



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 September 28, 2018 at 2:00 p.m.
Senate Room, Robertson Hall**

AGENDA

Open Session:

- 1. Welcome and Introduction of New Members**
- 2. Approval of Agenda**
- 3. Approval of Minutes:**
 - a) June 1, 2018 (open session)
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Senate Administration (Clerk):**
 - a) Senate and Senate Committee Membership Ratification
 - b) Ratification of CUCQA Membership
 - c) Report on the Empowering Motion
- 7. Reports:**
 - a) SAPC – Senate Academic Program Committee (J. Tomberlin)
- 8. Reports for Information:**
 - a) Senate Executive Minutes: May 22, 2018, June 12, 2018 + E-polls from Summer 2018
- 9. Process towards Free Speech Policy**
- 10. Other Business**
- 11. Adjournment**



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Carleton University Senate
Meeting of June 1, 2018 at 2:00 p.m.
Senate Room, Robertson Hall

MINUTES – OPEN SESSION

Attending: F. Afagh, S. Ajila, A. Barclay, T. Bazinet, S. Blanchard, A. Bowker, D. Buss, L. Callaghan, C. Carruthers, A. Chandler, W. Clement, J. Coghill, J. Debanné, D. Deugo, T. Di Leo Browne, C. Dion, L. Dyke, J. Erochko, M. Esponda, K. Evans, P. Farrell, A. Lawrence (for R. Goubran), E. Grant, P. Gunupudi, H. Gupta, B. Hallgrimsson, W. Horn, D. Howe, B. Hughes, O. Javanpour, W. Jones, C. Joslin, E. Kwan, D. Long, K. Lumsden, M. Neufang, D. Nussbaum, D. Oladejo, J. Paulson, A. Plourde, J. Ramasubramanyam, M. Rooney, D. Russell (Clerk), L. Schweitzer, W. Shi, A. Shotwell, D. Siddiqi, E. Sloan, P. Smith, A. Summerlee (Chair), J. Tomberlin, C. Viju, J P. Watzlawik-Li, J. Wolfart, C. Young

Regrets: J. Cheetham, Z. Clayden, A. Dodge, C. Dogan, N. Grasse, J. Green, A. Hassan, J. Hayes, F. Hosseinian, H. Jay, S. Klausen, J. Kovalio, P. Lagasse, J. Liu, A. Maheshwari, C. Miller, H. Nemiroff, Z. Parkkari, M. Piché, J. C. Prent, J. Shields, J. Smith, J. Stoner, T. Tandon, S. Taylor

Recording Secretary: K. McKinley

Open Session:

1. Welcome (Chair)

The Chair welcomed Senators and guests back to the Open Session.

2. Approval of Agenda (open)

It was **MOVED** (E. Grant, D. Oladejo) that Senate approve the open agenda for the meeting of Senate on June 1, 2018, as presented.

The motion **PASSED**.

3. Minutes: May 4, 2018 (open session)

It was **MOVED** (S. Blanchard, C. Dion) that Senate approve the minutes of the open session of the Senate meeting of May 4, 2018, as presented.

The motion **PASSED**.

4. Matters Arising:

There were none.

5. Chair's Remarks:

CUASA Agreement

A tentative agreement has been reached between Carleton University and the Carleton University Academic Staff Association (CUASA). The Chair thanked members of the negotiating teams on both sides for their hard work in coming to an agreement.

Upcoming Provincial Election

The Council of Ontario Universities has developed an advocacy plan (*Partnering for a Better Future in Ontario*) to demonstrate the importance of universities to all major parties running in the provincial election. The strategy of the plan is to position universities as key partners in creating jobs and building the economy. The objective is to raise the profile of universities in the election, as universities are not mentioned in any of the manifestos, except for the NDP's.

Nicol Building

The Nicol Building has been approved by the Board of Governors, despite an unfortunate increase in costs due to current trade issues with the United States. This will be an essential building for the Sprott School of Business, but the first two floors also will provide teaching space that can be shared by other faculties, thereby benefiting all of Carleton.

A ground-breaking ceremony will be held on the morning of June 19th. Parking Lot P2 is now closed permanently, and traffic flow and parking will remain issues on campus due to ongoing construction. The Board will undertake a review of traffic and parking via an inclusive process that will begin in the Fall of 2018.

Emergency Response and Planning

Carleton is becoming more effective in dealing with Emergency Response and Planning. This was highlighted by our collaborative work with the Ottawa Police Service during the recent bomb threat on campus. Effective communications are often challenging in these situations, as there are constraints on what can be revealed. DUC is working on a communications strategy, and an emergency planning exercise will be scheduled for the fall.

Joint activities – SMA Process

The four post-secondary institutions in Ottawa have agreed to engage in collaborative initiatives as part of a 2-year pilot project funded by the provincial government. If successful, this type of collaboration would be an important differentiator for colleges and universities in Ottawa. Four collaborative initiatives are currently underway:

- With assistance from Invest Ottawa, a number of “research shops” will be established across the city, to offer solutions to various research problems. These will be staffed by teams made up of faculty and students from all four institutions. The first such shop will open in Kanata in the summer.
- All institutions will engage in international recruitment.
- Carleton and its partner institutions have begun to dialogue with Indigenous institutions of the government for collaborative ideas on how to include Indigenous education and ways of knowing into our curricula.
- A joint meeting of the four institutions to discuss building more effective collaborations will be held in October. This meeting will be open to faculty members.

The Chair added that any changes or decisions emerging from these initiatives that require academic approval will come to Senate.

Convocation

The Chair reminded Senators of Spring Convocation which will be held from June 12 – 16. Honorary degrees will be given to Gilles Patry, the Right Hon.

Helen Clark, Jayne Stoyles, Catherine Frazee, Peter Buckley, Gordon Hicks, Steven Davis and Gerison Lansdown, all whom have made contributions to the social, environmental and economic fabric of the world. Also of note is the fact that 50% of the honorary degree recipients this year are women.

Thank you

The Chair expressed thanks to Senate for the privilege of acting as Chair, for the past year. He received a round of applause from Senators.

6. Question Period

a. Questions submitted in advance: There were none.

b. Questions from the floor.

There were no questions, but J. Paulson stood to recognize and offer thanks to the outgoing Chair and Clerk for outstanding service to Senate. Both have set new standards and expectations for Senate to function as a democratic and responsive institution. These contributions have not gone unnoticed.

Senators gave the Chair and Clerk a round of applause.

7. Administration (Clerk)

a. Nominations to Senate and Senate Committees

It was **MOVED** (D. Russell, A. Plourde) that Senate ratify the new Senate and Senate Committee appointments for 2018/19, as presented.

The motion **PASSED**.

Administration (cont'd)

b. Senate Vacancies (Clerk)

This item was not presented.

c. Empowering Motion (Clerk)

Motion: That Senate approve the Executive be empowered to act for Senate on urgent items of regular business during the months of June, July, and August; notice of any meetings of the Executive held under this authority (except those called for the purposes of the Executive dealing with its own regular business) must be given to all members of Senate who may attend and participate; any action taken under this authority is to be reported to Senate at the first meeting of Senate in September 2016 for information and consent.

It was **MOVED** (D. Russell, J. Tomberlin) that Senate adopt the Empowering Motion.

The motion **PASSED**.

The Clerk noted that in the future, e-votes might be used instead of the empowering motion, but these changes cannot take effect until the Board completes the process of revising the AGU.

8. Reports:

a. Senate Academic Program Committee (SAPC)

The Provost presented a motion to combine two existing institutes in the Faculty of Science - The Institute of Environmental Science and the Integrated Science Institute – into one newly named institute.

One Senator asked what effect this would have on staffing. The Provost replied that there would be no effect on staffing as the two institutes currently share the same resources, faculty and administrators.

It was **MOVED** (J. Tomberlin, D. Deugo) that Senate approve the creation of the Institute for Environmental and Interdisciplinary Sciences with effect from July 1, 2018.

The motion **PASSED**.

It was **MOVED** (J. Tomberlin, D. Deugo) that Senate approve the dissolution of the Institute of Environmental Science and the Integrated Science Institute, with effect from June 30, 2018.

The motion **PASSED**.

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

The Clerk spoke to this item as the Chair of the committee was absent from Senate. This item is for information only. SCCASP has approved, as a minor change, modifications to the Certificate in Nunavut Public Service Studies.

c. Senate Academic Governance Committee (Clerk)

There were 3 motions for Senate approval and one item for discussion.

Student Membership on Senate – Distribution

At the previous Senate meeting, the eligibility of students to serve on Senate was expanded by including students in non-degree programs. The distribution of Student Senators per faculty and the list of eligible programs per faculty has subsequently been removed from the AGU to become a Senate policy. This now needs to be confirmed by Senate, in preparation for student elections to Senate in the fall.

It was **MOVED** (D. Russell, E. Sloan) that Senate adopt the proposed distribution of student Senators, as presented.

The motion **PASSED**.

