



*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 22, 2023 at 2:00 pm  
PK608 (Senate Room)**

**AGENDA**

**Open Session:**

- 1. Welcome & Approval of Agenda**
- 2. Minutes:** June 2, 2023 (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. Report on Senate Executive Committee Summer Empowering Motion
  - d. Advisory Committee on the President & Vice-Chancellor – Senate-elected Membership
- 7. Reports:**
  - a. SCCASP (D. Siddiqi)
  - b. SQAPC (D. Hornsby)

c. SAGC (E. Sloan)

**8. Strategic Integrated Plan Annual Implementation Report**

**9. Artificial Intelligence Working Group Report**

**10. Reports for Information:**

- a. Senate Executive Minutes
  - i. May 23, 2023
  - ii. E-polls: June 7, June 13, June 14, July 11
- 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
  - v. Senate Graduate Student Appeals Committee
- c. Senate Report
- d. Report from COU Academic Colleague

**11. Other Business**

**12. Adjournment**



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Carleton University Senate  
Meeting of June 2, 2023 at 2:00 pm  
**Pigiarnvik 608 + Zoom Videoconference**

**OPEN SESSION**

**Minutes**

**Present in Person:** B.A. Bacon (Chair), M. Barbeau, H. Becker, S. Blanchard, A. Bordeleau, S. Burges, W. Chung, E. Cyr, D. Deugo, L. Dyke, R. Gorelick, R. Goubran, T. Haats, M. Haines, K. Hellemans, D. Howe, A. Lannon, C. Laurendeau, B. MacLeod, J. Malloy, K. Moss, M. Murphy, J. Murray, H. Nemiroff, A. North, B. O'Connor, B. O'Neill, M. Pearson, M. Qalinle, S. Rajput, J. Ramnarine, P. Rankin, M. F. Riazuddin, T. Roberts, D. Russell, F. Sepanta, D. Siddiqi, E. Sloan (Clerk), P. Smith, D. Sprague, K. Taylor, R. Teather, J. Tomberlin, C. Viau

**Present via Zoom:** J. Armstrong, M. Baez, V. Bhatia, D. Brown, D. Caratao, A. Clarke, J. Dawson, M. DeRosa, S. Everts, K. Graham, F. Lepore, M. Lundy, B. MacLeod, L. Marshall, A. Park, M. Rooney, J. Wallace, P. Wolff

**Regrets:** K. Al Hammuri, F. Brouard, B. Campbell, L. Hayes, L. Kostiuk, J. Kovalio, A. Lettieri, P. Mkandawire, L. Moffitt, S. Sadaf, C. Smelser, J. Taber, E. A. Zeid

**Absent:** G. Sestini,

**Recording Secretary:** K. McKinley

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## 1. Welcome & Approval of Agenda

The Chair called the meeting to order at 2:02 p.m., and welcomed new ex officio Senators Francesca Lepore (CASG President), Mohamed Faris Riazuddin (CUSA

President), Elie Abou Zeid (GSA President) and Sahil Rajput (GSA VP Academic), all of whom began their student leadership roles on May 1<sup>st</sup>. The Chair reminded Senators that the meeting would begin with a closed session to approve the June graduation lists.

It was **MOVED** (M. Haines, M. Riazudden) that Senate move into the Closed Session of the meeting.

The motion **PASSED**.

*(Closed session minutes have been recorded in a separate file.)*

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### **Approval of Open Agenda**

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the open agenda for the meeting of Senate on June 2, 2023, as presented.

The motion **PASSED**.

## **2. Minutes (open)**

### **a. April 14, 2023 (Short-notice meeting)**

It was **MOVED** (M. Haines, M. Riazudden) that Senate approve the minutes of the short-notice Senate meeting of April 14, 2023, as presented.

The motion **PASSED**.

### **b. April 21, 2023**

It was **MOVED** (C. Laurendeau, J. Ramnarine) that Senate approve the minutes of the Senate meeting of April 21, 2023, as presented.

The motion **PASSED**.

## **3. Matters Arising**

The Chair reported on the notice of motion brought to Senate at the previous meeting by Senator Morgan Rooney. Senator Rooney and SCCASP Chair Howard Nemiroff confirmed that the motion would be discussed at SCCASP during their summer retreat. SCCASP would then report back to Senate on the motion in the Fall of 2023.

## **4. Chair's Remarks**

The Chair began by thanking Senators for their contributions and service to the university during the past academic year. The Chair next highlighted the following recent achievements of Carleton community members:

- Five Carleton researchers received a combined \$1.74M from the federal government's *New Frontiers in Research Fund* (NFRF). The fund supports multidisciplinary projects in the fields of machine learning, equitable design, sustainable energy and surveillance. The Chair congratulated Carleton researchers Cynthia Cruickshank, Burak Gunay, Stéfy McKnight, Abhinit Sarkar and Kristen Schell on this achievement.
- Lenore Fahrig, Chancellor's Professor of Biology, has been elected to the *United States National Academy of Sciences* (NAS) as an international member. She joins a prestigious list of only 526 international members to this body. Professor Fahrig also was recently honoured with the *National Sciences and Engineering Research Council of Canada's* (NSERC) *Gerhard Herzberg Canada Gold Medal for Science and Engineering*, in recognition of her work on wildlife habitat fragmentation and conservation.
- Professor Kahente Horn-Miller received a *3M National Teaching Fellowship*, the most prestigious national teaching award in Canada. Professor Horn-Miller's leadership in fostering Indigenous ways of knowing in teaching and learning in the academy and in the community continues to have a positive impact at Carleton and beyond.
- David Hornsby has been appointed as Carleton's new Vice-Provost and Associate Vice-President (Academic) for a five-year period, effective July 1, 2023. Since 2018, David Hornsby has provided exceptional leadership at Carleton as Associate Vice-President (Teaching & Learning). The Chair thanked out-going Vice-Provost Dwight Deugo, who has made significant contributions to Carleton's academic quality assurance, has led a record number of cyclical program reviews, and has updated and launched many of Carleton's new academic programs.

The Chair next highlighted the following recent events:

- May was Asian Heritage Month, an opportunity to reflect on and celebrate the diverse contributions of Asian Canadians to Canada. The Chair encouraged Senators to view the stories, research contributions and impacts of Asian-Canadians at Carleton on a special webpage created for this year's celebrations.

- May also was Mental Health Month, providing a welcome opportunity to focus on encouraging health and wellness across the campus. This year, Carleton launched its inaugural *Challenge Conference*, which centered on mental health. Speakers at the conference included Clerk of the Privy Council Janice Charette and Olympic medalist and mental health advocate Clara Hughes.
- On May 25, Carleton held *Life Sciences Day 6.0*. This well-attended event provided an opportunity to explore partnerships and learn about the important work of life-sciences researchers. The day featured presentations and panel discussions focused on the Life Sciences Talent Ecosystem in Ottawa, and included an update on the recently-funded *Canada Pandemic Preparedness Hub*.
- The Chair reminded Senators that in-person *CU Appreciation Day* celebrations have returned to campus. Faculty and staff are invited to Alumni Park on June 22<sup>nd</sup> from 11:00 am to 2:00 pm for a picnic and many fun activities. Registration is required.

Finally, the Chair noted that 23 Senators will be leaving Senate on June 30<sup>th</sup>, as their terms have expired. The Chair thanked all for their contributions to collegial governance at Carleton.

## 5. Question Period

Four Senators submitted questions in advance for Senate.

### Question from Root Gorelick:

Should we eliminate the Computer Science Faculty Board and subsume its functions into the Science Faculty Board and eliminate the Architecture Faculty Board, Industrial Design Faculty Board, and Information Technology Faculty Board and subsume their functions into the Engineering Faculty Board? Rationale: Graduate Faculty Board matters have already been shunted from those four smaller faculty boards to the Science and Engineering Faculty Boards, so it should be possible to shunt all other functions of those four smaller faculty boards into these two respective decanal faculties.

### Response:

Provost Jerry Tomberlin noted that the question is a matter for the Faculty of Engineering & Design, the Faculty of Science and the smaller faculty boards named in the question to consider. The process of moving graduate curricula from FGPA to disciplinary Faculties is still under discussion among these groups. A Senator noted in a follow-up comment that the smaller Faculty Boards (Computer

Science, Architecture, Industrial Design, Information Technology) have never been responsible for graduate curricula.

Question from Jeff Dawson:

On April 14, 2023, the Carleton University Senate was summoned to a short-notice meeting during which a motion was put forward by Provost Jerry Tomberlin to adopt “Flexible and Compassionate Grading Options” made necessary by the two-week strike of CUPE 4600. Though the vote passed, 14 Senators voted in opposition to the motion and 8 abstained from voting on the motion. At the next meeting of Senate, held on April 21, 2023, an open letter was presented to Senate objecting to this short-notice vote on both substantive and procedural grounds. This open letter was signed by 139 faculty members, 10 of whom are current members of Senate and 18 are former Senators. Additionally, some of these signatories also served on the Senate Executive and the Senate Academic Governance Committee.

President Bacon made an appeal for the healing process to begin in the aftermath of the labour action of CUPE 4600. Yet the healing process has been made especially difficult by a failure to negotiate a return-to-work protocol that might have reduced the damage caused by the labour action. For instance, a return-to-work protocol mitigated some of the most devastating consequences of a labour action by CUPE 3906 that took place from November 21 to December 13, 2022 at McMaster University. Section 5.b of this return-to-work protocol states that “Employees who had completed their full hours in advance of the strike, as validated and approved by their supervisor, shall suffer no loss of pay.” Section 6 states the following: “In some exceptional circumstances, additional hours may be offered to Employees by their employment supervisor.”

Why was a return-to-work protocol not negotiated at Carleton? Return-to-work protocols are customary in labour actions. Signing bonuses are also customary. Why does Carleton find itself today in a position where its Teaching Assistants who have completed all the work of their contracts not getting financially compensated for that work? And why is there no flexibility comparable to Section 6 of the McMaster return-to-work protocol in the recently negotiated Collective Agreement between Carleton University and CUPE 4600? In other words, why were the consequences of the labour action at Carleton so damaging when they didn’t have to be?

Response:

The Provost noted that the question relates to details of the collective bargaining process which is not within the purview of Senate. He added that return to work protocols would have been dealt with as part of the negotiating process before the contract was signed and ratified.

Questions from Julie Murray:

- Senate has in its meeting material this month an item for information: a letter, signed by 139 members of the Carleton community, many of them current and former Senators, expressing their deep concern about the short-notice Senate meeting that took place on April 14th, in which a motion to adopt “Flexible and Compassionate Grading Options” was approved. The signatories to the letter took issue both with the motion itself, which appeared to be an attempt to use Senate to manage issues arising from the labour dispute, and with the lack of transparency surrounding the vote. The vote itself was far from unanimous, with 14 senators voting against the motion and another 8 abstaining. It is important not to forget that 139 members of the Carleton teaching community signed an open letter of protest because they are concerned about what happened at Senate on April 14. In short, how can Senate be assured that it will not be used to manage conflicts arising from labour disputes in the future?
- With respect to the Compassionate Grading policy, it is unclear how compassion for students, which was the rationale for invoking an exceptional policy in unexceptional circumstances, is to be understood in the absence of a back-to-work protocol for CUPE 4600. Teaching Assistants are graduate students. Where is our compassion for them?
- What are the implications of Carleton awarding SAT/UNS grades in the context of labour disruptions on Carleton’s reputation for upholding a high academic standard? How can we ensure that Carleton’s academic mission does not suffer because of this decision?

Response:

The Provost noted that the labour dispute ended prior to the April 14 Special Meeting of Senate, which was called by Senate Executive as a result of the *Senate Policy on Academic Accommodations During Labour Disputes*. The Provost noted that there was a fulsome discussion of issues related to the proposed accommodations at the April 14<sup>th</sup> meeting prior to the vote, and that no further discussion is required.

Senator Murray asked in a follow-up question whether the reputational impact of the SAT/UNS grade option that was adopted could be assessed. VP Students & Enrolment and University Registrar Suzanne Blanchard noted that this will be



examined as part of a larger tracking enterprise undertaken by the Registrar's Office on SAT/UNSAT, deferrals, and GPA trends pre and post-Covid.

Another Senator asked if compassionate grading options could be adopted as an experiment outside of pandemics, labour disputes or other disruptions. The VPSE noted that Carleton is already employing compassionate grading options via the First Year Grading Policy, and the Registrar's Office will study the impacts of that policy before recommending expansion to upper years or other changes. The Chair added that SCCASP completed a review of Best Practices to arrive at the parameters of the current policy.

Question from Sarah Everts:

Could the Provost please detail the administration's vision for moving the role of graduate student admissions from FGPA to the Line Faculties. Specifically: Will the ultimate power to approve a unit's admission and funding packages be moved from FGPA to the Line Faculty Dean's Offices? What additional operational responsibilities do you envision moving from FGPA to the Line Faculties? What budget has been or will be given to Line Faculties to execute new responsibilities in graduate curriculum and in admissions?

Response:

The Provost responded that TA budgets have already moved to the disciplinary Faculties, and funding packages are being developed with assistance from FGPA when required. Admissions have always come from the units and that will not change, but FGPA will continue to make the final decisions. There will be more discussion of the financial support packages at the Faculty level but the offers of admission will still come from FGPA. The entire process will be mapped out over the coming year, with assistance from the Office of Quality Initiatives, FGPA, Faculties, and the Registrar's Office. Changes will be implemented in 2024-25.

A Senator followed up by asking if a cost/benefit analysis or a budgetary analysis is planned. The Provost noted that there should be no institutional budgetary impact as the project is expense-neutral, although there may be transfer of resources from one unit to another. Benefits will be realized in terms of process and quality of discussion within Faculties and among disciplinary peers. The Chair noted that Senate will be discussing the restructuring again in the Fall and that if warranted, there could be some cost-benefit analysis at that time.

## 6. Administration

**a. Senate Membership Ratification**

The Clerk presented a motion to ratify Professor Anne Bowker as a new FASS Senator, with a 3-year term beginning July 1, 2023.

It was **MOVED** (P. Smith, K. Moss) that Senate ratify the new Senate appointment as presented, for service beginning July 1, 2023.

The motion **PASSED**.

**b. Contract Instructor Election – motion to extend term**

The Clerk presented a motion to extend the term of Contract Instructors whose term ends on June 30 to September 30, to coincide with the end of the Contract Instructor nomination and election period, which occurs in August and September.

It was **MOVED** (D. Siddiqi, M. Rooney) that Senate approve the extension of the 2022/23 Senate term to September 30, 2023, for Contract Instructors whose term is expiring on June 30, 2023.

A Senator asked if it would be possible to make a global change to the Senate term of service for Contract Instructors, so that Senate would not need to approve these extensions every few years, as CI terms on Senate expire. The Clerk noted that this would require a change to the AGU. She agreed to flag the matter for the Senate Academic Governance Committee.

The motion **PASSED**.

**c. Revised Convocation Schedule for 2023-24**

The Clerk reported that the Registrar's Office has requested a change to the Spring 2024 Convocation schedule, in order to be able to accommodate students writing deferred exams.

The new dates would be June 17 – 21, 2024, one week later than the currently published dates.

It was **MOVED** (M. Qalinle, L. Marshal) that Senate approve the change of dates for Spring 2024 Convocation from June 10 – 14, 2024 to June 17 – 21, 2024.

A Senator asked why the deferred exam schedule could not be held earlier instead of pushing the Convocation schedule ahead another week. VP

Students & Enrolment Suzanne Blanchard replied that the Registrar's Office needs to receive all of the grades for the term first, before they can plan the exam schedule. The process can take several weeks, and if the Convocation dates are not moved, many students will not have time to make their deferred exams and so will not be on the graduation list approved by Senate. As many as 40 students can be impacted this way during the graduation period.

The motion **PASSED**.

**d. Revised Senate Schedule for 2023-24**

The Clerk noted that the Senate meeting date on May 31, 2024 will be changed to June 7, 2024, in order to accommodate the new Convocation schedule. The revised Senate meeting schedule for 2023-24 was circulated in advance to Senators.

**7. Reports**

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

Committee Chair Howard Nemiroff presented 2 items for approval and 2 items for information.

The items for approval were combined into one omnibus motion.

Omnibus Motion:

It was **MOVED** (H. Nemiroff, H. Becker) that Senate approves the revisions to Regulation TBD-1363: R-ADM-Program BCom Admission and Continuation Requirements, and Regulation TBD-1370: R-ADM-Program BIB Admission and Continuation Requirements effective for the 2023/24 Undergraduate Calendar as presented.

The motion **PASSED**.

Individual Motions from the Omnibus:

- THAT Senate approves the revisions to Regulation TBD-1363: R-ADM-Program BCom Admission and Continuation Requirements effective for the 2023/24 Undergraduate Calendar as presented.
- THAT Senate approves the revisions to Regulation TBD-1370: R-ADM-Program BIB Admission and Continuation Requirements effective for the 2023/24 Undergraduate Calendar as presented.

Items for Information:

- Minor modifications from April 2023
- Minor modifications from May 2023

**b. Senate Quality Assurance and Planning Committee (SQAPC)**

Committee Chair Dwight Deugo presented for Senate approval one new graduate program, two cyclical program reviews, and two major modifications. He also presented recommendations from a joint meeting of SQAPC and SAGC regarding the transfer of graduate curriculum approvals from the Graduate Faculty Board to the disciplinary Faculty Boards. One additional item (DUC minor modifications) was included for information only.

New Graduate Program Approval - Master of Biotechnology

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the proposed Master of Biotechnology as presented to commence in Fall 2024.

A Senator asked whether the committee Chair is confident that approvals from the Quality Council would be obtained before Fall of 2024. The committee Chair responded that the approval should move quickly, particularly as this is a cost-recovery program that does not need to go through the Ministry.

The motion **PASSED**.

Cyclical Program Reviews

These were combined into an omnibus motion.

It was **MOVED** (D. Deugo, P. Wolff) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.

The motion **PASSED**.

Individual Motions from the Omnibus:

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

- THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Master's programs in Social Work.

### Major Modifications

These were combined into an omnibus motion.

It was **MOVED** (D. Deugo, A. North) that Senate approve the major modifications as presented below.

The motion **PASSED**.

Individual Motions from the Omnibus:

- THAT Senate approve the introduction of the collaborative specialization in Cybersecurity to the MENG in Infrastructure Protection and International Security as presented with effect from Fall 2023.
- THAT Senate approve the governance change to the Indigenous Studies programs as presented to take effect upon approval.

### Governance of Graduate Curriculum Approvals

Committee Chair Dwight Deugo reminded Senators that in April 2023, Senate approved a process for SQAPC to bring forward a series of recommendations to Senate regarding the transfer of graduate curriculum approvals from the Graduate Faculty Board (GFB) to the disciplinary Faculty Boards. In May, members of SQAPC and SAGC held two joint meetings to discuss and draft these recommendations.

A memo was circulated to Senators in advance, outlining the following three recommendations brought forward as a result of the joint meetings.

- All disciplinary Faculties and the GFB should revise their constitutions and/or processes to support the transfer of authority for graduate curriculum approvals. These revised constitutions should be brought to SAGC for review and then to Senate for approval.
- Once an individual disciplinary Faculty's constitution/process has been approved, that Faculty may use its new approach for approving graduate curricula.
- An Ad Hoc Committee should be formed immediately to review the impact of the transfer of approved authority for graduate curricula

from the FGPA to the disciplinary Faculties. Proposed Terms of Reference for this committee were included with the memo.

It was **MOVED** (D. Deugo, D. Russell) that Senate accepts the recommendations and requests the associate parties to act on them.

Discussion:

A Senator asked if these changes would require updating and editing the IQAP. Committee Chair Deugo agreed that some updates would be necessary but that they would be purely editorial.

Another Senator asked if there could be representation on the committee from the Schools with their own faculty boards. SQAPC Chair Deugo responded that it would be best for the schools to have conversations with their Deans on how to bring their perspectives to the committee through the representative. Another Senator noted that the smaller faculty boards would not be losing anything during this part of the restructuring process as they have never had a role in graduate curriculum approvals.

A Senator asked if the Ad Hoc Committee will be assessing the success of the restructuring, and if so, whether the changes to admissions governance could be paused until a review of the curriculum approval change is complete. In response it was noted that the Ad Hoc Committee will look at governance issues around the movement of curriculum approvals only and is not mandated to discuss admissions. The Provost added that recommendations for admissions have always originated from the units and this will not change. The only change has been to move the budget for TA support into the disciplinary Faculties, which has already happened.

The motion **PASSED**. Senator Sarah Everts asked that her vote of abstention be recorded in the minutes.

Dominican University College Minor Modifications

Minor modifications approved by the Dominican University College are provided to Carleton University's Office of the Vice-Provost and AVP Academic for information. This is in accordance with the affiliation agreement between DUC and Carleton University.

Committee Chair Dwight Deugo noted he will be stepping down as Vice-Provost and Chair of SQAPC. The new Vice-Provost, David Hornsby, will be transitioning into this role in the Fall of 2023 and will fully assume the position in January of 2024.

The Chair thanked Senator Deugo for his service and contributions to Senate, and Senators provided a round of applause in appreciation.

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

The Clerk of Senate and committee Chair Elinor Sloan noted that at its last meeting, SAGC discussed voting protocols for online and hybrid Senate meetings. SAGC approved the following revised voting protocols for Senate meetings beginning in September 2023:

- All voting shall be by raised hands. Those joining virtually will raise a virtual hand to vote. This includes meetings held entirely online.
- When the Chair calls for those in favour to vote, Senators attending in person will raise their name cards, and those online will raise a virtual hand.
- When the Chair calls for those opposed, Senators attending in person will raise their name cards to vote, and those online will raise a virtual hand.
- The Chair will not call for abstentions, as Senate does not count or record abstentions. However, a Senator may ask for their abstention to be recorded in the minutes. This is in accordance with the Senate rules of order.

