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 p.m.
Via Zoom Videoconference

AGENDA

<u>Open Session</u>:

1. **Welcome & Approval of Agenda (open)**

2. **Minutes:**
   a) Senate meeting April 24, 2020

3. **Matters Arising**

4. **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**
   a. Senate membership ratification
   b. Senate Survey – call for participation
   c. Call for Annual Reports from Committee Chairs

7. **Reports:**
   a. SQAPC (D. Deugo)
   b. SCCASP (H. Nemiroff)
   c. SAGC (B. Kuzmarov)

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

9. **Strategic Integrated Plan (SIP) – Approval**

10. **Planning for the Fall 2020**

      a. Report from Carleton University Scenario Planning Group
      b. Review of Transition to Remote Learning

11. **Reports for Information:**
      a. Senate Executive Minutes (April 14, 2020)

12. **Other Business**

13. **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 April 24, 2020 at 2:00 pm
Via Zoom Videoconference

MINUTES – OPEN SESSION

Present/Registered: A. Ahmad, S. Ajila, K. Weary (proxy for L. Akagbosu), B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, J. Bruno, A. Chandler, J. Cheetham, M. Close, C. Cruickshank, T. Daniels, J. Deaville, D. Deugo, T. Di Leo Browne, C. Dion, D. Dragunoiu, K. Evans, P. Farrell, D. Gillberg, R. Goubran, P. Gunupudi, H. Gupta, M. Haines, B. Hallgrimsson, K. Hellemans, O. Hobbs, F. Hosseinian, B. Hughes, C. Joslin, L. Kostiuk, J. Kovalio, Z. Kryworuchka, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Macdonald, R. McKay, H. Nemiroff, D. Nussbaum, S. Parathundyil, J. Paulson, M. Piche, A. Plourde, B. Popplewell, M. Rooney, W. Shi, A. Shotwell, D. Siddiqi, J. Sinclair-Palm, S. Sivathayalan, P. Smith, J. Stoner, J. Tomberlin, A. Tremblay, C. Trudel, K. von Finckenstein, J. Voordouw, P. Wilson, J. Wolfart, P. Wolff, B. Wright, W. Ye
Regrets: T. Boswell, N. Cappuccino, J. Liu, P. Rankin, E. Sloan, C. Warner
Absent: S. Boyle, A. Courchene, P. Dion, P. Lagasse, S. Moran, S. Shires, S. Srinivasan
Recording Secretary: K. McKinley

Open Session:

1. **Welcome (Chair) & Approval of Agenda**

The Chair began the meeting by requesting a moment of silence for the victims of the Covid-19 pandemic and the victims of the recent tragedy in Nova Scotia. He then thanked outgoing student Senators Lily Akagbosu, Ashley Courchene, Hemant Gupta, Sarah Shires, Sidney Moran, Sriyanchita Srinivasan, and Carmen

Warner for their support of Senate over the past academic year.

The Chair reviewed the protocols for Senate meetings by videoconference, then introduced the motion to approve the agenda. He noted a request to reverse the order of the two committee reports on the agenda, so that the Senate Quality Assurance and Planning Committee Report precedes the report from the Senate Committee on Curriculum Admissions and Studies Policy.

With this change, it was **MOVED** (Z. Kryworuchka, D. Deugo) that Senate approve the agenda for the meeting of Senate on April 24, 2020, as presented. The motion **PASSED**.

2. **Minutes:**
   a. **Senate E-Poll March 17, 2020**

   It was **MOVED** (M. Haines, T. Di Leo Browne) that Senate approve the minutes of the e-poll of Senate on March 17, 2020, as presented.
   The motion **PASSED**.

   b. **Senate meeting, March 27, 2020 (open session)**

   It was **MOVED** (M. Close, H. Gupta) that Senate approve the minutes of the Open Session of the Senate meeting on March 27, 2020, as presented.
   The motion **PASSED**.

3. **Matters Arising**

   There were none.

4. **Chair's Remarks**
   The Chair began by reviewing key events of the previous month in light of the global pandemic, beginning with the decision to move all classes online on March 18th, and culminating with the close of the exam period on April 25th. The Chair congratulated students, staff and faculty on the successful completion of the winter semester. Graduating students will be approved by Senate in June, and will have their degree and credentials, even though the Convocation ceremony has been postponed.

Summer term begins May 4th and faculties are offering a full slate of courses online for students. More than 10,000 students have already registered for summer courses.

The Chair acknowledged that the next challenge will be the fall term. The current state of emergency in Ontario may be extended, but as Ontario moves towards gradually relaxing confinement measures in the coming months, it is likely that large assemblies and international travel will be the among the last restrictions to be lifted. The university sector will need to find creative solutions to meet this challenge. At Carleton, Deputy Provost Lorraine Dyke will be leading a task force to investigate an array of possible scenarios for the fall semester. Decisions on how to proceed will be made in full compliance with the guidelines of health officials, and will prioritize the safety of Carleton's students, staff and faculty. An update on the fall term will be provided to Senators at the next meeting on May 29th. The Chair added that, on a positive note, student registrations and confirmations for Fall 2020 are looking similar to Fall 2019 at this time.

Finally, the Chair noted that Dr. Brenda O'Neill from the University of Calgary will become the new Dean of Carleton's Faculty of Public Affairs on October 1, 2020. Outgoing Dean André Plourde, Carleton's longest serving Dean, will remain in the position until September 30th, and Carleton will have occasion to properly honour and thank him in the coming months.

Discussion: Senators asked how Senate would be involved in the assessment of Carleton's transition to online course delivery in the Winter Term. It was suggested that SQAPC, in accordance with its role in planning and major modifications, would be an appropriate committee to initiate this work, although the Chair of SQAPC noted that the committee would need to consider how this assessment fits with their duties as outlined by the IQAP, since the type of data gathering required is not within the current mandate. Another Senator asked whether a Teaching & Learning subcommittee of Senate might take on such a role. The Clerk of Senate acknowledged that such a subcommittee had been discussed in the Committee review undertaken in Spring 2019, and could be reconsidered by the Academic Governance Committee moving forward.

5. **Question Period**
   Questions were submitted in advance by Senators Andrea Chandler, Morgan Rooney, Hemant Gupta, and Johan Voordouw.

a) The VP Students & Enrollment answered the following questions:

Senator A. Chandler: With the unexpected transition to online learning, what steps are being taken at the university level with respect to the following problems that could impact student success in the winter term:
- *-- students who do not have regular access to the Internet/wifi*
- *-- students who do not have regular access to a computer*
- *-- PMC students*
- *-- students who find themselves in unexpected financial/housing difficulties*

Senator A. Chandler: Insofar as the university is trying to communicate with students about changes that could affect them (such as the new Pass/Fail option), what steps is the university taking to ensure that these messages reach students who a) lack reliable Internet access b) are trying to keep Internet usage to a minimum because of issues with cost or access?

Senator M. Rooney: Still on the subject of the Fall term, can the President or Provost update us on any initiatives or efforts—either internal to the institution, or in tandem with the province—that the university is exploring to support student accessibility to Carleton's courses in the event that our Fall term moves entirely online? Specifically, how will Carleton (on its own or working with the province) support new and existing students who lack access to things such as stable internet connections as well as electronic devices with mics and webcams?

Response: Students without computers or access to the Internet were encouraged to call Carleton's COVID Information line. Computers and data sticks/SIM cards were loaned to students to allow them to complete the semester. It was noted that the supply of these items has not been depleted. PMC students should be able to access their coordinators virtually or by phone; accommodation requests are being received and approved. Students experiencing financial difficulties have been able to apply to the emergency fund. Funding from the federal government is also available; options are outlined on the COVID FAQ page. Students unable to return home because of travel restrictions or other reasons have been accommodated in the Carleton residences. Over 400 students will be staying there over the summer. Communication with students is proceeding according to the communications policy on all channels, including social media, email, my-Carleton student portal, etc. Phone lines are open as well for students who do not have access to the Internet. We will continue to explore options to support students for the Fall semester.

b) The Clerk of Senate answered the following question:
Senator M. Rooney: Given the current circumstances, will the Clerk of Senate or the Senate Executive consider and recommend the extension of Senate meetings into

the summer months (July and August), on a one-time emergency basis, without setting a precedent? It seems likely that, for this year, important decisions about the future of the institution may well take place in those months when Senate is normally dormant.

Response: At least one meeting of Senate over the summer months (most probably August) is a possibility, and could be discussed at the June meeting, if deemed necessary. Note that new Senate terms begin on July 1st, as usual; as a result, Senators whose terms end on June 30th will not be attending a summer meeting. The Clerk reminded Senators that a number of key vacancies for Senators on Senate standing committees have not been filled, and that these committees must be operational in the summer for Senate to function.

c) The Chair of Senate answered the following question:

Senator M. Rooney: Can the President or Provost update us on any initiatives or efforts Carleton is involved in or investigating in terms of preparing for the possibility that all Fall term courses may need to be taught online? For instance, Alex Usher of "Higher Education Strategy Initiatives" has recently urged a sector-wide approach for common lower-level, larger-enrollment courses. Given Prime Minister Trudeau's declaration on April 9th that "normality as it was before will not come back full-on until we get a vaccine for [COVID19]," it seems increasingly likely that the university will need to operate remotely for quite some time. For that reason, it is urgent that we begin to consider such things now, when there is still some time to do something.

Senator J. Voordouw: There is speculation that schools such as UCL in London, UK are moving to online learning for the upcoming fall term. There are also heard rumours that Harvard and Yale are considering pushing back the start of their academic year from September 2020 to January 2021. Given that the provincial and federal government have indicated that the pandemic will be here for the foreseeable future how is Carleton planning to successfully delivery its academic mandate (research and teaching) for the upcoming academic year

Response: This was addressed in the Chair's remarks to the satisfaction of Senate. A number of scenarios for the fall term are being considered, and an update will be brought to Senators at the next Senate meeting in May.

d) The Provost answered the following questions:

Senator M. Rooney: The University of Ottawa and its union for part-time instructors (APTPUO) recently came to an understanding regarding additional compensation for its contingent faculty in order to recognize the extra labour and training they undertook in the wake of the COVID-19 outbreak, as well as for training for summer term instructors. What steps is Carleton taking to recognize and compensate the

extra work and training that contract instructors have done that is, by definition, above and beyond what is stipulated in their contracts for the Winter term—work that, if it had not been completed, would surely have caused considerable (if not insurmountable) problems for departments and students alike?

Response: Discussions are ongoing with academic unions, but the broader question of compensation and labour relations is outside the purview of Senate and cannot be addressed at this time.

Senator M. Rooney: What decision, if any, has the university made regarding the use of teaching evaluations for upcoming summer term courses? As we discussed last month, some of the questions on the current evaluation ("How do you assess your instructor's performance: in speaking audibly and clearly?; in beginning and ending classes promptly?; in meeting classes regularly as scheduled?") do not reflect or account for the very different realities of online teaching, which often has, for instance, a significant asynchronous component. Consequently, the current teaching evaluation questionnaires, if used this summer, would do little to allow students to meaningfully evaluate the actual circumstances of their teaching and learning experience, and much of the data they produce would be invalid as a result.

Response: Student evaluations will take place in a manner consistent with the collective agreement. How these evaluations will be used is a labour relations issue that is being discussed in a different forum and cannot be addressed currently at Senate.

Senator H. Gupta: Why has Carleton not stated that Summer 2020 is a "School-scheduled break" (which is needed for immigration purposes), so that international students may be confident that they can work in the summer?

Response: Regular scheduled breaks must be defined as part of Carleton's academic calendar; the summer 2020 term cannot be considered a break, since a large number of undergraduate and graduate students are registered for courses for both summer terms, and services for students also are still available. Note that in light of the current pandemic, rules regarding employment for international students are changing and fluid; international students are advised to contact the International Student Services Office (ISSO) for the most up-to-date information and resources.

Senator H. Gupta: How is Carleton specifically supporting International Students financially? What resources is Carleton producing or making readily available for international students?

Response: Emergency financial assistance is available for all students, including international students, through Carleton's *2020 Student Emergency Fund*. Almost $1M has been disbursed from this fund for students in need. The Chair also noted that Carleton, along with Universities Canada and the Council of Ontario Universities, has been advocating for more assistance for international students and graduate students.

6. Administration (Clerk)

a. Senate membership ratification
Senate was asked to ratify seven faculty members and five students as new Senators for the term beginning July 1, 2020.

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

b. Notice of non-advertised recruitment
The Senate Office received notice of one appointment made contrary to advertisement policy. The appointment was a transfer from term in the School of Linguistics and Language Studies.

c. Senate schedule changes
The Clerk reminded Senators that there will be a Senate meeting on June 19th and it will include graduation approvals.

7. SAT/UNS Implementation Motions

a. Academic Performance Evaluation

It was **MOVED** (J. Tomberlin, H. Nemiroff) that Senate approve the proposal to allow the amendment of the Academic Performance Evaluation rules for the 2019-20 academic year, as presented.

The motion **PASSED**, unanimously.

b. Student Awards

This motion is to ensure that students currently under scholarships are not disadvantaged by changing their grade(s) to Satisfactory (SAT) for one or more courses in the Winter 2020 term.

It was **MOVED** (B. Kuzmarov, J. Sinclair-Palm) that Senate approve the use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for awarding entrance and in-course scholarships as presented.

The motion **PASSED**, with 1 opposed and 4 abstentions.

8. **Reports:**
   a. **Senate Quality Assurance and Planning Committee - SQAPC**
   The Chair of the committee, Dwight Deugo presented 5 motions for Senate approval.

   i) Revised Cotutelle Policy: A revised copy of the policy with track changes was circulated to Senators in advance. The revisions clarify language and timing regarding eligibility and duration.

   It was **MOVED** (D. Deugo, W. Shi) that Senate approve the revised Cotutelle Policy.
   The motion **PASSED** with 2 abstentions.

   ii) Cyclical Review: Infrastructure Protection and International Security graduate programs

   It was **MOVED** (D. Deugo, P. Smith) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Infrastructure Protection and International Security.

   Discussion: A Senator expressed concern with responses in the documents to some of the issues and weaknesses identified in the programs. The Chair of SQAPC noted that the programs were categorized as of good quality and that concrete action is expected on any items of concern. The midterm review will provide an opportunity to review what actions have been taken.