Creation of Committee of Student Senators

Over the past year, student Senators have been meeting every month with the Clerk to share information and to discuss initiatives they would like to bring forward to Senate. The meetings have been well attended, and students would like to make this a formal standing committee of Senate. Proposed Terms of Reference and membership criteria have been circulated to Senate in advance.

It was **MOVED** (D. Russell, E. Grant) that Senate approve the creation of the Committee of Student Senators, a standing Committee of Senate.

The motion **PASSED**.

Senate Review Committee

The Senate Review Committee reviews and summarizes information in response to specific requests from Senate. One of the committee's main duties is to review the university budget annually and to present a report to Senate.

It was **MOVED** (D. Russell, J. Paulson) that Senate refer the 2018-19 Carleton University Budget to the Senate Review Committee for review and comment.

The motion **PASSED**.

Senate Review Committee – other recommended duties (item for discussion)

In order to progress with its business, the Senate Review Committee needs a Chair. The position is currently vacant, and must be filled by a Senator. The Clerk invited interested Senators to submit an expression of interest to the Senate Office.

The Governance committee is also recommending that a draft of the SMA be sent to the Senate Review Committee for a detailed review before being presented to Senate. The Senate Review Committee could also review the annual update on enrolment numbers, so that questions and discussions in Senate could be better informed.

The Chair added that a new provincial government will impact the SMA process, and will likely rebrand it according to their party mandate. Each party will use the metrics in a different way. The Conservatives, for example, might make metrics competitive between institutions; NDP have indicated that the metrics would be used as a benchmark for institutions to rank themselves.

9. Motion (J. Paulson)

Motion for Senate from J. Paulson:

Date: May 15, 2018

Motion 1: Whereas faculty and librarians serve on Senate and committees of Senate as part of their contractual service to the university, and a lockout would prevent them from doing so; and whereas such a lockout would thus strip Senate and its committees of a significant fraction of their members and render their deliberations illegitimate:

In the event of a lockout (as defined by the Ontario Labour Relations Act, 1995) of faculty at Carleton, Senate and all committees of Senate, including Senate Executive, shall be suspended, and no Senate business may be conducted for the duration of the lockout.

J. Paulson presented the first motion to Senate. The motion has been created in response to concerns about what could happen in Senate if there were a lockout of faculty. The rules of Senate allow for Senate to meet even if a large portion of its members have been removed. Senator Paulson feels that this situation would be an illegitimate operation of Senate, and that Senate should be suspended should a lockout occur.

Discussion of Motion #1:

A Senator questioned whether Senate could have quorum without any elected faculty members present. The Chair confirmed that Senate is capable of reaching quorum without faculty members, which is a serious governance issue. The Chair reported that the Senate Governance Committee will be reviewing the composition of Senate to address this issue in the fall.

Changing quorum requirements for Senate would not be easy, as it would require a change to the governance documents.

It was **MOVED** (J. Paulson, A. Shotwell) that in the event of a lockout (as defined by the Ontario Labour Relations Act, 1995) of faculty at Carleton, Senate and all committees of Senate, including Senate Executive, shall be suspended, and no Senate business may be conducted for the duration of the lockout.

The motion **PASSED**.

Motion 2: Whereas Senate is the final academic authority on campus and it is the role of Senate to promote policies that protect the integrity of instruction at Carleton; and whereas locked-out faculty cannot teach, prepare course outlines, order course materials, supervise graduate student work, or participate in the academic governance of the university:

In the event of a lockout (as defined by the Ontario Labour Relations Act, 1995) of instructional faculty at Carleton, all academic instruction at Carleton shall be suspended for the duration of the lockout.

Discussion of Motion #2:

Discussion first focused on the language of the motion, which several Senators felt was ambiguous. The first paragraph refers to “faculty” and the second to “instructional faculty” but if all academic instruction is to stop during a lockout, TAs, Contract Instructors, Instructors, and perhaps Lab coordinators would also be expected to stop their instruction, and so should be included in the motion.

It was also noted that faculty, TAs, Contract Instructors and Lab Coordinators belong to different unions (CUPE 4600, CUPE 2424, CUASA). Some Senators felt that it was inappropriate for Senate to be dictating what these other unions should do, and that the motion could have a negative impact on the unions and their bargaining power.

Those supporting the motion felt that there should be a plan for what would happen in the event of a lockout, even if the possibility of this happening is remote. The idea expressed in the motion is that all instruction would stop.

The impact of this motion on students and the quality assurance process was another concern raised by several Senators. It was suggested that the motion be referred to the Senate Committee on Curriculum Admissions and Studies Policy (SCCASP) for review, as they are already investigating the implications of labour disruptions on students.

On the grounds that the Chair of Senate recommended that the matter be referred to committee (SCCASP), Senator Paulson agreed to withdraw the motion.

10. Reports for Information:

a. Senate Standing Committees, Annual Reports

Reports were received by the following committees:

- Senate Graduate Student Appeal Committee
- Senate Academic Accommodations Appeal Committee
- Senate Committee on Student Awards
- Senate Student Academic Integrity Appeals Committee
- Senate Undergraduate Studies Committee
- Senate Library Committee

b. Dominican University College Minor Modifications (SAPC)

c. [Late addition] Presidential Search Committee – Report on Process

There were no questions.

11. Other Business

There was none.

12. Adjournment

It was **MOVED** (W. Jones, L. Schweitzer) that the meeting be adjourned.
The meeting was adjourned at 3:13 pm.

DRAFT

Question Period Submissions

Carleton University Senate: Meeting of September 28, 2018

1) Student Evaluations of Teaching

What changes concerning student evaluations of teaching (SETs), if any, will the university consider in light of the recent arbitration decision at Ryerson University (<https://www.canlii.org/en/on/onla/doc/2018/2018canlii58446/2018canlii58446.html>), which found that SETs are “flawed, while the use of averages is fundamentally and irreparably flawed”? Teaching evaluations are, of course, collectively bargained matters, but it would seem that change is coming one way or another. Would it not make more sense for the university to be proactive in this matter, instead of waiting for an inevitable legal challenge that, based on the Ryerson precedent, would force that change?

2) Library – Recent Changes to Collections and Services

Recently, the library has undertaken a targeted cull of thousands of volumes in particular areas of Carleton's collection. The removal of these volumes would constitute to a significant change in academic services and programming capacity at Carleton and, as such, fall well within Senate's academic purview. Indeed, the Terms of Reference for the Senate Library Committee – a Standing Committee of Senate – state that the SLC is to advise and make recommendation to the library in areas including (but not limited to) “development of the University collection” and “services offered.” According to the same Terms of Reference, SLC is responsible to Senate alone. (<https://carleton.ca/senate/standing-committees/library/>)

Questions: Was the SLC informed of plans for these significant changes to collections and services? When was the SLC informed of these changes? What, if any, recommendations did SLC make to the library regarding these changes?

The Library has apparently begun a mass culling of thousands of books and materials. FASS is concerned that this is occurring without sufficient consultations nor considerations for the impact on future research in particular disciplines. As a rule, we do not believe that the importance of maintaining an item in a library collection is measurable by how often it has been checked out or referenced—such criteria simply lead to scholarship that reproduces itself, rather than allowing for new knowledge-creation. Our understanding, however, is that the principal criterion for disposal of material is indeed whether or not a book has been recently checked out. Because of the significant impact on academic work at Carleton, this surely falls under the purview of Senate, and such a policy needs to be brought before Senate, debated, and approved before it can go ahead.

When will the Senate Library Committee bring such a proposal to Senate for debate? And will the mass disposal of material be postponed until Senate approves such a policy?

3) Experiential Learning

The way experiential learning is defined is causing some consternation among FASS faculty. I don't recall Senate discussing any policy regarding how experiential learning is measured, but it has come to our attention that much of what FASS does is not seen as experiential learning — apparently on disciplinary grounds, rather than through any rigorous criterion of whether or not students gain useful experience in a course — and that someone is making rather arbitrary decisions in the categorization of courses as being with or without experiential learning that could become consequential, should the Province decide to tie funding to experiential learning content.

How is experiential learning content currently defined? As this is in the purview of Senate, will such a policy be immediately reviewed, with input from all Deans and their respective Faculty Boards, and be brought before Senate for discussion and approval?

Senate and Senate Committee Membership Ratifications

September 28, 2018

Senate

- Chantal Trudel – FED (School of Industrial Design)
- Sheryl Boyle – FED (Architecture)
- Sancho Angulo – UG Student representative (FPA)
- Mahamed Qalinle – UG Student representative (FED)
- Sarah Shires – UG Student representative (FASS)
- Aprile Harrison – UG Student representative (FASS)
- Scott Kroff – UG Student representative (FED)

Senate Executive Committee

- Anil Maheshwari (Faculty member - Science)

Senate Academic Program Committee

- Jonathan Malloy (FPA)

Senate Library Committee

- Hilary Becker (Spratt)
- Siobhain Bly Calkin (FASS)

Senate Student Academic Integrity Appeals Committee

- Troy Anderson (Spratt)

MEMORANDUM

To: Senate

From: Jerry Tomberlin, Acting Provost and Vice-President (Academic)

Subject: Institutional Quality Assurance Process
Carleton University Committee on Quality Assurance – Membership 2018-19

Date: August 30, 2019



Recommendation

That Senate ratifies the 2018-19 membership of the Carleton University Committee on Quality Assurance.

