



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 June 19, 2020 at 10:00 am
Via Videoconference
AGENDA**

Closed Session:

- 1. Welcome & Approval of Agenda (closed)**
- 2. Minutes:** February 28, 2020 (Closed Session)
- 3. Graduation:**
 - a. Notification of Receipt of Graduation Lists (Clerk)
 - b. Motion to Graduate all Recommended Students
 - c. Posthumous Recognition (Clerk)
 - d. Special Features of the Graduating Class (Deans)
 - e. Motion to Graduate Recommended Students: Dominican University College
- 4. Report of the Senate Committee on Medals and Prizes (Clerk)**
- 5. Procedure on Candidates Presented Late for Graduation (Clerk)**
- 6. Report on the Empowering Motion (Clerk)**
- 7. Other Confidential Business**

Open Session:

- 1. Welcome**
- 2. Approval of Agenda (open)**
- 3. Minutes (Open):** May 29, 2020
- 4. Matters Arising**

5. Chair's Remarks

6. Question Period

7. Administration (Clerk)

- a. Notice of appointments made contrary to advertising policy
- b. Membership ratifications
- c. Extension of Contract Instructor terms through Summer 2020
- d. Modification of Senate Schedule for 2020/21

8. Reports:

- a. SCCASP (H. Nemiroff)
- b. SQAPC (D. Deugo)
- c. SAGC (B. Kuzmarov)

9. Planning for Fall 2020

- a. Online course delivery for Fall 2020

10. Reports for Information:

- a. Senate Standing Committee annual reports
 - i. Senate Library Committee
 - ii. Senate Undergraduate Studies Committee
 - iii. Senate Academic Integrity Appeals Committee
 - iv. Senate Committee on Student Awards
- b. COU Academic Colleague
- c. Senate Executive Minutes (May 19, 2020)

11. Other Business

12. Adjournment



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

**Carleton University Senate
Meeting of May 29, 2020 at 2:00 pm
Via Zoom Videoconference**

MINUTES – OPEN SESSION

Present/Registered: A. Ahmad, V. Asi, B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, T. Boswell, A. Bowker, S. Boyle, D. Brown, J. Bruno, N. Cappuccino, A. Chandler, J. Cheetham, M. Close, T. Daniels, J. Deaville, D. Deugo, T. Di Leo Browne, C. Dion, D. Dragunoiu, P. Farrell, M. Gagne, D. Gillberg, R. Goubran, H. Gupta, M. Haines, B. Hallgrimsson, K. Hellemans, O. Hobbs, B. Hughes, C. Joslin, L. Kostyuk, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, J. Liu, C. Macdonald, R. McKay, H. Nemiroff, D. Nussbaum, S. Parathundiyil, J. Paulson, M. Piche, A. Plourde, B. Popplewell, P. Rankin, M. Rooney, W. Shi, A. Shotwell, D. Siddiqi, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, J. Stoner, J. Tomberlin, C. Trudel, C. Viju, J. Voordouw, K. Weary, P. Wilson, J. Wolfart, P. Wolff, B. Wright, W. Ye

Regrets: S. Ajila, Z. Kryworuchka, P. Lagasse, N. Tilokani, A. Tremblay, C. Warner

Absent: C. Cruickshank, P. Dion, K. Evans, P. Gunupudi, F. Hosseinian, J. Kovalio, S. Moran, S. Srinivasan, K. von Finckenstein

Guests: R. Davies, L. Dyke, B. Michaud, T. Hendricks, K. Horn Miller, D. Nwakanma, C. Taylor, J. Van Den Dries

Recording Secretary: K. McKinley

Open Session:

1. Welcome (Chair) & Approval of Agenda

The Chair welcomed Senators to the third Senate meeting in 2020 held by videoconference. Meeting protocols were briefly reviewed, then the Chair welcomed four new Student Senators whose terms began May 1st: Kathleen

Weary, new president of CUSA, Matthew Gagne, new president of CASG, Namrata Tilokani, new GSA president, and the new VP Academic of GSA, Victoria Asi. Guests from the Carleton University Strategic Indigenous Initiatives Committee and Strategic Integrated Plan Task Force were also welcomed.

Finally, the Chair congratulated Senator Winnie Ye, who was awarded the 2020 Partners in Research Technology in Engineering Ambassador Award. Senator Ye was also elected as a Fellow of the Engineering Institute of Canada for her contributions to the field of silicon photonics.

It was **MOVED** (D. Deugo, M. Close) that Senate approve the agenda for the meeting of Senate on May 29, 2020, as presented.
The motion **PASSED**.

2. Minutes: April 24, 2020

It was **MOVED** (O. Hobbs, J. Paulson) that Senate approve the minutes of the Senate meeting on April 24, 2020, as presented.
The motion **PASSED**.

3. Matters Arising

There were none.

4. Chair's Remarks

The Chair noted that the summer semester is underway and is progressing well. Carleton was one of the first universities to make the decision to move summer courses to online delivery, and registration has been strong. The Chair thanked all instructors for their work in making this a successful transition.

The Canada Emergency Student Benefit opened on May 15th. The Chair urged students who are not employed over the summer months to apply for this assistance. In addition, Carleton will continue to offer emergency funding for students as needed throughout the summer.

Carleton is beginning to implement the 10 recommendations of the Scenario Planning Group, including the decision to move all Fall 2020 courses online, in

order to ensure safety and equity for students. In parallel, Carleton is preparing to open research spaces as it becomes safe to do so over the coming months, in accordance with Phase 1 of the Province's re-opening framework.

Preparations are underway for the Fall semester. The Chair thanked all instructors and those who are assisting in the design and preparation of online courses to ensure that the online learning environment is welcoming and inclusive. The Chair also extended thanks to all who have assisted in the transition of services online, from academic advising to mental health counselling, and the creation of virtual social spaces and activities. Accessibility and accessible technology is an important factor to consider, and the Chair acknowledged the recent piece on this subject by Senator James Deaville, which was highlighted in Academica Group's Top 10 list for May 29.

The Chair applauded the successes of Carleton's new University Librarian, Amber Lannon, in expanding online resources available to the Carleton community. Carleton faculty, staff and students now can access over 6 million public works including digitized versions of Carleton's print collection. The Chair congratulated the entire library team for this accomplishment. In response to a question, it was noted that the MacOdrum Library also is planning to implement curbside pickup of materials, similar to the practice announced by and planned for the Ottawa Public Library.

Although Spring Convocation has been postponed, and Fall Convocation also looks unlikely, preparations are underway to hold a series of virtual celebrations for Carleton's June graduates. A special graduation webpage is under development and will include congratulatory videos, a social media wall and other activities. Festivities will begin on June 19th after graduates are approved by Senate.

In closing, the Chair asked Senators to remember and to celebrate some of the many successes of this year, including the following:

- A new high in annual research funding of \$81.7M. This represents a 2-year compounded increase of 50%, which indicates that Carleton is excelling in the world of ideas and discovery.
- Continued progress in health and wellness, especially mental health.

- Sustainability success: Carleton was named the second most sustainable university in Canada.
- Important achievements in Indigenous Initiatives, embodied by the recently released report *Kinàmàgawin Learning Together*.

The Chair invited Senators to review other highlights of the 2019–20 academic year, including a section on Senate’s achievements, in the 2020 President’s Report.

5. Question Period

No questions were submitted in advance.

6. Administration (Clerk)

a. Senate membership ratification

Senate was asked to ratify three faculty members, three graduate students and one undergraduate student as new Senators for the term beginning July 1, 2020. The Clerk noted that Senate membership is almost complete, with just one faculty vacancy and three student vacancies remaining.

It was **MOVED** (B. Kuzmarov, E. Sloan) that Senate ratify the new Senate appointments, as presented.
The motion **PASSED**.

b. Senate Survey – Call for Participation

The Clerk noted that the second annual Senate Survey has been prepared and will be circulated to Senators at the conclusion of the current Senate meeting. Senators were encouraged to complete the survey to provide feedback on their experience on Senate over the past 10 months.

c. Call for Annual Reports from Committee Chairs

The Clerk reminded Senators that annual reports from committees that do not report regularly to Senate are due on or before June 11, 2020. The Assistant University Secretary will be in touch with Chairs to confirm details.

7. Reports

a. Senate Quality Assurance and Planning Committee - SQAPC

The committee Chair, Dwight Deugo, presented one motion for an academic unit name change, one motion for major modification, and one omnibus motion for 13 cyclical review reports from the Faculty of Engineering and Design.

Academic Unit Name Change: SQAPC is recommending that the Institute of Cognitive Science be changed to the Department of Cognitive Science. The SQAPC Chair noted that the Dean of the faculty has submitted a letter in support of the change.

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate recommends to the Board of Governors the change of academic unit name from the Institute of Cognitive Science to the Department of Cognitive Science, to take effect upon approval.

The motion **PASSED**, with 1 opposed and 1 abstention.

Major Modification: Name change for program in Neuroscience

The SQAPC Chair noted that the new name is a more accurate reflection of the program.

It was **MOVED** (D. Deugo, P. Wolff) that Senate approve the name change from Neuroscience B.Sc. Combined Honours to Neuroscience and Biology B.Sc. Combined Honours with effect from Fall 2021.

The motion **PASSED** unanimously.

Omnibus Motion: FARES in Engineering

The omnibus motion covers the cyclical review process outcomes of 13 different Engineering programs.

It was **MOVED** (D. Deugo, L. Kostiuk) that Senate approve the Final Assessment Reports and Executive Summaries as presented.

Discussion:

A Senator noted that some of these assessments are 6 or 7 years old, and as a result the next set of evaluations are scheduled to begin already in

2020/21. Can these be delayed? The Chair of SQAPC responded that it is important to keep these cyclical reviews on schedule, so a delay of the next round of assessments is not advisable.

In response to another question, it was noted that “good quality” or “acceptable” is a standard rating that can be accompanied by no recommendations for changes or improvements. Another Senator remarked that several concerns documented in the reports were dismissed in a single paragraph and asked how that could happen. It was noted in response that many of these concerns and issues are outdated and have been resolved or are no longer relevant.

The omnibus motion **PASSED** with 3 abstentions.

