



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

**Carleton University Senate
Meeting of October 21, 2022 at 2:00 pm
Via Videoconference**

AGENDA

Closed Session

- 1. Welcome & Approval of Agenda**
- 2. Minutes (Closed):** June 3, 2022
- 3. Graduation:**
 - a. Notification of Receipt of Graduation Lists (Clerk)
 - b. Motion to Graduate all Recommended Students
 - c. Late Graduation Request (Clerk)
 - d. Posthumous Recognition (Clerk)
 - e. Special Features of the Graduating Class (Deans)
 - f. Motion to Graduate Recommended Students: Dominican University College
- 4. Report on the Empowering Motion (Clerk)**
- 5. Report of the Senate Committee on Medals & Prizes (Clerk)**
- 6. Other Confidential Business**

Open Session:

1. **Approval of Agenda**
2. **Minutes (Open):** September 23, 2022
3. **Matters Arising**
4. **Chair's Remarks**
5. **Question Period**
6. **Administration (Clerk)**
 - a. Report on Senate Committee Chair/Secretary meeting
7. **Reports:**
 - a. SCCASP (H. Nemiroff)
 - b. SQAPC (D. Deugo)
 - c. SAGC (E. Sloan)
8. **Draft Community Engagement Strategic Plan**
9. **Reports for Information:**
 - a. Senate Executive Minutes (September 13, 2022)
 - b. Report from Academic Colleague
 - c. Annual Report from Graduate Student Appeal Committee
10. **Other Business**
11. **Adjournment**



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**Carleton University Senate
Meeting of September 23, 2022 at 2:00 pm
Room 3020 Nicol Building + Zoom videoconference**

Minutes

Present in Person: B.A. Bacon (Chair), M. Barbeau, S. Blanchard, D. Brown, W. Chung, M. DeRosa, L. Dyke, T. Haats, M. Haines, K. Hellemans, D. Howe, M. Ilyas, F. Kharvari, L. Kostiuk, A. Lannon, C. Laurendeau, A. Lettieri, D. Livingston, J. Malloy, P. Mkandawire, L. Moffitt, K. Moss, A. North, B. O'Connor, B. O'Neill, M. Pearson, M. Porter, T. Roberts, D. Russell, S. Sadaf, D. Siddiqi, E. Sloan (Clerk), C. Smelser, K. Taylor, J. Tomberlin, C. Viau, P. Wolff

Present via Zoom: J. Armstrong, M. Baez, V. Bhatia, F. Brouard, B. Campbell, D. Caratao, E. Cyr, J. Dawson, D. Deugo, R. Gorelick, R. Goubran, K. Graham, L. Hayes, J. Kovalio, M. Lundy, S. Maguire, L. Marshall, M. Murphy, J. Murray, H. Nemiroff, H. Ozcan, A. Park, P. Rankin, M. Rooney, M. Sanghani, P. Smith, D. Sprague, J. Taber, R. Teather, J. Wallace

Regrets: K. Al Hammuri, P. Andrée, F. Goffi, B. MacLeod, J. Ramnarine

Absent: S. Gulati

Recording Secretary: K. McKinley

1. Welcome & Approval of Agenda

The meeting began at 2:00 pm. The Chair welcomed all Senators to the first Senate meeting of the 2022/23 academic year, and the first in-person Senate meeting since February of 2020. He extended a warm welcome to 24 new Senators, whose names have been posted on the Senate website.

The Chair began the meeting by acknowledging the recent passing on September 8th of Her Majesty Queen Elizabeth II. Queen Elizabeth's reign lasted over 70 years, the longest of any British monarch to date.

For the benefit of new Senators and because several Senators were joining the meeting remotely via Zoom, the Chair briefly reviewed Senate hybrid meeting protocols before proceeding to the agenda.

It was **MOVED** (M. Haines, S. Sadaf) that Senate approve the open agenda for the meeting of Senate on September 23, 2022, as presented.

The motion **PASSED**.

2. Minutes: June 3, 2022 (open session)

It was **MOVED** (K. Moss, L. Dyke) that Senate approve the minutes of the open session of the Senate meeting on June 3, 2022 as presented.

The motion **PASSED**.

3. Matters Arising

There were none.

4. Chair's Remarks

The Chair began with a review of campus events and news items of interest since the last Senate meeting in June.

- **Super Convocation**, a two-week in-person celebration, was held from June 13 to 24. A total of 40 ceremonies were scheduled to celebrate Carleton graduates from 2022 as well as thousands of returning graduates from 2020 and 2021. The Chair thanked all who organized and participated in this important celebration.
- Throughout June, Carleton celebrated **Pride Month**, to show respect and support for all members of the 2SLGBTQIA+ community, plus **National Indigenous History Month**, which provided an opportunity for all Canadians to recognize and reflect on the rich history, heritage and diversity of First Nations, Inuit and Métis Peoples of Canada.
- Four **new appointments** were made to further enhance Carleton's collective capacity to lead in human rights, EDI, Black Inclusion and Black flourishing:
 - Noël Badiou has been appointed as Carleton's Assistant Vice-President, Equity and Inclusive Communities.

- Ikram Jama has been appointed as Carleton's inaugural Director of Human Rights and Equity.
 - Professors Audra Diptée (History) and Nduka Otiono (African Studies) were appointed as Faculty Advisors on Anti-Black Racism and Black Inclusion. These appointments reflect Carleton's commitment to implementing the Scarborough Charter and supporting faculty-specific initiatives.
- Carleton hosted its first **in-person community breakfasts** since 2019 on August 23-24, with over 800 people in attendance.
 - Fall 2022 marks the start of **Carleton's 80th anniversary**, an opportunity to reflect on our history and future directions. Carleton has grown from its modest beginnings in 1942 as Carleton College to a large impactful institution with over 30,000 students and cutting-edge research across all Faculties, funded by almost \$100M annually.
 - Carleton has returned to in-person classes for the fall semester. As of now, **vaccine mandates and mask mandates** remain on pause, though they may be brought back at a later time. Any changes to these mandates will be made in consultation with public health. The Chair thanked everyone for their patience and understanding as we continue to emerge from the pandemic.
 - **Strategic Integrated Plan** – This year Carleton will build momentum in implementing the goals, strategies and directions of the plan. A brief update will be provided later in today's meeting.

The Chair noted the following additional highlights:

- Carleton University PhD Candidate **Cihan Erdal**, who was held in a Turkish prison for 262 days, has finally returned to Canada. A proud member of the international Scholars at Risk network, Carleton is pleased to welcome Cihan back home and to wish him the best of luck with his continued studies.
- Carleton University's **Steven Cooke, Jesse Stewart and Rowan Thomson** have been elected to the **Royal Society of Canada** in recognition of the high level of excellence and potential demonstrated during their careers.
- Carleton University has been recognized as a top performer in the 2022 **Sustainable Campus Index**, achieving a top 10 ranking in the impact areas of Water, and Wellbeing & Work. This recognition follows Carleton's Gold AASHE STARS assessment, achieved earlier this year.
- **Throwback 2022**, Carleton's annual homecoming celebration, is currently underway (Sept 17 – 24), and features a number of social events including a football game against Windsor. Details can be found on the website.
- **September 30 is Orange Shirt Day**. Carleton will be flying the "Every Child

Matters" flag, and everyone is encouraged to wear orange shirts on Friday September 30 to show support. Events will be held on campus to further enhance our reflection and action. More information will be communicated to the Carleton community early next week.

5. Question Period

Questions were submitted in advance by Senators Sean Maguire, Morgan Rooney and Hande Uz Ozcan.

Questions from S. Maguire:

All students click on a "Continue" button every semester in Carleton Central acknowledging the following statement: "All academic programs at Carleton University are reviewed cyclically under the mandate of the Ontario Universities Council on Quality Assurance. Several programs at Carleton University are also accredited by professional bodies and must undergo review for continuing accreditation. Student records and student work such as portfolios, exams, assignments, and theses may be used in the review and evaluation of academic programs. Appropriate steps will be taken to ensure that information and material used in the evaluation of a program is kept confidential and that the processes comply with applicable privacy regulations. These reviews may involve bodies external to the University, for example, in complying with reviews required by the government or professional accreditation bodies."

