



*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 April 28, 2017 at 2:00 p.m.  
Senate Room, 608 Robertson Hall**

**MINUTES**

**Present:** S. Ajila, F. Alhattab, S. Blanchard, A. Bowker, L. Callaghan, A. Chandler, W. Clement, J. Coghill, J. Debanné, A. Dodge, C. Duff, K. Evans, W. Felepchuk, S. Field, C. Fong, P. Gentile, R. Goubran, N. Grasse, J. Hayes, R. Hoey, W. Horn, B. Hughes, W. Jones, K. Karim, E. Kwan, E. Lai, D. Long, A. Maheshwari, M. Martinov, C. Miller, J. Miller, M. Neufang, B. Örmeci, M. Pelletier, A. Plourde, P. Ricketts, R. Runte, D. Russell, J. Shepherd, E. Sloan, C. Smelser, S. Sur, N. Tait, P. Watzlawik-Li, P. Wolff.

**Regrets:** F. Afagh, A. Arya, K. Bashir, A. Bellerive, D. Buss, M. Butler, C. Carruthers, C. Chi, A. Christianson, C. Cruickshank, J. Dalphy, D. Deugo, A. Diptee, M. El-Tanany, M. Esponda, C. Feres, A. Forth, T. Garvey, R. Gorelick, F. Hosseinian, D. Howe, O. Javanpour, A. Loiselle, H. Nemiroff, K. O'Meara, D. Owusu-Akyeeah, C. Parrott, J. Paulson, M. Piché, J. Smith, J. Stoner, M. Sucharov, S. Taylor, P. Thompson, J. Tomberlin, F. Webster, J. Wolfart, C. Wong.

**Open Session:**

**1. Welcome**

The Chair welcomed everyone.

**2. Approval of Agenda**

It was **MOVED** (R. Hoey, K. Evans) that Senate approve the agenda of the meeting of April 28, 2017.

The motion **PASSED UNANIMOUSLY.**

**3. Approval of Minutes:**

a) March 31, 2017 (OPEN)

It was **MOVED** (W. Jones, M. Neufang) that Senate approve the minutes of the meeting of March 31, 2017.

The motion **PASSED.**

#### 4. Chair's Remarks

The Chair provided Senate with an update on the development of our Strategic Mandate Agreement (SMA) with the government. The Chair outlined some of the main features of the government's new approach to SMAs. The Chair provided a handout (see Appendix) for discussion and asked Senators for their thoughts on the distinctive qualities of Carleton University. She stated that most universities focus on research or teaching. Carleton University has a unique balance between teaching and research. Senators pointed out that Carleton has a unique configuration of Faculties and a broad interdisciplinary approach. Some suggestions were also made on the order of points in the document.

#### 5. Committee on Quality Assurance (CUCQA): Membership Ratification (J. Shepherd)

It was **MOVED** (J. Shepherd, R. Hoey) that Senate ratify the 2017-18 membership of the Carleton University Committee on Quality Assurance.

Senators discussed the lack of gender equity on the committee. It was **MOVED** (P. Gentile, C. Miller) that Senate ask the Chair of the Committee to expand the membership to allow for gender diversity. The **motion PASSED**.

**The original motion PASSED.**

#### 6. Senate Administration (Clerk):

a) Senate Representatives on the Presidential Search Committee

It was **MOVED** (D. Russell, A. Plourde) that Senate approve the Senate Representatives for the Advisory Committee on the Appointment of the President and Vice-Chancellor.

The motion **PASSED UNANIMOUSLY**.

b) Faculty Representatives to Senate

It was **MOVED** (D. Russell, R. Hoey) that Senate approve the Representatives to Senate, as presented.

The motion **PASSED UNANIMOUSLY**.

c) Spring Convocation 2018

It was **MOVED** (D. Russell, E. Sloan) that Senate approve the change of date for the Spring Convocation 2018 from June 5<sup>th</sup> to 8<sup>th</sup> to June 12<sup>th</sup> to 15<sup>th</sup>, 2018. This was requested by the Registrar's Office to meet procedural requirements.

The motion **PASSED UNANIMOUSLY**.

d) Senate Meeting Schedule 2017-18

The Clerk provided the list of meetings for the next Academic Year. The meeting schedule will also be posted on the Senate website.

e) Faculty Appointments Contrary to Hiring Policy

The Clerk stated that there has been one faculty appointment made contrary to the hiring policy in the CUASA Collective Agreement.

## **7. Discussion: Aboriginal Education Council Annual Report (R. Nelson)**

The Chair introduced Rodney Nelson, who is the Coordinator of the Aboriginal Enriched Support Program, Chair of Carleton's Aboriginal Education Council, and faculty member of the Centre for Initiatives in Education. The report (which was provided prior to the meeting) summarized his experiences at Carleton, building the outreach program to numerous First-Nations communities across Canada. He thanked A. Plourde, W. Clement, P. Ricketts, and R. Runte for their support for the Centre.

