



*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 January 28, 2022 at 2:00 pm  
Via Videoconference**

**AGENDA**

**Open Session:**

- 1. Approval of Agenda**
- 2. Minutes (Open):** November 26, 2021
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
  - a. Notice of non-advertised recruitment
  - b. Notice of Senate membership renewal process
  - c. VPRI Advisory Committee Membership Report
- 7. Reports:**
  - a. SCCASP (H. Nemiroff)
  - b. SQAPC (D. Deugo)
  - c. SAGC (E. Sloan)
  - d. Senate Review Committee (D. Russell)

**8. Carleton University Scenario Planning Group Winter 2022 Update**

**9. Kinàmàgawin Implementation Update**

**10. Reports for Information:**

- a. Senate Executive Minutes (November 16, 2021)
- b. Senate Executive E-poll Minutes (December 1, 2021)
- c. Report from Academic Colleague

**11. Other Business**

**12. 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 November 26, 2021 at 2:00 pm  
Via Videoconference

## Minutes

**Present:** S. Ajila, P. Andrée, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, V. Bhatia, S. Blanchard, D. Brown, M. Burns, B. Campbell, A. Chandler, T. Daniels, J. Dawson, C. Del Gaudio, M. DeRosa, D. Deugo, D. Gillberg, F. Goffi, V. Gonzalez, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, L. Hayes K. Hellemans, M. Huckvale, C. Joslin, L. Kostiuk, J. Kovalio, E. Kwan, A. Lannon, M. Lundy, A. MacGillivray, B. MacLeod, R. McKay, M. Murphy, J. Murray, H. Nemiroff, B. O'Connor, B. O'Neill, A. Park, G. Patey, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan (Clerk), P. Smith, D. Sprague, J. Taber, C. Taylor, K. Taylor, J. Tomberlin, J. Voordouw, J. Wallace, P. Wilson, P. Wolff, B. Wright

**Regrets:** C. Laurendeau, S. Maguire

**Absent:** V. Asi, C. Ayalogu, P. Garcia, G. Garland, A. Hashimi, F. Hosseinian, K. Keller, C. Klein, J. Malloy, J. Milner, P. Mkandawire, D. Okoth, J. Ramnarine, M. Rodney, W. Ye, C. Young

**Recording Secretary:** A. Goth and K. McKinley

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### 1. Welcome & Approval of Agenda

The Chair began the meeting at 2:01 pm, and welcomed new Senator Kathleen Moss.

It was **MOVED** (J. Taber, S. Sivathayalan) that Senate approve the agenda for the meeting of Senate on November 26, 2021, as presented.  
The motion **PASSED**.

## 2. Minutes: October 22, 2021 (open session)

It was **MOVED** (M. Haines, D. Deugo) that Senate approve the minutes of the open session of the meeting of Senate of October 22, 2021, as presented.  
The motion **PASSED**.

## 3. Matters Arising

There were none.

## 4. Chair's Remarks

The Chair began by reflecting on events of the Fall 2021 term, including the successful graduation of over 1300 students. The Class of 2021, including Winter, Spring and Fall graduates, totals over 6800 graduates, making this the largest number of graduating students in a single year, in Carleton's history.

The Chair noted that Carleton will continue the process of a gradual and safe return to campus throughout the next few months. In the Winter 2022 semester, the number of in-person classes will increase from 30% to approximately 50%. The development and implementation of the course schedule for the Winter term has been a complex task, and the Chair thanked students, staff and faculty members for their patience and understanding in working through the challenges of this process.

The Chair highlighted the following recent newsworthy items:

- On November 17, Carleton was among 40 universities across Canada to sign and endorse the *Scarborough Charter on Anti-Black Racism, and Black Inclusion in Higher Education*. The Charter reaffirms Carleton's commitment to address anti-Black racism, to build upon the Equity Diversity and Inclusion Action Plan, and to design and implement additional initiatives to target Anti-Black racism.
- On October 28, Carleton launched *CUinKanata*, an innovation space in Kanata's North Hub350, where the community will be able to engage with more than 540 companies in Ottawa's tech park. Carleton is a founding member of the Hub350 Ecosystem, and *CUinKanata* is perfectly located for collaboration with expertise in knowledge mobilization, community building, and talent enablement. The Chair thanked the Spratt School of

Business and the Faculties of Engineering and Design and Science for their leadership on this initiative.

- The new *Carleton Centre for Community Engagement*, designed to strategically support all community engagement activities at Carleton, was officially launched on October 27<sup>th</sup>. Community engagement has deep roots at Carleton and “Serve Ottawa” is a key direction of the new SIP. The Strategic Plan for Community Engagement (SP4CE) Task Force has been established and will soon engage key stakeholders of the Carleton community in a consultation process.
- Carleton is on track this year to review and upgrade the Sexual Violence Policy and the Student Mental Health Framework. Both of these reviews will include a consultation process with the Carleton community.
- Searches for the new VP (Finance and Administration), Dean of Science, and the AVP Equity and Inclusive Communities are progressing well. The VP Finance and Administration search is nearing a close, and an announcement is expected before the end of the calendar year.
- This year’s United Way Campaign at Carleton has exceeded its goal of \$79,000. The Chair thanked all who have supported this worthy cause.

The Chair next reminded Senators of the 16 Days of Activism against Gender-Based Violence, an annual international campaign that runs from November 25 (International Day for the Elimination of Violence against Women) to December 10 (Human Rights Day). December 6 is also Canada’s National Day of Remembrance and Action on Violence Against Women (White Ribbon Day), a day to honour the 14 victims of the Montreal Polytechnique massacre. On December 6<sup>th</sup>, Carleton’s Faculty of Engineering and Design will release a commemorative video to honour the 14 women killed at Polytechnique Montreal in 1989. Throughout the day, members of the Carleton community will be called upon to stand against gender-based violence through a social media allyship pledge campaign.

Carleton is committed to maintaining a positive learning, working and living environment where violence of any kind is not tolerated.

Finally, the Chair noted the 8<sup>th</sup> annual SOAR Conference will be held on January 22, 2022 and will feature Canadian Olympic champion Andre De Grasse as keynote speaker.

## **5. Question Period**

Two questions were submitted in advance by Senator Andrea Chandler.

- 1) *My understanding is that individual faculty or researchers who have been approved for research-related travel during the COVID-19 pandemic are asked to complete a travel risk assessment form, a seven-page document which I found at <https://carleton.ca/covid19/policies-and-protocols/travel-advisories/>*

*My questions are:*

- a) It is not customary in the field of risk management professionals to ask individuals who are not professionals themselves in the field to determine these risks, especially with respect to some of the questions asked in sections D and E (for example to develop an emergency evacuation plan). Are faculty being asked to identify risks well outside their area of expertise?*
- b) This form is said to be COVID-related, and yet the final pages of the document suggest areas such as a destination's sexuality environment, drug and alcohol laws, climate and terrorism. Could it please be explained how these topics are related to COVID-19?*
- c) Are students travelling on exchange expected to fill out forms such as these?*

Response from VPSE Suzanne Blanchard: The *Risk Assessment Checklist for International Travel for Research and Professional Development* provides the Office of Risk Management with information on proposed international travel, so that it may be assessed for risk. The checklist also functions as a tool to assist faculty members in evaluating the risks of their proposed travel and preparing their own risk mitigation plans. The checklist has been operationalized for Covid 19, but also includes a broad range of potential risk factors researchers may encounter. General Counsel Steve Levitt noted in a follow-up comment that the risk mitigation plan is a collaborative activity with the Office of Risk Management and that faculty members are not expected to have expertise in all areas of risk management. Tony Lackey, Executive Director of the Office of Risk Management also noted that the Office of Risk Management will continue to provide advising and consultation services to faculty and students post-pandemic, as needed.

VP Students and Enrolment Suzanne Blanchard added that although international travel is not advised, a process is in place to support exchange students if it is necessary for them to travel. Both the ISSO and the Office of Risk Management are available to assist students as required.

- 2) *This question relates to courses scheduled to be taught in-person only in winter term 2022. Are any students who are not in Ottawa being advised by the Registrar's Office (or affiliated student services) to ask faculty to "accommodate" such students by enabling them to take the course completely online?*

Response from VPSE Suzanne Blanchard: The Registrar's Office is available to assist students in choosing the modality of their courses, whether that is Hyflex, in-person or online. Faculty members offering in-person-only classes will not be asked to accommodate online learning requests from students for those sections. Students will be asked to find alternatives, in consultation with their departments if necessary.