List of Individual Motions from the Omnibus Motion:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Chair of SCCASP, Howard Nemiroff, presented one item for approval and four items for information.

Item for approval: Streams Minimum credit requirements

This is a motion to approve a change in the glossary definition of "Stream" which allows for 1.5 credits to count for a stream, instead of 2 credits.

It was **MOVED** (H. Nemiroff, D. Brown) that Senate approves the changes to the credit requirements for Stream for the 2020/21 calendar year.

The motion **PASSED**, with 3 abstentions.

Items for Information:

- Glossary: Clarification of language around course numbering, enabling pathways/streams to be reported on the transcript, and clarification of maximum elements in degree.
- Academic year deadline for Architecture has been adjusted to align with due date for submissions.
- Change degree requests have been adjusted.
- Econ 6000 level courses, previously deleted via minor modifications need to be reinstated because of delayed approvals from Ottawa University.

c. Senate Academic Governance Committee (SAGC)

The Clerk of Senate spoke to this item, reminding Senators that committee membership oversight became the responsibility of the Senate Academic Governance Committee (SAGC) as a result of modifications brought by the Senate Committee Review in 2019.

The Clerk noted that Senators are still needed to fill vacancies on the Senate Academic Governance Committee and the Senate Quality Assurance and Planning Committee.

It was **MOVED** (B. Kuzmarov, C. Dion) that Senate ratify the following new Senate committee appointments, as presented.

The motion **PASSED** unanimously.

8. Kinàmàgawin: Learning Together – Report from CUSIIC Task Force

The final report of the CUSIIC Task Force - Kinàmàgawin: Learning Together – was circulated to Senators in advance of the meeting. Co-chairs Kahente Horn Miller, Benny Michaud and Jerry Tomberlin spoke to Senators about the process and all affirmed that it was a rewarding and meaningful collaborative experience. Over 600 people, including Senators, engaged with this project, and the report reflects what was heard in the many consultations. Kinàmàgawin has been well received by Indigenous communities as well.

The document marks the end of one process but the beginning of another, as the focus shifts to implementing the 41 Calls to Action. One of the first steps in this direction is the revamping of CIRCLE (Centre for Indigenous Research Culture Language and Education) in line with the 31st Call to Action, the creation of an Indigenous Research Centre. Another priority is drafting a new hiring policy for Indigenous faculty and staff. Other changes will take longer to implement as some will require more approvals before they can move forward. In keeping with the 41st Call to Action, it was noted that annual progress reports will be brought to Senate, to note progress made and challenges remaining as Carleton moves further into the implementation phase.

In response to a question from Senate regarding resources for these changes, it was noted that funding for ten full-time Indigenous faculty has been committed, and further resources for implementation will be available in stages as the project progresses. Departments can request support and resources to assist them in implementing recommendations. The collaborative learning bundles, for example, are expanding and evolving, and will continue to be useful to instructors.

The Chair of Senate thanked the CUSIIC Co-Chairs, the committee, and all who contributed to this important work.

9. Strategic Integrated Plan (SIP) - Approval

The final draft of the Strategic Integrated Plan (SIP) was circulated in advance to Senators. Task Force Co-Chair Patrice Smith presented an overview of the SIP process to Senators, including the timeline, concept development, strategic plan formation, and drafting process with review at Senate. Overall, the process lasted almost one full year and included contributions from thousands of people. The Chair of Senate thanked the entire task force and the four co-chairs for their fine work, and Senators for their input.

It was **MOVED** (P. Smith, A. Shotwell) that Senate approve the Strategic Integrated Plan, as presented.

The motion **PASSED**, with 3 abstentions and one opposed.

10. Planning for Fall 2020

a. Report from Carleton University Scenario Planning Group (CUSP)

The report was circulated in advance to Senators. The Chair introduced the report's 9 guiding principles and 10 recommendations. The principles inform a value-based decision-making process, prioritizing the health of the community and the centrality of Carleton's academic mission, needs of students, equity across student groups, and the desire for decisions to be timely and finely balanced. The recommendations are anchored in a careful analysis of epidemiology, public health restrictions and guidelines, and the specific context of universities. An extensive review of several possible models and scenarios was undertaken with broad consultation given the tight timelines.

As Ontario lifts restrictions, Carleton is planning for a progressive and safe return to research labs, libraries and student services on campus in a careful and phased process. The report concludes that the only way to guarantee safety and equity for students this fall is to move all courses for undergraduate and graduate students online. Carleton was among the first universities in Canada to make this announcement. Other recommendations in the report include prioritizing student access to technology, adapting residences to ensure the safety of students staying there, devising creative online spaces and activities to minimize social isolation, and further enhancing pedagogical support for instructors.

The Chair opened the floor for discussion.

A few Senators asked about Senate's role in these decisions. As the ultimate academic authority, Senate should have a role in the decision-making process for academic changes. In response, it was noted that Carleton has preserved the role of Senate in academic governance during the pandemic by ensuring that Senate can still meet remotely. It was noted that because of recruitment deadlines for students it was necessary to make the announcement that courses would be moving online prior to the

confirmation vote at Senate. Senate was involved in confirming the decision to move summer courses online and similarly the Chair confirmed that a motion will be brought to the June Senate meeting to approve this recommendation for online course delivery in the Fall semester.

A Senator asked about whether clubs and societies would be able to occupy space on campus, and whether the university will be providing an alternative to Expo Carleton. Ontario has released a document outlining a three-phased approach to reopening the province. Among activities allowed within Phase One is research activity. Carleton is working on a process to bring people onto campus to conduct research safely. As we work into Phase 2, and more spaces on campus open, clubs and other small, safe gatherings could be possible. The Student Experience Office is working with CUSA on the Carleton Expo for the Fall. The proposal is to hold the expo online, supported by the SEO. Exhibitors will be able to provide information on their clubs, and may have the option to hold MS Teams live event sessions. Student groups will have support to make the choices that work best for them.

A Senator asked about the use of the SAT/UNS grading option for the Fall semester. In response it was noted that this was not the case for the summer semester and the matter had not been considered for the Fall. In response to another question it was noted that instructors will be encouraged to make their online courses asynchronous whenever possible, although both synchronous and asynchronous courses will be fully supported.

A Senator observed that graduate students and Contract Instructors do not receive early confirmation of which courses they are teaching for the Fall, making it very difficult for them to be able to prepare their online courses adequately. Can these timelines be altered so that graduate students and Contract Instructors receive early notification of their teaching assignments? The Chair noted that this is being carefully considered in line with various collective agreements. The university is also making a budgetary investment in IT Infrastructure and Teaching & Learning services for resources. The Provost acknowledged the challenge but noted that many of these discussions are connected to collective agreement matters that are not in the purview of Senate.

A Senator noted that the courses for the summer session are mostly full. The Registrar's Office confirmed that it is working with departments to attempt to add additional spaces, and potentially extra courses as well. It was noted in addition that Carleton is consulting with Ottawa University on joint programs and other initiatives.

A Senator observed that new International graduate students subject to travel and VISA restrictions face barriers for many sources of funding because they cannot be in Canada. At the same time, faculty members are relying upon these international students to assist with NSERC-funded research projects. The Senator asked if it would be possible to provide these students with Teaching Assistantships or Research Assistantships, as they also may be relying upon these types of funding to pay their tuition. The Dean of FGPA answered that due to advocacy efforts, new international students are now able to apply for a Social Insurance Number online, which will enable many to be paid as Teaching Assistants while abroad. The ISSO and FGPA are coordinating their efforts to continue to advocate for these students. The Chair noted that the federal government is cognizant of these issues.

b. Review of Transition to Remote Learning

A memo was circulated in advance to Senators. The motion was proposed in response to a suggestion in the April Senate meeting that Senate be involved in a review of the transition to online learning during the Winter semester. It was suggested that SQAPC be tasked with this review. The memo formalizes this request, asking SQAPC to report on the practices of remote teaching in Winter and Summer terms, to review best practices in remote and online teaching, to monitor online teaching preparations for Fall 2020, and to call on any resources necessary to meet this mandate.

It was **MOVED** (J. Tomberlin, J. Paulson) that Senate approve this referral to the Senate Quality Assurance and Planning Committee, as outlined.

Discussion:

A Senator observed that the study of best practices should include the use of online exams. The Provost agreed to forward this recommendation to the committee. Other Senators commented on perceived missing details in the motion, particularly regarding timelines associated with the tasks and the

consequences of any recommendations from the committee. In response, it was noted that it would be best for SQAPC to make decisions on timelines for the tasks. SQAPC's mandate is to ensure the quality of Carleton's programs, which makes it well placed to take on this review. The committee also can call on the expertise of other individuals and groups as needed to round out the representation for the project.

A Senator asked if the committee also could focus on changes required in academic regulations regarding the content and accessibility of syllabi, given the movement to online delivery. The Provost replied that this issue requires more careful consideration and reflection, and may not be within the purview of this particular review.

Finally, a Senator noted that a few other universities are holding virtual Town Halls for faculty and staff. The Chair responded that he would consider the possibility of holding one at Carleton.

The motion **PASSED** with 4 abstentions and 4 opposed.

11. Reports for Information:

- a. Senate Executive Committee Minutes**
There was no discussion of this item.

12. Other Business

The Chair reminded Senators that the next Senate meeting will be held on Friday June 19th beginning at 10:00 am, and will include both closed and open sessions.

13. Adjournment

The meeting was adjourned at 4:17 pm.

Senate Meeting June 19, 2020

Question Period

Submission from Senator Sheldon Parathundyil

Where many students relied on the University's supply of resources like computers and study, work, and lab spaces, they will now need to supply that themselves. Carleton University must acknowledge that technologies such as a computer and internet access for streaming lectures are a luxury to many students, especially during a time of global economic hardship. Tuition per year is no paltry sum – at \$9200.00 on average for domestic students and \$25,379.50 for international students. Such fees as those for CIDS, CSAAS, and AKC computer and lab fees the University Centre, the Athletic Centre, and the U-Pass for all non-local-origin students, are just some examples of services to be paid for but as of yet still barred for students. Will Carleton University students of 2020/2021 have reduced tuition fees and fee opt-out possibilities as in-person classes and services move online, in order to compensate students for expenses not previously necessary (such as spaces and technologies, that students will have to purchase in order to complete their courses)?”