I have some questions:

1) Are professors required to acknowledge a similar statement applying to their works?

2) Can Senate receive a summary of some of the specific steps taken to maintain confidentiality of these student works, and steps taken to comply with privacy regulations?

3) How does copyright enter into this discussion? Assuming that students retain copyright to their portfolios, exams, assignments, and especially theses, does the sharing of these materials with external bodies not engage with or violate the student's ownership of their copyrighted materials?

Responses: Dwight Deugo, Vice-Provost and Associate Vice-President Academic, noted that student records and specific examples of student work are not included in the documentation sent to external reviewers for program assessments that go through the Senate Quality Assurance and Planning Committee.

The Provost added that faculty work submitted would include the individual's CV, course outlines, and published articles.

The Deans of the Faculty of Engineering and Design and Sprott School of Business, two Faculties with accredited programs, noted that student assessments are used in the review of their programs, but the student work is anonymized before it is circulated to reviewers, who must also sign confidentiality agreements.

Questions from M. Rooney:

Mandates:

While the Province of Ontario has decided that COVID-19 no longer requires a public health response, it is clear that the pandemic continues to be a disruptive force in our lives. In Ottawa, more people died of COVID-19 in 2022 by July of this year than in all of 2021 (CBC, July 27, 2022). Less than one week before the new term started, Dr. Vera Etches reported that "COVID levels remain high in the city and will be increasing" (CBC, August 30, 2022). New studies also continue to show the damaging impacts of "long COVID": one recent study suggests that 1 and 8 adults who contract the disease suffer from long COVID (Global News, August 14, 2022), while another found that "cardiac symptoms are increasingly recognized as late complications of severe acute [COVID] infection in previously well individuals with mild initial illness" (Nature, September 15, 2022).

In response to such realities, other Ontario universities—including Western University, the University of Windsor, Wilfrid Laurier University, Ontario Tech University, and OCAD University—have taken steps to protect their students, staff, and visitors alike. That is, these institutions followed the science, which has shown us that mask and vaccine mandates can almost entirely prevent in-class transmission (K. Kuhfeldt et al., August 2022). Given our commitment to safety, to equity and accessibility for all regardless of personal circumstances, and to science and truth regardless of political or other agendas, will Carleton commit to the restoration of its mask mandate, in the hopes that such action will help our students, instructors, and staff to remain safe and healthy, so that in-person operations can continue in the coming months with the least disruption and needless physical suffering possible?

Response from VP Students & Enrolment and University Registrar Suzanne Blanchard: In line with current public health guidelines, Carleton University strongly encourages students, faculty and staff to protect themselves and others by masking, staying at home when sick, washing hands frequently and receiving vaccinations. Faculty and staff are able to obtain masks for personal use, free of

charge, through e-shop. Three-layer cloth masks were also included in this year's student orientation gifts.

Carleton also is following and implementing the core recommendations established by the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) Epidemic Task Force. For example, the main handling systems in all buildings on campus have been fitted with MERV13 high efficiency air filters, as recommended by ASHRAE. In addition, main handling systems are flushed at least 2 hours before occupancy and 2 hours after occupancy, and are continuously monitored throughout the day by FMP and operations staff. Carleton will continue to follow public health guidelines and will adjust plans as required to ensure the health and safety of our community members.

A Senator asked for more information on how the situation on campus is being monitored. VPSE Blanchard replied that students, staff and faculty coming onto campus are being asked to report if they have symptoms and are told to stay at home if ill, residences are being monitored, and waste water for campus and the city is being monitored as well. In response to a follow-up question, it was noted that the monitoring data is not reported on the Carleton website, but wastewater data from the City of Ottawa is available. VPSE Blanchard also confirmed that FMP is continuously monitoring air quality of buildings while they are in use.

Senate membership changes:

Three years ago, Senators began inquiring about the need to add additional Senators from under-represented university constituencies, specifically contract instructors and Indigenous graduate students. Since that time, however, there has been little by way of concrete action taken on this front. (For reference, see Senate minutes, Sept. 20, 2019, pp. 3-4, Senate minutes, Jan. 31, 2020, pp. 4, Senate minutes, Oct. 30, 2020, pp. 7, and Senate minutes, Sept. 24, 2021, pp.6.) So, I ask again: what progress has been made on this item, and when can we expect to see a resolution? When will Senate's membership be expanded to include representation more in alignment with the actual constituencies that make up the university?

Response from Clerk of Senate (and Chair of Senate Academic Governance Committee) Elinor Sloan: The Senate Academic Governance Committee will be considering Senate membership questions this year. The CI membership question is on the agenda for meetings this fall, and the Indigenous representation question is on the agenda for winter 2023.

Questions from Hande Uz Ozcan:

Thesis defense procedure feedback:

As graduate student representatives, we would like to know if it would be possible for students to have the option to fill out a feedback form about the fairness of the thesis defence procedure after defending their thesis.

Response from Dean of FGPA Patrice Smith: FGPA is discussing this issue with the Graduate Students Association and will work collaboratively with students on a solution.

International Students – IDTB/S:

As student representatives, some of the international Ph.D. students reached out to us and shared their experiences with Carleton's decisions. As we all know, students can only get their IDTB/S (International Doctoral Tuition Support/Bursary) for the first five years of their studies, yet, during the pandemic, because the research labs were closed, some students could not finish their Ph.D. in their first five years since they could not have the opportunity to finalize their research. University gave them a Covid-19 extension but not an IDTB/S extension. Whereas we would like to note that the closure of the labs because of the pandemic is not the student's fault, and we would like to ask if the related students can get an IDTB/S extension or a similar solution related to this.

Response from FGPA Dean Patrice Smith: FGPA is currently working with the Provost to address this issue, and will provide an update later this fall.

6. Administration

a. Senate Membership Ratifications

The Clerk presented a motion to ratify 5 new Senate appointments.

It was **MOVED** (P. Wolff, J. Armstrong) that Senate ratify the new Senate appointments, as presented.

The motion **PASSED**.

b. Senate Survey – Summary of Results

The Clerk presented a high-level summary of the results of the most recent Senate Survey, which was completed by Senators in May of 2022. The full report on the survey was circulated to Senators for information in the meeting binder.

c. Senate Committee Reports – new Reporting Schedule

The Clerk noted a new reporting schedule of July 1 – June 30 for committees that submit annual reports to Senate. This new schedule was requested by several of the appeals committees for better alignment with their workload cycle. As a result, moving forward, committee annual reports will be completed over the summer and submitted for the September meeting of Senate.

d. Report on Senate Executive Committee Empowering Motion

The Clerk reported that the Senate Executive Committee participated in an e-poll on August 15th to ratify new members of the *Senate Quality Assurance and Planning Committee*. This action was required in order to provide the committee with enough members to meet and conduct urgent business in late August and early September. The Senate Executive Committee is empowered via Article 7.1 of the *Academic Governance of the University* (AGU) to act on Senate’s behalf during the summer months on urgent items of regular business.

7. Reports:

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

Committee Chair Howard Nemiroff presented five items for approval and six items for information.

Items for approval:

Senate Policy on Accommodation for Student Activities

It was **MOVED** (H. Nemiroff, K. Hellemans) that Senate approves the revisions to the Senate Policy on Accommodation for Student Activities as presented.

A Senator asked why the section of the policy requiring the student to notify the instructor of an absence in a timely manner had been removed, and suggested that it be reinstated. The committee Chair agreed to this amendment.

Committee Chair Nemiroff also requested that the next mandatory revision date on the policy be changed to September 23, 2029, in keeping with the 7-year review period established for Senate policies.

With these friendly amendments to the policy, the motion **PASSED**.

Policy on Academic Program and Course Modifications

It was **MOVED** (H. Nemiroff, M. Rooney) that Senate approves the revisions to the Policy on Academic Program and Course Modifications – Late Modifications Policy as presented.

The motion **PASSED**.

The Chair noted that the policy was reviewed, but no revisions were made.

The Chair combined the next three motions into one Omnibus motion:

It was **MOVED** (H. Nemiroff, D. Brown) that Senate approves the revisions to Regulation TBD-1869: R-UG-3.2.1, TBD-1940: R-UG-3.2.7, and TBD-2155: R-UG-3.2.7 effective for the 2022/23 Undergraduate Calendar as presented.

