



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 November 27, 2020 at 2:00 pm
Via Videoconference**

AGENDA

Open Session:

- 1. Welcome & Approval of Agenda**
- 2. Minutes (Open):** October 30, 2020
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
- 7. Reports:**
 - a. SCCASP (H. Nemiroff)
 - b. SQAPC (D. Deugo)
 - c. SAGC (B. Kuzmarov)
 - d. Senate Review Committee
- 8. Draft Recommendations for Equity, Diversity and Inclusion (EDI) Institutional Action**
- 9. Carnegie Classification for Community Engagement**
- 10. Presentation on International Strategy**

11. Reports for Information:

- a. Senate Executive Minutes (October 20, 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 October 30, 2020 at 2:00 pm
Via Videoconference**

MINUTES – Open Session

Present: A. Ahmad, S. Ajila, K. AlWazir, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, N. Bruni, J. Bruno, A. Chandler, M. Close, C. Davis, J. Deaville, D. Deugo, D. Dragunoiu, D. Edi, M. Gagne, G. Garland, D. Gillberg, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, L. Kostiuk, J. Kovalio, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, K. Lucas, A. Luko, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, J. Milner, H. Nemiroff, B. O'Neill, J. Paulson, M. Piche, B. Popplewell, P. Rankin, M. Rooney, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, J. Taber, K. Taylor, N. Tilokani, J. Tomberlin, C. Trudel, L. Tsintsadze, K. von Finckenstein J. Voordouw, J. Wallace, K. Weary, P. Wilson, J. Wolfart, P. Wolff, B. Wright W. Ye
Regrets: T. Daniels, J. Moore, D. Russell, C. Viju,
Absent: V. Asi, C. Cruickshank, O. Hobbs, F. Hosseinian, J. Stoner, R. S. Sundarraj, A. Tremblay,
Recording Secretary: K. McKinley

Open Session:

1. Welcome & Approval of Agenda (open)

It was **MOVED** (E. Sloan, J. Sinclair-Palm) that Senate approve the open agenda for the meeting of Senate on October 30, 2020, as presented.
The motion **PASSED**.

2. Minutes: September 25, 2020

It was **MOVED** (S. Sadaf, K. Taylor) that Senate approve the minutes of the Open Session of the Senate meeting of September 25, 2020, as presented. The motion **PASSED**.

3. Matters Arising:

The Chair provided an update on Cihan Erdal, the Carleton PhD student detained in Turkey on September 25th. Mr. Erdal, who is a Turkish national and not a Canadian citizen, remains in detention and is awaiting trial. A petition for his release is gaining international support. Carleton has been in touch with Global Affairs Canada, who has taken on the case, and with local MP Catherine McKenna and the diplomatic corps. Carleton continues to be involved as the situation unfolds.

4. Chair's Remarks

The Chair provided the following updates for Senators:

- COVID-19 numbers remain high as the second wave of the pandemic continues to move through Ontario. Ottawa is now in a modified Stage Two and, in accordance with the provincial public health guidelines, Carleton faculty and staff are encouraged to continue to work from home if possible. Anyone planning to come onto campus must complete a daily screening form and must comply with the requested guidelines and protocols. The Chair reminded Senators of the supports available for faculty, students and staff, and encouraged Senators to practice self-care and compassion as we continue to cope with the pandemic.
- The Strategic Integrated Plan was officially launched on September 30th with a virtual event that drew more than 700 attendees. Printed copies of the SIP will be available soon, and Senators can view or download a digital copy on the SIP website.
- Carleton's new sustainability plan "Strive for Sustainability" will be launched virtually on November 4 at 11:00 am. Carleton continues to be a leader in sustainability in the university sector, having been ranked the second most sustainable university in Canada by UI Green Metrics. Senators were encouraged to attend the launch to learn how Carleton plans to build on our successes in this field.

- Carleton's School of Journalism is celebrating its 75th anniversary this year. Celebrations kicked off earlier this month with an online international forum on Journalism and COVID-19, "Journalism in the Time of Crisis," featuring Canada's Chief Public Health Officer, Dr. Theresa Tam. More events and activities will be held throughout the year. The Chair congratulated the School of Journalism and all Senators from the school.
- Carleton continues to profile strongly in the Maclean's 2021 University Rankings, consistently ranking in the top 5 in most categories, including:
 - #3 for student satisfaction
 - #3 for funding in the social sciences and humanities
 - #5 for science and medical funding
 - #2 for residence living
 - #4 for student awards, as well as for scholarships and bursaries
 - #5 in the overall rankings
- The Chair extended congratulations to the team of students in the School of Industrial Design who won the national Automotive Parts Manufacturers' Association (APMA) *Project Arrow* competition, for designing a zero-emission concept car. The Prime Minister tweeted his congratulations to the team for the successful design.
- Carleton hosted its second annual Inclusion Week, from October 19 – 23. The week was packed with events hosted by EIC as well as Faculties, departments and units across campus. Carleton's broad commitment to diversity, human rights, inclusion and anti-racism continues with the development of the Equity, Diversity and Inclusion Institutional Action plan. The Chair reminded Senators that Michael Charles, Assistant VP and University Advisor, Equity and Inclusive Communities, will return in November to present the plan to Senate.
- Many Faculties and Departments also have held Equity and Inclusion events across campus. For example, FASS recently hosted a panel entitled "Imagining an Anti-Racist City" as part of their 2020 series on Healthy Cities. The event was moderated by Carleton Professor Aboubakar Sanogo, and featured three Carleton researchers engaged in race studies as well as Ottawa's first Black city Councillor. The Chair thanked all involved in this and other events across campus to advance Carleton's efforts on anti-racism.

- Finally, the Chair announced that the next issue of *Raven Magazine* will be released in November. The focus of this issue will be inclusion, anti-racism and adapting to Covid-19.

5. Question Period

Six questions were submitted in advance by Senators.

Questions from Justin Paulson & Julia Sinclair Palm

- a) *The administrative load of pivoting paperwork online has been felt quite unevenly across faculty and staff at the university. Some systems have moved entirely online; others, such as placement forms for practicums and paperwork for late registration, still require paper forms to be printed, signed, and scanned. This process requires more or less work depending on the number and experience of the administrative staff in the unit and how much work is downloaded directly onto faculty. In small programs, the burden tends to fall on faculty who are already lacking resources and support. It seems anachronistic and wasteful (of time, resources, materials) to be continuing to print out paper forms and collect physical signatures only to have to scan them back in. When will all university paperwork be moved online?*

Response from VP Students & Enrolment Regarding interactive forms used by the Registrar's Office: All transactional information for the Registrar's Office currently is processed via electronic fillable forms without the need to print or scan. Some academic departments may not have fully adapted yet to the electronic format. The RO will be contacting academic departments and department administrators to ensure that all are up to date. The Chair added that it may be possible to use email confirmations instead of forms in certain situations. In response to a follow-up question, the Dean of FASS agreed to investigate related resource limitations that were reported for some departments.

- b) *Although two-factor authentication may be sufficient for most of Carleton's in-house documentation, we do have PDF forms to sign as well, both internally and when dealing with digital forms from the province or federal government. Further, much of our work involves correspondence with those outside the*

university. When will Carleton implement digital signing certificates for email and for Adobe PDFs?

Response from Provost: The University is working to simplify processes and to allow for email confirmation where possible and advisable. Some licenses for Adobe Creative Suites and DocuSign are available, but these are expensive and cannot be universally purchased for the entire university. The Provost advised departments and Faculties to contact Steve Sweeney, Manager of Client Services at ITS, to explore solutions.

Question from Barry Wright:

Preamble:

Increasing numbers of students are feeling overwhelmed by the heavier demands placed on them in online courses which I fear will have a damaging effect on mental health, student success and retention. My sense is that many colleagues have compensated for the loss of live in person teaching by creating new expectations around group work, continuous assessment and other heavily promoted 'best practices,' premised on face to face learning environments, while assuming equal internet access and virtual competencies amongst their students, and without sufficient account of how these issues are magnified for full-time students with heavy course loads. My question is as follows:

Will there be a review of online course delivery this Fall term that focuses the additional learning burdens that have been placed on students by the shift to online learning, and can the matter of reasonable online workloads, in addition to lenient discretion around evaluation and extensions, be brought to the attention of Deans, Chairs and Directors to be communicated to teaching faculty and contract instructors?

Response from the Provost: The Provost's Office has released a communication advising faculty and instructors of the option to adjust course outlines after the beginning of term, to modify or reduce deliverables. He reminded Senators that this is a common issue across the university sector, and that the challenges for the Fall semester differ from those during the pivot in March, which occurred near the end of the term. Faculty members are encouraged to be flexible and to listen to students'

concerns. A student survey will be released soon and will provide further feedback on this and other issues.

Questions from Morgan Rooney:

- a) Recently, in response to a petition started by Carleton students in the Sciences, the Deans urged Carleton's instructors to evaluate and, if warranted, reduce student workload in their courses. But exactly what constitutes an "appropriate" workload for a course at Carleton was not stated and remains unclear. Many other institutions have a formula stipulating the number of hours students are expected to work per credit—e.g., [Humboldt State University](#), [Guelph University](#), [the University of Ottawa](#), [Wilkes University](#), and [the University of Iowa](#). While there are variations, their policies are all quite similar: 45 hours per credit in schools with a 3.0-credit system (or about 135 hours per half credit when transposed to Carleton's system). By contrast, at Carleton, there doesn't seem to be any explicit policy or regulation on this issue for students or faculty. Our 1141-page [Undergraduate Calendar](#) uses the word "hour" or "hours" 7,819 times, but 7,818 of those instances merely state the number of lecture hours in individual course descriptions, and the other instance is in the context of co-op. Similarly, the word "hour" doesn't appear anywhere in [regulation 5](#) of our Academic Regulations, which, among other things, states Carleton's definition of the term "credit". That is, we seem to have no language anywhere that formally announces the hours of work/study expected of students per half-credit course. In its absence, students might dramatically under-estimate the time-on-task expected for a half-credit course, and/or instructors might design courses that require students to work what Carleton's senior administration considers to be unusually high number of hours. The lack of clarity on this front is directly fueling confusion and frustration among our students and our instructors. **Will Senate task SCAASP or another relevant committee with immediately drafting and introducing new language to Senate that clarifies for students and faculty the average hours of work/study expected or required per half-credit course?**

Response from the Provost: There are no current regulations regarding expected workload for students. The examples listed in the question are based on outdated models from the USA, which may not be applicable to

Carleton, especially in the current circumstances. The Provost acknowledged the importance of this issue and will look at exploring options through SCCASP with the advice of pedagogical experts including Associate Vice-President (Teaching & Learning) David Hornsby.

- b) *In September 2019, two separate Senators asked Senate to consider adding or expanding the number Senators from two underrepresented groups on campus (Contract Instructors and Indigenous Graduate Students). [The minutes from the meeting](#) record that “both of these questions regarding representation will be taken to the Senate Academic Governance Committee for review and discussion,” but, more than a full calendar year later, it remains unclear if any action was taken, and there has been no report back to Senate. **Can a representative of SAGC or the Senate Executive provide Senate with an update regarding the status of these requests (re: expanding the number of CI and Indigenous Graduate Student Senators)?***

Response from Clerk of Senate: Senate membership questions were on the 2019/20 workplan for SAGC, but discussion of these items was delayed for two reasons. First, the committee was waiting for the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) to release its final report, Kinàmàgawin, which would contain recommendations for Indigenous representation on Senate. This only occurred in mid May of 2020. Secondly, because of the disruptions caused by the pandemic in March and April, the committee did not meet for several months, which caused business on the agenda to be postponed. Amendments to the AGU are on the committee workplan for 2020/21, and will include discussion of membership issues. The Clerk reminded Senators that membership questions are complex and will require careful consideration and discussion by the committee before any recommendations are brought back to Senate.

- c) *Given the public health crisis, one unfortunate reality that all Carleton instructors face is that they might contract COVID-19 and fall ill for days or weeks at a time, putting the continuation of the courses they teach in serious jeopardy. **What is the university’s plan in the event that an instructor falls ill in the days or weeks before the start of a term, and/or in the middle of the term? If a faculty member or CI becomes too ill to teach the course,***

either at the start or in the middle of the term, will the department hire a CI on an emergency basis? If the instructor who falls ill is a CI, will the university honour its financial commitment, or will that CI effectively forfeit his/her income?

