



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

**Carleton University Senate
Meeting of September 23, 2022 at 2:00 pm
NI3020 + Zoom videoconference**

AGENDA

Open Session:

- 1. Welcome & Approval of Agenda**
- 2. Minutes:** June 3, 2022 (Open Session)
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
 - a. Membership ratifications
 - b. Senate Survey – summary of results
 - c. Senate Committee Reports – New Reporting Schedule
 - d. Report on Senate Executive Committee Empowering Motion
- 7. Reports:**
 - a. SCCASP (H. Nemiroff)
 - b. SQAPC (D. Deugo)
 - c. SAGC (E. Sloan)

8. Strategic Integrated Plan Implementation Report

9. Reports for Information:

- a. Senate Executive Minutes
 - i. May 24, 2022
 - ii. E-poll August 15, 2022
- b. Senate Committee Annual Reports
 - i. Senate Library Committee
 - ii. Senate Student Academic Integrity Appeals Committee (SAIAC)
 - iii. Senate Undergraduate Studies Committee (SUSC)
 - iv. Senate Committee on Undergraduate Student Awards

10. Other Business

11. 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 June 3, 2022 at 2:00 pm
Via Videoconference**

Minutes – Open Session

Present: P. Andrée, B.A. Bacon (Chair), M. Baez, O. Baysal, V. Bhatia, S. Blanchard, D. Brown, M. Burns, B. Campbell, A. Chandler, T. Daniels, J. Dawson, C. Del Gaudio, M. DeRosa, D. Deugo, L. Dyke, G. Garland, D. Gillberg, F. Goffi, V. Gonzalez, R. Goubran, S. Gulati, A. Hakami (proxy for L. Kostiuk), L. Hayes, J. Kovalio, A. Lannon, C. Laurendeau, D. Livingston, M. Lundy, S. Maguire, J. Malloy, R. McKay P. Mkandawire, J. Murray, H. Nemiroff, B. O'Connor, B. O'Neill, H. Ozcan, G. Patey, P. Rankin, M. Rooney, D. Russell, M. Sanghani, J. Sinclair-Palm, S. Sivathayalan, E. Sloan (Clerk), P. Smith, D. Sprague, K. Taylor, R. Teather, J. Tomberlin, J. Voordouw, B. Wright

Regrets: S. Ajila, C. Klein, L. Kostiuk, E. Kwan, B. MacLeod, J. Milner, K. Moss, M. Murphy, A. Park, J. Taber, P. Wilson

Absent: M. Barbeau, M. Haines, B. Hallgrimsson, K. Hellemans, F. Hosseinian, M. Huckvale, K. Keller, A. Lettieri, A. MacGillivray, D. Okoth, M. Rodney, S. Sadaf, J. Wallace, P. Wolff, Winnie Ye, C. Young

Recording Secretary: K. McKinley

1. Welcome & Approval of Agenda

It was **MOVED** (S. Maguire, B. O'Connor) that Senate approve the open agenda for the meeting of Senate on June 3, 2022, as presented.
The motion **PASSED**.

2. Minutes: April 22, 2022 (open session)

It was **MOVED** (S. Blanchard, J. Kovalio) that Senate approve the minutes of the open session of the Senate meeting on April 22, 2022 as presented.

The motion **PASSED**.

3. Matters Arising

As requested in the previous meeting of Senate, the Chair confirmed that masks will be required at June Convocation.

4. Chair's Remarks

The Chair began his remarks with the latest update on the pandemic and its impact on Carleton. With the 6th wave of Covid-19 receding, some universities in Ontario are beginning to lift their mask mandates, while continuing to encourage the use of masks indoors for protection. All Ontario universities, including Carleton, will require the use of masks for Convocation ceremonies, and Carleton will continue its mask mandate until further notice.

The Chair next highlighted the following campus events and achievements from the month of May:

- Asian Heritage Month – Carleton promoted and highlighted the leadership, achievements and experiences of people of Asian descent on campus. The Chair encouraged Senators to visit Carleton's Asian Heritage Month website for more information.
- Carleton hosted a number of mental health initiatives to mark and celebrate *Canadian Mental Health Awareness Week*, from May 2 – 8. During May, Carleton also finalized and approved the new Student Mental Health Framework 2022 – 2026.
- On May 4, the Provost and Vice-President Academic Jerry Tomberlin, with AVP Teaching & Learning David Hornsby and the 5 Faculty Deans, presented Provost Scholar Awards to 10 undergraduate students. These awards were presented for outstanding achievements in research. Profiles of the students may be found on the Provost's website. The Chair extended his congratulations to all 10 recipients.
- The Office of the Vice-President Research & International launched the Spring 2022 CU Research Development Grants, to support SSHRC, NSERC and CIHR researchers with stump funding to initiate or bridge a faculty member's research program. These are awarded twice per year with a value of \$10,000. More information may be found on the CORIS website.
- Carleton is investing \$2M in the Future Learning Lab, a new space on campus that will bring educators and students together to foster innovation, and incentivize student-centered ways of teaching. Carleton is matching the \$1M contribution from the Government of Ontario to transform the 4th floor of the MacOdrum Library into the new lab.

- In keeping with Carleton’s strategic commitment to strive for wellness and to streamline service and programs for students, Carleton has established a new Associate Vice-President, Student Mental Health & Wellness. Kristie Tousignant, who served as Director, Health & Counselling Services since 2019, has been appointed as the inaugural incumbent.
- Jeremy Brzozowski who has previously served as Director, Student Affairs and Student Life, as well as the Manager of the Student Experience Office, has been appointed Associate Vice-President Student Affairs and Student Life. Jeremy will succeed Lisa Ralph, who has served in this position for the past four years.

The Chair reminded Senators that June is Pride Month and National Indigenous History Month. Stories, activities and events to celebrate Pride Month and Indigenous History Month can be found on the Carleton newsroom website.

The Royal Ottawa Hospital Run for Women will be held on June 5th, 2022. Registration for Carleton’s team, *Ravens for Mental Health*, is open. The Chair encouraged Senators to join him in this worthwhile activity in support of the Royal Ottawa Hospital and mental health programs for our community.

Finally, the Chair noted that this would be the last Senate meeting for 14 faculty members, 9 students and one Board of Governors representative whose terms end June 30th. The Chair added that departing student Senator Valentina Vera Gonzales is this year’s recipient of the Board of Governors Award for outstanding community service. The Chair congratulated Valentina and extended a warm thank-you to all departing Senators for their service and their contributions to Senate. He also welcomed four new student leaders to their first Senate meeting: CUSA President Anastasia Lettieri, CASG President Dakota Livingston, GSA President Milan Sanghani, and GSA VP Academic Hande Uz Ozcan.

In closing, the Chair thanked all Senators who have registered for Carleton’s “Super-Convocation” of 40 ceremonies over two weeks to celebrate 2020, 2021 and 2022 graduates. This will be the first in-person convocation since 2019.

5. Question Period

One question was submitted in advance by Senator Pamela Wolff:

Will someone investigate whether the 01 May heating/cooling changeover date is still appropriate, given climate shift? Heat waves are not unusual in April, and

once students are back to writing in-person exams, particularly in the gym and fieldhouse, having room temperatures surge is a pedagogical and health issue, not just a facilities and maintenance one. In exceptional cold, it's always possible bring in portable heaters, but indoor temperatures have hit 26 degrees during the final exam period in the past, and this prevents students from demonstrating their learning effectively, and could affect their academic progression. The climate has changed, but the changeover dates have not.

Response from Vice-President Finance & Administration Lorraine Dyke:

The schedule for shifting from heating to cooling on campus each spring is based on historic weather data combined with forecasting information obtained from Environment Canada. The date for this shift has changed significantly over time, from May 21st in 2019 to May 9th in 2022. 2022 has been an especially challenging year, as there were only 10 working days between the date of the last snowfall and the first 30°C day. In addition, the switch-over in 9 buildings was delayed due to necessary equipment upgrades. To better address these issues, moving forward, buildings will be heated in the morning and cooled in the afternoon during the spring/fall seasons, and cooling systems will be ready for operation on May 1st. Overnight low temperatures will need to be above zero, to prevent damage from freezing in some of the older cooling towers. The date for the switch will be reassessed each year.

6. Administration

The Clerk noted that Pamela Wolff has won the recent election for the Senate Representative on the Board of Governors. Details on the election are available on the Senate website.

The Clerk also noted that the Senate Executive Committee has cancelled the Senate meeting on June 17, 2022, as the date conflicts with Convocation ceremonies and there is no business for Senate.

7. Reports:

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

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

Items for approval:

TBD-1576 R-UG-COOP-Geography A.A. and B.Sc. (change to prerequisites for some programs)

It was **MOVED** (H. Nemiroff, S. Sivathayalan) that Senate approves the revisions to Regulations TBD-1576 R-UG-COOP-Geography B.A. and B. Sc., effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

TBD-1760 R-UG-COOP-B.Sc. Geomatics co-op admission and continuation requirements (implementation of previous motion re regulation)

It was **MOVED** (H. Nemiroff, S. Maguire) that Senate approves the revisions to Regulations TBD-1760 R-UG-COOP-B.Sc. Geomatics co-op admission and continuation requirements effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

TBD-2093 R-ADM-Program-C.Science Policy (corresponding changes to admissions language resulting from changes to program below)

It was **MOVED** (H. Nemiroff, B. Campbell) that Senate approves the revisions to Regulations TBD-2093 R-ADM-Program-C.Science Policy effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

TBD-2036 Certificate in Science and Policy (program update to allow UG degrees as entry points)

It was **MOVED** (H. Nemiroff, J. Sinclair-Palm) that Senate approves the revisions to Regulations TBD-2036 Certificate in Science and Policy effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

TBD-R-GR-23 The Course Outline (adding language to Graduate Calendar re course outline; wording taken from UG Calendar)

It was **MOVED** (H. Nemiroff, P. Smith) that Senate approves the revisions to Regulations TBD-R-GR-23 The Course Outline effective for the 2022/23 Graduate Calendar as presented.

The motion **PASSED**.

TBD-R-GR-24-Early Feedback Guideline (adding early feedback guidelines to Graduate Regulations to mimic language found in UG Calendar)

It was **MOVED** (H. Nemiroff, M. Lundy) that Senate approves the revisions to Regulations TBD-R-GR-24-Early Feedback Guideline effective for the 2022/23 Graduate Calendar as presented.
The motion **PASSED**.

Items for Information:

- TBD-2002 R-UG-3.2.2 Three Attempts of a Course (Engineering)
- Minor Modifications for May 2022

b. Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair Dwight Deugo presented one major modification and one cyclical program review for Senate approval.

Major Modification: New Graduate Diplomas (Social Statistics, Data Analysis)

It was **MOVED** (D. Deugo, S. Sivathayalan) that Senate approve the Graduate Diplomas in Social Statistics and Data Analysis as presented, with effect from Fall 2023.

The motion **PASSED**.

Cyclical Review: Joint Graduate Programs in Earth Sciences

It was **MOVED** (D. Deugo, M. DeRosa) that Senate approve the Final Assessment and Executive Summary arising from the Cyclical Review of the Joint Graduate programs in Earth Sciences.

The motion **PASSED**.

c. Senate Academic Governance Committee (SAGC)

Committee Chair Elinor Sloan presented one motion to ratify Jonathan Malloy as a new member of the Senate Executive Committee.

It was **MOVED** (E. Sloan, M. Rooney) that Senate ratify the new Senate committee appointment, as presented.

The motion **PASSED**.

d. Senate Review Committee

Committee Chair Donald Russell spoke to this item. The Senate Review Committee met on May 12th to review the proposed operating budget that was presented to Senate in April. The committee presented a number of questions to the Provost as a result of its review. A report containing the

questions and the responses from the Provost was circulated to Senators for information with the meeting binder. The Committee Chair summarized the process and provided context for some of the questions posed by the committee.

There were no further questions from Senators, and there was no discussion.

8. Draft Digital Strategy

The Chair provided a brief introduction to this item. He reminded Senators that digital technologies have emerged organically and gradually in the university over a period of 40 – 50 years, within various individual departments. A digital strategy is needed to identify gaps, establish a common vocabulary, and provide a holistic university-wide perspective on the use of digital technologies at Carleton. This project began over a year ago with an extensive consultation process. A draft of the digital strategy has been completed and was circulated in advance to Senators with the meeting materials. The goal is to finalize the strategy over the summer, seek the necessary approvals and begin work in the fall of 2022, for what will be a multi-year project.

Co-chairs of the Digital Strategy Advisory Committee – Nancy Arnold, Marc Dabros, and David Hornsby – presented a high-level overview of the draft to Senators. The first part of the presentation outlined the key milestones of the project and the progress made so far, beginning with the establishment of the advisory committee in Spring of 2021, the consultation phase in Fall of 2021, the drafting phase in Winter of 2022, and the current draft review process. The presentation next briefly reviewed the framework of the project, its aspiration statement and principles, and its four mission pillars: research, student experience, teaching & learning and organizational excellence.

The presentation next identified the three main contributions of the strategy:

- Establishment of a *governance structure* for decision-making that will strengthen existing IT committees and provide greater transparency and inclusivity.
- Establishment of a consistent process for *digital renewal* that is responsive to change, and that aligns with the Strategic Integrated Plan.
- Development of a *university-wide perspective* and approach to digital technologies with a dedicated focus on people-centered leadership of change and process improvement.

The next steps of the project include additional consultations over the summer, and a launch in the fall of 2022.

Senators thanked the co-chairs for the presentation and for the work on this important initiative. A Senator brought forward the following observations and suggestions, in comparing Carleton's Digital Strategy with digital plans at other universities:

- The scope of Carleton's plan could be more well-defined.
- Institutional strengths, concerns and opportunities could be more explicitly outlined.
- Concerns regarding digital hacks and misinformation, cybersecurity and IP should be included.
- A robust position on privacy, including questions of academic integrity and the misuse of digital tools, would be a useful and important addition.
- Concerns regarding "over-digital" educational experiences and the resulting mental health issues of students and faculty should also be addressed.

The Senator also questioned whether the idea that students should have access to services anywhere (as specified in section 3.2 of the plan under "student experience") might not lead to the assumption that students should be able to learn from anywhere ("teaching & learning"). The Senator suggested that this section could be edited to clarify the language to acknowledge that in-person learning is important and cannot always be replaced by a digital version.

The Chair thanked the Senator for the detailed and thoughtful commentary and noted that a follow-up meeting with the co-chairs would be useful in unpacking these suggestions.

In response to another question from Senate, the co-chairs acknowledged that the plan still needs to address issues of climate change and sustainability.

Finally, in closing the discussion, the University Librarian acknowledged that the digital strategy supports the direction of the university library in continuing to provide digital access to resources and the delivery of more services online.

9. Academic Plan Consultation

Senators received an update on the latest edition of the Carleton Academic Plan (CAP) from Deputy Provost Catherine Khordoc and AVP Teaching & Learning David Hornsby.

The project began approximately one year ago with a series of consultations and working sessions with the Provost's Advisory Group (PAG), the Deans, University Librarian, and Vice-President's Academic and Research Committee (VPARC). Major themes from these consultations included the importance of continuing to provide experiential learning and community engagement opportunities, the need to increase research funding and opportunities, and the promotion of transversal skills to develop students into "citizen scholars."

The Academic Plan is framed around the three cornerstones of Carleton's academic culture – inquiry, innovation and community – and includes both research and teaching missions of the university. Feedback received so far has stressed the addition of cross-Faculty initiatives, developing a plan that is tangible and achievable and the use of metrics to ensure that the goals of the plan are being met.

The presenters posed a series of questions to guide the consultation with Senate:

- What can be done to improve student success?
- What can we do to increase our research activities, impact and funding?
- How can we build upon our strengths using interdisciplinarity and collaboration?

A Senator asked if students developing soft skills through co-curricular activities and workshops could have these recognized and captured in their student profiles, since these skills are also important to student success. In response, the VPSE noted that the co-curricular credit system and transcript has become increasingly popular with students and is growing and adapting to include credit for more workshops and experiences. Graduate Studies also is planning to develop its own co-curricular credit system beginning in the fall of 2022.

A Senator inquired about more flexibility in electives, particularly for international students, and funding for entrepreneurial projects at the graduate level. The presenters agreed that electives can contribute to interdisciplinarity which is a goal within the academic plan, but that elective availability and choice is dependent upon the program. The presenters also agreed that funding for entrepreneurial projects could provide a different approach to applied research, and should be explored further. The presenters asked the Senator to send more information via email for a continued off-line discussion.

A Senator noted a number of challenges that contract instructors routinely face in being able to design courses effectively. For example, contract instructors are not involved in the cyclical review process and do not have access to documentation that could help them design courses that are aligned with the vision for the program and department. In addition, contract instructors often receive their course assignments late, which does not allow enough time to develop a well-designed course. TA assignments and supports are not always known and/or guaranteed for courses, which can critically impact the success of course design. The Senator noted that contract instructors need the stability of support to properly design courses assigned to them. The presenters thanked the Senator for bringing these concerns forward.