The new committee members are indicated in **bold**.


Committee Membership	Name	Start Date
Provost (ex officio)	Jerry Tomberlin	2017-18 2013-14
Vice-Provost and Associate Vice-President (Academic) (Chair)	Lorraine Dyke	2017-18
Assistant Vice-President (Academic) (Vice Chair)	Dwight Deugo	2018-19 2017-18
Faculty Dean	Charles Macdonald	2018-19
Arts and Social Sciences	Anne Bowker	2018-19
Engineering and Design	Robert Langlois	2017-18
Public Affairs	Jonathan Malloy	2018-19
Science	Patrice Smith	2017-18
Sprott School of Business	Alex Ramirez	2016-17
NSERC-Eligible Faculty Member	Adrian Chan	2018-19 2015-16
SSHRC-Eligible Faculty Member	Stephen Azzi	2017-18
Associate Dean (Programs and Awards) Graduate and Postdoctoral Affairs (ex officio)	James Opp	2017-18
University Librarian (Collection Assessment)	Laura Newton Miller	2018-19

Background

The members of the Carleton University Committee on Quality Assurance are appointed by the Provost and the membership is ratified by the university's Senate.

DATE: September 18, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Acting Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee 

RE: Final Assessment Report and Executive Summary: Undergraduate programs in Chemistry

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate programs in Chemistry.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of September 6th, 2018:

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

The Final Assessment Report and Executive Summary is 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 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC 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 recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. 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.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan 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.

Senate Motion September 28, 2018

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

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the BSc. in Chemistry
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Science in Chemistry is provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The BSc. in Chemistry resides in the Department of Chemistry, a unit administered by the Faculty of Science.

As a consequence of the review, the program was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the Department of Chemistry on May 17th, 2017 offered a very positive assessment of the program. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the program. These recommendations were productively addressed by the Chair of the Department of Chemistry and the Dean of Science in a response to the External Reviewers' report that was submitted to CUCQA on February 28th, 2018.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on September 12th, 2018.

FINAL ASSESSMENT REPORT

Introduction

The BSc. in Chemistry resides in the Department of Chemistry, a unit administered by the Faculty of Science. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the program was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on April 17 and 18th, 2017, was conducted by Dr. Tony Yan from Brock University, and Dr. Peter Bird from Concordia University. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Science, and the Chair of the Department of Chemistry. The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on May 17, 2017 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the program
- Challenges faced by the program
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Department of Chemistry (Appendix A).
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of the Department of Chemistry and the Dean of the Faculty of Science, to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Chair of the Department of Chemistry and the Dean of the Faculty of Science, regarding the implementation of recommendations for program enhancement to have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

Strengths of the program

General

The Department should be congratulated on the positive character of the External Reviewers' Report. The external reviewers' observed that "the undergraduate program is in a good, and in some areas even enviable, shape."

Faculty

The External Reviewers' Report concluded that "the program is built around a solid base of expertise of faculty members which strongly supports the mission of the department in all four traditional areas of chemistry, as well as the interdisciplinary fields involving chemistry." The Reviewers' identified a need to ensure replacement of faculty positions given anticipated transition in the unit, noting that "The Department has 15 professors and two instructors. The new hire in the area of organic toxicology will be an important addition to the expertise in organic chemistry (and necessarily bio/toxicology), which is critical for the Department to consistently offer courses in all levels of organic chemistry. With the anticipated two retirements within four years in the fields of organic and inorganic chemistry, it will be of paramount importance to ensure that these positions are replaced in order to maintain the expertise in both teaching and research in these fields."

Students

The External Reviewers' Report states that "the Department takes a very proactive approach to monitoring student progress in their program, to identify students at risk as early as possible, and to provide support to students from multitude of resources. Students were in general satisfied with the quality of education and learning experience. A few main points regarding job prospects, grade distribution and math requirements for the program are being reviewed by the Department."

Curriculum

The External Reviewers noted that "while the diversity of program that the Department provides (Chemistry, Biochemistry, Food Sciences, Environmental Engineering, Biology) is one of its strengths, as a result of the limited resources in instructors, the Department appears to have some difficulty in providing consistent course offerings in the upper years that reinforce the chemistry foundation. Some examples are Organic Synthesis, Asymmetric Synthesis, Organometallic Chemistry, Reactivity and Mechanism in Organic Chemistry, and Advanced Inorganic Chemistry. On the other hand, some courses have been tailored towards students in other disciplines, leading to duplication of content when they are taken by chemistry students."

Challenges faced by the program

The External Reviewers' report was positive and did not indicate any specific areas of significant challenge for the unit. Instead, the report contains a series of recommendations for consideration.

Opportunities for program improvement and enhancement

The External Reviewers' Report made 11 recommendations for improvement:

1. The Department and the University are encouraged to ensure the process for undergraduate students to take courses at the University of Ottawa is as uncomplicated as possible so that they are not discouraged from trying. This opens up the choices of courses that are not available at Carleton University, especially the upper year advanced courses.
2. The Department relies on its graduate students and senior undergraduate students as teaching lab TAs. While these TAs are supervised by full-time senior lab coordinators, a mechanism for TA evaluation should be in place to ensure high quality TA performance.
3. The structures in inorganic chemistry courses (CHEM 2501, 3503 and 3504) should be reviewed to minimize duplication in course material for chemistry major students.
4. The structures and requirements for Analytical Chemistry I and II (CHEM 2302 and 2303) need to be reviewed to minimize duplicate material for chemistry students.
5. The necessity of both a theory (CHEM 3102) and a standalone lab course (CHEM 3106) for computational chemistry should be reviewed. Restructuring these two courses could release an instructor to offer other upper years courses on a more consistent basis.
6. Involvement of professors/instructors in the lab components of courses and standalone lab-based courses should be more regular and “hands-on”. This involvement would be desirable to keeping theory and labs synchronized, and to update lab manuals in keeping with theories, and reduce the academic demands on the lab coordinators.
7. The Department should consider establishing formal departmental committees to spread out administrative duties. Committees such as undergraduate curriculum/calendar review and teaching lab renewal could be beneficial for the Department to constantly update and improve the program. These committees can be useful in planning the future directions for the Department as well.
8. The Department should ensure the replacement of future retirements and plan for future CRC positions.
9. While the superlab provides an excellent opportunity for the Department to accommodate increasing number of students taking chemistry courses, support for updating/upgrading teaching lab equipment should be reviewed on an ongoing basis and supported by the University.
10. As a unique course, the Department should continue/resume the offering of the Applied Industrial Chemistry, and if possible include plant tours.
11. As CHEM 3401 (Physical Aspects of Biochemistry) does not have a lab component, could this course be offered either in the summer or on-line for flexibility in student schedules?

CUCQA considered all recommendations pertinent and invited the Department of Chemistry to address each of them in their response and subsequent Action Plan.

The Outcome of the Review

As a consequence of the review, the BSc in Chemistry was categorized by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Chair of Chemistry and the Dean of Science, in a response to the External Reviewers' report that was considered by CUCQA on February 28th, 2018. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on August 22, 2018.

The Department of Chemistry was generally pleased with the report and agreed to implement a number of recommendations. The department unconditionally agreed to implement recommendations 3, 6, and 7. The department agrees with recommendations 2, 8, 10, and 11 and will attempt to secure the necessary approvals external to the department or additional resources. The unit does not believe that the process of taking courses at another institution is complex or discourages students from doing so and consequently does not plan any changes to this process (recommendation 1). The unit views Analytical Chemistry I and II (CHEM 2302 and 2303) as complementary rather than overlapping so does not intend any further review of their contents (recommendation 4). Similarly the unit views both a theory and a standalone lab course for computational chemistry (CHEM 3102 and 3106) as necessary and does not intend to restructure them (recommendation 5). Recommendation 9 regarding ongoing equipment renewal in the Superlab is already undertaken annually and there are no known pressing deficiencies.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s) and forwarded to CUCQA for its review. In the case of the program in Chemistry, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2019.

The Next Cyclical Review

The next cyclical review of the BSc. in Chemistry will be conducted during the 2023-24 academic year.

DATE: June 30th, 2018

TO: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

FROM: Dr. Robert Burk, Chair of the CPR committee, Chemistry
Dr. Robert Crutchley, Department Chair, Chemistry

RE: Action Plan for the CPR of the Undergraduate Chemistry Program

The Department of Chemistry would like to thank the Carleton University Committee on Quality Assurance and External Reviewers for their feedback, comments, and recommendations in improving our Program.