**d. Senate Review Committee (SRC)**

Committee Chair Donald Russell introduced this item. The Senate Review Committee met in April to review and discuss the draft Operating Budget. The committee sent two questions for the Provost after its review.

The Provost provided a verbal response to these questions in the meeting.

1) Can you clarify the 3% increase in General and Administrative Expenses as stated in 2023-24 Budget Assumptions (slide 8)?

The Provost noted that this category includes expenses outside of the Resource Planning Committee and university budgets. The increase of 3% was based on projected inflation rates.

2) What impacts to the budget do you foresee from salary increases occurring over the next few years as a result of the end of Bill 124 and the negotiation of new collective agreements? What is the link between tuition increases and salary increases?

The Provost replied that there is no explicit link between tuition increases and salary increases. However, if tuition fees remain frozen by the provincial government, the expected increases in salaries as a result of the end of Bill 124 will make it challenging to balance the budget.

## **8. Reports for Information**

- a. Senate Executive Minutes (April 11, 2023)
- b. Report from COU Academic Colleague
- c. Letter to Senate on Short-Notice Meeting
- d. Faculty Gender Equity Report

There was no discussion of these items.

## **9. Other Business**

There was none.

**10. Adjournment** – The meeting was adjourned (D. Russell, D. Siddiqi) at 3:35 p.m.



## Senate Question Period – September 22, 2023

### Questions from Morgan Rooney

1. At the 21 April 2023 Senate meeting, the Chair of SCCASP indicated that the existing “Academic Accommodations During Labour Disputes” policy would be reviewed at its August retreat. The key issue at the time was to make sure that Senate, as “the academic head” of the institution (*Academic Governance of the University*, p. 13), is not used in the future as a means to advance non-academic agendas. In particular, Senators sought to clarify the acceptable reasons for altering the normal course of academic matters, especially recommendations or motions 1) to rapidly change modalities and/or 2) to implement SAT/UNS or similar compassionate grading measures. Can the Chair of SCCASP update Senate on progress made on this item and/or provide a timeline for when/if Senate can expect to review a revised version of the “Academic Accommodations During Labour Disputes” policy?
2. In the final week of the CUPE 4600 strike in April 2023, the then-Provost sent out a message to Carleton’s academic staff announcing that the administration had taken the extraordinary step of entering into instructors’ Brightspace pages without their consent to reactivate course pages that they had deactivated at the start of the legal strike, and in some cases revoked their access to Brightspace altogether. Such actions are likely to have a predictable legacy, degrading instructors’ trust in the tool and increasing the likelihood that some will elect not to use it (particularly during terms when their union is in bargaining). Given the many benefits of using an LMS for both instructors and students, the possibility of such an outcome must be of grave concern to Senate given its role as the institution’s “academic head.” What action(s) has administration taken (or does it have planned) to re-establish trust and to assure instructors that they can use the LMS without fear that doing so could mean putting themselves in a position to undermine the bargaining position of the union that represents them?

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**Senate Membership Ratifications**

**September 22, 2023**

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MOTION: That Senate ratify the following new Senate appointments, as presented, for service beginning immediately.

**Faculty Member**

- Shane Hawkins (FASS) (3-year term expiring June 30, 2026)

**Graduate Student**

- Mehrnaz Taghavushavazi (1-year term, expiring June 30, 2024)

**Contract Instructor (elected)**

- Morgan Rooney (FASS) (3-year term expiring June 30, 2026)

# 2023 Senate Survey Results

September 2023

# Overview

- May 2023: Fifth 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

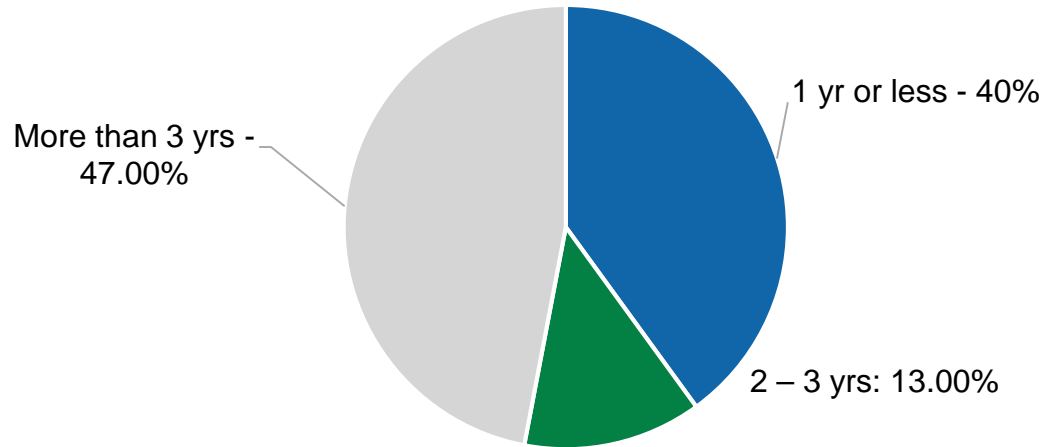
# Overview

- Invitations sent May 3, 2023
- Survey closed at 11:59 pm on May 31, 2023
- Response rate: 39.57% (30/76 Senators responded)
  - 2022 response rate – 29.5%
  - 2021 response rate – 52%
  - 2020 response rate – 41%
  - 2019 response rate – 47%

# Overview

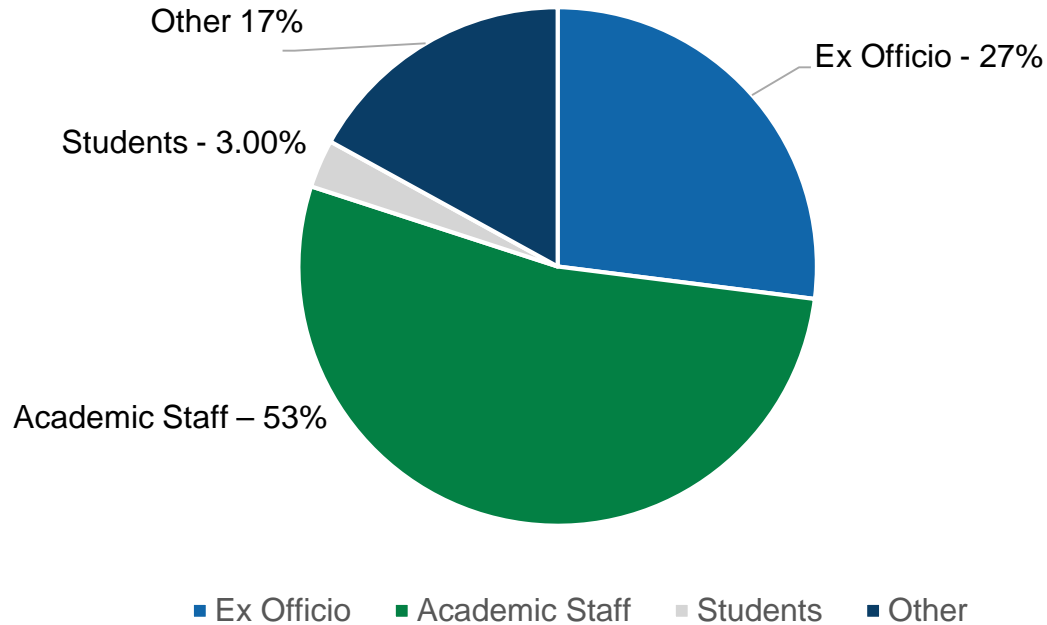
- Content: 13 questions + Additional Comments Fields
- Categories:
  - Self-Evaluation - constituency, attendance, preparedness, engagement
  - Orientation
  - Meetings - structure, length, tone, mode
  - Committee involvement
  - Documentation and Communication
  - General Comments

# Question 1 – Length of Service



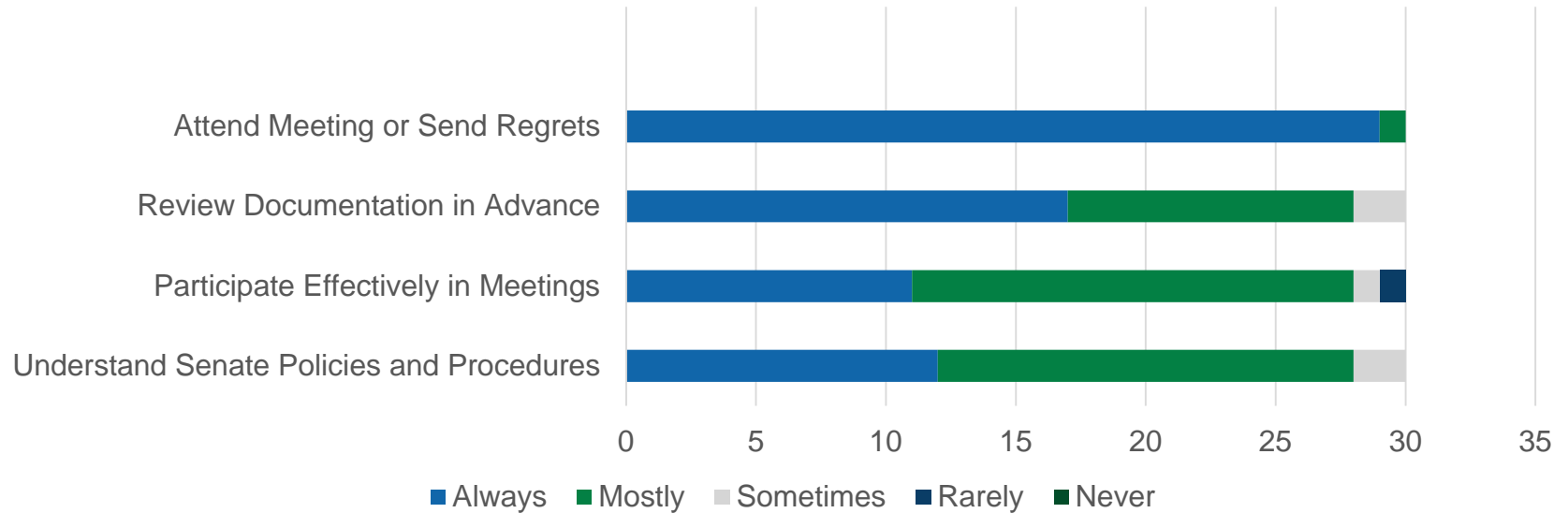
■ 1 yr or less ■ 2 - 3 yrs ■ More than 3 yrs

## Question 2 – Constituency

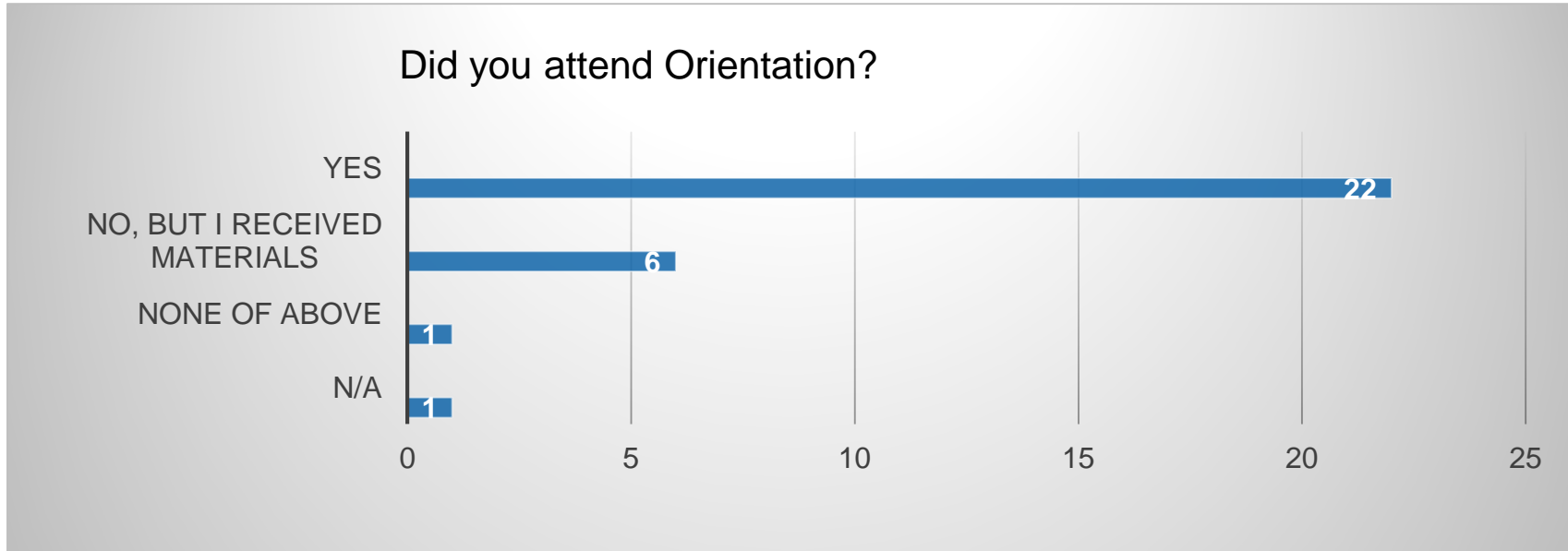




## Question 3 – Self-Evaluation

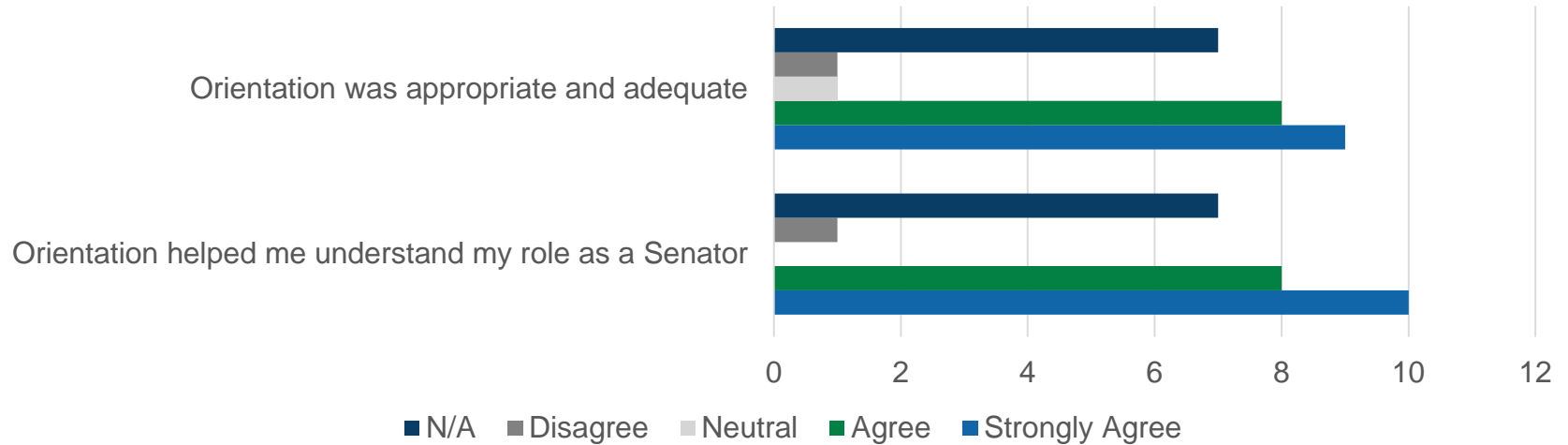


## Question 4 – Orientation

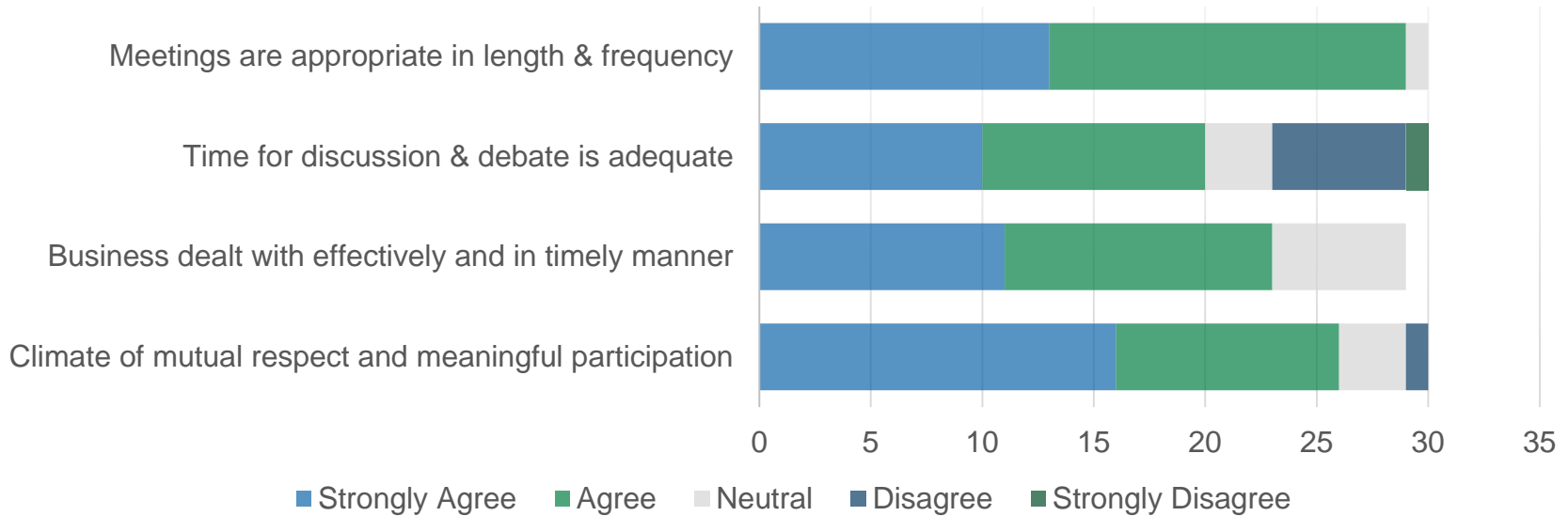


# Question 5 – Orientation Evaluation

26 responses

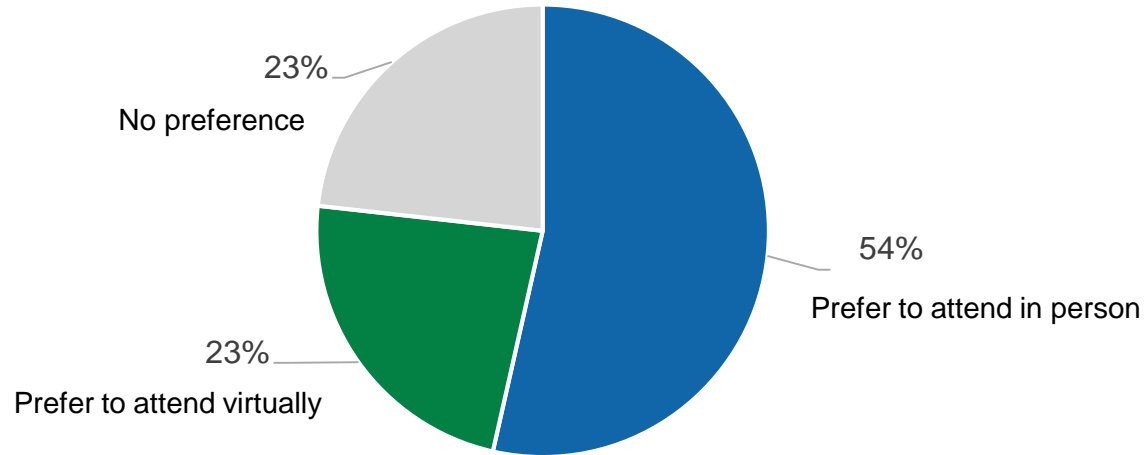


## Question 6 – Meetings

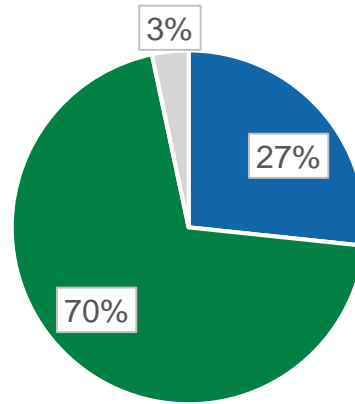


## Question 7 – Hybrid meetings

Hybrid vs. In-person attendance

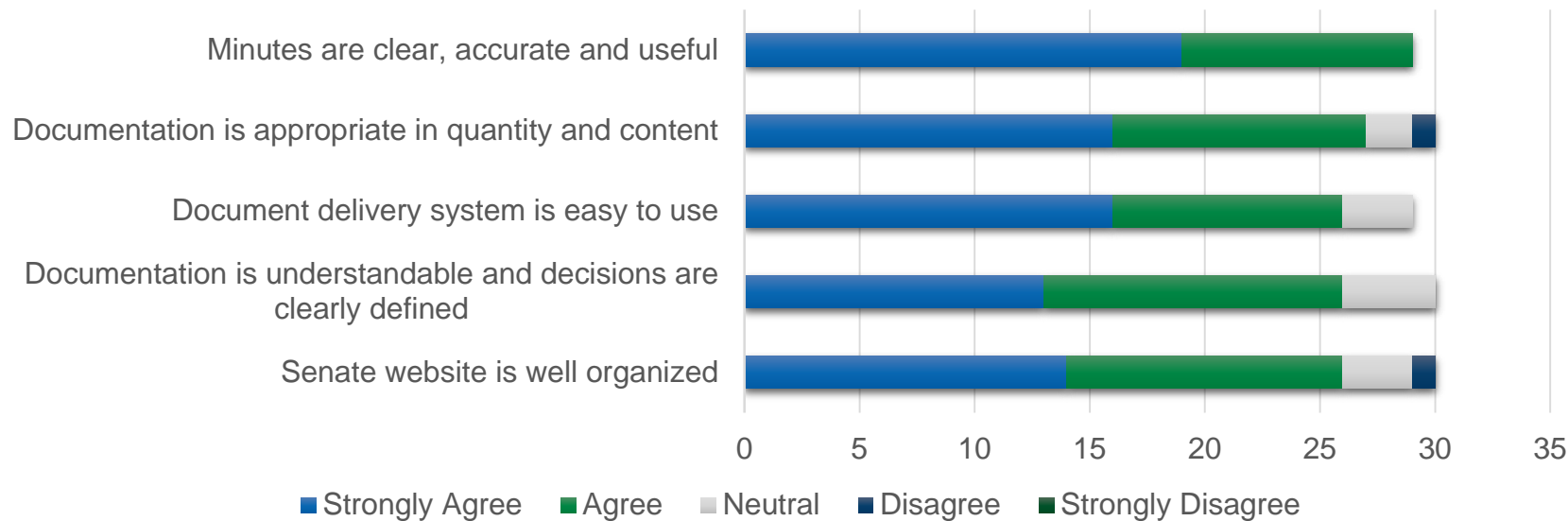


## Question 8 - Meeting Format



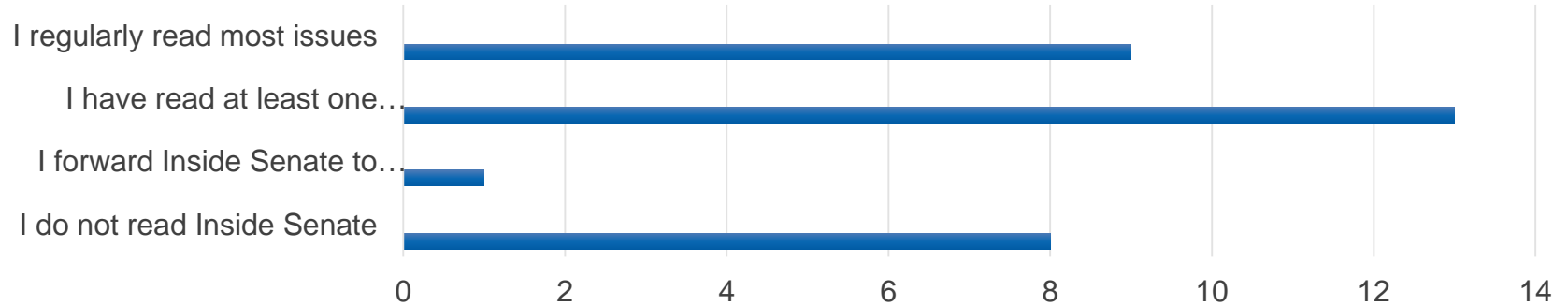
- Prefer if Senate were held entirely in person without online component
- Acknowledge importance on in-person meetings but support hybrid option
- Prefer if Senate were entirely online