A Senator commented on the “Shape the Future” aspect of the academic plan, noting in particular recent changes in the labour force and job markets that will impact the university sector moving forward. For example, research from the Burning Glass Institute in the United States has shown that some companies are moving away from degree requirements towards skills-based hiring. In addition, companies like Google, IBM and others are offering educational certificates and opportunities that potentially complete with university degree programs. The pace of this change has accelerated dramatically in recent years. The Senator asked how the Academic Plan is addressing these trends. The presenters acknowledged the importance of this observation. Because knowledge and information are changing so rapidly, skills are increasingly becoming an important aspect of degree programs within universities. Spratt’s Employability Passport is one example of how these skills can be integrated into a degree program. Transverse skills such as cultural awareness, ethical leadership and critical thinking, have been integrated into many of Carleton’s degree programs, and are examples of how Carleton can address and respond to these trends to provide graduates with the capacity they need to adapt to changes in the job markets.

The Chair thanked the presenters and Senators for the fruitful discussion. Next steps for this project include further consultation and incorporation of feedback over the summer, and presentation of a draft plan at VPARC and Senate in the fall for approval. Senators were encouraged to submit any further thoughts or suggestions via email to the Deputy Provost’s office.

10. Reports for Information

a. Senate Executive Minutes (April 12, 2022)

b. Kinàmàgawin Progress Report

Kinàmàgawin co-chair Kahente Horn-Miller spoke briefly to the progress report, noting that Carleton is emerging as a leader in this work in the university sector. The Chair congratulated Kahente and all others involved in this project on the impressive style and substance of the report.

11. Other Business

There was no other business.

12. Adjournment

The meeting was adjourned (S. Maguire, M. Rooney) at 4:01 pm.

Questions for Senate – September 2022

Sean Maguire:

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

I have some questions:

- 1) Are professors required to acknowledge a similar statement applying to their works?
- 2) Can Senate receive a summary of some of the specific steps taken to maintain confidentiality of these student works, and steps taken to comply with privacy regulations?
- 3) How does copyright enter into this discussion? Assuming that students retain copyright to their portfolios, exams, assignments, and especially theses, does the sharing of these materials with external bodies not engage with or violate the student’s ownership of their copyrighted materials?

Morgan Rooney:

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

In response to such realities, other Ontario universities—including [Western University](#), the [University of Windsor](#), [Wilfred Laurier University](#), [Ontario Tech University](#), and [OCAD University](#)—have taken steps to protect their students, staff, and visitors alike. That is, these institutions followed the science, which has shown us that mask and vaccine mandates can almost entirely prevent in-class transmission ([K. Kuhfeldt et al., August 2022](#)). Given our commitment to safety, to equity and accessibility for all regardless of

personal circumstances, and to science and truth regardless of political or other agendas, will Carleton commit to the restoration of its mask mandate, in the hopes that such action will help our students, instructors, and staff to remain safe and healthy, so that in-person operations can continue in the coming months with the least disruption and needless physical suffering possible?

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

Hande Uz:

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

Senate Membership Ratifications

September 23, 2022

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

Board of Governors Members

- Meredith Porter

Faculty Members

- Daniel Siddiqi (FASS)
- François Brouard (Sprott) (Faculty Board Secretary)

Student Members

- Farzam Kharvari (Graduate)
- Kareem Al Hammuri (Graduate)

2022 Senate Survey Results

September 2022

Overview

- April 2022: Fourth annual Senate Survey distributed to Senators
- Goals:
 - Receive informative feedback from Senators on their experience serving in academic governance
 - Facilitate development of best practices in academic governance
 - Continue to develop a more open and responsive Senate

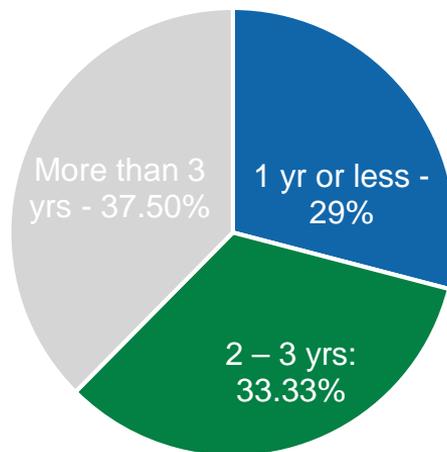
Overview

- Invitations sent April 6, 2022
- Survey closed April 30, 2022 at 11:59 pm
- Response rate: 29.5% (24/82 Senators responded)
 - 2021 response rate – 52%
 - 2020 response rate – 41%
 - 2019 response rate – 47%

Overview

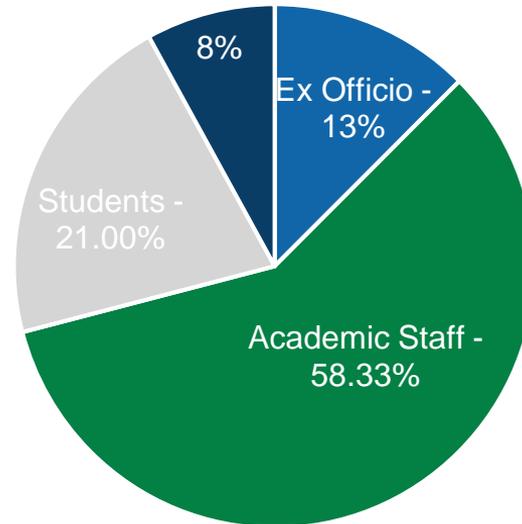
- Content: 11 questions + Additional Comments Fields
- Categories:
 - Self-Evaluation - constituency, attendance, preparedness, engagement
 - Orientation
 - Meetings - structure, length, tone
 - Committee involvement
 - Documentation and Communication
 - General Comments

Question 1 – Length of Service



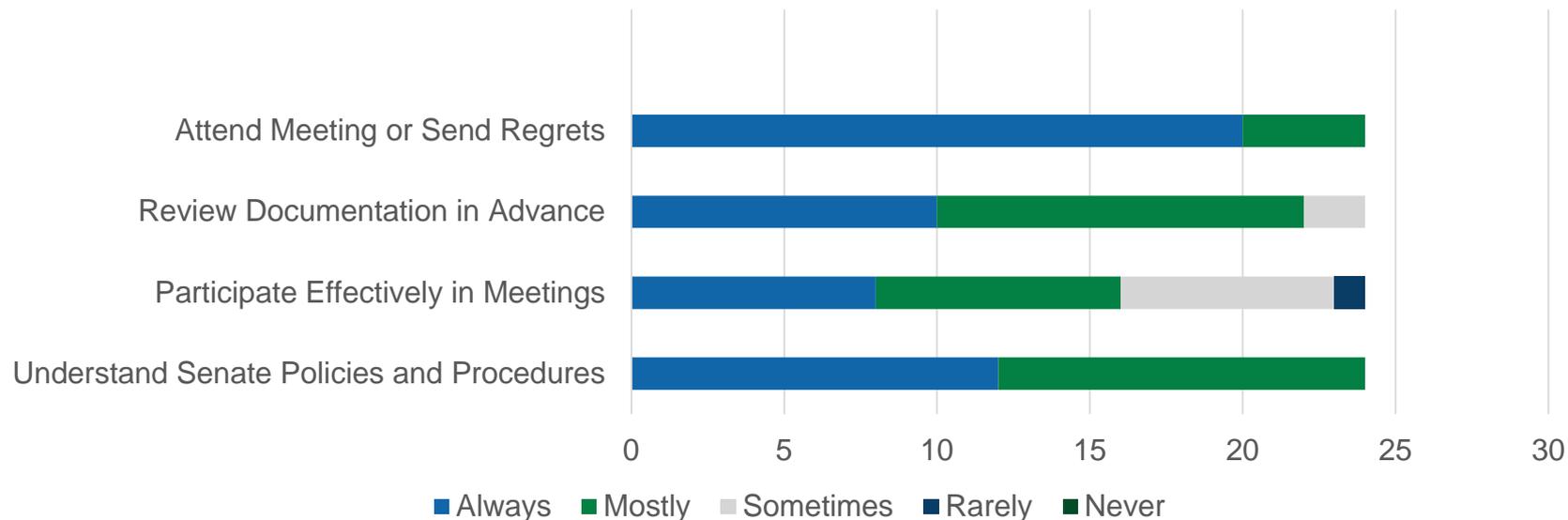
■ 1 yr or less ■ 2 - 3 yrs ■ More than 3 yrs

Question 2 – Constituency

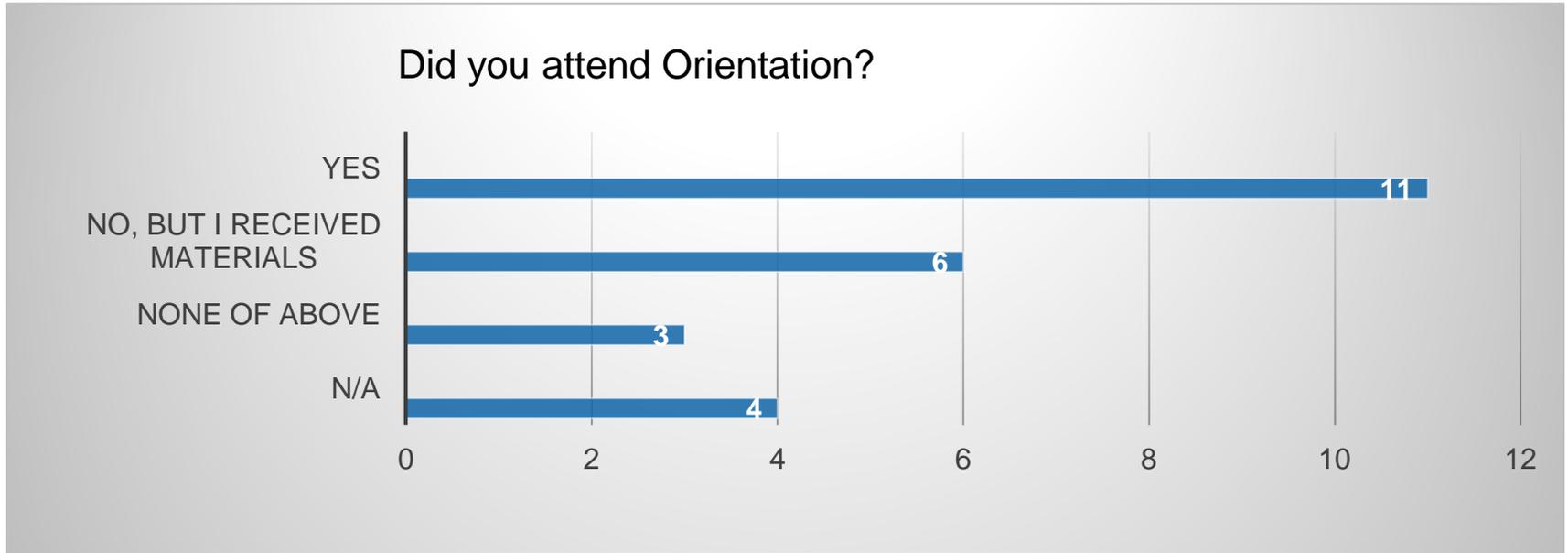


■ Ex Officio ■ Academic Staff ■ Students ■ Other

Question 3 – Self-Evaluation

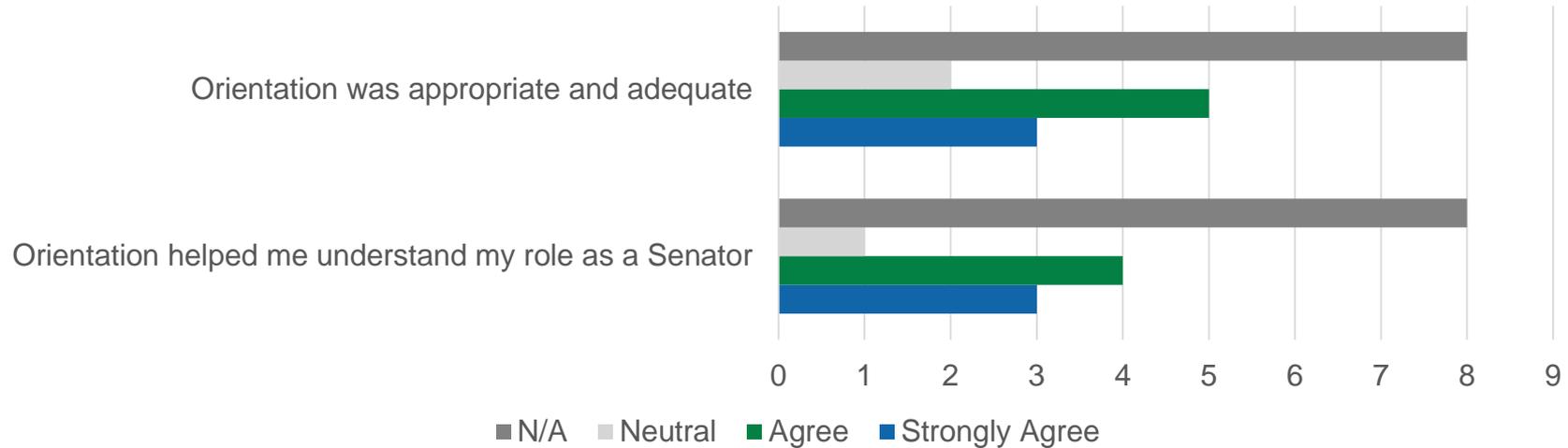


Question 4 – Orientation

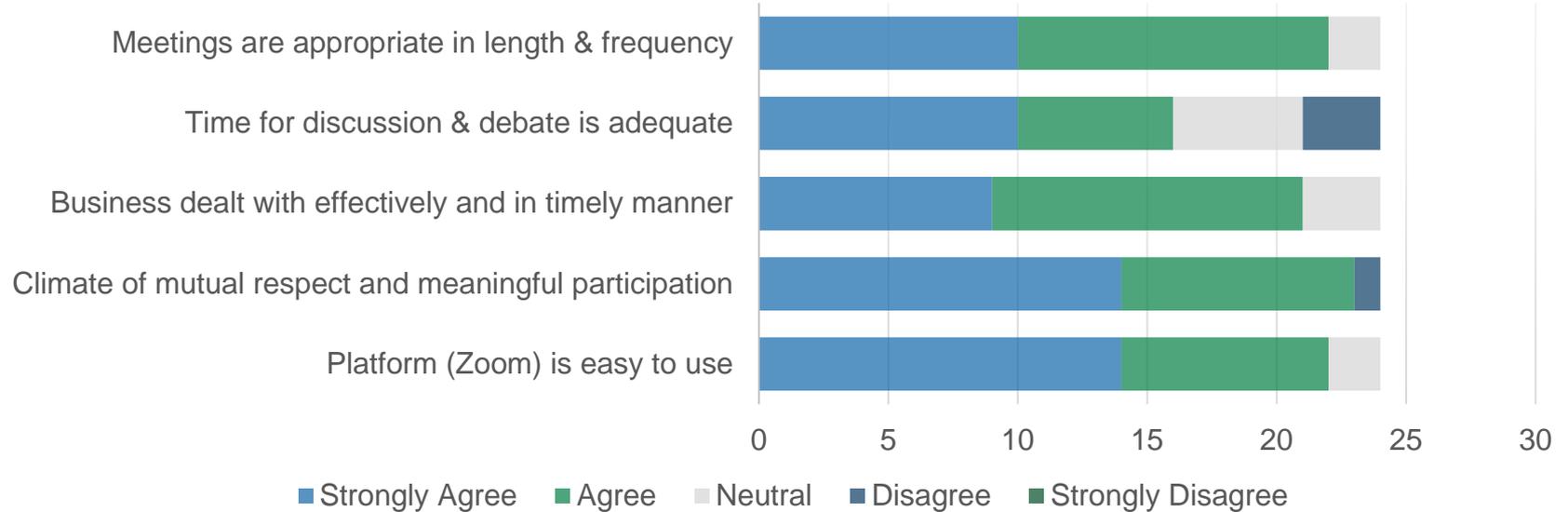


Question 5 – Orientation Evaluation

16 responses



Question 6 – Meetings

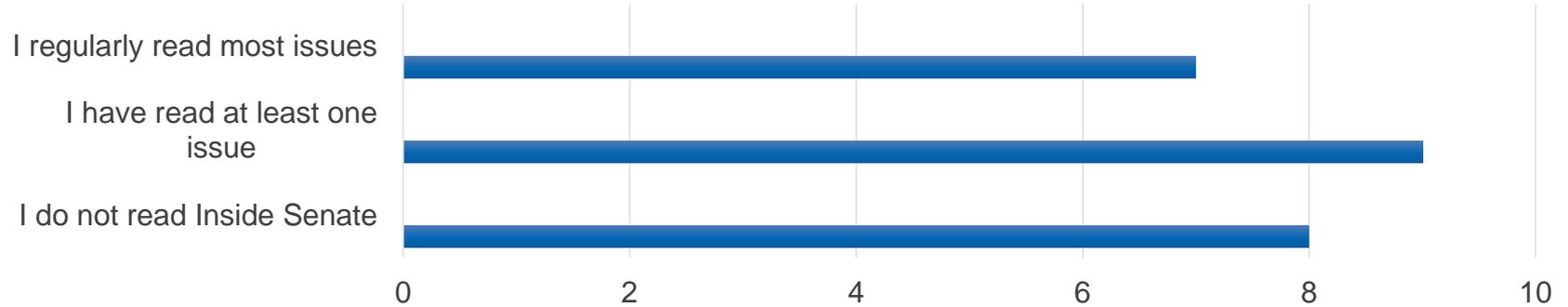


Question 7 – Communications and Documents

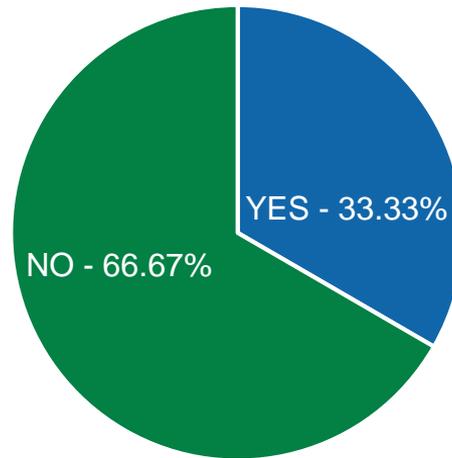


Question 8 – Inside Senate

24 responses



Question 9 – Did you serve on at least one Senate committee?