The motion **PASSED**, with 5 abstentions and 1 opposed.

iii)   <u>Cyclical Review: Undergraduate programs in Nanoscience</u>

It was **MOVED** (D. Deugo, C. Macdonald) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Nanoscience.

The motion **PASSED**, with 2 abstentions.

iv)   <u>Major modification: BSc Linguistics new concentrations</u>

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the introduction of the Concentrations in Linguistic Theory (Computer Science) and Psycholinguistics and Communication Disorders (Computer Science) to the BSC Linguistics program as presented with effect from Fall 2021.

The motion **PASSED** with 1 abstention.

v)   <u>New Program Approval: Graduate Diplomas in Economic Policy</u>

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the master's-level graduate diplomas in Economic Policy, to commence with effect from Winter 2021.

The motion **PASSED** with 1 abstention.

b. **Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP)**
The Chair of the committee, Howard Nemiroff, presented the following two items for information. There were no motions for Senate.

    i.   Minor modifications – one item related to the Experiential Learning component for a Cognitive Science course.
    ii.   Calendar entry for new Graduate Diploma in Economic Policy

9. **SMA Update**

   The Chair noted that the provincial government has placed all Strategic Mandate Agreements on hold, until impacts of the Covid-19 pandemic are known. No agreements will be signed at this time.

10. **SIP – Second Draft and Notice of Motion**

    A copy of the second draft of the Strategic Integrated Plan was circulated in advance to Senators. SIP Co-Chair Lorraine Dyke presented an update on the process of the Strategic Integrated Plan, including a high-level overview of community feedback plus a list of key updates and edits made to the first draft as a result of that feedback. She concluded her presentation with a timeline showing key dates for final presentations and approvals. In response to a question from Senate, it was noted that the Covid-19 pandemic is not specifically referenced in the SIP but global and public health issues are highlighted at various points in the document. Co-Chair Betina Kuzmarov provided Senate with a notice of motion on the SIP for the next Senate meeting on May 29, 2020. The Chair of Senate thanked the four co-chairs and all task force members for their work on this endeavour.

    Discussion: One Senator asked if the "we will" statement in the future tense led to the impression that these objectives were not being pursued in the present. The co-chairs said this point would be brought back to the task force.

11. **Preliminary Operating Budget 2020-21 Presentation**

    Provost Jerry Tomberlin presented the 2020-21 preliminary operating budget to Senate for information. It was noted that no covid-19 related budget compressions have been made at this time, but that a budget update is planned for the fall of 2020.

12. **Reports for Information:**
    a. **Senate Executive Committee Minutes**
    b. **Faculty Gender Equity Report**

    There was no discussion of these items.

13. **Other Business**
    a. **FASS Faculty Board Resolution**

       This item was circulated in advance to Senators for information. Senator J. Deaville presented this item, noting that it arose from a meeting of

graduate supervisors in FASS in early April, and reflects the feelings of FASS faculty with regards to the need for financial relief for students. Senator Deaville requested one correction in the document:

We urge that fees charged for MA and PhD students be revisited and possibly recalibrated to reflect the changing level in the University's provision of services and the needs of our students.

Should be changed to this:

We urge that fees charged for Masters and PhD students be revisited and possibly recalibrated to reflect the changing level in the University's provision of services and the needs of our students.

The Chair thanked Senator Deaville and the FASS Faculty Board for bringing this item to the attention of Senate.

14. Adjournment
The meeting was adjourned at 4:00 pm.

Senate Membership Ratifications for terms beginning July 1, 2020

May 29, 2020.

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

Faculty Members

- James Milner – Faculty of Public Affairs
- Karen Taylor – Faculty of Engineering & Design
- David Sprague – School of Information Technology

Graduate Students (elected)

- Nathan Bruni
- Donatus Edi
- Rufes John Sundarraj

Undergraduate Students

- Millie Close – Science

DATE: May 21, 2020

TO: Senate

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

RE: Academic Unit Name Change: Institute of Cognitive Science

Background

The Institute of Cognitive Science would like to become the Department of Cognitive Science, as per the attached summary. "Institute" seems to cause confusion and leads to the belief that they do not offer an undergraduate program. Currently, they already function as a department.

Academic Unit Name Change Process

Following approval and support of the proposed name change by the academic unit and line dean, approval is provided by Faculty Board, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate before being recommended to the Board of Governors.

Recommendation to Approve the Academic Unit Name Change

SQAPC Motion May 21, 2020

> **THAT** SQAPC recommends to Senate the approval of the name change from the Institute of Cognitive Science to the Department of Cognitive Science to take effect upon approval.

Senate Motion

> **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.

Template for Major Modification A1: Change in Governance

MEMORANDUM

To: Vice-President's Academic and Research Committee (VPARC) for A1s

From: Mark MacLeod, Acting Director
Institute of Cognitive Science
FASS

CC: L. Pauline Rankin, Dean, FASS   Peter Thompson, Associate Dean, Academic, FASS

Date: 31-Jan-2020

Subject: Major Modification to Institute of Cognitive Science. Track A1

Modification Description

We propose to change the name of the Institute of Cognitive Science to "Department of Cognitive Science". The main argument in favour of making this change is that the name "Institute" causes confusion as its usage often leads to the inference that we do not have an undergraduate program (with students and courses, etc.). That worry, combined with the fact that, for all intents and purposes (e.g. structure of our administration) we already function as a department, leads us to believe that such a change would in the best interests of both the Institute and FASS. The proposed changes will affect the program's name only.

Impact on Other Programs

The change in name will have no effect on other programs and departments, save for minor website and documentation edits.

Resources

The proposed name change will not affect the resourcing for the program, nor will it affect the program's Dean or Faculty affiliation. Furthermore, the change will not lead to any change in faculty affiliation or workload, nor will it affect administrative support. No space will be gained or lost as a result of this change.

This is the Section C: Governance from the Institute's most recent CPR.

C. GOVERNANCE
The Institute of Cognitive Science is an administrative unit in the Faculty of Arts and Social Sciences. The Institute is responsible for the delivery of the degree programs. It is headed by a Director (Dr. Jo-Anne LeFevre was Director from 2009-2015 and has resumed the position for 2016-2018). The Institute has a full-time Administrator (currently Mr. John Tracey). The graduate program is managed by the Graduate Supervisor (currently Dr. John Logan), with administrative assistance from a Graduate Administrator (currently Mrs. Liane Dubreuil). The undergraduate program is managed by the Undergraduate Supervisor (Dr. Mark MacLeod), assisted by the Departmental Administrator. Decisions are made first through consideration by committees (headed by the undergraduate and graduate supervisors), which are brought to the departmental board for consideration and voting (if required). The departmental board is made up of all of the faculty members with greater than a 0% appointment in Cognitive Science. However, some 0- 100% faculty members from Linguistics are also directly involved in governance. Faculty members present at meetings vote on motions raised although in practice most decisions are made through consensus, given they have received sufficient discussion. Anyone with a cross appointment can bring forward a new idea for consideration. The departmental board has a graduate student and an undergraduate student representative.

The Director of the Institute reports to the Dean of FASS and sits on the FASS Chairs and Directors committee. Promotion and tenure decisions are made by personnel committees constituted to reflect the appointment status of individuals who are up for promotion/tenure. Thus, for faculty appointed 100% in Cognitive Science, the committee will consist of individuals from the ICS faculty complement (appointed at least at 0%). Because of the interdisciplinary nature of the program, considerable effort is made to constitute committees that are representative of the disciplinary strengths of the individual being assessed. For appointments that are 50-50% with another department, committees consist of the Chair/Director of each department and 2 other representatives from that unit (who could be also appointed in Cognitive Science). Committees are constituted to reflect the disciplinary strengths of the candidate. Individuals who have less than a 50% appointment in Cognitive Science have had their decisions made within their own major departments, with contributions from ICS as needed.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Institute of Cognitive Science name change

[X] I support this change unconditionally.

[ ] I do not support this change.

[ ] I support this change, with the following reservations:

Signature:

Name: Charles MacDonald

Title: Dean

Academic unit: Faculty of Science

Date: March 3, 2020

Notes:

Canada's Capital University

DATE: May 21, 2020

TO: Senate

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

RE: 2021-22 Calendar Curriculum Proposals
        Undergraduate Major Modification

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

Documentation
Recommended calendar language, along with supplemental documentation as appropriate, are
provided for consideration and approval.

Major Modifications
  1. **Neuroscience B.Sc. Combined Honours**
     SCCASP approval: May 5, 2020
     SQAPC approval: May 7, 2020

Senate Motion May 29, 2020

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.

Carleton
UNIVERSITY

Canada's Capital University

Office of the Vice-Provost and
Associate Vice-President
(Academic)

memorandum

DATE: May 22, 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 Engineering

The purpose of this memorandum is to request that Senate approve the Final Assessment Reports and Executive Summaries arising from the cyclical reviews of the 13 undergraduate programs in Engineering.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed motions at its meeting of May 21, 2020 in which SQAPC recommends to SENATE the approval of the Final Assessment Reports and Executive Summaries arising from the cyclical program reviews of the undergraduate programs in Engineering.

The Final Assessment Reports and Executive Summaries are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 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 in each of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

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

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

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

Omnibus Motion
In order to expedite business with the multiple Undergraduate Engineering Final Assessment Reports and Executive Summaries that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 13 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

THAT Senate approve the Final Assessment Reports and Executive Summaries as presented below.

Senate Motion May 29, 2020

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.

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

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

Senate Motion May 29, 2020

> **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.

MEMORANDUM
From the Senate Committee on
Curriculum, Admission and Studies Policy

To:	Senate
From:	Howard Nemiroff, Chair of SCCASP
Date:	May 29, 2020
Subject:	**2020-21 Academic** Regulations **Changes**

For Senate approval

1. Streams minimum credit requirements

> **Motion: That Senate approves the changes to the credit requirements for Stream for the 2020/21 calendar year.**

Attachment: *Glossary*

For Information

1. Updated Glossary definitions – internship and course numbering
Attachment: *Glossary*

2. Architecture Deadline for Portfolio Submission
Attachment: *The Academic Year – Winter 2021*

3. 3.1.10 Changes of Degree and Program
Attachment: *TBD-1861: 3.1.10 Changes of Degree and Program*

4. ECON 6000 Level Courses (ECON 6019, 6020, 6021,6027) previously deleted minor mods, have been reinstated as the associated major mods for ECON Phd program has been delayed due to delays with Ottawa U approvals, deletions have been delayed until the major mod has been approved.

Viewing: **TBD-1981 : R-UG-Academic Year Winter 2021**

Last approved: 04/28/20 4:06 pm

Last edit: 04/28/20 4:06 pm

Last modified by: sarahcleary

Calendar Pages Using this Program	The Academic Year (Graduate and Undergraduate Studies)

Effective Date	
Workflow	
Program Code	TBD-1981
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-Academic Year Winter 2021

Program Requirements

Academic Year

Date	Activity
WINTER TERM 2021	
December 30, 2020	Deadline for course outlines to be made available to students registered in winter term courses.
January 4, 2021	University reopens.
January 6, 2021	Winter term classes begin.
January 20, 2021	Last day for registration for winter term courses.
	Last day to change courses or sections (including auditing) for winter term courses.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2021 and must register for the winter 2021 term.

Date	Activity
January 22-24, 29-31, 2021	Fall term deferred final examinations will be held.
January 31, 2021	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 1, 2021	Last day for receipt of applications for admission to the Bachelor of Social Work degree program for the fall/winter session.
February 12, 2021	April examination schedule available online.
February 15, 2021	Statutory holiday. University closed.
February 16-19	Winter Break, no classes.
March 1, 2021	Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department. Last day for receipt of applications to Bachelor of Architectural Studies, Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session. Last day for receipt of applications for admission to an undergraduate program for the summer term. Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 12, 2021	Last day to request Formal Examination Accommodation Forms for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 26, 2021	Last day for summative tests or examinations - or for formative and/or practical tests or examinations totaling more than 15% of the final grade - before the official examination period (see Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2021	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1. Last day for receipt of applications from potential spring (June) graduates.
April 2, 2021	Statutory holiday. University closed.
April 9, 2021	Winter term ends. Last day of fall/winter and winter term classes. Last day for take-home examinations to be assigned, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for academic withdrawal from fall/winter and winter term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter term courses.
April 10, 2021	No classes or examinations take place.
April 11-23, 2021	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 23, 2021	All take-home examinations are due on this day, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 1, 2021	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 14, 2021	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in spring 2021 and must register for the summer 2021 term.

Date	Activity
May 14-26	Fall/winter and winter term deferred final examinations will be held.
June 1, 2021	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for application due February 1 or March 1 or April 1.
June 15, 2021	Last day for receipt of applications for undergraduate degree program transfers for the fall term.

New Resources

Summary

Rationale for change

Transition/Implementation

Program reviewer
comments

Key: 1981

Date Submitted: 05/14/20 3:39 pm

Viewing: **TBD-1861 : R-UG-3.1.10 Changes of Degree and Program**

Last approved: 04/15/20 1:49 pm

Last edit: 05/14/20 3:39 pm

Last modified by: sarahcleary

Changes proposed by: sarahcleary

Calendar Pages Using this Program	[Academic Regulations for Degree Students](#)
Effective Date	2020-21
Workflow	minormod
Program Code	TBD-1861
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-3.1.10 Changes of Degree and Program

Program Requirements

3.1.10 Changes of Degree and Program

Application through Registrar's Office

Application is made through Carleton Central (Change of Program Element application) for change of program applications in the following cases:

- students who wish to change to a different program within the same degree;
- students who wish to add, drop or change a Concentration, Specialization or Minor;

Not all program combinations are possible. ~~Application through Co-op and Career Services Application is made through the Co-op Office for admission to and withdrawal from the Co-op Option.~~ **Please consult with specific units for the options available.**

Application through Co-op and Career Services

Application is made through the <u>Co-op Office</u> for admission to and withdrawal from the Co-op Option.

Application through Admissions Services

The following situations require students to reapply for admission through Admissions Services:

a. currently registered students who wish, or who are required, to change their degree;
b. students who have been suspended or debarred and wish to return to their original program after the required absence from studies at Carleton University (see Section 3.2.3 of the Academic Regulations of the University);
c. students who, after completing an undergraduate degree, wish to complete an additional undergraduate degree or certificate;
d. students who have left the university and wish to return to a different degree;
e. students who have attended another post-secondary institution (except on a letter of permission or exchange program), and wish to transfer obtained credits to their Carleton credential;
f. Special Students who wish to be formally admitted to Carleton University (see Section 15 of the General Admissions Requirements and Procedures); and
g. students who have been away from the university for nine or more consecutive terms.