## 6. Administration (Clerk)

### a) Convocation Dates in Spring 2022

The Clerk of Senate spoke to this item. She noted that in light of recent changes in the course of the pandemic, the Convocation Working Group has begun planning for in-person Convocation ceremonies to resume in June of 2022. The celebrations would include one week of ceremonies for returning 2020 and 2021 grads, and one week for 2022 graduating students.

Since Senate meets on June 3, 2022 to approve the 2022 graduates, the proposal is for the first week of ceremonies (for returning grads) to begin ten days later on June 13<sup>th</sup> and for the second week of ceremonies (for 2022 grads) to commence on June 20<sup>th</sup>. A memo containing these two motions was circulated to Senators in advance.

It was **MOVED** (V. Bhatia, S. Sivathayalan) that Senate approve June 13 – 18, 2022 as Convocation week for 2020 and 2021 graduates.

In response to a question, the Clerk confirmed that the plans for in-person ceremonies will only move forward if public health guidelines allow.

The motion **PASSED**.

It was **MOVED** (V. Bhatia, S. Ajila) that Senate approve the change of dates for the Convocation of Winter and Spring 2022 graduates from June 6 – 10, 2022 to June 20 - 25, 2022.

In response to a question, the Clerk clarified that the proposed week of ceremonies from June 20 – 25, 2022 would accommodate both Winter 2022 and Spring 2022 graduates. A Senator asked if the ceremonies could be held outdoors. The Clerk noted that this option will be discussed and considered by the Convocation Working Group. Finally, a Senator asked if the later Convocation dates for 2022 grads might result in reduced numbers of attendees. The Clerk acknowledged the concern, but noted that since the Senate date for approving graduates in 2022 is in early June (instead of in May), the Convocation dates need to be rescheduled for a later week in June.

The motion **PASSED**.

**b) Report on non-advertised recruitment**

This item was not presented.

**7. Reports**

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

Committee Chair Howard Nemiroff presented 5 items for approval and 2 items for information.

Items for approval:

Degree-specific and General Admission Regulations

(updated boiler plate admissions paragraph common to all programs)

It was **MOVED** (H. Nemiroff, S. Sadaf) that Senate approves the revisions to the Admissions Regulations listed above effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

R-ADM General Section

(updated admissions paragraph as above, for CEGEP students)

It was **MOVED** (H. Nemiroff, P. Wolff) that Senate approves the revisions to Regulation R-ADM General Section effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.



#### R-UG COOP General Information

(clarifies language regarding application to coop program)

It was **MOVED** (H. Nemiroff, M. Rooney) that Senate approves the revisions to Regulation R-UG COOP General Information effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

#### R-UG 5.4 Grading System SAT/UNS

(clean-up of language due to compassionate grading measures)

It was **MOVED** (H. Nemiroff, A. Park) that Senate approves the revisions to Regulation R-UG 5.4 Grading System effective for the 2022/23 Undergraduate Calendar as presented.

A Senator asked for clarification on how SAT/UNSAT converts to grade equivalents for courses that are now graded as SAT/UNSAT, and whether instructors can or should specify this conversion in their syllabi. The SCCASP Chair agreed to take this question back to the committee for consideration and discussion.

The motion **PASSED**.

#### Compassionate Grading

(continuation of compassionate grading measures due to pandemic)

It was **MOVED** (H. Nemiroff, M. Huckvale) that Senate approve a UG emergency response for the WINTER 2022 term only, to allow undergraduate students to designate 0.5 credit courses SAT if a passing grade was earned, and for all undergraduate F grades to be automatically converted to UNS. This excludes grades that are assigned due to an Academic Integrity Offence.

The motion **PASSED**.

Items for Information:

- Academic Schedule for 2022-23
- Minor modifications for November 2021

In response to a question from the floor, SCCASP Chair Howard Nemiroff confirmed that the early fall / late fall terminology in the 2022/23 academic schedule is specific to 0.25 credit courses.

## 7-Reports, cont'd

### b) Senate Quality Assurance and Planning Committee

Committee Chair Dwight Deugo presented three major modifications, three final assessment reports and executive summaries arising from cyclical reviews, and one set of revisions to the IQAP for Senate approval. A motion proposing a departmental name change for the Pauline Jewett Institute of Women's and Gender Studies also was included in the memo for major modifications.

#### Major Modifications and Name Change:

Committee Chair Dwight Deugo noted that departmental name changes do not fall under the Quality Assurance process and are not identified as major modifications, but historically they have been included in the major modification packages coming to Senate. The motion for this name change, plus the three major modifications were combined into an omnibus motion.

It was **MOVED** (D. Deugo, M. Barbeau) that Senate approve the major modifications and name change as presented below.

The motion **PASSED**.

#### Individual Motions:

- THAT Senate approve the name change of the Pauline Jewett Institute of Women's and Gender Studies to the Feminist Institute of Social Transformation, as presented.
- THAT Senate approve the major modification to the undergraduate programs in Computer Science as presented with effect from Fall 2022.
- THAT Senate approve the major modification to the Master of Human-Computer Interaction as presented with effect from Fall 2022.
- THAT Senate approve the introduction of PECO 5904, 5905 and the deletion of PECO 5906, 5907 as presented, with effect from Fall 2022.

#### Cyclical Reviews

Final Assessment Reports and Executive Summaries for Cyclical Program Reviews in French, Cultural Mediations and Canadian Studies were circulated to Senators in advance. The committee Chair noted that the title of the third motion in the memo for this item is incorrect, but the motion itself is accurate. The individual motions to approve these reviews were combined into an omnibus motion for Senate.

It was **MOVED** (D. Deugo, M. Rooney) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical reviews of the programs.

The motion **PASSED**.

Individual Motions:

- THAT Senate approve the Final Assessment Report and Executive summary arising from the Cyclical Review of the undergraduate and graduate programs in French.
- THAT Senate approve the Final Assessment Report and Executive summary arising from the Cyclical Review of the graduate programs in Cultural Mediations.
- THAT Senate approve the Final Assessment Report and Executive summary arising from the Cyclical Review of the undergraduate and masters programs in Canadian Studies.

#### IQAP Revisions

The proposed revised Institutional Quality Assurance Process (IQAP) was circulated to Senators in advance. Updates to Carleton's IQAP were required due to revisions to the Quality Assurance Framework (QAF) made by the Ontario Universities Council on Quality Assurance. A list of the major changes was included on the memo for this item.

It was **MOVED** (D. Deugo, S. Sivathayalan) that Senate approve the revised version of Carleton's IQAP as presented.

The motion **PASSED**.

The Chair thanked members of the committee for their work on these files.

#### **8. Mental Health Framework 3.0**

Vice-President Students and Enrolment Suzanne Blanchard provided an overview of the steps and timeline involved in updating the Student Mental Health Framework (SMHF). The process includes extensive consultations with various stakeholders within the Carleton community, beginning with a review and exploration of the six initial areas of focus from SMHF 2.0:

- Student Engagement

- Well-being, Skills Building, and Resilience
- Mental Health Awareness, Literacy and Education
- Accessible Services
- Coordinated Crisis Management
- Institutional Structure

The advisory committee also will look for ways to leverage and incorporate elements from the EDI Action Plan and Kinàmàgawin into SMHF 3.0, and will increase engagement with the Sexual Violence Prevention and Education Committee in implementing Honouring Each Other objectives and strategies.

New areas for consideration and consultation include the following:

- Harm reduction and substance use strategy
- Improved mental health and wellness support navigation through website update
- Cyberbullying education and prevention and social media
- Culture of mental health for faculty and staff through the creation of self-assessment and audit tools
- Implementation of Canada's National Standard for Mental-Health and Well-Being for Post-Secondary Students
- Yearly audit and evaluation plan

VPSE Suzanne Blanchard provided a timeline for the project, outlining the consultations that have been scheduled throughout the Fall of 2021. In November and December, feedback from these consultations will be assessed, and a draft of SMHF 3.0 will be developed. This draft will be released to the community in January of 2022. Over the Winter term, additional feedback will be gathered through a second phase of consultations. The final draft will then be completed and released to the community and the Board of Governors in April of 2022.

Discussion:

The Chair asked VPSE Blanchard to comment on the link between social media and mental health issues, and what the university can do to assist students. Suzanne Blanchard responded that the data supports this link. Through the SMHF, Carleton can help students become more aware of the impact of social media on their mental health and provide them with strategies and tools to manage their social media use and mitigate harm. Students' input will be essential in developing this approach further.