Comments by the Reviewers and Department Responses (Submitted Aug 16, 2017)

1. The Department and the University are encouraged to ensure the process for undergraduate students to take courses at the University of Ottawa is as uncomplicated as possible so that they are not discouraged from trying. This opens up the choices of courses that are not available at Carleton University, especially the upper year advanced courses.

The current process is actually very simple and does not discourage students from taking courses on the other campus. If a student chooses not to take courses at the University of Ottawa, it is more likely because of scheduling issues, or transportation issues, especially in the winter term.

2. The Department relies on its graduate students and senior undergraduate students as teaching lab TAs. While these TAs are supervised by full-time senior lab coordinators, a mechanism for TA evaluation should be in place to ensure high quality TA performance.

We will attempt to implement a procedure for TA evaluation but this will require approval from the TA union.

3. The structures in inorganic chemistry courses (CHEM 2501, 3503 and 3504) should be reviewed to minimize duplication in course material for chemistry major students.

The professors who teach these courses will meet to remove redundancy.

4. The structures and requirements for Analytical Chemistry I and II (CHEM 2302 and 2303) need to be reviewed to minimize duplicate material for chemistry students.

Material for CHEM 2302 is covered in the first half of the course textbook and that for 2303 is covered by the second half. The two courses really are different. Some minor duplication of material on nomenclature and precision occurs because CHEM 2303 services Biochem students who do not have to take CHEM 2302. We therefore believe that the content of these two courses are complementary and should not be changed.

5. The necessity of both a theory (CHEM 3102) and a standalone lab course (CHEM 3106) for computational chemistry should be reviewed. It appears rather unnecessary for students to have to take both courses in order to gain knowledge and skills in computational chemistry. Should lectures covering the current computational methodology be added to CHEM 3106 (Computational Chemistry Methods Laboratory) in order to give students more insight into the reasons for choosing particular models and basis sets? CHEM 3102 (Methods of Computational Chemistry), which is an optional course, could go into more depth if there is the demand for it. Restructuring these two courses could release an instructor to offer other upper years courses on a more consistent basis.

Assistant professor Toby Zheng designed these courses and is against making any changes. In his opinion, the courses are complimentary and if the laboratory course was subsumed, it would result in a reduction of material depth. The reviewers concerns could be addressed by changing CHEM 3106 to make it a fourth year level course (ie. CHEM 4106) or to wait until Dr. Zheng is required to teach a fourth year level course. This will occur when he acquires tenure in three years or less.

6. Involvement of professors/instructors in the lab components of courses and standalone lab-based courses should be more regular and “hands-on”. This involvement would be desirable to keeping theory and labs synchronized, and to update lab manuals in keeping with theories, and reduce the academic demands on the lab coordinators.

The Self-Appraisal Review (SAR) committee will meet to ensure that laboratory experiments are updated and meet course objectives. Professors will be encouraged to participate in laboratory activities by pointing out that mentoring undergraduates brings them into their laboratory for honours research projects and graduate research.

7. The Department should consider establishing formal departmental committees to spread out administrative duties. Committees such as undergraduate curriculum/calendar review and teaching lab renewal could be beneficial for the Department to constantly update and improve the program. These committees can be useful in planning the future directions for the Department as well.

The Department will consider this recommendation seriously. The Department's SAR committee will continue operation and will undertake a cyclic review of learning outcomes to ensure that program objectives are constantly evolving to meet current knowledge and need. By necessity, the SAR committee will also be a guide of Department planning.

8. The Department should ensure the replacement of future retirements and plan for future CRC positions.

The Chemistry department's SAR committee, which includes the Department Chair, will strongly defend our program's needs at both the undergraduate and graduate levels. Replacements for retirements and CRC positions will invigorate our undergraduate programs and increase the recognition of our research success nationally and internationally.

9. While the superlab provides an excellent opportunity for the Department to accommodate increasing number of students taking chemistry courses, support for updating/upgrading teaching lab equipment should be reviewed on an ongoing basis and supported by the University.

Undergraduate equipment is renewed on an annual basis through funds provided by the Dean of Science. Historically, laboratory coordinators have been asked to produce a list of equipment needs. These are compiled, ranked and submitted to the Dean together with the Department budget. The Dean has been generous in allotting funds for these equipment needs and we are unaware of any pressing deficiency.

10. As a unique course, the Department should continue/resume the offering of the Applied Industrial Chemistry, and if possible include plant tours.

This course will be offered depending on faculty interest and budgetary constraints.

11. As CHEM 3401 (Physical Aspects of Biochemistry) does not have a lab component, could this course be offered either in the summer or on-line for flexibility in student schedules?

The possibility of offering the course on-line or in the summer will be examined but this will require the agreement of the lecturer and will be subject to budgetary constraints.

CUCQA's request for clarification (March 1, 2018) and Department responses

Recommendation No. 1 - Clarify why might students perceive the process of taking courses at the University of Ottawa as complicated. The current response claims the process is simple and suggests issues of schedule and the students themselves for not wanting to travel in winter; however, it is not clear how the unit has come to these conclusions.

Our response was speculative because we have no data. Indeed, in response to your request for clarification, we conducted a follow-up poll of third and fourth year students about this issue but

received no reply to our query. The information given to students by our department's undergraduate administrator is simple and direct. Complexity arises when students have to go to the registrars of Carleton University and the University of Ottawa to fill out the proper paper forms. We speculate that an electronic procedure may be more efficient if administrative issues can be reconciled. This is something for the registrars to discuss.

Recommendation No. 4 (and others) – Please address the general perception on the part of its students and the reviewers that the issues of duplication are a result of the diversity of its programs, and speak more broadly to how it will address the concerns raised for the foundational Chemistry program structure and course offerings in the report.

The issues of duplication described by the reviewers are minor or have been corrected and should not be perceived as due to the diversity of Chemistry's programs. To be specific, the reviewers commented on duplication in the analytical chemistry courses CHEM 2302 and 2303. However, CHEM 2302 covers the first half of the course textbook and CHEM 2303 covers second half of the course textbook with only minor duplication of the nomenclature and precision material found in CHEM 2302. In this instance, duplication is of pedagogical value leading to program retention. The other reviewer comment was for duplication in the inorganic courses CHEM 2501 and 3503. Department review and action corrected this duplication of course material, which was in error (see action item 3). Chemistry program structure will be reviewed yearly by a curriculum committee (first meeting is scheduled in the 2nd week of July 2018, see action plan item 6 & 7). The committee will make recommendations for future department hires in order to fulfil program requirements. As noted by the reviewers, the department has had some difficulty in offering upper level courses with present faculty numbers. This was alleviated by the recent hire of an organic toxicology assistant professor who has created a fourth year course. Replacement of retirees (at least two and possibly three retirements within the next three years) should add to the department's upper level course offerings.

Recommendation No. 5 – The reviewers offered a specific critique of CHEM 3102/3106 in their report, although not in the recommendation itself. Please clarify these wider issues, which were also expressed by students. More explanation is needed on how possibly moving the course to the fourth year would address the issues raised.

We appreciate the reviewers' constructive suggestions for restructuring our theoretical chemistry courses. For the computational laboratory, CHEM 3106, we are going to cut the lectures on using Maple to solve basic quantum mechanics problems. These fundamental methods are appropriate for students that have zero background in computational chemistry but they are inappropriate for those that know enough and view the current lab as an exercise in video gaming. We will replace those introductory materials by the following:

1. Multi-reference quantum chemistry (MR) calculations: We will add multi-reference calculations to the lab and teach students how to select active spaces and balance the treatment of dynamical and non-dynamical electron correlations. Molecular wave functions of multi-reference nature are often seen in transition states and polyradicals. It

is hence of great value to master MR calculations so that students can handle those systems in their future research. The MR calculations will take two lectures.

2. Solid-state calculations: The present lab is oriented towards molecular calculations. These calculations are not closely related to surface science, nanotechnology, and material sciences, in which students are certainly interested. In the new lab, we will add two lectures about solid-state calculations using density functional theory methods, one lecture for bulk solid calculations and the other for surface calculations. Students will then gain more knowledge in band theory and how chemical modifications affect optoelectronic properties of materials.
3. Molecular dynamics: The present lab only contains electronic structure calculations. In the new lab, we will add materials of molecular dynamics simulations. The simulations address the chemistry induced by translation, rotation, and vibration of molecules. Students will gain a better image of phase transition and transport phenomena.

As to CHEM 3102, the department feels it best to leave the course with its current content. To satisfy the reviewers comments and students who are interested in higher-level theory, the department plans to create a new fourth year course that will be available to students in the Chemistry honours and Physics and Chemistry combined honours programs. Course content will include advanced statistical mechanics, advanced quantum chemistry, quantum molecular dynamics, reaction dynamics, and non-adiabatic molecular dynamics. This will be the first course in the country to cover all these difficult subjects in one course. It will certainly satisfy the students who feel that CHEM 3102 and 3106 are too easy.