## Question 9 – Communications and Documents



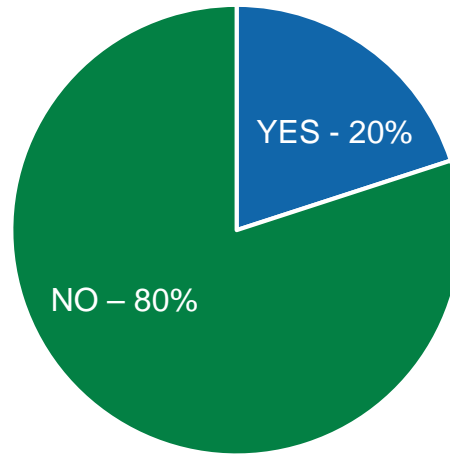
## Question 10 – Inside Senate

24 responses





# Question 11 – Did you serve on at least one Senate committee?

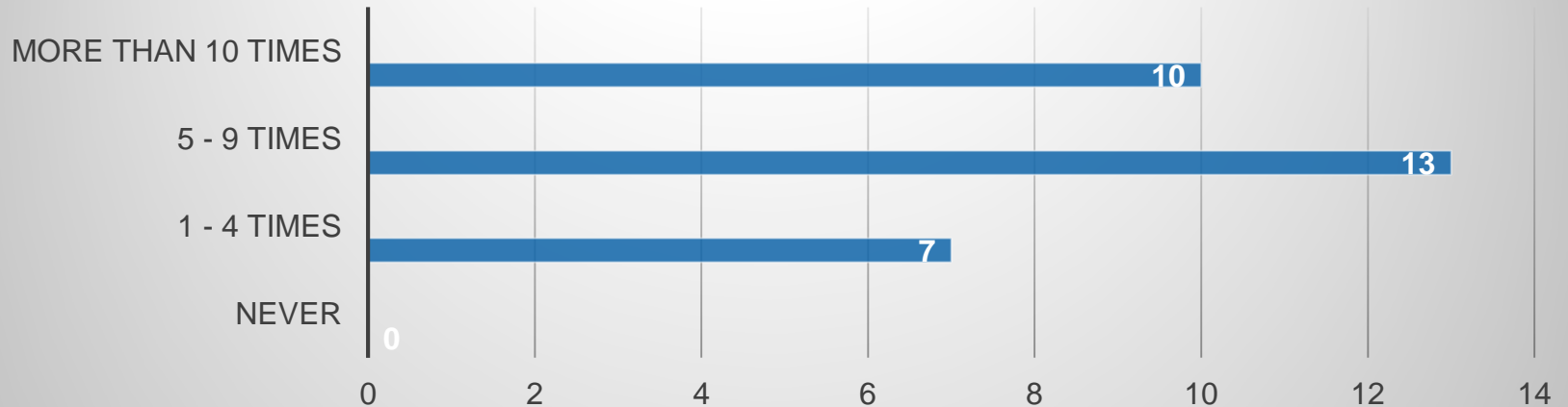


■ Yes

■ No

## Question 12 – Website

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



## Question 13 – Senate’s Strengths

- Efficient and well-organized. Focused meetings
- Strong leadership team.
- Transparent, open
- Inclusive, welcoming and collegial
- Effective meeting administration

## Question 13 – Areas for Improvement / Change

- Provide more time for questions, debate and engaged discussion
- Fewer presentations in meetings; include PPT in meeting binder and devote meeting time to discussion instead.
- Revise voting protocol for online meetings and online participants in hybrid meetings
- Revise Orientation to include information on governance documents and committees
- Ensure that questions/concerns are followed up in subsequent meeting(s)
- Ensure that speakers identify themselves for the benefit of online attendees

# Conclusions

- Continue with good practices (efficiency, organization, transparency)
- Allow adequate time for discussion and debate. Allow all voices to be heard.
- Revise Orientation to include more information on committees, governance documents
- Revise cover memos for some committee reports to include more summary information
- Revise voting protocol for online participants (done)
- Continue to increase use and functionality of communications products (*Inside Senate*, for example)





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**Senate-Elected Representatives  
to the Advisory Committee on the President & Vice-Chancellor**

**August 31, 2023**

1. Undergraduate Student Representative (one position)
  - Mira Gillis (elected)
2. Graduate Student Representative (one position)
  - Farzam Sepanta (acclaimed)
3. Academic Staff/Professional Librarian Representatives (3) (elected)
  - Adrian Chan – Full Professor - FED
  - Kim Hellemans – Assistant Professor - Science
  - Betina Appel-Kuzmarov – Associate Professor - FPA

## MEMORANDUM

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

To: Senate  
From: **Dan Siddiqi**, Chair of SCCASP  
Date: September 22, 2023  
Subject:

---

### For Senate approval

1. R-ADM-Program-Cert Science Policy

Motion: That Senate approves the revisions to Regulation: TBD-2093 R-ADM-Program-Cert Science Policy Requirements effective for the 2024/25 Undergraduate Calendar as presented.

*Attachment: TBD-2093 R-ADM-Program-Cert Science Policy*

2. UG-ADM-General-4 English Language Proficiency admission regulation

Motion: That Senate approves the revisions to Regulation: UG-ADM-General-4 English Language Proficiency Requirements effective for the 2024/25 Undergraduate Calendar as presented.

*Attachment: UG-ADM-General-4 English Language Proficiency*

3. R-UG-3.4.4 Application to Graduate

Motion: That Senate approves the revisions to Regulation: R-UG-3.4.4 Application for Graduation Requirements effective for the 2023/24 Undergraduate Calendar as presented.

*Attachment: TBD-1880 R-UG-3.4.4 Application for Graduation*

### For Information

1. UG\_G\_2324\_MinorMods\_for\_SCCASP\_June06
2. Sprott Micro credential for SCCASP August 2023



DATE: September 11, 2023

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate Programs  
in Geography and Environmental Studies

---

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of August 24, 2023:

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

The Final Assessment Report 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 the Final Assessment Report and Executive Summary 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

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

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

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

**Senate Motion September 22, 2023:**

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

## MEMORANDUM

**From:** Senate Academic Governance Committee  
**To:** Senate  
**Date:** September 22, 2023  
**Subject:** Senate committee ratifications

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

- 1) Senate Committee on Curriculum Admissions and Studies Policy
  - Pascal Gin (Faculty member – FASS)
  - Emily Gray (Faculty member – Sprott)
  - Mike Hildebrand (Faculty member – FGPA)
  - Vandna Bhatia (Faculty member – FPA)
- 2) Senate Quality Assurance and Planning Committee
  - Paul Keen (Faculty member – FASS)
- 3) Senate Honorary Degrees Committee
  - Jennifer Evans (Faculty member – FASS)
  - Donald Russell (Faculty member – FED)
  - Chris Worswick (Faculty member – FPA)
- 4) Senate Undergraduate Studies Committee
  - Ernest Kwan (Faculty member – Sprott)
  - Susan Birkwood (Faculty member – FASS)
- 5) Senate Review Committee
  - Dan Siddiqi (Faculty member) Chair – acclaimed
  - Shane Hawkins (Faculty member – FASS)

# Carleton University Strategic Integrated Plan Progress Update 2023



Carleton  
University

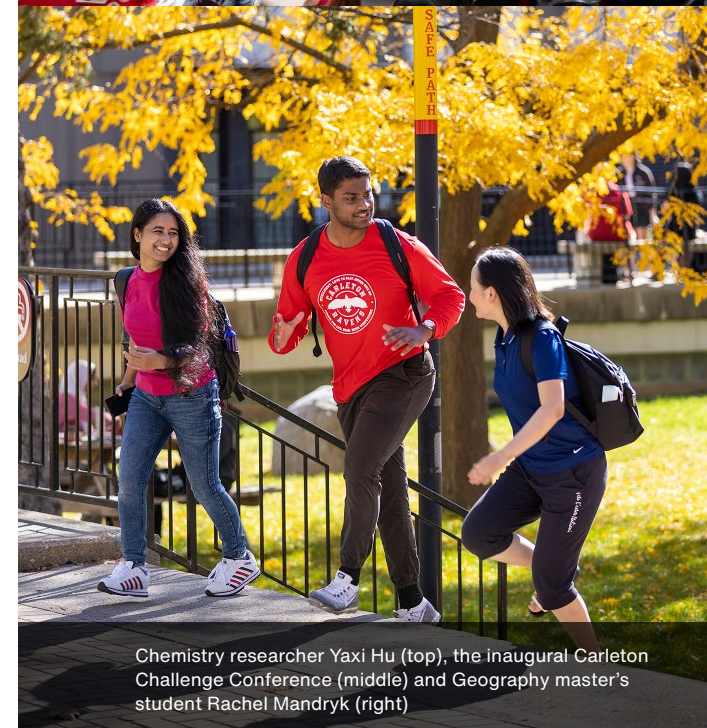


# MESSAGE FROM THE PRESIDENT



## THREE YEARS OF REMARKABLE PROGRESS

In the spring of 2020, in the early months of the COVID-19 pandemic, Carleton's Senate and Board of Governors approved the university's new Strategic Integrated Plan (SIP) 2020-2025. Almost exactly three years later, it is extraordinary how much progress has been achieved by the Carleton community, notwithstanding exceedingly challenging circumstances.



Chemistry researcher Yaxi Hu (top), the inaugural Carleton Challenge Conference (middle) and Geography master's student Rachel Mandryk (right)

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This progress report reviews our shared successes and accomplishments in implementing the three Strategic Directions defined by the plan:

We committed to **Share Knowledge and Shape the Future**. Our research funding, a good proxy for research excellence and impact, has grown to almost \$100 million annually, an increase just shy of 80 per cent. Similarly, our pedagogy has advanced by leaps and bounds and student success indicators are at an all-time high.

We committed to **Serve Ottawa and Serve the World**, and indeed we are delivering on both our inaugural Strategic Plan for Community Engagement (SP4CE) and inaugural International Strategic Plan.

Finally, we committed to **Strive for Wellness and Strive for Sustainability**. I am perhaps most proud of the progress we have achieved together on Indigenous initiatives; accessibility; equity, diversity and inclusion; and on our commitment to countering climate change both on and off campus.

All of these successes are directly attributable to the hard work, creativity, flexibility and compassion of the students, faculty, staff and partners of Carleton University. I am thankful to everyone for all that you contribute to our community, our country and our world.

I hope you enjoy this progress report, which out of necessity can only capture some of the highlights of an extraordinary three years. Onwards and upwards!

**Benoit-Antoine Bacon**  
**President and Vice-Chancellor**  
[carleton.ca/president](http://carleton.ca/president)

# SHARE KNOWLEDGE, SHAPE THE FUTURE

Around the world, we are witnessing dramatic shifts in the nature of social interaction and democracy, history and truth, the global economy and the changing nature of work, energy, transportation, health care and the future of telecommunications. At the local and national levels, technology is driving a renewal of our economy, and with it, a surging demand for research and the workforce of the future. Ingenuity will be a critical skill in the next decade; students and partners require their post-secondary institutions to play a tangible role in this evolution.

This direction most closely aligns with our core mission: teaching and learning, research, student experience and organizational excellence. As we look to the future, we will enhance the ingenuity and potential of our students, staff, researchers and instructors. Our vision is to move forward together on the important, complex issues of our time. We will strengthen our capacity to create, apply, mobilize and share ideas with the world. We will empower people to share knowledge that will shape the future.

Supporting operational plans include:



## PREPARING STUDENTS FOR SUCCESS

**2,150**

**courses tagged with an experiential learning component**



Student Onome Oyiborhoro participated in the Carleton Model Parliament, a political science student-led initiative held in the Canadian Senate

# READY FOR AN EVER-CHANGING FUTURE

Carleton is investing in impactful opportunities for students to participate in research, work-integrated learning, skill development, knowledge exchange and entrepreneurship. These commitments are outlined in the new and exciting Carleton Academic Plan.

### Enhancing Student Learning

Carleton's Future Learning Lab was launched in 2023 thanks to \$2 million from the Ontario Ministry of Colleges and Universities and matching contributions from the university. The lab encourages innovation and student-centred teaching through a physical space and various programs, including undergraduate research opportunities and innovation grants. It allows instructors to experiment with pedagogical design and enhanced study spaces for individual, group and collaborative learning. The lab will be enhanced with

the opening of the Experiential Learning Hub later in 2023. The hub will feature three new spaces to support experiential learning using XR (expanded reality) media: a teaching studio, a creation studio and an experience studio. Through this lab and hub instructors will have access to innovative applications, experiences, hardware, tools and support provided in part by the Future Skills XR Grant in partnership with EON Reality, the world leader in augmented and virtual reality-based knowledge and skills transfer for industry and education.

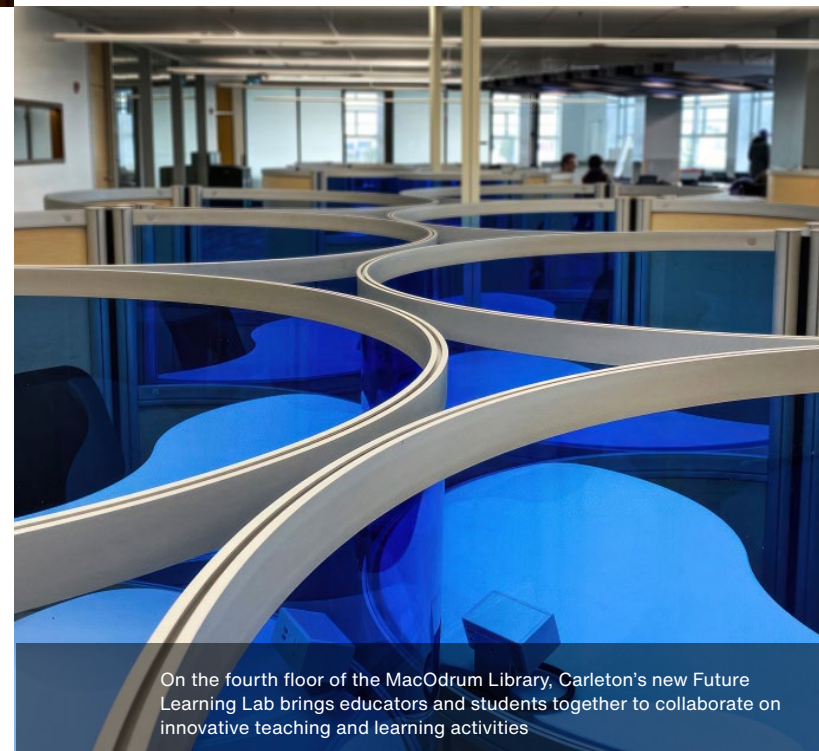
### Improving Graduation and Employability Outcomes

Increased experiential learning opportunities (in research, industry, museums, government, hospitals, non-governmental organizations, or with community members) and a new suite of micro-credential offerings are helping students enhance their skillsets prior to graduation. This includes the Citizen Scholar/FUSION Skill Development initiative, a self-directed online learning experience that bridges academic and employability skills for the next generation of citizen scholars. The program enhances student skill development in three areas critical to 21st-century success and leadership: metacognition, communication and problem-solving. This year, FUSION modules were implemented in 17 academic courses taken by 336 students. In addition, 224 students enrolled in modules as part of experiential learning or work-integrated

opportunities at Carleton. The university also continues to invest in experiential learning through several initiatives such as the Carleton University Experiential Learning Fund, which supports instructors in engaging in experiential learning projects; I-CUREUS, which provides undergraduate students with the opportunity to conduct hands-on, faculty-supervised research; and the Students as Partners Program, which fosters greater collaboration between instructors and students in developing and designing courses.

### Responding to Societal Needs and Questions

Quality academic programming that responds to societal needs and questions is being accomplished by introducing programs such as the MA in Human Rights and Social Justice, the Social Statistics and Data Analysis Graduate Diploma, the Engineering Practice MEng, the Master of Finance, the MA in Teaching English as an Additional Language, the Master of Biotechnology and the MSc in Clinical Trials and Regulatory Affairs. New concentrations or pathways include the Modelling and Simulation MEng and MASc in Electrical and Computer Engineering. New certificate programs such as Science Communication and Science and Policy provide students with practical skills and foundational knowledge to ensure success.



On the fourth floor of the MacOdrum Library, Carleton's new Future Learning Lab brings educators and students together to collaborate on innovative teaching and learning activities

**97.9%**  
of undergraduates

finish Carleton having taken at least one course with an experiential learning component

**87.8%**  
of alumni

were employed in a field related to their studies two years after graduation

# LEVERAGING THE POWER OF RESEARCH



## SOLVING CRITICAL ISSUES

As one of Canada's fastest growing research-intensive universities, Carleton is committed to its mission of leveraging the power of research to solve critical issues.

In 2022, the university reported \$97.4 million in sponsored research funding — an unprecedented 79 per cent gain over the past four years, placing us second in growth among Canada's comprehensive and medical universities. With a focus on interdisciplinary and collaborative research in areas of societal importance such as health and wellness, technology, sustainability and the economy, Carleton is well positioned to inspire new discoveries and have a meaningful impact on our collective future. In addition, Carleton's rankings in ReSearch Infosource highlighted our research funding in no less than seven of their Winner's Circles — a first for Carleton. We placed in the top five among comprehensive universities in Canada in categories including not-for-profit and corporate income growth and increases in federal funding from the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC).

### Top Researchers Honoured

National and international recognition for Carleton researchers is a direct indicator of the impact they are having. Two of our highly accomplished researchers were awarded major awards from NSERC. Lenore Fahrig from the Department of Biology won the Gerhard Herzberg Canada Gold Medal for Science and Engineering, the country's top science and engineering honour. Sonia Chiasson from the School of Computer Science received an Arthur B. McDonald Fellowship, given to only six early-stage researchers annually in all fields of natural sciences and engineering to enhance their research capacity so they can become leaders in their field. Additionally, in 2022 the annual Highly Cited Researchers List from Clarivate Analytics included three Carleton researchers. Fahrig was named along with Steven J. Cooke from the Department of Biology and Peter Xiaoping Liu from Systems of Computer Engineering.