Senate Membership Ratifications for terms beginning July 1, 2020

June 19, 2020.

MOTION: That Senate ratify the following new Senate appointment, as presented.

Undergraduate Students

- Sean Maguire (FASS)



MEMORANDUM

From: Betina Appel Kuzmarov (Clerk of Senate)
To: Senate
Date: June 19, 2020
Subject: Extension of Contract Instructor Term – Summer 2020

Introduction:

Terms for Contract Instructors and elected faculty members on Senate are 3 years in duration and begin on July 1st. While the nomination, election and ratification of faculty members on Senate generally occurs from February to April, Contract Instructors must wait until after July 1st to begin the nomination and election process for Senate, as their teaching contracts are only finalized in June. As a result, Contract Instructors typically begin serving on Senate in September or October, even though their terms start in July. Normally this is not an issue as Senate does not generally meet in the summer months. However, this coming year an extra meeting of Senate in the summer may be necessary to address academic issues that may arise as a result of the continually evolving Covid-19 pandemic. In addition, the terms of both Contract Instructors currently on Senate are set to expire on June 30, 2020. If Senate were to meet this summer, it would lack Contract Instructor representation.

As a result of these unique circumstances, without precedent and only for the current calendar year, I am recommending an extension of the Senate term for Contract Instructors to ensure that there is full representation on Senate for the summer months.

<p>MOTION: That Senate approve the extension of the 2019/20 Senate term for Contract Instructors until September 30, 2020.</p>



MEMORANDUM

From: Betina Appel Kuzmarov (Clerk of Senate)
To: Senate
Date: June 19, 2020
Subject: Modification of Senate Meeting Schedule for 2020-21

In light of the ongoing global pandemic, Carleton might need to adapt further its academic operations in anticipation of the Fall semester. To enable Senate to respond to possible changing circumstances, it is suggested that, without precedent and only for the current calendar year, the regular schedule of Senate meetings be modified to allow for a potential extra meeting over the summer months.

MOTION: That Senate approve the modification of the Senate meeting schedule for the 2020 – 21 academic year, to include an optional special meeting on Friday August 21, 2020.
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DATE: June 8, 2020

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate Programs in
Linguistics

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 Linguistics.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of June 4th, 2020:

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 Linguistics.

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 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation 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 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.

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

Once approved by Senate, the Final Assessment 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 June 19, 2020

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



MEMORANDUM

From: Senate Academic Governance Committee
To : Senate
Date: June 19, 2020
Subject: Senate committee ratifications

MOTION: That Senate ratify the following new Senate committee appointments, as presented.

SENATE COMMITTEES:

Senate Executive Committee

- Nathaniel Bruni – graduate student

Senate Quality Assurance and Planning Committee

- Sonya Stuhec-Leonard - graduate student

Senate Committee on Curriculum Admissions and Studies Policy

- Tina Beynen – graduate student
- Zaheed Kara – graduate student

Senate Academic Governance Committee

- Benjamin Faveri – graduate student

Senate Academic Integrity Appeals Committee

- Alaa Sarji – graduate student



MEMORANDUM

From: Provost and Vice-President (Academic)
To: Senate
Date: June 19, 2020
Subject: Academic Changes - Fall 2020 Semester

Introduction:

As the COVID-19 pandemic continues to evolve, the safety and well-being of our community remains the top priority of Carleton University. Although Ontario is moving towards a gradual reopening of the province, it is highly likely that physical distancing measures, particularly limitations on large gatherings and restrictions on international travel, will continue for many months, and will be among the last measures to be lifted. Given these factors, and in line with the recommendations of the Carleton University Scenario Planning Committee, all scheduled courses for the Fall of 2020 will be delivered remotely.

<p>MOTION: That Senate confirm that all scheduled Fall 2020 courses at Carleton be offered through online and other methods of distance learning.</p>
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MEMORANDUM

Date: June 11, 2020

To: Dr. Betina Appel Kuzmarov, Clerk of Senate
Cc: Kathy McKinley, Secretary of Senate

From: Anne Bowker, Associate Professor, Associate Dean (Student Affairs)

Re: Report of the Library Committee of Senate 2019/2020

Members 2019/2020:

Anne Bowker (Chair)
Amber Lannon (University Librarian)
Alicia Ott (Committee Secretary)
Heather MacDonald (Professional Librarian)
Omair Shafiq (Faculty of Engineering and Design)
Siobhain Calkin (Faculty of Arts and Social Sciences)
Paul Keen (Faculty of Graduate and Post-doctoral Affairs)
Hilary Becker (Sprott School of Business)
VACANT (Faculty of Science)
Tracey Lauriault (Faculty of Public Affairs)
Hemant Gupta (Graduate Student Member)
VACANT (Graduate Student Alternate)

The Senate Library Committee (SLC) met during both the fall and winter terms; November 21st 2019 (in person) and April 28th, 2020 (on Zoom). This document is meant to summarize the major accomplishments and challenges that were brought forward to the committee during the 2019 and 2020 academic year.

Terms of Reference

While responsible to Senate alone, to advise and make recommendations, as appropriate, to Senate, to the Librarian, to the President, and to other University bodies on the operation and development of the University Library (the term “University Library” refers to the MacOdrum Library and all branch libraries), and in particular to advise and make recommendations in the following areas:

- The University library budget;
- The development of the University library collection;
- The services offered;

- The operation and development of physical facilities;
- The relations of the University library to other libraries, particularly those in the Ottawa area;
- Other areas that it considers to be of immediate relevance to the University Library.

Composition

One faculty member to serve as Chair

- Five other faculty members,
- Two students,
- The University Librarian or his/her representative,
- One professional librarian, and
- One other member of the library staff

Nomination

The method of selection for the members of the committee should be in the usual form: nominations for the library contingent to be made to the Senate Executive by the University Librarian after consultation, including consultation with the University Library Committee or its successor (CUASA Collective Agreement, Article 11.1 (a) (i)).

Staffing

Most recent hiring within the Library:

Sara Miskell, Acquisitions Technician

Amber Lannon, University Librarian

David C. Jackson, Teaching & Learning Librarian

Evan Ferguson, Mailroom/Library Assistant

Eli Seunarine, Evening Stacks Assistant

Laura Newton Miller, Department Head, Collections & Assessment

Edward Bilodeau, AUL (Technology & Content)

Carli Agostino, Access Services Librarian

Matt Fisher, Stacks Services Assistant

Budget

Highlights of the 2020-21 budget allocation includes \$315,000 in base for collections (sustainability and new faculty research) base funding for a new STEM Librarian, fiscal funds for digital infrastructure and operating funds for the RDC Data Lab

Deselection Policy

Deselection is an essential component of Carleton University Library's collection development and management activity, helping to ensure that the overall collection is relevant and useful to users. It frees up shelf and floor space and allows remaining materials to be easier to find and use. The Library remains sensitive to the needs of different disciplines. Retention and deselection criteria will vary from discipline to discipline and is rooted in the practices and needs of diverse groups of researchers and students.

Department Head Laura Newton Miller presented the Deselection Policy at both November 21st 2019 and April 28th, 2020 meetings. The Policy was submitted in late 2019 and highlighted what the committee did to make the policy clearer. In mid-January the policy was amended to meet the requests of the Senate Library Committee.

Security Gates

There was a general discussion around security gates at MacOdrum Library. The gates on level two were alarming for no reason. The Library was also concerned about mobility issues – the security gates made it difficult for individuals in wheelchairs to enter the library. As a result of these concerns, the security gates have been disabled. MacOdrum Library consulted with other universities, and 10 other universities have also silenced their gates.

There are understandable concerns about materials being stolen from the library. Currently, if there are items missing from the collection the library will rush order. There have been high level discussions around Radio Frequency Identification Device (RFID) and implementation. The cost of this option is \$350,000 + and does not include gates or staffing for implementation. There was a general discussion from the committee of the benefit of RFID to the Library and University as a whole. Senate Library Committee has kept this agenda item for the 2020/2021 meetings as high importance.

Omni Launch

Library has implemented a new library services platform called Omni. This is a shared platform with 13 other OCUL university libraries with a go-live date of January 8th, 2020. The Library Catalogue included books, journals, and other materials that made up the Library's collection. However, if you wanted to find articles or book chapters, you needed to use Summon or a specialized database to find relevant materials.

With Omni, all this information is available in one place! Omni includes individual articles and ebook chapters, as well as the books, journals and other materials that make up the Library's collection. Omni has an interface that is optimized for searching and filtering results across a wide range of formats and sources.

Book Arts Lab

MacOdrum Library's new Book Arts Lab offers hands-on opportunities to experience and learn a variety of book arts. Students, faculty, and staff can learn bookbinding methods, hand typesetting, woodcutting, calligraphy, block printing, letterpress printing, and paper decorating in a collaborative lab setting. In print master Larry Thompson's words, "This is not an arts studio; it's a lab...We're trying to create students and scholars who have another dimension in their education. Hopefully, [they] go back to their studies carrying that with them." The display behind the Library Services Desk includes a number of books about book arts, a selection of tools, type, and woodcuts, as well as samples of each discipline to be studied in the lab.

COVID19: Online support and services

The library building is currently closed and in the same situation as most other university libraries across the country. With limited access to the building, the library has focused on what they can do online. Staff have provided a great deal of support from home and online.

Print materials are currently unavailable as of the writing of this report. This impacts many disciplines and the library is very aware of that. Inter-library loans (ILL) is still accepting requests and it is lending and borrowing electronic materials when possible and making alternative suggestions when that is not an option. They are working closely with Research Support Services (RSS) to meet these challenges.

Research Support Services are meeting with faculty and students virtually through our chat service and using Big Blue Button for research help and online library workshops. Course reserves team are providing access to line materials and acquiring copyrights. As noted below, Carleton University recently became a member of HathiTrust.

Curbside pick-up is being worked on and will be implemented soon.

HathiTrust

HathiTrust is a digital repository of millions of books, serials, and other materials from research institutions and libraries from around the world.