**Quality Assurance Action Plan
B.Sc. Chemistry**

Completed by: Robert J. Crutchley Date: June 13, 2018

Dean: Dwight Deugo

Approval date: June 13, 2018

Chemistry ACTION PLAN

Recommendations	Unit Action Item	Timeline & Owner	Progress Update
<p>1. The Department and the University are encouraged to ensure the process for undergraduate students to take courses at the University of Ottawa is as uncomplicated as possible so that they are not discouraged from trying. This opens up the choices of courses that are not available at Carleton University, especially the upper year advanced courses</p>	<p>Undergraduate administrator informs students of procedures and directs students to the registrar of both universities.</p>	<p>Continuing; Undergraduate Administrator and Chair of Chemistry</p>	<p>Implemented and continuing</p>
<p>2. The Department relies on its graduate students and senior undergraduate students as teaching lab TAs. While these TAs are supervised by full-time senior lab coordinators, a mechanism for TA evaluation should be in</p>	<p>Formal evaluation of teaching assistants is not required by Carleton University. Action: TAs will be encouraged to request student evaluation of their performance</p>	<p>Continuing; Chair of Chemistry</p>	<p>Continuing</p>

Chemistry ACTION PLAN			
Recommendations	Unit Action Item	Timeline & Owner	Progress Update
place to ensure high quality TA performance			
3. The structures in inorganic chemistry courses (CHEM 2501, 3503 and 3504) should be reviewed to minimize duplication in course material for chemistry major students.	Review of course material in CHEM 2501, 3503 and 3504 found an instance of duplication in CHEM3503 and CHEM2501. Lectures on the Introduction to Coordination Chemistry in CHEM3503 were replaced with those on Magnetochemistry	2017-18 academic year; Robert Crutchley	Completed
4. The structures and requirements for Analytical Chemistry I and II (CHEM 2302 and 2303) need to be reviewed to minimize duplicate material for chemistry students	Review of courses showed no significant overlap except minor duplication of material on nomenclature and precision.	2017-18 academic year; Jeff Smith	Completed

Chemistry ACTION PLAN

Recommendations	Unit Action Item	Timeline & Owner	Progress Update
<p>5. The necessity of both a theory (CHEM 3102) and a standalone lab course (CHEM 3106) for computational chemistry should be reviewed. It appears rather unnecessary for students to have to take both courses in order to gain knowledge and skills in computational chemistry. Should lectures covering the current computational methodology be added to CHEM 3106 (Computational Chemistry Methods Laboratory) in order to give students more insight into the reasons for choosing particular models and basis sets? CHEM 3102 (Methods of</p>	<p>For CHEM3106 Computational laboratory lectures using Maple are eliminated and replaced by a) multi-reference calculations, b) solid-state calculations and c) molecular dynamics.</p>	<p>2018-19 academic year; Toby Zeng</p>	<p>In progress for 2018-19 academic year</p>
<p>(Methods of</p>	<p>For CHEM3102, review shows course is at the appropriate level for student success</p>	<p>2017-18 academic year; Toby Zeng</p>	<p>Completed</p>

Chemistry ACTION PLAN			
Recommendations	Unit Action Item	Timeline & Owner	Progress Update
<p>Computational Chemistry), which is an optional course, could go into more depth if there is the demand for it. Restructuring these two courses could release an instructor to offer other upper years courses on a more consistent basis.</p>	<p>Creation of a new fourth year computational chemistry course to challenge students interested in theoretical chemistry</p>	<p>New course to be given in the 2019-20; Toby Zeng</p>	<p>In progress</p>
<p>6. Involvement of professors/instructors in the lab components of courses and standalone lab-based courses should be more regular and "hands-on". This involvement would be desirable to keeping theory and labs synchronized, and to update lab manuals in keeping with theories, and reduce the academic</p>	<p>Department's curriculum committee will meet to discuss course curriculum and department renewal</p>	<p>Curriculum committee will meet annually or more as necessary, Chair of Chemistry</p>	<p>Curriculum committee meeting will take place July 2018</p>

Chemistry ACTION PLAN			
Recommendations	Unit Action Item	Timeline & Owner	Progress Update
demands on the lab coordinators.			
7. The Department should ensure the replacement of future retirements and plan for future CRC positions.	Department's curriculum committee will meet to discuss course curriculum and department renewal. A department renewal committee will also be struck to decide on at least two replacements starting July 2020	Fall 2019 -2020 budget request for retiree replacements; Chair of Chemistry. Winter term 2019-20; Subject to approval by Dean of Science, given funding constraints in Science	Curriculum committee meeting will take place July 2018. Renewal committee meeting will take place in the fall of 2018.
8. While the Superlab provides an excellent opportunity for the Department to accommodate increasing number of students taking chemistry courses, support for updating/upgrading teaching lab equipment should be reviewed on an ongoing basis and supported by the University.	Laboratory coordinators and faculty will be polled each fall for undergraduate equipment needs, which are incorporated into the department budget.	Fall term: budget preparation by the Chair of Chemistry. Winter term: Subject to budget approval by Dean of Science, given funding constraints in Science	Continuing


Chemistry ACTION PLAN			
Recommendations	Unit Action Item	Timeline & Owner	Progress Update
9. As a unique course, the Department should continue/resume the offering of the Applied Industrial Chemistry, and if possible include plant tours.	This non-core course will continue to be offered depending on budgetary and teaching constraints	Fall term: budget preparation by the Chair of Chemistry. Winter term: Subject to budget approval by Dean of Science, given funding constraints in Science	Continuing
10. As CHEM 3401 (Physical Aspects of Biochemistry) does not have a lab component, could this course be offered either in the summer or on-line for flexibility in student schedules?	Student numbers do not justify a summer course. Possibility of offering an on-line course depends on the number of registration conflicts and the agreement of lecturer. Action: Registration conflicts to be monitored by Undergraduate administrator and reported to Chair	Each academic year; Undergraduate administrator and Chemistry Chair	Continuing

DATE: September 18, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Acting Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Final Assessment Report and Executive Summary: Graduate programs in Philosophy (Dominican University College)



The purpose of this memorandum is to request that Senate ratify the Final Assessment Report and Executive Summary arising from the cyclical review of the graduate programs in Philosophy (Dominican University College).

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of September 6th, 2018:

THAT SAPC recommends to SENATE the ratification of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Philosophy (Dominican University College).

The Final Assessment Report and Executive Summary is 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 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC 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 recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. 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.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's

Board of Governors for information. The Executive Summary and Action Plan 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.

Senate Motion September 28, 2018

THAT Senate ratify the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Philosophy (Dominican University College).

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the graduate programs in Philosophy- Dominican University College
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's graduate programs in Philosophy-Dominican University College are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The graduate programs (MA in Philosophy, PhD in Philosophy) reside at Dominican University College.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the Faculty of Philosophy at Dominican University College offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Dean of the Faculty of Philosophy, Dominican University College, in a response to the External Reviewers' report that was submitted to CUCQA on September 13, 2017.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on August 22, 2018.

FINAL ASSESSMENT REPORT

Introduction

The graduate programs (MA in Philosophy, PhD in Philosophy) reside in the Faculty of Philosophy at Dominican University College. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on April 20-21st, 2017 was conducted by Dr. S. McGrath from Memorial University, and Dr. P. McCormick from the Institut International de Philosophie in Paris. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic) (Carleton University), the Vice-President Academic and Assistant Registrar (Dominican University College), Dean of the Faculty of Philosophy (Dominican University College). The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on July 5, 2017 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Faculty of Philosophy at Dominican University College (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Dean of Philosophy, Dominican University College to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Vice-President Academic and Assistant Registrar (Dominican University College) and Dean of the Faculty of Philosophy (Dominican University College).

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers found the programs to be ‘of very good and often excellent quality’, and reported that the “distinctive intellectual profiles and superior learning expectations and outcomes serve very well indeed the mission, strategic, and academic plans of Carleton University and Dominican University College.” The External Reviewers’ Reports noted ‘features that make DUC unique are its bilingualism, its small student to faculty ratio, and the unifying departmental theme of metaphysics in classical, medieval, modern, and contemporary philosophy. Not unimportant is the serene and contemplative setting of the program in the Dominican cloister and house of studies on Empress Avenue in the center of the national capital city of Ottawa. All of these features are attractive to students, conducive to concentrated study, and should continue to be so in years to come.’

Faculty

The External Reviewers’ Report stated that the faculty ‘represents a wide range of expertise in almost all of the areas required by the Faculty’s mandate’. The reviewers also noted ‘the heavy faculty investment in the individual mentoring of every graduate student’s progress and not just on those completing theses’. While there was a gap identified in the faculty complement, the reviewers indicated that ‘the DUC president is committed to replacing the two full professors.’

Students

The External Reviewers observed a community of graduate students who are “active in research, publishing and presenting papers at conferences” and were impressed that the students have organized a philosophy colloquium for the past eleven years. The students interviewed were ‘ unanimous in their praise for the high level of teaching” and “quality of intellectual life and engagement” shown by the professors.