**\$97.4 million**  
in annual research funding — an increase of nearly 80%



Biology researcher Lenore Fahrig (top, with President Benoit-Antoine Bacon) won the Gerhard Herzberg Canada Gold Medal for Science and Engineering, the country's top science and engineering honour; Mitacs Industrial Postdoctoral Fellow Annemarie Dedek does research on chronic pain



Computer Science researcher and CRC Sonia Chiasson received an Arthur B. McDonald Fellowship

**32** Canada Research Chairs

Engineering researcher Fateme Rajabiyazdi (right) with PhD student Mahsa Sinaei and graduate research assistant Connor Haberl

### National and International Collaborations

Carleton renewed its fruitful partnership for a second term with Turnstone Biologics, which began in 2019. The partnership supports Carleton's growing biosciences programs and the development of scientific talent and augments the university's expertise in novel oncology research. A new collaboration with Best Buy Health, the Bruyère Research Institute and AGE-WELL has been formed to research how technology introduced into the home can improve the quality of life for older adults aging at home. Carleton also marked the official opening of the Ericsson-Carleton Mobile Wireless Lab in 2022. The lab is a part of the existing Ericsson partnership to expand experiential learning and research in wireless

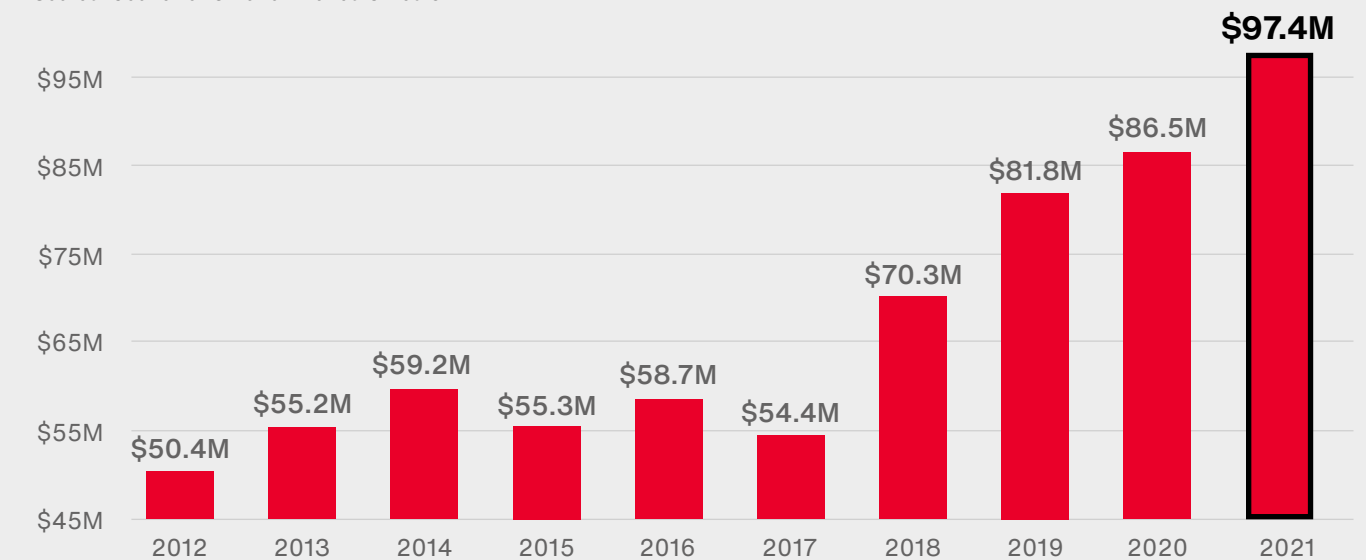
communications. A first of its kind in Canada, the lab hosts a private standalone 5G network that will allow graduate students and researchers to develop, test and optimize state-of-the-art applications. Additionally, our funding from Mitacs has increased by more than 153 per cent since 2020, further expanding our innovative capacity.

### Making a Difference in Health

In the winter of 2023, Carleton researchers received over \$3 million from the Canadian Institutes for Health Research (CIHR). This represents a single-round record of CIHR funding for Carleton, supporting critical research on diabetes, chronic pain, gut health disturbances and brain injuries.

### External Research Revenue

Source: Council of Ontario Finance Officers





## A CULTURE OF INTERDISCIPLINARITY

Increasing collaboration, partnerships and interdisciplinarity in research and teaching is a major theme of the new and exciting Carleton Academic Plan, which was approved in 2023. In addition to programming related to entrepreneurship and collaboration on campus, the physical space of the new Future Learning Lab encourages innovation and student-centred teaching.

### Cultivating an Entrepreneurial Mindset

Carleton is building additional opportunities for entrepreneurship and innovation and cultivating an entrepreneurial mindset across campus through programs and events delivered by the Innovation Hub. Launched in 2021, the Innovation Hub provides student entrepreneurs with opportunities and resources to collaborate and engage in experiential learning focused on entrepreneurship education and new venture creation pursuits.

### Unique New Interdisciplinary Programs

- Data science is the next frontier of information technology. Carleton's new Data Science, Analytics and Artificial Intelligence (DSAAI) master's and PhD programs are a natural extension of the popular Collaborative Specialization in Data Science, which is offered jointly by several departments. The Collaborative Specialization is focused on interdisciplinary data science, while the DSAAI programs offer opportunities to undertake groundbreaking research in data science and analytics from several directions, such as statistics, AI methods and software engineering. DSAAI is a joint program between the Faculty of Science and Faculty of Engineering and Design, spanning four academic units, offering a wide disciplinary breadth and providing students with multiple perspectives.
- The one-of-a-kind Collaborative PhD program in African Studies will offer students interdisciplinary knowledge, training and skills in the field of African Studies through a collaborative partnership between



## INTERDISCIPLINARY PROGRAMMING AT THE INNOVATION HUB

- 258 program participants from Sprott School of Business (118), Engineering and Design (43), Science (35), Public Affairs (33), Arts and Social Sciences (17) and non-student (12)
- 15 participants for Nest (learn about entrepreneurship), 62 for Hatch (start a business), 31 for Launch (grow a business), 11 for Breakthrough (scale a startup), 58 for Ideas Internship (multidisciplinary problem solving teams) and 81 for Changemaker (social innovation challenge)
- 48 domestic student ventures supported, 12 international ventures supported, 12 non-student (including alumni) ventures supported

## EMBEDDING INTERDISCIPLINARITY INTO OUR CULTURE

THE INNOVATION HUB PROVIDES STUDENT ENTREPRENEURS WITH OPPORTUNITIES AND RESOURCES TO COLLABORATE AND ENGAGE IN EXPERIENTIAL LEARNING FOCUSED ON NEW VENTURE CREATION

Cinema and Technology students participated a virtual reality film screening in the new Future Learning Lab; opposite page: Carleton's Innovation Hub, whose acting director is John Nelson (top, at right), invites students from all faculties to join a vibrant community of entrepreneurial exploration

the Faculty of Arts and Social Sciences, the Faculty of Public Affairs and Sprott School of Business. The new Collaborative MA Specialization in Digital Humanities provides training in critical theories and methodologies in humanities scholarship enabled by new digital media, texts and tools.

- The new interdisciplinary Environmental and Climate Humanities Minor in English is the first of its kind in Ontario and responds to the urgency of the current moment by introducing students to environmental and climate-related work being done in a range of disciplines in the humanities and social sciences, including English, French, History, Religious Studies, Visual Art, Film, Music, Curatorial Studies, Law, Geography, Economics, Sociology and Anthropology, Communication and Journalism, Human Rights, African Studies, and Indigenous and Canadian Studies.

### Skill Development for Grad Students

Over the past two years, the graduate professional development team has developed and implemented new initiatives that aim to prepare graduate students for future success. These initiatives include the introduction of the Trajectories non-credit certificate program, further development and expansion of skill-development workshops, and increased engagement with alumni in the form of alumni conversation events for current students. This represents a significant enhancement of the Faculty of Graduate and Postdoctoral Affairs' professional development portfolio, which includes coordinating a full calendar of workshops, organizing research communication competitions such as the Three Minute Thesis, thesis-writing and career planning consultations, and conducting class visits.

## IMAGINATION IN PEDAGOGY

# LEVERAGING LESSONS FROM THE PANDEMIC



Communication researcher Irena Knezevic is a Carleton University Chair in Teaching Innovation who experiments with different methods to create engaging learning environments for students

“Transforming University Education: A Report by the Future of Teaching and Learning Working Group” was published in 2023 to envision the future of teaching and learning at Carleton. The report proposes a set of directions to guide thinking around student engagement, strong pedagogy, experiential learning and more. These directions build on the SIP and emphasize that teaching and learning at Carleton should be empowering, collaborative, flexible and sustainable.

### Engagement, Innovation and Excellence

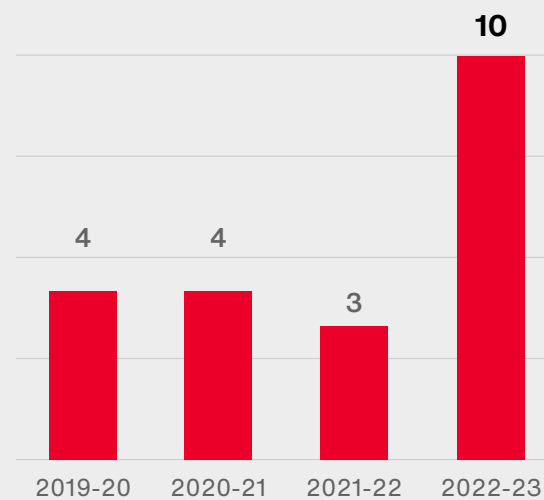
Carleton is promoting and rewarding engagement, innovation and excellence in teaching and learning through continued investment in opportunities such as the Carleton University Chair in Teaching Innovation, which was established to assist in achieving an institutional commitment to teaching, learning and innovation. Currently, there are three active chairs: Irena Knezevic (Journalism and Communication), Martha Mullally (Biology) and James McGowan (Music).

### Fostering Student Success

Carleton is enabling and encouraging teaching that fosters student engagement, access, inclusion and success by providing funding to opportunities such as the Future Learning Innovation Fellowship, which supports faculty members and instructors in exploring and implementing new and innovative teaching and learning practices. These selected projects highlight the use of emerging technologies, including virtual reality-aided instruction, augmented reality storytelling and artificial intelligence detection, to solve teaching and learning challenges.

- The Course Transformation Fund provides support for instructors and academic units interested in redesigning courses in which students and instructors may face significant challenges. This

### New Academic Programs



academic year, 13 instructors from all faculties received funding to work on projects with the goal of improving student engagement and academic success.

- Carleton received the Future Skills XR Grant in partnership with EON Reality. The grant will provide institutional access to the EON-XR Platform, the XR self-directed learning program, licences and hardware. This project will enable Carleton students to engage in hands-on learning experiences and empower them to become creators of artifacts using immersive technologies.
- In 2022, Carleton received \$177,000 through the second round of the eCampusOntario Virtual Learning Strategy to support two projects, building on the success of the first round of funding the previous year when Carleton received approximately \$800,000 in funding for 14 projects.
- Carleton welcomed Profs. Peter Felten and Susan Hrach this year as the newly appointed Fulbright Canada Distinguished Chairs in the Scholarship of Teaching and Learning (SoTL).

### Flexible Student-Centred Learning

Carleton is offering new and flexible opportunities for student-centred learning. For example, Teaching and

Learning Services and the Sprott School of Business developed and launched a fully online delivery mode of the MBA program. Delivered asynchronously, the online MBA can be completed full-time over 12 months or part-time over 24 months. The program welcomed its first cohort of students in 2022 and features six entry points throughout the year. More than 400 students enrolled during the first five admissions points during this inaugural year.

### Engaging Indigenous Knowledge

Carleton is engaging Indigenous knowledge to build new ways of teaching and learning through the Carleton Indigenous Learning Bundles, which were created as a way to gather Indigenous ways of knowing and make them available to the Carleton learning community without overburdening Indigenous experts. Designed as both a resource for instructors and a learning tool for students to use in the classroom, the Bundles provide the necessary factual and theoretical basis for understanding Indigenous history and politics in Canada, while also prompting students to consider how this knowledge might be applied in their area of study.

**THE CARLETON INDIGENOUS LEARNING BUNDLES PROVIDE THE NECESSARY FACTUAL AND THEORETICAL BASIS FOR UNDERSTANDING INDIGENOUS HISTORY AND POLITICS IN CANADA**

**SCHOOL OF INDIGENOUS AND CANADIAN STUDIES PROFESSOR KAHENTE HORN-MILLER IS A RECIPIENT OF A 2023 3M NATIONAL TEACHING FELLOWSHIP**

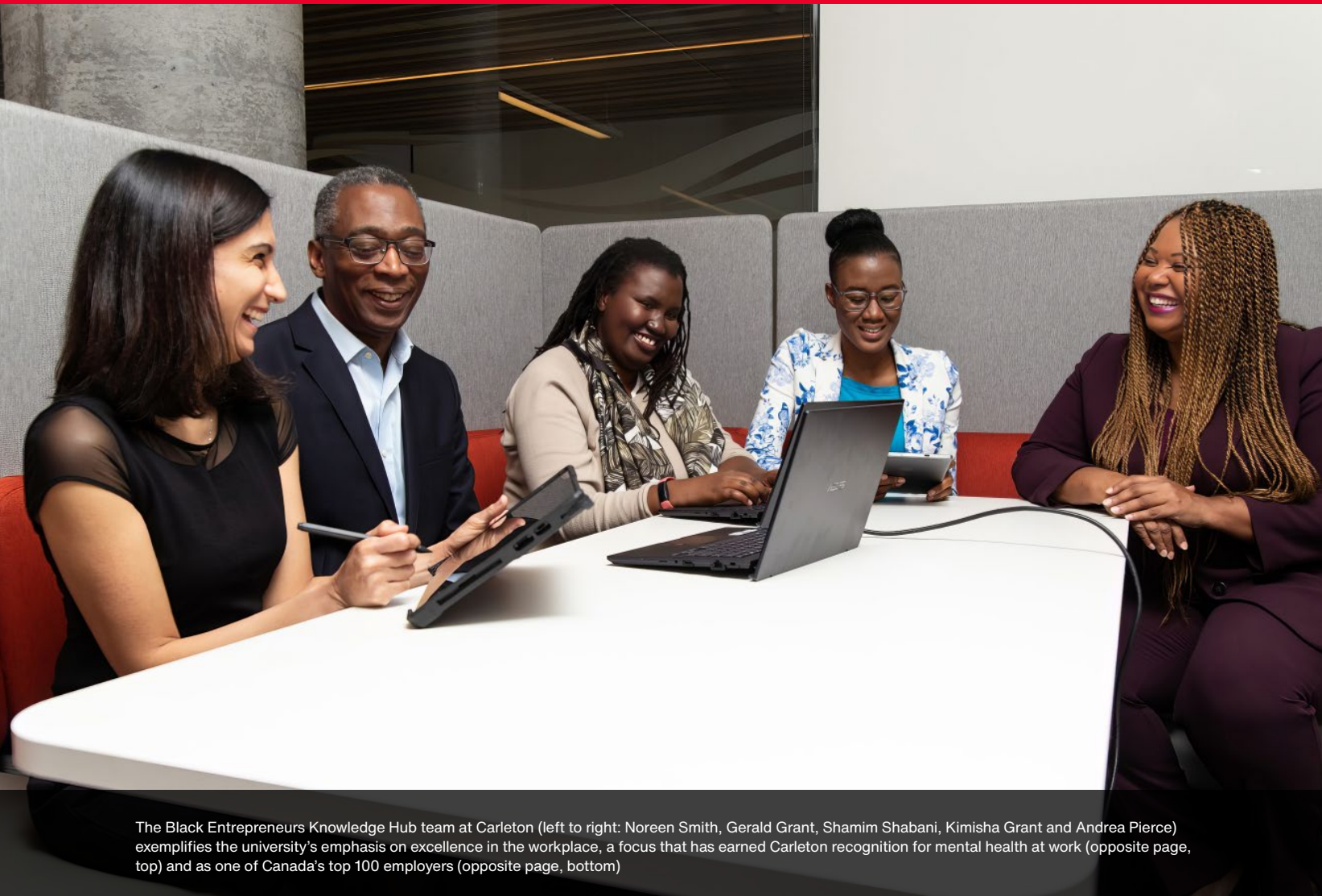


Kahente Horn-Miller, Carleton's inaugural Associate Vice-President, Indigenous Teaching, Learning and Research, has received Canada's most prestigious recognition of excellence in post-secondary teaching and educational leadership

## ORGANIZATIONAL EXCELLENCE

# SETTING BEST PRACTICES

Carleton is deeply committed to organizational excellence. Over the last three years almost 50 strategic planning, benchmarking and lean process improvement projects were completed or are underway. These collaborative projects continue to have an impact on how daily work is done in service to the university. Emerging opportunities around equity and inclusion, and embedding EDI in campus culture, continue to open exciting new areas for growth.



The Black Entrepreneurs Knowledge Hub team at Carleton (left to right: Noreen Smith, Gerald Grant, Shamim Shabani, Kimisha Grant and Andrea Pierce) exemplifies the university's emphasis on excellence in the workplace, a focus that has earned Carleton recognition for mental health at work (opposite page, top) and as one of Canada's top 100 employers (opposite page, bottom)

### Top 100 Employer in Canada in 2023

Carleton was named a Top 100 Employer in Canada in 2023 — a first for the university — as well as a Top Employer in the National Capital Region for the ninth consecutive year, a Top Employer for Canadians over 40 and one of Canada's Top Family-Friendly Employers (also both firsts for the university). These awards are a testament to Carleton's commitment to continuous improvement and putting into place innovative initiatives like Carleton Leader and the Identify, Foster and Share Talent framework, which provide learning opportunities and support career growth. Another contributor to this recognition was the introduction of flexible working arrangements which have allowed many staff to better manage work-life balance.

### Inspiring Collaborative Leadership

The rigorous consultation process adopted for the development of Carleton's SIP has become a best practice at all levels of the university. This comprehensive and collaborative approach was implemented in the development of Carleton's inaugural Digital Strategy and Roadmap. Each iteration of this university-wide strategy was presented to the campus community (faculty, staff, students and governing bodies) for feedback in order to capture diverse perspectives. As a result, the final Digital Strategy and Roadmap provides a broad and holistic guide for Carleton's digital mindset.

### A Very Healthy Workplace

Carleton's healthy workplace initiatives have earned the university Platinum certification in Mental Health at Work from Excellence Canada, an independent, not-for-profit corporation dedicated to advancing organizational performance across Canada. Carleton is also the first post-secondary institution to achieve Gold certification in Mental Health at Work from Excellence Canada. Over the last several years, the university has implemented a number of initiatives to support the mental wellness of students, faculty and staff, including an award-winning student Mental Health Framework and training for faculty and staff.

### Systematic Approaches to Service Excellence

One of the 46 service excellence projects that was completed in 2022 was a collaboration between the Office of Quality Initiatives and Facilities Management and Planning. The work order process was reviewed and updated before moving from a paper-based system to an electronic one. The goal was to improve efficiency and accuracy throughout the lifecycle of a work request. A year later, the positive impact of moving to an electronic system was nothing short of phenomenal as average work order completion times dropped from 60 to 1.2 days.

### Using Resources Strategically and Sustainably

Carleton has made numerous investments in its infrastructure — lighting, tunnel ventilation systems and a new student residence to name a few — to ensure that physical assets meet the needs of the campus community and support the university's sustainability goals. This also includes Carleton's IT infrastructure, which has moved to an "evergreening" model. Evergreening is a reliable and sustainable maintenance approach to key IT services. Other examples of the strategic and sustainable use of resources include the recently completed co-generation power plant and updated responsible investment policies.



**CARLETON IS A TOP 100 EMPLOYER IN CANADA**

**TOP EMPLOYER IN THE NATIONAL CAPITAL REGION FOR THE NINTH CONSECUTIVE YEAR**



# SERVE OTTAWA, SERVE THE WORLD

Ottawa is a nexus of change. It is a growing city, which brings with it the attendant challenges of social justice, housing, transportation, safety, culture and economic prosperity. At the same time, the city's status as the national capital provides an important context. From here, solutions to Canada's shared social, economic, ecological and political challenges are created — from public policy to health to technology to the changing North. From a global perspective, other nations look to Ottawa as a symbol of Canada's evolving role on the world stage. Local, national and international organizations are engaging institutions of higher education as partners in this transition.

As we look to the future, we will focus on community engagement and outreach. Our vision is to extend our influence beyond campus, inspire our students to be engaged citizens and strengthen meaningful community partnerships. We will serve Ottawa and the world by remaining true to our community-empowered roots and sense of purpose.

Supporting operational plans include:



## OPENING OUR DOORS TO THE COMMUNITY

In 2021, Carleton established the Centre for Community Engagement to provide the appropriate infrastructure to support the community engagement priorities outlined in the SIP. The centre led the development of Carleton's first Strategic Plan for Community Engagement (SP4CE), released in October 2022, and is working to develop the corresponding support systems required for implementation. Serving as a focal point for strategically aligning community engagement across the university and with partners, the centre collaborates with key stakeholders, including community partners, Carleton's Community Engagement Steering Committee and senior leadership.



### Carleton Dominion-Chalmers Centre

Our downtown arts, performance and learning centre expanded community programming opportunities with the transformation of two physical spaces in the building. With support from the Ottawa Community Foundation, a new hardwood sprung floor movement studio was created to promote health and wellness for movement arts, welcoming tap dance and all-abilities dancers at the centre for the first time. And a former chapel was converted into The Jean Teron Green Room to provide a warm and calming space for artists and groups prior to and after being onstage. Hundreds of community members have been thriving in the new spaces already.

### Engaging with Indigenous Communities

Carleton is engaging with Indigenous communities through sustained relationships founded in mutual responsibility and accountability through the Centre for Indigenous Support and Community Engagement, which is developing Indigenous community engagement protocols for the Carleton community.

### Partnerships and New Opportunities

Carleton is growing partnerships and associations with alumni, community and not-for-profit organizations, industry and governments, and is expanding service-learning opportunities for students, faculty, staff and community partners to work together. In collaboration with several campus partners, the Centre for Community Engagement has made great strides in developing university-wide affiliation agreements between Carleton and partner institutions to support and expand student placement opportunities. Along with campus partners, the centre is leading the university's participation in the City of Ottawa's new Innovation and Technology Advisory Table to foster strategic relationship building across city representatives, industry stakeholders and community organizations to better serve the citizens of the region through evidence-based research and decision making on key city challenge initiatives.