These motions all relate to new ACE regulations for the *Bachelor of Media Production and Design (BMPD)*, which is an honours program. A Senator asked for clarification on what would happen to a student who has attained 15.5 credits in the BMPD program, but does not have the required 6.0 GPA minimum to continue. The committee Chair responded that through the ACE process, that student would be removed from the program for a semester or two to allow them to increase their GPA and then could potentially be readmitted, if they were able to maintain a higher GPA. Since the Bachelor of Media Production and Design degree does not have a 15-credit option, if the student could not maintain a 6.0 GPA, they would need to transfer to another degree or program.

The motion **PASSED**.

Individual Motions:

- R-UG-3.2.1 Academic Continuation Evaluation

MOTION: that Senate approves the revisions to Regulation TBD-1869 : R-UG-3.2.1 Academic Continuation Evaluation effective for the 2022/23

Undergraduate Calendar as presented.

- R-UG-3.2.7 Additional Information Concerning Academic Continuation Evaluation for Some Degrees

MOTION: that Senate approves the revisions to Regulation TBD-1948 : R-UG-3.2.7 Additional Information Concerning Academic Continuation Evaluation for Some Degrees effective for the 2022/23 Undergraduate Calendar as presented.

- R-UG-3.2.7 Bachelor of Media Production and Design

MOTION: That that Senate approves the revisions to Regulation TBD-2155: R-UG-3.2.7 Bachelor of Media Production and Design effective for the 2022/23 Undergraduate Calendar as presented.

Items for Information:

- TBD-1842: R-UG-2.2.5 Transfer of Credit Subsequent to Admission – eligible to continue replaces good standing.
- TBD-1892: R-UG-5.4 Grading System – re first year grading policy
- Glossary – Good Academic Standing: Term GPA
- R-UG-Academic Year Fall 2022
- R-UG-Academic Year Winter 2023
- UG-G-2122_MinorMods_for_SCCASP_August 16

b. Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair Dwight Deugo presented three cyclical program reviews for Senate approval in an omnibus motion.

Omnibus Motion:

It was **MOVED** (D. Deugo, S. Sadaf) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Review of the Programs.

The motion **PASSED**.

Individual Motions:

- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the BIT program in Optical Systems and Sensors.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Public Affairs and Policy Management program.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Graduate Programs in Health: Science, Technology and Policy.

c. Senate Academic Governance Committee (SAGC)

The Clerk presented a memo to ratify 8 new committee members in 5 Senate committees.

It was **MOVED** (E. Sloan, S. Maguire) that Senate ratify the nominees for Senate committees, for service beginning immediately upon approval.

The motion **PASSED**.

The Clerk presented a second memo requesting Senate approval of changes and updates made to the *Academic Governance of the University (AGU) Joint Policy*. These updates are the result of a comprehensive review of the AGU undertaken over the past 16 months by the *Senate Academic Governance Committee*. The proposed changes, mostly corrections and updates with a few additions, were outlined in a track-changes document with comments, that was distributed to Senators in advance.

It was **MOVED** (E. Sloan, D. Russell) that Senate approve the changes to the Academic Governance of the University (AGU), as presented, and recommend these changes to the Board of Governors for approval.

Discussion:

A Senator noted that the *Faculty of Graduate and Postdoctoral Affairs (FGPA)* is incorrectly named as the *Faculty of Graduate Studies and*

Research on page 16 of the document. The Clerk agreed to make this correction.

A Senator noted that the term “undergraduate Faculty Boards” in Article 11.4 is not defined in the document, and is not appropriate, since Faculty Boards also deal with graduate issues. The Clerk agreed to remove “undergraduate” from the term in this section, and instead to list all Faculty Boards with the exception of FGPA.

The Senator also asked how the General Faculty Board approves its minutes, given that it meets so infrequently. The Clerk agreed to consider the question and bring a response back to the next meeting. Another Senator noted that the General Faculty Board meetings have no decision-making authority, and as a result there would be no outstanding business arising from those meetings.

A Senator asked if Contract Instructor membership could be updated in light of the request to add more Contract Instructors to Senate. The Clerk noted that no changes to Senate membership have occurred, so changes will not be made to this section of the AGU at this time.

Another Senator asked for clarification of changes made to Article 7 (Senate Executive Committee). The Senator asked why the details of the empowering motion have been omitted. The Clerk noted that the AGU does state, in the revision, that the Senate Executive Committee may be empowered to act on behalf of Senate, but the specific details of how and when the committee is empowered will be specified through one or more motions to Senate. Senate already has passed one empowering motion to deal with graduation-related changes between closed sessions of Senate. The second empowering motion, for urgent matters of regular business during the summer months, should, similarly, be passed by Senate as an empowering motion, instead of residing in the AGU. In response to a follow-up question, the Clerk noted that the full Terms of Reference for the Senate Executive Committee are provided on the Senate website, but have been removed from the AGU.

A Senator asked for additional clarification within the document for the term “academic unit” as used in Article 12. It was decided that the definition can be clarified by referring to column 2 of the table in Article 11.1. The Clerk agreed to make this change in the document.

With these three friendly amendments, the motion **PASSED**.

8. Strategic Integrated Plan Implementation Report

The Chair provided Senators with a progress report on the implementation of the 2020 - 2025 Strategic Integrated Plan (SIP) in its second year. The presentation provided a list of collective accomplishments under the three strategic directions of the plan. Highlights of the report include the following points:

Share Knowledge, Shape the Future

- Student Success: First-year retention rate has increased to 90% and second-year retention rate has increased to 86%. These new heights are expected to foreshadow a rise in graduation rates over time.
- Research: Research funding has increased by 79% over the past 4 years and is just short of \$100M
- Interdisciplinarity: Recent achievements include the expansion of the Institute for Data Research and the establishment of the Innovation Hub as well as the creation of multidisciplinary research clusters across campus.
- Teaching and pedagogy: Examples of innovation in this area include the Indigenous Learning Bundles, Future Learning Lab, and the Students as Partners project, which resulted in the redesign of over 500 courses.
- Organizational Excellence: evidenced through long-term financial stability and fiscal responsibility of the institution. Also highlighted were the 2021 Order of Excellence recipient for Health Workplace and Platinum award for Mental Health at Work.

Serve Ottawa, Serve the World

- Carleton now has over 5,000 international students from 165 different countries
- Community engagement examples include the Hub for Good, Carleton Dominion-Chalmers Centre, Carleton Hub350 in Kanata North, the launch of Community Engagement Centre in October 2021 and the development of the inaugural community engagement strategic plan (SP4CE).
- Partnerships have more than quadrupled since 2019; new major partners include Ericsson, IBM, BlackBerry, CAE, Bruyere Research Institute, and TVO.
- International engagement is growing through the implementation of the International Strategic Plan 2020 – 2025. The Scholars at Risk program was also highlighted.

Strive for Wellness, Strive for Sustainability

- Major upcoming infrastructure projects include Wellness Hub and Sustainability Research Centre
- Refreshed Student Mental Health Framework 2022-26, with 30 recommendations to improve support for students
- Sustainability: Achieved GOLD Stars rating from AASHE in April 2022 plus top UI Green metrics rankings (Most Sustainable in Ontario)
- Reconciliation – strong movement towards reconciliation through implementation of Kinàmàgawin’s 41 Calls to Action, as detailed in the recently published Kinàmàgawin progress report.
- Implementation of Coordinated Accessibility Strategy plus incredible growth of the Carleton-led Canadian Accessibility Network (CAN) to over 50 members
- Ongoing implementation of the Equity Diversity and Inclusion Action Plan, signing of the Scarborough Charter on Anti-Black racism, and the establishment of Black Entrepreneurship Knowledge Hub led by the Sprott School of Business.

Next steps:

- Finalize Digital Strategy and Community Engagement Strategy
- Campus Master Plan renewal, and development of Academic Plan
- Continuation of brand campaign
- Infrastructure development (Wellness Hub, Sustainability Research Centre)
- \$100M in annual research funding
- Planning for the next Fundraising campaign

Discussion:

A Senator asked about the choice of language in the third strategic direction “Strive for Wellness.” The Chair noted that “Strive for Wellness” indicates that we are committed to continual improvement in this area, while the “we will” statements within the plan provide concrete goals and objectives to achieve that improvement.