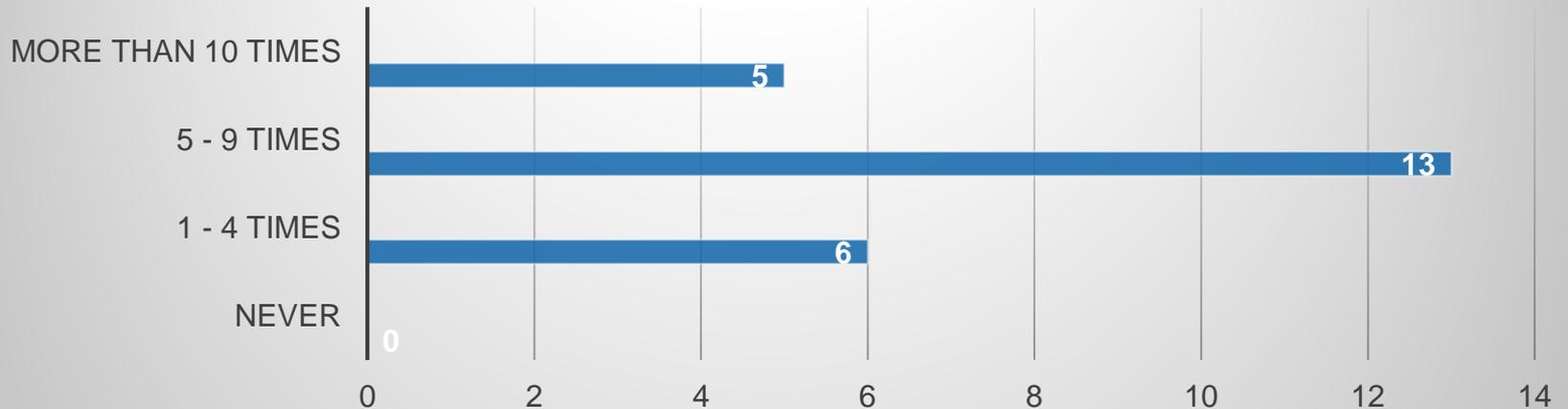


■ Yes

■ No

Question 10 – Website

How many times did you visit the Senate website this year?



Question 11 – Senate’s Strengths

- Efficient and well-organized
- Strong leadership team – Chair is very skilled
- Transparent, open
- Inclusive, welcoming and collegial
- Inclusion of Question Period
- Focused meetings
- Effective meeting administration

Question 11 – Areas for Improvement / Change

- Provide more time for discussion
- Move to fewer and shorter presentations (Presenters should not read PPT during meeting)
- Return to in-person meetings for more engaged interaction and accountability

Conclusions

- Survey response rate – improvement?
- Continue with good practices (efficiency, organization, transparency)
- Recommend shorter presentations with materials circulated in advance
- Ensure adequate time is provided for discussion and debate
- Return to in-person meetings for more engaged interaction and accountability
- Increase use and functionality of communications products (*Inside Senate*, for example)



MEMORANDUM

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

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: September 23, 2022
Subject: Regulation Changes 2022-23

For Senate approval

1. Senate Policy on Accommodation for Student Activities

Motion: That Senate approves the revisions to the Senate Policy on Accommodation for Student Activities as presented.

Attachment: *Accommodation for Student Activities*

2. Policy on Academic Program and Course Modifications

Motion: That Senate approves the revisions to the Policy on Academic Program and Course Modifications – Late Modifications Policy as presented.

Attachment: *Academic Program and Course Modifications*

3. R-UG-3.2.1 Academic Continuation Evaluation

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

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

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

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

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

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

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

Attachment: *TBD-2155 : R-UG-3.2.7 Bachelor of Media Production and Design*

For Information

1. TBD-1842 : R-UG-2.2.5 Transfer of Credit Subsequent to Admission
2. TBD-1892 : R-UG-5.4 Grading System
3. Glossary – Good Academic Standing; Term GPA
4. R-UG-Academic Year Fall 2022
5. R-UG-Academic Year Winter 2023
6. UG_G_2122_MinorMods_for_SCCASP_August 16

DATE: September 14, 2022

TO: Senate

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

RE: Final Assessment Reports and Executive Summaries

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

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

In making their recommendations to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 3 of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

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

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

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

Omnibus Motion

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

Senators may wish to identify any of the following 3 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

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

Final Assessment Reports and Executive Summaries

1. Undergraduate Programs in BIT Optical Systems and Sensors

SQAPC approval: June 23, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the BIT program in Optical Systems and Sensors.

Senate Motion September 23, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the BIT program in Optical Systems and Sensors.

2. Bachelor of Public Affairs and Policy Management

SQAPC approval: June 23, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Bachelor of Public Affairs and Policy Management program.

Senate Motion September 23, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Public Affairs and Policy Management program.

3. Graduate programs in Health: Science, Technology and Policy

SQAPC approval: August 25, 2022

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Graduate programs in Health: Science, Technology and Policy.

Senate Motion September 23, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Graduate programs in Health: Science, Technology and Policy.

MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: September 23, 2022
Subject: Senate committee ratifications

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

- 1) Senate Executive Committee
 - Milan Sanghani (graduate student, GSA President, Senator)
- 2) Senate Committee on Curriculum Admissions and Studies Policy
 - Augustine Park (Faculty member – FASS)
 - Julia Wallace (Faculty member – Science)
- 3) Senate Honorary Degrees Committee
 - Nicolas Papadopoulos (Faculty member - Sprott) - renewal
- 4) Senate Student Awards Committee
 - Nadiya Slobodenyuk (Faculty member - FASS) - renewal
- 5) Senate Library Committee
 - Disha Behere (graduate student)
- 6) Review Committee
 - Farzam Kharvari (graduate student)
 - Reza Sohrabi (graduate student)



MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: September 23, 2022
Subject: Changes to Academic Governance of the University Joint Policy

The Academic Governance of the University (AGU) is a joint policy document of the Board of Governors and the Senate of Carleton University. It is one of the foundational governance documents for Senate, and defines aspects of Senate's governing framework including Senate membership, meeting procedures, committees, policies and faculty boards.

A comprehensive review of the AGU was undertaken by the *Senate Academic Governance Committee*, over the past 15 months, in order to update the document for accuracy and to improve it for clarity. The last update was approved by Senate and the Board of Governors in June of 2018.

The proposed changes have been outlined in a track-change document included with the Senate binder. Comments have been added to provide context for some new additions and for some deletions of text.

The Senate Academic Governance Committee is recommending these change to Senate, for initial approval, before being forwarded to the Board of Governors for final approval.

<p>MOTION: That Senate approve the changes to the <i>Academic Governance of the University</i> (AGU), as presented, and recommend these changes to the Board of Governors for approval.</p>
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ACADEMIC GOVERNANCE OF THE UNIVERSITY

A joint policy of the Board of Governors and the
Senate of Carleton University

Academic Governance of the University

A joint policy of the Board of Governors and the Senate of Carleton University

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Deleted: DEPARTMENTS, SCHOOLS, INSTITUTES, COLLEGES

Deleted: ARTICLE 14. APPOINTMENTS ¶

Approval and Revision History

Approved by Senate on January 30, 2009

Approved by the Board of Governors on March 26, 2009

Revised by Senate on April 29, 2011

Revisions approved by the Board of Governors on June 21, 2011

Revised by Senate on March 30, 2012

Revisions approved by the Board of Governors on April 30, 2012

Revisions approved by the Board of Governors on November 24, 2012

Revisions approved by the Board of Governors on December 2, 2014

Revisions approved by the Board of Governors on November 24, 2015 (592nd meeting)

Revision approved by Senate on June 1, 2018

Revisions approved by the Board of Governors on June 28, 2018 (611th meeting)

Article 1. Governance Structure

Carleton University is governed by a bicameral system that is established by the Carleton University Act, a statute of the Province of Ontario. The two bodies are the Board of Governors (the senior body) and the Senate. In general terms, the Board of Governors is the corporate head of the university while Senate, subject to Bylaws as may be passed by the Board from time to time, is the academic head. This policy document is concerned with the academic governance structure of the university. It begins with the organization of Senate.

Article 2. Authority

2.1. The Carleton University Act

The following extracts from the Carleton University Act pertain to Senate. For more information contact the University Secretariat.

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From the Carleton University Act...

- 3. The objects and purposes of the University are:
 - (a) The advancement of learning.
 - (b) The dissemination of knowledge.
 - (c) The intellectual, social, moral and physical development of its members, and the betterment of its community.
 - (d) The establishment and maintenance of a non-sectarian college with University powers, having its seat in or about the City of Ottawa. 1952, c.117, s.3; 1957, c.130, s.1.

...

21. (1) There shall be a Senate of the University consisting of such persons chosen in such a manner and at such times as are determined by Bylaw, provided that at least one-half the total number of persons comprising the Senate shall be elected by the Faculty Boards of the University from the members of the Faculty Boards, in such manner as such Bylaws may specify.

(2) No person shall be ineligible to be a member of a Faculty Board or of the Senate or of the Board of Governors by reason only of his being under twenty-one years of age, and no act of any such bodies of the University shall be invalid by reason only of a member or members of such bodies being under twenty-one years of age. 1968-69, c.145, s.2.

22. Unless otherwise determined by Bylaw of the Board, the Senate shall,

- (a) Consider and determine all courses of study, including requirements for admission;
- (b) Recommend the establishment of additional faculties, schools, departments, chairs, or courses of instruction in the University;
- (c) Receive and consider recommendations respecting academic matters from the Faculty Boards of the University;
- (d) Conduct examinations and appoint examiners;
- (e) Grant degrees and honorary degrees, and diplomas;
- (f) Award University scholarships, medals and prizes;
- (g) Make rules and regulations respecting the conduct and activities of the students of the University;
- (h) Publish the University calendars;
- (i) Make such recommendations as may be deemed proper for achieving the objects and purposes of the University.

2.2. The Bylaws of the Board of Governors

The Board of Governors has delegated authority to Senate in certain areas through its bylaws. The following Articles add detail and specification in these areas but do not take precedence over the bylaws of the Board.

Article 3. Composition of Senate

3.1. Overall Structure

The composition of Senate is specified in Article [9.01 of the General Operating By-law No. 1](#), Senate may at any time recommend, to the Board, changes to the composition of Senate.

Deleted: III Bylaw 3.1 of the Board

There are up to 86 members of Senate distributed as 23 *ex officio* members, 40 elected members of faculty, 13 elected student members, 2 Contract Instructors, 4 representatives of the Board of Governors and up to 4 special appointments.

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3.2. *Ex Officio* members

- The Chancellor;
- The President and Vice-Chancellor;
- The Clerk;
- The Provost & Vice-President (Academic);
- The Vice-President (Finance and Administration);
- The Vice-President (Research and International);
- [The Vice-President \(Students and Enrolment\) and University Registrar](#)
- The Vice-Provost and Associate Vice-President (Academic)

Moved down [1]: The Dean of Graduate and Postdoctoral Affairs ¶

Deleted: The Vice-President (Students and Enrolment) and University Registrar

The Dean of Graduate and Postdoctoral Affairs

- The Dean of Arts and Social Sciences;
- The Dean of Public Affairs;
- The Dean of the Sprott School of Business;
- The Dean of Science;
- The Dean of Engineering and Design;
- The Director of the Azrieli School of Architecture and Urbanism;
- The Director of the School of Computer Science;
- The Director of the School of Industrial Design;
- The Director of the School of Information Technology;
- The University Librarian;
- The President of the Carleton University Students' Association;
- The President of the Graduate Students' Association;
- The President of the Carleton Academic Student Government;
- The Vice-President (Academic) of the Graduate Students' Association

Moved (insertion) [1]

3.3. Elected members

3.3.1. Faculty

For the purposes of this document “faculty member” means full-time employees of the University holding the academic rank of professor, associate professor, assistant professor, instructor or lecturer, engaged in the work of teaching or research.

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Commented [E51]: “Faculty member” is not defined in the Act, By-Law or the AGU. And yet the term is used many times throughout the AGU. Therefore, it is necessary to define it. This definition is taken by combining elements of the definition of “teaching staff” found in the Act and the By-Law.

The membership of Senate includes forty faculty members who are members of the Faculty Boards of: Arts and Social Sciences, Public Affairs, Sprott School of Business, Science, Engineering, Architecture, Computer Science, Industrial Design and Information Technology.

Deleted: of the Teaching Staff

Such members shall be elected by their respective Faculty Boards. Of the forty, the numbers from each Faculty Board shall be as determined, from time-to-time, by Senate, following the principles that, as nearly as possible, the distribution shall be proportional to the number of faculty members serving on each Faculty Board (including those on leave) and that each Faculty Board has at least one elected faculty representative on Senate.

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Faculty members holding an administrative appointment outside of their Faculty are not eligible to be elected as a faculty member of Senate.

Commented [E52]: This is included to maintain the spirit of what the By-Law is referring to when it says Senate includes 40 members of the (full time) Teaching Staff.

The elected faculty members of Senate include the Secretaries of the Faculty Boards (as described in Section 11.4) who have, in turn, been elected by their Faculty Boards.

3.3.2. Students (13 members)

The membership of Senate includes ten (10) students who are registered in an undergraduate program and three (3) students who are registered in a graduate program. Such members shall be elected by the students in the respective programs; and the distribution of students between programs shall be as determined, from time-to-time, by Senate, following the principles that, as nearly as possible, the distribution shall be proportional to the number of students registered in each program and that at least one (1) of those members is a doctoral student. At least seven (7) of the ten (10) undergraduate students must be registered in a degree program.

3.3.3 Contract Instructors

The membership of Senate includes two members of the teaching staff who are Contract Instructors. A Contract Instructor is an employee hired to teach a course approved for credit by Senate, excluding:

- (a) retired academic staff and professional librarians who, prior to their retirement, had an academic position at Carleton University.

Such members shall be elected by Contract Instructors teaching at least 0.5 credits in the academic year (July 1 to June 30) in which the election takes place.

3.4 Board of Governors Representatives on Senate

The Board appoints four of its members to serve as representatives on Senate. At any meeting of Senate only two of these representatives are allowed to vote.

3.5 Special Appointments

The Board may also make up to four special appointments to Senate of persons who have been nominated by the Senate Executive and recommended by Senate to the Board of Governors for special appointment to Senate. Senate may also enact such regulations, as it may deem necessary, concerning these special appointments. The typical examples of special appointments are the Academic Colleague [as defined in Article 9.7 (ii)] and representatives of the Alumni Association.

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Article 4. Membership

- 4.1. Members of the Senate, in their function as members of this body, do not act as delegates of the bodies or constituencies from which they were drawn; rather, as members, all must endeavour to serve the interest of the entire University to the best of their ability; and all must observe the policies and practices of the body on which they serve with respect to the disclosure of its proceedings.

4.2. Members of Senate are free to discuss matters brought before the Senate and express opinions on these matters with persons outside the Senate unless the Senate has declared the same matters to be confidential.

4.3. Terms of Office

4.3.1. *Ex officio* members serve on Senate for the term of their office. Elected student members serve for terms of one year and are eligible for re-election. The term on Senate for elected faculty and appointed members is three years, and such members are eligible for re-election [or re-appointment](#). Senate may also recommend that the term of a Special Appointment coincide with the incumbent's term in a particular position.

The term limit on Senate for elected contract instructors is three years, and such members are eligible for re-election. To serve the full term, contract instructors must continue to teach at least 0.5 credits at Carleton for each academic year (July 1- June 30) they serve on Senate.

4.3.2. Senate elects two of its faculty members to serve three-year terms on the Board of Governors. Senators, who serve in this capacity, shall have their Senate term extended to be coterminous with their Board term.

4.3.3. Undergraduate student members of the Senate shall have their term at the departmental (and Faculty Board) level extended to expire at the same time as their term on the Senate. A student senator who has his or her term at the departmental (and Faculty Board) level extended, under this rule, is in addition to those students who are elected to the governance positions at the departmental level in accordance with Article 12.2.