Response from the Provost: Provisions for dealing with instructor illness are already in place, and have been expanded to include COVID-related absences. These absences would not result in reduction of pay for CUPE4600 members (including TA's and Contract Instructors).

6. Administration (Clerk)

a. Membership ratifications

The Clerk presented a memo requesting Senate ratification of one faculty member from Science.

It was **MOVED** (C. Macdonald, D. Gillberg) that Senate ratify the following new Senate appointment, as presented.
The motion **PASSED**.

7. Reports:

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

The Chair of the committee (Howard Nemiroff) presented three items for Senate approval and two items for information.

Items for Senate Approval

F Grades Converted to UNS

It was **MOVED** (H. Nemiroff, M. Gagne) that Senate approves a UG emergency response for Fall 2020/Winter 2021 where all F grades for undergraduate students are automatically converted to UNS, excluding those that are assigned as a result of an Academic Integrity Offence.

Discussion:

A Senator asked if these motions could be amended to apply automatically to any future term in which instruction needs to be offered online. In response, the Chair of SCCASP noted that a long-term policy is being developed, but that circumstances in the future might differ, which would make it difficult to apply the same motion or rule each time. In response to an additional question regarding graduate programs, the FGPA Dean noted that the situation is more complicated for graduate students, but the conversation continues at the graduate level, and graduate student input on this issue is welcome.

The motion **PASSED**.

APE – Fall 2020 and Winter 2021

It was **MOVED** (H. Nemiroff, M. Gagne) that Senate approve the proposal to allow the amendment of the Academic Performance Evaluation rules for Fall 2020 and Winter 2021 as presented.

The motion **PASSED**.

SAT Grade Option

It was **MOVED** (H. Nemiroff, K. AlWazir) that Senate approves a UG emergency response for Fall 2020 to implement grading flexibility to allow undergraduate students to choose 0.5 credits this Fall term ONLY to be converted to a SAT final grade.

Discussion:

In response to a question from a Senator it was noted that one-credit courses would be addressed in future meetings regarding Winter term decisions. The CASG President thanked SCCASP for consulting with student groups and working for the best solution for students. The Chair thanked all involved in bringing these motions to Senate.

The motion **PASSED**.

Items for information:

Editorial Changes: Three small editorial changes were made to the undergraduate calendar.

Glossary Item: Changes were made to clarify the definition of dual degree in the Glossary.

7-Reports-cont'd

b) Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair Dwight Deugo presented two major modifications and two cyclical review reports for Senate approval, plus an update on SQAPC's review of the movement to remote teaching for Winter and Summer 2020 semesters.

Major Modifications

An omnibus motion was presented to Senate for two major modifications to the Master of Applied Science and Master of Engineering programs in Electrical and Computer Engineering:

- The introduction of the concentration in Modelling and Simulation
- The introduction of the concentration in Software Engineering

Omnibus Motion

It was **MOVED** (D. Deugo, S. Ajila) that Senate approve the major modifications as presented below with effect from Fall 2021.

The motion **PASSED**.

Individual Motions:

MOTION: That Senate approve the introduction of the concentration in Modelling and Simulation to the Master of Applied Science and Master of Engineering programs in Electrical and Computer Engineering as presented with effect Fall 2021.

MOTION: That Senate approve the introduction of the concentration in software engineering to the Master of Applied Science, Master of Engineering and PhD programs in Electrical and Computer Engineering as presented with effect Fall 2021.

Cyclical Reviews

FARES – Industrial Design

It was **MOVED** (D. Deugo, L. Kostiuk) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Industrial Design.

The motion **PASSED**.

FARES – Law & Legal Studies

It was **MOVED** (D. Deugo, B. O'Neill) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Law and Legal Studies.

The motion **PASSED**.

The Committee Chair then reported on the faculty/staff survey that was distributed in early September as part of the online pivot review by SQAPC. A total of 413 staff and 213 faculty responded to the survey. Question topics included:

- Communications
- Facilities & Infrastructure
- Staff/Faculty Relations and Career Support
- General Institutional Support
- Risk Management
- Student Support
- Technology
- Pedagogical, Research, Risk Management (Faculty)

In consolidating themes that arose from the data, the [committee] Chair noted that both faculty and staff felt that challenges presented by COVID-19 have been well managed at Carleton. Concerns expressed by both groups include the following:

- Consultation
- Mental and Physical Health Support
- Crisis preparedness
- Management of faculty/staff relations and career support.

The results of the survey confirm what was already suspected: the largest impact on both staff and faculty appears to be mental health challenges. The [committee] Chair noted that the pivot has been difficult for everyone, but that Carleton has fared better than many other Ontario universities in continuing to respect collegial governance in academic decision making during and after the pivot to online course delivery. SQAPC will provide an additional report in January of 2021 on the Fall 2020 term.

The Chair thanked SQAPC and all faculty and staff who contributed to the survey.

7-Reports (cont'd):

c) **Senate Academic Governance Committee (SAGC)** (B. Kuzmarov)

The Clerk asked Senators to ratify three new committee appointments.

It was **MOVED** (B. Kuzmarov, P. Smith) that Senate ratify the following new Senate committee appointments, as presented.
The motion **PASSED**.

8. Presentation on International Strategic Plan

It was **MOVED** (J. Paulson, N. Tilokani) that this item be TABLED until the November Senate meeting.
The motion **PASSED**.

9. Reports for Information

a) **Senate Executive Minutes (September 15, 2020)**

b) **Report from COU Academic Colleague**

There were no questions or comments from Senate for these items.

10. Other Business

The Chair reminded Senators of the Carleton United Way Campaign, which launched on October 27, and will continue until November 27, 2020. The Chair affirmed that he will be participating again this year in the Polar Bear Dip along with ex-Senator Chantal Dion, and he encouraged all Senators to support the campaign.

11. Adjournment

The meeting was adjourned (S. Ajila, J. Milner) at 4:00 pm.

Senate Question Period – November 27, 2020

1) Question from Sean Maguire:

Library Hours

Level 2 (the main floor) of MacOdrum Library has been open for in-person study from 10am to 5 pm on weekdays during the fall semester, with appropriate special procedures in place.

As we near the end of the term, has any consideration been given to extending these in-person study hours to evenings and/or weekends?

Response from University Librarian: The current hours for in-person study are **9am** to 5pm on weekdays. We will be expanding those hours in December to support end of term work. Starting Sunday, December 6th we anticipate that the hours for the study space will be Sunday 9am to 5pm, Monday to Thursday 9am to 8pm, and Friday 9am to 5pm. We will be closed Saturday's. These hours will be in effect until December 22nd. On December 23rd we will close at 5pm for the break and will reopen January 6th. Please note that hours are subject to change at any time due to the circumstances and visitors are encouraged to check the Carleton Library website for any advisories before coming to the library. The hours for curbside pickup will not change.

2) Question from Morgan Rooney:

*On November 4, the Provost announced changes to the Winter 2021 calendar, shifting the entire term ahead by 4-5 days. The new final day for exams for the Winter 2021 term is now Tuesday, April 27th, which in turn will extend the final date for many instructors to submit course grades until at least Friday, May 7th. Meanwhile, the current academic calendar shows that the schedule for the Early and Late Summer terms remains unchanged, with important dates for that term now overlapping with the revised window of time when many instructors will be submitting grades in the winter term (i.e., April 29th is the date by which instructors must make course outlines available to students; May 6th is the date that courses begin). To further complicate matters, the university is also transitioning to a new Learning Management System (LMS), Brightspace, in May, a process sure to create additional work for instructors in an already overly busy period. **Will senior administration commit to reviewing and revising the academic calendars for both Summer 2021 terms in order to ensure that instructors aren't put in an impossible situation at the start of the Early Summer term, with instructors needing to complete tasks from two different terms in the same window of time while also simultaneously working in two different LMSs?***

3) Question from Matt Gagne:

Seeing as the university released a survey at the start of the month regarding student academic and overall wellness so far this semester. What is the action plan going forward now that the survey has closed and we have received this feedback? And can the Academic Student Government be privy to the results of said survey so we can have a clearer, data-based sense of how students are doing and be a part of the process for preparing for Carleton's winter semester?

Senate Membership Ratifications

November 27, 2020

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

Faculty Members

- Marlene Lundy (FASS)



MEMORANDUM

From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: November 27, 2020
Subject: Academic Regulation Changes

For Senate approval

1. SAT grade option

Motion: That Senate approve the proposal to allow undergraduate students to designate SAT to 0.5 credits in the Winter 2021 term as presented.

Attachment: *COVID UG Grading Response SAT Winter 2021*

2. Three Attempts of a Course – Engineering

Motion: That Senate approves the revisions to regulation R-UG-3.2.2 Three Attempts of a Course (Engineering) for 2021/22 Undergraduate Calendar as Presented

Attachment: *TBD-2002 R UG 3.2.2*

3. Cumulative Grade Point Average

Motion: That Senate approves the revisions to regulation R-UG-3.2.4 The Cumulative Grade point Average for 2020/21 Undergraduate Calendar as Presented

Attachment: *TBD-1871 R UG 3.2.4*

4. Academic Continuation Evaluation (ACE)

Motion: That Senate approved the proposed Academic Continuation Evaluation framework effective for the 2022/23 Undergraduate Calendar as Presented

Attachment: *ACE Framework, ACE exceptions by faculty*

5. Admissions Regulations-B.Computer Science

Motion: That Senate approves the revisions to regulation R-ADM-Program-B.C.S The Cumulative Grade point Average for 2021/22 Undergraduate Calendar as Presented

Attachment: *TBD-1364 R ADM B.C.S*

6. Architectural Studies Changes

Motion: That Senate approves the revisions to regulation R-UG 3.2.7 B.A.S for 2021/22 Undergraduate Calendar as Presented
--

Attachment: *TBD-1949 R UG 3.2.7 Arch Studies*

For Information

1. Academic Schedule 2021/2022

Attachment: *Academic Schedule 2021/2022*

2. Admissions Regs ESLR language test

Attachment: *TBD-1338 R ADM ESLR*

3. Course Programs _Minor Mods

Attachment: *UG_G_2122_CoursesPrograms_MinorMods_for_SCCASP_Nov3*

4. Editorial/Collateral Changes November 2020

Attachment: *UG-G_EditorialCollateral_Changes*



MEMORANDUM

From: Howard Nemiroff, SCCASP Chair
To: Senate
Date: November 27, 2020
Subject: Conversion of 0.5 cr. To SAT –
Winter 2021 Term

Introduction:

Continuing in to the Winter 2021 semester, SCCASP recommends to Senate that the ability to convert a total 0.5 cr. to SAT for undergraduate students for any course for which the student earned a passing grade. This would be in addition to the 0.5 cr. that Senate passed in October, allowing for a maximum of 1.0 credit to be converted during the 20/21 Fall and Winter semesters combined. The student will be required to opt in by notifying the Registrar after receiving their final grade in order to receive the SAT grade on their transcript. As was the case in Winter 2020, the actual grade earned will be retained by the Registrar should it be required for other purposes (prerequisites, awards, etc.). For clarity, a student can convert 0.5 cr. in Fall 2020 and 0.5 cr. in Winter 2021, or a **singular full year 1.0 cr. course** in Winter 2021.

To this end, SCCASP recommends the following motion:

THAT Senate approve the proposal to allow undergraduate students to designate SAT to 0.5 credits in the winter 2021 term as presented.

DATE: November 17, 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
Graduate Major Modifications

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.

Omnibus Motion

In order to expedite business with the multiple major modifications 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 3 major modifications 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 major modifications that Senators agree can be covered by the omnibus motion.

THAT Senate approve the major modifications as presented below with effect from Fall 2021.

Major Modifications

1. ENGL 6901

SCCASP approval: October 20, 2020

SQAPC approval: November 12, 2020

Senate Motion November 27, 2020

THAT Senate approve the deletion of ENGL 6901 as presented with effect from Fall 2021.

2. MA Sociology & MA Anthropology Collaborative Specialization in Latin American and Caribbean Studies

SCCASP approval: November 3, 2020

SQAPC approval: November 12, 2020

Senate Motion November 27, 2020

THAT Senate approve the introduction of the collaborative specialization in Latin American and Caribbean Studies to the MA program in Sociology and the MA program in Anthropology as presented with effect from Fall 2021.