In response to a second question, Vice-President Blanchard noted that data is continually collected on the usage and success of existing programs, and will continue as plans develop for an annual audit. She noted that over the course of the pandemic, online sessions have provided students with easier access to counselling, and have resulted in an increase in the number of appointments kept by students. New online tools also are being developed to add resources for students, as an alternative to face-to-face meetings, which can sometimes be difficult for students to attend.

A Senator asked what measures have been taken to address the long wait times students have experienced when seeking counselling. Kristie Tousignant, Director of Health and Counselling Services, responded and noted that the Counselling Centre has implemented a risk-based system and has hired both an intake counsellor and a crisis counsellor to triage and manage the daily calls received at the Centre. The intake counsellor has been fielding an average of 19 – 26 assessments per day. As a result, students who are in crisis can see a counsellor the same day if necessary, or within the next day or two. The Counselling Centre also created a program through Telehealth Ontario to engage an additional psychiatrist every Wednesday for assessment. They are looking to add an extra half-day to this position to meet increasing demand.

A Senator asked how Carleton is responding to the mental health needs of international students. In response, it was noted that the Counselling Centre is expanding the individual expertise of its counsellors in order to meet the needs of various groups of students, including international students. Drop-in online workshops enable international students to learn about services offered in a more relaxed environment. The ISSO also has developed outreach programs throughout the pandemic to encourage international students to stay connected with peers and others on campus and to learn about supports that are available. Empower Me, a mental health and wellness service offered in partnership with CUSA, also has engaged a number of multi-lingual counsellors who offer services online and in-person to international students.

The Chair thanked VP Suzanne Blanchard and her team plus Health & Counselling Director Kristie Tousignant and AVP Lisa Ralph for their excellent work on this important issue.

## **9. Community Engagement Strategy**

Carleton's Centre for Community Engagement, launched in October 27, was established to strategically support community engagement at Carleton, which was highlighted as a priority in Carleton's new Strategic Integrated Plan. One of

the first priorities of the Centre is to create a holistic view of all of the community engagement activities at Carleton through the development of strategic plan for community engagement (SP4CE). The three co-chairs of the SP4CE Task Force spoke to the development of this strategic plan.

Co-chair Karen Schwartz, AVP Research and International, noted the importance of community engagement as part of Carleton's founding story, and provided a timeline of important milestones from the past 20 years in the development of Carleton's community engagement. Highlights from this timeline include Carleton's leadership in exploring experiential learning opportunities for students, Carleton's engaged participation in the Carnegie Canada Pilot cohort, the opening of the Carleton Dominion Chalmers Centre in downtown Ottawa, and the establishment of the HUB for Good.

Co-chair Lorraine Dyke, Deputy Provost, spoke to the importance of community engagement as one of three main strategic directions of the new SIP: *Serve Ottawa, Serve the World*. A working definition of community engagement emphasizes reciprocal and mutually beneficial work that seeks to develop and mobilize knowledge for the greater good. To support and build on the variety of community engagement projects and stakeholders already in place at Carleton, the Centre for Community Engagement has developed a hub-and-spoke model for institutional support to various groups across campus.

Co-chair Chantal Trudel, who is also the inaugural Director of the Centre, noted that the goals of the SP4CE are to strengthen the approach, alignment and relationship Carleton has with communities, to enrich the career paths of students and also to enhance Carleton's reputation.

A timeline of the process of developing the SP4CE was presented, beginning with the launch of the Centre for Community Engagement in October of 2021, followed by a consultation process for internal stakeholders in Fall 2021 and Winter 2022 semesters, and the launch of an external consultation phase in May and June of 2022. The consultation process will help the task force to evaluate the current CE situation, identify priorities moving forward, define what is needed to support competencies and growth in CE, and determine which groups can help to achieve these goals. Co-Chair Trudel then listed the members of the Task Force, and introduced four key questions that will be used in the upcoming consultations:

- What are your broad aspirations for Community Engagement at Carleton?

- How can we better serve our external communities?
- What are Carleton's strengths in community engagement?
- How can Carleton build upon those strengths?

Members of the Carleton community, including faculty, staff and students, are welcome to participate in upcoming open consultations on December 7, 2021 and January 12, 2022. Senators were encouraged to attend one of these sessions or to engage with the Centre via the online form on the website. The Task Force also will be engaging with Faculties and groups across campus.

In the discussion following the presentation, a Senator asked if funding would be available to support community engagement opportunities in the classroom. Deputy Provost Lorraine Dyke responded that the Experiential Learning Fund is currently available to support pedagogical approaches, and that more funding opportunities can be expected in the future.

Senators also noted that there could be opportunities for students who are already engaged with their communities to bring forward proposals for CE projects, and that alumni and retirees also can play a role in the process. CCE Director Chantal Trudel agreed to bring these suggestions back to the task force for discussion.

The Chair thanked the SP4CE Task Force co-chairs for undertaking this work and for their presentation to Senate.

## **10. Reports for Information**

- a) **Senate Executive Committee Minutes (October 12, 2021)**

## **11. Other Business**

The Chair noted that the December 17 Senate meeting will likely be cancelled, as there is no urgent business. The decision rests with the Senate Executive Committee, and Senators will be notified in the first week of December.

## **12. Adjournment** – The meeting was adjourned (M. Rooney, C. Joslin) at 3:52 pm.

## Senate Question Period Submissions – January 2022

Submitted by Senator Jeff Dawson on behalf of a colleague in Science:

During Fall 2021, why did Monday, Tuesday, and Friday classes meet 12 times, as is standard, but Wednesday and Thursday classes met 13 times?





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***Senate Elected Representatives  
To the Vice-President Research & International Advisory Committee***

***January 2022***

1. Undergraduate Student Representative (one position)
  - Ridah Khan (elected)
2. Graduate Student Representative (one position)
  - Georgette Morris (elected)
3. Professional Library Representative (one position)
  - Patti Harper (acclaimed)
4. Academic Staff Representatives (one per Faculty):
  - FASS - Professor Carole Payne (acclaimed)
  - FED - Professor Mario Santana Quintero (elected)
  - FPA - Instructor Sean Burges (elected)
  - Science – Professor Edward Lai (acclaimed)
  - Sprott – Professor Shaobo Ji (acclaimed)

**MEMORANDUM**

**From:** The Senate Committee on Curriculum, Admission and Studies Policy (SCCASP)  
**To:** Senate  
**From:** Howard Nemiroff, Chair of SCCASP  
**Date:** January 28, 2022  
**Subject:** Regulation Changes 2022-23

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**For Senate approval**

1. R-ADM-Program B.Com. *TBD-1363*, *B.I.B TBD-1370*, *B.Math. TBD-1373*

**Motion: That Senate approves the revisions to Regulations R-ADM-Program TBD-1363 B.Com., TBD-1370 B.I.B, and TBD-1373 B.Math effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachments: TBD 1363, TBD 1370, TBD 1373*

2. R-UG-BENG

**Motion: That Senate approves the revisions to Regulation R-UG-BENG effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: R-UG-BENG*

3. TBD-1869 R-UG-3.2.1 General ACE Information

**Motion: That Senate approves the revisions to Regulation R-UG-3.2.1 General ACE Information effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1869 R-UG-3.2.1 General ACE Information*

4. R-UG-3.2.7 ACE Exemptions: *TBD-1949*, *TBD-1959*, *TBD-1957*

**Motion: That Senate approves the revisions to Regulations R-UG-3.2.7 *TBD 1949 B. Arch*, *TBD-1959 B.S.W.*, and *TBD-1957 B. Music* effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachments: B. Arch TBD 1949, B.S.W TBD-1959, and B. Music TBD-1957*

5. TBD-1371 R-ADM-Program-BIT

**Motion: That Senate approves the revisions to Regulation TBD-1371 R-ADM-Program-BIT effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1371*

6. TBD-1758 R-UG-COOP B.Sc Food Science

**Motion: That Senate approves the revisions to Regulation TBD-1758 R-UG-COOP B.Sc Food Science effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1758*

7. TBD-1952 R-UG-3.2.7 B.I.D ACE Exceptions

**Motion: That Senate approves the revisions to Regulation TBD-1952 R-UG-3.2.7 B.I.D effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1952*

8. TBD-1389 R-UG-Additional Regulations for B.A

**Motion: That Senate approves the revisions to Regulation TBD-1389 R-UG-Additional Regulations for B.A effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1389*

9. TBD-1392 R-UG-Additional Regulations for B.Sc

**Motion: That Senate approves the revisions to Regulation TBD-1392 R-UG-Additional Regulations for B.Sc effective for the 2022/23 Undergraduate Calendar as presented.**

*Attachment: TBD-1392*

### **For Discussion**

1. New First Year Grading Policy (*Attachment: First Year Grading Policy Preamble for Senate*)

### **For Information**

1. Micro credential course offerings
2. UG\_G\_2122\_MinorMods\_for\_SCCASP\_Dec07, Dec21

## Proposed New First-Year Grading Policy

**Context:** SCCASP has been considering the introduction of a new grading policy and has solicited feedback from students and faculty members over the past 18 months. Presentations were made at Faculty Boards and C&D meetings and with various student groups. Much feedback has been incorporated, and is now being brought to Senate for discussion prior to a formal vote.