Curriculum

The External Reviewers noted that DUC offers “supervision in the history of philosophy emphasizing the study of texts in their original languages, metaphysics, and central topics in contemporary European philosophy and its historical antecedents.” They reported stable enrolment in both the MA and PhD programs.

Challenges faced by the programs

The External Reviewers’ report highlighted opportunities for improvement regarding DUC’s current finances; in particular, recommending “new attention to developing substantial new philanthropic resources”.

Opportunities for program improvement and enhancement

The External Reviewers’ Report made 9 recommendations for improvement:

1. *That DUC's President and DUC's Vice President for Finance and Administration and their respective teams expand substantively their present fundraising initiatives, especially with respect to developing new philanthropic possibilities.*
2. *That DUC strongly increase its collaborative exchanges and interactions with neighboring and regional graduate philosophy programs*
3. *That DUC appreciably sharpen its present rather vague description of the main foci in its truly distinctive profile in graduate philosophy education.*
4. *That DUC require candidates for a non-thesis track M.A. in Philosophy to complete six (6) graduate seminars and a major research paper of fifty (50) pages.*
5. *That Ph.D. candidates, where financially feasible, be encouraged to spend one full semester and at least one graduate seminar in their chosen specialty at another university graduate philosophy program in Canada or abroad.*
6. *That DUC initiate a research grant clearing process where suitable applications can be properly improved by experienced professionals.*
7. *That DUC make every effort as soon as possible to hire with non-discriminatory procedures at least one new female faculty member, even if only initially at an annual renewable contractual level.*
8. *That DUC strongly encourage a regular student-run, faculty mentored seminar for finishing PhD students.*
9. *That DUC give renewed attention to developing substantial new philanthropic resources to increase the number and amounts of graduate studentships, to raise regular faculty salaries to roughly average levels in Ontario universities generally, and not just to increase long-term DUC endowments.*

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan.

The Outcome of the Review

As a consequence of the review, the graduate programs in Philosophy at Dominican University College were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Vice-President Academic and Assistant Registrar (Dominican University College) and Dean of the Faculty of Philosophy (Dominican University College) in a response to the External Reviewers' report that was considered by CUCQA on September 13, 2017. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on April 25, 2018.

The unit was generally pleased with the report and agreed to implement a number of recommendations. The unit agreed unconditionally with recommendations #1, 2, 4, 6, 8 and 9. The unit conditionally agrees to recommendations #3, 5, and 7. Recommendation #3 will be discussed within a Faculty retreat and part of the overall strategic planning of DUC. The Faculty agrees with the spirit of recommendation #5, noting the importance of "where financially feasible" in the recommendation. To that end, the Faculty will explore sources of funding to enable this

recommendation. The Faculty, as well as the Dean and Vice-Dean, are supportive of recommendation #7, with the recommendation dependent upon if and when a position becomes available.

It is to be noted that Carleton's IQAP provides for the monitoring of Action Plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. This monitoring will be achieved by means of an update on the Action Plan, which is expected by June 1st, 2020.

The Next Cyclical Review

The next cyclical review of the graduate programs in Philosophy at Dominican University College will be conducted during the 2021-22 academic year.



COLLÈGE UNIVERSITAIRE DOMINICAIN
DOMINICAN UNIVERSITY COLLEGE

Faculty of Philosophy

Action Plan

March 23, 2018

**To: Dr. Lorraine Dyke
Vice-Provost and Associate Vice-President (Academic)
Chair, Carleton University Committee on Quality Assurance
Carleton University**

**From: Dean
Faculty of Philosophy
Dominican University College**

**Cc: Dr. Francis K. Peddle
Vice-President, Academic Affairs and Registrar
Dominican University College**

The following proposed Action Items were considered by the Faculty of Philosophy at a Faculty Meeting on January 25, 2018. The responses of the Faculty with respect to agreeing unconditionally, or with conditions or disagreeing are indicated after each proposed faculty action item.

Recommendation One

1. That DUC's President and DUC's Vice President for Finance and Administrative and their respective teams expand substantively their present fund-raising initiatives, especially with respect to developing new philanthropic possibilities.

(1) Proposed Faculty Action Item

The Faculty of Philosophy will propose to the Executive Committee of DUC that a representative of the Faculty sit on the DUC Strategic Planning Committee with a special emphasis on expanding new philanthropic possibilities.

The Faculty agrees unconditionally with this proposed action item.

Recommendation Two

2. That DUC strongly increase its collaborative exchanges and interactions with neighbouring and regional graduate philosophy programs.

(2) Proposed Faculty Action Item

The Dean and the Vice-Dean of the Faculty systematically review all interactions between the Faculty of Philosophy and neighbouring and regional universities and report back to the Faculty by the end of the academic year 2017 - 2018.

That representations be made to the Executive Committee and the governing boards of DUC to retain DUC's new contract employee for instructional advice, services, and design.

The Faculty agrees unconditionally with this proposed action item.

Recommendation Three

3. That DUC appreciably sharpen its present rather vague description of the main foci in its truly distinctive profile in graduate philosophy education.

(3) Proposed Faculty Action Item

The Faculty of Philosophy hold a retreat before the end of 2017 to develop and refine the main foci of its current research interests and areas. This would be part of the overall strategic planning of DUC that begins in the Fall of 2017.

The Faculty agrees conditionally with this proposed action item. The Dean of the Faculty took an unexpected temporary leave of absence during the Fall Semester of 2017. The Faculty now proposes to hold its retreat before the beginning of the 2018 - 2019 Academic Year.

Recommendation Four

4. That DUC require candidates for a non-thesis track M.A. in Philosophy to complete six (6) graduate seminars and a major research paper of fifty (50) pages.

(4) Proposed Faculty Action Item

That the Faculty of Philosophy provisionally admit students to the non-thesis track M.A. program in philosophy pending approval of this major modification by CUCQA and the Ontario Universities' Council on Quality Assurance.

The Faculty agrees unconditionally with this proposed action item. N.B. The major modification for the non-thesis M.A. program was approved by CUCQA and the Carleton University Senate in February, 2018. The Faculty is now admitting students to this program.

Recommendation Five

5. That Ph.D. candidates, where financially feasible, be encouraged to spend one full semester and at least one graduate seminar in their chosen specialty at another university graduate philosophy program in Canada or abroad.

(5) Proposed Faculty Action Item

That the Faculty encourage Ph.D. candidates to register for one seminar, both in person or on-line, at another university in Canada or abroad.

The Faculty explore more aggressively non-governmental and international sources of funding for Ph.D. candidates to spend at least one semester abroad. The Faculty will seek support for facilitation of grant applications from Carleton University.

The Faculty agrees conditionally with this proposed action item insofar as it does not interfere with research interests of the Ph.D. candidate or unduly burden them financially.

Recommendation Six

6. That DUC initiate a research grant clearing process where suitable applications can be properly improved by experienced professionals.

(6) Proposed Faculty Action Item

That the Faculty of Philosophy liase with the Office of the Vice-President (Research) at Carleton University in order to obtain support for research facilitation and that the Dean of the Faculty of Philosophy and the Vice-President, Academic Affairs of DUC report to the Executive Committee on these initiatives by the end of the academic year 2017-2018.

The Faculty agrees unconditionally with this proposed action item. The Faculty is pleased to note that CU and DUC have undertaken to incorporate research facilitation and other forms of faculty support in the revised Schedules to the renewal of the Affiliation Agreement between the two institutions.

Recommendation Seven

7. That DUC make every effort as soon as possible to hire with non-discriminatory procedures at least one new female faculty member, even if only initially at an annual renewable contractual level.

(7) Proposed Faculty Action Item

The Faculty of Philosophy hire a qualified female faculty member, if possible, in relation to the position advertised, and if and when a position becomes available.

The Faculty agrees conditionally with this proposed action item, resources permitting. The Faculty held a Faculty renewal meeting on March 8, 2018 and agreed to advertise in the coming month two positions, one with an AoS in medieval philosophy and one with an AoS in phenomenology. A qualified female candidate will be considered if other criteria are met, such as bilingual teaching ability, AoC teaching flexibility, and openness to administrative service.

Recommendation Eight

8. That DUC strongly encourage a regular student-run, faculty mentored seminar for finishing Ph.D. students.

(8) Proposed Faculty Action Item

That the Faculty of Philosophy seek the guidance of the DUC instructional advisor for teaching and learning to assist in the development and implementation of regular seminars for Ph.D. candidates nearing completion of their programs.

The Faculty agrees unconditionally with this proposed action item.

Recommendation Nine

9. That DUC give renewed attention to developing substantial new philanthropic resources to increase the number and amounts of graduate studentships, to raise regular faculty salaries to roughly average levels in Ontario universities generally, and not just to increase long-term DUC endowments.

(9) Proposed Faculty Action Item

The Faculty of Philosophy continue to press the Board of Administration of DUC to adopt a reasonable salary grid for faculty members.

The Faculty agrees unconditionally with this proposed action item.

If you have any questions or comments with respect to these Action Plan Items, please do not hesitate to contact the undersigned.