There was discussion of the inclusion indigenous content in the undergraduate curriculum, of our efforts to attract and effectively support first nations students and faculty, and the upcoming graduation ceremony at the Canadian Museum of History. The Chair mentioned related events that are part of our 75<sup>th</sup> anniversary programming.

## **8. Credit Waste and the B.A. Degree (J. Shepherd)**

J. Shepherd gave a presentation on the issue of "Credit Waste and the B.A. Degree". The Faculty Boards of FASS and FPA support this proposal. J. Shepherd is preparing to bring a motion on this topic to the next Senate meeting.

It was **MOVED** (J. Shepherd, R. Hoey) that Senate suspend the BA Template passed by Senate in 1998.

The motion **PASSED UNANIMOUSLY**.

The Senate discussed issues related to the presentation including mandatory advising and faculty resources, the simplification of rules and regulations and avoiding the use of the word “waste” in this context.

It was **MOVED** (W. Clement, A. Plourde) that Senate request SCCASP to develop a revised BA Template in collaboration with the Deans of FASS and FPA, the University Registrar, and the Vice-Provost for approval by the Faculty Boards of FASS and FPA, SCCASP and Senate.

The motion **PASSED UNANIMOUSLY**.

## 9. Committee Reports:

### a) SCCASP (J. Shepherd)

J. Shepherd presented on H. Nemiroff's behalf. He stated that SCCASP expects to bring a motion responding to the request from Senate regarding course outlines to the June 2 Senate meeting. Minor modifications to programs at the Dominican University College were provided to Senate for information. He reported that students had already been admitted to the B.C.S. Psychology Stream by the time that Senate had agreed to close the program. As a result the program will remain in the 2017-18 Calendar and close in 2018-19.

It was **MOVED** (J. Shepherd, W. Clement) that Senate approve a fourth descriptor for the Post-Baccalaureate Diploma credential, with effect from 2017-2018 as presented.

The motion **PASSED UNANIMOUSLY**.

It was **MOVED** (J. Shepherd, E. Sloan) that Senate approve the admissions regulations for the Post-Baccalaureate Diploma and Certificate in Professional Writing, as presented, effective 2018-19.

The motion **PASSED UNANIMOUSLY**.

It was **MOVED** (J. Shepherd, R. Hoey) that Senate approve the waiving of the double-counting rule for students registered in the Minor in Professional Writing who are also registered in BA programs in English and Applied Linguistic and Discourse Studies, effective 2018-19.

The motion **PASSED UNANIMOUSLY.**

b) SAPC (P. Ricketts)

It was **MOVED** (P. Ricketts, W. Clement) that Senate approve the introduction of the Certificate in Professional Writing as presented to commence in the fall 2018.

The motion **PASSED UNANIMOUSLY.**

It was **MOVED** (P. Ricketts, R. Hoey) that Senate approve the introduction of the Post-Baccalaureate Diploma in Professional Writing as presented to commence in the fall 2018.

The motion **PASSED UNANIMOUSLY.**

It was **MOVED** (P. Ricketts, W. Clement) that Senate approve the introduction of the minor in Professional Writing as presented to commence in the fall 2018.

The motion **PASSED UNANIMOUSLY.**

It was **MOVED** (P. Ricketts, M. Neufang) to combine the final three motions.

The motion **PASSED UNANIMOUSLY.**

It was **MOVED** (P. Ricketts, W. Clement) that:

- Senate approve the introduction of the Bachelor and International Studies specialization and stream in French and Francophone Studies as presented to commence in the fall 2018.
- Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Global Genders and Sexualities as presented to commence in the fall 2018.
- Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Teaching English in Global Contexts as presented to commence in the fall 2018.

The motion **PASSED UNANIMOUSLY.**

c) Governance Committee: Financial Review Committee (D. Russell)

D. Russell reported that Senate asked the Academic Governance Committee to examine the terms of reference of this committee last

fall. The committee has completed its recommendations. Senators noted that the committee has 11 members (not 10 as indicated in the proposal). D. Russell stated that this committee has a broader mandate and can seek faculty and staff expertise relevant to the issue at hand.

It was **MOVED** (D. Russell, P. Wolff) that Senate approve the presented revisions to the Terms of Reference for the Senate Financial Review Committee and rename it as the Senate Review Committee.

Senators discussed the issue of proportional graduate and undergraduate representation on this committee and others. The issue of faculty representation by proportion was also raised.

**MOTION** (F. Alhattab, C. Miller) that Senate amend this motion to exclude the committee composition and ask the Academic Governance Committee to review the issue of student committee membership.

The motion to amend **FAILED**.

The original motion **PASSED**.

#### **10. Reports for Information:**

- a) Senate Executive: March 21 and April 3, 2017 (Clerk)
- b) Academic Colleague (J. Smith)

Both reports were provided prior to the meeting. There were no questions.

#### **11. Other Business and Adjournment**

W. Felepchuck asked what the impact on the university would be if the Canadian Association of University Teachers (CAUT) censures Carleton University. P. Ricketts stated that his office has on-going correspondence with CAUT dealing with this issue. He hopes the censure will not occur.