**Preamble:** Over at least the past decade, Carleton University has developed a number of initiatives to tackle problems surrounding student success, including strategies for lowering DFW rates and multi-pronged attempts to improve our graduation and retention rates. There is no magic bullet to these complex issues. While it is difficult to identify the causes of some of these problems, there is an unambiguous connection between students receiving D's and F's in their first-year courses and then struggling to progress from year to year and ultimately to graduation.

The proposed policy draws inspiration from our temporary compassionate grading policy put in place during the pandemic but will differ by only applying to students entering their first year of Undergraduate studies at Carleton. This policy is intended to give students a better opportunity to adjust to university life and the demands of university courses and will alleviate some of the pressure associated with grades as they are exploring subjects that may be new to them. Similar policies are in place at many other North American universities, and much inspiration is drawn from the well-traveled policy in place at MIT.

**Description:** Like the temporary policy, all F grades received in courses taken in the **first year** will automatically be converted to NR (No Record). However, unlike the temporary policy, all students will have any and all passing grades in courses taken in their **first semester** converted to CR (Credit). There has been discussion as to whether the CR should be optional or automatic, the proposal below presents it as automatic.

SCCASP is proposing the following addition to the undergraduate calendar (it will appear in Section 5.4), with appropriate wording brought to Senate in February:

For students entering their first year of studies at Carleton with no previous post-secondary studies:

- 1) An F grade earned in any course taken during the **first two terms** of registration in an undergraduate degree program at Carleton will be automatically converted to NR (No Record). Note: NR will not be recorded on the transcript but will be recorded internally and accessible.

2) A Passing grade earned in any course taken during the **first term only** of registration in an undergraduate degree program at Carleton will be automatically converted to a CR (Credit). Note: CR will be recorded on the transcript, and the earned grade will be recorded internally and accessible.

Note:

For evaluative purposes, all earned grades will be retained internally. These grades will be used to determine, amongst others; access to limited entry programs, (defined grade) prerequisites, awards, scholarships. (Co-op, others).

The use of CR/NR distinguishes courses taken under this policy from those that use SAT/UNS grading. As with our present compassionate grading policy, failing grade sanctions imposed due to Academic Integrity violations will be recorded on the transcript.

## **FAQs**

### **What is the purpose of this policy?**

This policy is intended to help ease the stress and anxiety associated with students' transition to university academic life, and to help increase student retention from first to second year. Much research shows that F's or D's received in the first year of study are strongly correlated with drop-out rates.

### **Will this policy disincentivize students from taking their courses seriously? Won't this hurt students' preparation for advanced courses?**

The experience with similar grading practices at other universities suggests that this is not a widespread problem and that in fact such an approach increases student engagement. The policy has the potential to benefit students' mental health and wellbeing, to ease the oftentimes difficult adjustment to university, and to set students up for success in subsequent years. As mentioned above, this policy is part of a broader strategy of increasing student success and improving our graduation rates. Of note, the new Academic Continuation Evaluation (ACE) Framework, which is launching in Fall 2022, will increase opportunities for students to access advising and to ensure that they are on track in their degrees.

### **How will this impact course prerequisites, program requirements, and awards/scholarships?**

Underlying grades will be preserved for the purposes of progression from a prerequisite minimum grade requirement (as when SAT does not satisfy a C- minimum, for example); award/scholarship eligibility; graduate school application requests from students; etc.

### **Does this policy apply to 1000-level courses only?**

No. This policy applies to all courses taken by first-year students in their first term (CR) or two terms (NR) at Carleton, regardless of the courses taken. For example, 0000-level and 2000-level courses taken in a student's first year would be covered by the policy.

**What are the implications of this policy for academic integrity issues?**

Students in their first two terms who receive a grade of F as a result of an academic integrity violation will have the grade converted to UNS, but a record of the violation will be kept on file and will be considered in sanctioning decisions for any future AI violations (we have been discussing whether it should instead be recorded as an F, but we suspect incidents to decrease under this policy).

We anticipate the policy has the potential to help reduce academic integrity violations among first year students. Academic pressure and anxiety are often contributing factors to cheating. This policy will potentially alleviate the grade pressures on students that might incentivize cheating.

**Will "new" transfer students be covered by this policy?**

No. This policy is intended to benefit students with no prior university experience. Therefore the policy applies only to students admitted to Carleton directly from high school or CEGEP, including those who enter from IB or AP programs with advanced credits, during their first two terms of registration.

DATE: January 17, 2022

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair, Senate Quality Assurance and Planning Committee

RE: 2022-23 Calendar Curriculum Proposals  
**Undergraduate and Graduate Major Modifications**

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**Background**

Following Faculty Board approval, name changes and, 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 2022-23 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, the following omnibus motion will be moved. Senators may wish to identify any of the following 19 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.

**THAT** Senate approve the major modifications as presented below.

**Major Modifications**

**1. PANL 5008**

SCCASP approval: November 16, 2021

SQAPC approval: November 25, 2021

**Senate Motion January 28, 2022**

**THAT** Senate approve the deletion of PANL 5008 as presented with effect from Fall 2022.

**2. PhD in History**

SCCASP approval: December 7, 2021

SQAPC approval: December 9, 2021

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to the PhD Program in History as presented with effect from Fall 2022.

**3. INAF 5915**

SCCASP approval: December 7, 2021

SQAPC approval: December 9, 2021

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of INAF 5915 as presented with effect from Fall 2022.

**4. MSc Mathematics**

SCCASP approval: December 7, 2021

SQAPC approval: December 9, 2021

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to the MSc Program in Mathematics as presented with effect from Fall 2022.

**5. GDIP Work and Labour**

SCCASP approval: December 7, 2021

SQAPC approval: December 9, 2021

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to the GDIP in Work and Labour as presented with effect from Fall 2022.

**6. MSc Chemistry**

SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the collaborative specialization in Data Science to the MSC in Chemistry program as presented with effect from Fall 2022.

**7. Collaborative Specialization in Climate Change**

SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the collaborative specialization in Climate Change to the MAs in Economics, Geography, Migration and Diaspora Studies, Political Economy, Psychology, and Sustainable Energy, the MSc in Geography, the Masters of Architecture, the MASC and MENG in Civil Engineering as presented with effect from Fall 2022.

**8. MA in Anthropology, Collaborative Specialization in Climate Change**



SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to the MA program in Anthropology collaborative specialization in Climate Change as presented with effect from Fall 2022.

**9. Collaborative Specialization in Latin American and Caribbean Studies**

SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the collaborative specialization in Latin American and Caribbean Studies to the MAs in Communication and Migration and Diaspora Studies as presented with effect from Fall 2022.

**10. Collaborative Specialization in African Studies**

SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the collaborative specialization in African Studies to the MA in Migration and Diaspora Studies as presented with effect from Fall 2022.

**11. MA Sustainable Energy**

SCCASP approval: December 7, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to the MA in Sustainable Energy and the introduction of SERG 5909 as presented with effect from Fall 2022.

**12. Minor in Performance in the Public Sphere**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the deletion of the Minor in Performance in the Public Sphere as presented with effect from Fall 2022.

**13. Minor in South Asian Studies**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the deletion of the Minor in South Asian Studies as presented with effect from Fall 2022.

**14. Practicum courses in Geography and Environmental Studies**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modifications to ENST 4001, 4002, GEOG 4406, 4408, GEOM 4406 and 4408 as presented with effect from Fall 2022.

**15. Undergraduate Programs in Canadian Studies**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modifications to the Undergraduate Programs in Canadian Studies as presented with effect from Fall 2022.

**16. Concentration in Terrain Science**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the deletion of the Concentration in Terrain Science from the BSc Combined Honours in Earth Sciences and Geography as presented with effect from Fall 2022.

**17. HLTH 4909**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the major modification to HLTH 4909 as presented with effect from Fall 2022.

**18. Bachelor of Public Affairs & Policy Management language requirement**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the Bachelor of Public Affairs & Policy Management language requirement as presented with effect from Fall 2022.