3. PhD Management

SCCASP approval: October 6, 2020

SQAPC approval: October 8, 2020

Senate Motion November 27, 2020

THAT Senate approve the major modification to the admission requirements for the PhD in Management as presented with effect from Fall 2021.

DATE: November 17, 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 Program in Interactive
Media and Design

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of November 12, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate program in Interactive Media and Design.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

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

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

Carleton's Board of Governors for information. The Executive Summary and Implementation Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 27, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate program in Interactive Media and Design.

DATE: November 17, 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
Childhood and Youth Studies

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 22, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Childhood and Youth Studies.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

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

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

Carleton's Board of Governors for information. The Executive Summary and Implementation Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 27, 2020

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

DATE: November 17, 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: Graduate Programs in Human
Computer Interaction

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of November 12, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Human Computer Interaction.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

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

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

Carleton's Board of Governors for information. The Executive Summary and Implementation Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 27, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Human Computer Interaction.

Enrolment Update – Provincial Count Date, November 1, 2020

	2019	2020	% difference	% difference FTE**
Fall full-time undergraduate (degree programs)	21,447	20,988	-2.4%	1.6%
Fall full-time international undergraduate (degree programs)	2,473	2,381	-3.7%	5.0%
Fall Master's*	2,992	3,091	3.3%	4.8%
Fall PhD	1,056	1,118	5.9%	8.5%
Total Students	31,522	32,112	1.9%	-
Two-year retention rate (CSRDE methodology)	80.7%	83.4%	2.7%	-

**Includes Graduate Diplomas/Certificates, excludes off-campus MBA and Dominican University College students*

*** FTE Count – Fall Full time equivalent, including full and part-time students*

Draft Recommendations for Equity, Diversity and Inclusion (EDI)

Institutional Action

**Equity and Inclusive Communities
Advisory Group
Carleton University
Nov 12, 2020**

Table of Contents

INTRODUCTION	3
PURPOSE	3
THE VALUE OF INCLUSION	4
THE IMPORTANCE OF HUMAN RIGHTS AND EQUITY.....	4
CRITICAL LOCAL INSIGHT (THE EIC ADVISORY GROUP).....	5
GLOSSARY	7
 PHASE 1 (YEARS 1 AND 2)	
SA1 – Curriculum and Pedagogy	9
SA2 – Student Supports.....	11
SA3 – Research	12
SA4 – Senior Leadership Team and Board of Governors.....	13
SA5 – Leadership Development (Non-Academic Employees)	14
SA6 – Leadership Development (Academic Employees)	15
SA7 – Disaggregated Demographic Data Collection	17
SA8 – Representation and Outreach	18
SA9 – Culture	19
SA10 – EDI Planning, Infrastructure and Reporting	21
 PHASE 2 (YEARS 3 TO 5)	
SA1 – Curriculum and Pedagogy	23
SA3 – Research	23
SA5 – Leadership Development (Non-Academic Employees)	23
SA6 – Leadership Development (Academic Employees)	24
SA7 – Disaggregated Demographic Data Collection	24
SA8 – Representation and Outreach	24
SA9 – Culture	25
SA10 – EDI Planning, Infrastructure and Reporting	25

Introduction

Purpose

The Equity and Inclusive Communities (EIC) Advisory Group is pleased to present these recommendations to the Carleton Community for discussion and feedback.

We are members of a diverse community, and many of us are guests in this territory or are descendants of those who arrived by transatlantic and transpacific processes not of our making. “We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsundered territory the Carleton campus is located. This acknowledgement is important to us and is a reminder of our pledge for(re)conciliation with Indigenous Peoples”¹.

Bearing the requirements of re(conciliation) in mind while exploring their interrelationship with crucial concepts of human rights, equity, diversity and inclusion (EDI), we state the purpose of this document:

We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These proposed strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.

This purpose anticipates the creation of a final university plan extending beyond broad conceptual aspirations. In key areas, we go further to specify steps and accountabilities that will advance the university’s EDI objectives.

EDI has been identified by Carleton’s Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university. That has become even clearer in the immediate environment of pandemic dislocation, transition to virtual operations, economic contraction, geopolitical instability, and social justice reckoning. We know the combined thrust of these dynamics has only exacerbated preexisting societal disparities. And these disparities have deep historical origins.

Against this background, the creation of these recommendations follows the recent completion of Carleton’s Strategic Integrated Plan (SIP) journey in which over a 1000 conversations were held with university members. When asked about Carleton’s values, several clear themes were identified, revealing what we admire and aspire to as a university. Among those themes, Community, Inclusivity, Diversity and Accessibility dominated. From the SIP, we also note Carleton’s renewed commitment to EDI as a driver of desired outcomes in pedagogical and curricular design, organizational excellence, interdisciplinary research collaboration, as well as local and global connectedness. EDI is also deemed central to a vision for community and individual wellness. Accordingly, we consider these recommendations for institutional EDI

¹ Strategic Integrated Plan 2020

Action as a continuation of the EDI engagement pursued under the SIP, rather than a fresh initiative.

The Value of Inclusion

Inclusion is the ongoing exercise of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. “Inclusion increases the total human energy available to the organization. People can bring far more of themselves because they are required to suppress far less”². Moreover, inclusive communities are generative and prolific, bringing together different perspectives, experiences and identities to disrupt convention in ways essential to consequential imagination and discovery. This may be observed within organizations across multiple sectors³ and is especially vital for learning, teaching, research and working in institutions of higher education.⁴

Inclusion also respects an individual’s essential need for a sense of uniqueness within, and belonging to, a larger whole. Sometimes, the value of such impressions for members of the university is understood as mainly esoteric. This is a fundamental misapprehension. A combined perception of uniqueness and belonging has real-world impacts. Both are positively correlated with enhanced student capacity for learning⁵ and therefore directly related to student success. Their presence is also connected to employee engagement and perceptions of organizational citizenship⁶. The converse is also true. Where members do not possess these relationships to the university, we should expect weaker outcomes.

The benefits are tangible but the route, complex. Harnessing the power of inclusion for every Carleton member, for the institution generally and for the wider society means strengthening and creating a series of interconnected structures, saturated with an enabling culture.

Importance of Human Rights and Equity

To fully realize the benefits of inclusion, we must first firm a foundation in human rights and attention to equity.

² Miller, F.A. and Katz, J.H. The Inclusion Breakthrough, Barrett-Koehler Publishers, California (2002)

³ Conference Board of Canada, The Value of Diverse Leadership, Ottawa, 2008.

Catalyst. Inclusive Leadership: The View from Six Countries, 2014.

⁴ Williams, D.A., Berger, J.B., & McClendon, S.A., Toward a model of inclusive excellence and change in postsecondary institutions. Washington, D.C.: Association of American Colleges and Universities, 2005. Canada Research Coordinating Committee “EDI and Research Excellence”, (<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>).

⁵ Clifton, Rodney A., Raymond P. Perry, Christine Adams Stubbs, and Lance W. Roberts, “Faculty environments, psychosocial dispositions, and the academic achievement of college students”. Research in Higher Education 45, no. 8 (2004): 801-828.

⁶ Catalyst. Op. cit.

As a large diverse institution, Carleton University is an extension of the larger society, susceptible to all of its challenges. We acknowledge that bias, harassment, and discrimination on the basis of inherent and often intersecting aspects of identity occur both outside and inside the walls of the academy. To undertake the challenge of critical self-reflection and self-examination is not easy; nor is the decision to sit in discomfort as the historically underrepresented narrate difficult aspects of experience. Yet this is precisely what we must and will do to continue making progress towards our stated values.

In many areas of Canadian academic life, unconscious and conscious biases inhibit and corrode full participation. Some research is emerging in the areas of Racialization and Indigeneity. This directs our gaze to differential outcomes and systemic bias in responses to research supervision and mentoring requests, in classroom participation opportunities, citational practices, curricular content and design, Eurocentrism and normativity of Whiteness, recruitment, retention and promotion processes, assessment of academic “service”, and teaching evaluations.⁷ Other areas of concern may include the design and application of complaints procedures that tend to preserve status quo inequalities rather than dismantle them⁸.

Gender disparities have also been a central research focus. A 2018 report by the Canadian Association of University Teachers underscored underrepresentation across many equity dimensions in the academic workforce as well as compensation gaps between men and women and between white, Indigenous and racialized non-academic employees⁹. More recently, a 2019 article published in *The Lancet* described pervasive gender bias in peer review processes.¹⁰

In general, Persons with Disabilities face well documented barriers to full participation in the Canadian labour market. But by recognizing their inherent dignity through reasonable investments in accessible work spaces and facilities, persons with disabilities would be able to contribute an estimated additional \$16.8 billion to overall economic by 2030.¹¹ Still more is required for as we know, disadvantage in the workforce begins much earlier. Students with disabilities in Ontario universities continue to encounter stigma and negative attitudes, failures to appropriately accommodate, and insufficient resources in the classroom.¹²

⁷ Henry, Francis, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos and Malinda S. Smith, *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, Vancouver, UBC Press, 2017.

⁸ Bhopal, Kalwant, *White Privilege – The Myth of a Post-Racial Society*, Policy Press c/o The University of Chicago Press, Chicago, USA, 2018

⁹ CAUT, *Underrepresented & Underpaid Diversity & Equity Among Canada’s Post-Secondary Education Teachers*, 2018.

¹⁰ Holly Witteman, Michael Hendricks, Sharon Straus and Cara Tannenbaum, “Are gender gaps due to evaluations of the applicant or the science? A natural experiment at a national funding agency”, *The Lancet*, Volume 393, Issue 10171, P531-540, February 09, 2019.

¹¹ Robyn Gibbard, Marc Desormeaux, Priya Persaud, Ruth Wright, *The Business Case to Build Physically Accessible Environments*, The Conference Board of Canada, February 23, 2018.

¹² *Policy on Accessible Education for Students with Disabilities*, Ontario Human Rights Commission, March 2018.

McCloy, Ursula and Lindsay DeClou, *Disability in Ontario: Postsecondary Education Participation Rates, Student Experience and Labour Market Outcomes*, Higher Education Quality Council of Ontario, Feb 21, 2013.

Further, we acknowledge the 2012 Carleton University "Report of Commission on Inter-Cultural, Inter-Religious and Inter-Racial Relations on Campus". In specified ways, the document reflects how discrimination, harassment and hate crimes on the intersecting grounds of "creed and race" (including Anti-Semitism and Islamophobia) form part of our societal context as do ostracizing and dehumanizing practices on the basis of sexual orientation, gender expression and identity.¹³

Beyond these issues of human rights compliance, the university is also committed to rededicating itself to matters of equity. Rights regimes are preoccupied with equality, being an appropriate insistence on environments free from harassment and discrimination. But sharing a starting line with a group of elite runners is no comfort when they have shoes and you do not. The result is predestined. Equity (or substantive equality) therefore requires us to consider the removal of barriers and disadvantages and the provision of the necessary supports **beyond legal requirements** to enable all our members to fulfil their potential and maximize their contributions.

Critical Local Insight (The EIC Advisory Group)

While an appreciation of the human rights and EDI literature landscape is important, there is no substitute for understanding and insight into the specific needs and circumstances at Carleton. To map the pathways to stronger EDI outcomes, we require direct information and experience from the community to scope systemic successes, opportunities and gaps.

The EDI Advisory Group was created as part of a mechanism to fulfil this objective. Serving as key informants, the group is characterized by broad institutional and demographic representation with important experiential and scholarly capability among its faculty, staff, students and external member composition. By these recommendations the group has set the table for conversation and feedback within the larger university community. The value of their service is immeasurable.

The recommendations are structured along ten interconnected strategic actions, each addressing a core organizational facet. Strong and effective EDI planning recognizes that it is difficult to make meaningful advances against a single strategic action without engaging multiple others. In addition, five thematic descriptors emerge from these actions. We cast the document as Innovative, Integrated, Holistic, Flexible and Ambitious.

Innovation appears in the form of positive framing for leadership development throughout the university and the incentivization of pro-social and other EDI-related values and behaviours rather than a cataloguing of corrective measures common to other plans.