New Resources	No New Resources
Summary	Added "Not all program combinations are possible. Please consult with specific units for the options available." to the sub heading 'Application through Registrar's Office'.
Rationale for change	Disclaimer.
Transition/Implementation	N/A
Program reviewer comments	

Key: 1861

MEMORANDUM

From: Senate Academic Governance Committee
To :   Senate
Date: May 29, 2020
Subject: Senate committee ratifications

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

SENATE COMMITTES:

Senate Executive Committee

- Siva Sivathayalan – faculty member
- Kareem AlWazir - undergraduate student

Senate Quality Assurance and Planning Committee

- Philippe Lagasse – faculty member (FPA)
- Julie Garlen – faculty member (FASS)
- Benjamin Jelley - Undergraduate student
- Marissa Parker - Undergraduate student

Senate Committee on Curriculum Admissions and Studies Policy

- Pamela Wolff – faculty member (Science)
- Gaurish Kohli – Undergraduate student

Senate Academic Governance Committee

- Donald Russell – faculty member (FED)
- Paul Wilson – faculty member (FPA)
- Elisabeth Guthrie - Undergraduate student

Senate Committee on Student Awards

- Paul Peters (faculty member, Chair)

Senate Library Committee

- Tracey Lauriault (faculty member)
- Liam Young (faculty member)
- Omair Shafiq (faculty member)
- Hannah Whale - Undergraduate student

Honorary Degrees Committee

- Peter Watson (retiree nominee)
- Graham Smart (FASS nominee)
- Qi Jun Zhang (FED nominee)
- Jane Gilbert (Alumni rep)
- Feruz Dglel Tesfay - Undergraduate student

Senate Academic Integrity Appeals Committee

- Oren Petel (FED)
- Ridah Khan - Undergraduate student

Senate Review Committee

- Donald Russell (FED – Chair nominee)
- Pablo Heidrich (FPA nominee)
- Paul Keen (FGPA nominee)

Carleton
UNIVERSITY

Centre for
Indigenous Initiatives

KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE
FINAL REPORT
MAY 2020

KINÀMÀGAWIN

IS ABOUT
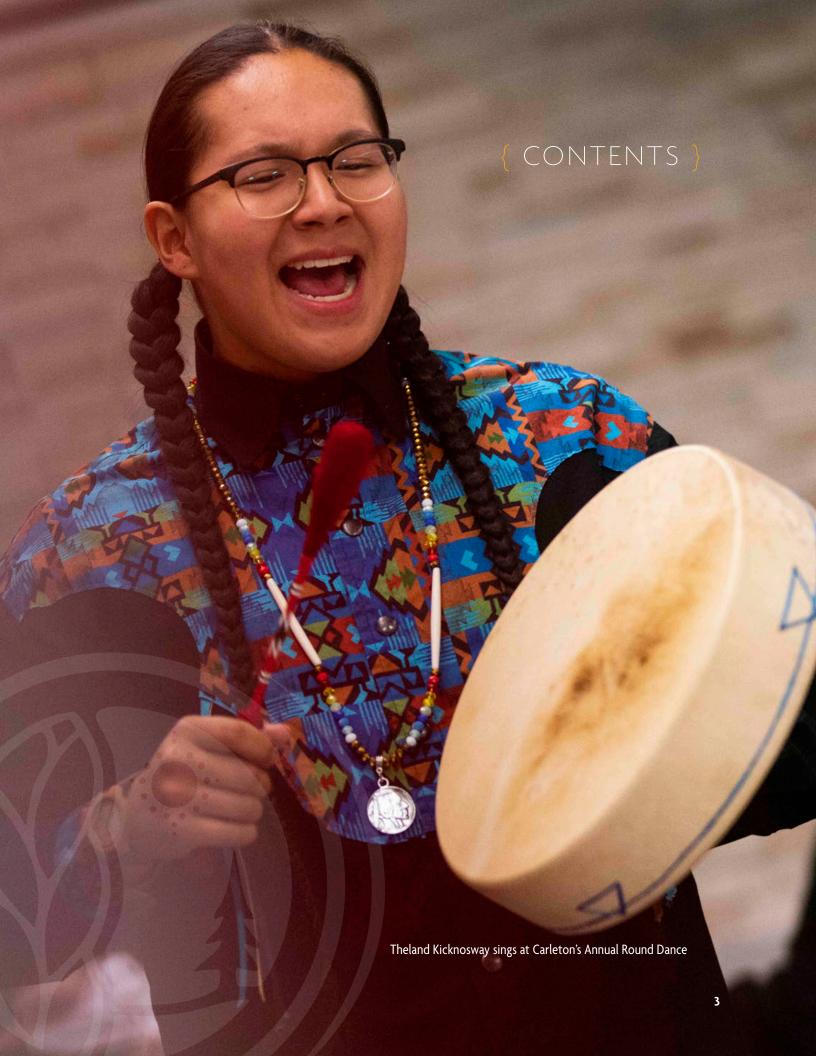
THE

FUTURE.

{ OPENING }

Kwey Kwey. Reflecting on the theme of Kinàmàgawin - learning together, I am reminded of a time when lifelong learning was the way of life among Indigenous people. Mother earth provided everything, not only to live our lives in the good way, but to learn from all our relations.

Kinàmàgawin is about the future. Learning in the Indigenous way, the humility of seeking and sharing knowledge of all of our gifts will ensure that the next seven generations will benefit. We are all connected, and when we can learn together with open minds and open hearts, the outlook will be brighter. ⬤

Barbara Dumont-Hill

Kitigan Zibi Anishinabeg

Theland Kicknosway sings at Carleton's Annual Round Dance

OSHKI IJI MÀDJI

A NEW WAY

Following the release of the Truth and Reconciliation Commission's Final Report in 2015, many post-secondary institutions across Canada [...] tention has been demonstrated through the refreshing of strategic plans and frameworks and the formation of committees and tables w[...] the establishment of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC). This Committee was initiated by Preside[...] with support from Theresa Hendricks (project coordinator). Thirty-five additional members formed the full committee and represented [...] from outside the university.

INSTITUTIONAL HUMILITY

The practice of Institutional Humility has been critical to the work of CUSIIC from the very beginning, as we recognize the importance of truth-telling and creating opportunities for Indigenous learners, educators, student support staff and community members to share their stories. Institutional Humility has meant acknowledging the use of educational institutions like Carleton by Canada to eliminate Indigenous peoples as distinct, sovereign and self-determining peoples. It has meant acknowledging that, as a tool of assimilation, the education system has historically been used to dispossess Indigenous peoples of their lands, ceremonies, cultural traditions, governance structures, kinship systems, laws, and has historically served as a bastion of Eurocentric worldviews and racism. Finally, it has most importantly meant acknowledging how contemporary relationships between Indigenous peoples and Carleton have been impacted by these practices.

RENEWED COMMITMENT

Carleton is renewing its commitment to ensure that all graduating students have an understanding of Indigenous peoples, histories and world views. This will serve not only to create culturally safer spaces for Indigenous students, staff and faculty, but also to make certain that all Carleton graduates are socially responsible citizens who can become ethical future leaders. The Committee (CUSIIC) believes that through relationship-building and partnerships with Indigenous communities, Carleton will be better able to support Indigenous learners, ensuring that Carleton's efforts are aligned with priorities and initiatives developed by Indigenous communities.

Benny Michaud

Benny Michaud, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Assistant Director,
Department of Equity and Inclusive Communities
(Responsible for the Centre for Indigenous Initiatives)

Kahente H. Miller

Kahente Horn-Miller, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Associate Professor,
School of Indigenous and Canadian Studies

I IJIWEBIZOWIN

Y FORWARD

a committed to reinvigorating efforts to support Indigenous learners and bring Indigenous knowledge into classrooms. This renewed in-
ith the express intent of furthering the work of reconciliation. In October 2018, Carleton University joined this collective movement with
ent Benoit-Antoine Bacon and co-chaired by Kahente Horn-Miller (faculty), Benny Michaud (administration), and Jerry Tomberlin (provost)
Indigenous and non-Indigenous students, staff, and faculty at Carleton, as well as Indigenous community members and service providers

TRUE
RECONCILIATION

Situated both on the unceded territory of the Algonquin Anishi-
nabeg, and in Canada's capital city, Carleton has a particular respon-
sibility to demonstrate institutional humility and be innovative in
righting historically problematic relationships. The Committee rec-
ognizes that Carleton must break from a distinctly Canadian ap-
proach to education that has privileged colonial pedagogies and
Western intellectual frameworks. In making a new path forward, it
will be necessary for Carleton to undergo a shift in its institution-
al culture and current leadership approaches, which will undoubt-
edly cause some discomfort. The status quo has perpetuated the
mission of colonizing Indigenous peoples in Canada and must be
disrupted in order for institutional growth and true reconciliation.

COURAGEOUS
ACTION

Finally, the Committee understands that in order to achieve cred-
ibility, Carleton will need to be courageous and make decisions
that protect and promote Indigenous knowledge and that support
and maintain respectful relationships between the university and
Indigenous communities. The fraught contemporary relationship
between educational institutions and First Nation, Métis and Inu-
it peoples took generations to cultivate and will take that long to
bring into balance. Carleton's role in this move forward is an import-
ant one. The Carleton University Strategic Indigenous Initiatives
Committee calls upon the university to build on current successes
and take bold new steps towards achieving reconciliation upheld by
the foundations of truth and mutual respect.

Jerry Tomberlin, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Provost and Vice-President (Academic)

Benoit-Antoine Bacon
President and Vice-Chancellor

EKIDÒMAGAK

TERMINOLOGY

The Committee (CUSIIC) is sensitive to the distinct histories, cultures, and languages of First Nations, Inuit and Métis peoples in Canada. In this report, the term "Indigenous" is used when referring to all First Nation, Inuit and Métis peoples, unless referencing a specific community. In this case, the name of the specific community will be used. As past reports and documents are referenced, the term "Aboriginal" is present; however, the Committee recognizes that this is a dated term.

NÌGÀNIZÌG KÀ KIJIGÀBANDAGIK PÌNDIGEWIN INAKÀG
COMMITTEE REPRESENTATIVES

Kahente Horn Miller (Co-chair) *Kanien'kehá:ka of Kahnawà:ke*
Benny Michaud (Co-chair) *Michif from St. Boniface*
Jerry Tomberlin (Co-chair)
Theresa Hendricks (Project Co-ordinator) *Métis Nation*
Tony Belcourt *Métis Nation*
Dwight Bero Jr. *Mohawks of Akwesasne*
Barbara Dumont-Hill *Algonquin Anishinabeg - Kitigan Zibi*
Della Meness *Algonquins of Pikwakanagan First Nation*
Marie-Louise Peron *Métis Nation*
Anita Tenasco *Anishinabe - Algonquin Nation*
Chad Smith
Martha Attridge Bufton
Manuel Báez
Lev Blumenfeld
 Heather Dorries
Gordon DuVal
Jennifer Elliott
Beth Gorham
Robyn Green
Jennifer Henderson
Anna Hoefnagels
Michel Hogue
David Hornsby
Farah Hosseinian
Cle-alls Kelly *Skidegate Haida*
Patricia McGuire *Bingwii Neyaaski Anishinaabe - Robinson-Superior Treaty*
Pauline Rankin
Carmen Robertson *Lakota-Scottish*
Paul Simms

Brittany Amell
Taylor Arnt *Tootinaowaziibeeng Treaty Reserve*
Jeff Correa
Ashley Courchene
Anishinaabe Sagkeeng First Nation
Julianne Dumont *Algonquin Nation*
Nesreen Hammoud
Aliqa Illauq *Inuk from Kanngigtugaapik in the Qikiqtaaluk Region*
Rebekah Ingram
Sabre Lee *Mi'gmaq Nation*
Ken Lumsden
RJ Mitchell *Mohawks of Akwesasne*
Sidney Moran
Aurora Ominika-Enosse *Anishinaabe Wiikwemkoong Unceded Territory*
Yvonne Osagie
Karina Pocrnic
Andrea Reid *Nisga'a Nation - Village of Gingolx*
Tamara Takpanni *Inuk from Iqaluit, Nunavut*
Janna van de Sande *Métis Nation*
Courtney Vaughan *Métis Nation*
Gavin Woodburn *Kwiakah First Nations*
Wolfgang Wuttke-Stanton *Oji-Cree from Garden Hill First Nations and Yokut from Tule River in the Central Valley of California*

The commemorative art installation "**Walking With Our Sisters**" by Christi Belcourt was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people.

WÌYAGI IJI ANISHINÀBEG WIDÒKÀZOWIN CARLETON KICHI KIKINÀMÀDINÀN

INDIGENOUS INITIATIVES AT CARLETON: A TIMELINE

Prior to the release of the Truth and Reconciliation Commission's Final Report, Carleton University worked to support Indigenous learners. The timeline that follows outlines the Indigenous initiatives undertaken by Carleton.

1990s

The Department of Equity Services (now called the Department of Equity and Inclusive Communities) created Indigenous-specific positions to support the learning and cultural needs of Indigenous students. Eventually, the Centre for Aboriginal Culture and Education was established and created a space designed specifically for use by Indigenous students.

2001-08

Carleton began offering undergraduate public administration courses for the Government of Nunavut and has

Carleton began offering undergraduate public administration courses for the Government of Nunavut in 2001 and has since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa.

since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa. Building on these successes, graduate level Indigenous-focused academic programming was developed, including the Northern Studies and Canadian and Indigenous Studies master's programs. It was during this period that both the Centre for Indigenous Initiatives and the Indigenous Enriched Support Program (IESP) were launched. The IESP is a transition program for Indigenous students wanting to obtain an undergraduate degree. It provides a non-traditional route of access to post-secondary studies at Carleton.

2014

The School of Public Policy and Administration began offering the Graduate Diploma in Indigenous Policy and Administration.

Students in the Ojigkwanong Indigenous Student Centre. Ojigkwanong is run by the Centre for Indigenous Initiatives and provides Indigenous students with a place to build community and achieve academic success.