Through HathiTrust, students and faculty can access digitized copies of over 6 million public-domain works. In addition, for a limited time, Carleton community can access digitized copies of almost 500,000 in-copyright works from Carleton's print collection.

Access to in-copyright materials is temporary. This access is provided through HathiTrust's Emergency Temporary Access Service, a service that is only available while the Library's print collection is not available for circulation or consultation due to the current COVID-19 situation.

2019 Report to Senate

The Senate Undergraduate Studies Committee

I. Introduction:

The Senate Undergraduate Studies Committee (SUSC) is charged with hearing undergraduate appeals relating to University-wide regulations. It has representatives from each of five Faculties: Engineering & Design, Arts and Social Sciences, Business, Science, and Public Affairs and Management. The Information Technology program will also attend the meetings upon request, where there may be issues related to the joint program with Algonquin College. We have established quorum as three of five representatives (or their alternates) plus the Chair and, except in exceptional circumstances, quorum requires that the representative from the petitioning student's Faculty be present when a case is decided. Meetings are held the 2nd and 4th Tuesday of the month and are held 12 months of the year. Once precedent is set by the Senate Undergraduate Studies Committee, the Undergraduate Appeals Secretariat will make decisions on petitions following that precedent.

II. Executive Summary

The SUSC primarily hears cases denied by the University Appeals Secretariat (Registrar's Office) and appealed by the student. We also hear cases that the University Appeals Secretariat seeks guidance on, especially when new regulations are introduced. We could hear student appeals of cases denied by the Faculty Committees on Admissions and Studies (CASs), but that is rare. It is important to note that this represents a small proportion of all appeal applications. The total number of petitions and appeals for 2019 was 2522. The number of cases heard by the Senate Undergraduate Studies Committee was 88 or about 3.5% of that total.

- The total number of petitions increased by 3% or 75 petitions from 2018 to 2019.
- The majority of petitions (almost 68%) deal with registration and withdrawal issues.
- Almost 14% of the petitions are submitted in January, when students are reacting to their fall term results.

III. Statistical Summary

1. Total Number of Petitions

There were a total of 2522 petitions received in 2019, an increase of 3% or 75 petitions over 2018.

TABLE I: TOTAL NUMBER OF PETITIONS

Year	2019	2018	2017	2016	2015
Total Petitions	2522	2447	2366	2588	2287

2. Petitions by Category

The majority (68%) of petitions deal with registration and withdrawal issues. Registration issues include requests to overload, late registration, and reinstatement after deregistration due to non-payment of fees. Withdrawal issues include requests from both current and previous terms and deal with requests regarding both academic and financial matters.

Petitions from students requesting to defer final exams and those dealing with missed deferrals, account for another 23% of the total.

The remaining 9% is spread over academic standing (including issues around the academic performance evaluation, appeals of grade, and credit for precluded courses), graduation issues (low CGPA, do not meet the breadth requirement, insufficient upper year courses, residency, substitution of Departmental requirements) and transfer of credit (letters of permission or exchange).

TABLE II - PETITIONS BY CATEGORY

	2019	2018	2017	2016	2015
Academic Standing	58	85	98	82	66
Deferrals	334	246	284	302	207
Missed Deferrals	240	158	151	161	152
Late Application for Graduation	0	0	3	17	5
Graduation Issues	5	6	18	16	22
Registration Related	980	960	981	1169	1074
Withdrawals	723	781	700	676	614
Transfer of Credit	29	30	29	80	66
Missed Deadline to Petition	123	133	78	51	40
Other	30	48	24	34	41

ACADEMIC STANDING

The majority of petitions in this category are Appeals of Grade. The Registrar's Office serves an administrative role accepting the requests and forwarding them to the Dean's Offices. A total of 44 were reviewed by the Dean's Offices in 2019, a decrease from 73 in 2018.

DEFERRALS and MISSED DEFERRALS

The number of petitions related to deferrals increased by a total of 88 (36%) from 2018 to 2019. There was an increase of 479 in the total number of deferrals during this period, so this would not be unusual.

The missed deferral category includes petitions from students who originally deferred final take-home and formally scheduled exams, but found that they were still unable to submit the work or write the deferred exam. The number of petitions received in 2019 increased from 2018 by 82 or 52%.

REGISTRATION RELATED

TABLE III: A CLOSER VIEW OF REGISTRATION:

	2019	2018	2017	2016	2015
Overloads	427	431	443	537	509
Late Course Registration	482	446	460	567	494
WIPE	71	82	75	65	71

The number of requests to overload was consistent from 2018 to 2019 (down by 4). There was an 8% increase in requests for late registration.

WIPE refers to petitions where students sought reinstatement after being deregistered due to the non-payment of fees. There was a 13% decrease in those requests from 2018 to 2109 (11 students).

WITHDRAWALS

The academic withdrawal deadline has been the last day of the term since 2010. There were 267 petitions for backdated academic withdrawal and 456 petitions for backdated financial withdrawal. There was a decrease of 7.4% from 2018 to 2019.

3. Granted/Not Granted Ratio

The ratio of petitions granted compared to those to not-granted rose slightly from 79% of petitions in 2018 to 81% in 2019. Most petitions are granted in the Appeals Secretariat based on precedents set by the various Appeals committees. Petitions that are not granted by the Secretariat may be appealed by the student to the appropriate committee. The Secretariat also takes unusual or precedent setting cases to the appropriate committees for guidance on how to handle cases. This would include petitions around new regulations.

TABLE IV: GRANTED AND NOT GRANTED PETITIONS

Year	Granted	Not Granted
2019	81%	19%
2018	79%	21%
2017	79%	21%
2016	74%	26%
2015	75%	25%

4. Petitions Cancelled

Not all petitions are actually adjudicated. Some petitions are cancelled. Students may cancel a petition themselves or petitions may be cancelled by the Secretariat if the student fails to submit the required documentation. The Secretariat contacts students within 14 days when an incomplete petition is submitted and follows up again before a petition is cancelled. The data on cancelled petitions is in Table V.

TABLE V: NUMBER OF CANCELLED PETITIONS:

	Number Cancelled	Percentage of Total
2019	93	3.7%
2018	100	4%
2017	73	3%
2016	120	5%
2015	91	4%

5. High and Low Volume Periods

The deadlines for submitting petitions are as follows: Jan. 30, June 30 and Sept. 30. January has the highest volume (almost 14% of the annual total) with 38% of petitions in January dealing with late registration and 28% were requests to overload. This is in reaction to fall term results. Adding registration and overload issues together accounts for 65% of the petitions in January.

- Month with Highest Volumes (over 300) – January
- February, April, May, September, and October (200-300)
- Months with Lowest Volumes (under 200) – March, June, July, August, November and December

6. Breakdown of Cases by Decision-maker:

Petitions are heard by a variety of different committees. The Senate Undergraduate Studies Committee (SUSC) hears petitions regarding University-wide regulations and appeals of decisions from other committees and the Secretariat. The CAS/JCAS committees hear cases regarding degree specific regulations, with the exception of Engineering. Engineering reviews almost all its cases due to accreditation requirements. Appeals of grades are handled by the Dean's Office in the respective faculty and requests for financial withdrawal are heard by the Financial Appeals Committee (FAC) or the Financial Registration Appeals Committee (FRAC), where students with a substantial balance owing are seeking continued registration. The following are the statistics from 2018:

- SUSC 3.5%
- Engineering 8.8%
- Secretariat 87.7%
- CAS/JCAS 0%

TABLE VI: NUMBER BY COMMITTEE

	2019		2018		2017		2016		2015	
SUSC	88	3.5	106	4.3	57	2.4%	68	2.5%	120	5%
ENG	222	8.8	202	8.3	209	8.8%	200	7.5%	217	9.5%
Secretariat	2212	87.7	2135	88.8	2100	88.8%	2318	90%	1948	85%

The undergraduate Appeals Secretariat was able to make most of the decisions on behalf of the SUSC based on precedents established by SUSC. The number of petitions reviewed by the Engineering Committee increased by 20 or 0.5%.

IV. PROCEDURAL REVIEWS

The Senate has delegated its authority to make final decisions about student petitions and appeals regarding undergraduate academic regulations to the Senate Undergraduate Studies Committee. Following a decision by SUSC, students may request a Procedural Review of the decisions made by this committee.

There was one procedural review submitted in 2019. The Clerk of Senate conducted the review but there were no issues identified.

June 1, 2020

The Senate of Carleton University

Attn: Professor Betina Appel Kuzmarov, Clerk of Senate

Re: Senate Student Academic Integrity Appeal Committee Report for 2019/2020

Dear Senators,

The Carleton University Academic Integrity Policy (the Policy) applies to all students enrolled at Carleton University. The Policy sets out Carleton University's commitment to honesty and integrity in scholarship, and provides the framework within which students, faculty, and staff are guided and held accountable for academic integrity. Instructors refer cases of suspected violations of the Policy to the appropriate Faculty Deans and/or Associate Deans who, after meeting with the students, make decisions about whether the Policy has been violated. The Deans with the Provost in some cases, impose appropriate sanctions. Students can appeal these decisions to the Senate Student Academic Integrity Appeals Committee (SSAIAC).

This report summarizes data collated by the Registrar's Office on violations of the Policy from May 1, 2019 to April 30, 2020. It also reports on appeals considered by the SSAIAC.

SSAIAC is composed of faculty members and students from across the university. The Committee was chaired by James Cheetham (Science), with Oren Petel (Engineering), Morgan Rooney (FASS and EDC), and Troy Anderson (Sprott) serving as the faculty representatives. The student representatives were Bashar Hnidi, Taylor Green, Shakira Chaitoo, and Emmett Bisbee. All the committee members participated in robust discussion of the appeals, and put a great deal of effort into ensuring that all appeals were thoroughly considered to ensure that the Policy is interpreted and applied in a consistent and equitable fashion.

The Registrar's Office acts as the repository of records under the Policy, and provides advice to students about the Policy and in particular about the appeals process. Sandy Mazereeuw, Assistant Registrar, Central Academic Records acts as the secretary for SSAIAC. She received excellent support from members of the Registrar's Office. In addition, the University Ombuds office assists students with the process and their contributions are greatly appreciated.