¹³ Police-reported hate crime, by type of motivation
<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510006601>

We seek to **integrate** related planning documents and structures at Carleton. These recommendations reinforce and complement but do not replicate programmatic initiatives of the Kinàmàgawin Report, the Coordinated Accessibility Strategy, the Sexual Violence Policy, the Trans and Non-Binary Gender Work Plan (under development) or the Healthy Workplace Strategic Plan 2109 - 2022. We also take notice of the venerated legacies represented by the Pauline Jewitt Institute of Women's and Gender Studies, the Centre for Research on Inclusion at Work, the READ Initiative, **the Zelikovitz Centre for Jewish Studies' work on Holocaust studies** and the Paul Menton Centre. **Moreover, we acknowledge the ongoing assessments related to pay equity at Carleton.** Recognizing this existing EDI infrastructure allowed the group to identify organizational gaps particularly, but not exclusively, as it relates to processes of Racialization and Racial Inequality. Such awareness also permitted discernment of broader EDI proposals based on the totality of intersectional needs where necessary.

An **holistic** approach to the development of these recommendations was taken, relying on existing multi-disciplinary research, insights from the Advisory Group, and professional experience within the Department (EIC). Following initial drafting and in the subsequent wake of the police-involved killing of George Floyd, we also took notice of petitions and letters from the community. Much of that material resonated with thinking already reflected in these pages. In addition, 40 targeted consultations through the months of June, July and August preceded the approval **of the first public draft of these** recommendations. **Wider consultations including 4 Town Halls and an online submission portal were made available to the community** through the Fall of 2020, **generating relevant feedback now layered within this iteration.**

We have attempted to insert elements of **flexibility** in the document, engaging institutionally central capabilities whenever appropriate while leaving space for faculty, divisional and other local level customization.

Finally, there is an element of **ambition** in these recommendations in that we have traced concrete, and in some respects, granular actions and accountabilities within a comprehensive, interconnected visionary frame.

We hope to further stimulate and engage a robust conversation with the Carleton community on the road to the finalization of an Institutional Plan for EDI Strategic Action.

Glossary

Human Rights. A basic tenet of the Ontario Human Rights system as it applies to the university is to ensure that all members may learn and work with dignity and have equal access to services and opportunities without discrimination or harassment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability. In certain contexts, the prohibited grounds of discrimination and harassment extend to receipt of public assistance, and record of offences. Human Rights in Ontario is a **quasi-constitutional** legal and compliance framework.

Equity. Through the removal of barriers and provision of appropriate supports, the principle of equity refers to fair access to opportunity and services for all, recognizing that members come to the university with relative advantages and disadvantages. Equity considerations extend beyond issues of legal human rights compliance, take up issues of demographic representation and underrepresentation, and examine questions of power and resource allocation.

Diversity and Intersectionality. Diversity describes the representation of various demographic segments and dimensions of identity within a population. In this sense, diversity includes the presence of intersectional identities, or the myriad ways in which individuals identify, live through and experience multiple dimensions of difference simultaneously.¹⁴

Inclusion. Inclusion is the ongoing exercise of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. While inclusion involves and mutually benefits every member of the university, its successful operation is predicated on the fulfilment of human rights and equity objectives.

EDI. Equity, Diversity and Inclusion.

Leader / Leadership. Leadership at Carleton University is a collective and distributed endeavor. It is not defined exclusively by title or role. A leader possesses either organizational or personal capacity to inspire people towards the achievement of common goals. In this sense, leaders exist throughout the institution in all occupational groups.

Decolonization. Decolonizing in a university means creating spaces and resources for a critical discourse among all members about the voices, experiences and perspectives represented and unrepresented in received canons of knowledge; and what it means to integrate multiple and intercultural ways of knowing, learning and being into our curricular, pedagogical and governance practices. Decolonization movements find expression worldwide with varying manifestations across national and transnational locations.

Inclusive Communities. For members to bring their whole selves in the pursuit of personal and institutional excellence, as much value must be assigned to their attachments to multiple cultural identities and distinct lived experiences as to their sense of belonging to a common enterprise. This concept of Inclusive Communities therefore extends our understanding of Carleton University as a community of communities.

Inclusive Communities is also a *process and practice* of cultivating the inherent distinctiveness of each of our members while nurturing and growing points of connection and cohesion. It is the enabling of exploration and discovery at the borders of ideas, values and experience. Residing at the heart of innovation, interdisciplinarity, collaboration and engagement, supporting Inclusive

¹⁴ Crenshaw, K., Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43(6), 1241-1299, 1991.

Communities is critical to our current and future success in a globalized higher education context.

Systemic and Structural Discrimination / Bias. Systemic or structural discrimination and bias refer to patterns of organizational, or societal behaviour, policies and practices that may or may not appear facially neutral but which nonetheless disproportionately disadvantage equity-seeking and Indigenous groups.

Michael F. Charles
Chair, EIC Advisory Group

Public Draft 2

PHASE 1 STRATEGIC ACTIONS (YEARS 1 AND 2)

SA1 – Curriculum and Pedagogy

Carleton University is committed to enhancing the student experience and to creating a high-quality learning environment that fosters student success in the classroom and beyond. Integral to this is recognizing that the experiences, backgrounds and understandings of our students are diverse and matter in how they engage and experience their time at Carleton. We also acknowledge that opportunities for innovative learning are missed when perspectives that expand or disrupt conventional understandings are left out or marginalized. In this light, the section seeks to advance ways to be welcoming and inclusive through our curricular and pedagogical choices.

1. Faculties will explore potential for program creation including interdisciplinary programs with a focus on decolonized, EDI-centred knowledge production. Among examples at Carleton, we acknowledge the planning currently underway within FASS for the creation of an interdisciplinary Critical Race Studies Degree Program.
2. A Deans EDI Working Group shall be convened to explore best practices for decolonized and EDI-centred curriculum reviews that may be applied in their respective areas and will work towards ensuring that EDI principles and objectives are reflected in all degree programs, specifically in gateway or core courses **and in experiential learning**. Among examples at Carleton, we acknowledge the curriculum review process underway at the Sprott School of Business.
3. Working in conjunction with AVP Teaching and Learning and OIRP, CU will explore the relationship between EDI and student success in academic programming, in particular, gateway courses. Gateway courses include large first-year courses and degree requirement courses.
4. As part of the Quality Assurance process, CU will require units to report on how proposed programs **and existing programs** contribute to the expansion of decolonization, equity, diversity and inclusivity at the university.
5. The criteria for Provost's Scholar Award will be published for transparency and shall include EDI elements.
6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to deliver EDI advisory programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development. (For more see SA10 – EDI Infrastructure below)

“Curriculum and pedagogy are very important to focus on. In their experience, only exposed to non-white faculty members in their African Studies course. Certain programs like Political Science doesn’t focus on a global perspective; mostly looking at Canada, US, British and Europe. Programs with few electives are also very challenged. Not having as many electives to look into topics related to EDI. How do we continue to focus the attention and research on EDI with a lack of EDI-related content in all our programs?”

(Public Consultations – student feedback)

Attention to EDI enriches learning through integration of diverse and global experience and critiques in curriculum and pedagogy.

There is a lack of Disabled, Racialized and Indigenous scholars invited into the classroom (distinct from permanent hiring efforts)

Eurocentrism is present across the university curricula.

COVID-19 poses risk to EDI infusion.

(EIC Advisory Group Survey May 26, 2020)

We support the ongoing calls to revise the format and role of teaching evaluations in tenure and promotions and establish clear and transparent tenure and promotion standards across the university that permit departments and faculty boards to use multi-modal evaluations when reviewing a file.

(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

SA2 – Student Supports

As part of an array of activities to promote student success, student supports are a key component of the work we do at Carleton. Carleton has a diverse student body and it is important to ensure that student supports are designed and delivered in ways that assume varied rather than generic student experiences. To that end, Carleton acknowledges the need to integrate EDI throughout its student services and enrolment operations in the spirit of continuous improvement. We also recognize particular opportunities to address service gaps for Racialized students.

1. Reporting to the Director Student Affairs and Student Life, a Diversity, Equity & Community Programs Coordinator will be created to support the implementation of EDI (Equity, Diversity and Inclusivity) frameworks within existing Student Life departmental processes, programs and initiatives.
2. Carleton will consider the need to review and assess EDI programs and services for graduate students.
3. Reporting to the Director Health & Counselling, CU will establish the permanent role of a Racialized-Specific Counsellor with expertise in race-based trauma, anti-racism and anti-Black racism, resilience and success as a means of prioritizing the mental health needs of Racialized students who are said to represent approximately 47% of the student population.
4. The Office of the Vice-President Students and Enrolment (OVPSE) will ensure information about the augmented counselling services is communicated broadly to students and student groups.
5. At the end of Phase 1, the OVPSE will commence a review of the adequacy of the counselling service complement in light of expressed student requests for additional Racialized-Specific Counsellors and / or a designated counsellor for graduate students.
6. All Counsellors in Health and Counselling will participate in annual professional development to incorporate EDI and anti-racism, and anti-Black racism best approaches into departmental practices.
7. The Associate Deans will jointly explore means to ascertain the relationship, if any, between academic integrity and equity-seeking groups and make appropriate recommendations to introduce further supportive measures.
8. Goals in paragraphs 1 - 5 shall be completed in Phase 1 (OVPSE on the advice of EIC).

SA3 – Research

Carleton University is committed to supporting, funding and disseminating research that advances Equity, Diversity and Inclusion. Such a commitment requires us to recognize that research excellence demands time, resource opportunities and an enabling environment. We also acknowledge that EDI-informed research stretches the boundaries of knowledge and opens new pathways to discovery regardless of the field of inquiry. In particular, Carleton recognizes the opportunities within our research landscape to address gaps relating to issues of racialization and racial inequality across disciplines.

1. With leadership provided by the Office of the Vice-President (Research and International), CU will promote EDI-related interdisciplinary research. The VPRI will conduct a census of faculty members whose scholarship reflects, or has the potential to reflect, EDI concerns. OVPRI will build a database of EDI Scholarship that Faculty members may access to identify potential interdisciplinary research partners and pursue collaborative projects focused on EDI-related topics.
2. With leadership and resources from the Vice-President (Research and International), CU will create and provide seed funding for at least one cross-faculty interdisciplinary research cluster focussed on processes of racialization and racial inequality. A non-exhaustive list of research area examples may include cross-cultural histories in STEM, racial inequality and STEM education, racial inequality and corporate governance, racialization and justice, etc.
3. The Office of the Provost and Vice-President (Academic) and the Office of the Vice-President (Research and International) will consider and assess the need for additional programs and supports for faculty from equity-seeking groups engaged in research.
4. CU will acknowledge excellence in EDI Scholarship by establishing an Annual University Award for Distinguished EDI Scholarship. The Committee of Associate Deans (Research) – OVPRI with support from the Assistant Vice-President and University Advisor, Equity and Inclusive Communities will be tasked with developing the award criteria and will be empowered to evaluate submissions and select annual recipients.
5. The Deans EDI Working Group (referred to in SA1) also will serve as a forum for the sharing of best practices related to encouraging EDI research, allocating research support and recognizing and disseminating EDI-related research.
6. The Office of the Provost and Vice-President (Academic) will create two Awards for Graduate Student EDI scholarship and Undergraduate Student EDI Scholarship respectively to be granted annually through a competitive selection process.

*Attention to EDI enhances the quality, creativity and innovation in teaching, research.
(EIC Advisory Group Survey May 26, 2020)*

*We call on Carleton to enhance its interdisciplinary and cross-faculty research, teaching, and program development in Black Studies and Critical Race Studies.
(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)*

We call for a commitment to funding anti-racist research at Carleton, including the creation of \$250,000 in new scholarships for Black undergraduate and graduate students, new research grants and assistantships geared toward Black undergraduate and graduate students, and the creation of a pre-doctoral fellowship in Critical Race Studies for Black scholars doing transformative work. Black scholars and research with Black communities are chronically underfunded across Canadian institutions. Research on Black communities is rarely community-based, which means scholarship seldom benefits the very communities on which that research is conducted.

(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

Public Draft 2

SA4 – Senior Leadership Team and BoG Inspiration and Development (Phase 1 and 2)

Senior leaders and board members at a university are uniquely positioned to drive change. This is no less true at Carleton. Enduring change is accelerated and venerated through the values, beliefs and behaviours they embody and incentivize.

1. Inspiration and Accountability:
 - a. The Senior Leadership Team and Board of Governors (BoG) will actively model best practices by completing and endorsing training, education and professional development programs integrating inclusive leadership values, principles and practices, as well as human rights and equity and EDI informed recruitment.
 - b. The Senior Leadership Team and the BoG will make themselves accountable by requesting annual reports, supporting and resourcing efforts to realize progress against the strategic actions set out in this document.
2. Representation:
 - a. The Senior Leadership Team and BoG will reflect on the composition of all senior decision-making tables and work to increase demographic representativeness.
 - b. At the application stage, the Senior Leadership Team and BoG will consider demographic representation when selecting for positions and vacancies at senior decision-making tables.

