts.

Yes, we're working in broken systems. Yes, we're standing on colonial foundations. Yes, we're watching the collapse of a dominant paradigm—and the new one hasn't emerged yet. That's hard. It's cognitively dissonant. It's uncomfortable. But we're metabolizing it—through our art, our writing, even our pop culture.

*Barbie*, for instance—yes, Barbie—is a **paradigm shift story**. She starts to notice anomalies. Flat feet. Cold showers. Spoiled milk. Her world is collapsing. And she has to go see *Weird Barbie*. And Weird Barbie tells her: You can go back, or you can put on the Birkenstock and walk the messy path of transformation.

That's where we are.

We're **in the mess**. We don't know how the story ends. But we are **co-creators**. Together. As Cornel West says, "*Justice is what love looks like in public.*" And as publicly funded institutions with a social mission, we are called to do justice in public.

And we can.