A Senator asked for more information on the improved retention data, and for insights as to what is driving that trend. The Chair noted that retention rates are typically quite difficult to move. Advising, recruitment, policies, student experience, inclusion and mental health supports can all contribute to improvements in this area. The Provost and the Registrar added that changes in student assessment through the compassionate grading policy and the First Year Grading Policy have contributed to student retention. Coming out of the pandemic, a slight downwards correction in the current retention rate is possible,

but overall we will continue to have better retention rates than prior to the pandemic.

A Senator asked if more information, consultations or presentations would be coming to Senate regarding the proposed Wellness Hub. The Chair noted that some consultations have already occurred, and when funding is in place more information on the project will be shared with the community.

Finally, a Senator asked what methodology was used for the research publication data in the presentation. The VP Research and International, Rafik Goubran, noted that Carleton uses SciVal, an assessment tool that analyzes data from the Scopus database of over 30 million publications from 1996 to the present.

The Chair thanked Senators for the feedback and discussion on the report.

9. Reports for Information

a. Senate Executive Minutes

- i. May 24, 2022
- ii. E-poll August 15, 2022

b. Senate Committee Annual Reports

- i. Senate Library Committee
- ii. Senate Student Academic Integrity Appeals Committee (SAIAC)
- iii. Senate Undergraduate Studies Committee (SUSC)
- iv. Senate Committee on Undergraduate Student Awards

The Chair drew Senators' attention to the four Senate committee annual reports that were included as reports for information. He addressed each report individually, indicating that the Chair of the specific committee was in attendance to answer any questions. There were no questions on any of the reports. The Chair thanked the Chairs of the committees for attending.

10. Other Business

There was no other business.

11. Adjournment

The meeting was adjourned (L. Kostiuk, D. Brown) at 3:51 pm.

MEMORANDUM

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

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: October 21, 2022
Subject: Regulation Changes 2022-23; 2023-24

For Senate approval

1. R-ADM-Program-B.Com.

Motion: That Senate approves the revisions to Regulation TBD-1363 R-ADM-Program-B.Com. effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1363 R-ADM-Program-B.Com.*

2. R-UG-3.2.1 Academic Continuation Evaluation

Motion: That Senate approves the revisions to Regulation TBD-1869 R-UG-3.2.1 Academic Continuation Evaluation effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1869 R-UG-3.2.1 Academic Continuation Evaluation*

3. R-UG-3.2.7 Additional Information Concerning ACE

Motion: That Senate approves the revisions to Regulation TBD-1948 R-UG-3.2.7 Additional Information Concerning Academic Continuation Evaluation for Some Degrees effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1948 R-UG-3.2.7 Additional Information Concerning Academic Continuation Evaluation for Some Degrees*

4. R-UG-3.2.7 Bachelor of Mathematics

Motion: That Senate approves the revisions to Regulation TBD-1956 R-UG-3.2.7 Bachelor of Mathematics effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1956 R-UG-3.2.7 Bachelor of Mathematics*

5. R-UG-3.2.7 Bachelor of Music

Motion: That Senate approves the revisions to Regulation TBD-1957 R-UG-3.2.7 Bachelor of Music effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1957 R-UG-3.2.7 Bachelor of Music*

For Information

1. Glossary – Stream definition
2. UG_G_2324_MinorMods_for_SCCASP_Sept 20; Oct 4



DATE: October 13, 2022

TO: Senate

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

RE: 2023-24 Calendar Curriculum Proposals
Graduate Major Modification

Background

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

Documentation

Recommended calendar language is provided for consideration and approval.

Major Modifications

MA Canadian Studies

SCCASP approval: October 4, 2022

SQAPC approval: October 13, 2022

Senate Motion October 21, 2022

THAT Senate approve the major modification to the MA in Canadian Studies and MA in Canadian Studies with Collaborative Specialization in Digital Humanities as presented with effect from Fall 2023.



DATE: October 13, 2022

TO: Senate

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

RE: Final Assessment Reports and Executive Summaries

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

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

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

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

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

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

Omnibus Motion

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

Senators may wish to identify any of the following 5 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

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

Final Assessment Reports and Executive Summaries

1. Undergraduate and Graduate Programs in English

SQAPC approval: September 22, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Undergraduate and Graduate programs in English.

Senate Motion October 21, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Undergraduate and Graduate programs in English.

2. Joint Graduate Programs in Chemistry

SQAPC approval: September 8, 2022

SQAPC Motion:

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

Senate Motion October 21, 2022:

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

3. Undergraduate programs in Electrical Engineering

SQAPC approval: October 13, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Undergraduate programs in Electrical Engineering.

Senate Motion October 21, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Undergraduate programs in Electrical Engineering.

4. Undergraduate programs in Civil Engineering, Environmental Engineering and Architectural Conservation and Sustainability Engineering

SQAPC approval: October 13, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Undergraduate programs in Civil Engineering, Environmental Engineering and Architectural Conservation and Sustainability Engineering.

Senate Motion October 21, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Undergraduate programs in Civil Engineering, Environmental Engineering, and Architectural Conservation and Sustainability Engineering.

5. Undergraduate programs in Mechanical Engineering, Aerospace Engineering and Biomedical and Mechanical Engineering

SQAPC approval: October 13, 2022

SQAPC Motion:

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

Senate Motion October 21, 2022:

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

DATE: October 13, 2022

TO: Senate

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

RE: MEng in Engineering Practice
New Program Approval

SAPC Motion

THAT SQAPC recommends to SENATE the approval of the MENG in Engineering Practice as presented with effect from the term following Quality Council approval, estimated to be Fall 2023.

Senate Motion

THAT Senate approve the MENG in Engineering Practice as presented with effect from the term following Quality Council approval, estimated to be Fall 2023.

Background

The program is an MEng in Engineering Practice offered through the Faculty of Engineering and Design. This is a full cost recovery program. The principal goal is to elevate BEng graduates from recognized engineering institutions around the world in order to accelerate their employability and integration into Canada's workforce.

Attachments

- Discussant Report
- External Reviewers' Report
- Internal Reviewer's Report
- Unit response to the External Reviewers' Report and Implementation plan
- External Reviewer Biographies
- Courseleaf Entries
- Letters of Support
- Self-Study with Appendices (Volume I) including revisions made as a result of the External Reviewers' Report
- Faculty CVs (Volume II)

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

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the MENG in Engineering Practice will be authorized to commence.



MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: October 21, 2022
Subject: Senate committee ratifications

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

- 1) Senate Quality Assurance and Planning Committee
 - Mary Francoli (Faculty member – FPA)
 - Andrew Runka (Faculty member – Science/Computer Science)

- 2) Senate Academic Governance Committee
 - Mary Francoli (Faculty member – FPA)

MEMORANDUM

From: Senate Academic Governance Committee (SAGC)
To: Senate
Date: October 21, 2022
Subject: Terms of Reference update – Senate Graduate Student Appeal
Committee (GSAC)

The Senate Academic Governance Committee is continuing its review of the terms of reference of all Senate Standing Committees in order to update content where necessary and standardize the format.

The Terms of Reference for the *Senate Graduate Student Appeal Committee* have been updated and reformatted to fit the new Senate Committee TOR template. (See attached document with track changes.) The Senate Academic Governance Committee is recommending these changes for Senate approval.

MOTION: That Senate approve the changes to the Terms of Reference for the *Senate Graduate Student Appeal Committee*, as presented.

Graduate Student Appeal Committee

Terms of Reference

Type of Committee: Standing Committee

Purpose: The Senate Graduate Student Appeal Committee (GSAC) is authorized to make a final decision in all cases of appeals by graduate students against decisions of the Dean on regulations in the graduate calendar.

Responsibilities:

- To examine appeals from graduate students against decisions of the Dean in respect of academic petitions based on:
 - o The misapplication of an academic regulation contained in the graduate calendar;
 - o The inappropriateness of the application of a regulation contained in the graduate calendar in the particular circumstances of the student.
- To consider, on compassionate grounds, relief from the consequences of the application of a regulation in the graduate calendar.