2015

After the Truth and Reconciliation Commission published their Final Report, Carleton made a more outward commitment to strengthening its relationships with Indigenous communities in the Ottawa region. Outreach was extended to the urban Indigenous community, the Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan and the Mohawk Nation of Akwesasne. This was meant to reignite positive community relationships and was strengthened by the commemorative art installation "Walking With Our Sisters" by Christi Belcourt, which was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people. This opened the Carleton campus to the broader Indigenous community and helped to welcome people into the university from different walks of life. Complementing these initiatives, the Centre for Indigenous Research, Culture, Language, and Education began working with the Native North American Travelling College (NNATC) in the Mohawk Nation of Akwesasne, Ontario, on a Social Sciences and Humanities Research Council of Canada grant application. Research with NNATC is about developing a historical narrative of the NNATC, digitizing archival materials held by the college, creating resources on the Salli Benedict Basket Collection housed at the NNATC and augmenting the digital holdings of the database of the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures.

2016

The School of Canadian Studies was renamed the School of Indigenous and Canadian Studies, reflecting a growing movement and awareness within the department and across the university to establish an Indigenous Studies department at Carleton. The renaming of the department marked a powerful shift to create a more appropriate and permanent house for Indigenous content, as well as Indigenous teaching and learning methods. By the end of 2016, Carleton had nine Indigenous faculty members across a variety of Faculties and departments, including the School of Indigenous and Canadian Studies.

2017

The Centre for Aboriginal Culture and Education housed in the Department of Equity Services was renamed the Centre for Indigenous Initiatives. The change in name reflects a shift in the mandate of the Centre. The Centre has since served to support Indigenous learners, faculty and staff while providing educational opportunities for the campus community. In addition to providing specialized department-specific training and workshops, staff at the Centre have played a critical role in the incorporation of Indigenous perspectives into university policies.

2018

Since 2018, Carleton has provided core funding for five continuing positions in the Centre for Indigenous Initiatives. These positions include the Assistant Director of the Department of Equity Services and Inclusive Communities, who is primarily responsible for the Centre for Indigenous Initiatives, an Indigenous Cultural Counselor, an Indigenous Programs Officer, and an Indigenous Curriculum Developer.

Dr. Kahente Horn-Miller, in collaboration with the Centre for Indigenous Initiatives and supported by Teaching and Learning Services, created the Carleton University Collaborative Indigenous Learning Bundles. These bundles are classroom resources and learning tools that facilitate student understanding of Indigenous history and politics in a Canadian context. Topics include: The First Peoples: A Brief Overview; Decolonization is for Everyone: Identity Formation in the Canadian Context; Engaging with Indigenous Communities; Indigenous Environmental Relations; Indigenous-Canada Relations; Introduction to the Métis People and the Métis Nation, Cultural Conceptions of the Life Cycle; The Inuit Story; Maternal and Child Health; and Determinants of Health. These 10 learning bundles are highly transferable and can be used in classrooms across all departments and Faculties. They have now been used in more than 40 courses and for professional development in monthly facilitated workshops. Carleton continues to incorporate Indigenous content into its courses. As of the summer of 2018, Carleton had 72 courses that include Indigenous content and subject matter.

2019

The Carleton University Strategic Indigenous Initiatives Committee was convened to conduct an environmental scan of the Indigenous initiatives happening at Carleton, facilitate broad engagement sessions, and to develop a series of Carleton-specific recommendations, which are outlined at the end of this report. ⬨

THE RENAMING OF THE DEPARTMENT MARKED **A POWERFUL SHIFT** TO CREATE A MORE APPROPRIATE AND PERMANENT HOUSE FOR INDIGENOUS CONTENT, AS WELL AS **INDIGENOUS TEACHING AND LEARNING METHODS.**

Student Ruston Fellows is shown how to properly carve a paddle. The Carleton University Art Gallery, in partnership with the Centre for Indigenous Initiatives, hosted the Wiigwas Chimaan Workshop. Under the tutelage of Algonquin canoe maker Pinock Smith, students learned how to make a birch bark canoe.

The Ojigkwanong student centre is a home away from home where Indigenous students can work, socialize and build community – all in a place designed to reflect the diversity of Indigenous cultures.

WÌDÒKÀZOWINÀN ÀNIMITÀGOZIWIN KED IJI MÀDJÌSHKÀG

METHODOLOGY AND CONSULTATION PROCESS

METHODOLOGY

CUSIIC is comprised of more than 35 individuals. Throughout January and February 2019, the Committee developed a series of themes and questions about Indigenous initiatives at Carleton that were used throughout the consultation process. The Committee also identified a list of stakeholders who needed to be engaged. From March to October 2019, more than 600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community participated in more than 40 engagement sessions.

These consultations and resultant conversations produced a series of qualitative data sets, which were categorized and ordered according to the themes identified by the Committee. These data ultimately inform this report and are the basis for the Carleton University *Calls to Action*.

The purpose of this report is to design a strategy to make Carleton a safer space for current and future Indigenous students and Indigenous faculty members. A number of recommendations and ideas were made at the consultations to guide this strategy, and to

The use of traditional medicines is an integral aspect of Indigenous student support on campus.

frame the committee's mandate and actions. If these recommendations are implemented, it would indicate and suggest that Carleton is well on its way to making this campus a safer and better place for Indigenous students, staff and faculty alike. However, there is still a lot of work to be done, and many questions to address, even after these comprehensive consultations.

CONSULTATION OVERVIEW

The CUSIIC co-chairs consulted a diverse cross-section of interest groups, both on and off campus, which included Indigenous and non-Indigenous participants. The co-chairs met with current Indigenous and non-Indigenous students, faculty and staff; executives from various student governments; representatives from each of the Faculties; staff and faculty union representatives; Senate; Board of Governors; and former Indigenous faculty members who had left Carleton to join other universities. The co-chairs also met with several Indigenous service providers in the Ottawa area. Co-chairs also travelled to several Indigenous communities, including Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan, the Mohawk Nation of Akwesasne, and Iqaluit, Nunavut. The list on the following pages outlines all the engagement events that were held.

February 28, 2019	CUSIIC Student Subcommittee, Carleton University
March 12, 2019	Indigenous Students, Carleton University
March 15, 2019	Student Government Executives, Carleton University
March 18, 2019	Non-Indigenous Students, Carleton University
March 19, 2019	Faculty of Public Affairs, Carleton University
March 19, 2019	Teaching and Learning Services, Carleton University
March 20, 2019	Faculty of Arts and Social Sciences, Carleton University
March 22, 2019	Faculty of Engineering and Design, Carleton University
March 27, 2019	MacOdrum Library, Carleton University
April 1, 2019	Faculty of Public Affairs Chairs and Directors, Carleton University
April 4, 2019	Ontario Public Service Employees Union 404, Carleton University
April 9, 2019	Faculty of Science, Carleton University
April 17, 2019	Carleton University Academic Staff Association, Carleton University
April 17, 2019	Strategic Integrated Planning Task Force and Vice-President Academic and Research Committee, Carleton University
April 23, 2019	Administrative Management Members, Carleton University
April 23, 2019	Indigenous Enriched Support Program Staff, Carleton University
April 24, 2019	School of Social Work, Le Germain Hotel
April 24, 2019	Faculty, Instructors, and Librarians, Carleton University
April 25, 2019	Office of the Vice-President (Student and Enrolment), Carleton University
April 25, 2019	Office of Institutional Research and Planning, Carleton University
April 26, 2019	Sprott School of Business, Carleton University

April 30, 2019	Professional Services Staff (Administrative Technical and CUPE 2424 Members), Carleton University
April 30, 2019	Carleton Campus, Carleton University
May 2, 2019	Indigenous Service Providers in Ottawa, Wabano Centre for Aboriginal Health
May 7, 2019	Anonymous, Carleton University
May 9, 2019	Facilities Management and Planning, Carleton University,
May 16, 2019	Anonymous, Carleton University
May 21, 2019	Kitigan Zibi Anishinabeg Community, Kitigan Zibi Anishinabeg Cultural Education Centre
May 31, 2019	Carleton University Senate, Carleton University
June 3, 2019	Anonymous, Carleton University
June 13, 2019	Tungasuvvingat Inuit, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 27, 2019	Carleton University Board of Governors, Carleton University
August 7, 2019	Iqaluit Education Providers, Iqaluit, Nunavut
August 22, 2019	Algonquins of Pikwakanagan, Pikwakanagan First Nation
September 17, 2019	Indigenous Education Providers, Wabano Centre for Aboriginal Health
October 21, 2019	Mohawk Nation of Akwesasne, Administration Building #1, St. Regis

(above) Vendor Marlene Murphy sells ceramic creations at the Annual Indigenous Winter Market.

(above) Dr. Pamela Palmater provides the keynote lecture at the 1st Annual Kinamagawin Symposium. Both events are hosted by the Centre for Indigenous Initiatives.

MÀMAWO KIJIGA
COMMUNIT

ÀBANDAMOWIN
Y ENGAGEMENT OVERVIEW

Throughout the consultation phase, CUSIIC engaged in many productive conversations and received many comments online. This section summarizes what CUSIIC heard, which informed the work of the committee and the development of the Carleton-specific Calls to Action listed at the end of this report.

RELATIONSHIPS

- Establishing and maintaining strong relationships between the university and Indigenous peoples is important, as it will foster mutually respectful relationships and create a deep network of support for students, staff and faculty within the university.

- Strengthening relationships between Carleton and Algonquin communities is critical to advance the inclusion of Indigenous perspectives.

- Carleton is situated on unceded Algonquin territory, and as a result, land and territorial acknowledgements must be a regular feature – not hollow ceremony – during Carleton's public events. These acknowledgments should be made in conjunction with naming campus buildings in the Algonquin language, making the Algonquin language an official language on campus and providing Algonquin language courses that could be made available to external community members.

- It is important for staff, faculty and students to have opportunities to learn about Algonquin history and culture. This could be accomplished through information sessions, courses and campus tours.

- It is important to build relationships with local high schools and school boards as a means of reaching urban Indigenous students who may be interested in attending university after they graduate. Inviting high school students to campus to take part in tours will introduce potential students to campus and university life.

- The mini courses offered at Carleton are a potential avenue to bring young Indigenous students to campus, although the participation fees may need to be re-evaluated as they may be too high for some Indigenous families.

- Many students attend multiple post-secondary institutions, so it is important for Carleton to strengthen its relationships with other post-secondary institutions in Ottawa.

- In order to meet the needs that these students often have when they arrive on campus, it is important to sett up referral systems to local Indigenous service agencies within Ottawa.

- Providing opportunities for Indigenous students to get to know one another is a critical part of fostering a strong sense of community and support for Indigenous learners. Students often benefit from stronger connections with Indigenous faculty members, so it would be helpful for students to have a list of Indigenous faculty members, including their areas of research.

- It is important for students to have opportunities to meet with members of Campus Safety Services to establish more positive connections. Consultation participants recommended providing an opportunity for Campus Safety Services and Indigenous students to meet in a casual setting, possibly during Orientation Week at a campus-community feast, to build trust and awareness.

"Healing from intergenerational trauma can take many generations and is a lifelong journey. Many students are on this healing path when they come to Carleton and require support to continue healing."
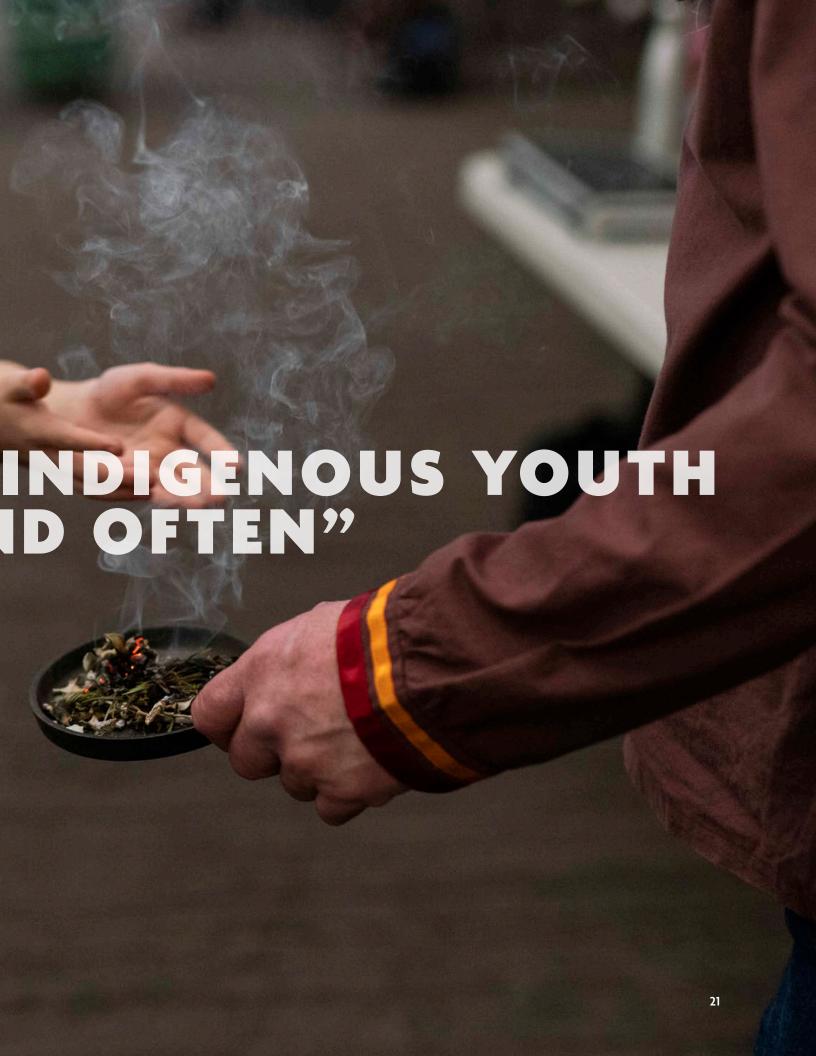
STUDENT SUPPORT

Indigenous student support begins when they first arrive on campus and should extend throughout their time at Carleton. This support comes in many forms, including the establishment of a robust sense of community.