**18** academic courses  
at Carleton Dominion-Chalmers Centre  
in 2022-23

The Carleton Dominion-Chalmers Centre has helped grow the university's presence in Ottawa



**CU@KANATA AND HUB350 HAVE HOSTED SEVERAL INTERNATIONAL DELEGATIONS (U.K., BAHAMAS, SOUTH KOREA, INDIA AND TAIWAN) INTERESTED IN CONTRIBUTING TO THE CITY'S EMPLOYMENT BASE AND ECONOMIC DEVELOPMENT**

### An Expanded Ottawa Footprint

Carleton is strengthening its physical and reputational presence within Ottawa through the ongoing support of events and services delivered through the Centre for Community Engagement, Carleton Dominion-Chalmers Centre, Innovation Hub and CU@Kanata. In partnership with Invest Ontario and Invest Ottawa, CU@Kanata and Hub350 have hosted several international delegations (U.K., Bahamas, South Korea, India and Taiwan) interested in contributing to the city's employment

base and economic development. CU@Kanata, the Innovation Hub and the Future Edge Talent Ecosystem have partnered to engage local communities through a variety of programming and events, which include technovation events with the Faculty of Engineering and Design, generation changemaker events with Kanata high schools and lifelong learning and executive education experiences in CU@Kanata on broad topics of interest.



Prime Minister Justin Trudeau (top, photo courtesy Melanie Coulson) visits Hub350 in Kanata North, home to CU@Kanata, an innovation space where industry, finance and academic partners (such as Carleton Faculty of Science Dean Maria DeRosa, middle) collaborate and connect

**2,000-plus** students, faculty and partners attended CU@Kanata events in the past year

## COMMUNITY ENGAGEMENT

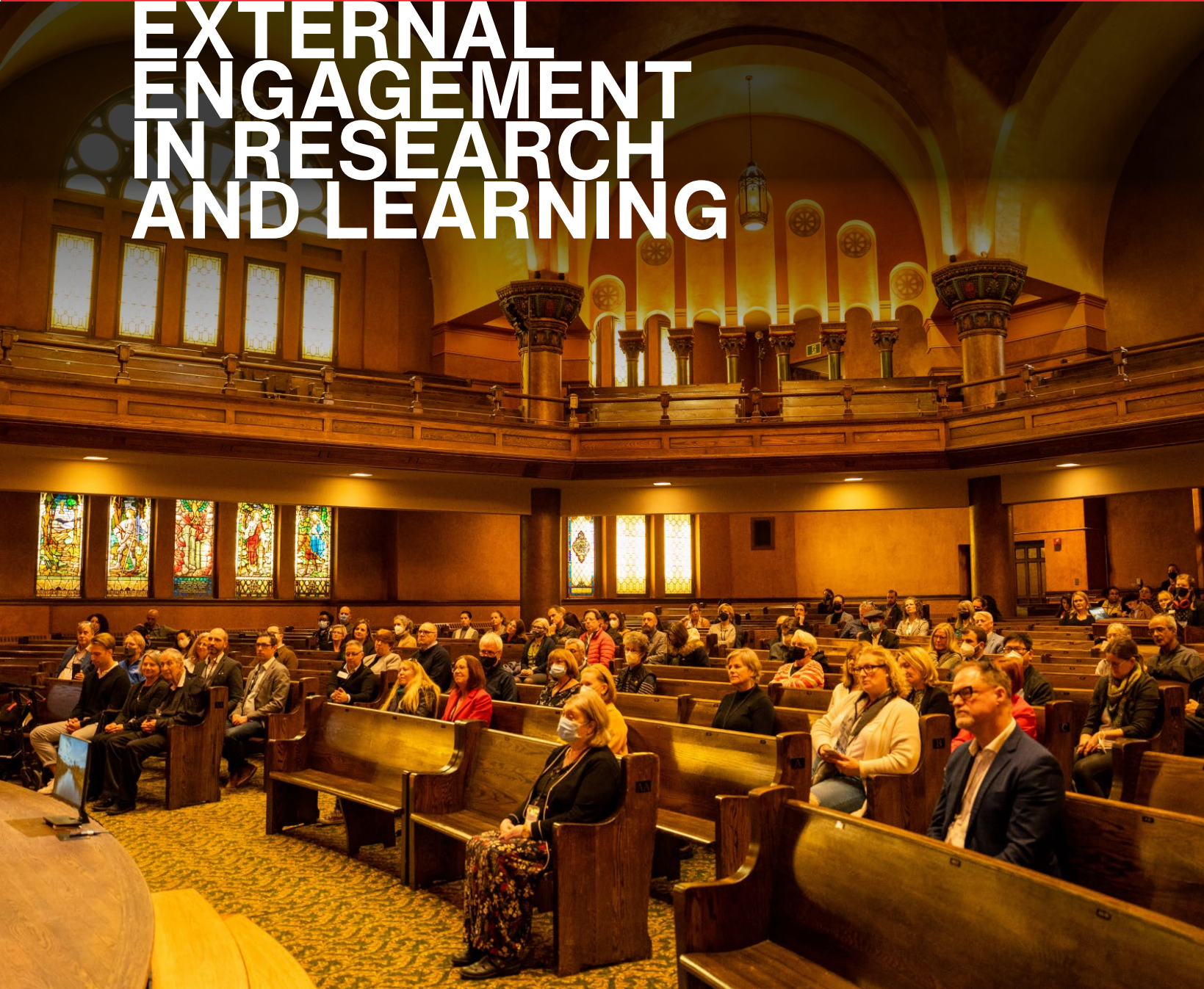
Carleton continues to focus on community engagement as a priority. The Carleton Academic Plan discusses the ways in which community engagement aligns with the academic and research mission of the university. “The purpose of higher education is perhaps more important now than ever,” it declares. “The pursuit of knowledge production, mobilization and consumption is a response to the complex issues of our time and necessitates a need for citizen scholars — those who embrace knowledge and its power to do good. In this realm, universities have a critical role to play in stepping up to a social mission of creating and fostering spaces for academic discovery and knowledge creation, preservation and sharing.”



Carleton's first Strategic Plan for Community Engagement was launched at the Carleton Dominion-Chalmers Centre (opposite page) in October 2022

REFLECTING A YEAR-LONG CONSULTATIVE PROCESS, CARLETON'S STRATEGIC PLAN FOR COMMUNITY ENGAGEMENT OUTLINES FIVE KEY PRIORITIES THAT WILL GUIDE THE UNIVERSITY'S COLLECTIVE EFFORTS

## EXTERNAL ENGAGEMENT IN RESEARCH AND LEARNING



### Benefits on Campus and Beyond

Carleton is expanding community-based research and community-based pedagogy opportunities for the benefit of researchers, students, instructors and communities.

- As an institutional member of Community-Based Research Canada (CBR Canada), Carleton actively attends and promotes community-based research events and related opportunities. The Centre for Community Engagement has been accepted to present at the annual Community-Based Research Canada C2U Expo. This year's conference is being hosted in June 2023 by Lakehead University. The C2U Expo is CBRCanada's international conference providing leadership and space for both academics and communities to showcase community-campus partnerships that address local and global societal problems.
- The Centre for Community Engagement has been approached to support Carleton's efforts in developing course content for Research Impact Canada's Summer 2023 MobilizeU program. Two areas of focus include knowledge mobilization and community engagement-focused communications.
- Researchers are driven to expand their knowledge and influence beyond academia for the betterment of society. Among Carleton's many community-based initiatives are Engendering Disability-Inclusive Development (Thuy Nguyen, SOAN); the Transgender

Media Lab (Laura Horak, SSAC); and a research collaboration between the First Nation of Na-Cho Nyäk Dun (FNNND) in the Yukon and Carleton.

### Strategic Plan for Community Engagement (SP4CE)

Reflecting a year-long consultative process that engaged approximately 600 members of the internal Carleton community — including students, staff, faculty, Senate and the Board of Governors — and external community partners, the plan outlines five key priorities that will guide the university's collective efforts around community engagement:

1. Foster and maintain existing relationships, while building new ones for positive impact;
2. Develop systems and services to support our relationships;
3. Focus on creative and innovative community engagement that is sustainable;
4. Improve communications across communities to support connection; and
5. Provide greater recognition of collective efforts that exemplify community engagement.

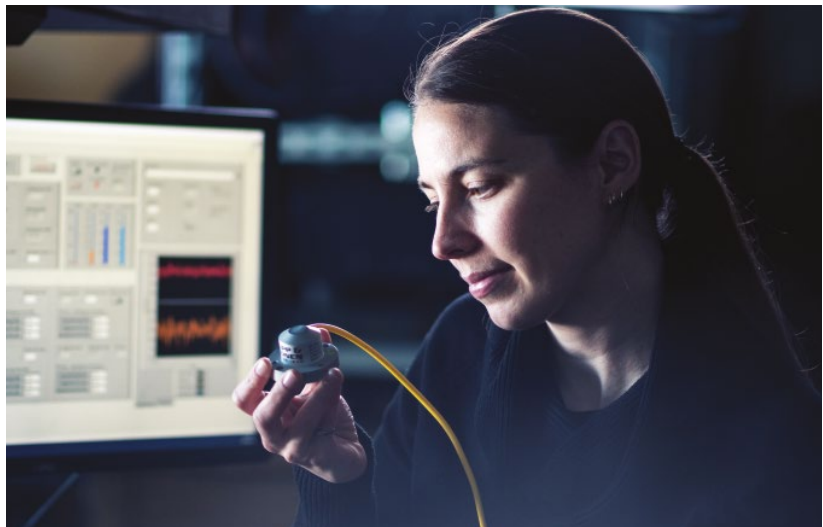
## COLLABORATION

# PARTNERSHIPS WITH PURPOSE

Carleton takes a purpose-based approach to partnership — collaborating with industry, community and individual supporters to focus on shared issues and solutions that benefit society, its economy and institutions and the health and well-being of citizens around the world. Through the SIP, Carleton has developed unique approaches to partnership that have amplified the university’s external voice, given meaningful opportunities to students, encouraged innovative research and provided significant benefit to partners and the communities Carleton serves.

### Holistic Integrated Partnerships

The Office of the Vice-President (Research and International) and University Advancement are leading a new value-added approach to industry collaboration. The Holistic Integrated Partnerships (HIP) program streamlines engagement between the university and a corporate partner, enabling better research and development collaborations, creating learning and employment opportunities for students and advancing mutual societal goals. Since 2020, the HIP initiative has helped establish and enhance numerous high-value collaborations with industry leaders. The Ericsson-Carleton University Partnership for Research and Leadership in 5G Wireless Networks focuses on the challenges and opportunities of 5G; the collaboration has advanced significant research and created more than 500 co-op work terms for Carleton students. The BlackBerry QNX-Carleton University Partnership is a five-year partnership that provides Carleton faculty and students with access to leading technology for



**48.6% INCREASE IN CORPORATE RESEARCH INCOME GROWTH IN THE PAST YEAR**

**THE ERICSSON-CARLETON PARTNERSHIP HAS CREATED MORE THAN 500 CO-OP WORK TERMS FOR STUDENTS**



Cynthia Cruickshank (top), director of Carleton’s new Centre for Advanced Building Envelope Research; MP and Carleton alumnus Yasir Naqvi (middle) speaks at the opening of the Ericsson-Carleton Mobile Wireless Lab; Bruce Wallace, executive director of the Sensors and Analytics for Monitoring Mobility and Memory project, a partnership between Carleton, the Bruyère Research Institute and the AGE-WELL Network

research and learning opportunities in a wide range of industries. And Carleton and IBM Canada have embarked on a multimillion-dollar collaboration to equip students for essential jobs in emerging digital careers such as AI, machine learning and data science.

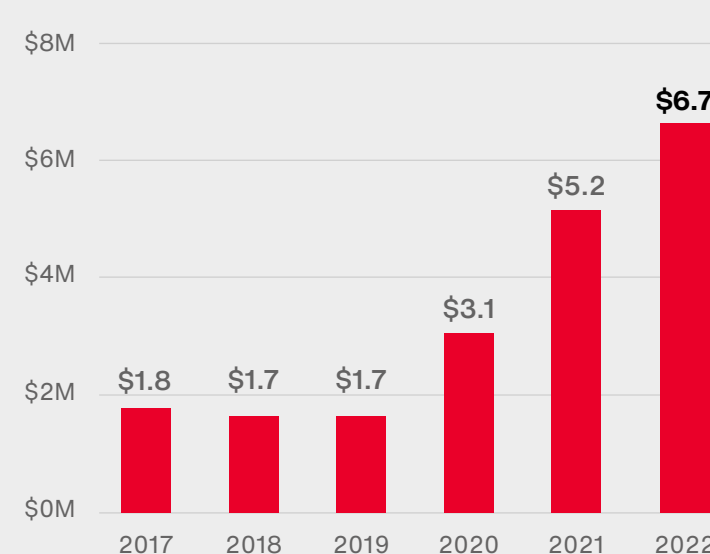
### Broader Social Impact and Purpose

Through philanthropic partnerships, donors and champions give not to Carleton but *through* Carleton, investing in the power of higher education to advance social progress, community impact and the greater good. Since 2020, thousands of private supporters and foundations have helped establish teaching and learning opportunities, new research initiatives and inspiring community engagement projects that make a difference on campus and beyond. The Joyce Family Foundation established a \$2.5 million endowment to support bursaries, mentorship, Indigenous programming, student recruitment and create conditions for Indigenous student success at Carleton. The Cristine Rotenberg Scholarship for Academic and Creative Pursuits, established by a celebrated Carleton alumna and entrepreneur, supports students who have demonstrated a commitment to their education while pursuing creative interests. And with the support of generous grants from Jumpstart Charities, Carleton is able to offer a variety of adaptive sports and recreation programs for community members of all ages.

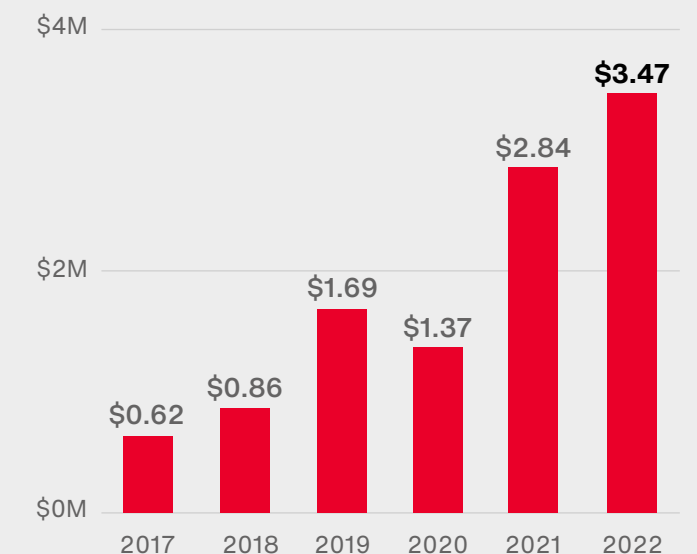
To meet the growing need for new approaches to health and well-being, Carleton has established significant research partnerships with health-care institutions in Ottawa. Working closely with The Ottawa Hospital (TOH) Research Institute, researchers from the Faculty of Engineering and Design are developing ways to improve the success of orthopedic surgeries, such as hip and knee replacements. Meanwhile, a comprehensive partnership with the Bruyère Research Institute and the AGE-WELL Network is developing smart home systems to help older adults live safely and independently.

The fight against climate change requires diverse approaches, including a renewed focus on energy efficiency in homes, workplaces and commercial facilities. Carleton’s new Centre for Advanced Building Envelope Research (CABER) — funded in collaboration with Natural Resources Canada and the Ontario Research Fund — is exploring numerous “building envelope” innovations that can help homeowners and industry renovate their facilities both effectively and quickly, while keeping costs down. CABER is also working with Ottawa Community Housing to test techniques to add exterior panels to existing structures, a cost-effective approach that doesn’t require a full renovation and displacement of residents.

### Business Enterprise (3-year average) \$M



### Mitacs Funding (cash revenue) \$M



## BUILDING BRIDGES TO THE WORLD

# BECOMING A GLOBAL INSTITUTION

As an interdisciplinary, research-intensive institution, Carleton prioritizes a strong international focus. With a comprehensive approach to global outreach, we believe in the immense value of building bridges and fostering partnerships around the world. Whether it be through research funding, mobility opportunities or institutional relations, these linkages help our community members participate as global citizens and support us in our mission to transform Carleton into a hub for intellectual engagement and knowledge sharing.



An MOU signed by Carleton and South Africa's University of Pretoria (top), the work of Carleton researchers Luciana Nardon and Amrita Hari on immigrant work integration (middle), the Canada-India Centre's annual Dhahan Lecture (bottom) and former visiting Queen Elizabeth Scholar Sophia Bakili (opposite page) showcase the university's global reach



**4,490**  
international students  
from **142 countries** in the  
2022-23 academic year

### New Connections with International Students

Thanks to \$287,360 in funding from the IDRC, Carleton is one of 11 Canadian universities participating in the QES-Advanced Scholars West Africa program. Funding was awarded for initiatives with an emphasis on gender equality. Coordinated by Nduka Otiono and the Institute of African Studies, the Her Own Room to Write project will enable 17 women PhD and post-doctoral scholars from West Africa to engage in research training and placement opportunities. It will support them in overcoming the institutional prejudice and structural barriers that prevent many African women from completing the necessary requirements of their education.

### International Experiences for Student Mobilization

A group of Carleton students led by David Hugill, Department of Geography and Environmental Studies, and Patrizia Gentile, Institute of Interdisciplinary Studies, recently travelled to Havana, Cuba, for a newly developed two-week field course. The experience engaged in urban history, urban development, sustainability, architecture, urban culture and questions of urban equity. Students met with local faculty from the Latin American Faculty of Social Sciences at the Universidad de La Habana, as well as researchers specializing in Cuban sustainability and urban planning.

### Expanding Overseas Research Partnerships

Currently, the Punjab Probation and Parole Service Department in Pakistan does not have a systematic means of assessing the risks, needs and strengths of women on probation, making it difficult to know what programs they should receive to help them transition into life post-incarceration. Thanks to funding from the International Research Seed Grant program (IRSG), Shelley Brown, Department of Psychology, and Mazhar Bhutta from PMAS-Arid Agriculture University Rawalpindi in Punjab are working on a Probation Services and Assessment Plan (P-SAP) to develop an easily administered and sustainable assessment measure to be permanently adopted by the probation department in Punjab.

### Helping Afghan Scholars Find a New Intellectual Home

Researchers at Carleton and the University of British Columbia joined forces to help scholars and others who are fleeing the crisis in Afghanistan, especially women and ethnic minorities, establish a new intellectual community in Canada. Their project, "Placement, Preservation and Perseverance: Afghan At-Risk Scholars, Activists and Students," received a \$1.096 million grant from the International Development Research Centre (IDRC). Carleton is also contributing \$164,000 towards the project, reflecting the university's leadership in supporting the Scholars at Risk initiative.

### Shifting How Migration Policy Is Made

A new initiative based in Carleton's Local Engagement Refugee Research Network (LERRN) is seeking to correct the imbalance in research informing forced displacement policy. Supported with \$8 million over seven years, the IDRC's Research Chairs on Forced Displacement Network will establish 12 research chairs at universities in Africa, South and Central America, the Middle East and Southeast Asia. The chairs will form an international network to encourage collaboration and amplify their findings.



**CARLETON HAS 64 ACTIVE INTERNATIONAL MOUs AND 133 STUDENT EXCHANGE AGREEMENTS**

**CARLETON ENGAGED DIRECTLY WITH 32 EMBASSIES AND HIGH COMMISSIONS IN 2022**

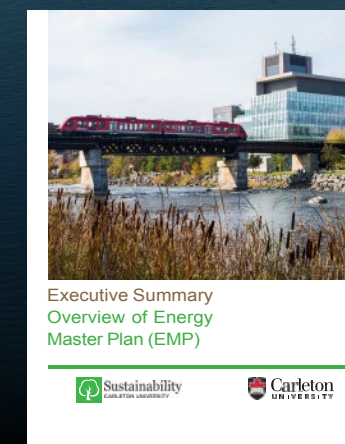
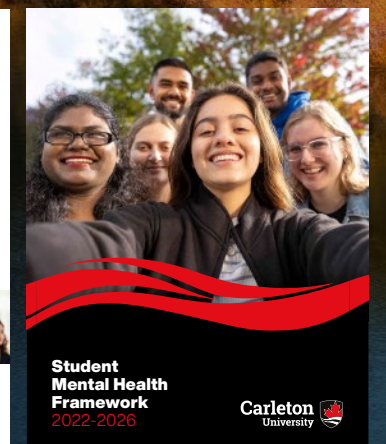


# STRIVE FOR WELLNESS, STRIVE FOR SUSTAINABILITY

Sustainability is the wellness of the planet; wellness is the sustainability of individuals. Both are under pressure. We are facing public health issues and mounting urgency in mental health concerns, an accelerating climate crisis, and a pervasive need for greater understanding and commitments to accessibility, equity, diversity and inclusion. We seek reconciliation with Indigenous Peoples. The values of resilience and strength — for people, for society and for our planet — are more important than ever. Increasingly, the world looks to post-secondary institutions to be leaders and models for positive change.

As we look to the future, we will explore how the well-being of people and the natural world can intersect. Though this will be an ever-present challenge, our vision is to chart paths of resilience, helping us all overcome obstacles and step toward a future with purpose. Together we will strive for wellness and sustainability — for individuals, for communities and for our planet.

Supporting operational plans include:



## HEALTH AND WELLNESS

Carleton strives to enhance personal wellness and health, choosing a holistic, campus-wide approach to personal wellness and health for students, faculty, staff and the community. We will encourage a focus on mental health, purpose, activity, resilience and togetherness so that we and our communities may thrive.



Racialized Student Counsellor Manal Haji Egeh is part of an expanded support team at Wellness Services

# PRIORITIZING PHYSICAL AND MENTAL HEALTH

Wellness Services expanded to a total of

**17** counsellors from 10 in 2020

### Student Mental Health Framework

Following the successful implementation of the Student Mental Health Framework 2.0, Carleton launched a broad and inclusive consultation in 2021 to update our framework. The new Student Mental Health Framework 2022-2026 strives to proactively promote a holistic and intersectional approach to student mental health and wellness by effectively and strategically coordinating programs, services and initiatives to build skills and foster resilience.