**19. Political Science language requirement**

SCCASP approval: December 21, 2021

SQAPC approval: January 13, 2022

**Senate Motion January 28, 2022**

**THAT** Senate approve the introduction of the undergraduate Political Science language requirement as presented with effect from Fall 2022.

DATE: January 17, 2022

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), 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 articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21<sup>st</sup>, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22<sup>nd</sup>, 2019) 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 7.5.1 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 2 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. Undergraduate Programs in Biochemistry**

**SQAPC approval:** November 25, 2021

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 undergraduate Programs in Biochemistry.

**Senate Motion January 28, 2022:**

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

**2. Undergraduate Programs in Social Work**

**SQAPC approval:** January 13, 2022

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 undergraduate programs in Social Work.

**Senate Motion January 28, 2022:**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Social Work.

# Fall 2021 Enrolment Update

Senate

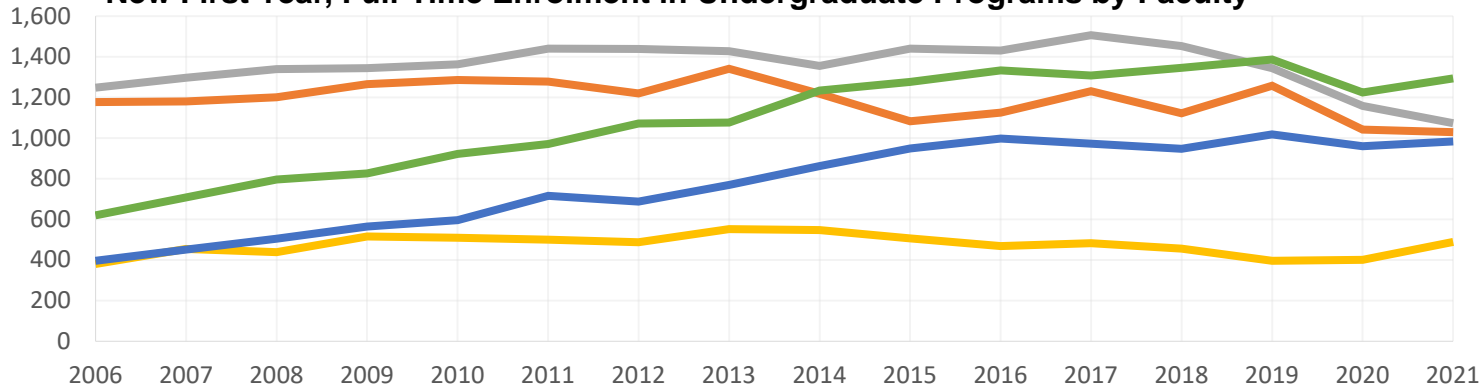
January 28, 2022

<b>Enrolment Update – Provincial Count Date (Nov. 1, 2021)</b>	<b>2020</b>	<b>2021</b>	<b>% difference</b>	<b>% difference FTE**</b>
<b>Graduating class</b>	<b>6,284</b>	<b>6,861</b>	<b>9.2%</b>	<b>-</b>
Domestic students	5,279	5,763	9.2%	-
International students	1,005	1,098	9.20%	-
<b>Fall full-time new undergraduate 1st year</b>	<b>4,783</b>	<b>4,876</b>	<b>1.9%</b>	<b>3.0%</b>
Domestic students	4,165	4,290	3.00%	4.50%
International students	618	586	-5.20%	-6.80%
<b>Fall full-time undergraduate (degree programs)</b>	<b>21,002</b>	<b>20,238</b>	<b>-3.6%</b>	<b>-2.9%</b>
Domestic students	18,523	17,883	-3.50%	-2.60%
International students	2,479	2,355	-5.00%	-4.90%
<b>Fall new graduate*</b>	<b>1,727</b>	<b>1,896</b>	<b>9.8%</b>	<b>8.2%</b>
Domestic students	1,315	1,271	-3.30%	-6.00%
International students	412	625	51.70%	51.50%
<b>Fall Master's*</b>	<b>3,094</b>	<b>3,081</b>	<b>-0.4%</b>	<b>-2.2%</b>
Domestic students	2,361	2,317	-1.90%	-3.50%
International students	733	764	4.20%	1.60%
<b>Fall PhD</b>	<b>1,119</b>	<b>1,220</b>	<b>9.0%</b>	<b>9.1%</b>
Domestic students	887	906	2.10%	1.60%
International students	232	314	35.30%	35.70%
<b>Total students</b>	<b>32,116</b>	<b>31,409</b>	<b>-2.2%</b>	<b>-</b>
Domestic students	27,502	26,908	-2.20%	-
International students	4,614	4,501	-2.40%	-
<b>Two-year retention rate (CSRDE methodology)</b>	<b>83.6%</b>	<b>85.8%</b>	<b>2.6%</b>	<b>-</b>
Domestic students	83.00%	85.50%	3.00%	-
International students	87.80%	88.50%	0.80%	-

\*Includes Graduate Diplomas/Certificates, excludes off-campus MBA and Dominican University College students

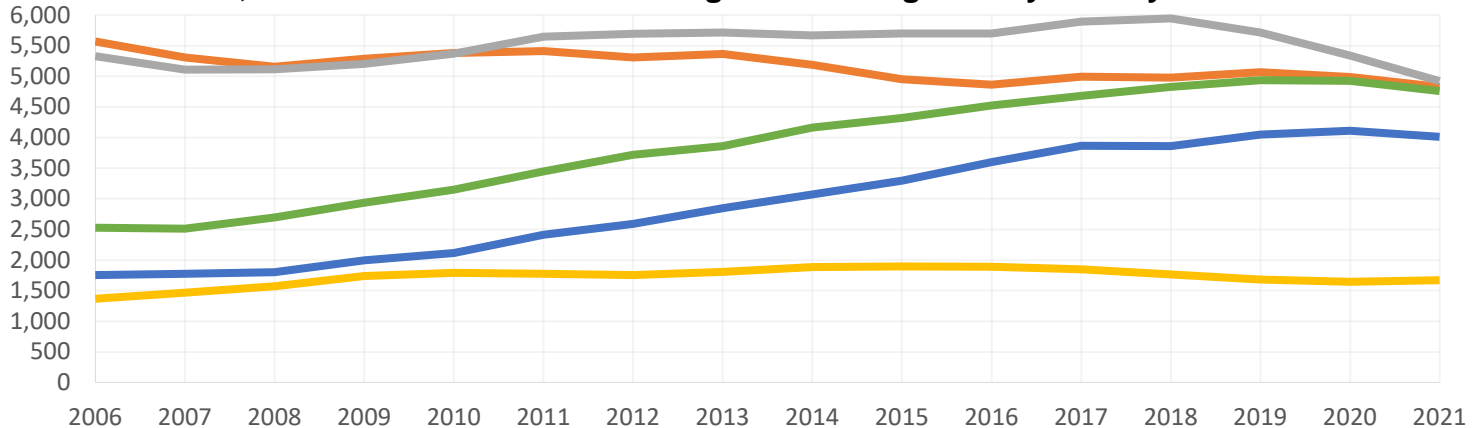
\*\* FTE Count – Fall Full time equivalent, including full and part-time students

## New First Year, Full-Time Enrolment in Undergraduate Programs by Faculty



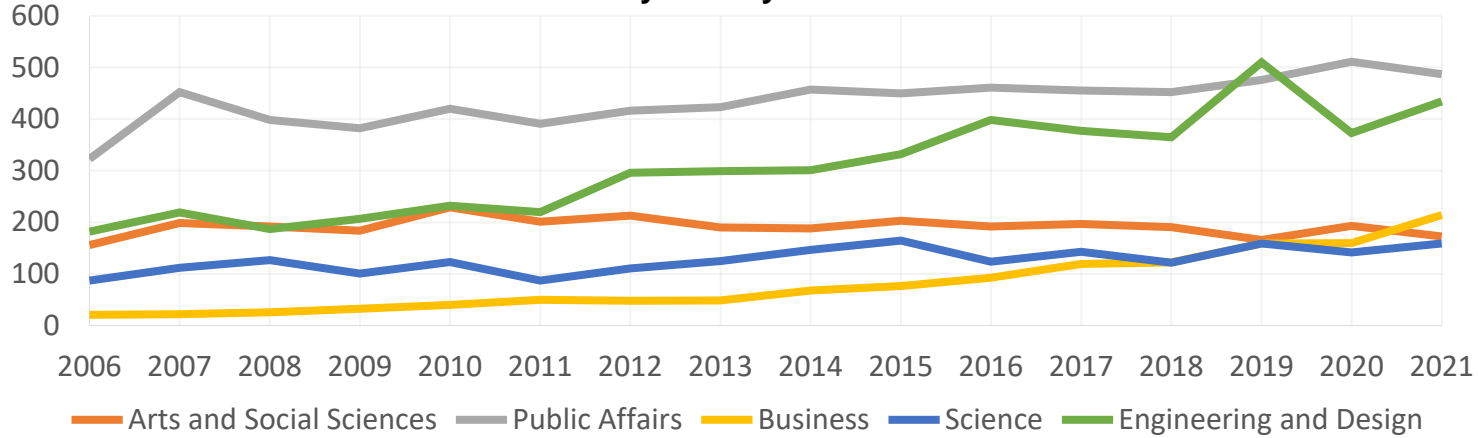
Arts and Social Sciences    Public Affairs    Business    Science    Engineering and Design