The Board Equity, Diversity and Inclusion Statement
(<https://carleton.ca/secretariat/boardofgovernors/about/edi-statement/>) amplifies the values and approaches essential to realizing this action.
3. Communications:
 - a. The Senior Leadership Team and BoG will be conversant in the benefits of EDI and be prepared to communicate its value from highly visible platforms to further engage and inspire inclusive communities at Carleton.
 - b. The Senior Leadership Team and BoG will ensure these Strategic Actions are communicated through various university platforms and formats to achieve widest reach.

While the document is wide-ranging and well-articulated, there are concerns that the commitment is not there from senior administration and faculty to see this through. Concerns persist that this is a “check box” exercise.

(Public Consultations – Staff and Faculty Feedback)

Attention to EDI:

- *improves engagement and sense of belonging and wellness for employees and students*
- *strengthens decision-making by integrating broader spectrum of perspectives*
- *removes physical and other barriers to performance and success*

(EIC Advisory Group Survey May 26, 2020)

We call for proactive investments in anti-racist education and resources for Carleton faculty, administrators, governors, and employees. Such investments should expand diversity training measures beyond a psychological emphasis on problems such as unconscious bias. (Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

Public Draft 2

SA5 – General Leadership Development (Non-Academic Employees)

Carleton commits to ensuring EDI elements are valued and integrated throughout its leadership programming as well as in its processes of recruitment, retention, appointment and promotion.

1. A collaborative process led by the AVP Human Resources will be struck to develop and socialize a set of institutional **policies and plans** for EDI best practices and criteria in recruitment, performance management (including merit-based compensation), retention and promotion. These will align and incorporate the EDI education and professional development set out in paragraph 3 and will seek to apply the learnings from the Campus Safety Services EDI Employment Systems Review **in paragraph 4**.
2. Human Resource processes for identifying and fostering talent will recognize and integrate EDI education and professional development as described in paragraph 3.
3. CU will acquire / design and make available education and professional development to all academic and non-academic employees in the areas of Unconscious Bias, Inclusive Leadership / Management Development, Recruiting for Difference and human rights and equity. This will also be reflected **in a review of the content and activities throughout the Carleton Leader initiative**. (AVP EIC, Provost and VP Academic, Deputy Provost Operations and Planning (DPAOP) AVP Human Resources, OQI)
4. CU will support the ongoing implementation of the Campus Safety Services Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities (<https://carleton.ca/safety/wp-content/uploads/Action-Plan-CSS-Service-Excellence-and-Community-Engagement.pdf>) as well as the Engagement and Inclusion Officer (EIO) Program, <https://students.carleton.ca/2020/01/campus-safety-services-pilot-program-to-foster-inclusion/>).
5. The Service Excellence Standards shall be expanded to include EDI elements to be developed and published for eligibility for the Service Excellence Award. (AVP HR, OQI, AVP EIC)
6. A separate working group led by the Community Engagement Steering Committee (CESC) will develop and publish EDI-informed criteria for the establishment of an annual Community Engaged Leader Award for non-academic employees. (CESC with support from AVP EIC)

*CU possesses a caring culture is a hallmark for many but “pervasive microaggressions” experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

CU's EDI reputation is linked to more prosperous communities generally:

- *Virtuous circle of increased access to diverse stakeholders with business / organizational outcomes*
- *reflecting increasing diversity of wider society is approved as responsible organizational behaviour*

➤ *fosters social cohesion*

(EIC Advisory Group Survey May 26, 2020)

Public Draft 2

SA6 – General Leadership Development (Academic employees)

Carleton commits to ensuring EDI elements are valued and integrated throughout its leadership programming as well as in its processes of recruitment, retention, appointment and promotion.

1. Led by the Provost and VP Academic, a Working Group on recruitment in collaboration with the relevant bargaining units shall be created to recommend institutional guidance for best practices. Such practices will reflect:
 - a. principles of transparency,
 - b. EDI-informed interpretations of undefined language and terms including “best” candidate, candidate “excellence”, candidate “fit”, and “service”. This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.
 - c. **Value and weighting ascribed to community-based and community-engaged research.**
 - d. the desirability of collecting employment equity disaggregated demographic data at the application stage in accordance with leading sector standards that comply with privacy and human rights standards.
 - e. An assessment of additional human and financial resources necessary to realize best practices.
2. CU will acquire / design and make available education and professional development to all academic and non-academic staff in the areas of Unconscious Bias, Inclusive Leadership, Recruiting for Difference, and human rights and equity. This will also be reflected in a **review of the content and activities** of the Carleton Leader **initiative**.
3. CU will encourage uptake of education and professional development as described in paragraph 2 by integrating and connecting these offerings to criteria used to appoint Directors, Deans, Associate Vice-Presidents, and Vice-Presidents. EDI-based criteria including specific professional development programs used to appoint other academic leadership positions within the collective agreement will be approved through bargaining processes.
4. Each faculty will be invited to establish and formalize sponsorship programs for faculty members from underrepresented demographic groups in the early stages of their career. Sponsorship programs pair a leader or a more senior faculty member with someone at an early stage in their career to provide professional development and career advancement advice and advocacy.

(Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, Deans, AVP EIC)

Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

"We need to dismantle the way scholarship is valued and evaluated. Journal articles, conference presentations, etc. Indigenous faculty do a tremendous amount of community work that doesn't result in a journal article because that's meaningless in their community. The CUASA collective agreements value traditional valuation. Change needs to come from senior leaders."

(Public Consultation – Staff and Faculty Feedback)

*CU possesses a caring culture is a hallmark for many but "pervasive microaggressions" experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

There are disadvantages for equity-seeking faculty members in the application of tenure and promotion processes.

(EIC Advisory Group Survey May 26, 2020)

SA7 – Disaggregated Demographic Data Collection

“Good data lead to good decisions” remarked the Honorable Navdeep Bains, Minister of Science, Innovation and Industry during Carleton University’s 2nd Annual Inclusion Week. In order to understand the representation, experiences and perspectives of employees and students needed to inform the design of equitable and inclusive services, build supports and enhance outcomes, Carleton will collect disaggregated demographic data.

1. CU will prepare Implementation Plans for the collection of demographic data relating to Gender Identity, Racialized Persons, Indigenous Persons, Persons with Disabilities and Sexual Orientation on a disaggregated, intersectional basis. The Plans shall consider current and proposed changes to disaggregated data collection by Statistics Canada and higher education sector best practices while also respecting privacy considerations. Office of Institutional Research and Planning (OIRP) support is anticipated but 3rd party contracted data collection may also be considered. The support of Information Technology Services will be critical.
 - a. The plan for students will be proposed, socialized, and approved in Phase 1 (Equity Policy Committee, President and Vice-Chancellor)
 - b. The plan for employees will be proposed, socialized, approved and piloted as a voluntary initiative in Phase 1. (President and Vice-Chancellor, Joint Committee on Employment Equity, Equity Policy Committee)

EDI data collection is limited at CU and accompanied by institutional resistance to ask deeper questions and engage in more honest conversations. (EIC Advisory Group Survey May 26, 2020)

Carleton University is a public institution with a duty to its constituents. We thus call for a commitment to generate accurate disaggregated data on the racial backgrounds of students, faculty members, and other employees. This data is essential to identify any systemic problems that may inform the recruitment, retention, and graduation rates of Black, Indigenous, and People of Colour at Carleton. (Community Letter – Addressing Systemic Racism, July 8, 2020)

In a November 2019 Universities Canada survey of EDI practices among member institutions, 77% collected self-ID data with more than two options for gender, 56% collected disaggregated data on ethnicity or origin, 54% collected disaggregated data on Indigenous identity, 58% collected disaggregated data on disability, and 33% indicated they collect disaggregated data on sexual orientation.

“To understand the current context and set targets to improve, institutions need to collect self-identification data... It is important to collect disaggregated data to understand differences and potential inequalities within a group.”

In May 2020, Carleton's Equity Policy Committee has committed to developing an operational proposal to bring disaggregated data collection for students and employees at the university.

Public Draft 2

SA8 – Representation and Outreach

Attention to EDI in the form of equitable and inclusive representation throughout Carleton University, its students, staff, and instructors, heightens student success and enhances a sense of belonging and community. But this effort does not stop at the borders of our campus, and requires the university to actively reach out to the broader communities to support change, to learn and to dismantle structural underrepresentation.

1. For employees. CU will socialize its intention to establish and publish employment equity goals having regard to labour market availability and Carleton student disaggregated demographic representation.
This will not preclude faculties and administrative divisions from proactively initiating EDI-related hiring and outreach initiatives.
Among examples at Carleton, we acknowledge the approval within FASS for the intended academic posting in Human Rights for a specialist in Blackness, precarity and labour.
Interdependencies: SA7
2. For students. CU will socialize its intention to establish and publish recruitment and retention goals for underrepresented student populations having regard to the population proportions in the most recent National Household Survey (disaggregated demographic information) as well as circumstances of historical and present marginalization.
This will not preclude faculties and administrative Divisions from proactively initiating EDI-related recruitment and outreach initiatives.
Interdependencies: SA7

CU should pursue greater diverse representation at decision-making tables + work to resolve disconnect between student demography on the one hand and representation among staff / faculty on the other.

Attention to EDI, in the form of increased diversity of representation among instructors, heightens student success through role-modeling.

(EIC Advisory Group Survey May 26, 2020)

SA9 – Culture

Strengthening our shared values and beliefs and learning to increasingly manifest these in our individual behaviours and institutional practices will grow the trust and sense of belonging so critical for success at the university. As we expand our ability to create environments free from discrimination and harassment, Carleton will build spaces of psychological safety, enabling all to fulfill their emotional, educational and professional potential.

1. CU will develop “Understanding Human Rights and the CU Human Rights Complaints Procedure” workshops and infographics for the benefit of faculty and non-academic employees. The subject-matter scope of this initiative will include anti-racism and microaggressions. The workshop will be integrated into Human Resource processes fostering and identifying talent as described in SA5 and SA6. (Deputy Provost Academic Operations and Planning, AVP Human Resources, OQI and AVP, EIC).
2. As part of undergraduate course registration or alternatively, through the orientation process, all first-year students will complete an online module in EDI and human rights. The module will take an intersectional approach to concerns of oppression and marginalization as it relates to gender identity and expression, Racialization including Anti-Black racism, religious belief, ability, sexual orientation and Indigeneity. Further discussion with graduate students will be held to determine the appropriateness of the module as part of their orientation. The module will be acquired and customized as necessary to meet the needs of the university. The acquisition together with any prior consultation will be approved in Phase 1. (Office of Vice-President Students and Enrollment, Vice-President Finance and Administration, Information Technology Services, with content support from EIC).
3. The President, VPFA, Provost and VP Academic, General Counsel, University Secretary and the AVP EIC shall meet to establish a process to strike a working group to review and revise the CU Human Rights Policy. The Working Group shall be created in Phase 1.
4. As an interim measure and pending review of the Human Rights Policy, the following Interpretative Guidance shall be provided forthwith to selected provisions of Part V of the policy relating to conflict resolution and complaint. The selected provisions are attached as Schedule A.
 - a. Paragraphs 8 and 27 may have been historically interpreted as requiring informal resolution in all cases prior to the making of a formal complaint. However, contemporary theories of Alternate Dispute Resolution (ADR) do not support the use of informal resolution or mediation in circumstances where consent to the process has not been freely given.

INTERPRETATIVE GUIDANCE (paragraphs 8 and 27): An informal resolution shall be deemed attempted when the person affected by impugned conduct or behaviour indicates in writing to the appropriate university official that they have reviewed the provisions related to informal resolution and wish to proceed to a formal complaint.

- b. By virtue of their functional roles at Carleton University, Paragraph 31 establishes nine Complaint Managers. Complaint Managers assume file responsibilities once the matter

has been determined as satisfying jurisdictional and substantive criteria set in paragraphs 11 and 13 (“initial determination”). These file responsibilities include the management of the complaint and response document exchange process as well as the authority to determine whether a formal complaint should be investigated. It is notable that Complaint Managers are not required to have human rights or administrative law expertise; and further that they are required to, in effect, review their own factual analysis when deciding to refer for investigation. In addition, the existence of nine complaint managers heightens the prospect for inconsistencies in approach and decision-making. The overall effect of this process design tends to unfairly burden the complaint manager and constrains the full independent assessment of complaints on the merits.