### A Coordinated Student Wellness Portfolio

In July 2022, the Students and Enrolment Division established a new student health and wellness portfolio to better streamline and consolidate health, mental health and wellness services and programs for students. The newly created Student Health and Wellness portfolio brings together Health Services, Wellness Services, Attendant Services, the Paul Menton Centre for Students with Disabilities and From Intention to Action under the leadership of an inaugural Associate Vice-President Student Health and Wellness. This amalgamation enables a more holistic, coordinated and collaborative approach to supporting students with increasingly complex needs.

### An Expanded Counselling Team

To meet increased demand for mental health support, Wellness Services expanded to a total of 17 counsellors. The team includes a variety of specialized counselling roles, such as an Intake Counsellor, who helps to assess risk and supports students to receive the right services at the right time; a Trans and 2SLGBTQ+ Counsellor; Indigenous Cultural Counsellor; Racialized Student Counsellor; Graduate Student Counsellor; counsellor with a specialization in eating disorders; and a Crisis Counsellor for same-day urgent support. Wellness Services went from a 300-person psychiatry waitlist to a less than 40-person waitlist at any given time by establishing a partnership with The Royal Ottawa Mental Health Centre for telemedicine psychiatry.

### Therapy Dogs and More Tools

Wellness Services continues to share tools and resources for managing and improving student mental health and well-being. Through the Student Mental Health Engagement Committee, wellness presentations and workshops, the Therapy Dog Program, distributing virtual care packages and more, Carleton's Health Promotion team continues to strive for improving wellness across campus. With the support of Naloxone Care, Carleton has installed a total of 19 Emergency Naloxone stations across campus. These stations each contain two doses of Narcan nasal Naloxone which can temporarily reverse the effects of an opioid overdose.

Since spring 2020, Naloxone Care has offered 22 training sessions with 1,237 students, staff and faculty registered, providing almost 1,000 Naloxone kits to participants. Additionally, over 500 Naloxone kits have been provided to the Carleton University Students' Association to support their Party Safe(r) campaigns, which are run in advance of events like the Panda Game and St. Patrick's Day.

### Updated and Interactive Resources

In 2022, the Office of the Vice-President (Students and Enrolment) updated and mailed printed copies of the Student Support Resources to faculty and staff across the Carleton community to assist in supporting students through their time at Carleton. In addition, all updated resources were also made available digitally on the Student Support website. Resources include a Student Referral Guide, Resource Guide for Mental Health and Wellness, Responding to Disclosures of Sexual Violence, Supporting Students in Distress and more. A new Mental Health and Wellness website was launched to help students discover the tools and resources Carleton offers to help understand, manage and improve their mental health and wellness while at university. The new website features a calendar of wellness events and workshops across the Carleton community, an interactive Wellness Services Navigator tool and information on healthy living, spirituality, substance use health and more.



Left to right: Carleton Challenge Conference keynote speaker and mental health advocate Clara Hughes, President Bacon and Clerk of the Privy Council and Carleton alumna Janice Charette, who spoke at the May 2023 conference about the federal public service's shift from focusing on individual wellness to organizational health

WELLNESS SERVICES  
**REDUCED A 300-PERSON  
 PSYCHIATRY WAITLIST  
 TO LESS THAN 40**  
 THROUGH A TELEMEDICINE  
 PARTNERSHIP WITH THE  
 ROYAL OTTAWA MENTAL  
 HEALTH CENTRE

## A LEADER IN SUSTAINABILITY

Carleton has made significant progress on our sustainability plans and has identified opportunities for carbon reduction, demonstrated our climate commitment and assessed our sustainability work against benchmarks and external assessments.

Carleton defines sustainability in an inclusive style, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations. The university has received national and international recognition for our sustainability initiatives over the last three years. This includes the UI Green Metric World University Rankings. This is a global ranking concerned with broader sustainability impacts including waste, energy and teaching, which ranked Carleton as the most sustainable university in Ontario and the second most sustainable university in Canada.

# FIGHTING CLIMATE CHANGE ON AND OFF CAMPUS



# 1st

IN ONTARIO AND  
2<sup>ND</sup> IN CANADA  
IN UI GREEN  
METRIC WORLD  
UNIVERSITY  
RANKING

Geography and Environmental Studies professor Elyn Humphreys has been conducting research at Ottawa's Mer Bleue since 2005, with an eye toward protecting the important ecological role that the bog plays — an example of Carleton's wide-ranging sustainability leadership

### Deeply Embedded Sustainability Considerations

Carleton is working towards a future where both operations and infrastructure embody and exemplify sustainability principles, best practices and innovation. New initiatives include the installation of bird-friendly glazing within several of our buildings. LED lighting retrofits have been completed for MacOdrum Library and lighting audits and retrofits are ongoing. A Carbon Budget, which documents the path to our 50 per cent carbon reduction by 2030, is also in development. To facilitate this, a comprehensive evaluation of the university's electrical infrastructure is underway across campus, including a detailed nodal plant study, an electric steam boiler feasibility study and the future replacement of the hydroelectric sub-station.

### Sustainability Gold STARS

Carleton earned a Sustainability Tracking Assessment and Rating System (STARS) Gold rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE). With more than 900 participants in 40 countries, the STARS program is the most widely recognized global framework for publicly reporting information related to a college or university's sustainability performance. Carleton was named a top performer in the 2022 AASHE Sustainable Campus Index, achieving a Top-10 ranking in the impact areas of Water and Well-being & Work. As part of our commitment to the global effort to find solutions to climate change, Carleton is a signatory of Investing to Address Climate Change: A Charter for Canadian Universities, which provides principles and practices to guide responsible investment decisions. This builds upon the university's commitment to the United Nations supported Principles for Responsible Investing (PRI), one of the key elements of the Climate Charter. These actions align with Carleton's review of Environment, Social and Governance (ESG) considerations in areas such as investments and energy.

### Academic Programming Around Sustainability

A key component of Carleton's holistic approach to sustainability is the new Sustainability and Climate Change committee, established with pan-campus representation including faculty, staff and students. To support the committee's work, sub-groups focusing on Teaching, Research and Operations have been created. In 2022, Carleton updated its Environment and Sustainability Policy to reflect sustainability programs and to provide guidance to the university for future operations.

IN 2022, CARLETON'S CO-GENERATION PLANT PRODUCED 17% OF THE ELECTRICITY USED ON CAMPUS, REMOVING THE LOAD FROM THE PROVINCIAL GRID

THERE ARE NOW MORE THAN 25 ELECTRIC VEHICLE CHARGING STATIONS ACROSS CAMPUS

## ACCESSIBILITY

# THE MOST ACCESSIBLE UNIVERSITY IN CANADA

Over many years, Carleton has led the accessibility conversation across Canada's higher education sector. Carleton has an extensive history of making its campus, courses and culture increasingly accessible and is committed to being the most accessible campus in Canada. Leveraging the new Coordinated Accessibility Strategy and leadership in the Canadian Accessibility Network, as well as other initiatives and programs across campus, Carleton will advance accessibility across research, training, employment, policy and community engagement.

### Introducing The New Accessibility Institute

The Research, Education, Accessibility and Design (READ) Initiative celebrated its 10-year anniversary in October 2022 by announcing its transformation into the Accessibility Institute, the first-ever institute of its kind in post-secondary and in Canada. The institute will further strengthen and expand collaborations to advance accessibility across disciplines and sectors and reaffirm Carleton's ambition to continue leading toward a fully inclusive and accessible Canada. Since the launch of the SIP in spring 2020, the initiative-turned-institute has attracted \$7 million in funding for accessibility research. Some examples of its projects include accessible housing for autistic adults, employment outcomes for post-secondary students with disabilities and the effectiveness of artificial intelligence in assessing disability-related needs. In 2021, the initiative-turned-institute launched the second phase of the David C. Onley Initiative (DCOI): DCOI 2.0: Building a Collective Impact Strategy.



Funded by the Ontario government with \$3 million over three years, its objective is to create an online toolkit that will build the capacity of post-secondary institutions across Ontario to provide enhanced employment supports for students with disabilities as they transition into the workforce.

### Rick Hansen Foundation Certification

The Accessibility Institute continues Carleton's longstanding partnership with the Rick Hansen Foundation. The Accessibility Institute and Facilities Management and Planning are leading a project to assess each building on Carleton's campus using the Rick Hansen Foundation Accessibility Certification standards. The goal of the audit is to increase overall accessibility on campus, remove barriers in the built environment and create inclusive spaces for everyone.

### Coordinated Accessibility Strategy

The Coordinated Accessibility Strategy (CAS) is making steady progress toward continuing to

build Carleton's culture of accessibility and be a catalyst for creating a more accessible and inclusive university community, in particular for persons with disabilities. Since its launch in 2020, definitive actions have been taken on 36 of the strategy's 40 recommendations based on our community's priorities. Under the guidance of the Associate Vice-President, Human Resources, and in response to the strategy's recommendations, an extensive benchmarking project facilitated by the Office of Quality Initiatives was completed to identify best practices that improve the experiences and increase inclusion of persons with disabilities throughout the employee lifecycle at Carleton. From this research, the Benchmarking Team identified 10 recommendations aimed at growing a culture of accessibility for Carleton employees.

### Canadian Accessibility Network

Carleton's leadership in accessibility continues to be reflected in the growth of the Canadian Accessibility Network (CAN), a national collaboration led by the

CARLETON'S NEW ACCESSIBILITY INSTITUTE – THE FIRST OF ITS KIND IN POST-SECONDARY AND IN CANADA – IS INVOLVED IN PROJECTS SUCH AS ACCESSIBLE HOUSING FOR AUTISTIC ADULTS AND EMPLOYMENT OUTCOMES FOR POST-SECONDARY STUDENTS WITH DISABILITIES



Accessibility Institute. CAN's vision is to be Canada's cross-sectoral, national platform to empower persons with disabilities, improve socio-economic and health outcomes and change mindsets and behaviours. Since its inception in 2019, CAN has brought together 76 organizations and 150 individuals from not-for-profits, service providers, educational institutions, government organizations, community organizations and other sectors, representing eight provinces across Canada.

### Paul Menton Centre for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC), in partnership with Scheduling and Examinations Services and Information Technology Services, began wrapping up a multi-year effort to bring a new academic accommodation management system to Carleton in the fall of 2022. The Ventus portal became a one-stop solution linking students with disabilities, their course instructors and staff from the McIntyre Exam Centre and the PMC.

## TAKING ACTION TOWARD RECONCILIATION

Carleton is guided by the sector-leading Kinàmàgawin report in its commitment to seek reconciliation with Indigenous Peoples and make campus a safe and welcoming space for all Indigenous students, faculty and staff. These efforts have been complemented by a \$2.5 million donation from the Joyce Family Foundation — matched by an additional \$2.5 million from the university — which has allowed the university to mobilize many of its intentions.

### Addressing the Calls to Action

The university is fulfilling Carleton-specific Calls to Action developed by the Carleton University Strategic Indigenous Initiatives Committee. Carleton continues to work towards implementing the Kinàmàgawin report. In response to the report, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) was established to support Indigenous faculty, develop Indigenous pedagogical tools and guide the Ānako Indigenous Research Institute and other research initiatives. The Centre for Indigenous Support and Community Engagement (CISCE) was established to support students, staff and faculty by providing culturally safe spaces for dialogue and learning. CISCE nurtures a sense of belonging for Indigenous students and develops and delivers resources and training to educate the Carleton community about the experiences, histories and worldviews of Indigenous Peoples. The Ānako Indigenous Research Institute was established to bring together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous Peoples and in Indigenous territories.



### Embracing Indigenous Worldviews

Carleton is deepening understanding of Indigenous worldviews throughout the university community through events such as the annual Kinàmàgawin Symposium, which addresses timely topics — chosen by Indigenous students — relevant to Indigenous Peoples and empowers students, staff and faculty to further their knowledge and become a positive force for change.

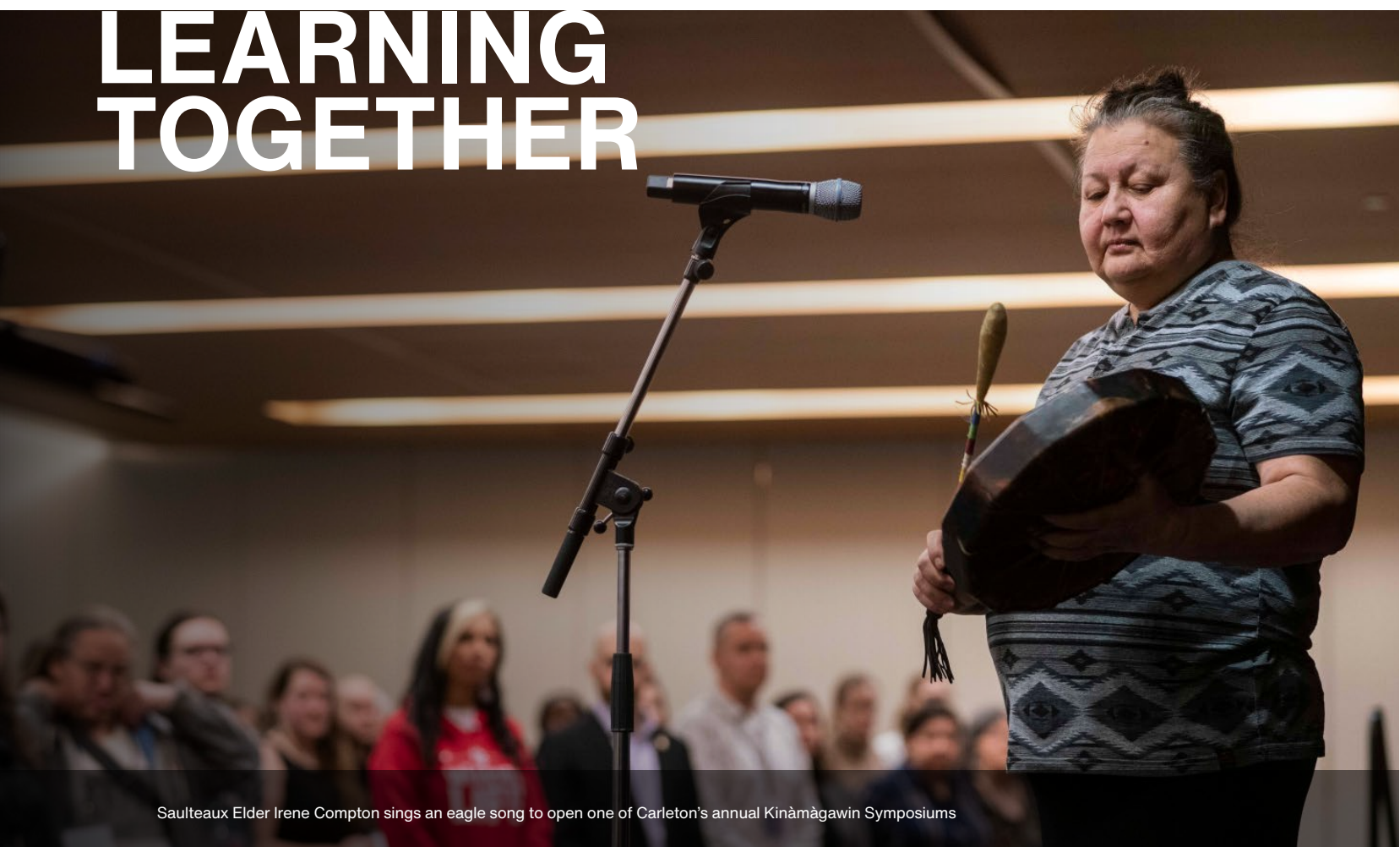
Carleton is situated on the traditional, unceded and unsundered territory of the Algonquin Nation. In an effort to embody a significant territory acknowledgement in a meaningful way, Carleton engaged in a thorough consultation with the Algonquin Advisory Council and Algonquin communities in the region — notably Kitigan Zibi and Pikwakanagan — to rename the University Centre, which is the crossroads of all campus activity. The new name is Nideyìnàn, which translates to “our heart.”

With the gracious support of the Robertson family, Carleton has renamed its main administrative building to acknowledge and honour Inuit and to further commit to the recommendations of the Kinàmàgawin Report. Following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, Carleton now calls this building Pigiariq, which translates to “a place to begin” or “the starting place.”

Motivated by pursuits of justice found in the self-determining practices of Indigenous Peoples, and the critical and urgent problems associated with climate change and the disconnect of humanity from the Earth, a new course (Land As A Relation Field Course, INDG 4015) offered through the School of Indigenous and Canadian Studies brings together Indigenous knowledge keepers from the Algonquin community of Kitigan Zibi to provide basic knowledge and direction for understanding what it means to live in relationship with the land.

**CARLETON ENGAGED IN A THOROUGH CONSULTATION WITH THE ALGONQUIN ADVISORY COUNCIL AND ALGONQUIN COMMUNITIES IN THE REGION TO RENAME THE UNIVERSITY CENTRE — THE NEW NAME IS NIDEYİNÀN, WHICH TRANSLATES TO “OUR HEART”**

## LEARNING TOGETHER



Saulteaux Elder Irene Compton sings an eagle song to open one of Carleton's annual Kinàmàgawin Symposiums



Odeskin Thusky, Carleton Algonquin Community Liaison Officer Philip Macho Commonda, Elder Barbara Dumont-Hill, Associate Vice President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller and President Bacon celebrate the new name Nideyìnàn, formerly the University Centre (top left, left to right)

## FOSTERING BELONGING

# WHERE EVERYONE IS INCLUDED

In 2020, Carleton published an institutional Equity, Diversity and Inclusion (EDI) Action Plan which outlines specific strategic actions to advance EDI on campus. In 2022, Carleton joined several other Canadian universities in signing the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. As part of this commitment and in support of building faculty-specific initiatives, Profs. Audra A. Diptée (History) and Nduka Otiono (African Studies) were appointed as Faculty Advisors on Anti-Black Racism and Black Inclusion.



### Nurturing Inclusivity and Diverse Perspectives

Carleton is encouraging and nurturing inclusivity and a diversity of perspectives and identities to strengthen the university's communities. Teaching and Learning Services and the Department of Equity and Inclusive Communities are collaborating to develop an introductory module discussing human rights and intersectional anti-oppression. The module will be available to Carleton's first-year students and it will include testimonials from students, examples, definitions and information on how to be an anti-oppressive Carleton community member.

The Department of Equity and Inclusive Communities hosts a variety of events, including the annual Inclusion Week event series, which raise the visibility and awareness of the value of human rights work and EDI, explore practical ways to integrate its principles into the university's organizational structures and culture, and strengthen the potential for prosperity in the community.

In alignment with the EDI Action Plan and in collaboration with campus partners, Equity and Inclusive Communities has launched the first phase of the Pronoun Enhancement Project, which provides students, staff and faculty with an opportunity to indicate their chosen pronouns through Carleton Central.

Several EDI initiatives are also taking place at the faculty level. For example, many Faculty of Arts and Social Sciences departments have developed EDI and

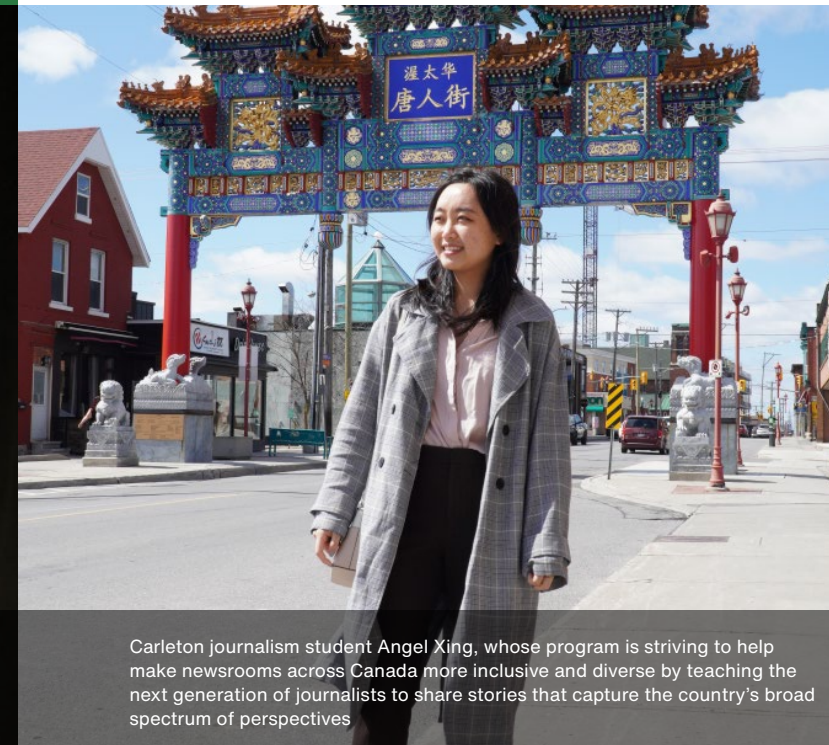
decolonization committees, which have led to significant teaching and curriculum changes. The Faculty of Engineering and Design welcomed hundreds of women students to its Women in Engineering and IT Program this past year. The two-year pilot program helps women students access mentorship, networking and soft skill development opportunities as a way to help close the gender gap in STEM. The Faculty of Engineering and Design also successfully completed its first year of the Experiential Learning in Innovation, Technology, and Entrepreneurship (ELITE) Program for Black Youth. In partnership with the University of Alberta, the program placed numerous Black students in engineering and IT in funded internships and provided them with technical support and coaching.