- Beginning university can be an exciting time for any student, it can also be a source of anxiety and apprehension. Orientation Week is a critical opportunity to familiarize new students with campus life, which includes providing an overview of available services for Indigenous students, clarifying the role of the Centre for Indigenous Initiatives, providing information on the Indigenous Enriched Support Program and introducing relevant social groups and hubs. Familiarizing new students with the city of Ottawa was also emphasized, including explaining OC Transpo and STO transportation services and available services offered by urban Indigenous organizations in Ottawa. Orientation Week is also an important moment to bring awareness to non-Indigenous students, staff and faculty with respect to Indigenous culture, history and ethical research practices. First-year Indigenous students should be welcomed and offered a guided campus tour that pays particular attention to available Indigenous student support services. It was suggested that Carleton host an orientation week specifically for Indigenous students and their families.

- It is important for Indigenous students to have priority in residence accommodations to put new students in the best position to succeed. There is a need for increased support for Indigenous students with children and participants suggested facilitating housing and childcare for Indigenous students with families.

- A sense of interconnectedness and community is critical to supporting Indigenous students. To facilitate this sense of belonging, Indigenous students will need to plan and participate in social events and gatherings, and Carleton will need to invest resources for additional events. To address issues of homesickness and/or feelings of isolation, Indigenous students should be able to access culturally relevant medicines, teachings, Knowledge Keepers and elders. It is also important to establish a time and space for sharing Inuit country food, playing traditional games, and bringing Inuit elders to meet and eat with students to address the unique experiences of Inuit students.

- Attending university is expensive, and there is a need for improved information and access to financial support for textbooks and school supplies (such as laptops, tuition, residence fees and rent) in order to help Indigenous students achieve their academic goals. Incoming Indigenous students need to be made aware of existing funding sources. Funding opportunities for Indigenous students should also be provided by the university.

- Many students come from communities where they receive lower standards of education. It is important for Indigenous students to have greater access to academic supports and affordable tutors. Indigenous students also need to be better informed of academic support services on campus, such as academic coaching and writing workshops.

- Participants shared that Carleton should support and accommodate the cultural and spiritual needs of students. They recommended further investments in the Knowledge Keeper Program, improved infrastructure for smudging and designated spaces (both on and off campus) for ceremonies. Robust cultural programming would not only support the cultural needs of a diverse Indigenous student population, but could also support their mental health and well-being. Due to a history of colonialism and ongoing settler colonial violence, many Indigenous people come to university with pre-existing mental health conditions. As a result, consultation participants urged Carleton to be more sensitive and support the mental health of Indigenous students. While cultural programming is extremely beneficial, increased access to mental health supports, including Indigenous mental health counselling services are also needed.

- With respect to introducing the broader Carleton community to Indigenous culture and history, there is a need for mandatory cultural awareness training offered annually for faculty, staff, department chairs and other university employees, such as Teaching Assistants. Faculty members and other employees who interact with students in a teaching capacity should also receive training on intergenerational and colonial trauma so they understand how to discuss sensitive topics and issues in their classes and tutorials.

19

"WE MUST ENGAGE
EARLY AN

"INDIGENOUS YOUTH
ND OFTEN"

RECRUITING AND RETAINING INDIGENOUS STUDENTS, FACULTY AND STAFF

Consultation participants emphasized the need for the development of new approaches to actively recruit and retain Indigenous students, faculty and staff. The importance of building community was seen as an important consideration when developing retention strategies.

- Recruiting Indigenous students begins when they are still in high school. There is a need to send an Indigenous recruiter to a variety of Indigenous communities to visit local high schools, as well as nearby high schools in the Ottawa-Gatineau region. This recruiter should emphasize current and future Indigenous initiatives, the various programs Carleton has to offer and the benefits of studying in the national capital, such as its proximity to government and national Indigenous organizations. Future students should be made aware of the available support services and the many cultural events Carleton hosts for students and those in the larger Ottawa community. Actively recruiting Indigenous students will strengthen the relationship between Carleton and Indigenous communities.

- Retaining Indigenous students will largely depend on Carleton's ability to support their needs. Carleton must provide improved and increased access to programming and services. At the same time, Indigenous students thrive when they feel a sense of community, since a community of kinship often acts as a network of support. Indigenous students must feel safe and heard at Carleton, which includes measures that protect their integrity, such as improved reporting mechanisms if they experience anti-Indigenous racism, assault and/or sexual violence.

- Recruiting Indigenous faculty must begin early, even when they are completing their doctoral degrees. Participants shared that there is a need to develop pre-doctoral fellowships so that Indigenous PhD students could hold tenure track positions with limited teaching and administrative responsibilities, which would allow them to complete their degrees.

- It is important to offer competitive salaries to potential Indigenous faculty and avoid using unattractive retention tactics, such as requiring potential faculty members find counter-offers from different universities as a way to remain at Carleton.

- Participants highlighted the need to develop a more rigorous hiring process and policy when interviewing potential faculty members that addresses questionable claims to an Indigenous identity. Participants felt it was common to see tenure track positions reserved for Indigenous applicants awarded to persons with questionable claims to an Indigenous identity. The hiring process needs to require a letter of support from an Indigenous community, Indigenous government or an urban Indigenous service provider, which would authenticate claims to an Indigenous identity.

"We will lose amazing students, staff and faculty if we cannot find ways to deal with the issue of race-shifting or white settler self-Indigenization."

"To support Indigenous graduate students there needs to be generously funded bursaries for students and quality affordable childcare."

- According to participants, Indigenous faculty members often feel quite isolated and overburdened, which limits opportunities for collaboration. The need for increased support for their own Indigenous initiatives was frequently mentioned in consultations. There is a need to ensure that Indigenous faculty are not overburdened with the work of "Indigenization" in order to manage workloads. Participants shared that Indigenous faculty members often feel tokenized and are asked to "Indigenize" their departments without support from other faculty members. Many people recommended the creation of an Indigenous Faculty Council, which would not only generate a sense of community, but also establish a formalized space to meet and strategize how to address common concerns.

- Participants emphasized the need to dramatically increase the number of Indigenous staff at Carleton in order to meet the increasing need for Indigenous-focused support. As the process of reconciliation becomes integral to campus initiatives and policy development, the need for increasing capacity with specialized knowledge of Indigenous traditions has become important. In order to support this growing trend, Carleton must work towards hiring additional Indigenous employees and determine how best to retain current Indigenous staff.

- In working towards retaining Indigenous employees, it was acknowledged that there was often a sense of isolation and lack of community among Indigenous peoples working within the university. It was discussed how this is compounded by being asked to go above and beyond their position-specific mandate in order to accommodate university-wide Indigenous-focused initiatives. In order to retain Indigenous staff, participants emphasized the need to create opportunities for staff to connect with one another and create a sense of community.

- It was acknowledged that employees need to be able to ask for spiritual accommodation in order to attend ceremonies without fear of reprisal by managers. Participants suggested that managers participate in mandatory cultural awareness training and encourage employees to take advantage of professional development workshops available throughout the university.

- It was noted that more opportunities for career advancement beyond entry-level positions are needed within the university for Indigenous employees.

(left) Students and community members officially open the Wiigwaas Chiman Exhibit in MacOdrum Library.

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INDIGENOUS SPACES

- The Committee heard many times about the need to create additional Indigenous-focused spaces on campus, which could be used for social, academic or cultural purposes. Recommendations provided by participants included constructing a new building to house and consolidate all Indigenous initiatives on campus and expanding existing spaces, such as the Ojigkwanong Student Centre in Paterson Hall.

- According to participants, consolidating Indigenous initiatives, programming, and services should be a primary objective for Carleton. A new building could house many of the services and programs that have already been mentioned, including, but not limited to, ceremonies, mental health services, academic support services and the visiting elders program. It could also house a number of social and academic events, such as student conferences for Indigenous undergraduate and graduate students to present their research, and community feasts. Some participants spoke about the possibility of planning and constructing a communal kitchen in the new space, which would be central to creating a sense of community. They also suggested providing ulus for Inuit students so that they can eat and share traditional foods. Finally, a new building could house the office of the Centre for Indig-enous Initiatives, as well as the Indigenous Enrichment Support Program (IESP) Co-ordinator's office. Ultimately, the Committee heard that a new building would offer countless opportunities for centralizing Indigenous initiatives and support services.

- Participants acknowledged that while the construction of a building may take years to realize, an interim strategy should be considered. Ideas include expanding the Ojigkwanong Centre and creating new offices for the Centre for Indigenous Initiatives. The issue is that the Centre for Indigenous Initiatives and the Ojigkwanong Centre are currently on opposite sides of campus and Ojigkwanong is not currently an appropriate space for many of the activities that are hosted there. Participants suggested that in order to address this, additional spaces in Paterson could be constructed and include a cultural workshop room, a teaching space and a proper kitchenette for feasts. There is a need to be able to meet in an area close to Ojigkwanong without disturbing students who may be studying.

- Paterson Hall could be transformed and renovated so that it could be used for Indigenous initiatives. Rooms and offices could be transformed into social space, space for students to meet with Indigenous faculty members, teaching space and space for engaging in cultural and ceremonial practices.

- While the Ojigkwanong Centre houses a beautiful room for smudging, many consultation participants suggested that there is a need for a designated outdoor space for cultural and ceremonial practices.

- There is a need to develop a more appropriate outdoor space that is protected and secluded, and if possible, has access to the Rideau River. This type of space could also be used for outdoor classes.

- As faculty members begin to incorporate Indigenous teaching methods in their courses, a protected outdoor space will be useful for professors to instruct their classes in a culturally relevant environment.

INDIGENOUS VISIBILITY ON CAMPUS

- Increasing Indigenous visibility on campus needs to be a priority. Respect for Indigenous culture, history and people on campus must be promoted more effectively.

- It is important to acknowledge Algonquin culture, history and ongoing presence on campus. Several strategies and suggestions were shared, including showcasing more Indigenous artwork, erecting physical markers and placing a territorial acknowledgement on Carleton's website homepage. Other suggestions included using the tunnel system to engage Indigenous students in producing art; supporting an art project that is led, planned and implemented by Indigenous students; and commissioning a mural, or a series of murals, to depict the history of the Algonquin people in the Ottawa region.

- There is a need to highlight the location of Ojigkwanong. This could include locating Ojigkwanong on the campus map and placing a large visual marker outside the space to emphasize its location and reflect its importance to Indigenous students. Should Carleton construct a new building, the Committee heard that it should be named in the Algonquin language. Other initiatives included the raising of Algonquin flags on campus, the inclusion of Algonquin language street signs and on general signage throughout campus.

(below) President Benoit-Antoine Bacon with Grandmother Barbara Dumont-Hill at Convocation.

25

Staff member Theresa Hendricks leads a welcoming song.

"Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines."

INDIGENOUS TEACHING METHODS AND WAYS OF KNOWING

- From the beginning of the consultation process, CUSIIC discussed incorporating Indigenous ways of teaching and learning into Carleton's curriculum and academic culture. Beyond simply opening space for Indigenous content in courses, the Committee wanted to hear specific suggestions about how to infuse Indigenous ways of teaching, learning and evaluation. The Committee heard a number of suggestions, including hiring more Indigenous faculty members, increasing the use and resourcing of Carleton's Collaborative Indigenous Learning Bundles program, and expanding Indigenous content in courses, particularly in the Science, Technology, Engineering and Mathematics (STEM) disciplines.

- A pragmatic, yet powerful, way to create space for Indigenous ways of teaching and learning is to hire more Indigenous faculty members across all Faculties. Current Carleton Indigenous faculty members are already working towards this goal, yet they feel isolated and under-resourced to continue with this challenge. They urged Carleton to hire additional Indigenous faculty members to share this necessary work, since Indigenous faculty members are typically well-versed in Indigenous pedagogies, methodologies and research ethics.

- At the same time, as noted earlier, the Committee heard that Indigenous faculty members, including new hires, should not be expected to "Indigenize" their departments on their own. This is a collective effort that includes the support of non-Indigenous faculty members, department chairs and senior administration throughout the university.

- Participants recommended that Carleton require cultural and sensitivity training for all faculty and staff. Creating space for Indigenous ways of teaching and learning will require a deliberate strategy of ensuring Indigenous content in courses. Suggestions included incorporating Indigenous content in one individual class throughout a course offering; offering an entire course on Indigenous issues, culture or history that relates to their program of study; and creating a degree requirement to enrol in an Indigenous Studies or Indigenous-themed course.

Certain departments are better positioned than others to meet each recommendation. However, each academic degree program should include learning outcomes related to Indigenous issues, and if possible, relate those outcomes to the program's overall field of knowledge. Mandatory enrolment in an Indigenous themed course may receive some pushback from some departments, but there may be more reception for this suggestion as departments redevelop their curricula to include Indigenous learning outcomes.

An interim measure could be the utilization of Carleton's Collaborative Indigenous Learning Bundle (CILB) program. The Committee heard that CILB is an excellent resource to introduce non-Indigenous students and faculty to Indigenous issues in their courses. The Bundles are highly flexible and can be used across a variety of courses and programs to introduce students to introductory topics, such as First Nations, Inuit and Métis histories and culture. Consultation participants noted that the Bundles need to expand the number of topics, which requires further investment and resources to be provided by Carleton.

- Participants acknowledged that students and faculty in Science, Technology, Engineering and Mathematics (STEM) programs might sometimes be averse to Indigenous teaching and learning practices. It is believed that this is due to the entrenched perceptions about the universality of their fields of knowledge. A stronger focus on the social context and ethics of STEM-related research is needed, and departments in the STEM disciplines need to hire more Indigenous faculty.

"Indigenous-specific policies and curricula need to be developed in every faculty to ensure that Indigenous perspectives and knowledge is represented."

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HE CAPACITY,

FRASTRUCTURE"

"We need to spend less time discussing why we can't change, and more time on why we should and how we can."

NEW POSITIONS

- The creation of new positions was deemed critical in order to facilitate Indigenous initiatives on campus and ensure they remain on the university's agenda into the future. The Committee heard that the highest priority positions would be those related to governance, administration and service delivery.

- Participants acknowledged the need for positions to be established for Indigenous representatives on both the Board of Governors and Senate. The Committee heard this was a matter of equity, since Indigenous voices have historically been marginalized.

- It was suggested that many committees that require a student representative might also include an Indigenous representative.

- Carleton must create a number of administrative positions to administer and oversee the implementation of Indigenous initiatives on campus.

- The Centre of Indigenous Initiatives should become its own department, separate from the Department of Equity and Inclusive Communities, and led by a Director.

- A new position at the Associate Vice-President level, reporting to the Provost, should be established to ensure that progress continues to be made in achieving reconciliation in the academic sector.