4.3.4. The terms of office, as Senators, of the student Presidents begin on May 1st or as soon as possible after this date subject to completion of the associations' election processes. Other elected and appointed members of Senate begin their terms on July 1.

4.4. Eligibility and Elections

4.4.1. Senate is empowered to pass such regulations as it may, from time to time, consider appropriate prescribing procedures for nominating, qualifications of voters and candidates, and elections, and for the final determination of any dispute or question of qualification, eligibility and constituency of voters and candidates, and of validity of ballots or votes.

4.4.2. All members of faculty are eligible to serve on Senate.

- 4.4.3. To be eligible for elected service on Senate, students must have been previously elected to a governance position under this policy at the faculty or department level. An exception is made for students who have completed an undergraduate degree. These students are eligible as candidates for student positions on Senate after they have accepted an offer of admission to a Carleton program. The student is expected to have previous experience in a governance position at Carleton or another university and is eligible to serve only after registration.
- 4.4.4. To be eligible for elected service on Senate, Contract Instructors must have taught at least 1.5 credits in the past two years and be teaching at least 0.5 credits at Carleton in each academic year (July 1- June 30) in which they serve on Senate.
- 4.4.5. A Senator taking sabbatical (or other) leave must relinquish her or his Senate membership. On returning from leave, the faculty member, wishing to serve on Senate, must stand for a new three-year term.
- 4.5.6. Any full-time faculty member who is not formally a member of a Faculty Board that has the power to elect Senators is, for purposes of election of members to the Senate, considered a member of the most appropriate Faculty Board. Cross-representatives from one faculty to another do not participate in elections from the latter faculty to the Senate.
- 4.6.7. *Ex officio* and special appointment members of Senate are not eligible for elected positions during the period they occupy their *ex officio* or appointed positions.
- 4.6.8. If a vacancy in an elected position occurs on Senate and the remaining term is four months or less, the position will be left vacant until the next academic year. Except in the case of elected student Senators, if more than four months remain, a by-election will be held to fill the position and the elected member will serve for the remainder of the academic year plus an additional three-year term. In the case of elected student Senators, if a vacancy occurs and more than four months remain, a by-election will be held to fill the position and the elected member will serve for the remainder of the academic year.

4.7. Attendance

Any elected member of Senate who, without having given prior notification and not being prevented by circumstances beyond his/her control in each instance, is absent from two-thirds or more of the meetings of the Senate in any period from the first day of July to the thirtieth day of June following in any year shall be conclusively deemed to have retired from the Senate at the end of that period, and an entry of such retirement in the minutes of the proceedings of Senate shall be sufficient evidence thereof.

4.8. Minimum Academic Requirements for Student Participation

To be eligible to serve as a student member of Senate or on a Senate Committee, students must meet the following requirements. If any of these requirements is not satisfied during the term of service, the student must resign from this position.

4.8.1. Undergraduate Students

1. Be registered at the University as a student in an undergraduate program;
2. Be registered in at least one course in each of the Fall and Winter Terms in the academic year when they were elected and during their period of service;
3. Have completed successfully at least 4.0 credits prior to service; and
4. Maintain the academic status of [Eligible to Continue](#) throughout their period of service.

Deleted: Good Standing

For Requirement 4, the academic status of the student will be assessed at the start of each academic term during service using the Senate-approved regulations for [the evaluation of students](#).

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4.8.1. Graduate Students

1. Be registered as a degree student in a graduate program during the period of service;
2. Be actively engaged in pursuit of this degree during each term of service or, if on academic leave from studies, still able to fulfill the obligations of service.

Article 5. Senate Procedures

5.1. Chair

The President serves as Chair of Senate. In the absence of the President, the Provost serves as Chair. If both the President and the Provost are absent, then Senate will elect one of its members to serve as Chair.

5.2. Meetings

5.2.1. The meetings of Senate are conducted under the Senate Rules of Order – contact the Senate Office for more information.

5.2.2. Unless otherwise determined by Senate Executive, Senate meets once a month during the period from September to June. A special meeting of Senate shall be convened upon the request, to the Clerk, of at least 10 members of Senate. Senate Executive may call a meeting with short notice when an issue arises that requires a timely response.

- 5.2.3. Senate may declare all or any portion of a meeting to be a Closed Session. In particular, all meetings that deal with graduation or with individual student files are held in Closed Session. Only members of Senate and Officers of the University may remain in the meeting room during a Closed Session.
- 5.2.4. A Question Period is required at the beginning of each Senate meeting, and up to one-half hour of the Senate meeting is devoted to it. Questions should be in writing and be submitted to the Senate Office [2 weeks](#) prior to the Senate meeting to permit preparation of an answer and to ensure proper recording in the minutes.
- 5.2.5. Following the customary procedure of elected parliamentary bodies, Senate sets aside space at its meetings for spectators from the Carleton University community and representatives of the news media. Senate has the right to make exceptions to this provision and decisions to that effect shall be made at an open meeting of Senate.
- 5.2.6. Quorum for a meeting of Senate is 25% of the membership of Senate at the time of the meeting.
- 5.2.7. The Notice of Motion period for a short notice meeting of Senate is 48 hours and the meeting will be limited to considering the specific issues identified by Senate Executive. No regular business of Senate will be considered at a short notice meeting. Any decisions taken at a short notice Senate meeting will be reviewed at the next scheduled Senate meeting. If Senate is not scheduled to meet within a month of the short notice meeting, an additional meeting of Senate with at least 10 days notice will be called within the month following the short notice meeting. All other rules of Senate, including quorum, will apply to a short notice meeting of Senate. Decisions made by Senate in short-notice meetings have the same weight and authority as decisions made in regular Senate meetings.
- 5.2.8 Electronic Voting: Occasionally, Senate is required to make decisions on a motion before the next scheduled Senate meeting. In cases where Senate Executive believes that the motion is clear and unlikely to engender debate, an email poll may be held to make a decision. In such cases, the Clerk of Senate will circulate, to all senators, the motion and background material. An electronic vote will be held which allows Senators at least two working days to vote. Should any Senator make the Clerk of Senate aware of a substantive issue regarding the motion during this time, the vote will be suspended for resolution at a future meeting of Senate. For an electronic poll of members of Senate to be valid, there must be a response from 25% of the membership of Senate at the time of the poll.

[5.2.9 Electronic Meetings: In cases where Senate as a group is not able to meet in person, the Clerk may determine that a meeting of Senate may be held electronically, by any means that allows Senators to communicate adequately with each other and with the Chair. Regular meeting procedures should be followed as](#)

closely as possible in the electronic format. The Senate Office will provide Senators with a notice to shift to electronic format along with the protocols normally followed for electronic meetings.

Commented [E53]: This was prompted by the pandemic and formalizes the option for Senate to meet electronically if necessary.

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5.3. Communication and Records

5.3.1. Agendas and Minutes

Once approved by Senate Executive, the agenda and supporting documentation for each Senate meeting are made available to all members of Senate approximately one week prior to the meeting.

After approval by Senate, the minutes of each Senate meeting are posted at the Senate Website. Original copies of all minutes and documentation are available in the Senate Office and the Carleton University Corporate Archives.

Deleted: (for the last ten years)

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5.3.2. Communication

The standard mode of communication between the Senate Office and senators is via electronic mail. Canonical e-mail addresses are used for on-campus members of Senate and external members provide an e-mail address that the office uses for communication.

Article 6. Clerk of Senate and Senate Office

6.1. Clerk – Term of Office

The Clerk of Senate shall be a full-time tenured faculty member, serve for a term of three years and be eligible for re-election.

6.2. Clerk – Responsibilities

The Clerk of Senate shall:

- (a) Manage the affairs of Senate
- (b) Serve as Marshal of Convocation
- (c) Serve as Secretary of the General Faculty Board
- (d) Serve as Senate Electoral Officer
- (e) Manage Senate Committees memberships

Annually, with the approval of Senate, the Clerk may designate a full-time, tenured faculty member to act as Marshal of Convocation.

6.3. Senate Office

There is a Senate Office with responsibility for:

- (a) Managing the affairs of the Senate
- (b) Maintaining the records of Senate, Senate Executive Committee, Academic Governance Committee, Medals & Prizes Committee, Senate Review Committee,
and Honorary Degrees Committee; and
- (c) Coordinating faculty participation in Convocation.

Deleted: Tenure Appeal

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Article 7. Senate Executive Committee

7.1. There shall be a Senate Executive Committee

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7.2 Responsibilities

The Executive's duties are to:

- a. Arrange the agenda and plan the forthcoming business of Senate;
- b. Nominate Special appointments to Senate and the Clerk of Senate; and
- c. Undertake other tasks as assigned by Senate.

Deleted: members for Senate committees,

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Deleted: Senate representatives as required;

Deleted: <#>Approve Honorary degree candidates in special circumstances; ¶
<#>Approve late, or early, graduates, rescind degrees and make post-graduation changes to student's records; ¶

The Senate Executive Committee may be empowered by Senate to act on Senate's behalf.

Any action under this authority is reported to Senate at its next meeting.

Deleted: the Committee In addition,

Deleted: annually, at the last regular meeting of the academic year, empowers the Executive to act for Senate on urgent items of regular business during the months of ¶ July and August. Notice of any meetings of the Executive held under this authority (except those called for the purposes of the Executive dealing with its own regular business) shall be given to all members of Senate who may attend and vote.

Article 8. General Faculty Board

8.1 The General Faculty Board is a Committee of Senate. The role of the General Faculty Board is to provide a forum for discussion of issues of urgent and general concern to the whole Carleton academic community.

8.2 The membership of the General Faculty Board consists of all members of other Faculty Boards. The Clerk of Senate serves as Secretary of the General Faculty Board.

8.3 A meeting of the General Faculty Board can be called either by the President or by a petition from at least 25 members of the General Faculty Board. The petition is submitted to the Senate Office and must state the matter to be raised at the meeting.

8.4 The Secretary of the General Faculty Board will arrange the meeting as soon as possible, and in any case the notice of the meeting will be sent out within seven days and the meeting itself will occur within 21 days of the receipt of the petition.

8.5 The Secretary will call the meeting to order. The first item of business will be the election of a chair from among the members of the General Faculty Board.

Commented [E54]: This has been done for clean up and simplification purposes. Senate already has one empowering motion, to deal with graduation. SAGC will develop an empowering motion for urgent matters of regular business to address the section that has been crossed out here.

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Deleted: 7.2. - Composition ¶
¶
Senate Executive consists of: ¶
The President and Vice-Chancellor (as Chair); ¶
The Provost and Vice-President (Academic); ¶
The Clerk of Senate; ¶
Three members of faculty, elected from and by Senate; and ¶
- Two students (one undergraduate and one graduate), elected from and by Senate. ¶
¶
The term of a member of Senate Executive is coterminous with her or his term on Senate. ¶

8.6 The General Faculty Board may pass motions making recommendations for action by Senate. As well, an account of the proceedings of the General Faculty Board will be transmitted to Senate as a report to be appended to the Senate minutes.

Article 9. Senate Committees and Representatives

9.1. Introduction

In addition to the Executive, ~~several~~ standing committees of Senate exist. Senate is also required to appoint representatives to the Board of Governors and various joint committees, advisory committees, search committees and panels.

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The composition of Senate Committees should represent the capacity, interests and energy of members appointed, but should not be based on a rigid representation from different areas of the University.

As far as possible, Senate committees are expected to delegate administrative matters to administrative officers and concern themselves primarily with matters of policy.

9.2. Standing Committees

The Standing Committees of Senate are:

- [Senate Executive Committee](#)
- [Senate Quality Assurance and Planning Committee](#)
- [Senate Committee on Curriculum, Admissions and Studies Policy](#)
- [Senate Committee on Undergraduate Student Awards](#)
- [Senate Committee on Medals and Prizes](#)
- [Senate Honorary Degrees Committee](#)

- [Senate Library Committee](#)
- [Senate Educational Equity Committee](#)
- [Senate Review Committee](#)
- [Senate Academic Governance Committee](#)
- [Senate Undergraduate Studies Committee](#)
- [Student Academic Integrity Appeals Committee](#)
- [Student Academic Accommodations Appeal Committee](#)
- [Senate Graduate Student Appeals Committee](#)

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The terms of reference and composition of these Committees are available from the Senate Office.

Commented [E55]: Reorganization and clean up.

9.3. Nomination and election procedures

Deleted: 2

The Senate Academic Governance Committee directs the nomination and election process for Senate committee membership.

Commented [KM6]: This change was approved by Senate after the Senate Committee Review in 2018-19.

The Senate Office reviews the composition of the standing Senate committees annually in the spring, with a view to submitting, in April or May, a revised list of membership to Senate for ratification for the following academic year, beginning on 1 July. The Senate Academic Governance Committee is advised of vacancies.

Deleted: It is the responsibility of the Senate Executive to nominate faculty and students members for Senate committees, Advisory Committees and Senate representatives. These nominations are then forwarded to Senate for ratification.

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All elected members of Senate will be canvassed each year about their interest in serving on Committees. An open Call for Nominations listing upcoming vacancies will be circulated to all faculty members in February or March. Following the nomination deadline, elections will be held for any contested positions. Additional nominations for remaining vacancies are filled upon the advice of line-Deans.

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Deleted: members of Senate Executive, current committee chairs and others. Senate Executive decides on the final nomination slate in all cases

Senate committees may include members of faculty, students and members of the non-academic staff. In special cases, non-university members may be included. Nominations must clearly state the status and affiliation of the nominee.

As a general rule, new members of faculty are not nominated to Senate committees during their first year of appointment to the University. Similarly, as a general rule, students in their first year of study at Carleton are not nominated to Senate committees. A student may serve on a Senate Committee without having been previously elected to a governance position under this policy.

In order to be closely associated with Senate, a faculty member nominated for Chair of a Senate Committee should, whenever possible, be a member of Senate. Committee Chairs do not usually remain in office as chairs for more than three years.

The term of office on Committees is three years for faculty and non-academic staff, and one year for students. Committee members are eligible for re-election.

9.4. Committee Procedures

Deleted: 3

All members of Senate Committees have the right to vote. Except in the case of a tie, Chairs of committees do not normally vote. Resources to committees are not considered members and do not vote.

Deleted: , including secretaries,

Chairs of Committees will be asked by the Clerk to report by a certain date every year any committee activity that has not already been reported to Senate, and to bring forward, at that time, any proposals their Committees may have for changes to their composition and/or terms of reference. When the report comes to Senate, the Committee Chair is asked to be present in order to introduce and defend the Committee's proposals.

The attendance of deputies for members of Senate Committees, and their voting power, are left to the individual committee Chair's discretion.

Observers and interested parties are normally allowed to attend Senate Committee and Advisory Committee meetings. However, questions of openness and publicity of Committee meetings are left to each Committee to decide.

Attendance: Any member of a Senate Committee, other than an *ex-officio* member, who is absent without prior stated cause from more than two successive committee meetings or more than half of the meetings in an academic year may be deemed to have relinquished the appointment. On receipt of a minute to that effect by the Clerk of Senate, the Senate Executive shall be informed that a vacancy exists.

9.5 Student Participation

At the level of Senate Committees, as a guideline, any matters referring to academic review of particular student files or cases are not proper subjects for student participation. If a Senate Committee wishes to exclude student members from discussions of matters other than academic review of student files, it must receive approval from the Senate before including it in the Committee's terms of reference.

9.6 Advisory Committees

Senate appoints some of the members for the following Advisory Committees:

- Athletics Board
- Technology, Society, Environment Committee
- Ombuds Coordinating Committee

9.7 Representatives

- Senate elects two representatives to serve on the Board of Governors for three-year terms. Those eligible for election are the faculty members of Senate including elected, special appointment and *ex officio* members.
- Senate elects a faculty member, not necessarily a member of Senate, to serve as the Academic Colleague of the President at meetings of the Council of Ontario Universities (COU). The Academic Colleague makes regular reports to Senate on the activities of COU. Senate may also elect an additional faculty member to serve as alternate to the Academic Colleague. If the Academic Colleague is not a member of Senate then he or she may be appointed as a Special Appointment.

Deleted: 4

Deleted: 9.5. - Standing Committees ¶

¶ The Standing Committees of Senate are: ¶

¶ Senate Executive ¶

¶ Senate Academic Program Committee ¶

¶ Senate Committee on Curriculum, Admissions and Studies

Policy ¶

¶ Senate Committee on Student Awards ¶

¶ Senate Committee on Medals and Prizes ¶

¶ Senate Honorary Degrees Committee ¶

¶

¶ Senate Library Committee ¶

¶ Senate Educational Equity Committee ¶

¶ Senate Review Committee ¶

¶ Senate Academic Governance Committee ¶

¶

¶ Senate Undergraduate Studies Committee ¶

¶ Student Academic Integrity Appeal Committee ¶

¶ Student Academic Accommodations Appeal Committee ¶

¶ Senate Graduate Student Appeal Committee ¶

¶

¶ The terms of reference and composition of these Committees

are available from the Senate Office. ¶

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Deleted: Bookstore Advisory Committee ¶

Animal Care Committee ¶

Commented [E57]: Updates based on current practice.