Violations of the Policy

Table 1 shows the distribution of violations of the Academic Integrity Policy by faculty for 2019/2020 with comparative data for 2018/2019 (see Appendix 1). Note that data are not collected on those allegations where no violation of the Policy was determined. The Faculty of Science experienced a 32.5% increase in the number of violations to maintain the lead for the most violations reported. Science went from 40.6% of the total violations up to over half of the total violations at 53.3%. In response to this increase, the Faculty of Science has increased the strength of the sanctions for AI Violations (see Appendix 2).

The Faculty of Arts and Social Sciences also experienced a small increase of 2.4% in the number of violations reported. Public Affairs had a large decrease of 46.3%, while Engineering and Design showed a decrease of 27.6%. The Sprott School of Business had an increase of 40.9% and Graduate Studies had an increase of 22.9%. These last two are based on small numbers of violations reported.

Table 2 shows Academic Integrity violations by student's year of standing. First and Second year experienced increases in the number of violations reported, while Third, and Fourth, year had small decreases in the number of AI Violations. Graduate Studies showed an increase of 28.6% and Other showed a small increase of 3.6%.

Table 3 shows the majority of violations of the Policy are Unauthorized Cooperation or Collaboration, Plagiarism, and violations on tests and examinations. Since these are the big three, in terms of AI Violations, perhaps it would be a good idea to focus efforts on reducing these numbers first.

Table 4 shows types of violations by Faculty. Plagiarism is the most common violation in the Faculties of Arts and Social Sciences, Engineering and Design, Public Affairs and Graduate Studies. Unauthorized collaboration is the most common violation in the Faculty of Science. As in previous years, the majority of academic integrity violations involve plagiarism, unauthorized collaboration and violation of the rules for tests and examinations.

It is worth noting the large number of Unauthorized Cooperation or Collaboration violations in the Faculty of Science. This may be due, in part, to several students copying content from the same online sources (i.e. Github, CourseHero, etc.). This happens quite often in Computer Science where we see large identical blocks of code on student assignments. Students will claim they did not collaborate with other students which may be true, but the probability of independently-working students writing large blocks of absolutely identical code is vanishingly small. This suggests they copied the code from the same online source. I am not sure how to fix this problem.

Table 5 shows the vast majority of violations are first time violations, with the numbers decreasing for second, third fourth and fifth violations. Hopefully, this is a good thing, indicating that once caught in and AI violation students mend their ways, and stop cheating. Alternatively, it could mean they just get better at cheating, and get caught less often.

Table 6 shows that contrary to popular opinion, sanctions are applied when a violation of the Policy is confirmed. The most common sanction is a reduced grade (or a grade of zero) on the work in which the violation occurred. This is a common sanction for a first violation of the Policy. The next most common sanction is a grade of zero on the work in which the violation occurred and a reduction in the letter grade for the course. This is a common sanction for a second offense. The third most common sanction is an F in the course. This sanction is usually applied for second or third violations of the Policy. The sanctions for students in higher level courses (second year and above) tend to be stronger, since it is expected that higher year students should have more knowledge of what constitutes an offence under the policy. Note that the Faculty of Science has increased the severity of the sanctions for AI Violations (see Appendix 2).

Table 7 shows the committee considered 56 appeals this year, with 56 being denied.

Academic Integrity Appeals

11% percent of the students found to be in violation of the Policy appealed to the SSAIAC. As of April 30, 2019, the Committee had completed 56 appeal cases for the 2018/2019 academic year. This is compared to the 59 appeal cases reviewed in 2018/2019. The majority of the cases involved undergraduate students from across the faculties (Table 1).

Of the 56 appeals considered, the Committee upheld the original decision of the Associate Dean in 56 cases. In 2018/2019, 59 cases were upheld and one was returned to the relevant Associate Dean. Reasons for the low overturn rate continue to be the careful, and consistent decisions of the Associate Deans, along with thoughtful use of appropriate sanctions. As a result, the Committee has been unable to find reason to overturn the Associate Deans' decisions.

In addition, despite extensive advice and guidance, students do not seem to understand the grounds for an appeal. Most students appeal the sanction applied in their particular violation of the AI Policy. However, there is a clearly-written list of sanctions available to the Associate Deans in the AI Policy. If an Associate Dean applied a sanction that is not on the list, like making the student wash her car, for example, then the appeal would be granted. If the sanction applied is on the list, then there are no grounds for the appeal of the sanction. It is not up to this committee to decide

on an appropriate sanction, that is the job of the Associate Deans. This committee is tasked with ensuring the sanction applied does not violate the AI Policy.



James J. Cheetham, Ph.D.

Chair, SSAIAC



Sandy Mazereeuw

Secretary, SSAIAC and Assistant Registrar

RECOMMENDATIONS TO REDUCE VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY

From the consideration of appeals the committee has several recommendations to reduce violations of the Academic Integrity Policy.

First off, students seem to rationalize cheating for a variety of reasons that they see as legitimate.

Excuses we see include the following:

I'm too busy.

Everyone else is cheating, and I have to cheat to keep up.

I need to cheat to get high marks so I can get into medical school, law school, graduate school, etc..

I didn't know it was cheating.

They will never find out.

I forgot/ran out of time to include citations.

The professor forced me to cheat by making the course too difficult.

The exam was unfair.

I only cheated once.

This particular assignment is not very important to me.

I do not need this course for graduation, so it's okay to cheat.

No one will get hurt by my cheating.

I had to help a friend in need.

The instructor doesn't really care about cheating.

It needs to be made clear right at the start of all courses that:

THERE ARE NO EXCUSES FOR CHEATING!

Also, make it clear that if a student has a serious problem meeting a deadline, cheating is **NEVER** the answer. The student should discuss the problem with the professor responsible for the course, as a first step.

Make it very clear to the students that there are **NO EXCUSES** for cheating. State explicitly in the Syllabus that this course and this instructor have a **ZERO-TOLERANCE POLICY** on cheating. All violations of the Academic Integrity Policy will be reported the Dean's Office, and students will be sanctioned. Explain very clearly what the sanctions that will be applied.

Make it clear that Carleton University takes academic integrity very seriously and students who violate the Academic Integrity Policy will be sanctioned, even if the violation is accidental.

Create a Carleton University Honour Code. Honour Codes are common at American universities, and there is substantial evidence that they are effective at reducing academic dishonesty [McCabe, 2005, McCabe and Pavela, 2004].

Require a statement of Academic Integrity on every course Syllabus and make clear the sanctions associated with academic dishonesty.

Use a course readiness test. Test all new students on academic integrity during the first weeks of class. Create an online academic integrity quiz in cuLearn that every student must complete as part of the first-year curriculum.

Add a statement on all submissions of course work that says something like, "I [Student Name] unequivocally state that all work in this submission is entirely my own and does not violate Carleton University's Academic Integrity policy." Ask students to electronically sign this prior to submission of all work in a course.

Quiz students on the course Syllabus during the first week of class.

A number of tools exist to help students learn proper citation and paraphrasing, as well as what is considered a violation of the Policy. **Carleton's Library is an excellent resource** for students to learn the rules of academic integrity.

In addition, we have included some ideas in Appendix 3 taken from "Fourteen Simple Strategies to Reduce Cheating on Online Examinations" by Stephanie Smith Budhai, Ph.D. published - May 11, 2020.

(<https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations>).

OTHER SUGGESTIONS

Education on academic integrity is useful, but additional efforts are needed to reduce violations of the Policy. The theory behind situational crime prevention (SCP) may also be beneficial in reducing violations of the Policy by decreasing the rewards students expect from cheating [Hodgkinson, Curtis, MacAlister, and Farrell, 2016]. SCP theory tries to address the motivation of criminals by means of environmental and situational changes and is based on three elements:

- 1) Increasing the perceived difficulty of committing the violation;
- 2) Increasing the risk of getting caught and sanctioned;
- 3) Reducing the rewards for violating the Policy.

1) Increasing the perceived difficulty of committing the violation;

Use assigned seating in examinations. Students pick up a card with a row and seat number on it when they enter the examination room. They then sit at the assigned seat. Students should not be allowed to sit where they want, (i.e. near friends who they may cheat from).

Make it clear in the Policy that it is an academic offense to share your cuLearn login information, or account with another person, or to access another person's cuLearn account. This could go under the Improper Access section. (There have been several cases where a student's cuLearn account was accessed during an examination).

Exam papers must be kept on the exam table at all times. Proctors should not allow students to hold their papers, or let pages droop over the sides of the examination desk, allowing other students to see their answers.

Use detailed rubrics as much as possible. This makes it more difficult for students to copy material from the internet, or to purchase assignments from the internet (contract cheating). It also makes grading easier.

Do not use the exact same assessments every year. Change assessments or create different versions that you rotate in each iteration of a course. It is very clear that students use coursework sharing sites such as Course Hero to post information, so changing assessments often is a good way to prevent issues.

Monitor coursework sharing websites for your exams, assignments, etc. and email in a takedown notice if and when you find copies of your material on these sites. These sites include: Course Hero, StudyLib, StudySoup, and others.

Create different versions of tests and examinations. This can be done with both paper, and online tests and examinations, and assignments. Also ensure that the different versions of the assessments do not use the same marking scheme.

Use question banks and randomize the questions and responses so that it is more difficult for the students to share answers.

Limit the time during which students can complete online assessments.

2) Increasing the risk of getting caught and sanctioned;

Increased perception of getting caught may reduce violations of the academic integrity policy. Explain very clearly to students that if they cheat, they will be caught and sanctioned.

Explain that if they can find something to copy on the internet, you, the professor can find it, too.

Use Turnitin.com to ensure that writing assignments do not contain plagiarism. Carleton University should reconsider subscribing to this site as the incidents of plagiarism are increasing. Be sure that the course Syllabus states that you are using this service.

Copy, or scan assignments before returning them to students. A very common way of cheating is submitting a modified assignment for a regrade. Having a photocopy or scan of the original will allow you to see if the resubmitted work has been altered.

Scantrons used for most multiple-choice exams can be analyzed by a program called Scan Exam-II (available from Western University, London, ON). which includes a cheating analysis. The number of correct, (and more importantly, incorrect) answer matches between any pair of exam papers can be compared with the expected number of answer matches using statistical analysis. This could be added as an option to the Scantron analysis form.