- There is a need to increase the number of positions for direct student support and program delivery.

- Participants identified that there is a need for an Indigenous Community Liaison Officer to strengthen relationships between Carleton and the community.

- The need for a position tailored to curriculum development and staff training was discussed, as well as the importance of having an Inuit cultural liaison.

- The importance of properly resourcing the Indigenous Enriched Support Program was emphasized. There is a need to create core-funded positions for an Academic Advisor and for the Program Co-ordinator.

- Participants emphasized the need for an Indigenous counselor to be hired to support Indigenous students.

(below) Kahente Horn-Miller, Associate Professor in the School of Indigenous and Canadian Studies, provides insight into Indigenous teaching pedagogies at the launch for the Indigenous Learning Bundles Project.

"We need to provide flexibility so Indigenous knowledge holders can be recognized as educators without academic credentials."

KNOWLEDGE KEEPERS

- A theme that emerged from consultations was the significance of working with Indigenous Knowledge Keepers for cultural programming and teaching. There were a number of recommendations made to strengthen their involvement within the university. There is a need for clear guidelines around the role of Knowledge Keepers within Carleton.

- There is a need to establish guidelines on co-teaching, student supervision and proper compensatory practices in collaboration with the Centre for Indigenous Initiatives and Indigenous communities.

- Consultation participants shared that the process of compensating Knowledge Keepers who come to teach in their classes can be frustrating for faculty members. Due to departmental oversights, an unclear university-wide policy and cumbersome administrative issues, many faculty members end up either paying visiting Knowledge Keepers with personal funds or simply not providing compensation at all. The Committee heard that this is an unacceptable practice and was urged to consider this a priority.

- There are a significant number of barriers often faced by Indigenous community members with traditional knowledge who want to teach at Carleton. Participants shared that Knowledge Keepers should be able to co-teach courses with faculty members, even if they do not have a post-secondary degree, as a way of bringing Indigenous ways of knowing into the classroom.

- Knowledge Keepers should be respected and appreciated for their knowledge of the history, culture, language and traditions of their people. To demonstrate this valuing of Indigenous knowledge, elders and Knowledge Keepers should be allowed to sit on graduate student committees and be allowed to co-supervise when it is deemed necessary. With respect to co-teaching and supervision, the Committee heard that these should not be treated as voluntary services. Instead, much like compensating elders and Knowledge Keepers when they give a guest lecture, a new policy should clarify compensation for elders and Knowledge Keepers who co-teach and/or supervise.

- In addition to a new policy outlining the role of elders and Knowledge Keepers, there is a need for a Knowledge Keepers Council. This council would need to work in tandem with the Indigenous Education Council and provide oversight, guidance and input into policy development and Indigenous initiatives on campus. There would also need to be a relationship between the Council and the Centre for Indigenous Initiatives.

Benny Michaud, responsible for the Centre for Indigenous Initiatives, welcomes students and community members at Carleton's annual Round Dance.

"WE ARE IN ALGONQUIN TERRITORY AND THIS NEEDS TO BE REFLECTED IN EVERY ASPECT OF OUR UNIVERSITY"

RESEARCH ETHICS

- Beyond incorporating Indigenous teaching methods and ways of learning into the classroom, participants emphasized the importance of Indigenous research ethics and practices. Many spoke about the need to ensure that all researchers associated with Carleton, including students and faculty members, understand the importance of engaging in ethical research practices when working with Indigenous peoples and communities.

- A number of recommendations were brought forward ranging from ensuring the Carleton University Research Ethics Board (REB) is more rigorous when reviewing proposals that mention or include Indigenous peoples and/or communities, to developing a more rigorous Indigenous Research Institute.

- The REB has a critical function in ensuring Carleton researchers are engaging in ethical research practices. Participants stated that the REB is well-positioned to do this work, and to a certain extent, is already performing this role very well. REB members should receive ongoing/further training on Indigenous ethical research practices, especially for instances where a researcher may be doing research that is situated near an Indigenous community. In these instances, the REB should propose that the researcher to do more community engagement to understand how the Indigenous community perceives the project and its impact on their lives and territories.

- With respect to researchers directly engaging with Indigenous communities, the REB must ensure the researcher's methodologies, research ethics and overall research goals are in line with community standards and expectations. The REB should ensure the final research product will benefit the community as well as the researcher, and furthermore, is conducted in an ethical manner. It was suggested that researchers should ensure that a community's own unique research frameworks (which may include specific protocols and ceremonies) factor into their proposals.

- There is a need for ongoing training for REB members, and if need be, the establishment of a separate Indigenous Research Ethics Board.

- There is a need to develop a more rigorous Indigenous Research Institute. The Institute should offer ongoing training for student researchers, faculty and REB members, and other interested individuals, like the Summer Research Institute that was offered to non-Carleton community members. The Committee heard about the past successes of the Summer Research Institute, and was many to reinvest resources to develop an Indigenous Research Institute that could expand the scope of its services.

"Indigenous knowledge belongs to Indigenous people and there are cultural protocols that must be adhered to. Engaging respectfully with Indigenous people takes time in order to build healthy relationships."

METRICS:
QUALITATIVE AND QUANTITATIVE

Many of the recommendations outlined in this report point to the need for continued engagement in order to better understand both the surrounding Indigenous community and the current Indigenous population on campus.

- In order to develop the necessary strategies, address policies and facilitate relationship building within the Indigenous student population, Carleton will need to know more about where students are from, their program interests, whether they are being admitted into their programs of choice, and if incoming students need financial or childcare support. The data related to program choices would help address admissions policies in instances where burdensome prerequisites are leading to the underrepresentation of Indigenous students in specific programs.

- Carleton would also need to track the number of Indigenous professors working at Carleton, which could inform future recruiting practices. Additional qualitative survey mechanisms would also provide insight into how to retain current Indigenous faculty members.

- There will be a need for ongoing data collection in the future, which raises concerns about Indigenous control and ownership of data and information. Data must be collected from students and faculty on a voluntary basis.

- There must be policies, processes and mechanisms in place that protect the data and privacy of the surveyed individuals.

- Participants suggested that these data should not be sold, but instead be used to support Indigenous students and faculty members to ensure Carleton is a safe place for Indigenous people.

- Although no strategy was offered, consultation participants recommended that the Ownership, Control, Access and Possession Principles must guide decisions going forward with respect to data and data collection and be housed in the Centre for Indigenous Initiatives to address these concerns.

"If we can track students' academic success and wellbeing over time, then we can provide better supports for them. Spending time reflecting on our process is key."

KED IJICHIGENÀ

CALLS TO ACTION

The **Calls to Action** that are outlined in the next section are 41 Carleton-specific recommendations that were informed by what the Carleton University Strategic Indigenous Initiatives Committee heard through a broad and consultative process. Together, they represent a call to Carleton University to take the necessary steps and implement the actions that will address these calls with the overarching goal of making campus a safer space for current and future Indigenous students and Indigenous faculty members.

NIWANG

COMMUNITY ENGAGEMENT

1

Whereas the development and implementation of Indigenous initiatives at Carleton requires structured guidelines and frameworks to guide the university in its decision-making capacity to bring these initiatives to fruition. Furthermore, whereas Carleton must establish and develop these initiatives in partnership with Indigenous peoples and communities,

We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities.

3

Whereas it is important to provide Indigenous students with useful and valuable information about available programming, services and upcoming events on and off campus to engender networks of support and community. Furthermore, whereas many Indigenous students are connected to online communication channels, including social media sites,

We call for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed.

2

Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into post-secondary.

4

Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

We call for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples.

INDIGENOUS STUDENT SUPPORT:
Academic and Cultural

5

Whereas it is important to provide easily accessible programming and services to Indigenous students on campus. Furthermore, it is important to provide safe spaces for Indigenous students to meet, socialize, study and gather,

We call for targeted fundraising towards the creation of additional Indigenous-focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty.

7

Whereas Indigenous student support includes providing access to appropriate spaces to practice cultural activities and ceremonies. Furthermore, whereas the university must meet the cultural needs of Indigenous staff and faculty members,

We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff.

6

Whereas the successful development and implementation of Indigenous initiatives on campus requires the collaborative efforts of numerous institutions and departments at the university. Furthermore, whereas institutional collaboration is best achieved when internal communication is frequent, consistent and fairly centralized,

We call for the identification of a designated space for all Indigenous programs and services within the university, including, but not limited to, the Centre for Indigenous Initiatives, the Indigenous Enriched Support Program, the School of Indigenous and Canadian Studies, and the Indigenous Research Institute.

8

Whereas it is critically important to provide robust, culturally sensitive and appropriate mental health supports for Indigenous students,

We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Initiatives, Health and Counseling Services, and the Office of Student Affairs.

9

Whereas many Indigenous students who attend university are parents. Furthermore, whereas these students have unique needs as students with families and young children,

We call for appropriate resources to be developed to support the needs of Indigenous students with young families.

STUDENT EXPERIENCE:
RECRUITMENT, RETENTION AND GRADUATION

10

Whereas many universities have fairly rigid acceptance requirements, particularly in regards to competitive programs. Furthermore, whereas Indigenous applicants often experience unique circumstances, including, but not limited to limited education opportunities, mature student status and limited access to academic prerequisites,

We call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of Kitigan Zibi Anishinabeg and Algonquins of Pikwakanagan First Nation.

11

Whereas many Indigenous students who attend Carleton enter through the Indigenous Enriched Support Program (IESP). Furthermore, whereas IESP administrators require additional resources to provide the highest level of support to the Indigenous students who are enrolled in the program,

We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.

12

Whereas it is important to provide the opportunity for Indigenous students, staff and faculty members to congregate and share their culture with other members of the university, as well as the broader public,

We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university.

14

Whereas one of the University's primary roles is to foster the safety and security of Indigenous students on campus. Furthermore, whereas the University must strive to ensure maintaining the safety of Indigenous students in a culturally sensitive and non-confrontational manner,

We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Initiatives, Carleton Safety Services and the Department of Equity and Inclusive Communities.

13

Whereas student success is often dependent on stable housing when attending institutions of higher learning. Furthermore, whereas Indigenous students, particularly Indigenous students attending from remote communities, face unique financial and housing insecurities,

We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.

WAYS OF TEACHING & LEARNING:
INDIGENOUS KNOWLEDGE AND AWARENESS

15

Whereas many Indigenous elders and Knowledge Keepers live in Indigenous communities, or are not affiliated with the University. Furthermore, whereas Indigenous Knowledge Keepers, including language speakers, as well as Indigenous doctoral students, are capable of sharing Indigenous knowledge despite not possessing a PhD,

We call for a best practices review of co-teaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts and those with lived experience in the teaching process.

17

Whereas Indigenous teaching and learning methods often require non-hierarchal spatial settings to facilitate a collaborative and sharing environment. Furthermore, whereas there is limited space at the university to teach and learn in this type of environment,

We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.

16

Whereas many Indigenous Knowledge Keepers and community members appreciate the opportunity to share their knowledge, but often take time out of their own social lives, including taking time off of work. Furthermore, whereas Indigenous Knowledge Keepers are not compensated when they share their knowledge, often due to a lack of available funding at the Faculty level,

We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.

18

Whereas Indigenous languages possess highly complex linguistic and cultural insights, and are understood and spoken by an increasingly aging demographic at the community level. Whereas Indigenous students wish to (re)learn or increase their fluency in their Indigenous language. Finally, whereas Carleton sits on unceded Algonquin territory,

We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.

19

Whereas land-based practices are critical to the (re)production of Indigenous culture and identity. Furthermore, whereas Indigenous land-based practices embody highly complex knowledge systems and practices,

We call for opportunities for Indigenous students to participate in land-based learning.

21

Whereas a key rationale for developing and implementing Indigenous initiatives at the university is to ensure all students, including both Indigenous and non-Indigenous students, leave the university with a basic understanding of Indigenous history(ies) and culture(s),

We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.

20

Whereas Indigenous students wish to enrol and participate in science, technology, engineering, architecture, mathematics and linguistics programs. Furthermore, whereas many Indigenous students lack the prerequisites to enter these Faculties and programs,

We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.

22

Whereas many Indigenous peoples wish to attend university, but must remain in their home communities for a variety of reasons, including financial insecurity, or family obligations. Furthermore, whereas technology and telecommunication networks remove barriers to education, including the need to be physically on campus,

We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.

CULTURE, SYSTEMS AND STRUCTURE

23

Whereas the development and implementation of Indigenous initiatives at the university will require the restructuring of existing structures and institutions. Furthermore, whereas the implementation of Indigenous initiatives at the university will require the establishment of new institutions and administrative positions,

We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Initiatives, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.

24

Whereas there is a need to enhance the visibility of Indigenous peoples, culture and content at the university. Furthermore, whereas Indigenous material culture is very capable of demonstrating and showcasing Indigenous culture and identity,

We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.

25

Whereas faculty, staff, and administrators are able to shape the experience of both Indigenous and non-Indigenous students. Furthermore, whereas many faculty, staff, and administrators have limited knowledge and understanding of Indigenous histories and experiences,

We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.

26

Whereas the development and implementation of Indigenous initiatives at Carleton will require careful deliberation and collaboration. Furthermore, whereas the Indigenous Education Council has been steadily involved in developing Indigenous initiatives on campus for years,

We call for close collaboration between the university and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.

27

Whereas the Carleton University Board of Governors and Senate have important decision-making roles at the university. Furthermore, whereas there is limited Indigenous representation within these two institutions,

We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.

29

Whereas graduation and convocation ceremonies represent an important moment in the journey of Indigenous students. Furthermore, whereas honouring Indigenous students for successfully completing their degree should include Indigenous cultural protocols,

We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.

28

Whereas the use and burning of traditional Indigenous medicines, such as sage and sweet grass, is important to the well-being of Indigenous students, faculty and staff. Furthermore, whereas there are inconsistencies between the university's Traditional Medicine Use Policy and the Ontario Human Rights Code,

We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.

30

Whereas Carleton sits on the unceded lands of the Algonquin Nation. Whereas the university is an active participant in the extractive market economy. Finally, whereas Carleton has the capacity and decision-making capability to shift towards more environmentally sustainable practices in its operations,

We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.

RESEARCH AND INNOVATION

31

Whereas there has been an increase in awareness of Indigenous research ethics and practices. Furthermore, whereas Carleton is ideally situated to be a leader in innovative and collaborative research projects with Indigenous peoples,

We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.