Membership:

- The membership is five faculty members broadly representative of the five line-Faculties, one to serve as chair; ~~and one to serve as secretary; and~~
- O, ~~and one~~ graduate student; ~~and~~. Members of the committee will be nominated by the Graduate Faculty Board and elected by Senate. Faculty members will normally serve three year terms, renewable; student members will serve one year terms, renewable.
- A member of the graduate studies registrar's office (secretary) (non-voting).
- —

Mandate

~~The Senate Graduate Student Appeal Committee (GSAC) is authorized to make a final decision in all cases of appeals by graduate students against decisions of the Dean in respect of academic petitions based on misapplication of an academic regulation or~~

~~the inappropriateness of the application of a regulation in the particular circumstances of the student.~~

Resources:

~~—A member of the graduate studies registrar's office.~~

Quorum and voting:

~~Quorum and voting are by simple majority.~~

Procedures:

- ~~1. The Committee will determine its own quorum rules.~~
- ~~2. The Committee will keep a record of all decisions rendered and make an annual report to Senate.~~
- ~~3. The Committee may propose procedures for its own operations and, to the extent that these procedures impinge on the appeal process for students, must have these approved by the Graduate Faculty Board and Senate.~~
- ~~4. During the preparation or revision of these procedures, the authority of the GSAC to determine the resolution of cases is not inhibited.~~

Reporting:

~~The committee reports to Senate~~

Review:

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

~~Document Origin Date: March 30, 2007~~

~~Review/Revised: October 21, 2022~~

SP4CE Cover Page

Carleton University
Strategic Plan for Community Engagement (SP4CE)
Expanding space for community engagement.

Backside of cover page

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Community engagement, central to where we are and who we are

Carleton University acknowledges and respects the Algonquin Anishinaabe people, on whose unceded, unsundered territory the Carleton University campus is located.

Carleton University launched its most recent Strategic Integrated Plan in 2020 after extensive consultations within the university and beyond. These consultations resulted in the plan's strong focus on communities and community. Since that time, many important initiatives have developed across the university to further support and strengthen this value.

In the same year, the release of the Kinàmàgawin Report represented a marked shift in Carleton's approach to conciliation with Indigenous peoples. Whereas previous initiatives were often siloed within various Faculties and relied on value statements alone, the Kinàmàgawin Report was the first university-wide Indigenous strategy complete with 41 Carleton-specific calls to action. Among those calls was the need for Carleton to have an Indigenous-specific community engagement process.

As Carleton is situated within the territory of the Algonquin Anishinaabeg, it is critical that research and program initiatives occurring in partnership with Indigenous peoples be conducted in alignment with appropriate cultural protocols. The Centre for Community Engagement has worked collaboratively with many community stakeholders and internal Carleton partners to develop this first plan for Community Engagement at Carleton. However, this is only a beginning and there is more work to do.

The need for an Indigenous-specific community engagement protocol must, and will be, part of this important strategy. Additionally, the process of developing such a process must be Indigenous-led, and engagement must be undertaken in a culturally explicit way. The Carleton Centre for Indigenous Support and Community Engagement, in partnership with Indigenous communities and the Centre for Community Engagement, will begin a process in the winter of 2023 towards this end.

Journeying together we will strengthen the foundation upon which reciprocal and mutually respectful relationships can be built. It is an exciting and inspiring time to be at Carleton.

Signatures

Our story, our commitment to society

For the past 80 years, Carleton University has been dedicated to engaging communities. In 1942, the university was built by, for and with the community to meet the needs of veterans returning from World War II to enter a new post-war economy. This deep connection to community continues to be an integral part of Carleton's story. As a public institution, it's our responsibility to generate, preserve and share knowledge, understanding that knowledge is created by society as a whole. Our collective effort is critical to solving our challenges and uplifting everyone. With this, Carleton is here to *Serve Ottawa and Serve the World*, a key direction for the university that emerged with the development of the Strategic Integrated Plan (SIP).

Our past work in community engagement is extensive and we continue to do great work in this area. Our engagement with communities will continue to move naturally throughout the university, with the Centre for Community Engagement there to help support, promote and measure these efforts in a strategic way. From the formation of the Community Based Research Network of Ottawa in 2000, to the important groundwork of the Oxygen Committee in 2009, to a campus-wide Community Engaged Pedagogy Group established in 2011, a continuous thread of enthusiasm and dedication links us all to community-engaged work at Carleton. In 2020, Carleton launched the SIP, which included community engagement as a prominent feature. Other plans that speak to the SIP's aspirations, and specifically community engagement, include the Kinàmàgawin Report Carleton's International Strategic Plan; the Equity, Diversity and Inclusion Action Plan; the Coordinated Accessibility Strategy; Sustainability Plan, among many other important initiatives.

At the same time the SIP was being developed, Carleton was one of 16 Canadian institutions invited to participate in a Canadian Pilot Cohort of the Carnegie Community Engagement Classification, a leading U.S. framework for evaluating community engagement in higher education. The cohort's mandate was to reflect on its fit in the Canadian community engagement contexts and Carleton continues to take a national leadership role in developing a Canadian-based Carnegie classification.

What we learned from the SIP and participating in the Canadian Carnegie pilot was significant. We learned more about the depth and breadth of community engagement initiatives that were happening in all areas of the university. We also realized that we could improve our community engagement efforts by investing in organizational infrastructure and staffing to help support, promote and measure these activities in a strategic way. It was on this foundation that the proposal for a new Centre for Community Engagement was built.

Our approach for working together

Prior to the development of the Centre, the Community Engagement Steering Committee developed a working definition of community engagement that emphasizes full, reciprocal relations with neighbours and a commitment to engage with communities and institutions from all sectors of society locally, nationally and globally.

The committee also developed a *Hub and Spoke* model for how we might work together across the university to strengthen our commitment to communities. This model illustrates that community engagement at the university is diverse, spanning both academic and service units across campus. With this approach, various parts of the university work 'back-and-forth' to systematically support each other in community-based/led work. The model serves to recognize, respect and leverage parts of the university already invested in community engaged work to provide guidance in doing this type of work well. When we set out to consult with stakeholders across Carleton about their thoughts and aspirations for community engagement, the *Hub and Spoke* helped us structure a Task Force broadly representative of units across campus, but also guided the organization of our consultations.

Hub and Spoke graphic

Anchored in institutional aspirations

Our vision as an institution

The development and implementation of this plan builds on the work of Carleton's Strategic Integrated Plan, particularly the strategic direction *Serve Ottawa, Serve the World*. Our commitment to community engagement aligns with the university's aspiration statement:

Carleton University will leverage the power of higher education to be a force for good.

- *We will pursue, mobilize and share knowledge in a reciprocal and responsible way.*
- *We will embed community engagement and partnership in our actions and culture.*
- *We will work to enhance the wellness of our people and our communities, and to play a leadership role in the wellness of our country and planet.*

Our mission as the Centre for Community Engagement

The Centre for Community Engagement was established in 2021 with a mandate to provide appropriate infrastructure to support the community engagement priority outlined in the Strategic Integrated Plan and serve as a focal point to align this priority across the university and with partners.

The Centre's structure, design, governance and growth must focus on making the most positive impact in serving stakeholders in the community and at Carleton. The Centre can achieve this by developing strategic relations in the community and across the university to co-develop institutional initiatives, approaches, resources and evaluation techniques to support people in this work.

Summary of the plan graphic

How we got here

The Centre for Community Engagement along with the SP4CE Task Force engaged in a robust consultation process, designed to illicit a variety of perspectives to inform the plan. Developing SP4CE involved consultation on ‘what makes sense’ to support community members and people across Carleton to connect. We held internal consultations with approximately 600 people (students, staff and faculty) at Carleton across the *Hub and Spoke* in 2021/2022 to hear people’s experiences and ideas related to community engagement. These internal consultations helped us develop a better sense of what is going on in our ‘own house’, before holding consultations more broadly.

We then reached out to over 150 community members locally and abroad to participate and held consultation sessions with 41 community members. Participants shared their perspectives on Carleton as an institution engaged in the community and their aspirations for where the university can strengthen its commitment in this area. Participants were assured anonymity during these discussions so they could speak freely – sharing the good and not so good. The people who participated in these external consultations represent diverse backgrounds and sectors including public service (government, healthcare, education, research institutes, community centres, recreation and leisure), non-governmental organizations, industry, as well as Carleton alumni and retirees.