3) Reducing the rewards for violating the policy.

Use multiple low-value assignments and tests instead of one high value exam or essay. This also makes it more difficult (or at least more expensive) for students to purchase assignments online (contract cheating) [Newton, 2018]. Contract cheating is becoming a very big problem, and we have attached the **Guidelines for Ethical Editing of Undergraduate Student Texts from the Editors/Révisseurs-Canada** which lays out guidelines for third party editing of student assignments.

Sanction students who violate the Policy. Take a strong stance and submit the allegations to the Associate Dean. Let your students know very early in the course, that they cannot violate the Academic Integrity Policy with impunity. When instructors pursue sanctions for violations, the students very quickly understand that it does not reward them to cheat.

There is a perception that the Associate Deans will do nothing, or there will be no consequences for students who violate the Academic Integrity Policy. This perception is incorrect. Make available the data on sanctions imposed for violations of the Policy.

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Appendix 1 – Academic Integrity Violation Data

Table 1: AI Violations by Faculty

Faculty	Violations 2018/2019	Percent of Total	Violations 2019/2020	Percent of Total	Percent Change
Science	328	40.6%	486	53.3%	32.5%
Engineering and Design	171	21.2%	134	14.7%	-27.6%
Arts and Social Sciences	161	19.9%	165	18.1%	2.4%
Public Affairs	114	14.1%	78	8.6%	-46.2%
Graduate and Postdoctoral Affairs	21	2.6%	27	3.0%	22.2%
Sprott School of Business	13	1.6%	22	2.4%	40.9%
Total	808	100.0%	912	100.0%	11.4%

Note 1: FGPA and SPROTT represent a small group, thus, their data is more prone to rapid change.

Table 2: AI Violations by Student Level

Year of Standing	Violations 2018/2019	Percent of Total	Violations 2019/2020	Percent of Total	Percent Change
First Year	82	10.1%	115	12.6%	28.7%
Second Year	223	27.6%	308	33.8%	27.6%
Third Year	262	32.4%	241	26.4%	-8.7%
Fourth Year	195	24.1%	192	21.1%	-1.6%
Graduate Level	20	2.5%	28	3.1%	28.6%
Other*	27	3.3%	28	3.1%	3.6%
Total	809	100.0%	912	100.0%	11.3%

* Special Students

Table 3: AI Violations by Type

Type of Violation	2018/2019	Percent of Total	2019/2020	Percent of Total	Percent Change
Assisting in Violations of AI Standards	6	0.7%	1	0.1%	-500%
Impersonation	2	0.2%	0	0.0%	
Obstruction and Interference	1	0.1%	0	0.0%	
Disruption of Classroom Activities	1	0.1%	0	0.0%	
Misrepresentation	28	3.3%	28	2.8%	0%
Plagiarism	368	43.9%	488	48.6%	25%
Tests and Examinations	107	12.8%	140	13.9%	24%
Unauthorized Cooperation or Collaboration	293	35.0%	339	33.7%	14%
Unauthorized Resubmission of Work	8	1.0%	7	0.7%	-14%
Improper Access	24	2.9%	2	0.2%	-1100%
Total	838	100.0%	1005	100.0%	17%

Note 1: Some cases hit upon multiple categories

Table 4: AI Violations by Type and Faculty

Violation of Academic Integrity Policy	Arts and Social Sciences	Engineering and Design	Public Affairs	Science	Sprott School of Business	Graduate & Postdoctoral Affairs	2018-19 Total	2019-20 Total	% Change
Assisting in Violations of AI Standards	0	0	0	1	0	0	1	1	0%
Impersonation	0	0	0	0	0	0	0	0	
Obstruction and Interference	0	0	0	0	0	0	0	0	
Disruption of Classroom Activities	0	0	0	0	0	0	0	0	
Misrepresentation	5	2	10	5	6	0	28	28	0%
Plagiarism	127	64	59	214	3	21	467	488	4%
Tests and Examinations	23	33	11	56	11	6	134	140	4%
Unauthorized Cooperation or Collaboration	17	49	10	255	6	2	337	339	1%
Unauthorized Resubmission of Work	2	3	0	2	0	0	7	7	0%
Improper Access	0	1	0	0	0	1	1	2	50%
Total	174	152	90	533	26	30	975	1005	3%

Note 1: Some cases hit upon multiple categories

Table 5: Recidivism

AI Violations	Number
First Violation	711
Second Violation	97
Third Violation	29
Fourth Violation	11
Fifth Violation	2
Sixth Violation	4

Table 6: Sanctions

Sanction	Number
A written reprimand.	47
Requirement to remain registered in the course in which the violation occurred.	4
Completion of a remediation process.	199
Resubmission of the piece of academic work in which the violation was committed	6
Assignment of a reduced grade (including a grade of zero or a failing grade)	736
Assignment of a reduction of the final grade in the course	130
Assignment of a grade of unsatisfactory or failure for the course	96
Restitution of costs incurred by the University as a result of the violation of this policy.	0
Withdrawal from the course	1
An additional requirement of a maximum of 1.0 credit added to the student's program of studies.	9
Registration limited to a specified number of credits per term	
Suspension for up to three (3) terms	30
Recommendation to the Provost that a student be suspended for more than three terms	0
Recommendation to the Provost that the student be expelled from the University	7
Recommendation to the Provost for rescission or suspension of one or more degrees, diplomas or certificates obtained by any student	0
Recommendation that a notation be added to the student's transcript.	4

Note: Many cases involve multiple sanctions.

Table 7: ACADEMIC INTEGRITY APPEALS, 2019/20

	Approved	Denied	In progress*	Total
Assisting in Violations of AI Standards		2		2
Impersonation				0
Obstruction and Interference				0
Disruption of Classroom Activities				0
Misrepresentation		2		2
Plagiarism		16	6	22
Tests and Examinations		14	4	18
Unauthorized Cooperation or Collaboration		19	5	24
Unauthorized Resubmission of Work		2	1	3
Improper Dissemination		1		
Improper Access				0
Total	0	56	16	71

* Cases received by April 30, relating to 2020 winter or earlier and not yet heard by committee.

Note 1: Some cases hit upon multiple categories

Appendix 2

Faculty of Science

Academic Integrity: Minimum penalties for offences starting 6 January 2020

First offence - first-year students (< 4.0 credits): Final grade reduction of one full grade.
(e.g., A- becomes a B-, if that results in an F, so be it).

First offence (everyone else): F in the course.

Second offence: One-year suspension from program.

Third offence: Expulsion from the University.

Note: these are minimum penalties. More-severe penalties will be applied in cases of egregious offences (e.g., a first-year student accessing cuLearn from their phone during an exam will be given an F in the course; bribing a faculty member for a better grade would be grounds for suspension, etc.)

Appendix 3 – Some Ideas to Reduce Cheating on Online Examinations taken from:

“Fourteen Simple Strategies to Reduce Cheating on Online Examinations” by Stephanie Smith Budhai, Ph.D. published - May 11, 2020.

1. Create questions that require higher order thinking. Instead of having students respond to questions that can be answered by a simple web search or even by finding the answers in their textbooks, create questions that are on the analysis, synthesis, and evaluation levels (Bloom, 1956). It will be more challenging to ask a friend or “Google” the answer when the questions require students to explain, analyze, infer, create, compose, evaluate, and authentically demonstrate their mastery of course content.
2. Use varied question types. Refrain from having an exam with all multiple choice or true and false questions and include open-ended questions. It is more difficult for students to give the same response as their friends verbatim for open-ended questions, and students would be forced to explain their responses using specific details and supporting narratives that are unique to their own understanding of the course materials.
3. Creatively remind students of academic integrity policies. Create and post a video explaining the guidelines for the online exam and review the institution’s academic integrity policy and consequences that are listed in the course syllabus. There may be some psychological impact on students after seeing and hearing their instructor discuss academic integrity right before an exam begins, which may deter students who were thinking about cheating.
4. Require students to sign an academic integrity contract. After reviewing the academic integrity reminder video, have students electronically sign a contract that lists what the university considers cheating. Include a link to the university website that houses the academic integrity policy and require a signed contract prior to beginning the exam. Use a free tool within the LMS, such as a polling or survey feature, to execute the contract, or you can have the students sign, scan, and upload the contract as an assignment prior to the exam.
5. Restrict testing window. Similar to how on-campus final exams have a designated testing slot for each course, create the same online. Have every student start the exam around the same time and limit how long each student will have to take the exam. If you have students in different time zones, consider offering three sets of tests, at three different start times. Even though the online exam will be “open book” by default—since there is no one watching the students take the exam—it is important to provide just enough time that a student who knows the information would have the appropriate amount of time to be successful on the exam, and not too much time for students who have not prepared for the exam to search for the answers. Be sure to create individual, extended timing settings for students who are approved for testing accommodations.
6. Set-up the exam to show one question at a time. To avoid students quickly looking over all of the test questions and having multiple tabs open to research answers to questions, or even having family and friends responsible for a certain set of questions, choose the test setting that only allows one question to appear on the screen at a time.
7. Prohibit backtracking. Require students to focus solely on one question at a time, answer it with a final answer, and then move to the next question. Prohibiting backtracking can reduce students from using extra time at the end of the test to try to locate the correct answer and force them to answer the question to the best of their already learned knowledge.