The meeting adjourned at about 4: 10 p.m.

# APPENDIX

## Carleton University Strategic Mandate Agreement

### Among the system-wide metrics are likely:

- proportion of fourth-year students with two HIPs or average number of HIPs per student
- retention from year one to two
- proportion of operating expenditures on student services
- composite score on NSSE questions related to students' perceived gains in higher order learning outcomes
- proportion of programs with explicit curriculum maps and articulation of learning outcomes
- graduation rate
- number and proportion of students in these categories: indigenous students, first generation students, students with disabilities, francophone students, women in STEM
- number of transfer applicants and registrants
- share of OSAP recipients relative to total number of eligible students
- Tri-council funding for research
- number of papers per full-time faculty
- number of citations (total and per paper)
- graduate employment rates
- number of graduates employed full-time in a related job

### We are asked to consider the distinctive qualities of Carleton University and what makes Carleton different from other universities.

#### This is a preliminary list:

1. **Non-affiliated.** Carleton University is one of the few institutions in Canada not sponsored by a religious body. Proudly open to students, staff, and faculty of all religions and cultures, Carleton is consequently diverse in population, points of view and culture. That openness was evident in the first class of journalist graduates who were women in a time when there

were no women journalists and when women were stepping forward to fill needed positions in many fields. This diversity in the composition of the academic community has led to a unique structure with Faculties composed of non-traditional groupings of academic fields. In turn, this has resulted in a trail-blazing history of interdisciplinarity in research. Research teams work creatively across disciplines and Faculties contributing creative solutions to issues of signal importance. Today, this quality is evident in many programs such as health science policy, sustainable energy policy, global studies, political management (combining management, ethics, history of governance, politics and communication skills).

2. **Focused.** Focused on sustainable communities and working mainly in interdisciplinary fields like the environment, health, globalization and smart systems, Carleton University has developed many courses of study that do not exist at other universities in Canada. They reflect the unique interdisciplinary focus but also serve as a visible demonstration of a deliberately unique university, pursuing unique programming. Included in these unique programs are Human/Computer Interaction, Non-Profit Leadership and Philanthropy, African Studies, Indigenous Policy and Administration and Big Data Policy and Analytics, for example.
3. **Lean and attentive to the community.** Founded by the community in the aftermath of the war, Carleton operated on a shoestring with support from the community and with a view to serving the needs of the population. Carleton is still today a very lean operation that enjoys strong support from the community and seeks to meet the changing needs of the population. This naturally means continued emphasis on high tech, government and governance, international affairs. It means that the University is both largely free of debt and administered by a great team that is tall in talent and short in numbers.
4. **A balanced university.** Carleton strives for excellence and innovation in teaching and learning, pursues excellence in research as well, as works to ensure the success and satisfaction of students by meeting their needs through student services. Today many universities consider themselves research institutions or ones primarily dedicated to teaching. Carleton is truly balanced - both by intention and design.



5. **Innovative.** Carleton is not afraid to create new ideas and programs or to embrace new pedagogical techniques and the latest technologies. In our strategic plan, we describe ourselves as resilient, able to take risks and overcome failure. We do so each day as we find ways to reduce our carbon footprint, eliminate paper and design better classroom experiences.
  
6. **Collaborative.** At Carleton University, we have always worked with other institutions, governments, international agencies, not-for-profit organizations, museums and cultural institutions. Our scientists are part of SNOLAB and CERN. All our Arts departments have co-ops in the region and our students and faculty members write the texts for major exhibits in museums, even winning the award for the best-curated exhibit at the Guggenheim in New York. Our engineers and industrial designers are much sought after around the world but their contributions to the local economy contribute to the fact that the highest numbers of patents per capita outside the Silicon Valley is in Ottawa. We work with community colleges and our neighbor, the University of Ottawa, with which we share many joint graduate institutes.
  
7. **International/Global.** Carleton has always been known as an international institution due to the presence of the many embassies in Ottawa, to the fact that, from the very beginning, our students had experience abroad, to the origins of our faculty and students, to the role of an institution in the nation's capital, bringing the world to Carleton and Carleton to the world.
  
8. **Caring.** Very few universities would select this word as a descriptor. Yet, when you ask the community, students, faculty, staff, alumni, and visitors, all will declare that the University community is most caring and nurturing. This leads to excellence in student service and support. The Paul Menton Centre for Students with Disabilities offers one example of the way the University goes beyond being accessible to being welcoming. The success of our students who use the support offered demonstrates its effectiveness. Volunteer participation by the entire Carleton community exemplifies this strength of care that leads to personal and professional engagement. Carleton students lead the country in raising funds for cancer research every year. When the alternative Spring Break was announced, so many students signed up to participate in mentoring in

schools, building schools, cleaning the environment and serving the community that the program had to be expanded. Experiential learning and engagement have always been a part of the Carleton fabric.