Hearing from these stakeholders—internal and external to Carleton—led to over 300,000 words of notes which we carefully studied and integrated in the development of SP4CE. This is just the beginning of our consultations, as there are more voices that need to be brought to the table. These diverse perspectives helped us identify key priorities and ways of working together more intentionally, collaboratively and strategically. A commitment to developing these conditions will help shape more reciprocal relationships in our work, better benefit communities and lead to greater societal relevance and impact.

Priorities from what we heard

During these consultations, we heard a variety of thoughts on where we are in community engagement, what's important, and what we need to do to support this area. Several priorities emerged, articulated by the following thematic statements, which represent the voices of the people who participated in these consultations.

Foster and maintain existing relationships, while building new ones for positive impact.

"It's important to be a good neighbour."

"It's important to spend time getting to know the people and organizations involved to understand their needs and interests."

"Strategic relationships, if well structured, can greatly benefit our collective projects, programs, and initiatives in communities."

"Strategic partners could focus on co-developing shared strategies and resources to support community engagement across organizations and communities."

Develop systems and services to support our relationships.

"Carleton shows leadership in providing access to benefit community members, but can sometimes appear sporadic, siloed, rigid and inaccessible."

"We need to acknowledge inequities in working together, and how the interests of community members can be easily overlooked, especially those facing more barriers."

"People are struggling with capacity and timelines for community engagement. We can benefit from more streamlined, systematic support to address the organic and complex nature of community engagement."

"Where can we enter? Who can we partner with and how can we engage? There are so many moving parts and groups involved, but once we're 'in', it's fine. Carleton's personal, physical and digital presence in various communities is an important part of engagement."

"We need to develop comprehensive ways, mediums and measures to assess the value and impact of our collaborations."

Focus on creative and innovative community engagement that is sustainable.

"One-size fits all or cookie-cutter approaches risk people being left out or behind."

"Exploring innovative ways to engage our communities could happen through diverse mediums, unexpected places and spaces."

"Collectively, we can take even more leadership in wicked challenges impacting communities which require comprehensive, robust engagement strategies."

"Carleton's work in social innovation can encourage directions that go beyond philanthropic models, towards transformational change for the community."

Improve communications across communities to support connection.

"I find communications with individuals or groups at Carleton can be inconsistent - sometimes excellent, sometimes sporadic or not as responsive as I would like."

"I find I don't always know what Carleton is doing with communities or what value Carleton might bring to my organization or the community I work with."

"I find I sometimes struggle to maintain good communication channels with community members."

"I find I don't have a good sense of what is going on in the community, and more specifically, what is of interest or concern to them."

Provide greater recognition of collective efforts that exemplify community engagement.

"Students are critical to community engagement and should be acknowledged for their role in developing reciprocal relations and meaningful results."

"Carleton is more than just a place for teaching, learning and research - community engagement is an undervalued pillar that supports the others."

"It's important to recognize the efforts involved in long-term commitments needed for complex areas of development."

"We need to acknowledge the critical role and efforts of groups and individuals championing community engagement in the community and across the university."

Priority one: Foster and maintain existing relationships, while building new ones for positive impact.

Objectives:

- Provide training/mentorship opportunities around promising practices to build relations.
- 'Get off campus' and explore Carleton's neighbourhood and community at large.
- Look at ways to further open the campus to connect with neighbours.
- Co-develop and operationalize formal agreements to benefit and protect communities at large, as well as the organizations and stakeholders involved.
- Partner with organizations who have expertise in community engagement to develop strategies, tools and resources that can be broadly shared.

University-wide initiatives (examples)

- Formally acknowledge agenda/goal/value synergies when working with communities.
- Tailor approaches to engage diverse communities and stakeholders involved in collaboration.
- Co-create and collaborate on research questions with community members.
- Increase the number of strategic alliances with national institutions.
- Develop Carleton's relationship with the various levels of government within Ottawa.
- Increase partnerships with industry focused on large-scale social impact.
- Increase formal research collaborations with community partners on grants (balance community contribution relative to university-to-university collaborations).
- Co-develop intergenerational opportunities for the Carleton community to engage with local communities.
- Engage alumni more actively at the unit level to participate in student activities, mentorship, and career development.
- Develop more local, national and international events that engage community members (conferences, meetings, workshops, etc.).

Centre-led activities (examples)

- Build and increase strategic relationships with government, to strengthen public service.
- Develop an MOU committee representing community engagement, risk, privacy and relevant units to develop university-wide placement agreements.
- Provide resources to better operationalize MOUs.
- Offer annual 'get-to-know each other' fairs: unit specific to university wide.
- Identify opportunities to connect with communities currently not working with Carleton.

Priority two: Develop systems and services to support our relationships.

Objectives:

- Work together to better understand and address diverse perspectives of communities.
- Research and map all community engagement related services offered at Carleton to make the system more transparent and accessible.
- Establish the role of the Centre in making services more transparent and accessible.
- Co-create and mobilize approaches that can reduce burdens related to community engagement and foster reciprocity.
- Develop a 'front door' service that more systematically matches and connects community members to Carleton.
- Expand and diversify Carleton's presence in communities and access for communities.
- Establish a process to assess value, reciprocity and impact through iterative evaluation.

University-wide initiatives (examples)

- Keep community engagement front-of-mind in the design of everyday things, interactions, and places to create welcoming, comfortable environments.
- Consider community members when naming Carleton groups, initiatives and strategies for understandability.
- Encourage uptake of accessibility training/resources to Carleton members to better support all members of society.
- Increase accessible virtual engagement options for events and activities to provide broader opportunities for inclusion.
- Develop an access point where all placement/volunteer requirements can be completed (e.g., Brightspace).
- Identify university resources available/not available to community partners, gaps, opportunities and advertise resources.
- Establish dedicated roles for community outreach to consistently support Carleton-community relationships.
- Create greater cohesion and 'package' Carleton's work on Sustainable Development Goals for community members to readily see in one place.
- Expand student-focused community engagement programs and coursework.

Centre-led activities (examples)

- Examine constraints placed on students working with community members for difficulties and barriers to reduce the complexity with engaging in real world interactions (easier but safer).
- Continually revisit and renew SP4CE to incorporate emerging knowledge and practice.
- Form a Carleton Hub and Spoke advisory board for community engagement implementation and reporting.
- Co-develop examples of measures to achieve positive impact in community-facing work.
- Create Centre-supported working groups to enact SP4CE priorities.
- Sustainably grow the Centre for Community Engagement to provide human resources, tools, techniques, general support and continuity in community engaged work.
- Streamline administration related to community engagement at Carleton, to better support community members.
- Front door/portal, match community members to groups, faculty, staff, students.
- Co-develop shared resources (training, guides, orientation, etc.) to support and improve relationships.

Priority three: Focus on creative and innovative community engagement that is sustainable.

Objectives:

- Develop a living portfolio of ideas to support more tailored engagement strategies.
- Develop outcomes/results from our collective work beyond traditional mediums that respond to short- and long-term needs.
- Leverage campus and community spaces in novel, unexpected ways to connect, teach, learn, and showcase.
- Establish Carleton's long-term vision of and leadership in achieving significant impact towards Sustainable Development Goals.
- Engage in 'futures thinking' and planning to sustain community engagement during catastrophic, emergency events.

University-wide initiatives (examples)

- Increase Carleton's presence within the community, locally and abroad.
- Develop a stronger equitable Carleton presence in the region (e.g., east-end of Ottawa).
- Develop community engagement campaigns/initiatives that highlight Carleton strengths to tackle wicked problems.
- Have the Carleton community interact with community members in unexpected places to support, converse and engage.

Centre-led activities (examples)

- Provide resources to encourage creative and useful outcomes that can better respond to community interests and needs (e.g., beyond reports).
- Provide resources to support internal/external community members to mobilize knowledge.
- Collaborate with other post-secondary community engagement centres on national and international opportunities.

Priority four: Improve communications across communities to support connection.