## All Years, Full-Time Enrolment in Undergraduate Programs by Faculty

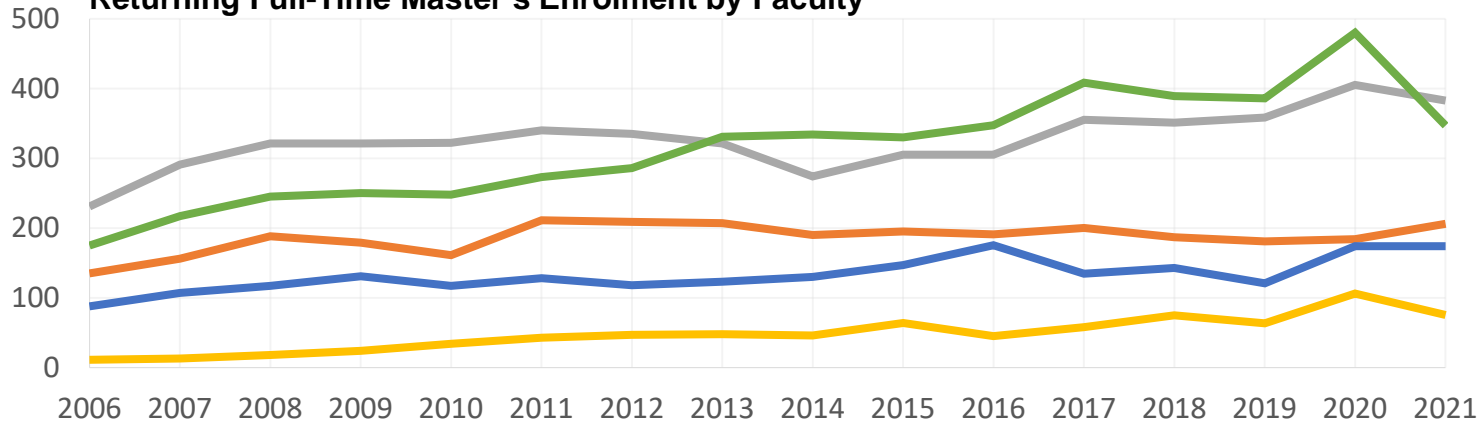


Source: Enrolment Perspective Cube, Fall term, OIRP 2021-11-02

## New Full-Time Master's Enrolment by Faculty



## Returning Full-Time Master's Enrolment by Faculty

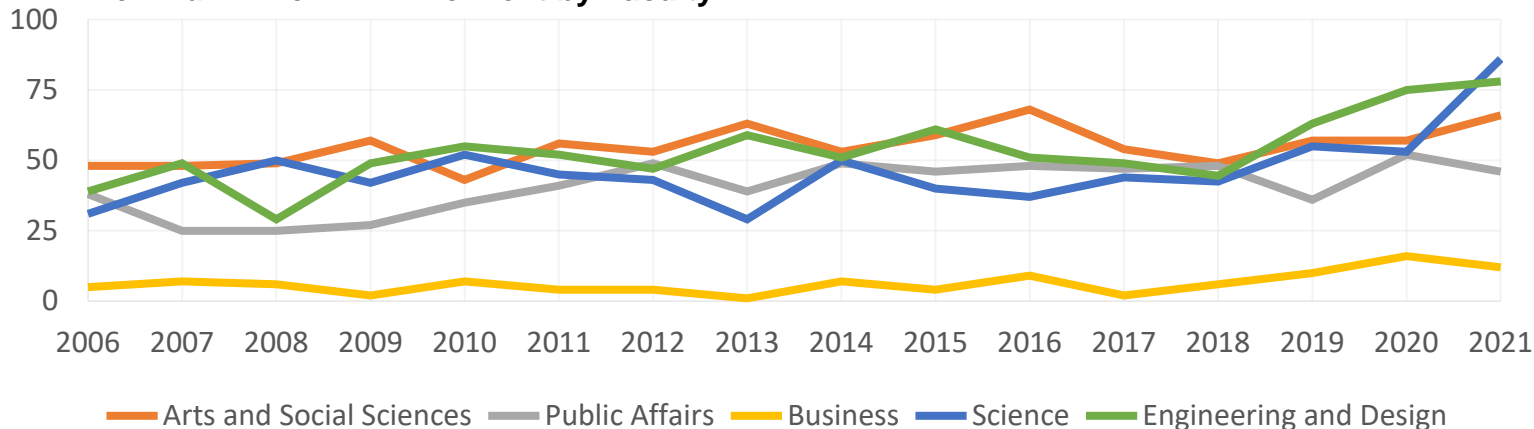


Note: Master's includes graduate certificates and diplomas, and excludes off-campus MBAs in the Sprott School of Business

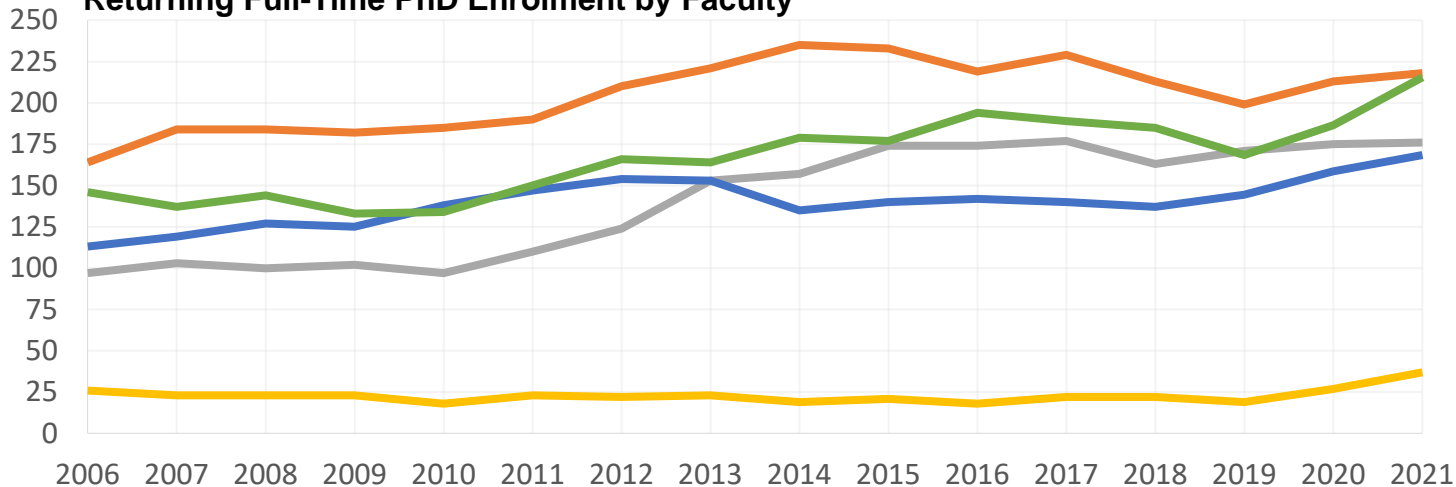
Source: Enrolment Perspective Cube, Fall term, OIRP 2022-01-10



## New Full-Time PhD Enrolment by Faculty



## Returning Full-Time PhD Enrolment by Faculty



Note: Master's includes graduate certificates and diplomas, and excludes off-campus MBAs in the Sprott School of Business

Source: Enrolment Perspective Cube, Fall term, OIRP 2022-01-10

### New First Year Full-Time students

	Targets 2021 (set Nov 2020)	Actual Nov 1 2021
Arts and Social Science	1,052	1,032
Public Affairs	1,187	1,068
Business	405	491
Science	980	991
Engineering and Design	1,323	1,295
University Total	4,947	4,878

Source: OIRP (Deans target meetings Nov 2020 + Data cubes Jan 11, 2022)

# Questions?

Senate Review Committee  
January 2022  
Questions for VPSE re Enrolment Report

- 1) **Question:** Slide #2 (Provincial Count Date) – What is the international student vs. domestic student breakdown for items in this table?