INTERPRETATIVE GUIDANCE (paragraphs 31 and 33): Having met the criteria for an initial determination, the complaints manager is strongly urged in all cases to appoint an internal or external investigator with human rights and administrative law experience at the expiry of the time to exchange complaint and response. This is consistent with best practices and other university process design under the Sexual Violence Policy. General Counsel and the AVP EIC will work together to create a list of qualified investigators.

5. Separate Training should be developed to offer complaint managers, Chairs and Deans on the procedure within the Human Rights Policy having regard to the Interpretive Guidance set out above.

*Caring culture is a hallmark for many at CU, but the “pervasive microaggressions” experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

*“Shocking bias and attitudes” are overheard by students even in women’s studies and human rights courses. The “bigotry and inequity” in the broader culture brought to campus by students indicates **need for mandatory EDI training for all first years.**”*

“Established institutions like Carleton face challenges acknowledging the existence of systemic racism leading to inequities.”

“We call for mandatory course in Indigenous Studies within all programs.”

“There is a need for an EDI review of all policies.”

Attention to EDI:

- *reduces discrimination / harassment and advances movement towards social justice in which all have fair opportunity*
- *increases sense of physical and psychological safety*

(EIC Advisory Group Survey May 26, 2020)

Call for an anti-racism mandatory educational requirement to be completed by all first-year students. (Anti-Racism on Campuses Collective June 6, 2020)

Public Draft 2

SA10 – EDI Planning, Infrastructure and Reporting

To fulfill promises made to our community and ensure our ambitious and critical plans are implemented, Carleton recognizes the need for human and financial resources, the assignment of accountabilities and regular reporting from all faculties and VP portfolios to measure progress. Each Faculty and VP portfolio will be invited to design and implement individual EDI Area Action Plans that reflect area circumstances. In the final years, Carleton will assess our institutional successes and opportunities through an Employment Systems and Culture Review.

1. At the request of the President and Provost, the AVP EIC will lead a process of consultation surrounding these strategic actions among, staff, faculty, students and the Board of Governors with a view to securing community, and ultimately university, approval for an EDI Strategic Plan.
2. The Faculties (including the Library) and Administrative Service Divisions (VPSE, VPFA, VPRI, Provost and Vice-President (Academic)) will designate a representative to collect information and report on challenges / risks and areas of progress towards these strategic actions as applicable to their respective areas on an annual basis.
3. CU will establish the permanent role of Senior Advisor, Strategic Initiatives reporting to the Assistant Vice-President, Equity and Inclusive Communities to support the implementation and measurement of these Strategic Actions, conduct internal and external environmental scans, literature reviews, co-lead consultations and undertake applied research.
4. CU will establish the permanent role of Communications Specialist within Department of University Communications to, among other responsibilities, create an EDI communications plan including the creation of a social media and other digital presence / platforms for the university / EIC, and support the launch of an Annual EDI report on the progress of the university against the Strategic Actions.
5. CU will fund the maintenance of a contract graduate student Information Officer position reporting the AVP EIC to gather and organize EDI-related research and data into an ongoing literature review.
6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to:
 - a. Deliver advisory EDI programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development.
 - b. Provide support and advice in the creation, enhancement and evaluation of EDI professional development and leadership programs for non-academic employees and students.
7. The selection, design, use and construction of all physical spaces shall consider EDI at planning and execution stages. The provision reinforces the relevant provisions of the Coordinated Accessibility Strategy and the Kinàmàgawin Report.
8. Others infrastructural and resource needs as described in and required by these Strategic Actions.

While the document is wide-ranging and well-articulated, there are concerns that the commitment is not there from senior administration and faculty to see this through. Concerns persist that this is a “check box” exercise.

Commitment to transparency. Even if things don’t work out

The recommendations in the document provide an excellent framework for moving EDI forward as a central plank of Carleton's mission. The challenges I see are more to do with implementation and resourcing, ensuring that we are proactively addressing the most challenging and difficult barriers to full inclusion in our campus community.

(Public Consultations – Staff and Faculty feedback)

Mounting an adequate institutional response to the challenges of EDI requires investment of additional resources (human and financial) and long-term commitment.

➤ *Communications:*

- *Newsroom content doesn’t reflect diversity either by topics or individuals featured*
- *students are not regularly or adequately informed as to EDI progress or steps taken to address issues*

There is uneven attention to EDI across campus as well as disconnects and silos among those who are attentive to its requirements.

(EIC Advisory Group Survey May 26, 2020)

PHASE 2 (YEARS 3 TO 5)

(Phase 1 commitments are implemented and permanent and need not be repeated)

SA1 – Pedagogy and Curriculum

1. Subject to approval in the collective bargaining process, criteria for the selection of Annual Achievement Awards for faculty members and librarians will be developed and published including EDI-related criteria such as evidence of inclusive pedagogical and curricular practice.
2. CU in collaboration with relevant bargaining unit committees will review Teaching Evaluations with a view to reflecting key indicators of instructor attention to EDI in accordance with their Collective Agreements. These indicators may include efforts to incorporate various cultural perspectives on the subject matter within syllabi, diverse guest speakers, fair and equitable promotion of in class participation regardless of student demographic identity etc.
3. Learning Analytics primary goal is to better understand and improve the learning experiences of students through the collection and analysis of relevant data. Recognizing the growing literature around the experiences of racialized students in higher education, it will be important to link disaggregated and learning analytics data to assist in ensuring curricular and pedagogical approaches are sensitive to EDI.
4. CU will continue implementing a process to ensure Quality Reviews for new **and existing** programs require proponents to demonstrate how the proposed program contributes to the expansion of decolonization, equity, diversity and inclusivity at the university.

SA3 – Research

1. The research cluster will be established by the end of **Year 2**.
2. CU will continue to promote EDI-related interdisciplinary collaborations using the EDI Research Database which will be updated continuously by the Faculties in conjunction with OVPRI.
3. The first Graduate and Undergraduate EDI Scholarship Awards shall be announced at the end of Year 3. The first Award for Distinguished EDI Scholarship shall be announced at the end of Year 5.
4. In collaboration with the Faculties, OVPRI will develop a communication strategy to ensure that EDI research results are published widely and, where applicable, are made available to communities for whom the research would be relevant.

SA5 – General Leadership Development (Non-Academic Employees)

1. Implement institutional **policies and plans** for EDI best practices and criteria in recruitment, retention and promotion procedures and practices, SA5(1).

SA6 – General Leadership Development (Academic Employees)

1. Led by the Provost and VP Academic, a Working Group on tenure, promotion and confirmation in collaboration with the Faculty Association shall be created to recommend institutional guidance for best practices. Such practices will reflect:
 - a. principles of transparency,
 - b. EDI-informed interpretations of undefined language and terms including “best” candidate, candidate “excellence”, candidate “fit” and “service”. This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.
 - c. **Value and weighting ascribed to community-based and community-engaged research.**
 - d. the desirability of collecting employment equity disaggregated demographic data on progression through the academic ranks in accordance with leading sector standards that comply with privacy and human rights standards.
 - e. An assessment of additional human and financial resources necessary to realize best practices.

This is subject to approval through the bargaining process.

(Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, AVP EIC)

Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

SA7 – Disaggregated Demographic Data Collection

1. The implementation Plan for employees at SA7 will be complete and the census made mandatory by the start of Year 4 (with the option that employees may indicate their preference not to answer all individual questions).
2. The implementation plan for students at SA7 will be complete and a pilot census launched by the start of Year 3 (with the option that students may indicate their preference not to answer all individual questions). The student census will become mandatory at the start of Year 4 (with the option that students may indicate their preference not to answer all individual questions). Privacy around the data shall be maintained kept confidential and anonymized data sets may only be used by OIRP and EIC to inform the development of student equity programs and supports.

SA8 – Representation and Outreach

1. Employment equity goals will be reviewed and revised by the beginning of Year 4 having regard to representation gaps identified in disaggregated demographic data from SA7. Goals will be assessed having regard to Statistics Canada labour market availability and demographic representation among Carleton students. In year 5, progress towards this strategic action may be evaluated. Goals should be set at the institutional level as well as at faculty and Divisional levels.
2. For students. Recruitment and retention goals for underrepresented groups will be established by the end of Year 5 having regard to disaggregated demographic data in the most recent Statistics Canada National Household Survey as well as circumstances of historical and present marginalization. In collaboration with OVPSE, each faculty will establish Outreach Plans to achieve Year 5 goals. In later years, progress towards this strategic action may be evaluated.

SA9 – Culture

1. The Working Group will begin and complete the review of the Human Rights Policy by the end of year 5. Pending its completion, the Interpretation Guidance in Phase 1, SA9 will continue.
2. The mandatory online module for all first-year students referenced in Phase 1, SA9 will be delivered to the first cohort by the start of year 3.

SA10 – EDI Planning, Infrastructure and Reporting

1. Phase 1, SA10 will be completed and implemented on a permanent basis by the start of Year 3.
2. Each faculty and VP Division will be invited to design and implement individual EDI Area Action Plans that reflect area circumstances. Area EDI plans should consider the Strategic Action themes identified in phase 1 above, customized as applicable to meet specific area needs.
3. CU will devise and conduct a university-wide EDI employment systems and culture review based on, but not limited to the model undertaken by Campus Safety Services referred to in SA5 with a view to supporting the development of inclusive communities for faculty, staff and students at Carleton. (AVP HR, AVP EIC, DPAOP, Bargaining Unit heads)



EIC Advisory Group

EDI RECOMMENDATIONS FOR
INSTITUTIONAL STRATEGIC ACTION

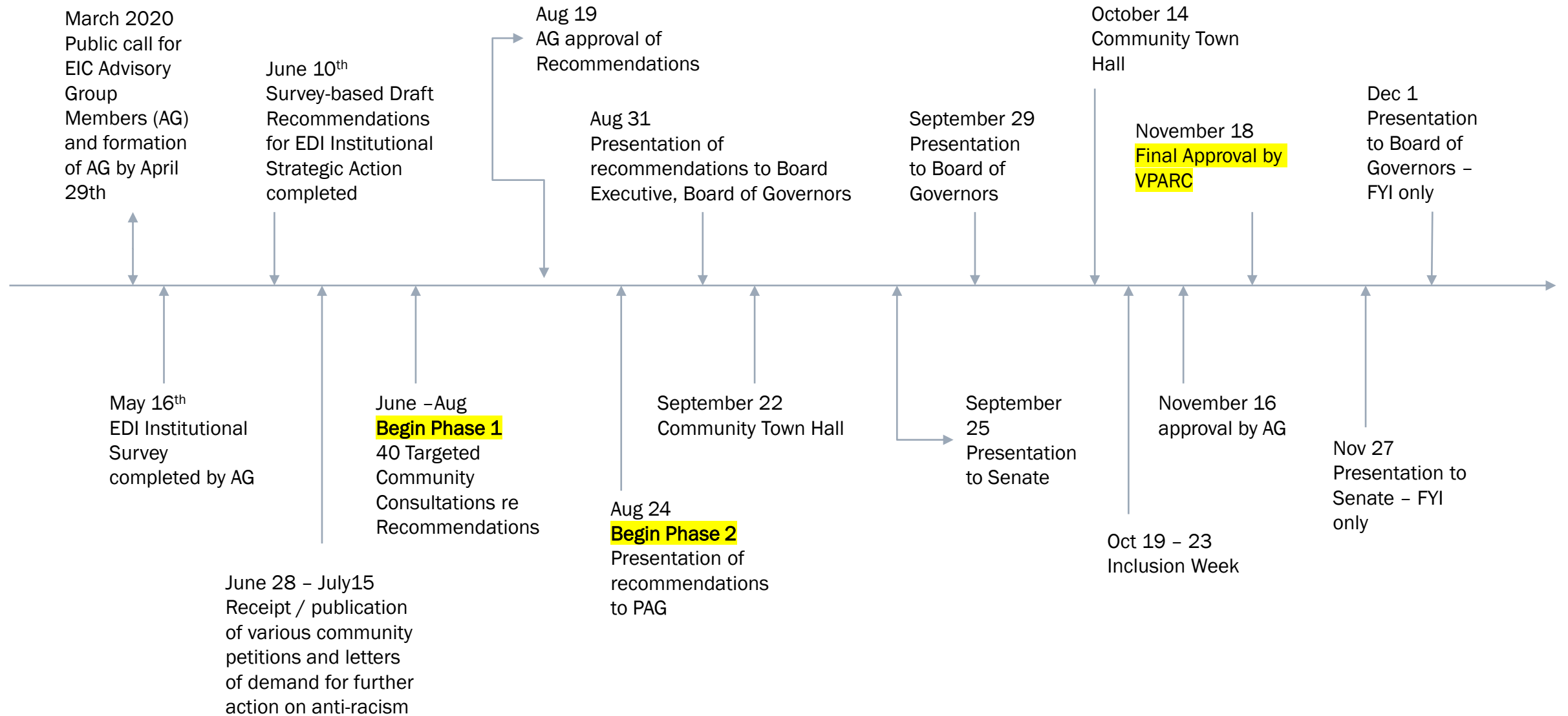
Equity, Diversity and Inclusion (EDI) have been identified by Carleton's Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