Yours very sincerely,



Dr. Eduardo Andujar
Dean
Faculty of Philosophy




DATE: September 18, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Acting Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate programs in Women's and Gender Studies



The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Women's and Gender Studies.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of September 6th, 2018:

THAT SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Women's and Gender Studies.

The Final Assessment Report and Executive Summary is 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 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC 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 recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. 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.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's

Board of Governors for information. The Executive Summary and Action Plan 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.

Senate Motion September 28, 2018

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

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the BA and MA programs in Women's and Gender Studies
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Arts and Master of Arts in Women's and Gender Studies are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate programs (BA in Women's and Gender Studies) and graduate program (MA in Women's and Gender Studies) reside in the Pauline Jewett Institute of Women's and Gender Studies, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the Pauline Jewett Institute of Women's and Gender Studies on December 20th, 2016, offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the Institute, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on February 14th, 2018.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on August 22, 2018.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs (BA in Women's and Gender Studies) and graduate program (MA in Women's and Gender Studies) reside in the Pauline Jewett Institute of Women's and Gender Studies, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on October 20th and 21st, 2016, was conducted by Dr. Andrea O'Reilly from York University, and Dr. Katherine Side from Memorial University of Newfoundland. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the Pauline Jewett Institute of Women's and Gender Studies. The review committee also met with faculty members, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on December 20th, 2016, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Pauline Jewett Institute of Women's and Gender Studies (Appendix A).
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of the Pauline Jewett Institute of Women's and Gender Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the Pauline Jewett Institute of Women's and Gender Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement to have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

Strengths of the programs

General

The Institute should be congratulated on the positive character of the External Reviewers' Report. The external reviewers' observed that both undergraduate and graduate students were very complimentary of the programs: 'The students spoke often and well about how the program prepared them for success in education and in the workplace.' The reviewers were also impressed with the Institute's 'emphasis on collaborative learning, and in its particular attention to supporting the career aspirations of its students.' The report also notes 'the high number of non-Majors enrolled in first and second year Women's and Gender Studies courses. This is unique and exemplary and illustrates the distinction of the program and its courses and faculty members.'

Faculty

The External Reviewers' Report identified "three issues related to faculty complement including: long term planning, sabbatical/study leave timing, and a future, replacement faculty position." The Pauline Jewett Institute of Women's and Gender Studies addressed the transition in the unit in its reply to the External Reviewers' Report, discussing the addition of hires between 2017-19 and an expansion of the Institute to include additional minors. The Institute reports that a senior scholar will be hired to "take on the role of Institute Director and carry out the institutional change necessary to guide new development."

Students

The Self-Study identified a high level of student satisfaction with the programs, which was confirmed in the External Reviewers' interviews with students during their site visit. The External Reviewers' Report observed, "in each year the department had met or exceed the target enrolment in graduate studies and has admitted strong candidates."

Curriculum

The External Reviewers noted that what they found "particularly important and unique about the program was its emphasis on collaborative learning, and in its particular attention to supporting the career aspirations of the students. The program, as evidenced by the course in activism and in the practicum course, is attentive to vocational and professional outcomes and strategies." The reviewers' found no major redundancies in curricula in terms of achieving program level outcomes, but rather, were impressed with how the course at each level built upon and developed skills developed at the previous level."

Challenges faced by the programs

The programs in Women's and Gender Studies were found to be excellent. The most noted challenge is in regards to the transitions in faculty complement. The External Reviewers did note that the situation is not unusual for other academic units in Women's and Gender Studies. Nevertheless, it is important for smaller units, such as this Institute, to ensure appropriate attention on academic staffing.

Opportunities for program improvement and enhancement

The External Reviewers' Report made 8 recommendations for improvement:

1. WGST 1808 and FYSM 1402 courses to be offered concurrently.
2. Develop and track learning outcomes for the Post-Baccalaureate Diploma in Women's and Gender Studies.
3. Track student numbers in teaching and undergraduate and graduate supervision across Women's and Gender Studies to ensure equity of load and distribution of total student numbers.
4. Reassess the approach and content in the required course, WGST 2801, Activism, Feminisms and Social Justice.
5. Refine methods for cross-listing courses and/or assigning WGST course codes to undergraduate courses listed in other departments, including Sister units, with possibilities for expansion.
6. Develop long-term strategic plans for the academic unit in relation to its staffing, including leadership and curriculum.
7. Track and analyze data regarding the completion of the Master's-level Transitions course for graduate student outcomes and effectiveness of faculty resources.
8. Build a departmental culture that supports, encourages and celebrates undergraduate and graduate student applications to internal and external funding bodies, including Tri-Council Agencies.

CUCQA considered all recommendations pertinent and invited the Pauline Jewett Institute of Women's and Gender Studies to address each of them in their response and subsequent Action Plan.

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in Women's and Gender Studies were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Pauline Jewett Institute of Women's and Gender Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral

Affairs in a response to the External Reviewers' report that was considered by CUCQA on February 14th, 2017. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on August 22nd, 2018.

The Institute was generally pleased with the report and agreed to implement a number of recommendations. The Institute unconditionally agreed to take action on recommendations #1, 2, 3, 4, 6, 7, and 8. The Institute noted that recommendation #5 around revising the methods for cross-listing courses did not require further action as the courses satisfy calendar requirements and offer a wide range of sister courses for students. The unit is investigating ways to better inform students of alternate course offerings, and will continue to review WGST course offerings on an annual basis, which includes adding or removing cross-listed courses.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s) and forwarded to CUCQA for its review. In the case of the programs in Women's and Gender Studies, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2019.

The Next Cyclical Review

The next cyclical review of the programs in Women's and Gender Studies will be conducted during the 2022-23 academic year.

Quality Assurance Action Plan

Pauline Jewett Institute of Women's and Gender Studies

Completed by: Karen March, Interim Director

Date: June 1, 2018

Dean or delegate: Approval date:

External Reviewer Recommendation	Unit Action Item *	Timeline & Owner	Progress Update
a) Offer FYSM 1402.	To be offered	September 2018 – April 2019 Owners -FYSM Instructor & WGST Director	In May 2019, the WGST Director will examine course enrolment and course evaluations results. WGST plans to offer FYSM 1402 as long as future resources exist for teaching support.
b) Develop & Track Learning Outcomes for the Post-Baccalaureate Diploma.	Learning Outcomes developed	Learning Outcomes will be monitored by a survey sent to students in May, 2019 Owner -WGST Curriculum Committee	Continuous Assessment: The WGST Curriculum Committee will continue to monitor the Learning Outcomes and student satisfaction for the Post-Baccalaureate Diploma.
c) Track student numbers in teaching and undergraduate and graduate supervision across Women's and Gender Studies.	Create a database	To be developed Fall term, 2018 Owner -WGST Executive Committee	Continuous Assessment: The WGST Executive Committee will conduct yearly updates of the database and monitor faculty/instructor workload.

d) Reassess the approach and content of WGST 2801, Activism, Feminisms and Social Justice.	WGST 2801 reassessed and divided into two separate course offerings to ensure more effective group work projects.	Discussion with students and course instructor indicate the course division was effective. Owners - WGST 2801 Instructor and WGST Director	Continuous Assessment: The WGST Director will meet each year in May with the WGST 2801 course instructor after course evaluation to discuss any new alterations deemed necessary.
e) Refine methods for cross-listing courses listed in other departments, including Sister units, with possibilities for expansion.	No changes made. WGST calendar offerings and the wide range of Sister unit courses that are included in our degree programs are extensive and appear to satisfy WGST student requirements.	The current curriculum process of cross-listing courses at Carleton and WGST inclusion of special topics courses as part of individual degree programs meets both undergraduate and graduate student needs. Owners - WGST Undergraduate and Graduate Curriculum Committees	Continuous Assessment: The WGST Graduate and Undergraduate Curriculum Committees will continue to examine the curriculum offerings of both our own and our sister units to ensure future student academic needs are met.
f) Develop long-term strategic plans for the academic unit in relation to its staffing, including leadership and curriculum.	The unit is in the process of transitioning from the Institute of WGST to the Institute of Critical Diversity.	-incoming Director on July 1 2018 -transfer of Sexuality Studies minor to WGST, July 1 2018 -transfer of Disability Studies minor to WGST, July 1 2018 Owners - WGST Director and WGST Strategic Planning Committee	Ongoing: An ongoing process to be led by the WGST Director and expected to take between 1 to 3 years of consultation and program alteration/adjustment.