8. Change test question sequence. In the test settings, have the order of test questions be different for each exam along with the order of answer choices for each test question. Students are tech savvy and may attempt to employ screen sharing technologies in an effort to take the exam at the same time as their classmates and share answers.
9. Offer different versions of the same test. This was mentioned above in using different sets of tests for students in different time zones, but in general, it is recommended to have many different versions of the same test so that in the event that students are taking the test in the same physical space, it will be less likely for them to have all of the same questions.
10. Allow for only taking the test once. There is typically not a chance to retake an on-campus final exam, and the same practice should be followed for exams that are taken online.
11. Plan for “technical issues.” Offer a practice exam with a few questions, not pertaining to the actual test, that would provide students with the chance to become familiar with the online testing features. This will also avoid future issues with students who are not familiar with the online exam technology. Also, engage the test settings to automatically end the exam when the student exits or if the time runs out. This way, if a student says their computer crashed, you can go into the exam and see the questions they already answered, and if you choose to allow them to complete the exam, they can begin where they stopped and continue with the amount of time they had remaining.
12. Delay score availability. Set a later date after the testing window ends for students to see their score and feedback and do not make the score available for immediate view after test completion. This way, one student who finishes early cannot see their score and then advise students who have not completed the test yet. Depending on your LMS, you may have to hide a column in the grade center for students not to see their scores and test questions.
13. Refrain from using publisher test banks verbatim. It is convenient to have access to complementary test banks that come with course textbooks; however, students may be able to get access to those textbooks when they are housed online, including the answer keys. Think about using the questions as inspiration and changing them up enough that the students would not realize it was the same question asked in a different way. You can also change how the answer choices are worded.
14. Protect test question answers. If students request to review their exam, only show them the questions they answered incorrectly. This will limit students from being able to copy and download all of the exam questions for the next group of students who take your course.

Guidelines for Ethical Editing of Undergraduate Student Texts



Introduction

Academia tests students' ability to communicate ideas and arguments with written words in papers, proposals, theses, and dissertations. Yet students sometimes ask editors to provide professional editorial services beyond what their instructors approve.

Higher grades are not the goal of editing undergraduate student texts. Rather, editors flag but do not fix problems (such as sentence combining, comma splices, subject-verb agreement, and other mechanics of language) for potential revision by the student. The editor should discuss the role of editing in the process of writing, which includes pre-writing (outlining and free writing), first draft revision, and self-editing. As well, the editor should reinforce other essential knowledge, such as academic integrity, accurate citation, and plagiarism.

The Editors' Association of Canada/Association canadienne des réviseurs (Editors Canada) developed these guidelines to aid undergraduate students, instructors, and editors in the ethical editing of English-language undergraduate-level texts to ensure that the work students submit is their own. The permission form is designed to articulate these parameters.

Editing graduate student texts is addressed in a companion document.

Important notes

"Text" is used throughout this document to denote undergraduate student work, regardless of whether the project entails a term paper, take-home examination, research proposal, or undergraduate thesis.

"Guidelines" refers to the fact that this is guidance only, not prescriptive "how to" instruction.

How this document is organized

We based this document on research with university faculty and administrators and with Editors Canada members who have experience working with undergraduate student writers. This document comprises three parts:

- guidelines to identify which editorial tasks are permitted
- practical suggestions for editors who embark on undergraduate student editing projects
- a generic permission form, identical for all students, to be co-signed by the editor, the undergraduate student, and the instructor, stipulating what the editor may do

Part 1: Guidelines

Permission from instructor

All undergraduate student clients must obtain written permission for professional editing from their instructor that specifies what the editor is allowed to do — which should be to flag errors with notes and queries, without fixing them. The editor, the instructor, and the student must clearly understand the limits of the edits permitted. The permission form may be adapted by the editor and used in lieu of a letter from the instructor for the purpose of documenting permission.

Limits to editing

In the absence of specified limits, editors should restrict their work to flagging problems for potential review with respect to Editors Canada's *Professional Editorial Standards* (2016):

- Fundamentals of Editing A2-12, especially A8.1-8.2 and A11-12 (review for applicability to editing a particular text)
- Fundamentals of Editing A9 (consult with student and instructor where appropriate)
- Standards for Copy Editing D1-16
- Standards for Proofreading E2, E7-11, E14

The editing must never actually fix the content or structure of the undergraduate student's text. Consequently, the editor should not introduce changes, but rather point out correction of grammar, idiom, punctuation, spelling, and mechanics.

The editor should depend on queries to the student phrased to put the onus on the student (e.g., "Please clarify this sentence," not "Do you mean $X = Y$?"), rather than drafting alternatives. If the editor must rewrite a sentence to illuminate a problem, the editor should retain the student's own wording as much as possible. In all cases, editors should communicate queries and suggested changes clearly and introduce no new content.

Contracts

- In addition to the permission form co-signed by the student, the instructor, and the editor, Editors Canada recommends contracting for editing of student texts with the student even if an editor does not usually sign a written contract with clients. Editors Canada provides an [Agreement Template for Editing Services](#) that can be used to stipulate payment terms and conditions.
- The agreed limits should be the basis of the editor's contract with the undergraduate student.
- The contract should stipulate acknowledgement of the editor in the finished work to ensure that markers know a professional editor was involved.

Editorial practices

- The editor should track all changes when editing undergraduate texts and retain copies of each iteration if more than one exists.
- The editor should keep copies of correspondence, correspondence notes, and other pertinent material.
- The editor should record notes following verbal interactions with undergraduate students in person or by phone or internet platforms, such as Skype and Discord.

Part 2: Practical Suggestions

General cautions

Obtaining written permission to edit undergraduate student texts may feel awkward or unnecessary, but it is the best way for the editor and the student to protect themselves from censure by the academic community. Editors must exercise caution when editing undergraduate texts because these students are learning academic writing skills.

The editor should contract to edit (note: flag only) for only “the mechanics of writing in English,” that is, the copy editing and proofreading standards of *Professional Editorial Standards*, as outlined above.

Terminology

Instructors and students may be unfamiliar with correct editorial terms or with the various types of editing; the editor should explain the various types of editorial tasks in plain language. The primary concern of instructors and students is the content, not what they call *spelling* and *grammar* and what editors call *copy editing* and *proofreading*.

The term *stylistic editing* may be especially confusing to instructors and students. This editorial role is well described by one graduate program director: “The editor’s job is not to produce a defensible thesis; it is to produce a thesis that ... [flows] and is at least clean.” For undergraduates, however, the editor’s role is to guide students in this direction by restricting editing to flagging spots with queries where the text could be simplified or improved, without amending it. Err on the side of providing no structural or stylistic editing.

Cautions specific to editing undergraduate texts

Citations need care. Undergraduate writers are learning to use a particular citation style, and their ability to do so is part of what is being tested. If the student has made errors, especially consistent errors, the editor should use queries to draw attention to the errors but should not correct them. The same applies in the case of failure to give citations where they would be expected; the editor should not supply them.

Standards D5–D7, D11, and E14 require checking logic and the accuracy of facts, including mathematics. When working on an undergraduate text, the editor should not, of course, question the student’s statements of fact or conclusions drawn from them in the argument. What the editor flags are the silly errors, often in incidental comments, that creep into almost everyone’s writing: e.g., “Edmonton is about 5,000 kilometres east of Halifax,” or “the 500-kilometre drive from Edmonton to Halifax,” or “the police estimated the audience at 600, divided between 300 protestors and 700 supporters.” Such errors are flagged with queries, not fixed.

Editing texts from students whose first language is not English

These guidelines do not set out special rules for undergraduate writers whose first language is not English. Some supervisors and instructors may permit lenience, but most take the attitude that students seeking degrees from anglophone universities should be able to present and defend their ideas in comprehensible English.

Few instructors object to flagging errors in spelling, grammar, or idiom. For example, “The cat sitted near the fire” and “The cat sat on the fire” are clear errors in, respectively, grammar and idiom. Correcting them is a matter of mechanical copy editing (standards D1 and D4). Trickier problems tend to arise with editing for style and diction and are best dealt with by queries. “The cat roared by the fire” is probably an error in diction but could be exactly what the student intended. Rather than changing it to “The cat roamed by the fire,” the editor can query along the lines of “Please check ‘roared’ in your dictionary.”

This approach and the tact it requires mean that editing ESL students can be time-consuming. The editor should estimate accordingly and encourage the student to view the experience as an opportunity to learn.

Transparency

The editor should copy the instructor on email communication with completed work that also includes the original text submitted by the student so that the instructor can assess how the undergraduate has worked with the editorial feedback. Such transparency ensures that the instructor can accurately assess the undergraduate’s written text.

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We acknowledge the SENSE (Society of English-language professionals in the Netherlands) Guidelines for Proofreading Student Work in the preparation of this document. <https://www.sense-online.nl/>

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Senate Committee on Student Awards Annual Report 2019-2020

This report is being submitted on behalf of the Chair of the Senate Committee on Student Awards, Paul Peters.

Committee Membership

Prof. Paul Peters, Department of Health Sciences (Chair)
Perry Legakis, Director of Student Awards (Secretary)
Prof. Farah Hosseinian, Department of Chemistry
Prof. Nadiya Slobodenyuk, Institute of Cognitive Science
Valerie Evans, designated by Vice-President, Finance & Administration
Elizabeth Disabato, designated by Chief Advancement Officer (University Advancement)

Terms of Reference

To consider and recommend to Senate:

- The acceptance of proffered undergraduate scholarships, awards, loan funds and bursary funds; guidelines for the acceptance and awarding of such scholarships, awards, loan funds and bursary funds; policies for the awarding of entrance and in-course scholarships.
- To initiate and recommend studies pertinent to the scholarship and bursary programs of the University.
- Upon request, to review decisions relating to the administration of the scholarship and bursary programs.

Activities

Two faculty member vacancies were filled this past year and the committee met on March 11, 2020 to orient new members and discuss a work plan.

On March 16, 2020, the university began to transition to remote working conditions. Despite the transition, the Student Awards Committee continued the work of the committee. Following the protocols established by ITS, a secure folder was set up on a CUNAS network drive for all work related files containing confidential information.

Pursuant to the announcement that Carleton University Senate approved the use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for the winter 2020 term, the Senate Committee on Student Awards reviewed and accepted the Awards Office approach of how the use of SAT/UNS grades will impact the assessment for renewal of entrance scholarships, in-course scholarships and the Deans' Honour List. A SAT/UNS implementation motion was prepared and approved by Senate on April 24, 2020.

A committee meeting was held on April 29, 2020 via Microsoft Teams to adjudicate applications and finalize Prestige Scholarship and Carleton Capital Scholarship recipients for Fall 2020. All committee members independently applied the subjective criteria of leadership, community service and extracurricular activities to score applications. A total of 31 award winners were selected.