Consultation Timeline



Phase 2 Consultation Detail

Aug 24 – Nov 16, 2020

ARCC

ROSI

Board of Governors

Senate

4 Faculty Boards

1 Faculty Special Meeting

Academic Heads Roundtable

2 Employee Town Halls

2 Student Town Halls

EIC Advisory Group

788

Areas Identified for EDI Strategic Action

1. Curriculum and Pedagogy
2. Student Supports
3. Research
4. Senior Leadership Team and Board of Governors
5. Leadership Development General (Non-Academic Employees)
6. Leadership Development General (Academic Employees)
7. Disaggregated Demographic Data Collection
8. Representation and Outreach
9. Culture
10. EDI Planning Infrastructure and Reporting

EDI Strategic Actions

RECOMMENDATION FEATURES

➤ Innovative

- Positively framed around value creation and leadership development
- Beneficial behaviours are incentivized

➤ Integrated

- Reinforces and supplements the work of other university plans

➤ Holistic

- Community engaged
- Data driven and evidence-based

➤ Flexible

- Leaves room for local customization

➤ Ambitious

- Comprehensive vision in addition to technical specificity

Areas of Convergence: SAs and Kinàmàgawin

SA5 Campus Safety Services Action Plan:
Service Excellence and Engagement with
Carleton's Diverse Communities

SA9(3) All first-year students will complete an
online module in EDI and human rights

SA9(1) CU will develop "Understanding Human
Rights and the CU Human Rights Complaints
Procedure" workshops and infographics for the
benefit of faculty and non-academic
employees.

#14 establish a CU Safety Relations Table
involving CSS, CII and EIC

#21 develop appropriate measures to
ensure every student graduating from CU
achieves basic learning outcomes
concerning Indigenous history and culture

#25 professional development and
education for faculty, staff and
administration re Indigenous / CDN histories
and experiences

Areas of Convergence

SAs & Coordinated Accessibility

- SA1. (4) EDI-centred curriculum review working Group. (7) EDI Learning Specialist. SA9. (1) human rights workshop for faculty and staff. (3) mandatory 1st year training in EDI and human rights.
- SA7 Disaggregated Demographic Data.
- SA3. Creation of EDI Scholars Index.
- 2. Education and Training. (a) Increase in-depth opportunities for campus members. (c) Provide educators with resources for better inclusive design.
- 5. Employment and Employee Support. (e) Review representation of PWD.
- 7. Research. (b) create university-wide network of researchers in accessibility & disability.

EIC Advisory Group

Department of Equity and
Inclusive Communities

Carleton University

Thank you



INTERNATIONAL STRATEGIC PLAN

2020 — 2025



Carleton
UNIVERSITY

Welcome to Carleton University's International Strategic Plan

It is our pleasure to jointly present Carleton's International Strategic Plan (2020-2025). The Plan outlines a clear path to further enhancing Carleton's international visibility and impact, and to better support the international engagement of our faculty and students. It flows out of the University's Strategic Integrated Plan (2020-2025) and its stated commitment to serve our world and nurture global citizens.

Spanning a wide range of programs, research collaborations, and institutional partnerships from around the world, Carleton University's international outreach is rich, diverse and dynamic. As we look to the future, we know we can build on our unique academic and research strengths, our location in the nation's capital, the outstanding international work of our colleagues, and our linkages to world-class partners.

Building on these strengths, the plan focuses on (i) enhancing our international research and funding (ii) improving international students' experiences (iii) strengthening our international teaching capabilities (iv) increasing international student mobility, and (v) cultivating a campus culture that promotes and celebrates internationalization at home. Together, these objectives provide a roadmap to a truly international Carleton that will thrive in the world of today and tomorrow.

We would like to thank the members of the Advisory Committee on Internationalization (ACI) and the entire Carleton University for being so committed to further enhancing our global presence and impact.

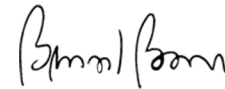
Sincerely,



Karen Schwartz
Associate Vice-President (Research and International)



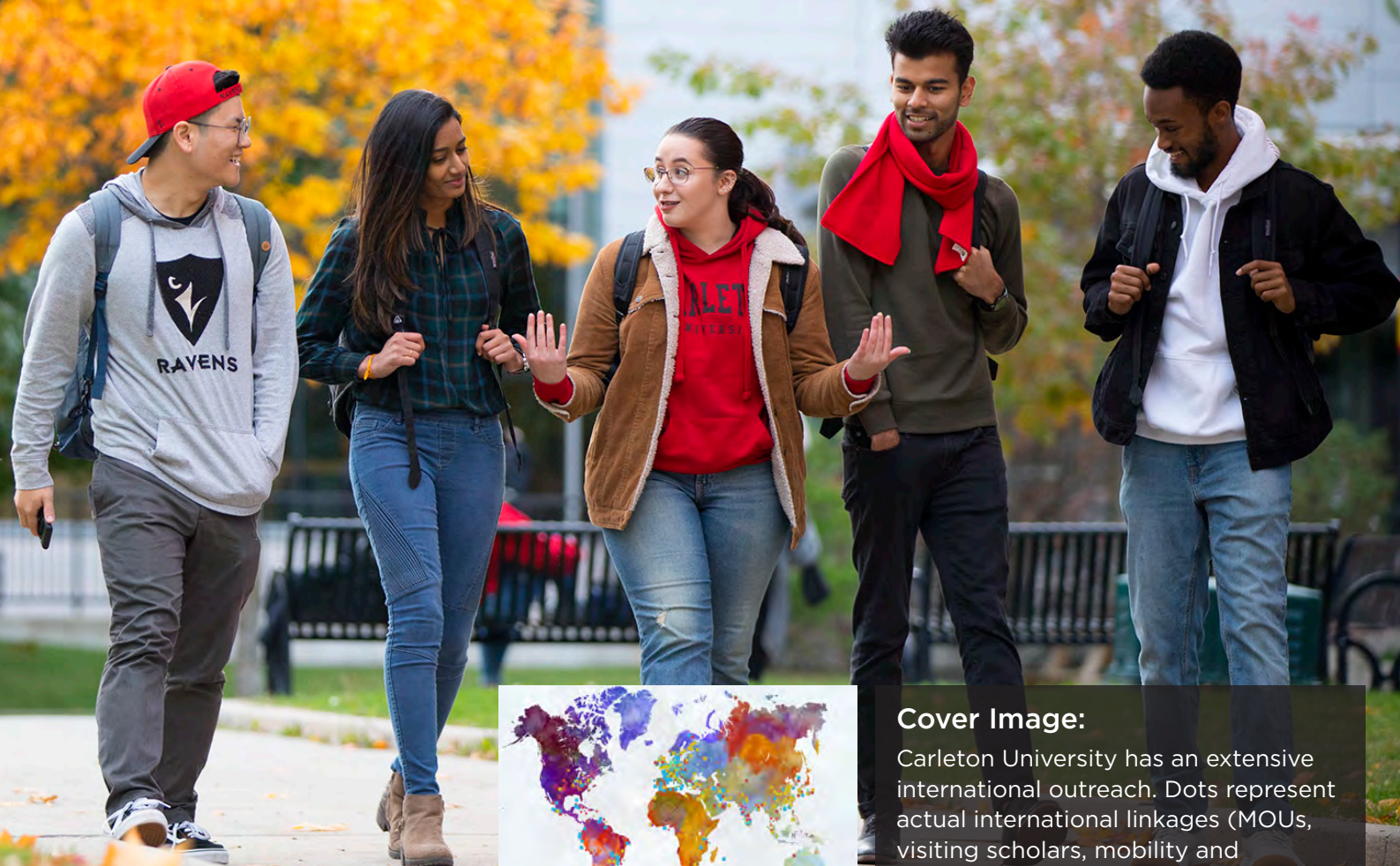
Rafik Goubran
Vice-President (Research and International)



Benoit-Antoine Bacon
President and Vice-Chancellor



Following the benchmarking consultations around international activities over the past few years, the Advisory Committee on Internationalization (ACI) was tasked in early 2019 to create Carleton University's first comprehensive international strategic plan.



Cover Image:

Carleton University has an extensive international outreach. Dots represent actual international linkages (MOUs, visiting scholars, mobility and international research projects)

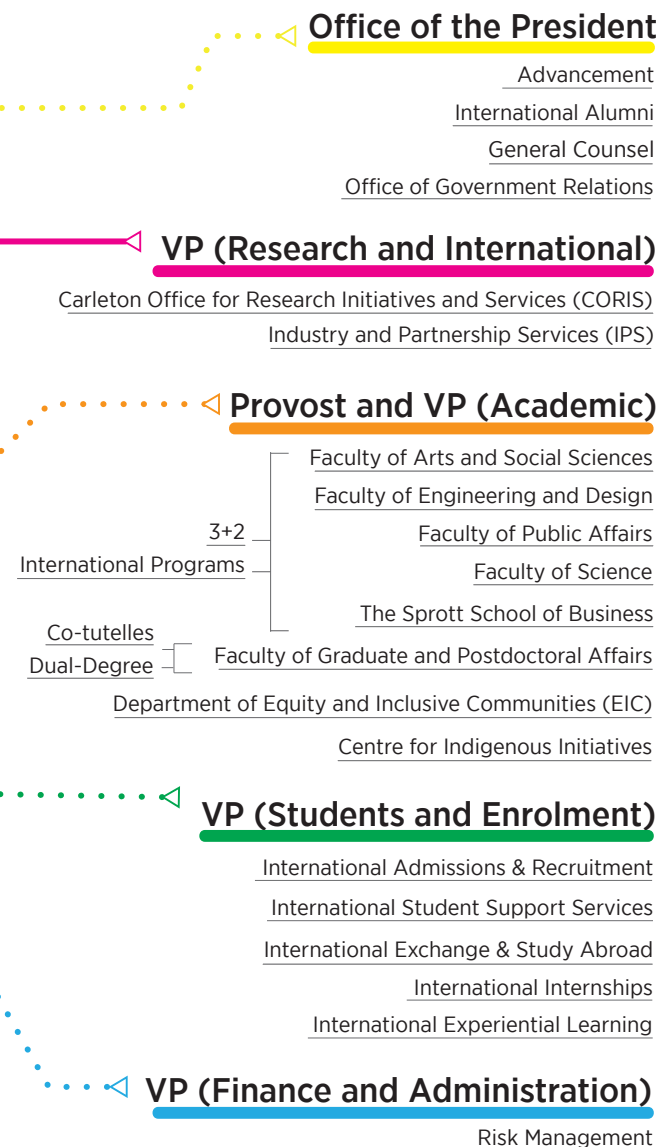
The mandate of the ACI is to develop Carleton's first international strategic plan that will implement a cohesive and unified approach to international services at the university. This visual displays how responsibility for international activities is dispersed across the campus and who has responsibility for these activities. Carleton International will provide coordination and will liaise with all actors across campus involved in internationalization, as it delivers key strategic guidance and services to the university at large.

THE INTERNATIONAL ECOSYSTEM:

RESPONSIBILITIES OVERSIGHT



INTERNAL COLLABORATIONS



CARLETON INTERNATIONAL ECOSYSTEM

STRATEGIC VISION:

Serve the World, Nurture Global Citizens

STRATEGIC MISSION:

Carleton University will enhance its international reputation for research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future; this will enhance the capacity of Carleton students, faculty and staff to engage and lead international initiatives thereby nurturing global citizens.