<p>g) Track and analyze data regarding the completion of the Master's-level Transitions course for graduate student outcomes and effectiveness of faculty resources.</p>	<p>The Transitions became an on-line course.</p>	<p>The first offering of the on-line Transitions course occurs September-December 2018.</p> <p>Owners - The Transitions course instructor, WGST Director and Strategic Planning Committee</p>	<p>Throughout the fall term 2018, the Transitions course instructor will assess the course, discuss progress with the students throughout the term and make adjustments accordingly.</p> <p>Continuous Assessment: Continued course assessment and adjustments through yearly course evaluations and anecdotal student comments.</p>
<p>h) Build a departmental culture that supports, encourages and celebrates undergraduate and graduate applications to internal and external funding bodies, including Tri-Council Agencies.</p>	<p>Research/grant application information, procedures and process integrated into WGST 5905, the MA pro-seminar course.</p> <p>Send letters to 3rd and 4th year undergraduate students who are eligible to apply for external funding.</p> <p>Internal and external award information added to the WGST website.</p>	<p>Included in the 2017-18 WGST 5905 course outline.</p> <p>Owner – course instructor</p> <p>Monitored in 2018 Owner WGST Undergraduate Coordinator</p> <p>Posted Fall 2017 Owner - WGST administrator</p>	<p>Continuous Monitoring: The WGST 5905 instructor will continue to mentor and check on graduate student applications.</p> <p>Each year, the Undergraduate Coordinator examine student audits and send letters to 3rd and 4th year students.</p> <p>The WGST administrator will continue to update the WGST website.</p>

***Will any of the Action Items described above require calendar changes? If yes, please indicate which ones.**

Upholding Free Speech on Ontario's University and College Campuses

August 30, 2018 2:49 P.M.

The Ministry of Training, Colleges and Universities requires every publicly-assisted college and university to develop and publicly post its own free speech policy by January 1, 2019 that meets a minimum standard specified by the government.

Free Speech Policy

The policy must apply to faculty, students, staff, management and guests, and it must meet a minimum standard by including the following:

- A definition of freedom of speech
- Principles based on the University of Chicago Statement on Principles of Free Expression:
 - Universities and colleges should be places for open discussion and free inquiry.
 - The university/college should not attempt to shield students from ideas or opinions that they disagree with or find offensive.
 - While members of the university/college are free to criticize and contest views expressed on campus, they may not obstruct or interfere with the freedom of others to express their views.
 - Speech that violates the law is not allowed.
- That existing student discipline measures apply to students whose actions are contrary to the policy (e.g., ongoing disruptive protesting that significantly interferes with the ability of an event to proceed).
- That institutions consider official student groups' compliance with the policy as condition for ongoing financial support or recognition, and encourage student unions to adopt policies that align with the free speech policy.
- That the college/university uses existing mechanisms to handle complaints and ensure compliance. Complaints against an institution that remain unresolved may be referred to the Ontario Ombudsman.

Starting September 2019, each institution must prepare an annual report on implementation progress and a summary of its compliance, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).

Monitoring and Compliance

The Ministry of Training, Colleges and Universities intends to direct HEQCO to undertake research on campus free speech, and to monitor and evaluate system-level progress on the free speech policy.

HEQCO would receive, review and assess each institution's annual report, and will provide advice to the Minister.

If institutions fail to comply with government requirements to introduce and report on free speech policies, or if they fail to follow their own policies once implemented, the ministry may respond with reductions to their operating grant funding, proportional to the severity of non-compliance.

Free Speech Complaints

Individuals who wish to make a complaint regarding free speech on campus will follow the usual complaints processes that colleges and universities currently have in place.

Any unresolved complaints against publicly-assisted universities and colleges about free speech may be referred to the Ontario Ombudsman, which has the power to investigate complaints about colleges and universities.

Simon Jefferies Premier's Office
Simon.Jefferies@ontario.ca
Stephanie Rea Minister's Office
Stephanie.Rea@ontario.ca

[Available Online](#)
[Disponible en Français](#)

Senate Executive Committee
May 22, 2018
11:00 a.m. in 503S Tory Building

MINUTES

Present: A. Chandler, J. Debanne, L. Dyke, D. Russell, A. Summerlee (Chair)

Regrets: B. Amel, B. Hughes, C. Miller, J. Tomberlin

Recording Secretary: K. McKinley

The Chair called the meeting to order at 11:04 am.

1. Approval of the Agenda

The Committee approved the Senate Executive Committee agenda for May 22, 2018.

2. Approval of the Minutes:

a. Senate Executive Minutes: April 17, 2018

The Committee approved by consensus the minutes of the meeting of the Senate Executive Committee on April 17, 2018.

3. Approval of Senate agenda: June 1, 2018

L. Dyke indicated that the Senate Academic Program Committee will be presenting a number of items, and that DUC Minor Modifications should be added to the agenda under *Reports for Information* (SAPC).

The committee approved, by consensus, the Senate agenda for June 1, 2018, with the above addition.

4. Items for discussion:

a. Report on History of E-voting at Senate Executive

The Assistant University Secretary (K. McKinley) presented an analysis of the history of e-voting in Senate Executive over the past 5 years:

- 19 e-polls were conducted in Senate Executive Committee between 2013 and 2018.
- 17/19 of e-polls were for graduation related business

- 5 were for Late graduation approval
- 7 were for Early graduation approval
- 1 was for Graduation on compassionate grounds
- 1 was for Posthumous recognition
- 3 were for Amendments to grad status
- 2/19 of e-polls were for other business
 - Change date of Senate meeting
 - Appointment of faculty member to UPC

b. Clerk of Senate nominees

Nomination packages were circulated in advance. After much discussion, it was **MOVED** to recommend Betina Kuzmarov to Senate as the next Clerk of Senate. The motion **PASSED UNANIMOUSLY**.

c. Senate and Committee nominees

The Assistant University Secretary reported on new candidates for faculty positions on Senate and Senate Standing Committees. Since none of the positions were contested, Senate only needs to ratify the appointments.

d. Senate / Senate Executive meeting dates for 2018-19

The schedule for 2018-19 Senate and Senate Executive meeting dates was circulated for information. There was no discussion.

e. Budget presentation at Senate

The Clerk of Senate spoke to this item. The Senate Academic Governance Committee is recommending that the review of the budget (formerly undertaken by the *Senate Financial Review Committee*) be given to the newly constituted *Senate Review Committee*. VP Finance and Administration Michel Piché would present a review of the budget to the *Senate Review Committee*, who would then report to Senate. The Governance Committee also recommends that the *Senate Review Committee* review the SIP and the SMA process.

5. **Other Business:** There was none.

6. **Adjournment** – The meeting was adjourned at 11:38 am.



**Senate Executive Committee
June 12, 2018
Emergency Meeting**

MINUTES

Participants: A. Summerlee (Chair), J. Debanne, L. Dyke (non-voting), B. Hughes, D. Russell, J. Tomberlin

The Executive Committee members held an emergency meeting on June 12, 2018 to approve the late graduation of an undergraduate student.

The motion PASSED.



**Senate Executive Committee
June 6, 2018
Web-based Meeting**

MINUTES

Participants: B. Amell, A. Summerlee (Chair), A. Chandler, J. Debanne, L. Dyke (non-voting), B. Hughes, D. Russell, J. Tomberlin

The Executive Committee members were emailed a memorandum and participated in an e-poll to approve late graduation of a number of undergraduate students.

The motion PASSED.



**Senate Executive Committee
June 7, 2018
Web-based Meeting**

MINUTES

Participants: B. Amell, A. Summerlee (Chair), A. Chandler, J. Debanne, L. Dyke (non-voting), B. Hughes, D. Russell, J. Tomberlin

The Executive Committee members were emailed a memorandum and participated in an e-poll to approve late graduation of one undergraduate student.

The motion PASSED.



**Senate Executive Committee
July 6, 2018
Web-based Meeting**

MINUTES

Participants: B. A. Bacon (Chair), A. Chandler, L. Dyke (non-voting), B. Hughes, B. Kuzmarov, J. Tomberlin

The Executive Committee members were emailed a memorandum and participated in an e-poll to approve the awarding of a Certificate of Outstanding Academic Achievement (in memoriam).

The motion PASSED.



**Senate Executive Committee
July 19, 2018
Web-based Meeting**

MINUTES

Participants: B. A. Bacon (Chair), A. Chandler, L. Dyke (non-voting), B. Hughes, B. Kuzmarov, J. Tomberlin

The Executive Committee members were emailed a memorandum and participated in an e-poll to approve the early graduation of a student.

The motion PASSED.



**Senate Executive Committee
August 24, 2018
Web-based Meeting**

MINUTES

Participants: B. A. Bacon (Chair), B. Hughes, B. Kuzmarov, J. Tomberlin

The Executive Committee members participated in an e-poll to approve the appointment of Patrice Smith as Senate Representative to the Board of Governors, and the appointment of 6 nominees to 3 committees:

Senate Committee on Curriculum, Admissions and Studies Policy

- Jerome Talim - Faculty of Engineering and Design (FED) representative (acclaimed)
- David Mendeloff - Faculty of Public Affairs (FPA) representative (acclaimed)

Senate Student Academic Integrity Appeals Committee

- Emmett Bisbee - Undergraduate student representative (acclaimed)
- Lisa Armstrong - Graduate student representative (acclaimed)

Chancellor Search Committee

- Andrea Chandler (Full Professor) (FPA) (acclaimed)
- Dana Dragunoiu (FASS) (elected)

The motion PASSED.