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		Department of Geography and Environmental Studies Department of History Department of Philosophy Department of Psychology Department of Sociology and Anthropology Department of Cognitive Science Feminist Institute of Social Transformation Institute for Comparative Studies in Literature, Art, and Culture Institute of African Studies Institute of Interdisciplinary Studies School for Studies in Art and Culture School of Linguistics and Language Studies School of Indigenous and Canadian Studies
Public Affairs Faculty Board	Faculty of Public Affairs	Arthur Kroeger College of Public Affairs Department of Economics Department of Law and Legal Studies Department of Political Science Institute of African Studies Institute of Criminology and Criminal Justice Institute of European, Russian and Eurasian Studies Institute of Political Economy Norman Paterson School of International Affairs School of Journalism and Communication School of Public Policy and Administration School of Social Work
Business Faculty Board	Sprott School of Business	Sprott School of Business
Science Faculty Board	Faculty of Science	Department of Biology Department of Chemistry Department of Earth Sciences Department of Health Sciences Department of Neuroscience Department of Physics Institute of Biochemistry Institute of Environmental and Interdisciplinary Science School of Mathematics and Statistics Technology, Society, Environment Studies Program
Computer Science Faculty Board	Faculty of Science	School of Computer Science
Engineering Faculty Board	Faculty of Engineering and Design	Department of Civil and Environmental Engineering Department of Electronics Department of Mechanical and Aerospace Engineering Department of Systems and Computer Engineering

Architecture Faculty Board	Faculty of Engineering and Design	Azrieli School of Architecture and Urbanism
Industrial Design Faculty Board	Faculty of Engineering and Design	School of Industrial Design
Information Technology Faculty Board	Faculty of Engineering and Design	School of Information Technology

Subject to the provision of any Bylaw in this respect, passed from time to time by the Board of Governors, Senate approves the existence and basic structure of each Faculty Board, [including component Academic Units](#). In some cases, the faculty boards have agreed on formal constitutions appropriate to their individual circumstances. Senate approves these constitutions and any substantial revision thereof.

11.2. Responsibilities

Though each Faculty Board operates with autonomy in pursuit of the objectives and purposes of the University, certain responsibilities are assigned to all Faculty Boards. These include consideration of and making recommendations to Senate on:

- (a) New and revised academic degrees, programs and courses;
- (b) New or revised academic regulations;
- (c) The awarding of degrees, certificates and diplomas within its scope;
- (d) The establishment, deletion, renaming or reorganization of academic units responsible for the delivery of academic programs.

11.3. Composition of the Faculty Boards

Note that the following are minimum requirements and Faculty Boards may establish supplementary membership rules for themselves. [Faculty Board constitutions are available on the Senate website](#).

Each of the undergraduate Faculty boards shall consist of:

- (a) The following persons '*ex officio*':
 - (i) The Dean of the Faculty or the Director of the School;
 - (ii) Every [faculty member](#) in that School, or in a department or School within that Faculty;
 - (iii) Those students who are elected or appointed members of departmental boards or school councils of that Faculty.

(b) In the case of the Faculty Boards of the Schools of Architecture, Computer Science, Industrial Design, and Information Technology, those students elected to the Faculty Board in accordance with such regulations as set by the Faculty Board and approved by Senate;

Deleted: More information about the Faculty Boards is

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Deleted: person who holds an appointment of professor, associate professor, assistant professor, or lecturer

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- (c) Such other persons holding full-time appointments as professor, associate professor, assistant professor, and lecturer in departments or schools not within the Faculty or School as are appointed from time to time by the Faculty Board;
- (d) Such other students who are members of another Faculty Board and as are appointed from time to time by the Faculty Board.

11.4. Secretary of the Faculty Board

All undergraduate Faculty Boards elect at least one of their faculty members to serve on Senate in addition to their *ex officio* representation. Some, but not all, undergraduate Faculty Boards establish a position of Secretary of the Faculty Board with responsibilities that depend on the Faculty Board. When a Faculty Board elects a Secretary, that person is deemed to have been elected to serve on Senate as one of the faculty members elected to serve on Senate as described in Section 3.3.1.

11.5. Representation of First-Year Students

In addition to the students who serve as departmental representatives within the Faculty, the Arts and Social Sciences, Public Affairs and Science Faculty Boards include one student elected from and by the first-year students in the Faculty.

Deleted:

11.6. Procedures

Each Faculty Board is required to determine, and have approved by Senate, the following minimum procedural rules: composition including participation by students, quorum rule, minimum frequency of regular meetings, and procedure for calling an extraordinary meeting. These procedures may be part of a comprehensive constitution for the Faculty Board. Contact the Senate Office for more information.

Article 12. Academic Units

Commented [E59]: This is a term that is commonly used at the University to refer to departments, etc.

12.1. Academic units

Deleted: Departments, Schools, Institutes, Colleges

Deleted: Departments

Deleted: – definition

Faculty Boards are comprised of one or more academic units normally referred to as departments, schools, institutes, colleges or the like, responsible for specific programs of instruction.

Deleted: For purposes of this policy, “academic unit/department” is used to signify any academic department, school, institute, college or the like responsible for a program of instruction and reporting to a Faculty Board.

12.2. Departmental Board

12.2.1. Membership

All faculty members of the [academic unit](#) are members of the [Departmental Board](#). In addition, students are elected as Academic Student Government (ASG) representatives on the [Departmental Board](#). The number and distribution of ASG representatives is determined by the [Departmental Board](#) subject to the [minimum indicated](#) in Table 1. Exceptions to this [minimum](#) rule require the approval of Senate. [Additional student representatives may be added to Departmental Boards; however, these will not be ASG members.](#)

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Deleted: may exceed these minima and is required to inform the Academic Student Governance Coordinator of this decision by September 15 each year to allow election of the proper number of representatives

# of full-time faculty in the department	Minimum number of ASG representatives			
	Total	2 nd year	3 rd and 4 th	Graduate
10 or more	3	1	1	1
5 to 9	2	1	1	
2 to 4	1	1		

Table 1: Minimum Number of Departmental Student Governance Representatives

The Departmental Board may include, as it sees fit, representatives of the non-academic staff of the department and representatives of other departments.

Carleton Academic Student Government ([CASG](#)) Faculty Coordinators are allowed to participate in [Departmental Board](#) meetings that fall under their faculty if the appropriate Department Representative is unavailable.

For Engineering Departmental Boards one representative is elected by and from the fulltime Engineering students in first, second, and third years; one representative elected by and from the students in fourth year (departmental membership for Electrical Engineering students is determined by the Engineering project advisor's membership); one representative elected by and from the full-time graduate students; and additional students as desired by the [Departmental Board](#).

12.2.2. Student Participation

At the department level, student participation takes place at least in the [Departmental Board](#) meeting and students shall be involved in all deliberations and decisions with the exceptions of: (1) appointments and other personnel matters of faculty and staff members; and (2) all academic review of individual student files. It is understood that student representatives to the Departmental Board shall take part in deciding how the department is to arrive at its recommendation to the Dean and the President regarding the selection of a chair, or the appointment of a new department member.

12.2.3. Student Elections

All students who are registered in undergraduate or graduate programs can vote on, and stand for election to, their [Departmental Boards](#).

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The election of departmental CASG representatives takes place in the fall as soon after registration as possible. The election is carried out by an appropriate student body under the supervision of the Senate Electoral Officer.

CASG representatives are elected for one-year terms and take office immediately upon being elected.

The group from which the departmental representatives are drawn and the constituency for the electors of those representatives are those students whose declared major or graduate discipline is the discipline of the relevant department. Students in first year who are undeclared may choose a department for voting purposes only. The department would have to be one in which they were enrolled in at least one full course. In the case of combined majors, the student selects only one department for voting purposes. Undeclared students, however, may not be candidates.

Article 13. Student Participation in Governance of the University

13.1. General principles

There is student participation on Senate and all Faculty and Departmental Boards as well as Senate and advisory committees subject to the restrictions in Section 13.2 below.

For the purpose of this policy "student" is defined as a person enrolled full-time or part-time in an undergraduate or graduate program at Carleton University. For the purposes of this document "part-time student" refers to any part-time undergraduate student who has successfully completed four full credits at Carleton University or to any part-time graduate student at Carleton University. All students, as defined above, have voting privileges in elections for CASG representatives.

Student representatives in their function as members of Departments and Faculty Boards should act as participants in their own right in the deliberations and decisions of these bodies, while at the same time serving to communicate ideas, views and suggestions between students and these bodies.

13.2 Exclusions

Unless explicitly determined by Senate, students do not participate in meetings or portions of meetings at any level, that are concerned with either (i) personnel matters of faculty or staff members; or (ii) academic review of individual student records.

Deleted: ¶
Article 14. Appointments ¶

¶
14.1. Appointment Powers ¶

¶
Pursuant to the Bylaws of the Board of Governors, the President may appoint, in her or his discretion, all academic and administrative officers and other employees of the University, other than Chancellor, President, Vice-Presidents, University Secretary, Secretary of the Board of Governors, and Director of Internal Audit and Advisory Services. ¶

¶
14.2. Board Appointments ¶

¶
The Board of Governors retains the power to appoint the Chancellor, President, VicePresidents, University Secretary, Secretary of the Board of Governors, and Director of Internal Audit and Advisory Services, all in accordance with procedures passed from time to time by the Board. In the case of the appointment of the Chancellor and the President, it is the longstanding practice at the University that the Board makes these appointments only after meaningful consultation with Senate, ordinarily accomplished by having equal representation of Senate and the Board on the appropriate search committee

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Strategic Integrated Plan 2020-2025 Implementation – Year 2

Senate

September 23, 2022

Strategic Integrated Plan 2020 - 2025

Carleton University Strategic Integrated Plan

2020-2025



Shape the future.



The western edge
follows the path of the iconic
Rideau Canal—a hint at the
ingenuity and innovation that
helped establish this city and
a waterway that tells a story of
the creation, application and
mobilization of knowledge.

To our east,
we border an important
arterial road—an axis that
creates our connection to
the community, to this
city's cultural heart and the
country's political centre,
and ultimately leading to the
gateway to the world.

To our south,
we travel along the
Paspakledjinawong
(Rideau) River—moving
forward to a prosperous
future with momentum and
resilience, reminding us
of our connection to the
natural world.

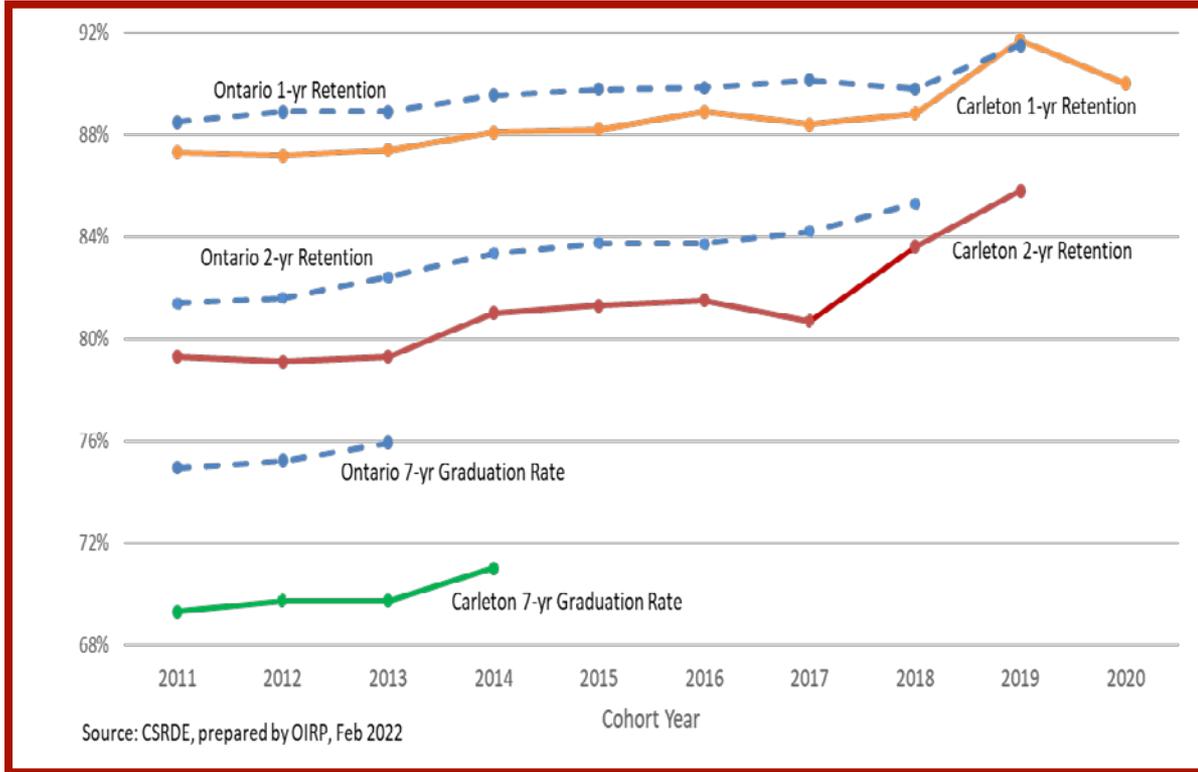
Share Knowledge, Shape the Future



2021 was the largest graduating class in our history at over **6800** students!



We will prepare students for success in an ever-changing future



1-year retention > 90%

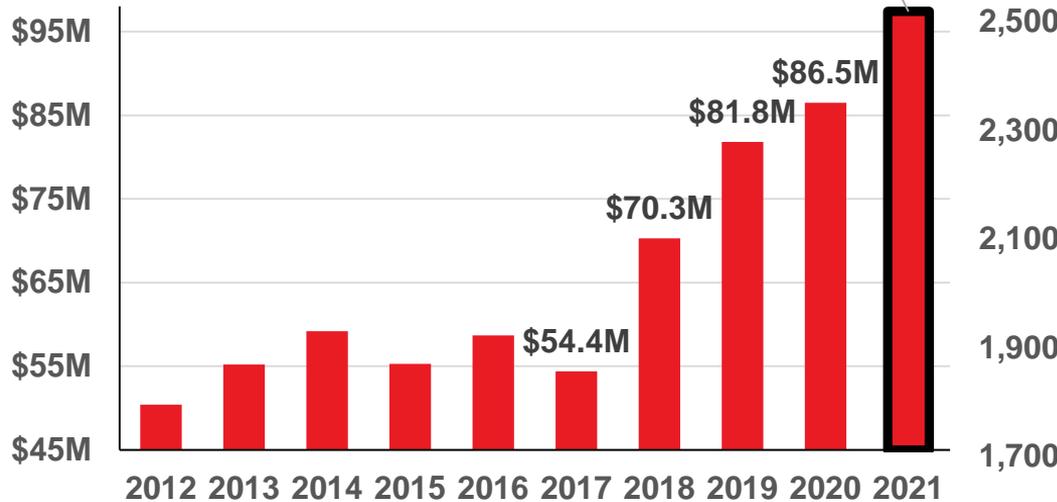
2-year retention sharply up to 86%

7-year graduation rate 71% and expected to grow to 75%

We will leverage the power of research to solve critical issues

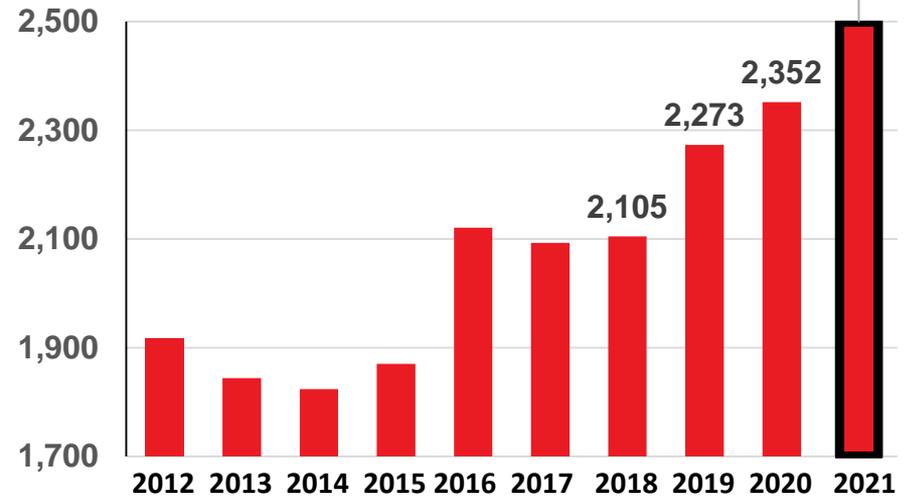
Research Funds

\$97.4M



Publications

2,499



Sustainability – health and wellness – social justice – future of work – Tech for good – etc.
Full presentation at Senate in March 2022



We will embed interdisciplinarity and collaboration in our culture

- Multidisciplinary research clusters
- Expansion of the Institute for Data Science
- The Innovation Hub in the Nicol Building



INNOVATION HUB

Exploring Passions, Creating Changemakers, & Growing Student Businesses.