International Research & Funding

Strengthen our reputation as a globally engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and leveraging our location in a global capital city.

- Increase research funding
- Create research collaborations
- Expand funding for student research mobility



International Students

Strengthen recruitment, retention and success of international students, while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application through to graduation.

- Diversify student population
- Enhance student experience
- Celebrate international students' contributions



International Teaching, Knowledge & expertise

Strengthen our international teaching capabilities including supporting the creation of joint programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

- Expand international academic programs
- Attract international scholars
- Expand online academic offerings



International Mobility & Experiential Learning

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for all students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

- Increase international mobility and experiential learning opportunities
- Showcase Carleton's successes



Internationalization at home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff; and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

- Leverage our location in the nation's capital
- Promote intercultural learning events
- Develop global engagement certificate

INTERNATIONAL STRATEGIC GOALS:

After we completed the consultation process a global pandemic significantly, and hopefully temporarily, changed the way that we would be able to implement the plan. Below is a description of how we are implementing our plan during a global pandemic.

INTERNATIONAL STRATEGIC PLAN – IN THE CONTEXT OF COVID 19



b. Indicators

- I. Degree of diversification of pool of international funders.
- II. Increase level of international research funding.

2. Expand international research collaborations.

a. Activities

- I. Establish a database of international partnerships and MOUs.
- II. Expand meaningful partnerships with local, provincial, and national associations to promote knowledge sharing and opportunities for learning and engagement.
- III. Support pilot initiative led by the Faculty of Engineering and Design to financially incentivize their faculty members to go abroad on their sabbatical.
- IV. Create international innovation hubs by pairing our networks of international alumni with campus incubators and accelerators. Work closely with Carleton Advancement & Alumni.

b. Indicators

- I. Increase in the number of research collaborations.
- II. Increase in the number of co-publications involving international collaborators.

3. Expand funding available for inbound and outbound student research mobility.

a. Activities

- I. Advertise available research mobility grants in an accessible way (e.g., website).

b. Indicators

- I. Increase the use of existing research mobility grants (e.g., Mitacs, ELAP, France-Canada Research Grants, FAPESP, etc.).

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 2: International Students

Strengthen recruitment, retention and success of international students while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application to graduation.

Objectives

1. Attract a higher number of international students from a diverse group of countries with the potential for strong academic and research performance, thereby mitigating the risk of having too many incoming and outgoing students coming from and going to a few select countries.
 - a. **Activities**
 - I. Ensure recruitment activities cover a range of markets, both established and emerging to ensure diversity of prospective undergraduate students.
 - II. Engage in a collaborative effort to promote international student access to Canada, including lobbying, editorials, research that looks at the positive social and economic impact of bringing international students to Canada.

- III. Engage directly with prospective undergraduates through targeted school visits, meetings and events as well as online through webinars and live chats, in addition to broader promotion including online advertising, email campaigns, microsites, and social media.
- IV. Work closely with select school, agent, and government partners, cultural associations and scholarship providers to identify and engage with prospective undergraduates.

b. Indicators

- I. Increased diversity of countries from which we draw undergraduate students.
- II. Increase the number of qualified undergraduate students eligible for entrance scholarships.
- III. Increase the number of students (graduate and undergraduate) with sponsored or external funding on admission.
- IV. Increase the number of students (graduate and undergraduate) with Canadian or International government funding on admission.

2. Provide necessary support to improve international student experience and performance.

a. Activities

- I. In collaboration with Equity & Inclusive Communities (EIC) and other partners establish opportunities for social, cultural and educational events to integrate international and domestic students.
- II. Define from the student's perspective what is a positive international student experience and performance.
- III. Create a baseline measure of the international student experience and performance.
- IV. Create an audit of international support services that exist at Carleton University.
- V. Conduct research on best practices related to supporting international students (e.g., mentoring, programming, etc.)
- VI. Implement best practices derived from research.

b. Indicators

- I. Assess retention and graduation rate of international students.
- II. Improve average satisfaction of international students.
- III. Increase number of international students who use services or attend events.

3. Improve our international rankings as a means to attract international students.

a. Activities

- I. Subscribe to the Times Higher Education Data Solutions, DataPlus and THEReputation.
- II. Work with Carleton's Office for Institutional Research and Planning (OIRP) and the Office of the Vice-President (Research and International)'s senior research analyst to find ways to increase our participation in the standardized international ranking services.

b. Indicators

- I. Improved international university rankings.



Goal 3: International Teaching, Knowledge and Skills Transfer, Co-creation of Expertise

Strengthen our international teaching capabilities including supporting the creation of joint academic programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

Objectives

1. Increase number of international academic programs (e.g., Sprott offshore MBA program) including cotutelle, dual degree programs delivered at home or overseas.
 - a. **Activities**
 - I. Encourage the development of cotutelle, dual degree, and other international academic programs.
 - II. Support Faculty of Arts and Social Sciences (FASS) study tour courses in numerous ways including facilitating MOUs with relevant universities.
 - III. Support Sprott School of Business educational components of their International Strategic Plan and their Bachelor of International Business program.
 - IV. Support FASS and Faculty of Public Affairs' BGIInS program and the University International Internship program.

b. Indicators

- I. Increased number of students and faculty members engaged in these international programs.

2. Increase the number of faculty members engaged in teaching internationally and the number of international scholars teaching and contributing to teaching at Carleton University.

a. Activities

- I. Create a Global Classroom at Carleton University in conjunction with the Office of the Associate Vice-President (Teaching & Learning).
- II. Increase the number of international agencies and post-secondary institutions we collaborate with that will result in meaningful initiatives.
- III. Explore the opportunity for flexible degree and non-degree programs for international students (e.g., enhancing our online programs).

b. Indicators

- I. Increased number of formal international linkages involving training and pedagogy.
- II. Increased number of existing courses and course designs undertaking process of curricular reform and review from the perspective of decolonization and integration of diverse ways of knowing.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 4: Enhance awareness and reduce barriers for international mobility and experiential learning opportunities

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for Carleton students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

Objectives

1. Enhance student support to engage in international mobility and experiential learning opportunities.
 - a. Activities
 - I. Work collaboratively across campus to develop a proposal for the Outbound Student Mobility Pilot grant as part of the new Federal Government International Education Strategy (Building on Success: International Education Strategy, 2019-2024).
 - II. Establish a database on internship and other mobility opportunities offered across the campus.
 - III. Consult with faculty members to ensure students from all faculties have access and are encouraged to participate in international experiential learning opportunities.
 - IV. Engage with OIRP to collect information related to international student mobility.

- V. Assess and identify opportunities to reduce cost of student mobility and other service barriers on campus (e.g., explore potential collaboration with Health and Counselling to reduce immunization costs and provide mental health services for international students).
- VI. Increase awareness and usage of International SOS.
- VII. Develop online pre-departure risk training to be used across campus for all international experiential learning opportunities.
- VIII. Develop institutional travel policy and travel risk management framework.
- IX. Assess staffing levels and faculty support to ensure appropriate level of student support.

b. Indicators

- I. Barriers to support identified and addressed.

2. Communicate and showcase Carleton's successes in international mobility and experiential learning programming.

a. Activities

- I. Celebrate the contributions of our international students.
- II. Create measures of evaluation of international experiential learning and showcase the results.
- III. Create awareness about our successes outside of Carleton (e.g., presenting at conferences, etc.).
- IV. Create awareness about these successes on campus.

b. Indicators

- I. Stories showcasing our achievements (e.g., on our website, student publications, newsletters, etc.).
- II. Increased number of conference presentations by faculty and staff at international education and recruitment conferences.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 5: Internationalization at Home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff, and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

Objectives

1. Leverage our location in the nation's capital to liaise with embassies and high commissions, international NGOs, international government offices, etc. to collaborate on cultural and educational activities.
2. Design One Web Portal for all international activities on campus.
 - a. **Activities**
 - I. Work with Risk Management and other units to develop a comprehensive website featuring all services and activities related to international (One Web Portal).
 - II. Advertise and communicate about the web portal as a means to learn about all of the international initiatives and activities across campus.

b. Indicators

- I. One Web Portal for all international activities and services on campus.

3. Establish International Education and Research Week to promote cultural exchanges, global citizenship, intercultural learning.

a. Activities

- I. Conduct a review of current co-curricular and non-academic programs, services and spaces to determine opportunities for collaboration.
- II. Conduct a review of where “international” is located on campus to determine key stakeholders, current practices, and gaps.
- III. Celebrate the contributions of faculty members, staff, and alumni in the field of internationalization.
- IV. Hold International Student Services Office exchange fair and Global Internship Fair during the same week each fall.

b. Indicators

- I. Number of faculty members, students and staff who attend the event.
- II. Number of community and campus partners who participate in events.

4. Establish a ‘Global Engagement Certificate’ for students, highlighting intercultural competency, global leadership and research.

a. Activities

- I. Encourage and support intercultural professional development opportunities (e.g., language skills among students, faculty members and staff, conferences focusing on internationalization or intercultural competence, etc.).
- II. Develop a training module on supporting international students for the Student Support Certificate offered to faculty members and staff.
- III. In collaboration with Equity and Inclusive Communities and other partners, promote and provide access to intercultural competency training for students, faculty members and staff leaders.

b. Indicators

- I. Percentage of students, faculty members and staff that have received intercultural competency training.



The committee consulted widely with their Chairs and Directors, Deans, Managers and Administrative Directors to get feedback about the goals that came from the previous benchmarking exercises. The goals were presented at the Academic Heads Roundtable, and the Vice-President Academic and Research Council (VPARC). The objectives and indicators were determined by numerous sub-committees of the ACI, after which feedback was sought from the administrators listed above. This foundational International Strategic Plan framework was posted on Carleton University's web page for open consultation by the Carleton community. It is intended as a living document, and incorporated the feedback received through the consultation process

COMMITTEE MEMBERS INCLUDE:

- Karen Schwartz, Chair & Associate Vice-President (Research & International)
- David Amundsen, Acting Associate Dean, Research & Graduate Studies, Science
- Ali Arya, Associate Dean, Planning & Awards, Faculty of Graduate and Postdoctoral Affairs
- Carol Payne, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Mike Brklacich, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Amir Hakami, Associate Dean, Research & Graduate Studies, Faculty of Engineering and Design
- Shaobo Ji, Associate Dean, Research & International, Sprott School of Business
- Tony Lackey, Director, Risk & Insurance
- Sarah Ramisch Stewart, Director, International Admissions & Recruitment
- Sarah Sabourin, Manager, Employment & Partnership Development
- Laura Truesdell, Manager, International Student Services Office
- Carlos Vargas, International Outreach Manager, Carleton International
- Chris Worswick, Associate Dean, Research & International, Faculty of Public Affairs
- Yiqiang Zhao, Associate Dean, Research and Graduate Studies, Faculty of Science



INTERNATIONAL STRATEGIC PLAN

2020 — 2025

Office of the Vice-President
(Research and International)
1125 Colonel By Drive
Ottawa, ON, K1S 5B6, Canada

Carleton International
carleton.ca/ci/



Carleton
UNIVERSITY

OFFICE OF THE
Vice-President
(Research & International)



**Senate Executive Committee
October 20, 2020
Via MS Teams Videoconference**

MINUTES

Attending: K. AlWazir, B. Appel Kuzmarov, B. A. Bacon (Chair), A. Bowker, N. Bruni, D. Deugo, S. Sivathayalan, J. Tomberlin, W. Ye, K. McKinley (recording secretary)

1. Approval of the Agenda: The meeting began at 11:01 am. It was **MOVED** (W. Ye, B. Kuzmarov) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. Approval of the Minutes: September 15, 2020

It was **MOVED** (N. Bruni, J. Tomberlin) that the committee approve the minutes of the meeting on September 15, 2020, as presented. The motion **PASSED**.

3. Approval of Senate agenda: October 30, 2020 (Closed & Open Sessions)

The Senate agenda was reviewed by the committee. The Chair requested that the Report from the Honorary Degrees Committee be moved to agenda item #7 (closed session).

It was **MOVED** (B. Kuzmarov, K. AlWazir) that the committee approve the Senate agenda for the meeting on October 30, 2020, as amended. The motion **PASSED**.

4. Review of Senate Minutes: August 21, 2020

No issues were found with the minutes.

5. Other Business

There was none.

6. Adjournment: The meeting was adjourned at 11:30 am.