The committee reviewed the terms of reference for 46 newly created awards. The new awards were a combination of both scholarships and bursaries. The following is a breakdown of new awards and source of funding:

Entrance Scholarship - Endowed	1	Bursary – Endowed	14
In Course Scholarship - Endowed	9	Bursary – Donor	8
In Course Scholarship - Donor	2		
Dept Scholarship - Endowed	11		
Dept Scholarship - Donor	1		
Total new Scholarships	24	Total new Bursaries	22

For the 2019-2020 academic year

Over \$24.4 million in scholarships and bursaries was awarded to undergraduate students.



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June 2020

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings in February and April 2020

Dear Members of Senate,

I took over as the Academic Colleague from Jeff Smith in September 2019; however, due to scheduling conflicts I was not able to attend the Academic Colleagues meeting in September. On February 11th and 12th, the Academic Colleagues from Ontario's Universities met at the Council of Ontario Universities head office in Toronto, ON to receive updates on a variety of issues facing Ontario's universities and briefly discuss them collectively. The April Council meeting was cancelled due to COVID. On May 13th, the Academic Colleagues met over Zoom to receive updates and discuss the issues facing Ontario's universities considering the COVID-19 public health crisis. Most of the time was spent sharing updates as to how each university was managing the pivot to online learning and potential plans for the Fall term.

On the evening of February 11th, the colleagues heard a presentation from Eva Busza, Vice-President Policy and Sector Collaboration, Council of Ontario Universities on her path from the United Nations to COU and on the role of Academic Colleagues in COU. The conversation with Eva Busza focused on the role of Academic Colleagues at COU. The night started with each colleague sharing the process by which they had been selected for the position and their understanding of their role.

Eva Busza noted that some of the comments expressed by colleagues as they discussed their role are similar to what she had read in past documents (e.g., previous white papers on the roles of colleagues and a history of COU) and what she had heard more recently through the current ongoing affiliate consultation, which included Executive Heads. She suggested that three key roles/functions emerged (1) an ambassadorial role—bringing what they learn at COU about whole of sector positioning, approaches, and priorities back to their own institutions; (2) their particular expertise and networks that can be leveraged to inform thinking about the future of the sector; and in a slightly different vein, she stated that a number of executive heads had conveyed that they saw the function as (3) providing professional development for promising future sector leaders.

I was not in attendance on February 12th as I was teaching, but some of the main takeaways from that meeting and our report from the May meeting are summarized below:

SMA3

- Universities are having their second round of SMA3 meetings with MCU. The ministry expects drafts to be submitted for later this month and for SMA3 documents to be signed by the end of March (*note that later updates agreed to delay the signing due to COVID*).
- In response to sector advocacy, MCU has issued some revisions to SMA3 guidelines. These provide more flexibility and predictability for institutions:
 - Universities will now have three reweighting opportunities, one in each of the first three years of the SMA3 (2020-21 to 2022-23).
 - The ministry removed the “continuous improvement” factor for (1) institutions whose average performance for the past three years places them in the top quartile for the sector in select metrics (employment rate, graduation rate, Tri-Agency funding), and (2) for institutions that meet or exceed their minimum expected performance in the first three years of SMA3 (for all metrics except the institutional strength/focus and the economic impact metric).
 - For the Tri-Agency funding metric, the ministry will increase the minimum band of tolerance from 1% (which applies to all metrics) to 4%.
 - The Innovation metric, which measures revenue attracted from private sector sources, will now include research funds from foundations and not-for-profits. These revenue sources had previously been excluded.

Tuition Framework

- The current tuition framework reduced all funding-eligible program fees by 10% in 2019-20 and froze fees at those rates for 2020-21. These changes have resulted in a sector-wide two-year revenue loss of approximately \$1.1B. The government has signaled that it is thinking about the development of the next framework. COU and its affiliates are working on principles and options to inform the government’s decision.

Mental Health

- COU is working with Colleges Ontario, College Student Alliance and Ontario Undergraduate Student Alliance to update In it Together. The original 2017 report had more than 2 dozen recommendations and was one of COU’s most successful and impactful policy advocacy papers.
- This updated version will launch in late February with an event at Queen’s Park where students will talk about their experiences navigating postsecondary education with mental health challenges.
- *Note: The June 2020 meeting will be focussed on Student Mental Health*

Digital Learning

- HEQCO released a report on digital learning programs. This followed a 2019 directive by Minister Fullerton to conduct a review on digital learning programs with a focus on the “relevance, delivery, reach and effectiveness of existing digital learning programs,

including any insights on how the existing ministry-funded programs [Contact North and eCampusOntario] carry out their mandate and meet their objectives.”

- HEQCO developed a framework for the review based on three inferred government objectives: (i) improving access for rural/remote residents; (ii) improving quality of PSE offerings; and (iii) promoting collaboration and improving student mobility.
- Ministry staff have signalled an interest inside government to develop a digital strategy for the postsecondary sector. COU is considering opportunities to influence government directions.

Affiliate Review

David Lindsay joined the Colleagues to discuss the Affiliate Review and described what he perceives to be COU’s three lines of business:

1. Coordinating activities that universities do better and more efficiently together: for example, Ontario Universities Application Centre (OUAC), University Health Insurance Plan (UHIP), library procurement (OCUL).
2. Provide support for “communities of practice” --groups of individuals that have the same type of role across universities (Provosts (OCAV), Planning and Analysis (CUPA), Administrative Officers (CSAO), Registrars, etc.).
3. Policy and advocacy with government.

David Lindsay echoed Eva Busza’s characterization of the way in which academic colleague roles and functions are described in the literature and have surfaced in discussions at the Executive Head Table: i.e., as ambassadors who communicate whole of sector information and positions back to their institutions and as experts that can inform thinking and shaping of the future of the sector in their areas of specialization. A number of executive heads in recent years have expressed the view that they see this position as providing an opportunity for professional development with a view to foster leaders in the sector.

COVID-19 Working Groups

In April, COU established three working groups to develop policy and government advocacy recommendations on three priority areas of concern for the sector:

1. Student Supports – ensuring that financial hardships resulting from COVID-19 do not prevent students from attending university in the Summer and Fall 2020;
2. Alternative Program Delivery – supporting universities in their effort to provide alternative models of delivery for university instruction; and
3. Institutional Stabilization – ensuring that the extra costs and financial impact of COVID-19 do not undermine the quality and viability of Ontario’s university system.

Submission to the Jobs and Recovery Committee

- COU made a submission to the Ontario’s Jobs and Recovery Committee noting that Ontario universities can play a central role in helping stimulate an early recovery and in strengthening the resilience of our communities.
- The document highlighted the economic and social impacts of universities in their local and regional communities, including Ontario universities’ role as major employers and

purchasers of goods and services, the contribution of students and graduates to the recovery efforts, and the research and innovation that will help Ontario navigate the pandemic and the recovery period.

- It also noted that in order to help towns and cities recover from COVID-19, Ontario's university sector must be financially sustainable and that institutions are already experiencing broad and increasingly complex financial repercussions that will have long-term implications for our sector and the communities we serve.
- The submission asks the government for engagement and support as the sector works to support student access, ensure the health and safety of students, and provide an enriching university experience within the context of COVID-19.

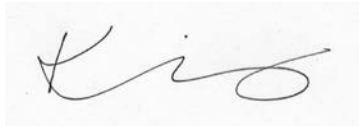
COU President Search

- The search for a new COU President and CEO to replace David Lindsay is currently underway. Boyden Executive Search was selected to conduct the search. The job posting is currently being finalized and Boyden has started consulting with stakeholders, including Academic Colleagues. The search is expected to be completed by late summer or early fall.

The upcoming full council meeting will be held on June 22nd, where I will be presenting on Student Mental Health and the COVID-19 crisis: What should we expect?

Please do not hesitate to get in touch if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim', on a light gray background.

Kim Hellemans, PhD
Chair, Department of Neuroscience
Carleton University

Senate Executive Committee
May 19, 2020
11:00 am via Videoconference

MINUTES

Attending: A. Ahmad, B. Appel Kuzmarov, B. A. Bacon (Chair), A. Bowker, A. Chandler, D. Deugo, J. Tomberlin, W. Ye K. McKinley (recording secretary)

Regrets: H. Gupta

1. **Welcome and Approval of Agenda:** The meeting began at 11:02 am. The Chair requested that the agenda be amended to include a request from the Registrar's Office for posthumous recognition of an undergraduate student. The committee agreed to place this item after the approval of the minutes and to renumber all subsequent agenda items from there.

It was **MOVED** (W. Ye, A. Bowker) that the committee approve the agenda for the meeting, as amended. The motion **PASSED**.

2. **Approval of the Minutes: April 14, 2020**

It was **MOVED** (A. Ahmad, D. Deugo) that the minutes of the Senate Executive Committee meeting on April 14, 2020 be approved as presented.

The motion **PASSED**.

3. **Posthumous Degree Approval**

It was **MOVED** (B. Kuzmarov, J. Tomberlin) that the Senate Executive Committee approve the posthumous recognition of a named student. It was noted that the student's academic record meets the criteria for recognition in accordance with the Senate Policy on Posthumous Academic Recognition. Departmental and Faculty Board approvals have been secured.

The motion **PASSED UNANIMOUSLY**.

4. Approval of Senate agenda for May 29, 2020

It was **MOVED** (D. Deugo, A. Chandler) that the Senate Executive Committee approve the agenda for the Senate meeting on May 29, 2020, as presented.

Discussion:

- D. Deugo noted that the package for Senate from SQAPC will be quite large this month, as it includes thirteen cyclical review reports for Engineering programs, in addition to several other items for approval.
- Provost Memo: A draft memo for Senate from the Provost was circulated in advance for review and discussion. The memo aims to formalize that SQAPC undertake a review of the emergency remote teaching practices of the 2020 Winter and Spring/Summer terms to inform teaching preparations for the Fall 2020 term. The Provost suggested minor edits to the memo to be circulated as Item 10(b) of the Senate agenda.

The motion **PASSED**.

5. Review of Senate Minutes (April 24, 2020)

There was no discussion.

6. Other Business

There was none.

7. Adjournment - The meeting was adjourned (J. Tomberlin, B. Kuzmarov) at 11:30 a.m.