We will approach teaching and pedagogy with imagination and new expectations

- Students as Partners - over 500 redesigned courses in Brightspace!
- Indigenous Learning Bundles
- 190 I-CUREUS Undergraduate Research Projects
- \$2M for a new cutting-edge Future Learning Lab



We will model a culture of organizational excellence

- Culture of fiscal responsibility
- Balanced budgets
- Appropriate reserves
- Long-term stability

- Healthy Workplace
- Mental Health at Work
- Leadership Development

- EDI, Indigenous Initiatives, Accessibility & Sustainability



Serve Ottawa, Serve the World



Carleton is home to over 5000 international students From 165 countries around the world!



We will open our doors to the community

THE HUB FOR GOOD

Where Partnerships Begin.



Carleton Dominion-Chalmers Centre



Carleton Hub 350 in Kanata North

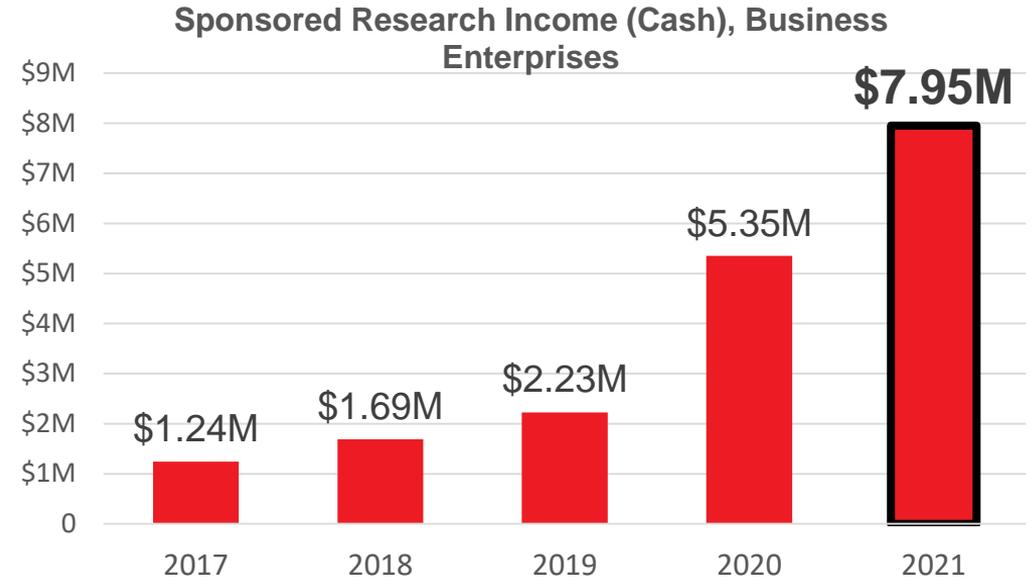
We will encourage community engagement in research and learning

- Carnegie Classification Canadian Pilot
- Official launch of the Community Engagement Centre in October 2021 – Inaugural Director: Prof. Chantal Trudel
- Development of a community engagement strategic plan (SP4CE)



We will develop and foster partnerships with purpose

- **Holistic Integrated Partnerships strategy**
- Ericsson
- IBM
- BlackBerry QNX
- CAE
- Bruyere Research Institute
- TVO
- Much more to come...

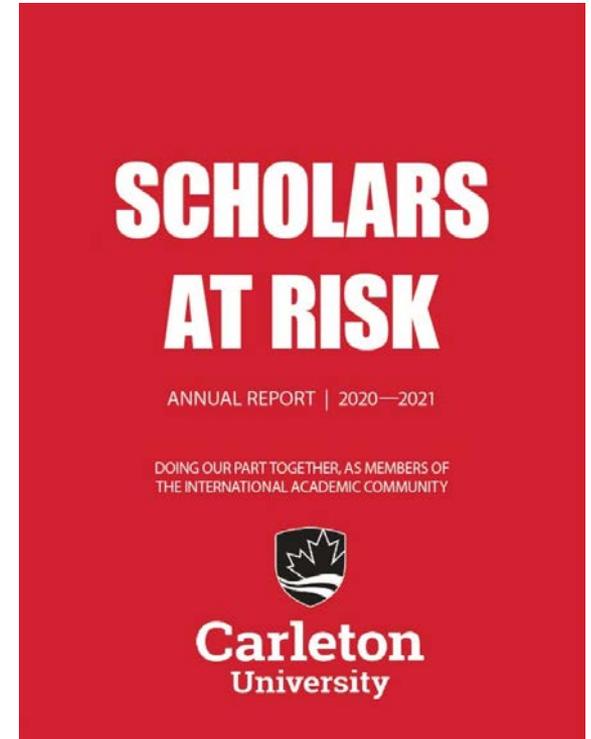


Growth of 540% - First in Canada

We will build bridges to the world and embrace our role as a global institution



INTERNATIONAL STRATEGIC PLAN
2020 — 2025



Strive for Wellness, Strive for Sustainability



Carleton is planning two major infrastructure projects:
The Wellness Hub (pictured) and
The Sustainability Research Centre



We will strive to enhance personal wellness and health



Student Mental Health Framework 2022-2026



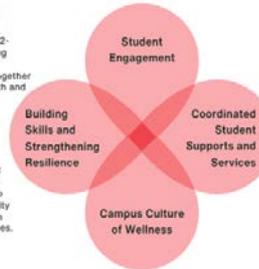
Areas of Focus: Objectives and Recommendations



Four Areas of Focus

The Student Mental Health Framework 2022-2026 outlines four areas of focus comprising 12 objectives and 20 recommendations. Each area of focus is interdependent and together help to support overall student mental health and wellness at Carleton.

These four areas of focus have evolved from the original six identified in the Student Mental Health Framework 2017-2021. This updated and streamlined approach reflects our ongoing focus and commitment to thrive in each of these overlapping areas over the next four years. We will continue to seek feedback from the university community and strive for equity, diversity, and inclusion in all of our services, programs, and initiatives.



8



Office of the Associate Vice-President
(Student Health and Wellness)

3600 Carleton Technology and Training Centre
Ottawa ON K1S 5S6

Email: wellness@carleton.ca

wellness.carleton.ca



New Student Mental Health Framework 2022-2026 - Presented at the March 2022 Senate

We will be a national and international leader in sustainability

STRIVE FOR SUSTAINABILITY
Comprehensive Sustainability Plan 2020-25



Top UI Green metrics rankings

Prestigious GOLD stars rating from aashe in April 2022

SUSTAINABLE CAMPUS
Carleton University

#1 Ontario | #2 Canada



We will learn and take action together to achieve reconciliation

KINÀMÀGAWIN { LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE
FINAL REPORT
MAY 2020



- Kinàmàgawin – 41 Calls to Action towards long-lasting, positive change
- \$5M for Indigenous Initiative – \$2.5M gift from the Joyce Foundation matched by Carleton
- Presentation to Senate in January 2022 and full progress report in June 2022

We will strive to make our campus, our country and our world accessible for all



Coordinated Accessibility Strategy

Coordinated Accessibility Strategy – Endorsed by Senate in 2019



Carleton-led Canadian Accessibility Network (CAN)
50+ members



We will foster individual distinctiveness and a sense of belonging

CARLETON UNIVERSITY
EQUITY, DIVERSITY AND INCLUSION ACTION PLAN

Carleton UNIVERSITY

Government of Canada / Gouvernement du Canada

Canada

THE 50 - 30 CHALLENGE
YOUR DIVERSITY ADVANTAGE



Black Entrepreneurship Knowledge Hub
BLACK ENTREPRENEURSHIP PROGRAM

Carrefour du savoir pour l'entrepreneuriat des communautés noires
PROGRAMME POUR L'ENTREPRENEURIAT DES COMMUNAUTÉS NOIRES

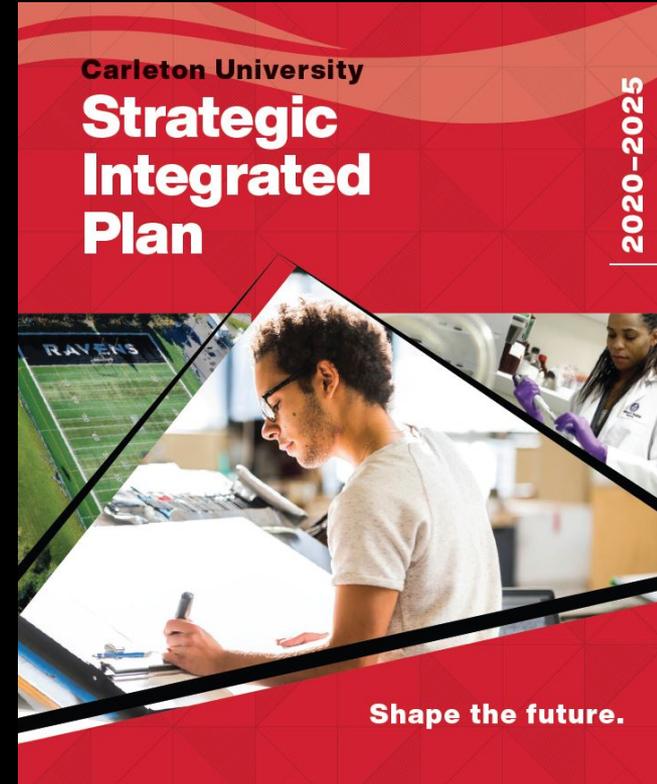
Canada



SIP implementation – Next Steps

- Digital Strategy
- Community Engagement Strategy
- Campus Master Plan
- Academic and Research Plan
- Faculty and unit plans

- Brand Campaign – continued
- Aquatics Centre and Wellness Hub
- Sustainability Research Centre
- \$100M in annual research funding
- Towards our next Fundraising campaign



Thank you!





Senate Executive Committee
May 24, 2022
TB503C + Zoom videoconference (Hybrid)

MINUTES

Attending in person: B. A. Bacon (Chair), D. Deugo, S. Maguire, S. Sivathayalan, E. Sloan

Attending via Zoom: J. Tomberlin, P. Wolff, W. Ye

Recording Secretary: K. McKinley

1. Welcome & Approval of the Agenda

The meeting was called to order at 11:01 am.

It was **MOVED** (S. Sivathayalan, S. Maguire) that the committee approve the agenda for the meeting, as presented.

An error in the date for the minutes under agenda item 3 was corrected.

With this amendment, the motion **PASSED**.

2. Approval of Senate Executive Minutes – April 12, 2022

It was **MOVED** (E. Sloan, J. Tomberlin) that the committee approve the minutes of the Senate Executive Committee meeting on April 12 2022, as presented.

One small error was corrected under Item 1 (Welcome & Approval of the Agenda) regarding an addition under "Other Business."

With this amendment, the motion **PASSED**.

3. Senate Minutes

a) April 22, 2022

Committee members approved by consensus (J. Tomberlin, S. Sivathayalan) the draft minutes from the Senate meeting on April 22, 2022.

b) February 25, 2022 - Closed Session

Committee members approved by consensus (E. Sloan, J. Tomberlin) the draft minutes of the Closed Session of the Senate meeting on February 25, 2022.

4. Senate Agenda – June 3, 2022

Committee members reviewed the draft agenda for the June 3, 2022 Senate meeting, which contains both Open and Closed sessions.

It was **MOVED** (S. Maguire, S. Sivathayalan) that the Senate Executive Committee approve the agenda for the Senate meeting of June 3, 2022, as presented.

Three errors were noted in the agenda:

- Closed Session – Item 2 – date for minutes of previous closed session
- Open Session – Item 2 – date for the minutes of previous open session
- Open Session – Item 10 a) – date for the minutes of the previous Senate Executive Committee meeting

Agenda item #8 also was renamed as “Draft Digital Strategy.”

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

5. Other Business

Senator Maguire provided an update on the coordination issue between elected CASG members and departmental boards. The President of CASG confirmed that CASG does not distribute lists of representatives to departments after the fall elections, but instead, waits for departments to request the lists. Clerk Elinor Sloan offered to consult with the new CASG President to discuss options to improve the coordination with departments.

The committee also agreed to vote on cancelling the June 17th Senate meeting, which conflicts with Convocation.

It was **MOVED** (J. Tomberlin, S. Sivathayalan) that the Senate meeting of June 17, 2022 be cancelled.

The motion **PASSED**.

The Chair thanked all committee members, including departing faculty members Siva Sivathayalan and Winnie Ye, for their service on the committee during the past academic year.

8. Adjournment

The meeting was adjourned at 11:29 am.



Senate Executive Committee
August 15, 2022
Web-based Meeting
(E-poll)

MINUTES

Participants: B. A. Bacon (Chair), D. Deugo (non-voting), R. Gorelick, S. Maguire, J. Malloy, E. Sloan (Clerk), J. Tomberlin, P. Wolff

Senate Executive Committee members participated in an e-poll on August 15, 2022 to ratify 3 new members of the *Senate Quality Assurance and Planning Committee*. The request was made to enable the committee to have enough members to make quorum for its meetings in August and early September.

The committee approved unanimously the request to ratify the new members (Maitham Shams, Julie Garlen, Chelsea McCormick) for a 3-year term beginning upon approval and ending on June 30, 2025.

MEMORANDUM

Date: September 14, 2022

To: Dr. Elinor Sloan, Clerk of Senate

Cc: Kathy McKinley, Secretary of Senate

From: Anne Bowker, Associate Professor, Associate Dean (Student Affairs)Re:
Report of the Library Committee of Senate 2021/2022 REVISED

Members 2021/2022

Anne Bowker, Chair - January 2022 to Present

Liam Young, FPA, Interim Chair - July 2021 to December 2021

Amber Lannon, University Librarian

Gabriel Miranda Pires, Committee Secretary

Jennifer Browning, Professional Librarian Clair

Switzer, Library Staff

David Mould, FS

Jurek Sasiadek, FED

Fidel Khouli, FED

Omar Shafiq, FED

Kim Stratton, FASS

Patrick Allen, UG Student

Jessica Chapman, GR Student

The Senate Library Committee (SLC) met during both the fall and winter terms. All meetings were completed online via either Zoom or MS Teams.

Meeting Dates

October 15, 2021 (MS Teams), December 1, 2021 (MS Teams), February 1, 2022 (MS Teams), and March 29, 2022 (Zoom). This document is meant to summarize the major accomplishments and challenges that were brought forward to the committee during the 2021 and 2022 academic year.

Terms of Reference

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

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

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

Composition

- One faculty member to serve as Chair;
- Five other faculty members;
- Two students;
- The University Librarian or his/her representative;
- One professional librarian;
- One other member of the professional services staff.

Nomination

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

Topics that were discussed:

- Library Access During Pandemic
- Library Forum Updates
- User Experience (UX) Committee
- Renovations
- Strategic Plan Progress Updates
- Research Data Management
- Community Outreach: The Uganda Conference
- Library Acquisitions and Operating Budget
- Library Policies: Collection, Customers Service Standard, Gifts-in-Kind
- Future Learning Lab
- Print Collection reorganization and move
- Radio Frequency Identification project (RFID)

Recommendations of the Chair:

With respect to faculty composition on the committee, there is currently no requirement for all five faculties to be represented. Given the fact that the library plays a significant, but varying role across all faculties, it seems important for the membership to reflect this diversity. Our current (2022/23) composition is predominantly faculty from FED, with no representation from FPA or Sprott. I'm wondering if the committee composition could be re-examined to insure that all faculties are represented on the committee.



August 31, 2022

The Senate of Carleton University
Attn: Professor Elinor Sloan, Clerk of Senate
Re: Senate Student Academic Integrity Appeal Committee Report for 2021/2022

Dear Senators,

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

Please note that Senate changed the reporting dates for committees. The previous dates were May 1st to April 30th. The new dates are July 1st to June 30th. However, it would not be accurate to compare 14 months of data to 12 months of data. Also, we don't want to lose the May and June data from 2021. So for this transition year we compare the data from the previous reporting period to the same period from last year, and include the data for May 1, 2022 to June 30, 2022 in Appendix 4. Next year the reporting period will be July 1st to June 30th so no data is lost. We also report on appeals considered by the SSAIAC.

SSAIAC is composed of faculty members and students from across the University. The Committee was chaired by James Cheetham, with Troy Anderson, Morgan Rooney and Cristina Ruiz Martin serving as the faculty representatives. The student representatives were Alaa Sarji, Chelsie Smith and Jesse Monteith. All the committee members participated in review of the appeals, and put a great deal of effort into thoroughly reviewing each appeal to ensure that the Policy is interpreted and applied in a consistent and equitable fashion.

The Registrar's Office acts as the repository of records under the Policy, and provides advice to students about the Policy and in particular about the appeals process. James Moreton, Assistant Registrar, Central Academic Records acted as the secretary for SSAIAC for the first part of the time covered in this report. He received excellent support from members of the Registrar's Office. In addition, the University Ombuds office assists students with the process and their contributions are greatly appreciated.

Violations of the Policy

So, good news and bad news this year. All Faculties except Engineering and Design and FASS saw decreases in violations of the Academic Integrity Policy. Engineering and Design had a large 40.6% increase in violations while FASS had a small 1.5% increase.

Part of this increase may be due to online instruction but it is difficult to know for certain. Appendix 3 has some ideas on how to reduce cheating in online courses.