Objectives:

- Develop a strategic communications plan.
- Emphasize community voice, leadership and participation in media.
- Increase mobilization of community-based/led stories to better support reciprocity.
- Bring attention to what's going on in Carleton's neighbourhood.
- Conduct research on community engagement activities to build a communications repository to draw from for planning and implementation.
- Provide training/mentorship to community members on various ways of connecting to Carleton.
- Provide training/mentorship to Carleton students, faculty, and staff on promising practices for communication with diverse communities.

University-wide initiatives (examples)

- Increase wholistic promotion of community-based research opportunities.
- Strategically highlight the work of marginalized groups, working in community engagement.
- Cross-promote research, teaching and learning initiatives with community partners.
- Provide communications training on reaching target audiences.

Centre-led activities (examples)

- Conduct research on communication and engagement principles to inform a community engagement-focused communications strategy.

Priority five: Provide greater recognition of collective efforts that exemplify community engagement.

Objectives:

- Make day-to-day, intentional efforts to recognize, include and highlight community groups and individuals in our work, events and service offerings.
- Celebrate our collective progress and impact in serving communities through various activities and channels.
- Formally recognize the contributions of stakeholders at Carleton and within the community through awards, funding, and gestures of appreciation.
- Increase mobilization of community-based/led stories to better support reciprocity.
- Reflect on how individuals and groups can be appropriately recognized to respond to their values and be of benefit.
- Provide attention and additional support to groups and individuals working on complex initiatives.
- Bring greater attention to what's going on in Carleton's neighbourhood.

University-wide initiatives (examples)

- Invite community members to formally participate in pedagogy and research more regularly and offer appropriate compensation.
- Consider community engagement as a formal component of tenure and promotion unit standards.
- Acknowledge students, faculty, staff and community members through awards or other forms of formal recognition.

Centre-led activities (examples)

- Canvas ongoing community engagement work at Carleton to share widely and identify exemplary work.
- Engage disciplines, community members not traditionally known or recognized for community engagement to bring attention to their contribution.
- Develop resources to help educate people on appropriate compensation for community members to enhance teaching, learning, and research, and likewise, university members contributing to community-based work (e.g., commercialization).
- Collect and share exemplary unit standards across the university that acknowledge community engagement in tenure and promotion.

Where do we go from here?

Our next steps involve forming a university-wide advisory group strengthened by community representation to govern SP4CE. Working groups will be instrumental in implementing university-wide and Centre-led activities to address the priorities in the short-term and longer view.

Finally, SP4CE has room to grow and change. We will be revisiting this plan regularly, with community members and groups across campus to explore its potential within their own work, but also areas where we can improve our commitment to community engagement.

Acknowledgement and thanks

Groups that participated in consultations across Carleton

~ 600 stakeholders (students, staff, faculty)
22, 60-minute sessions throughout November - February

- Open Consultations (open to campus-wide participants)
- Students
- Board of Governors: Advancement and University Relations Committee
- Office of the Provost and Vice-President (Academic)
- Office of the Vice-President (Finance and Administration)
- Office of the Vice President (Research and International)
- Office of the Vice-President (Students and Enrollment)
- Faculty of Arts and Social Sciences
- Faculty of Engineering and Design
- Faculty of Public Affairs
- Faculty of Science
- Sprott School of Business
- Faculty of Graduate and Postdoctoral Affairs
- MacOdrum Library
- Department of University Advancement
- Department of University Communications
- Community Engagement Steering Committee
- Committee for Community Engaged Pedagogy

Groups that participated in consultations from the community

41 community members
15, 90-minute open sessions throughout July - August

Sector Representation:

- Public Service (Government, Education, Healthcare, Education, Research Institutes, Community Centres, Recreation, and Leisure)
- Non-Governmental Organizations
- Industry
- Carleton Alumni and Retirees

SP4CE Task Force

Chantal Trudel, Co-chair

Director, Centre for Community Engagement

Associate Professor, School of Industrial Design, Faculty of Engineering and Design

Katherine Graham, Co-chair

Professor, School of Public Policy & Administration; Dean Emerita, Faculty of Public Affairs

Nancy Arnold, Co-chair

Director, Office of Quality Initiatives (OQI)

Catherine Khordoc, Executive Sponsor

Deputy Provost (Academic Operations and Planning)

Full Professor, Department of French; School of Indigenous and Canadian Studies, Faculty of Arts and Social Sciences

Karen Schwartz, Former Co-chair

Associate Vice-President (Research and International), International Liaison Officer

Full Professor, School of Social Work, Faculty of Public Affairs

Lorraine Dyke, Former Co-chair

Vice-President (Finance and Administration)

Full Professor, Sprott School of Business

Rebecca Drodge, Administration and Analysis
Administrator, Centre for Community Engagement

Jane van den Dries, Communications and Analysis
Acting Executive Assistant to the Provost and Vice-President (Academic)

Consultation facilitators:

Mandi Crespo, Manager, Canadian Accessibility Network (CAN), READ Initiative
Amanda Dobbie, Acting Manager, Strategic Communications, Office of the Provost and Vice-President (Academic)
Kaylee Mask, Senior Quality Advisor, OQI
Samantha Munro, Healthy Workplace Officer
Jaymie Koroluk, Assistant Director (Wellness, Leadership & Organizational Development)

Task Force members:

Susan Aitken, Full Professor, Institute for Environmental and Interdisciplinary Studies, Faculty of Science
Peter Andree, Full Professor, Political Science, Faculty of Public Affairs
Nancy Arnold, Director, Office of Quality Initiatives
Christina Chenard, Assistant Director, Advancement Alumni and Donor Relations
Philip Macho Comonda, Algonquin Community Liaison Officer, Centre for Indigenous Support and Community Engagement
Sandra Dyck, Director, Carleton University Art Gallery, Faculty of Arts and Social Sciences
Jennifer Gilbert, Associate Director, Centre for Initiatives in Education, Faculty of Arts and Social Sciences;
Instructor and Peer Mentorship Program Coordinator, Enriched Support Program
Amanda Goth, University Secretary, Office of the University Secretariat
Avee Himanshu Purohit, Student, Master of Public Policy and Administration
Jeremy Laliberte, Full Professor, Mechanical and Aerospace Engineering, Faculty of Engineering and Design
Emerald Leece, Student, Bachelor of Arts in English (Honours), Minor in Business (former member)
Benny Michaud, Director, Centre for Indigenous Support and Community Engagement
Sandra Nichol, Director, Executive Education, Sprott School of Business (former member)
Carol Payne, Full Professor, School of Art and Culture; Associate Dean (Research and International), Faculty of Arts and Social Sciences
Laura Pickell, Instructor I, Health Sciences, Faculty of Science
Sujit Sur, Associate Professor, Management, Sprott School of Business
Andy Thompson, Measurement and Evaluation Specialist, READ Initiative (former member)
Jane van den Dries, Manager, Strategic Communications, Office of the Provost and Vice-President (Academic)
Chiara Webb, Student Development and Community Outreach Coordinator, Student Experience Office

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**Senate Executive Committee
September 13, 2022
TB503C + Zoom videoconference (Hybrid)**

MINUTES

Attending in person: B. A. Bacon (Chair), D. Deugo, S. Maguire, J. Malloy, E. Sloan, J. Tomberlin, P. Wolff

Attending via Zoom: R. Gorelick

Recording Secretary: K. McKinley

1. Welcome & Approval of the Agenda

The meeting was called to order at 11:00 am, and began with a round of introductions. The Chair welcomed new members to the committee.

It was **MOVED** (P. Wolff, J. Malloy) that the committee approve the agenda for the meeting, as presented.

The motion **PASSED**.

2. Approval of Senate Executive Minutes

a) May 24, 2022

It was **MOVED** (S. Maguire, J. Tomberlin) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on May 24, 2022, as presented.

The motion **PASSED**.

b) E-poll June 15, 2022

It was **MOVED** (J. Tomberlin, S. Maguire) that the Senate Executive Committee approve the minutes of the Senate Executive Committee e-poll on June 15, 2022, as presented.

The motion **PASSED**.

c) E-poll August 15, 2022

It was **MOVED** (J. Tomberlin, P. Wolff) that the Senate Executive Committee approve the minutes of the Senate Executive Committee e-poll on August 15, 2022, as presented.

The motion **PASSED**.

3. Senate Minutes – June 3, 2022 (open session)

Committee members approved by consensus (J. Malloy, E. Sloan) the draft minutes from the Senate meeting on June 3, 2022.