**Response:** Slide 2 updated

- 2) **Question:** Slide #2 (Provincial Count Date) – How do these statistics compare to comparable numbers from other Ontario universities?

**Response:** Too early to know official enrolment levels in detail from other institutions at this time. The only comparator we have are the new 1<sup>st</sup> year Ontario undergraduate confirmations in Fall 2021 were at 0.5% for the Ontario system 101 and 105s. Carleton overall new first year as is seen in the table in slide 2 is above that.

- 3) **Question:** Are there any programs within Faculties that show distinctive characteristics, trends or anomalies?

**Response:**

- i) A trend that we have been seeing in the last couple of years is an increase of new first year students and an increase in the admission average in Computer Science.
- ii) For Fall 2021 we have seen a significant increase in the Bachelor of Commerce.
- iii) For Fall 2021 we have also seen a decrease in demand for the international programs in all probability due to the current Covid pandemic.

- 4) **Question:** Why are off-campus Master programs (such as the MBA in Singapore or India) not included in these numbers?

**Response:** This is a longstanding convention. As we want to compare data consistently we have not changed our reporting for high level information purposes at this time.

- 5) **Question:** Slide #6 – Do these numbers refer to FTEs? (Full-time equivalents)

**Response:** No slide 6 and our targets are defined by full-time enrolment status (for undergraduates, it's 3 credits over the Fall/Winter session, as measured in the fall). With the exception of the last 2 years where we have seen a significant shift to part time studies this measure has been a good measure for planning purposes. As we move past the pandemic we will continue monitor these measures to see if we will need to change to FTEs to be more accurate. In the meantime as we can see in slide 2 we are reporting FTEs also in order to get a high level sense of the impact of students' course registrations.

- 6) **Question:** How do the total enrolment numbers fit with the enrolment corridor established by the province? Are we over/under the upper limit?

**Response:** The corridor is based on annual FTE (not just fall counts)– we don't know yet how the winter enrolments will settle. However, in all likelihood we will be above the upper limit of the corridor for this year's enrolment, but it is not clear yet whether we will be above it as calculated in the five-year moving average (which is how the ministry 'counts' our enrolments in the corridor). Only being below the bottom limit of the corridor (in the five-year average) has any financial consequences in regards to Carleton no meeting the targets of the enrolment corridor formula. There is no chance we will be below that bottom limit at this time.

- 7) **Question:** Does the data capture special students that are full time and in a program (for example, those through the Centre for Initiatives in Education)?

**Response:** These special students are counted in the "total students" row on slide #2. Their course registrations in the credit courses are counted in the overall FTEs to the Ministry. However, they are not included in the Full time 'degree' count, nor in the Faculty breakdowns in the chart.

- 8) **Question:** Some international graduate students that are "visiting" Carleton are full-time students that stay here anywhere from 6 months to 2 years. Where are these students captured in the data?

**Response:** If they are coded as Visiting Graduate Students (program code=OVGS) they are not reported to MCU and are not included in our headcounts. (they are considered their home institution's students).

- 9) **Question:** Given the current decrease in enrolment, what steps will the administration take to increase the numbers?

**Response:**

- i) The current slight decrease in overall student population is due to the larger number of students graduating in the last 2 years as is indicated in slide 2, combined with changes in enrolment patterns due to the pandemic – in particular an increase in admissions from Ottawa but a decrease in admissions from outside Ottawa. The tendency for students to stay closer to home is observed nationally.
- ii) As for initiatives that are ongoing to increase our student population we are:
  - a. continuing to innovate in our recruitment and conversion strategies in Ottawa and in key Canadian and international locations.
  - b. Significantly enhancing our branding and marketing to improve our reputation over the longer term

iii) Another strategy that can have a significant impact on enrolment numbers is the addition or update of our programs. We have seen this for the graduate recruitment and would benefit from new or updated innovative undergraduate programs.

10) **Question:** Can you comment on how accessibility issues may have impacted enrolment?

**Response:** Our students with disabilities registered through the Paul Menton Centre continues to grow. We do see some students striving with online and online services. There are much less no shows from booked appointments. However, as we also see in the general student population, students are choosing to study part time at a greater rate and online studies are not for everyone.

DATE: January 19, 2022

TO: Dr. Benoit-Antoine Bacon, President  
Dr. Jerry Tomberlin, Provost

FROM: Dr. Catherine Khordoc, Deputy Provost (Academic Operations and Planning)  
Chair, Carleton University Scenario Planning (CUSP) Working Group

RE: Planning recommendation for Winter 2022: beyond January 31, 2022

---

The safe and gradual return to campus unfolded as planned for Fall 2021, and the Winter 2022 CUSP report that was confirmed by Senate in October 2021 recommended a further expansion of in-person offerings and activities in Winter 2022. However, in December, the extremely rapid rise of the Omicron variant forced the University, and all other universities in Ontario, to pause the return to campus and in-person classes until January 31, 2022. This strategy was predicated on a very high but also very narrow Omicron spike.

At the time of writing, the most recent modelling confirms that the Omicron spike will be narrow, with cases likely having peaked or being about to peak, and expected to decrease rapidly thereafter. Accordingly, in consultation with public health authorities, the Ontario university sector is moving towards a resumption of in-person activities from January 31 onwards.

[The Public Health Agency of Canada](#) indicates that vaccines continue to be highly protective against COVID-19. Third dose boosters are readily available and strongly recommended.

Given that that our Winter 2022 schedule is a mix of in-person and online courses, and especially given that we have maintained physical distancing in all classrooms in establishing the Winter 2022 schedule, we are confident that these activities can be performed safely. The health and safety protocols previously established will of course remain in place including [mandatory vaccination](#), [masks](#) and reduced capacity limits, as well as completion of [cuScreen](#) prior to coming to campus and [symptom reporting](#).

In order to give our community additional time to prepare for the transition, and to be able to better assess the impact of schools reopening as of January 17 on the pandemic, we recommend that the return to campus be delayed by an additional week.

**We therefore recommend that barring another change in the trajectory of the pandemic, we re-open our facilities and resume our in-person courses (as per the Winter 2022 schedule) and activities on Monday, February 7, 2022.**

DATE: January 20, 2022

TO: Senate

FROM: Provost and Vice-President (Academic)

RE: Academic Programming in Winter 2022 – return to campus plans

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The Carleton University Scenario Planning (CUSP) Working Group has reviewed the current public health situation in order to provide recommendations regarding the pause of in-person delivery of classes that was announced in mid-December, and the subsequent plans for returning to campus after January 31, 2022. CUSP recommends that all Winter 2022 classes be delivered as planned starting February 7, 2022, in line with other universities and following public health advice. In particular, Winter 2022 classes that were scheduled to be delivered in-person should pivot to in-person delivery on February 7, 2022.

The Winter term schedule was planned with a mix of online and in-person classes. Face-to-face courses that are to resume on February 7<sup>th</sup> were scheduled to allow for physical distancing with modified classroom capacities allowing for appropriate space between students. We will also maintain the use of cuScreen, masks, and mandatory vaccinations. By providing a robust selection of online courses, this mixed model of delivery will also meet the needs of students who are unable to attend campus.

Details of the CUSP Working Group recommendations can be found in the accompanying memo.

**MOTION**: That Senate confirm the pausing of in-person delivery of classes that were scheduled to be delivered in-person for the Winter 2022 term, until their resumption on February 7<sup>th</sup>, 2022, in line with the recommendations of the Carleton University Scenario Planning (CUSP) Working Group.





Senate Executive Committee  
November 16, 2021  
Via MS Teams Videoconference

MINUTES

**Attending:** B. A. Bacon (Chair), D. Deugo, E. Sloan, J. Tomberlin, P. Wolff, W. Ye, K. McKinley (recording secretary),

**Regrets:** C. Ayalogu, S. Maguire, S. Sivathayalan

---

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

The meeting was called to order at 11:00 am.

It was **MOVED** (E. Sloan, W. Ye) that the committee approve the agenda for the meeting. The motion **PASSED**.

**2. Approval of Senate Executive Minutes**

**a) Meeting on October 12, 2021**

It was **MOVED** (J. Tomberlin, E. Sloan) that the committee approve the minutes of the Senate Executive Committee meeting on October 12, 2021, as presented. The motion **PASSED**.

**b) E-poll on October 28, 2021**

It was **MOVED** (J. Tomberlin, E. Sloan) that the committee approve the minutes of the Senate Executive Committee e-poll on October 28, 2021, as presented. The motion **PASSED**.