### Inclusive Excellence and a Commitment to Equity

Carleton is strengthening employee recruitment, retention and advancement based on principles of inclusive excellence and a commitment to equity. In response to a priority outlined in the institutional EDI Action Plan, Carleton is moving forward with an initiative to collect disaggregated demographic data from students, staff and faculty in order to better understand the representation, experiences and perspectives of employees and students. This will inform the design of equitable and inclusive services, build supports and enhance outcomes across the university.



Institute of African Studies director Nduka Otiono speaks at the naming ceremony for Teraanga Commons, formerly Residence Commons; top: Carleton student Teju Oladipo's winning design for the 2023 Black History Month fundraising shirt sale



Carleton journalism student Angel Xing, whose program is striving to help make newsrooms across Canada more inclusive and diverse by teaching the next generation of journalists to share stories that capture the country's broad spectrum of perspectives

SEVERAL EDI INITIATIVES ARE ALSO TAKING PLACE AT THE FACULTY LEVEL; FOR EXAMPLE, MANY FACULTY OF ARTS AND SOCIAL SCIENCES DEPARTMENTS HAVE DEVELOPED EDI AND DECOLONIZATION COMMITTEES, WHICH HAVE LED TO SIGNIFICANT TEACHING AND CURRICULUM CHANGES

## NEXT STEPS



# ONWARDS AND UPWARDS FOR CARLETON

Growth and progress have been constant forces at Carleton since the university was established in 1942. At over 30,000 students and over 5,000 employees, we are now a major teaching and research hub with national and international impact. Carleton research is growing by leaps and bounds and our reputation continues to rise. The university has tremendous momentum and the future is bright for Carleton. As we continue to implement the SIP until 2025, the following projects will have a transformative impact:

### New Student Residence

Construction has started on Carleton's new 450-plus bed, nine-storey residence for first-year students. The design of this new residence was developed in consultation with faculty, students and staff — including Residence Life staff — to identify and address needs. A small, informal ground-breaking ceremony was held in mid-March 2022 to celebrate this new exciting addition to the university campus. This state-of-the-art, 180,000-square-foot facility will showcase an amenity floor that includes study, social, fitness and cooking spaces for the entire residence community.



Carleton's planned Regional Aquatics Centre and Wellness Hub (opposite page), ground-breaking on the new student residence (above) and Vice-President (Finance and Administration) Lorraine Dyke with Dean of Graduate and Postdoctoral Affairs Patrice Smith at the launch of the current SIP

This building follows the fundamentals of Passive House design focusing on the high-performance building envelope and will serve as a beacon as community members come onto campus. It's expected to be completed in 2025.

### New Regional Aquatics Centre and Wellness Hub

Located within Carleton's Athletics precinct, this multi-purpose building will support a full range of services, spaces and amenities for students and the broader Ottawa community. It features a new Regional Aquatics Centre designed to host international competitions as well as an expanded fitness facility, both in response to an identified city-wide need. The architectural personality and expression of the building have been derived from the Indigenous history of the land on which Carleton is situated, evoking the metaphor of a river, an element of health, life giving and movement — a journey through wellness. Design plans include the use of mass timber structure as a renewable material with sequestered carbon, a focus on occupant health through the choice of healthy materials, ample use of daylight, views of nature, the use of native landscaping and placing accessible features in equal profile to able-body infrastructure. Carleton is consulting with the City of Ottawa about the timeline and scope of this project.

### Transformational Fundraising Campaign

Carleton is actively preparing for its next transformational fundraising campaign. Immediately following the close of our successful \$300-million campaign in 2019, Advancement, its campus partners and philanthropic champions began reviewing campus priorities, operational processes, fundraising strategies and market realities for an even more ambitious campaign in support of the university's mission and the SIP. Currently in the "silent phase" of the planning cycle, this \$500-million campaign will leverage Carleton's sector-leading strengths in engagement and purpose-based fundraising while exploring new accountable, responsible and impactful opportunities in philanthropy and corporate partnership to advance research, teaching and learning.

### SIP Renewal

Carleton's current SIP is a roadmap guiding the university's actions and activities from 2020 to 2025 — which means that it is almost time to begin collaborating on the next iteration. This is an opportunity to look back at how far we have come and what we have accomplished as a community over the last three-plus years, and to look ahead at the goals and ambitions we will set for ourselves for the next five-year period. The challenges faced by our communities have not diminished since 2020; indeed, they have intensified. But Carleton has never shied away from challenges and remains ready to challenge what is possible.



The Carleton Ravens made history on March 12, 2023, becoming the first women's and men's basketball teams to win both U SPORTS national championships in the same season since 1985. Carleton is only the third university ever to do so and the first outside B.C. The Ravens women beat Queen's 71 to 59, while the men beat St. Francis Xavier 109 to 104 in double overtime, their fourth straight championship and 17th in the last 20 years.





# AI in Teaching at Carleton: Opportunities and Challenges

A Report by the Working Group on the Use of Artificial Intelligence  
(AI) in Teaching and Learning at Carleton University

**First Version:** May 2023

**Updated:** August 2023

## Introduction

Generative Artificial Intelligence (AI) tools have evolved to the point that they can generate content that is becoming more realistic and more difficult to distinguish from human intellectual property. Some of these tools<sup>1</sup> can effectively generate various types of text (e.g., ChatGPT, Jasper, GPT, Google's Bard, Bing AI), computer code (e.g., GitHub Copilot), equations (e.g., Wolfram), scientific papers with references (e.g., Elicit), or images (e.g., DALL-E, Midjourney, Stable Diffusion).

While there are many different generative AI models currently operating, ChatGPT has gained the most attention globally because it is freely available to the public, has a simple, user-friendly interface, and is able to interpret natural language prompts and generate unique responses based on predictive models it has been trained on.

The quality and validity of outputs from generative AI tools such as ChatGPT can be highly variable, depending on the prompt it has been given and the way the algorithms have been trained. ChatGPT may occasionally generate texts that sound convincing but contain factual inaccuracies and invented information<sup>2</sup> (e.g., references that do not exist, made-up definitions, etc.) (Arya, 2023). In addition, generated texts are often formulaic (University of Windsor, 2023). This is getting better as the model is trained and gains access to more and different data sets.

As of March 2023, ChatGPT can access information beyond training data, including the ability to access the Internet (it is already integrated into the Bing search engine), has new plugin capabilities, and can run the codes it writes (Blain, 2023; Hachman, 2023). Microsoft announced that it will soon integrate ChatGPT into its Office applications such as Word, PowerPoint, and Outlook (Borup, 2023). Still, it is important to know that ChatGPT “does not create high-level knowledge or an overall concept; instead, it simply guesses what the next word should be based on probability, as in auto-complete, which is now common in email clients” (Arya, 2023).

## Impact on Education

These latest AI developments provide opportunities and challenges for post-secondary institutions. On one hand, they may provide opportunities for teaching innovations, re-thinking existing teaching and assessment practices, creating customized learning activities, and saving time for both students and instructors (Terwiesch & Mollick, 2023). In addition, generative AI tools force us to consider their impact on the job market, the type of skills and competencies that our graduates will need so that they are prepared for and stay competitive in the workforce, and to re-examine teaching objectives and learning outcomes both at the course and degree/program levels (Arya, 2023).

On the other hand, generative AI tools cause legitimate concerns and anxieties in relation to academic integrity standards as work created by generative AI tools can be more difficult to detect, and the use of detection tools is not a viable strategy. Deeply embedded in university programs and degrees is that students develop precise writing and critical thinking skills. The temptation of AI, if not engaged with carefully, can undermine students' ability to write and think critically.

As generative AI tools continue to evolve, discussions about their impact on education are ongoing. However, in the Canadian context, many educators agree that instead of trying to ban

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<sup>1</sup> This is not an exhaustive list, but only sampling of generative AI tools. Larger databases of generative AI tools exist (see, for example, Contact North (2023) at <https://teachonline.ca/tools-trends/snapshot-ai-tools-create-and-curate-content-higher-education>).

<sup>2</sup> The term “hallucination” is used in the AI community to describe this phenomenon.

the use of generative AI tools, post-secondary institutions need be able to meaningfully adapt their educational practices much like they were able to do so in the past with previous technologies that raised concerns, such as calculators, spell and grammar-checkers, search engines, Wikipedia, etc. (Kovanovic, 2023; Monash University, 2023).

## Document Purpose

Like all other post-secondary institutions, Carleton University is exploring the potential implications of generative AI tools in education. In February 2023, the Provost convened the working group, consisting of instructors, students, librarians, and professional staff, with the mandate to identify current opportunities and challenges related to generative AI in teaching and learning, and develop recommendations and guidelines for Carleton's teaching and learning community.

## Working Group Membership

### Chair

- David J Hornsby, Vice-Provost and Associate Vice-President (Academic)

### Members:

- Ali Arya, Associate Professor, School of Information Technology, Faculty of Engineering and Design, Future Learning Innovation Fellow
- Forest Anderson, Student, School of Computer Science, Faculty of Science
- Anne Bowker, Interim Dean, Faculty of Arts and Social Sciences
- Jamie Carmichael, Associate Registrar, Scheduling and Examination Services
- Robert Collier, Instructor III, School of Computer Science, Faculty of Science, Future Learning Innovation Fellow
- Brian Greenspan, Associate Professor, Department of English Language and Literature, Faculty of Arts and Social Sciences, Future Learning Innovation Fellow
- Kim Hellemans, Associate Dean (Student Recruitment, Wellness, and Success), Faculty of Science
- Paul Keen, Associate Dean (Faculty Affairs), Faculty of Arts and Social Sciences
- Robert Langlois, Associate Dean (Student Success), Faculty of Engineering and Design
- Amber Lannon, University Librarian
- Elspeth McCulloch, Assistant Director, Digital Learning, Teaching and Learning Services
- Howard Nemiroff, Interim Dean, Sprott School of Business
- Adegboyega Ojo, Canada Research Chair in Governance and Artificial Intelligence (AI), School of Public Policy and Administration, Faculty of Public Affairs
- Casey Pender, Ph.D. Candidate, Department of Economics, Faculty of Public Affairs
- Sarah Simpkin, Associate University Librarian (Academic Services)
- Julia Wallace, Associate Dean (Undergraduate Affairs), Faculty of Science
- Paul Wilson, Associate Dean (Students and Enrollment), Faculty of Public Affairs

### Working Group Resources and Support:

- Katherine Gardner, Executive Office Administrator and Communications Coordinator, Office of the Vice-Provost and Associate Vice-President (Academic)
- Kim Loenhardt, Manager, Online Technology, Teaching and Learning Services
- Dragana Polovina-Vukovic, Research and Strategic Initiatives Officer, Office of the Vice-Provost and Associate Vice-President (Academic)
- Jared Robinson, Assistant Director, Teaching Excellence and Innovation, Teaching and Learning Services

The Working Group's recommendations below are drawn from a wide range of academic and non-academic publications, and similar documents and discussions that are currently happening at other post-secondary institutions in Canada and beyond<sup>3</sup>.

The pace of advancement of various features of generative AI has been astonishing in the last few months and this living document will be evolving and updated as new questions, insights, and research become available. Future updates of the document will be proposed by the Office of the **Vice-Provost and Associate Vice-President (Academic)** and will be considered, discussed, and approved by the Working Group on the Use of AI in Teaching and Learning at Carleton University, which will convene twice per academic year.

## **Opportunities: Generative AI and Teaching Innovation**

As educators, we want to explore the potential benefits and opportunities generative AI brings (Mollick & Mollick, 2023). When students enter the workforce, AI will be part of the toolkit they use in their careers much as spell checkers are used in the workplace today. Knowing what the tools can and cannot do is an important and authentic skill and as such must be tested, vetted, and critiqued. **When they incorporate generative AI in their course activities, instructors have an opportunity to develop students' AI competencies, help them understand principles and ethical concerns behind these technologies, and teach them how to critically evaluate them (Ng et al., 2023). At the same time, instructors also have an opportunity to develop their own AI competencies and enhance their teaching and assessment practices.**

The proliferation of generative AI tools, combined with the rapid improvement of these tools, offers a unique opportunity for university instructors to examine their assumptions about the learning outcomes in their courses and to chart innovative ways to utilize these tools to support key student learning outcomes. The possibilities for innovation are only limited by our imaginations and thoughtful consideration of the ethical implications of using these tools.

Generative AI tools could provide students with personalized learning (e.g., give personalized feedback to students based on information provided by students), help post-secondary institutions with administrative processes (e.g., AI tools respond to questions from prospective students), and help instructors with their research tasks (e.g., generate ideas for research questions, suggest data sources, etc.) (UNESCO, 2023). For instructors, AI tools could be used to generate draft lesson plans, marking rubrics, exemplars, and discussion prompts (Liu et al., 2023). For students, AI could be used to overcome writer's block, act as a tutor (e.g., explaining computer code snippets) or help explore different perspectives (Ibid). They can also be used as initial idea generators, and in preliminary designs (Arya, 2023), while language learners can benefit from conversational interactions, immediate feedback, and improved confidence related to grammar, spelling, and style (Cai, 2023).

**Recent developments include a subset of generative AI, referred to as domain-specific large language models (LLMs). These specialized models are designed to "capture the essence of a specific industry, and understanding of its unique terminology, context, and intricacies" (Ravinutala, 2023). These models can generate new content based on their training data**

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<sup>3</sup> This document builds upon the work of our colleagues at the University of Toronto, the University of Windsor, York University, Toronto Metropolitan University, the University of Calgary, University College London, Monash University, the University of Witwatersrand, Johannesburg, and the University of Michigan.

(Lisowski, 2023). Because they are trained on data sets specific to a particular domain, they are more responsive and accurate. They are also less susceptible to hallucinations, thus providing enhanced experiences to users (Lisowski, 2023; Ravinutala, 2023). Domain-specific AI shows promise for the future in various sectors, including, but not limited to e-commerce, health care, and education. This potential is due to the ability of these models to generate outputs that are aligned with the standards and requirements of the respective industries (Ravinutala, 2023).

As with all technologies, instructors and students need to consider and evaluate potential risks, including how their data will be used and stored, concerns about authorship, inherent biases, and inequitable access<sup>4</sup>. There is also a risk of potentially harmful content and responses, even though organizations are attempting to reduce these risks. If instructors decide to ask students to use generative AI tools in their courses, they should be prepared to address these issues.

When considering whether to incorporate generative AI tools in their course, instructors need to start with determining whether these types of tools align with the course's learning outcomes. Learning outcomes should guide the knowledge and skills students will gain from the course and help determine how you will assess students.

While our understanding of the pedagogical implications of AI in education is still developing, a few examples of innovative strategies to integrate AI tools in instruction, created by Mike Sharples, Open University, UK, and published in [UNESCO Quick Start Guide](#) (2023) are provided in Appendix 2.

Because many generative AI tools are in relatively early stages or iterations, instructors should be prepared to work with students to evaluate the reliability and accuracy of AI supports to instructional processes, which can also serve to support student learning outcomes, both for content knowledge and skill outcomes using AI tools appropriately.

According to the Academic Integrity Council of Ontario (2023), AI “may provide students the ability to offload academic work or academic skills”. To ensure that this offloading benefits student, consider some of the Council's guidelines at “the micro (faculty) and meso (program) levels include<sup>5</sup>:

- Think about how artificial intelligence applies to vocational learning outcomes (VLOs), course content, learning outcomes, degree level expectations, experiential learning, learning assessment outcomes, and work integrated learning.
- Connect with industry partners and professions to learn *how* or *if* artificial intelligence is/will be used in their day-to-day work and activities.
- Consider the appropriateness of introducing artificial intelligence as a learning strategy if it *is* leveraged in the industries and professions students are studying toward so that we are preparing graduates for the careers they plan on pursuing.
- Demonstrate best practices when using artificial intelligence with students (e.g., include citations, references to its use in class).

Carleton University encourages teaching innovation and supports instructors who wish to try and/or adopt new pedagogical approaches and educational technologies. Generative AI tools are here to stay, and they open possibilities for rethinking how we design and teach our courses, including our assessment strategies. Particularly important will be for academic

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<sup>4</sup> See Appendix 4 for more details.

<sup>5</sup> For a full list of recommendations, please see the [Academic Integrity Council of Ontario](#).

disciplines to rethink how they can continue to use essays and other forms of written assessments to evaluate students' knowledge and skills in light of generative AI.

Carleton's Teaching and Learning Services has established the Future Learning Innovation Fellowship that provides funding and support for instructors and academic units interested in exploring how emerging technologies, including AI tools, can be incorporated into pedagogical practices and their potential impact. The results of the projects funded through the Fellowship and the teaching and learning experiences through the Future Learning Lab will help inform our future applications of these rapidly evolving tools.

## **Challenges: Generative AI and Academic Integrity**

Carleton University values academic integrity and requires it from all community members. Student academic conduct is governed by the Academic Integrity Policy (available at the University Secretariat website), which is implemented at the Faculty level across the university.

We recommend the following guidelines concerning the use of generative AI:

1. Unless explicitly permitted by the instructor in a particular course, any use of generative AI tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is a violation of academic integrity standards. The academic integrity statement in the course outline should be adjusted to clearly indicate this to students.
2. Instructors may explicitly permit the use of generative AI (e.g., ChatGPT and similar) in their courses, depending on the course teaching objectives and learning outcomes. The academic integrity statement in the course outline, assignment, test, and examination guidelines should be adjusted to clearly indicate this permission.
3. If instructors permit the use of generative AI tools, a course outline and guidelines for each assessment should include clear and detailed instructions on:
  - a. which generative AI students may use;
  - b. what will instructors consider the acceptable use (e.g., can ChatGPT or similar be used for correcting spelling and grammar, enhancing sentence and paragraph structure, paraphrasing, finding preliminary sources, creating a paper outline, brainstorming, translation, etc.?) (Eaton, 2022; University of Calgary, 2023).
4. The university should update examples of academic misconduct in the Academic Integrity Policy to specifically include any unauthorized use of generative AI tools.
5. The deans' offices and other relevant parties may explore the feasibility of creating a centralized Academic Integrity Office. This office could support activities of line/disciplinary Faculties, collect data related to academic integrity at the university level, and maintain a centralized academic integrity website with resources for students and instructors, as well as links to Faculty-specific information.
6. The deans offices, Ombuds Services, the Registrar's Office, Teaching and Learning Services, and the Library should collaborate to create an FAQ page for students and instructors on the ethical and unethical uses of generative AI tools that can be included in the course outline for reference. For instance, this can include how to cite the usage of such tools that aided in the creation of the assignment.
7. Instructors are discouraged from using any AI detectors (e.g., GPTZero, Turnitin AI detection software, etc.). Instructors, however, can reserve rights to ask students to submit evidence of their work, including rough notes, drafts, video-recordings, photocopies or screenshots of the

cover page and first cited page of each reference source, or other material as relevant to the assignment. Instructors may also require that students explain the steps they took when completing the assignment. This reserved right should be stated in a course outline.

8. Given the limits of current technology, instructors should not submit results of AI detection software as the sole evidence when opening alleged instructional offence cases. AI detectors can produce false positives and false negatives, which may negatively affect students and lead to wrongful convictions in the context of applying the Academic Integrity Policy. Some recent research shows that AI detectors are “biased against non-native English writers” whose writing “exhibited limited linguistic variability and word choices” (Liang et al., 2023).

9. The use of AI detectors should be reviewed on a regular basis by the Teaching and Learning Computing Committee with the intent of determining the suitability of new and/or improved detection and recommending it to Carleton’s community.

We recognize that the detection of AI-generated content may be a significant challenge for instructors. For example, disciplines that have traditionally relied on the essay as a primary mode to assess learning may encounter unique challenges to certify the originality of student work. ChatGPT now can be accessed with a phone and is becoming very good in answering multiple-choice type of questions, while some new open-source AI tools (e.g., Orca) can be used without internet connection. Teaching and Learning Services will work with instructors and departments to gather disciplinary experiences and insights, develop guidelines, and make them available to all instructors.

We provide below a few mitigation strategies developed at other universities or discussed within the literature. Still, it should be acknowledged that instructors should not underestimate AI capabilities as they can circumvent many of these strategies (e.g., generate any type of outlines, rough notes after the fact, slides and notes for oral presentations, while AI technology such as VALL-E can generate realistic spoken audio using a sample of someone’s voice.)

## Short-Term Strategies

- Ask students to submit an explanation about steps they took when approaching their assignment (this can be textual, or audio or video recording piece) (Rudolph, Tan, & Tan, 2023).
- ~~Require students to submit their rough notes along with the final submission of their work (York University, 2023).~~
- Consider different types of assessments, from proctoring to the use of digital monitoring tools, to oral exams (Susnjak, 2022).
- Consider incorporating cognitive interviews as an assessment component where students routinely narrate the process, they followed to generate assessed content.
- Add specificity to the assigned topic (e.g., ask students to reference course materials and class discussions) (CRLT, University of Michigan, 2023).
- Incorporate assignments such as interviews, reviews of talks and other events on campus or in the local Ottawa community, and/or close reading of the text (where applicable).
- Have students do certain assessments during class time (Rudolph, Tan, & Tan, 2023). However, be mindful of the needs of various students – students with disabilities may need more time to complete the assignment (CRLT, University of Michigan).
- Ask students to accept a statement/confirmation that all the work is their own unless the use of generative AI tools has been specifically authorized (UCL, 2023).
- Require students to append citation screenshots to their assignment (University of

Central Florida, 2023).