4. Senate Agenda – September 23, 2022

Committee members reviewed the draft agenda for the September 23, 2022 Senate meeting.

It was **MOVED** (J. Tomberlin, J. Malloy) that the Senate Executive Committee approve the agenda for the Senate meeting of September 23, 2022, as presented.

Three changes were requested:

- Item 6-c (Administration) – change name of this item to *Senate Committee Reports – New Reporting Schedule*.
- Add Item 6-d (Administration) – *Report on Senate Executive Committee Empowering Motion*.
- Item 9-b (Reports for Information – Senate Committee Annual Reports) List reports included in this item.

With these changes, the motion **PASSED**.

5. Registrar's Office Memo – Posthumous Degree Request

Senate Executive Committee members received a request from the Registrar's Office for the approval of a posthumous degree for an undergraduate student in the Faculty of Science. The student's academic record has met the criteria for the degree and Departmental and Faculty Board approvals were secured.

It was **MOVED** (S. Maguire, P. Wolff) that the Senate Executive Committee approve the request to award a posthumous degree to an undergraduate student, as presented.

The motion **PASSED**.

6. Other Business

There was none.

8. Adjournment

The meeting was adjourned at 11:23 am.



Department of Neuroscience

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Dr. Kim Hellemans
Tel: (613) 520-2600 x 2973
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RE: Report of the Academic Colleague from the Council of Ontario Universities meetings for October 2022

Dear Members of Senate,

One quick note – I have been voted in as co-Chair of the Academic Colleagues for the 2022-2023 academic year. I am grateful for the opportunity to serve in this role and represent Carleton University to our colleagues across Ontario.

On August 16th and 17th, the Academic Colleagues met to discuss the top concerns facing Ontario Universities. On the evening of August 16th, the colleagues heard a presentation from Dr Lynn Lavallee, Ph.D. Strategic Lead, Indigenous Resurgence, Faculty of Social Work; Professor, School of Social Work, Toronto Metropolitan University on the topic *Indigenizing research? Perpetuating harms and creating opportunities for tokenism*.

Dr. Lavallée shared her experiences advancing Indigenous peoples and knowledges in the community and academy. A focal point of her conversation was the reluctance for people to engage with their Indigenous backgrounds out of concern for being connected to individuals who have falsely claimed Indigenous ancestry. Further, Dr. Lavallée shared some of the difficulties with trying to pass on Indigenous knowledges through a western academic model. In the post-presentation discussion, Colleagues shared their own observations regarding the complexities of verifying Indigenous identities within institutions. Colleagues also shared their experiences trying to promote the role of Indigenous education on campuses.

On August 17th we heard an update from COU, as well as several committee updates, and planned for the full council meeting on October 13th. Some relevant and abbreviated updates from COU are appended below.

I can provide further details or answer questions upon demand.

Yours,

Kim Hellemans, PhD
Assistant Professor, Department of Neuroscience
Associate Dean (Recruitment and Retention), Faculty of Science
Carleton University

COU Update

The Colleagues received an update on COU activities from COU's President and CEO, Steve Orsini.

Steve's update provided information on the sector's COVID-19 planning for the fall, working to build the case for the sector's financial sustainability and efforts to promote institutional autonomy and good governance.

Steve also shared recent advocacy activities, including COU's participation at the annual conference hosted by the Association of Municipalities for Ontario that showcased the role of university and municipality partnerships to combat climate change.

During the Q&A, Colleagues shared their perspectives on their institution's plans for creating safe learning environments in the fall.

Additional COU policy updates were provided in the meeting materials which included more detail regarding COU's advocacy activities, updates on working groups regarding international education and sexual and gender-based violence, COU's COVID Advisory Group, and nursing enrolment expansion. The previously circulated policy update is attached for your reference.

Planning for October 13 Council and Colleagues meetings

Colleagues familiar with Council meetings provided a brief overview of how meetings with Executive Heads and Academic Colleagues were structured and advised that Colleagues put forward recommended topics to the Executive Committee who would then confirm the theme for the Council meeting.

Topics identified by the Colleagues included the role of intellectual property at institutions, student housing and the local communities, and lessons learned regarding online and in-person learning modalities.

Colleagues also considered a topic similar to the one presented by Dr. Lavallée the previous evening.

The Chairs and COU communicated that they would discuss these options further before discussing them to the Executive Committee.

Overview of the Facilities Condition Assessment Program

Chelsea Barranger, Policy Analyst, provided Colleagues with a briefing on the Task Force on University Space Transformation. This group was tasked with providing a forward-looking approach in reviewing current university space standards.

Following the presentation, Colleagues expressed concerns about being overlooked in the membership of the cross-functional Task Force. Chelsea advised the Colleagues that her presentation reflected an individual workshop among a series of upcoming, workshops, and that future opportunities for participation for the Colleagues would be shared.

Committee Reports

Jingyu (Jennifer) Li, Brock and Kim Hellemans, Carleton, provided updates on the Committee Reports included within the provided materials.

Senate Graduate Student Appeal Committee
2021-22 Report to Senate
For the period July 1, 2021 to June 30, 2022

I. Introduction

The Senate Graduate Student Appeal Committee (GSAC) was originally constituted in March 2007 to hear one case. After over a decade of dormancy, GSAC was reconstituted in September 2021 to address a graduate appeal that had come in over the summer. In the event, there were several additional appeals over 2021-22.

The GSAC is charged with hearing graduate appeals relating to regulations in the graduate calendar.

The GSAC has five representatives from three of the five Faculties: Arts and Social Sciences (2), Business (1), and Public Affairs (2). In addition, one graduate student is a member of the GSAC.

Due to the small number of appeals annually, the GSAC established a practice that we would not meet unless all members were present.

II. Executive Summary

The GSAC hears cases referred to the committee by the Clerk of Senate. Students submit appeals to the Clerk under section 21.1 of the general regulations in the graduate calendar.

The total number of appeals to GSAC for 2021-22 was four.

III. Statistical Summary

1. Appeals by Category
 - Grade Appeal: 1
 - Program removal appeal: 3
2. By Level of Degree
 - Masters degree appeals: 3
 - Doctoral program appeal: 1
3. By Faculty:
 - FPA: 2
 - FASS: 1
 - Science: 1
4. Appeal Outcomes
 - Denial of appeal: 3 (masters appellants)
 - Approval of appeal: 1 (PhD appeal)

IV. Analysis

The GSAC has been focused on ensuring the absence of bias in the examination and adjudication of appeals.

On the one hand, the GSAC members are acutely aware and extremely sensitive to the enormous professional consequences to the student of failure and removal from a graduate program.

Simultaneously, the GSAC members are very sensitive to the professionalism and high ethical standards of Carleton faculty members.

Moreover, the GSAC has carefully studied the myriad of policies and procedures and due diligence established in the rules of Carleton University concerning fairness and due process.

The GSAC made a unanimous determination that the committee will reject appeals on substantive grounds, where the appellant challenges the decision of the professor or examining committee concerning the degree of knowledge and understanding of the appellant.

Restated, the GSAC limits its reviews to appeals concerning procedural fairness and due diligence and application of Carleton University policies and procedures thereto.

Each of the four appeals occasioned multiple meetings by all members of the GSAC on each occasion.

Indeed, in each instance, the GSAC requested additional information concerning the sequence of the facts provided in the appeal and on occasion clarification of the meaning of a particular policy.

V. Conclusions

The historical absence of appeals and recent very small numbers, as compared to the other Senate appeals committees, reflect the vastly smaller numbers of graduate students at Carleton University. Although we do not know for sure, the fact that we are now seeing a handful of graduate appeals after more than a decade with no appeals may be linked to the pandemic.

As the GSAC learned in its examination and adjudication of the four appeals, the written documentation provided by each appellant revealed the judiciousness and fairness of administrators in the various departments across Carleton University.

The AGU states that in their annual report to Senate, Chairs of committees can bring forward any proposals their Committees may have for changes to their composition and/or terms of reference. Based on its analysis of compassionate grounds in 2022, GSAC accordingly recommends changes to its Terms of Reference to include compassionate appeals. As well, it recommends the addition of a non-voting member from Graduate Studies for administrative and research support.