32

Whereas Indigenous Knowledge Keepers are often approached by graduate and doctoral students to share their knowledge, or sit on their thesis committees. Furthermore, whereas Indigenous Knowledge Keepers often lack the academic credentials, such as a MA or PhD,

We call for the development of a policy that would allow for Indigenous Knowledge Keepers to advise and sit on thesis committees when appropriate.

33

Whereas there is a severe lack of Indigenous representation at all levels of the university, at the staff and administrative levels and in faculty positions. Furthermore, whereas there has been a problematic history with Indigenous self-identification within institutions of higher learning,

We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous-specific faculty and staff positions.

34

Whereas many students, Indigenous and non-Indigenous alike, access the library for academic resources with Indigenous content, including texts, films and material culture,

We call for the enhancement of MacOdrum Library's collection of Indigenous literature, stories, language resources and visual arts, following a review of the current Indigenous collection.

35

Whereas Indigenous faculty members at Carleton wish to collaborate and strategize to further develop and implement Indigenous initiatives on campus. Furthermore, whereas there are limited opportunities for Indigenous faculty members to meet and gather at the university,

We call for the creation of an Indigenous Faculty Council.

37

Whereas there is an increasing awareness of Indigenous research ethics, protocols and research practices. Whereas there has been an increasing interest in collaborating with Indigenous peoples as partners in research. Finally, whereas there is a need for the rigorous review of research projects that will inherently affect Indigenous peoples, communities and nations,

We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.

36

Whereas Carleton is ideally situated in the nation's capital. Furthermore, whereas the university is able to be a leader in Indigenous research practices, projects and collaborative relationships with Indigenous communities by building on its strengths,

We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation and community-building.

METRICS:
QUALITATIVE AND QUANTITATIVE
(STAFF, FACULTY AND STUDENTS)

38

Whereas the development and implementation of Indigenous initiatives at the university will largely depend on existing administrators and staff. Whereas the capacity of senior administrators, and their internal staff, will inherently inform the success of the implementation of Indigenous initiatives at the university,

We call for the performance evaluation of senior administrators to explicitly take into account Carleton University's mandate around Indigenous Initiatives and reconciliation.

40

Whereas the success of the implementation of Indigenous initiatives at the university is an inherently collaborative strategy that will depend on the careful and deliberate participation of a number of departments and support units,

We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.

39

Whereas the success of the implementation of Indigenous initiatives at the university can be measured by recruitment, retention and graduation rates,

We call for annual reporting on the recruitment, retention and graduation of Indigenous students.

41

Whereas the Calls to Action promote the enhanced visibility of Indigenous peoples, culture, ways of being and teaching and learning methods. Whereas the success of Indigenous initiatives at the university will largely depend on collaborative strategies. Finally, whereas the Calls to Action represents a long-term strategy,

We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee's Calls to Action.

Algonquin Language Translation by Joan Tenasco, Algonquin Nation
Report Design by Marc St. Germain, Métis Nation

MEMORANDUM

From: Patrice Smith on behalf of the SIP Task Force
To: Senate
Date: May 29, 2020
Subject: Strategic Integrated Plan

On behalf of the Strategic Integrated Plan Task Force, we are pleased to present the attached text for your approval. This document represents a year of consultation, feedback, synthesis and, collaborative creation. It provides us with a strong and distinctive roadmap to guide our continued success in the coming years. With consultations on October 28, 2019, February 28, 2020, and April 24,2020 and updates on the process at every meeting, Senate provided invaluable direction as we collaborated to create our shared vision of the future. In the spirit of collaboration and consultation that drove this process, I move:

That Senate approve the Strategic Integrated Plan, as presented.

Planning for Fall 2020

Report of the
Carleton University Scenario Planning (CUSP) Working Group

May 11, 2020

Table of Contents

Introduction

Mandate of the Working Group

Reporting to the Provost and Vice-President (Academic) and the President and Vice-Chancellor, the Carleton University Scenario Planning (CUSP) Working Group was tasked with looking at all options for a successful Fall term in light of the current public health crisis. An important part of this mandate was to engage in consultations with a broad forum of stakeholders including, among others, representatives from Faculties, unions, and student leaders.

The consultations and analysis focused primarily on academic programming as distinct from campus re-opening or research continuity. Indeed, the progressive re-opening of the campus and research facilities will follow a different timetable, to start progressively this summer, as soon as public health guidelines and government regulations permit.

Working Group Composition

- Lorraine Dyke, Deputy Provost (Academic Operations and Planning) – Chair
- Benoit-Antoine Bacon, President and Vice-Chancellor (Ex officio)
- Jerry Tomberlin, Provost and Vice-President (Academic) (Ex officio)
- Chuck Macdonald, Dean of the Faculty of Science
- Pauline Rankin, Dean of the Faculty of Arts and Social Sciences
- Patrice Smith, Dean of the Faculty of Graduate and Postdoctoral Affairs
- Sandra Crocker, AVP Strategic Initiatives and Operations (Research)
- David Hornsby, AVP (Teaching and Learning)
- Janice O'Farrell, AVP (Enrolment Management)
- Bruce Winer, AVP (Institutional Research and Planning)
- Kim Hellemans, COU Academic Colleague
- Jamie Carmichael, Associate Registrar, Scheduling and Systems
- Angela Marcotte, Controller, Financial Services
- Justin Mihalic, Planning Manager, Office of the Deputy Provost

Invited External Experts

To better understand epidemiological, political and academic implications of the various scenarios under consideration, the Working Group directly consulted with the following resource persons:

- David Lindsay, President, Council of Ontario Universities
- Dr. Erling Rud, Scientist-in-Residence, Carleton University
- Alex Usher, President, Higher Education Strategy Associates

The Council of Ontario University (COU) and Universities Canada also provided access to sector specific polling data.

The Working group also considered a number of scientific articles, public polling data and opinion pieces. A partial list is included at the end of this document.

Guiding Principles

In goes without saying that any response to the current health crisis will continue to first and foremost follow guidelines from public health authorities and government regulations.

In addition, prior to formulating recommendations regarding the fall term, the Working Group developed a set of principles to further guide decision-making. These principles were shared throughout the consultation process and were well received.

In responding to the challenges of the COVID-19 pandemic and planning for fall 2020, Carleton University will use the following guiding principles in decision-making.

1. **We will place the health and wellbeing of students, staff, faculty, and the broader community above all other considerations.**

2. We will continue to provide the best possible learning experience for our students throughout the pandemic.

3. Decisions regarding modes of learning within given constraints will be driven by learning outcomes.

4. Student support services will continue to be delivered in accordance with our Service Excellence standards.

5. Equity across student groups will be a key factor in decisions.

6. Research activity will be maximized to the extent possible.

7. We will foster collaboration within the university and with peer institutions to create and share academic programming where possible to enhance academic quality.

8. Decisions will consider both immediate needs and the long-term success of the university.

9. We will provide as much certainty as possible to students, faculty and staff by making and communicating decisions as early as possible.

Epidemiological Evidence and Public Health Restrictions

Epidemiological Evidence

We are facing a worldwide pandemic. At the time of writing, over 4,000,000 people around the world have contracted the virus and over a quarter of a million have died. In Canada, the number of cases has now reached 70,000 and almost 5,000 have died.

COVID-19 is a highly transmissible virus and asymptomatic transmission makes the virus more difficult to contain. Researchers have developed a variety of models to predict the course of the pandemic and none of these models, to our knowledge, anticipate a rapid end to the pandemic. Furthermore, different models using different assumptions and run on data from different jurisdictions all suggest the likelihood of a second and subsequent waves of illness.

The primary hope for curtailing the virus is the development of a vaccine; however, it is unlikely that this would occur in the short term. Vaccine development and mass production normally take significantly longer than the 12 to 18 months which have been suggested in the media. As an interim measure, some people are looking to "immunity passports" to allow us to return to normal social interaction. An "immunity passport" relies on blood tests to determine whether someone has been exposed and developed antibodies to the virus. Those with COVID-19 antibodies would be considered immune and would be exempt from isolation and social distancing requirements. Unfortunately, immunity passports appear unlikely in the near term as tests for immunity are currently not sufficiently reliable.

Public Health Restrictions

On April 27th, the Ontario provincial government released *A Framework for Reopening our Province*. It outlines a three-phased process for gradually lifting public health restrictions but does not stipulate the timetable under which this will take place. The *Framework* suggests the following conditions will be required for a reduction in restrictions:

- Sustained reduction in cases,
- Hospitals are able to treat all patients without a reduction in care,
- Capacity to test all people with symptoms,
- Capacity to trace contacts for all confirmed cases, and
- Sufficient supplies of personal protective equipment.

Even as public health restrictions evolve, the *Framework* suggests that the following restrictions will continue:

- Social gatherings will be limited in size,
- Physical distancing measures will be required,
- Telecommuting will be encouraged to the extent possible, and
- Vulnerable populations (e.g. those with underlying health conditions) will be encouraged to continue isolation.

The *Framework* stipulates that restrictions are expected to "continue until the post-pandemic period when a vaccine or treatment for COVID-19 is available." This approach is described as Ontario's "new normal."

The University Context

Universities resemble small, compact cities. The Carleton community is comprised of nearly 40,000 individuals working and, in some cases, living in a concentrated space. Research using network analysis at other universities suggests that university students are highly interconnected. Instead of the proverbial six degrees of separation which reflect societal interconnections, university students appear to be only two links away from any other student. This interconnectedness facilitates transmission of viruses.

Different groups of students face significantly different constraints and opportunities in completing their university education. In planning for the Fall Term, four groups of students need to be considered:

- Domestic students residing locally (41% of Carleton's 2019-20 undergraduate and graduate students),
- Domestic students residing at a distance (44%),
- Returning international students (10%), and
- New international students (5%).

Face-to-face participation in the fall of new (and some returning) international students is likely to be problematic due to several issues outside of our control. Challenges include the postponement of qualifying exams in some jurisdictions, stalled visa administration, travel restrictions, and quarantine requirements.

Social distancing requirements which are likely to be in force for the Fall Term will have a significant impact on classroom capacity. A review of selected classroom configurations suggests that classroom capacity would be reduced to between 15% and 20% of normal capacity under 2-metre physical distancing norms.

At the time of writing, most universities in Canada and abroad are engaged in scenario planning exercises similar to our own. While few have announced concrete plans, it is increasingly understood across the sector that, in the words of University of Montreal Rector (President) Guy Breton (8 May, 2020): "Almost all Canadian and American Universities are starting to prepare for a Fall that will be mostly online."

Potential Fall Scenarios

Scenario planning was the main focus of the Task Force and we have adopted a thorough approach, looking at all creative possibilities for the Fall semester,

The following 18 scenarios reflect four major approaches to delivery:

Face-to-face (full or restricted access)	Face-to-face with shifting of the term	Mixed face-to-face and online delivery (for all courses or by course, group or residency)	Fully online

Face-to-Face Scenarios

Normal Fall Term

A normal fall term would involve face-to-face classes for all but a few courses that are normally offered online and these would occur following the normal academic schedule. In order for Carleton to serve all current and prospective students under this scenario, all social distancing, mobility and travel restrictions would need to be lifted. A second wave of COVID-19 would significantly disrupt programming under this scenario.

Targeted Curriculum

This approach would reduce the number of courses offered to limit campus density and prioritize support resources. Carleton could focus on core courses, signature experience courses or those more easily adapted to multiple modalities. This would require a severe limitation on the number of courses and students, which would seriously impair students' ability to complete their programs.

Block Plan

In this scenario, students would take fewer courses in short (3-4 week) blocks to facilitate an easier pivot away from face-to-face if required. This scenario would require a complete overhaul of curriculum that is not feasible in the current time frame.

Risks: These scenarios depend on restrictions being lifted, which is beyond our control. All of these scenarios are subject to the risk of a second wave, which would require a pivot to an online delivery mode.

Face-to-Face with Shifting of the Term

Compressed Term

In a compressed term, face-to-face classes would begin when restrictions are lifted. Carleton would need to decrease the number of weeks of instruction and/or shorten the exam period to finish the term on time. It may be difficult to meet learning objectives under this scenario and a compressed term is likely to increase student and faculty stress. There is also a significant risk of having to cancel the term if restrictions are not lifted in time.

Partial Shift in Term

A partial shift in the term dates would involve beginning face-to-face classes when the restrictions are lifted and running the term for its normal length. There is a risk that the term could be cancelled if the restrictions are not lifted in time and it would significantly impact the delivery of subsequent terms.

Shift in Academic Year

Under this scenario, "Fall" and "Winter" terms would be delivered from January to August 2021. This would delay some students' program completion. Also, if other institutions are not shifting the academic year, this could be place Carleton at a competitive disadvantage. This risk could only be mitigated by substantial institutional collaboration which appears unlikely at this time.

Risks: All of these scenarios create significant uncertainty and risk to program continuity.

Mixed Delivery for All Courses

Start Online and Pivot to Face-to-Face

This approach would involve starting all classes online and shifting to face-to-face teaching when restrictions are lifted. The biggest challenge here is that students may have difficulty returning to campus part-way through the term (due to accommodation challenges, travel restrictions, quarantine requirements etc.) and/or students may feel unsafe returning to a face-to-face environment.

Start Face-to-Face and Pivot to Online

In this scenario, courses would begin face-to-face but Carleton would be prepared to go online at short notice in the event of a second wave of COVID-19. The resulting disruption to students' living arrangements could impair student success if such a pivot were required. Further, there would be a potential risk to the health of the campus community.

HyFlex Model

A HyFlex model would mean that courses would be delivered face-to-face and online simultaneously by the same instructor. The purpose of this model is to allow rapid pivots; however, implementing this model would require that a sufficient number of students choose online study in order to meet social distancing requirements on campus. This scenario relies exclusively on synchronous learning, which is more resource-intensive and is not the preferred online pedagogy of students.

Risks: All of these scenarios are predicated on pivots that will cause significant disruption during the term and require additional preparation.

Mixed Delivery by Course

Mixed Delivery by Size of Class

In this scenario, small classes would be offered in a face-to-face format and large classes would be delivered online.

Mixed Delivery by Learning Objectives

This approach would use criteria, such as centrality to program or experiential learning goals, to prioritize courses that would be offered in a face-to-face format, leaving all other courses to be delivered online.