Table 1A shows the distribution of violations of the Academic Integrity Policy by faculty for 2021/2022 with comparative data for 2020/2021 (see Appendix 1). Note that data are not collected on those allegations where no violation of the Policy was determined. Overall the University experienced an increase in violations of the Academic Integrity Policy, going from 1484 violations in 2020/2021 to 1571 violations in 2021/2022 for a 5.5% increase. While still in the wrong direction (up) this is better than the 38.5% increase in violations we saw last year.

The Faculty of Science once again this year leads the pack with 48.4% of the violations which is a slight decrease from 52.4% of the total violations last year. Science also saw a small decrease in violations going from 777 in 2020/2021 to 761 in 2021/2022.

The Faculty of Engineering and Design comes in second place this year, going from 14.3% of the total violations last year to 22.7% of the total violations this year. They also experienced a 40.6% increase in violations going from 212 last year up to 357 this year.

The Faculty of Arts and Social Sciences also experienced a small increase of 1.5% in the number of violations reported. Public Affairs, The Sprott School of Business and Graduate Studies all had decreases in violations. So that would be the good news. But take note that these last two percentages are based on small numbers of violations reported.

Table 2 shows Academic Integrity violations by student's year of standing. First year went up by 24.7% and second year experienced an increase of 22.4% in the number of violations reported. Third year had a small increase in the number of AI Violations at 2.2% and fourth year went down by 18%. Graduate Studies and special students showed decreases, but these percentages are based on small numbers of violations.

Table 3 shows the majority of violations of the Policy are Plagiarism, Unauthorized Cooperation or Collaboration, and violations on tests and examinations. These three account for 98.7% of the violations. Since these are the big three, in terms of AI Violations, perhaps it would be a good idea to focus efforts on reducing these numbers first. The good news is plagiarism went down by 21%, but the other two categories both increased.

Table 4 shows types of violations by Faculty. Plagiarism is the most common violation in FASS, Sprott, and Public Affairs. Unauthorized cooperation or collaboration is the most common violation in Science and Engineering and Design. As in previous years, the majority of academic integrity violations involve plagiarism, unauthorized cooperation or collaboration and violation of the rules for tests and examinations (98.7%).

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

Table 5 shows the vast majority of violations are first time violations (77.3%), with the numbers decreasing for second, third, fourth and fifth violations. Hopefully, this is a good thing, indicating that once caught in an AI violation students mend their ways, and stop cheating. Alternatively, it could mean they just get better at cheating, and get caught less often.

Table 6 shows that contrary to some peoples' opinions, sanctions are applied when a violation of the Policy is confirmed. The most common sanction is a reduced grade (or a grade of zero) on the work in which the violation occurred. This is a common sanction for a first violation of the Policy. The second most common sanction is written reprimand. The next most common sanction is a grade of zero on the work in which the violation occurred and a reduction in the letter grade for the course. This is a common sanction for a second offense. The fourth most common sanction is the required completion of a remediation process. It might be interesting to track students who complete this course to see if it

reduces recidivism. The fifth most common sanction is an F in the course. This sanction is usually applied for second or third violations of the Policy. The sanctions for students in higher level courses (second year and above) tend to be stronger, since it is expected that higher year students should have more knowledge of what constitutes an offence under the Policy. Note that the Faculty of Science has increased the severity of the sanctions for AI Violations (see Appendix 2).

Table 7 shows the committee considered 131 appeals this year with 3 approved and 128 denied. This compares to 156 appeals last year, with 155 being denied.

Academic Integrity Appeals

As of April 30, 2022, the Committee had completed 131 appeal cases for the 2021/2022 academic year. This is compared to the 156 appeal cases reviewed in 2020/2021. The majority of the cases involved undergraduate students from across the faculties (Table 1).

Of the 131 appeals considered, the Committee upheld the original decision of the Associate Dean in 128 cases. Reasons for the low number of appeals granted continues to be the careful, and consistent decisions of the Associate Deans, along with thoughtful use of appropriate sanctions. As a result, the Committee has been unable to find reasons to overturn the Associate Deans' decisions in most appeals.

Best regards,



James J. Cheetham, Ph.D.
Chair, SSAIAC



James Moreton
Secretary, SSAIAC and Assistant Registrar

My Experiences with Different Approaches to Explaining the Importance of Academic Integrity to Students



Aristotle and the Virtue Ethics Approach

If you do bad things (like cheating), it makes you a bad person.

Not much reaction. Some students say they don't consider cheating to be a bad thing.



Immanuel Kant and the Deontological Approach

Would you like to live in a failed society where everyone cheats?

Not much reaction. Some students think we already live in such a society where everyone cheats.



California Critical Thinking Skills Test (CCTST) and the Consequentialist, "Your sin will find you out" Approach

Many Fortune 500 companies use this test to screen potential new employees. If you cheat your way through university, you will have no skills, and will fail this test and not get hired. (got some reaction, but maybe they were searching Course Hero to find answers for this test).

RECOMMENDATIONS TO REDUCE VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY

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

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

Excuses we see include the following:

I'm too busy.

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

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

I didn't know it was cheating.

They will never find out.

I forgot/ran out of time to include citations.

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

The exam was unfair.

I only cheated once.

This particular assignment is not very important to me.

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

No one will get hurt by my cheating.

I had to help a friend in need.

The instructor doesn't really care about cheating.

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

THERE ARE NO EXCUSES FOR CHEATING!

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

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

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

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

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

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

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

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

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

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

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

OTHER SUGGESTIONS

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

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

1) Increasing the perceived difficulty of committing the violation;

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

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

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

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

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

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

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

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

Limit the time during which students can complete online assessments.

2) Increasing the risk of getting caught and sanctioned;

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

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

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

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

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

3) Reducing the rewards for violating the Policy.

Use multiple low-value assignments and tests instead of one high value exam or essay. This also makes it more difficult (or at least more expensive) for students to purchase assignments online (contract cheating) [Newton, 2018]. Contract cheating is becoming a very big problem, and we suggest the University adopt the **Guidelines for Ethical Editing of**

Undergraduate Student Texts from the Editors/Révisseurs-Canada which lays out guidelines for third party editing of student assignments.

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

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

REFERENCES

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Appendix 1 – Academic Integrity Violation Data (May 1, 2021 to April 30, 2022)

Faculty	Violations 2020/2021	Percent of Total	Violations 2021/2022	Percent of Total	Percent Change
Science	777	52.4%	761	48.4%	-2.1%
Engineering and Design	212	14.3%	357	22.7%	40.6%
Arts and Social Sciences	269	18.1%	273	17.4%	1.5%
Public Affairs	142	9.6%	113	7.2%	-25.7%
Graduate and Postdoctoral Affairs	15	1.0%	10	0.6%	-50.0%
Sprott School of Business	69	4.6%	57	3.6%	-21.1%
Total	1484	100.0%	1571	100.0%	5.5%

Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.

Note 2: FGPA and SPROTT represent a small group, thus, their data is more prone to rapid change.

Year of Standing	Violations 2020/2021	Percent of Total	Violations 2021/2022	Percent of Total	Percent Change
First Year	113	7.6%	150	9.5%	24.7%
Second Year	382	25.7%	492	31.3%	22.4%
Third Year	540	36.4%	552	35.1%	2.2%
Fourth Year	413	27.8%	350	22.3%	-18.0%
Graduate Level	18	1.2%	10	0.6%	-80.0%
Non-Degree (SPEC)	18	1.2%	17	1.1%	-5.9%
Total	1484	100.0%	1571	100.0%	5.5%

Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.

Note 2: FGPA represent a small group, thus, their data is more prone to rapid change.

Type of Violation	2020/2021	Percent of Total	2021/2022	Percent of Total	Percent Change
Assisting in Violations of AI Standards	2	0.1%	5	0.3%	60%
Impersonation	0	0.0%	0	0.0%	na
Obstruction and Interference	1	0.1%	0	0.0%	-100%
Disruption of Classroom Activities	0	0.0%	1	0.1%	100%
Misrepresentation	15	0.9%	5	0.3%	-200%
Plagiarism	911	54.5%	756	43.0%	-21%
Tests and Examinations	236	14.1%	268	15.3%	12%
Unauthorized Cooperation or Collaboration	496	29.7%	710	40.4%	30%
Unauthorized Resubmission of Work	10	0.6%	8	0.5%	-25%
Improper Access	1	0.1%	4	0.2%	75%
Total	1672	100.0%	1757	100.0%	5%

Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.

Note 2: Some cases hit upon multiple categories

Table 4: AI Violations by Type and Faculty

Violation of Academic Integrity Policy	Arts and Social Sciences	Engineering and Design	Public Affairs	Science	Sprott School of Business	Graduate & Postdoctoral Affairs	2020-21 Total	2021-22 Total	% Change
Assisting in Violations of AI Standards				4	1		2	5	60%
Impersonation							0	0	na
Obstruction and Interference							1	0	-100%
Disruption of Classroom Activities				1			0	1	100%
Misrepresentation	2	1		1	1		15	5	-200%
Plagiarism	214	103	97	297	40	5	911	756	-21%
Tests and Examinations	33	127	18	80	7	2	236	267	12%
Unauthorized Cooperation or Collaboration	42	213	12	432	19	3	496	721	31%
Unauthorized Resubmission of Work	1	2		5			10	8	-25%
Improper Access		2		1	1		1	4	75%
Total	292	448	127	821	69	10	1672	1767	5%

Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.

Note 2: Some cases hit upon multiple categories

Table 5: Recidivism

AI Violations	Number
First Violation	985
Second Violation	289
Third Violation	63
Fourth Violation	20
Fifth Violation	5
Sixth Violation	1

Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.

Note 2: Difference in total number due to overlapping cases treated as one case.

Table 6: Sanctions

Sanction	Number		
A written reprimand.	935		
Requirement to remain registered in the course in which the violation occurred.	124		
Completion of a remediation process.	467		
Resubmission of the piece of academic work in which the violation was committed	16		
Assignment of a reduced grade (including a grade of zero or a failing grade)	1116		
Assignment of a reduction of the final grade in the course	570		
Assignment of a grade of unsatisfactory or failure for the course	243		
Restitution of costs incurred by the University as a result of the violation of this policy.	1		
Withdrawal from the course	1		
An additional requirement of a maximum of 1.0 credit added to the student's program of studies.	12		
Registration limited to a specified number of credits per term			
Suspension for up to three (3) terms	54		
Recommendation to the Provost that a student be suspended for more than three terms	2		
Recommendation to the Provost that the student be expelled from the University	1		
Recommendation to the Provost for rescission or suspension of one or more degrees, diplomas or certificates obtained by any student			
Recommendation that a notation be added to the student's transcript.			
Note 1: Cases with decisions rendered from May 1, 2021 to April 30, 2022. 114 cases from 2021 still to be heard.			
Note 2: Many cases involve multiple sanctions.			

Table 7: ACADEMIC INTEGRITY APPEALS, 2021/22

	Approved	Denied	Total
Assisting in Violations of AI Standards			0
Impersonation			0
Obstruction and Interference			0
Disruption of Classroom Activities			0
Misrepresentation		2	2
Plagiarism	1	49	50
Tests and Examinations		23	23
Unauthorized Cooperation or Collaboration	2	53	55
Unauthorized Resubmission of Work		1	1
Improper Dissemination			0
Improper Access			0
Total	3	128	131
Note 1: Cases heard from June 2021-July 2022			
Note 2: Some cases hit upon multiple categories			
Note 3: Two cases in the collaboration were resolved outside the Committee; however, are counted here.			

Appendix 2

Faculty of Science

Academic Integrity: Penalties for offences

<https://science.carleton.ca/academic-integrity/#students>

Standard Penalty Guidelines

Penalties for violations of Carleton's Policy on Academic Integrity will normally be applied as follows:

- **First offence, first-year students (< 4.0 credits completed):** No credit for assessment(s) in question, or a final grade reduction of one full letter grade (e.g., A- becomes B-), whichever is a greater reduction
- **First offence (anyone else):** A grade of F in the course
- **Second offence (anyone):** A grade of F in the course and a one-term suspension from studies
- **Third offence:** Expulsion from the University

Note: While these are the standard penalties, more severe penalties may be applied when warranted.

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

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

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

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

Appendix 4 – Academic Integrity Violation Data (May 1, 2022 to June 30, 2022)

Faculty	May & June 2022	Percent of Total
Science	160	56.5%
Engineering and Design	51	18.0%
Arts and Social Sciences	38	13.4%
Public Affairs	17	6.0%
Graduate and Postdoctoral Affairs	0	0.0%
Sprott School of Business	17	6.0%
Total	283	100.0%

Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022.

Year of Standing	May & June 2022	Percent of Total
First Year	31	11.0%
Second Year	139	49.1%
Third Year	48	17.0%
Fourth Year	59	20.8%
Graduate Level	0	0.0%
Non-Degree (SPEC)	6	2.1%
Total	283	100.0%

Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022

Table 3: AI Violations by Type

Type of Violation	May & June 2022	Percent of Total
Assisting in Violations of AI Standards	0	0.0%
Impersonation	0	0.0%
Obstruction and Interference	0	0.0%
Disruption of Classroom Activities	0	0.0%
Misrepresentation	0	0.0%
Plagiarism	139	46.3%
Tests and Examinations	20	6.7%
Unauthorized Cooperation or Collaboration	139	46.3%
Unauthorized Resubmission of Work	0	0.0%
Improper Access	0	0.0%
Unauthorized Dissemination	1	0.3%
Improper Dissemination & Confidential Information	1	0.3%
Total	300	99.7%

Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022.

Note 2: Some cases hit upon multiple categories

Table 4: AI Violations by Type and Faculty

Violation of Academic Integrity Policy	Arts and Social Sciences	Engineering and Design	Public Affairs	Science	Sprott School of Business	Graduate & Postdoctoral Affairs	May & June 2022
Assisting in Violations of AI Standards	0	0	0	0	0	0	0
Impersonation	0	0	0	0	0	0	0
Obstruction and Interference	0	0	0	0	0	0	0
Disruption of Classroom Activities	0	0	0	0	0	0	0
Misrepresentation	0	0	0	0	0	0	0
Plagiarism	32	17	15	63	12	0	139
Tests and Examinations	4	15	1	0	0	0	20
Unauthorized Cooperation or Collaboration	5	20	1	108	5	0	139
Unauthorized Resubmission of Work	0	0	0	0	0	0	0
Improper Access	0	0	0	0	0	0	0
Unauthorized Dissemination	0	0	0	0	1	0	1
Improper Dissemination & Confidential Inform	0	0	0	1	0	0	1
Total	41	52	17	172	18	0	300

Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022.

Note 2: Some cases hit upon multiple categories

AI Violations	Number		
First Violation	202		
Second Violation	48		
Third Violation	13		
Fourth Violation	7		
Fifth Violation	1		

Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022.

Note 2: Difference in total number due to overlapping cases treated as one case.

Table 6: Sanctions	
Sanction	Number
A written reprimand.	261
Completion of a remediation process	90
Assigned grade of zero or reduction	231
Failure for course	48
Reduction of final grade	140
Suspension for up to three (3) terms	12
Recommendation to the Provost that the student be expelled from the University	1
Note 1: Cases with decisions rendered from May 1, 2022 to June 30, 2022.	
Note 2: Many cases involve multiple sanctions.	

2021-22 Report to Senate

The Senate Undergraduate Studies Committee

I. Introduction:

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

II. Summary

The SUSC primarily hears cases denied by the University Appeals Secretariat (Registrar's Office) and appealed by the student. The committee also hears cases that the University Appeals Secretariat seeks guidance on, especially when new regulations are introduced. On rare occasions, student appeals of cases denied by the Faculty Committees on Admissions and Studies (CASs) are brought to the committee however, this represents a small proportion of all appeal applications. In light of Accreditation requirements, the Committee of Admissions and Studies in the Faculty of Engineering makes final decisions for students in Engineering.

There are two significant changes to the report this year:

1. Whereas the report was previously based on the Calendar Year statistics (January 1 – December 31), it has been changed to reflect the Academic Year (July 1 – June 30) to be consistent with the other Senate Committees, and
2. The focus on this report will be those decisions by the SUSC and the Engineering Committee on Admissions and Studies, with a summary of petition decisions made in the Secretariat based on the precedents established by the SUSC

The COVID-19 pandemic continued to have a significant effect on petitions and appeals for the 2021-22 academic year:

- compassionate grading,
- compassionate Academic Performance Evaluations, and
- on-line exams.

The total number of petitions and appeals for 2021-22 academic year was 1345. The number of cases heard by the Senate Undergraduate Studies Committee was 40 or approximately 3% of that total.

III. Statistics

Decisions by the Senate Undergraduate Studies Committee

Given the compassionate measures put into place in light of the pandemic, the SUSC considered about half of the number of cases they would in a normal year. Of the petitions the Committee considered, almost half were regarding backdated academic withdrawal and another quarter dealt with requests to have petitions considered after the deadline.