### 3. Senate Minutes – October 22, 2021

#### a) Closed Session

Members reviewed the Closed Session minutes for the Senate meeting on October 22, 2021. No edits were requested, and the Closed Session minutes were approved (J. Tomberlin, W. Ye) by consensus.

#### b) Open Session

Members of the committee reviewed the draft minutes for the Open Session of the Senate meeting on October 22, 2021. Two minor editorial changes were requested. With these changes, the committee approved (E. Sloan, J. Tomberlin) the Open Session minutes by consensus.

### 4. Senate Agenda – November 26, 2021

The committee reviewed a draft agenda for the Senate meeting on November 26, 2021. The Clerk noted that the Senate Academic Governance Committee has no business to bring to Senate for this meeting. The Chair requested that item 7-c (Reports – SAGC) be removed from the agenda.

It was **MOVED** (E. Sloan, W. Yes) that the Senate Executive Committee approve the agenda for the Senate meeting on November 26, 2021, as amended.  
The motion **PASSED**.

### 5. Other Business

There was none.

### 8. Adjournment

The meeting was adjourned at 11:32 am.



Senate Executive Committee  
December 1, 2021  
Web-based Meeting

MINUTES

**Participants:** B. A. Bacon (Chair), D. Deugo (non-voting), S. Maguire, S. Sivathayalan, E. Sloan (Clerk), J. Tomberlin, P. Wolff, W. Ye

**Regrets:** C. Ayalogu

---

Senate Executive Committee members participated in an e-poll on December 1, 2021, on the question of whether to hold a meeting of Senate on December 17, 2021. Members were asked to vote on a motion to cancel the December 17, 2021 meeting of Senate, as per past practice, as no urgent business was evident.

The committee approved the cancellation of the December 17 2021 Senate meeting.



**Department of Neuroscience**

Health Sciences Building  
1125 Colonel By Drive  
Ottawa, ON K1S 5B6 Canada

Dr. Kim Hellemans  
Tel: (613) 520-2600 x 2973  
Email: kim\_hellemans@carleton.ca

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings for October 2021

Dear Members of Senate,

On October 13<sup>th</sup> and 20<sup>th</sup>, the Academic Colleagues met to discuss the top concerns facing Ontario Universities. On the evening of October 13<sup>th</sup>, the colleagues heard a presentation from Dr Sean Corner, Associate Dean (Academic), Faculty of Humanities, McMaster University. Dr. Sean Corner joined the colleagues to discuss the value of arts and humanities, focusing on the creative industries and three new programs at McMaster. An education in the arts and humanities promotes skills and values such as critical thinking, analysis, problem-solving, communication, historical and cultural perspectives, creative expression and self-examination. These values contribute to a richer existence and are recognized by employers as desirable “soft skills.”

With this in mind, McMaster University has introduced three new programs that integrate hard skills training with humanities-focused education: iArts, Arts and Technology, and Rehabilitation, Health and Humanities.

In the discussion that followed, Colleagues discussed the role of the humanities in developing emotional intelligence, the challenge of communicating the value of a liberal arts education to a skills-focused job market, and the importance of valuing benefits of education other than job-readiness.

Colleagues then discussed potential topics for the Council meeting and contributed ideas on the topic of how Ontario universities have contributed innovative thinking to the issues of equity, COVID and future pandemics, and addressing climate change.

On the morning of October 20<sup>th</sup>, the colleagues continued their conversation on planning for the Council meeting, on “the Role of Universities in Society”. We also heard from Cecilia Brain on the COU updates, which are as follows:

## 2021-22 Provincial Advocacy

COU is currently finalizing a comprehensive advocacy campaign in support of key sector interests. This work is ongoing and captures work intended to influence the Spring Budget and the Provincial election currently scheduled for June 2, 2022. COU’s advocacy is taking place within the context of a provincial election in less than a year, and a government that is primarily focused on ensuring a successful school year, and avoiding another major economic shutdown. These factors, paired with the growing concern regarding the Delta variant have created a challenging environment for advocacy with much of the political “bandwidth” occupied with these drivers.

The strategy for advocacy is to advance the sector’s recommendations by following a two-pronged approach that leverages both internal and external advocacy. Internally, COU will engage the government to discuss options for revenue flexibility that can ensure the financial

sustainability and competitiveness of Ontario universities. Externally, COU will develop a public facing advocacy campaign to help build consensus in the public about the role universities play in developing a skilled workforce, attracting investment and talent, and as drivers of the provincial and local economies.

The Financial Sustainability and Competition Working Group (FSC WG) was struck to lead the sector's review and analysis of internal policy and advocacy recommendations linked to university funding and support. The WG met over the summer to consider government, student and institutional interests and priorities, and to develop sector-wide specific policy/advocacy options for consideration by Executive Heads. COU will provide the sector with more information over the coming weeks.

## Strategic Management Agreements

During the early stages of the pandemic, the ministry announced the de-coupling of funding from performance for the first two years of SMA3 to mitigate the impact of COVID on SMA3 performance evaluations. Reporting and evaluation of performance continue as normal. The ministry is starting the Year 2 performance evaluation process. Once that is finished, there will be an opportunity for the sector to review Year 3 allowable performance targets and to amend institutions' weighting of metrics for future years. The ministry has announced a technical engagement later this year to discuss the two reporting metrics that will be activated in Year 3: Skills and Competencies, and Faculty Activity.

## COVID and Re-Opening

COU advocated throughout the summer for Public Health Directive/MCU mandate for vaccination for on-campus activities to permit a safe campus re-opening. On Aug. 24, the 3 Council of Ontario Medical Officers of Health wrote to University and College Presidents and Principals strongly recommending mandatory vaccination for all on-campus activities, as soon as operationally possible. On Aug. 31, MCU released their Postsecondary Education Health Measures Framework for Fall 2021, followed by a technical briefing on Sept. 2. The Ontario Medical Officer of Health's directives were included and formed the basis of the Framework. In the guidance, institutions with mandatory vaccination policies for on-campus activities are no longer required to enforce a two-meters distance within their instructional spaces. Masks are still required indoors. Institutions continue to develop employment policies and Medical and Human Rights exemptions procedures.

## Red Tape Bill: Supporting People and Businesses Act

On October 7, the provincial government released Bill 13, [Red Tape Bill: Supporting People and Businesses Act](#). The corresponding announcement outlines several new government-wide initiatives that will be included in the Bill and that directly or indirectly impact universities. Of particular note are three key advocacy asks for the college sector:

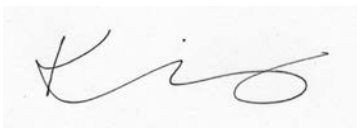
- Expansion of college degree-granting caps;
- Exploring options for expanding the degree-granting authority of colleges; and
- Exploring options to expand credentials in the public college system to include "applied" Master's degrees

The Ministry is also exploring options to reduce the administrative burden associated with multiple transfer payment agreements to the same transfer payment recipient. The government is seeking, where possible, to include multiple grants into a consolidated transfer payment agreement. COU advocated for these changes in our red tape recommendations to the government.

### Other announcements

- Creating tuition fee transparency for university and college students: The government is aiming to provide students with increased accountability, transparency and clarity by providing details of tuition fees at Ontario's postsecondary institutions.
- Reducing duplication of reporting requirements for the Ontario Student Opportunity Trust Fund / Ontario Trust for Student Support: The legislation will remove the online reporting requirements for endowments to reduce duplication and benefit colleges and universities by easing the administrative burden. The requirement for reporting through audited financial statements will remain in place to ensure adequate oversight and accountability.
- Removing barriers to entrepreneurial activities for postsecondary educational institutions: The government is seeking to simplify how Ontario's postsecondary institutions enrol international students, specifically for registered private career colleges and Indigenous institutes. These institutions will face less barriers in achieving designation as learning institutions under Ontario's International Student Program.
- Reviewing the Ontario Student Assistance Program performance requirements for private postsecondary institutions: The Ministry will review the performance requirements for private postsecondary institutions approved for the Ontario Student Assistance Program (OSAP) to ensure they continue to be "...relevant and responsive to student needs within a growing and evolving sector." The Ministry anticipates this review will create new opportunities and reduce red tape for private postsecondary institutions approved for OSAP.
- Supporting digital learning for private career colleges: The Ministry is proposing changes to approvals for online delivery of training at private career colleges to support continued flexible delivery options to students.

COU has raised concerns about specific items in the bill with the government and will be consulting with members on a path forward. We will also undertake a deeper analysis for additional impacts.

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