Modified Tutorial Model

A modified tutorial model would involve offering common online lectures, complemented by small face-to-face tutorial sessions or labs.

Risks: All of these scenarios risk that students may choose not to return to campus for a limited number of face-to-face courses or because they do not feel safe studying in a face-to-face environment. Further, a pivot to online course delivery may be required in the event of a second wave of COVID-19.

Mixed Delivery by Group

First Year Intensive

In this scenario, first-year students would participate in face-to-face classes and activities and all other students would participate in online courses.

Graduate Students Only

This approach would mean that only graduate students would return to campus for face-to-face classes in order to support research continuity. All undergraduate students would study online.

By Major

This scenario would mean that Carleton would offer face-to-face classes in selected programs only, such as those with experiential learning needs or where more students are local so that potential disruption is minimized.

Risks: These scenarios risk that students may choose not to return to campus and/or that a pivot to online learning is required due to a second wave of illness. These scenarios also pose equity issues.

Mixed Delivery by Residency

Students in Residence, Learning Virtually

In this scenario, students would return to campus to participate in co-curricular activities where social distancing can be implemented, but all courses would be taught online.

Low-Residency Model

This model, which is common in blended-learning programs, involves students coming to campus for intensive face-to-face experiences and then returning home to complete the remainder of the term online. Since physical distancing requirements would make it impossible to bring all students to campus at once, this would have to be carried out in successive waves requiring significant coordination across all programs.

Risks: These scenarios risk that students may choose not to return to campus and/or that residency is disrupted due to a second wave of COVID-19. Further, there may be capacity challenges under these scenarios.

A Fully Online Term

As with the other scenarios, there are benefits and challenges associated with a fully online term. Delivering all courses online would minimize health risks to the campus community and would mean that academic operations would not depend on public health restrictions being lifted at a specific time. It would eliminate a possible need to pivot part-way through the term due to a second wave of COVID-19. If all courses were online, students who may have challenges

returning to campus or who may be unwilling to return, can study without being on campus. This approach also provides certainty around requirements and continuity.

The main challenge to an online term is supporting the development of a fully online high-quality curriculum, which would be both time and resource intensive. Other challenges include the need to adapt approaches to student retention and success and meeting experiential learning requirements such as those in studios, labs, and graduate research.

A Note on Enrolments

The views of students and parents in the face of the current public health crisis vary greatly and all scenarios presented represent enrolment risks. When surveyed, a significant proportion of students (and even more so parents) would not be prepared to come back to campus physically until a vaccine is found. Conversely, a proportion of students (though less so parents) would consider a gap year if the term is online in the Fall. Mixed models are also problematic as they do not offer certainty and – depending on the exact model – are likely to favour certain student groups and to disadvantage others.

University enrolments typically expand when the labour market is unfavourable, and this may explain our healthy enrolments in the summer term. The current situation, however, is unprecedented and it is very difficult to anticipate what impact the pandemic will have on enrolments for the Fall Term.

Consultations

The background information and scenario analysis presented here were shared with almost 20 groups and over 300 people across campus. Preliminary thoughts on fall planning were shared with Carleton's Senate and Board of Governors. Consultations were held with student leaders, union leaders, academic leaders and the main committees tasked with COVID-19 planning (Operations, Academic Continuity and Steering). Discussions were also held with key units such as Research, the Library, Student Affairs and Residences.

Highlights of Consultation Feedback

- Faculty should retain the flexibility to adopt the most appropriate pedagogical methods within the constraints of the situation.

- Instructors and pedagogical support services such as Teaching and Learning Services and the Library need as much time as possible to prepare for online programming.

- A move to online teaching is an opportunity to review our pedagogy and learning outcomes.

- Developing online courses will require faculty to spend more time on teaching and will impact research productivity. Some adjustment of expectations may be required.

- We will need to provide extensions for faculty and graduate students whose research has been disrupted by public health restrictions.

- If restrictions are lifted, we can open up the campus for some activities but these should be enhancements to programming – not mandatory activities – so as not to disadvantage students learning at a distance.

- Many students, faculty and staff are nervous about returning to face-to-face interactions.

- International students will have to deal with different time zones when accessing courses or connecting with other students.

- Graduate students need to have access to campus. This should be a priority in terms of their research needs, program completion and the need for teaching assistants for the undergraduate program. For many graduate students, research *is* their education.

- We should give consideration to investments in additional teaching assistants who can provide support to our undergraduate students.

- Our international graduate student teaching assistants play an important role in delivering our undergraduate programs. If they are not able to enter the country, we should explore the possibility of employing them at a distance.

- Building relationships and community in an online environment will be important.

- We need to ensure that we continue to provide mental health supports.

- We need to ensure that students have access to the necessary technology.

- Staff training regarding social distancing protocols will be required in service areas such as the Library.

- Some students will continue to need space in residence. Accommodating dining services for this group may require the use of some conference spaces.

- When international students are able to return to campus, they will be required to quarantine for 2 weeks. This has implications for any return to face-to-face instruction and for residences.

Recommendations Going Forward

The COVID-19 pandemic continues to evolve in Ottawa, in Canada and around the world and it is very difficult to predict what the situation will be in September 2020. Nonetheless, it seems likely that the current public health crisis will be ongoing, and that social/physical distancing measures and restrictions on international travel will remain in place.

The following recommendations establish a road map for preparing for the Fall Term under these circumstances. It draws a distinction between the progressive resumption of campus activities and the delivery of academic programs, as these are separate processes that are likely to follow different timetables.

Over the spring and summer, some on-campus facilities such as research labs with specialized equipment, the Library and student services are expected to re-open in a phased manner – following safety protocols – as public health restrictions permit. Academic programming will follow the regular academic calendar in the Fall.

In line with the nine guiding principles outlined by the Working Group, the recommendations prioritize the safety and wellbeing of our community, our academic mission, the needs of our students, equity across groups, and the need for decisions that are both timely and future-oriented.

1. While it might be possible to deliver some academic programming on campus by September, given the uncertainty regarding the course of the pandemic, we recommend that Carleton intensively prepare for the likelihood that courses and programs for Fall 2020 will be delivered online.

   The exact course of the pandemic and of public health restrictions cannot be predicted at this time; however, prohibitions against large gatherings and social distancing requirements will likely continue for an extended period. Further, travel restrictions and quarantine requirements would make it difficult for many students – particularly international students – to access courses taught in-person creating inequities in access. Finally, various models of the progress of COVID-19 predict second and subsequent waves of illness which could put our community at risk in the fall. Unless the situation changes, it will not be feasible to teach most courses in-person due to health considerations and capacity limitations. Being prepared to deliver our programs online protects the health of our community, ensures continuity of our programs and fosters equity for all students, regardless of current residency.

2. We recommend prioritizing access to research facilities, in compliance with public health guidelines, as restrictions allow.

   Specialized research facilities, as well as the Library, should progressively re-open as restrictions allow in order to support research continuity. Compared to classrooms, research labs are low density and it will be possible to configure and schedule them in ways that ensure compliance with public health guidelines and the safety of faculty and graduate student researchers. Priorities and protocols for reopening research facilities will be established by the Office of the Vice-President (Research). The Library building will reopen in phases with adjustments to the delivery of services and collections to align with public health guidelines. Throughout this period, telecommuting will continue to be encouraged to the extent possible. These processes will be guided by public health guidelines and the recommendations of the Carleton Working Group on Safe Return to Work.

3. We recommend that high-quality student services continue to be offered online, and that they resume in-person once public health guidelines and government regulations allow.

    With many students likely to study at a distance from Carleton, it is important that they have online access to high-quality student services such as advising, counselling and career guidance. At the same time, students who are resident in the local area may prefer in-person interactions for services such as counselling. A mixed delivery model maximizes the support available to all students.

4. We recommend the creation of new online social spaces for students, faculty and staff to foster a sense of community.

    One of the advantages of in-person instruction is the opportunity for students to connect with each other and with faculty. These connections enhance learning, build community and often form the basis of social supports that are known to enhance student well-being. Carleton currently offers a number of online social spaces for students such as chat groups, international social hour, fitness classes and e-sports tournaments. We need to think creatively and build on best practice to develop online analogues to other social spaces. We should engage our student societies as partners in this effort. In particular, first year students should receive special attention as they will not yet have had the opportunity to form social groups through on-campus interactions. Similarly, we need to find ways to provide online social spaces for faculty and staff in addition to current online healthy workplace initiatives and question and answer sessions.

5. With academic programming online, we recommend that on-campus learning activities be limited to optional programming – with the exception of graduate student research requiring on-campus facilities.

    Even when public health restrictions are eased and student activities on campus are possible, these activities should focus – for most students – on enhancements to programming rather than required learning activities. This will ensure that students learning at a distance, either in Canada or abroad, are not disadvantaged in the advancement of their studies. An important exception to this principle would be graduate students requiring access to campus research facilities. For these students, research is an essential component of their education and access to campus facilities is necessary for them to complete their degree.

6. We recommend that student access to technology be a priority.

    With all of our teaching and learning taking place online, it will be important that our students have access to computers and stable internet connections. The re-opening of computer labs – with appropriate social distancing and cleaning – should be prioritized once public health restrictions are reduced. In the interim, other alternatives such as expanded loan programs or assistance with computer purchases should be explored.

7. We recommend that central technological and pedagogical support to course instructors be increased, and that faculties and departments designate online teaching mentors.

    While recognizing the autonomy of faculty to determine the most appropriate online pedagogy for their learning objectives, we encourage the sharing of best practices both within and across disciplines. Carleton's Teaching and Learning Services already plays a central role in creating communities of teaching practice. This work needs to continue to be well supported in light of the additional demand on their services. In addition, many Carleton faculty have extensive experience with online education. We should encourage and support these faculty members to serve as mentors for instructors who have less online experience.

8. We recommend that residences be adapted to meet social distancing requirements and remain open for students who require campus accommodation.

    Some students – including, but not limited to, international students who have remained or returned to Canada, domestic students from coast to coast who have opted to be close to campus, and graduate students doing research in labs on campus – will seek residence accommodation. Residence spaces should be prioritized for these students and adapted in accordance with guidelines from public health authorities.

9. We recommend that the Carleton University Scenario Planning (CUSP) Working Group continue to support planning and implementation of academic programming throughout the pandemic.

    Every part of our campus community has a role to play in continuing our mission during the pandemic. CUSP will continue to support this work by conducting environmental scanning, examining options, adjusting recommendations as needed, and initiating the collaborations required to implement these recommendations. We expect that CUSP will remain engaged with this mandate throughout the upcoming academic year. For instance, CUSP will carefully consider evolving technologies (such as testing and tracing) to determine whether and how these could support our operations.

10. We recommend that an additional Working Group be established to look at how the pandemic and associated pivot to online learning and a virtual campus may shape our academic and research mission going forward.

    While we address the operational challenges arising from the current situation, we also need to think about the longer-term horizon. We need to understand the implications of this crisis with a view to identifying future opportunities. How will this experience change the landscape of university education? Are there innovative pedagogical, research, and leadership approaches that have emerged as a result of this crisis that could foster future success? The goal of this Working Group would be to incorporate the lessons from our current experience into our vision of the future. Through reflection and imagination, we can ensure that Carleton emerges out of the current crisis stronger and more relevant than ever.

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MEMORANDUM

From: Jerry Tomberlin, Provost and Vice-President (Academic)
To: Senate
Date: May 29, 2020
Subject: Senate Response to Covid-19- Referral to the Senate Quality Assurance and
 Planning Committee

In the face of the unprecedented challenge posed by the novel coronavirus, the Carleton community has adapted with flexibility and compassion. However, as we move from the urgent adaptations to the Winter 2020 term to planning for Fall 2020 semester, we recognize that both reflection and preparation are required. To this end, one of the steps we wish to take is to refer to the Senate Quality Assurance and Planning Committee, on a non-precedential basis, the following specific matters:

1. Report on the University's practices in the emergency remote teaching of Winter 2020 and Spring/Summer 2020;
2. Review best practices in remote and online teaching;
3. Monitor online teaching preparations for Fall 2020, recognizing both the specificity of disciplines and academic freedom;
4. In doing so, call on any resources necessary from Senate or the broader community to meet this mandate and make references to other Senate Committees as appropriate.

To this end, I move:

> That Senate approve this referral to the Senate Quality Assurance and Planning Committee, as outlined.

Senate Executive Committee
April 14, 2020
11:00 am via Zoom (Virtual Meeting Platform)

MINUTES

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

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1. **Welcome and Approval of Agenda:** The meeting began at 11:01 am.

   It was **MOVED** (D. Deugo, A. Bowker) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. **Approval of the Minutes:**
   a. **Senate Executive Committee Minutes, March 15, 2020**
      It was **MOVED** (A. Chandler, A. Bowker) that the minutes of the Senate Executive Committee meeting on March 15, 2020 be approved as presented.
      The motion **PASSED**.

   b. **Senate E-poll, March 16, 2020**
      It was **MOVED** (B. Kuzmarov, A. Chandler) that the minutes of the Senate e-poll from March 16, 2020 be approved as presented.
      The motion **PASSED**.

      *Recording Secretary's Note – It was noted after the vote that this item should have been placed under Item 4, as the e-poll was for Senate and not the Senate Executive Committee.

3. **Approval of Senate agenda for April 24, 2020**

   It was **MOVED** (D. Deugo, A. Bowker) that Senate Executive approve the agenda for the Senate meeting on April 24, 2020, as presented.

The committee requested the following changes to the draft Senate agenda:

- Place *FASS Resolution for Senate* under "Other Business" (pending approval of FASS Senator J. Deaville)
- Change Item #11 to read "Preliminary Operating Budget 2020-21 Presentation"

With these changes, the agenda was approved.
The motion **PASSED**.

4. **Review of Senate Minutes (March 27, 2020)**
   There was no discussion.

5. **Other Business**
   Committee members briefly discussed difficulties many students are experiencing accessing online materials, and being able to schedule and/or take exams under difficult circumstances at home. Instructors need to reassure students that the current circumstances warrant accommodations and make sure students feel comfortable asking for extensions and/or deferrals. It was noted that the Covid-19 FAQ website contains many answers to common student concerns and questions regarding exams and online/distance learning. Students also have access to assistance by telephone specifically for exam – related questions.

6. **Adjournment** - The meeting was adjourned at 11:38 a.m.