	2021-22 Total	SUSC
Deferrals	174	1
Missed Deferrals	53	2
Late Registration	393	6
Overloads	322	1
Academic Withdrawals	286	19
Missed Deadline to Petition	50	10
Other	67	1
	1345	40

Decisions by the Committee on Admissions and Studies, Faculty of Engineering (ENG CAS)

In light of Accreditation requirements and regulations specific to that program, the Committee of Admissions and Studies in the Faculty of Engineering makes final decisions on petitions for almost all students in accredited Engineering programs. (Petitions from students in Industrial Design and Bachelor of Information Technology are considered by SUSC.) There are a few exceptions where the Undergraduate Appeals Secretariat will make decisions as directed by the ENG CAS, such as for late registration into non-Engineering courses.

	2021-22 Total	ENG CAS
Deferrals	174	6
Missed Deferrals	53	15
Late Registration	393	37
Overloads	322	1 +
Academic Withdrawals	286	34
Missed Deadline to Petition	50	0
Other	67	18
	1345	111

+ Overload requests from Engineering students are submitted directly to the Academic Support Office in the Faculty of Engineering; decisions are made there based on ENG CAS precedent. There were an additional 31 requests reviewed by that office.

2021-22 Petitions in Total

The Undergraduate Appeals Secretariat (UAS) makes decisions on petitions based on precedents established by the Senate Undergraduate Studies Committee and at the direction of the Engineering Committee of Admissions and Studies. To provide context, totals for the 2020 calendar year are provided for comparison. Please note that the current report includes some changes from the previous reports, such as removing information about financial withdrawal (see explanation for this change below). However, they are both 12 month periods.

	2021-22 Total	SUSC	ENG CAS	UAS	2020 Calendar Year Totals
Deferrals	174	1	6	167	148
Missed Deferrals	53	2	15	36	123
Late Registration	393	6	37	350	468
Overloads	322	1	1	320	451
Academic Withdrawals	286	19	34	233	551+
Missed Deadline to Petition	50	10	0	40	78
Other	67	1	18	48	117
	1345	40	111	1194	1936

+ these include both academic and financial withdrawals whereas financial withdrawals are no longer included beginning in 2021-22 since those decisions are based on precedent from the Financial Appeals Committee, not SUSC

Senate Committee on Undergraduate Student Awards Annual Report 2021-2022

This report is being submitted on behalf of the current Chair of the Senate Committee on Undergraduate Student Awards, Rodney Nelson.

Committee Membership (2021-2022)

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

Responsibilities

- To review and approve proposed undergraduate scholarships, awards and bursary funds;
- To consider and recommend guidelines for the establishing and awarding of such scholarships, awards and bursary funds;
- To consider and recommend to Senate policies for the awarding of entrance and in-course scholarships.
- To provide a summary report on committee activity on an annual basis for information, and to report regularly to Senate on new undergraduate awards and relevant information, as it arises.
- To initiate and recommend studies pertinent to the scholarship and bursary programs of the University.
- Upon request, to review decisions relating to the administration of the scholarship and bursary programs.

Activities

The terms of reference for the committee were reviewed and revised February 2022.

Committee meetings were held November 2021 and March 2022, to review, finalize and accept a guide prepared by the Awards Office, “Principles of Good Practice - Undergraduate Departmental Awards”. The principles of good practice provides a framework to guide decision-making for university established awards where faculty, school, department or non-academic unit nomination is required and/or where selection committees are involved in the assessment and selection of award recipients. The Awards Office circulated the guide to departments spring 2022 and the guide will continue to be included with all future departmental award requests.

The committee also met to discuss the Grading Policy Proposal from the Committee on Curriculum, Admission, and Studies Policy (SCCASP) and its recommendation for undergraduate awards. It was agreed that earned grades should continue to be used for undergraduate scholarships and Deans’ Honour List assessment.

Throughout the academic year, the assessment for renewal of entrance scholarships, in-course scholarships and the Deans’ Honour List included the use of Satisfactory (SAT) and Unsatisfactory (UNS) grades as approved by Senate (use of flexible, compassionate grading options for undergraduate students during the pandemic).

In April 2022, the committee adjudicated applications and finalized Prestige Scholarship and Carleton Capital Scholarship recipients for Fall 2022. Committee members independently applied the subjective criteria of leadership, community service and extracurricular activities to score applications. A total of 37 award winners were selected.

The committee reviewed and approved the terms of reference for 32 newly created awards (attached). The new awards were a combination of scholarships and bursaries. The following is a breakdown of new awards and source of funding:

Entrance Scholarship - Endowed	-	Bursary – Endowed	11
Entrance Scholarship - Donor	-	Bursary – Donor	6
In Course Scholarship - Endowed	-		
In Course Scholarship - Donor	-		
Dept Scholarship - Endowed	5		
Dept Scholarship - Donor	10		
Total new Scholarships	15	Total new Bursaries	17

For the 2021-2022 academic year

\$32 million in scholarships and bursaries was awarded to undergraduate students.

NEW AWARDS, REVIEWED AND APPROVED BY SENATE COMMITTEE ON UNDERGRADUATE STUDENTS AWARDS (June 2022)

Award Name	Type	Source	Award Terms
Journalism Award for Indigenous, Black and Racialized Students	Scholarship Department	Donor	Value \$1,000. Awarded annually on the recommendation of the Director or Associate Director of the School of Journalism and Communication to outstanding Indigenous, Black and Racialized undergraduate students who are enrolled in the fourth year of a Journalism program. Preference will be given to students who demonstrate an understanding of and commitment to the importance of diverse cultural backgrounds and experiences in newsrooms. Application is required. Established in 2020 by the Journalism Chapter of the Carleton University Alumni Association.
Joyce Family Foundation Bursaries for IESP Graduates	Bursary Departmental	Endowed	Value \$5,000. Awarded annually, on the recommendation of the leadership of the Indigenous Enriched Support Program (IESP), to outstanding Indigenous students who have successfully completed the IESP and are proceeding into a degree program at Carleton University during the following academic year. Eligible students must demonstrate financial need and will have fully participated in all aspects of the Indigenous Enriched Support Program. This award may be continued for up to 3 years of full-time enrolment provided the students remain in good academic standing and continue to demonstrate financial need. Endowed in 2021 through the generosity of The Joyce Family Foundation.
Joyce Family Foundation Bursaries for Indigenous Students	Bursary Entrance	Endowed	Value \$5,000. Awarded annually to Indigenous students in demonstrated financial need who are entering any full-time undergraduate program of study at Carleton University. Application is required. Eligible students will demonstrate financial need and resilience in their pursuit of post-secondary education. Preference will be given to those who have limited or no other avenues of funding or support in their pursuit of post-secondary education. This award may be continued for 3 years of full-time enrolment provided the students remain in good academic standing and continue to demonstrate financial need. Endowed in 2021 through the generosity of The Joyce Family Foundation.
Peter Bee-Deh Yuan Bursary	Bursary	Endowed	Awarded annually to undergraduate students in demonstrated financial need who are proceeding from one year to another in a Bachelor of Science Honours degree in Earth Sciences. Endowed in 2021 Peter Yuan.
Abel Mengistab Memorial Scholarship	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Director of the Arthur Kroeger College to an outstanding undergraduate student who is Indigenous, Black, or a member of a racialized group who is proceeding from one year to another of the Bachelor of Public Affairs and Policy Management (BPAPM) program. Eligible recipients must demonstrate a dedication to promoting social justice and social change, at Carleton or in the broader community. Application is required. Endowed in 2021 in memory of Abel Mengistab, who was a third-year student in Public Affairs and Policy Management and a dynamic community activist who exemplified kindness and empathy.
CBET Bursary	Bursary	Donor	Value \$1,000. Awarded annually to international students attending Carleton University. Eligible recipients will be in demonstrated financial need and proceeding from one year to another in any full-time undergraduate program of study. Preference will be given to students from Bangladesh or another South-Asian country. Established in 2021 by the CBET (Canada Bangladesh Education Trust).

CBET Bursary for Indigenous Students	Bursary	Donor	Value \$1,000. Awarded annually to an Indigenous student in demonstrated financial need who is enrolled in the first year of any full-time undergraduate program of study at Carleton University. Established in 2021 by the CBET (Canada Bangladesh Education Trust).
McKinley Memento Mori Bursary	Bursary	Donor	Awarded annually to undergraduate students in demonstrated financial need who are enrolled in any program of study at Carleton University. Established in 2021 by Katherine McKinley BEng/95.
Henrietta Lacks Scholarship in Biology	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Chair of the Department of Biology to an outstanding full-time undergraduate student in the second year of a degree program in Biology or Biochemistry who is a Black woman. Application is required. Established in 2021 in memory of Henrietta Lacks whose cancer cells are the source of the HeLa cell line, the first immortalized human cell line and one of the most important cell lines in medical research.
Sociology and Anthropology Award for Indigenous, Black and Racialized Students	Scholarship Departmental	Endowed	Awarded annually by the Department of Sociology and Anthropology on the recommendation of the Chair of the Department of Sociology and Anthropology to an outstanding Indigenous, Black or other racialized student enrolled in an undergraduate program in Sociology or Anthropology. Application is required. Endowed in 2020 by faculty, staff, students, alumni and friends of the department.
Benjamin M. Schlusser Supply Chain Scholarship	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Dean of the Sprott School of Business, to an outstanding undergraduate student proceeding from one year to another in the Bachelor of Commerce program within the area of supply chain. Preference will be given to students who demonstrate involvement in extracurricular activities related to the field of supply chain management. Endowed in 2021 by the Directors of the former APICS Ottawa Chapter in memory of colleague and leader in the profession, Benjamin M. Schlusser.
Charles Watters Memorial Bursary	Bursary	Endowed	Awarded annually on the recommendation of the Director of the Paul Menton Centre, to undergraduate students with a permanent physical disability who are in demonstrated financial need and are continuing from one year to another in any program of full or part time study at Carleton University. Preference will be given to students pursuing a degree within the Faculty of Engineering and Design. Eligible recipients must be Canadian Citizens or permanent residents of Canada (landed immigrant or a protected person), be registered with the Paul Menton Centre. Application is required. Endowed in 2021 by friends and family in memory of Charles Watters.
June Girvan Bursary	Bursary Departmental	Endowed	Awarded annually on the recommendation of the Director of the Student Experience Office to a full or part-time student in demonstrated financial need who is enrolled in any undergraduate degree program and is involved in student leadership, development, extracurricular activities, or community service opportunities. Eligible recipients will be Canadian Citizens or permanent residents of Canada (landed immigrant or a protected person), and must meet OSAP's Ontario Residency requirements. The award may be split equally should two eligible recipients be selected. Application is required. Endowed in 1999 by June Y. Girvan. Revised in 2021.
Kamra Family Scholarship in Innovation	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Dean of the Sprott School of Business in consultation with the Director of the Innovation Hub to an outstanding full-time undergraduate student entrepreneur proceeding from one year to another in any program of study who demonstrates a commitment to innovation and entrepreneurship. Endowed in 2021 by Deepak Kamra BComm/78.

Peter and Judith Foulger Bursary for Engineering Physics	Bursary	Endowed	Awarded annually to an undergraduate student in demonstrated financial need who is entering the first year of a Bachelor of Engineering degree in Engineering Physics. Endowed in 2021 by Peter and Judith Foulger.
Dr. Doug King Bursary	Bursary	Endowed	Awarded annually to full-time students in demonstrated financial need who are enrolled in an undergraduate degree program in the Department of Geography and Environmental Studies. Endowed in 2021 by Valerie King in memory of her son.
Afshan Dar-Brodeur Scholarship for Excellence in Economics	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Chair of the Department of Economics to an outstanding student continuing from second to third-year or third to fourth-year in a Bachelor of Economics degree at Carleton University. Preference will be given to students with an interest in pursuing graduate studies. Endowed in 2021 in loving memory of Afshan Dar-Brodeur by her family, Atul Dar, Najma Sharif, Mathieu Brodeur, Sindura Dar and Aneesh Chhabra.
Gouhar Shemdin Award in Built Heritage Conservation	Scholarship Departmental	Donor	Value \$1,000 each. Two awards awarded annually on the recommendation of the Dean of the Faculty of Engineering and Design, to outstanding undergraduate students in the final year of their program within the Faculty of Engineering and Design. One scholarship will be for a student who is enrolled in the Bachelor of Architecture program in Conservation and Sustainability and one scholarship will be for a student enrolled in the Bachelor of Engineering program in Architectural Conversation and Sustainability. Established in 2021 by Gouhar Shemdin.
NeuroEDI Award	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Chair of the Department of Neuroscience to an outstanding undergraduate Indigenous, Black, Racialized, or member of another equity-deserving group who upholds high academic standing. Eligible recipients must demonstrate an expressed interest in academic research engagement. Application is required. Established in 2021.
Scholarship for Statistics or Biostatistics Students	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Director of the School of Mathematics and Statistics to an outstanding undergraduate student enrolled in a Bachelor of Mathematics degree in Statistics and or Biostatistics. Established in 2021 through a gift in honour of Professor Shirley Mills for her services as Co-chair of the Virtual Organization Committee for the 48th SSC Annual Meeting.
Respect Rx Pharmacy Perseverance Bursary	Bursary	Donor	Value of \$2,500 to be awarded annually to one or more students in demonstrated financial need who are enrolled in any full or part-time program at Carleton University. Eligible recipients will have experienced trauma, mental health distress or substance misuse yet, despite these struggles have continued to persevere and maintain a satisfactory academic standing in their program. Established in 2021 by Respect Rx Pharmacy.
Laurence Skora Memorial Bursary in Social Work	Bursary	Donor	Value \$1,000. Awarded annually to a student in demonstrated financial need who is enrolled in the Bachelor of Social Work program. Preference will be given to students pursuing a minor in Disability Studies. Established in 2021 in memory of Laurence Skora by her son Jan Skora, BEng/72.
Joni Sadler Memorial Bursary	Bursary	Endowed	Awarded annually to undergraduate students in demonstrated financial need, who identify as women, and are entering or continuing in a Bachelor of Computer Science degree at Carleton University. Endowed in 2021 by family and friends in memory of alumna Joni Sadler (B.Comms '08, M.Comms '11) who passed away suddenly and unexpectedly from a brain aneurysm at the age of 35. Carrying on in her spirit, this award is intended to support students who are working towards accessibility and inclusion in the field of technology.

Garay Family Award for Indigenous Students in Science	Bursary Entrance	Endowed	Value \$4,000. Awarded to an outstanding Indigenous student in demonstrated financial need who is entering a full-time undergraduate degree program in Science at Carleton University. Application is required. This award may be continued for 3 subsequent years of full-time enrolment provided that the recipient remains in good academic standing and continues to demonstrate financial need. Endowed in 2021 by the Garay family.
Indigenous Residence Bursary	Bursary	Endowed	Awarded annually to Indigenous undergraduate students in demonstrated financial need who are enrolled in any program of study at Carleton University and are living in a University residence. Endowed in 2021 by the Department of Housing and Residence Life.
Vinod and Uma Kumar Bus. Award for International Students from India	Bursary Departmental	Donor	Value \$4,000. Awarded annually on the recommendation of the Dean of the Sprott School of Business, to one International undergraduate student from India who is in demonstrated financial need, and is continuing in a Bachelor of Commerce degree. Established in 2021 by Drs. Vinod and Uma Kumar.
Barb Higgins Memorial Award	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Chair of the Department of Law and Legal Studies to an outstanding student proceeding from one year to another in a Bachelor of Arts degree in Law. Eligible students will exemplify a dedication to supporting others and building a sense of community. Established in 2021 in memory of Barb Higgins, by friends and colleagues.
Rafie and Zahra Moghadam Bursary	Bursary	Endowed	Awarded annually to a student in demonstrated financial need who is proceeding from one year to the next in a Bachelor of Science degree program. Endowed in 2022 by Dr. Soraya Moghadam to honour her parents.
OAA Awards for Exceptional Leadership Through Design Excellence: Equity, Diversity & Inclusion and Truth & Reconciliation	Scholarship Departmental	Donor	Value \$2,500 each. Awarded annually on the recommendation of the Director of the Azrieli School of Architecture and Urbanism, to one undergraduate and one graduate student enrolled in a degree in Architecture. Eligible recipients will demonstrate exceptional leadership through design excellence combined with exemplary approaches to projects and/or assignments as they relate to Equity, Diversity and Inclusion, and/or Truth and Reconciliation. Graduate students will be awarded by the Dean of Graduate and Postdoctoral Affairs. Donor: Ontario Association of Architects. Established 1972. Established in 2022.
KPMG Excellence Award in Accounting	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Dean of the Sprott School of Business to the student with the highest overall grade-point average who is proceeding from third to fourth-year of Bachelor of Commerce degree with a concentration in Accounting. Established in 2022 by KPMG.
KPMG Award in Business Technology	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Dean of the Sprott School of Business to an outstanding student proceeding from one year to another in the Bachelor of Commerce degree demonstrating an interest in Business Technology. Established in 2022 by KPMG.
KPMG Award in Sustainable Accounting	Scholarship Departmental	Donor	Value \$1,000. Awarded annually on the recommendation of the Dean of the Sprott School of Business to an outstanding student proceeding from one year to another in the Bachelor of Commerce degree with a demonstrated interest in Sustainable Accounting. Preference will be given to students in the Accounting concentration. Established in 2022 by KPMG.