## Longer-Term Strategies

- Discuss ChatGPT technology and its limitations with your students (University of Toronto, 2023; Rudolph, Tan, & Tan, 2023).
- Assignment Design
  - Sequence major assignments to include project proposals/outlines, multiple drafts, annotated bibliographies (CRLT, University of Michigan, 2023).
  - Adjust the evaluation scheme and place more value on the assessing process rather than the finalized product (Anwar et al., chapter 4, date unknown).
  - Decrease the incentive to use AI content generation tools through increasing [transparency in assessment criteria](#). Transparency in assessment criteria is helpful for student learning (Baloo et al., 2018; Jönsson & Prins, 2018).
  - Develop course and program ePortfolio to support continuous, comprehensive, and multimodal assessments that include reflection and applications of learning outcomes and demonstrate a variety of literacies (textual, visual, digital).
  - Ask students to create videos, animations, web pages, performances, presentations, etc. (Rudolph, Tan, & Tan, 2023).
  - “Avoid assignments and examinations that are so formulaic that nobody could tell if a computer completed them” (p. 14, Rudolph, Tan, & Tan, 2023)
  - Ask students to integrate multiple sources in their assignment (Rudolph, Tan, & Tan, 2023).
  - Have students work on peer editing and peer commentary as part of the evaluation and writing process, so that they have to comment and make suggestions and respond to other students' writing. (CRLT, University of Michigan, 2023).
  - Extend “flipped” learning where students review readings and lecture materials on their own time, and then demonstrate, apply, and have hands-on activities during the scheduled class time (Montclair State University, 2023).
  - Ryan Watkins from George Washington University has [proposed a range of suggestions for assessments](#) that not only mitigate the risk of AI but also encourage students to develop their AI literacy. These include having students generate ChatGPT responses and critiquing, evaluating, and visibly revising them by using track changes in MS Word to explain their thinking and steps in working on their assignment; creating mind maps to illustrate connections between ideas, concepts, theories, and approaches (2022).

## What Can Instructors Do in Cases of Suspected Academic Misconduct?

If instructors suspect that an assignment has been completed with unauthorized use of generative AI tools, they should not confront the student or engage in punitive actions. Instead, they should proceed as with any other potential allegation of academic misconduct and report them to the dean's office.

As mentioned previously, instructors should not rely on AI detection tools as the sole sources for allegations of academic misconduct. Instructors should provide as much background information and details as possible about the context of their course and/or discipline that would allow deans offices to gain a better understanding of each potential case. Further, they should carefully document any problems with a student's assignment that would violate the Academic Integrity Policy such as missing, inaccurate or fictitious references.

Potential signs of the use of generative AI could include:



- Absence of personal experiences, opinions, or insights (Taylor Institute, 2023).
- Generic and repetitive language (Taylor Institute, 2023).
- References are inconsistent, non-existent, or invented (University of Waterloo, date unknown).
- When asked, students cannot produce any research notes or summarize the main points of the paper.

## Next Steps

Deans' offices and the Office of Vice-President (Students and Enrollment) in collaboration with Ombuds Services will:

- Propose to Senate revisions to the Academic Integrity Policy, which include generative AI tools among the Policy's examples of academic violations.
- Develop FAQs and information sessions or workshops for students about the ethical use of generative AI in learning, raising awareness of the risk of an academic integrity offence, concerns about privacy and authorship, etc.
- In collaboration with Scheduling and Examination Services explore challenges and propose a strategy related to AI and academic integrity as applicable to formally scheduled examinations.

Deans' offices will:

- Discuss with academic units the challenges that AI generative tools pose for the existing assessment and evaluation practices and explore the resources and support needed to assist instructors in considering innovative formats for assignments at the level of the Faculty.
- Assess with academic units the current allocation of TAs hours in individual courses and explore creative ways in which TA resources can be used to encourage the use of formative assessment, a scaffolding approach to the writing process, and the use of marking rubrics in courses that primarily rely on the written assessment.

MacOdrum Library will:

- Help students develop digital literacy skills that include an understanding of generative AI tools.
- Offer guidance on effective strategies for validating sources and evaluating the quality of information resources.
- Support Library users and staff in learning about generative AI tools, their uses and limitations, and corresponding privacy and ethics questions.
- Update citation guides to include information about how to cite generative AI tools.

Teaching and Learning Services will work with individual instructors, departments, schools, Faculties, Ombuds Services, and Student Affairs to:

- Provide instructors with information on generative AI tools, their capabilities, and shortcomings, and provide demonstrations about their use.
- Raise awareness of issues that need to be discussed with students (e.g., privacy, intellectual property, etc.) and work with instructors on strategies for mitigating risks when incorporating generative AI tools into the curriculum. Also collaborate with peer institutions to learn about their experiences and approaches related to the adoption of generative AI tools.
- Create resources for students on the ethical use of generative AI tools in coursework, assignments, tests, and exams.
- Work with faculty members – early adopters - to develop disciplinary resources and

examples on the use of generative AI tools in teaching and learning.

- Provide mechanisms for encouraging cross-campus discussions (e.g., speaker series) on issues related to the use of generative AI tools in teaching and learning.
- Work with instructors who teach academic writing and writing in the disciplines to identify and address the specific set of challenges brought by generative AI tools in achieving their teaching objectives and develop mitigation strategies.
- Explore technologies that can help with peer-review of written projects (e.g., Feedback Fruits, Perusall, Crowdmark, etc.)
- In collaboration with Information Technology Services explore the feasibility of obtaining a license for ChatGPT- 4 or similar.
- Suggest assessment strategies that incorporate generative AI tools, where relevant to the course objectives and learning outcomes.
- Develop information sessions for teaching assistants to familiarize them with the current development around AI tools and the implications for teaching assistant tasks (e.g., grading, detecting AI-generated content, etc.)

## Appendix 1: References

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## Appendix 2: Ideas for Integrating Generative AI in Instruction, UNESCO Quick Start Guide, 2023

Role	Description	Example of Implementation
<b>Possibility engine</b>	AI generates alternative ways of expressing an idea	Students write queries in ChatGPT and use the Regenerate response function to examine alternative responses.
<b>Socratic opponent</b>	AI acts as an opponent to develop and argument	Students enter prompts into ChatGPT following the structure of a conversation or debate. Instructors can ask students to use ChatGPT to prepare for discussions.
<b>Collaboration coach</b>	AI helps groups to research and solve problems together	Working in groups, students use ChatGPT to find out information to complete tasks and assignments.
<b>Guide on the side</b>	AI acts as a guide to navigate physical and conceptual spaces	Instructors use ChatGPT to generate content for classes/courses (e.g., discussion questions) and advice on how to support students in learning specific concepts.
<b>Personal tutor</b>	AI tutors each student and gives immediate feedback on progress	ChatGPT provides personalized feedback to students based on information provided by students or instructors (e.g., test scores).
<b>Co-designer</b>	AI assists throughout the design process	Instructors ask ChatGPT for ideas about designing or updating a curriculum (e.g., rubrics for assessment) and/or specific goals (e.g., how to make the curriculum more accessible).
<b>Exploratorium</b>	AI provides tools to play with, explore and interpret data	Instructors provide basic information to students who write different queries in ChatGPT to find out more. ChatGPT can be used to support language learning.
<b>Study buddy</b>	AI helps the student reflect on learning material	Students explain their current level of understanding to ChatGPT and ask for ways to help them study the material. ChatGPT could also be used to help students prepare for other tasks (e.g., job interviews).

<b>Motivator</b>	AI offers games and challenges to extend learning	Instructors or students ask ChatGPT for ideas about how to extend students' learning after providing a summary of the current level of knowledge (e.g., quizzes, exercises).
<b>Dynamic assessor</b>	AI provides educators with a profile of each student's current knowledge	Students interact with ChatGPT in a tutorial-type dialogue and then ask ChatGPT to produce a summary of their current state of knowledge to share with their instructor/for assessment.

## Appendix 3: Examples of the Academic Integrity Statement

### Example #1: AI Tools Not Allowed

(Current Academic Integrity Policy; the bolded text may be added to include AI tools **if approved by the Senate**)

#### 1. Plagiarism

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own, including content generated by AI tools.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet, **content generated by artificial intelligence (AI) tools**, and/or conversations.

#### 2. Co-operation or Collaboration

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. **This includes unauthorized use of generative artificial intelligence (AI) tools.** Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work (see [www.carleton.ca/registrar](http://www.carleton.ca/registrar)).

Instructors at both the graduate and undergraduate level have the responsibility to provide clear guidelines concerning their specific expectations of academic integrity (e.g., rules of collaboration or citation) on all course outlines, assignment and examination material.

### Example #2: AI Tools Allowed

(Adapted from Mollick & Mollick, 2023; the authors gave their permission to use their language or adjust it to fit in one's own course)

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill and I will provide instructions on how to use them. I am happy to meet and help you with these tools during office hours or after class.

Be aware of the limits of ChatGPT, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Do not trust anything ChatGPT says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be



responsible for any errors or omissions provided by the tool. It works best for topics you understand.

- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so violates academic integrity policy.
- Be thoughtful about when this tool is useful. Do not use it if it is not appropriate for the case or circumstance.

## Appendix 4: Ethical and Privacy Considerations When Using Generative AI Tools in Teaching

When incorporating generative AI tools as part of course design, instructors should consider privacy and ethical issues:

- **Data privacy, ownership, authorship, copyrights:** Companies that work on the development of generative AI tools (e.g., OpenAI) may ask users to open accounts by providing identifiable information (e.g., email address, Google account, phone number). Privacy policies usually state companies can use and share the data as they wish (Caines, 2023; Wilfried Laurier University, 2023). Carleton has guidance on the use of third-party tools. Third-party tools can be helpful for teaching and learning and can provide extended course functionality. However, instructors need to be aware that most third-party tools are not integrated into Carleton systems, so training, technical support, and troubleshooting are not available from the university. Instructors are actively discouraged from adopting a third-party tool that has not been cleared for privacy and security by the university.
- **Unpaid labour and the commercialization of student text:** Generative AI tools may be enhanced by the interactions with users who engage with them. Requiring students to use these tools can mean providing free labour for companies that may become commercial later in their development.
- **Inequitable access:** Several AI tools have created for-pay subscription plans. For-pay models that are not within reach of all students and can create inequitable access for students from marginalized groups, creating advantages for those who can pay and disadvantages for those who cannot. On the other hand, some authors argue that AI tools can “lower the financial cost of personalized tutoring,” especially for students from equity deserving groups, who cannot realize their full educational potential” (Chine et al., 2022, p. 366). In addition, generative AI tools may be unavailable in some countries due to government bans, censorship, or other restrictions (UNESCO, 2023).
- **Inherent bias and discrimination:** Generative AI tools can replicate and perpetuate existing biases (e.g., racist, sexist beliefs), toxic speech patterns (Bolukbasi et al., 2016; Welbl et al., 2021), or specific worldviews (Bender et al., 2021). Bias can be present in the training data, the coding, the validation process, and in the presentation of the results. Bias and discrimination can be hard to detect because Generative AI tools are complex, and technologies are perceived as neutral.
- **Lack of regulation:** Currently, generative AI tools are not regulated, and their rapid development prompted more than 2,700 academics and leaders from the private sector to call AI labs to pause the training of AI systems more powerful than GPT4 (UNESCO, 2023; Future of Life Institute, 2023).

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## Appendix 5: A Few Resources on Generative AI in Teaching

- [AI in Higher Education Resource Hub](#). Resources collected by Contact North are organized around several topics:
  - Latest developments
  - Background on AI
  - Learning experiences, course creation and learner support
  - Assessment, grading, and examinations
  - Academic policy and concerns about AI – ethics, bias, and equity.
- [ChatGPT through an Education Lens](#) - these resources are collected by Jessica Adams, Leslie Brophy, Jackie Ediger, Lynne Herr and Nicole Zumpano and they are organized by the following topics:
  - What are AI chatbots
  - What is ChatGPT?
  - Try ChatGPT
  - Dive deeper with chatbots
  - Curriculum impact
  - Educator uses
  - ChatGPT challenges
  - Podcasts
  - Articles
  - Videos
  - Additional resources
  - Policy and use guidance
  -
- [Generative Artificial Intelligence in the Classroom](#). Resources from the Centre for Teaching Support & Innovation, University of Toronto
- [The Sentient Syllabus Project](#) by Prof. Boris Steipe (2022) – Pedagogical resources related to the use of AI.

## Appendix 6: Generative AI and Academic Integrity – Examples from Canadian Universities

**Brock University** <https://brocku.ca/pedagogical-innovation/resources/guidance-on-chatgpt-and-generative-ai/#1676041694216-133dc415-b8f6>

Q: Are students permitted to use AI tools to complete assessments?

A: The University expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. Instructors are strongly encouraged to speak to their students about what tools, if any, are permitted in completing assessments. Written assignment instructions should indicate what types of tools are permitted; vague references to ‘the internet’ will generally not suffice today.

If an instructor indicates that use of AI tools is not permitted on an assessment, and a student is later found to have used such a tool on the assessment, the instructor should inform their Chair as the first step in [Brock University Academic Integrity Policy](#).

Some students may ask if they can create their assignment outline or draft using ChatGPT, and then simply edit the generated first draft; consider in advance of discussing the assignment with your students what your response to this question might be, and perhaps address this question in advance.

Q: Would the university classify the use of generative AI systems as an academic offence?

A: If an instructor specified that no outside assistance was permitted on an assignment, then the use of ChatGPT can be considered unacknowledged assistance. Such a categorization is in keeping with how the University has classified use of other generative and unauthorized technology tools, such as Chegg, in the past.

**Toronto Metropolitan University** <https://www.torontomu.ca/academicintegrity/ai/>

Currently, [Policy 60](#) does not explicitly address AI usage. However, if a student were to submit text, images, designs, or any other academic work generated by AI *without proper attribution*, instructors could consider that plagiarism. Further, instructors could consider AI use to be cheating as described in Policy 60, Appendix A, Section 3.1:

“having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation.”

\* Please note that Policy 60 is currently under review, and we anticipate that specific language on artificial intelligence will be added.

Q: Can students use Ai to assist with graded assignments and/or tests?

A: Not unless the student receives permission from the instructor.

Q: What are some example applications that professors might consider to be academic misconduct if used for graded assignment?

A: Grammarly, Quillbot, ChatGPT, ParaphraserAI, DeepL Translator, Google Translate, OpenAI Playground

**University of Guelph** <https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.
3. Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs, and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with university and course requirements.

**University of Ottawa** <https://saea-tlss.uottawa.ca/stageit/en/chatgpt-faq#would-the-university-classify-use-of-generative-ai-systems-as-an-academic-offence>

If an instructor specified that no outside assistance was permitted on an assignment, the University would typically consider use of ChatGPT and other such tools to be use of an "unauthorized aid" under the [Academic regulation I-14](#), or as "any other form of cheating." It is also vital to note that because generative AIs are trained on existing data, they are at risk of 'generating' text that was in fact written by a real person in the past. This can result in a student unintentionally plagiarizing a source on which the model was trained.

**University of Toronto** <https://www.viceprovostundergrad.utoronto.ca/strategic-priorities/digital-learning/special-initiative-artificial-intelligence/>

The University expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. Instructors are strongly encouraged to speak to their students about what tools, if any, are permitted in completing assessments. Written assignment instructions should indicate what types of tools are permitted; vague references to 'the internet' will generally not suffice today. If adding a prohibition on AI tools to assignment instructions, it is best to suggest that the 'use of generative AI tools' is prohibited, as opposed to the use of one particular tool, such as ChatGPT. There are many generative AI tools available today.

If an instructor indicates that use of AI tools is not permitted on an assessment, and a student is later found to have used such a tool on the assessment, the instructor should consider meeting with the student as the first step of a process under the *Code of Behaviour on Academic Matters*.

Some students may ask if they can create their assignment outline or draft using ChatGPT, and then simply edit the generated first draft; consider before discussing the assignment with your students what your response to this question might be, and perhaps address this question in advance.

**University of Waterloo** <https://uwaterloo.ca/academic-integrity/artificial-intelligence-and-chatgpt>

At present, it is important for instructors to be explicit about whether artificial intelligence or tools like ChatGPT are allowed to be used to complete assignments, tests, or exams, and if so, the extent to which it is allowed, and if it should be cited and how to cite it. A student who does not comply with the instructors' rules about the use of such tools will be subject to Policy 71 and an investigation into academic misconduct.

From the Provost's letter:

Using ChatGPT (or similar tools that generate text, code, or visual images) for content generation and *submitting it as one's own original work is a violation of the University of Waterloo's Policy 71 (Student Discipline)*. Use of these tools may be explicitly permitted by an instructor (as stated in assignment guidelines or a course outline, for example) for teaching and learning purposes that do not include claiming AI-generated output as original work.

**University of Windsor** <https://www.uwindsor.ca/openlearning/572/chatgpt-and-ai-in-teaching-and-learning>

Q: Are students allowed to use AI in their assessments?

A: This is a topic of significant global debate at present. At UWindsor, the existing policies in the student code of conduct and by-law 31 provide a mechanism for disallowing these assistive tools if an instructor chooses to do so. Instructors can decide whether the use of AI tools is permitted in an individual assessment or not and should consider each assessment individually when determining whether AI tools may be acceptable or not, rather than a blanket ban.

Q: Is the use of AI in assessments plagiarism or an academic integrity offence?

A: This is a question that is being debated globally and does not yet have a settled answer, including among academic integrity scholars. At present, most appear to recommend not automatically considering the use of such tools as plagiarism under the most common definitions used in PSE, but they may be considered academic misconduct for the use of an unauthorized aid in completing an assessment. Each case would need to be investigated on its own merits, and at present it would be virtually impossible to provide reliable and valid evidence that a student had used such a tool.

**York University** [https://www.yorku.ca/unit/vpacad/academic-integrity/wp-content/uploads/sites/576/2023/03/Senate-ASCStatement\\_Academic-Integrity-and-AI-Technology.pdf](https://www.yorku.ca/unit/vpacad/academic-integrity/wp-content/uploads/sites/576/2023/03/Senate-ASCStatement_Academic-Integrity-and-AI-Technology.pdf)

To promote clear and consistent practices, students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course.

Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under York's Senate Policy on Academic Honesty ("Senate Policy"). Specifically, their use could be considered to be cheating, which is defined as "the attempt to gain an improper advantage in an academic evaluation" (Senate Policy, section 2.1.1). Associate Deans who are involved in enforcing Academic Honesty at York can consider how different types of unauthorized student use of AI technology are already captured in the non-exhaustive list of "cheating" examples currently offered in the Senate

Guidelines under the Senate Policy: for instance, “obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor” (Senate Policy, section 2.1.1).

Additionally, the unauthorized use of AI tools (such as image-generating AI, like DALL-E) could be considered to be plagiarism. Plagiarism occurs when another’s work is presented as one’s own without proper attribution, including “another’s artistic or technical work or creation” (Senate Policy, section 2).

**University of British Columbia** <https://academicintegrity.ubc.ca/chatgpt-faq>

The use of ChatGPT or other generative AI tools does not automatically equate to academic misconduct at UBC. At this time, the use of artificial intelligence tools is a course-level decision and there is no overall ban on its use in teaching and learning.

- If using ChatGPT and/or generative AI tools on coursework has been **prohibited** by the instructor, then using these tools would be considered to be academic misconduct.
- If using ChatGPT and/or generative AI tools has been **permitted** by the instructor, then instructors should make sure to convey the limitations of use and how it should be acknowledged, and use should stay within those bounds.
- If the use of ChatGPT and/or generative AI tools has **not been discussed or specified** by the instructor, then it is likely to be considered as prohibited as an example of the “use or facilitation of unauthorized means to complete an examination or coursework” and more specifically as “accessing websites or other online resources not specifically permitted by the instructor or examiner” (Discipline for Academic Misconduct, [Vancouver](#) and [Okanagan](#) 3.1.b.iv), and potentially plagiarism (3.1.e).

Students should not assume that all available technologies are permitted. If students are not sure about whether AI tools are allowed, as with any tool, they should ask their instructor for clarity and guidance.

**University of Saskatchewan** <https://academic-integrity.usask.ca/chatgpt-students.php>

Q: Can I use LLMs such as ChatGPT to help complete an assignment?

A: Only use LLMs such as ChatGPT if given explicit permission by your instructor. Using ChatGPT or similar tools without permission risks your academic integrity.

If you have been given permission to use LLMs, then you will need to cite this information so that your reader clearly understands which text was generated by a program like ChatGPT and how this text was generated (e.g., the keyword prompts that were used). For more information, refer to “How should I cite text that has been generated by LLMs?”

Q: Is using LLMs such as ChatGPT a form of plagiarism?

A: It depends! If your instructor has explicitly stated that you can use assistance like LLMs then you should also ask them for formatting expectations or guidance to avoid plagiarism concerns. **However, if permission has not been given or if you have not clearly attributed or cited the work, then you risk an accusation of plagiarism<sup>6</sup>.**

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<sup>6</sup> Emphasis in the original.





Senate Executive Committee  
May 23, 2023  
Via Zoom videoconference

**MINUTES**

**Attending** B. A. Bacon (Chair), D. Deugo, R. Gorelick, J. Malloy, T. Roberts, E. Sloan, J. Tomberlin, P. Wolff, E. A. Zeid

**Recording Secretary:** K. McKinley (via Zoom)

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**1. Welcome & Approval of the Agenda**

The meeting was called to order at 11:00 a.m. An agenda plus meeting package was circulated in advance to committee members.

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

The motion **PASSED**.

**2. Approval of Senate Executive Minutes**

**a) April 6, 2023 (e-poll)**

It was **MOVED** (J. Tomberlin, P. Wolff) that the Senate Executive Committee approve the minutes of the e-poll on April 6, 2023, as presented.

The motion **PASSED**.

**b) April 11, 2023**

It was **MOVED** (J. Tomberlin, P. Wolff) that the Senate Executive Committee approve the minutes of the meeting on April 11, 2023, as presented.

The motion **PASSED**.

**3. Review of Senate Minutes – April 14, 2023 + April 21, 2023**

No issues were found with the Senate minutes and no changes were suggested.

**4. Senate Agenda – June 2, 2023**

The Clerk of Senate requested that “Senate Membership Ratification” be added to Administration for the open agenda.

It was **MOVED** (E. A. Zeid, J. Malloy) that the Senate Executive Committee approve the agenda for the Senate meeting of June 2, 2023, as amended. The motion **PASSED**.

**5. Other Business**

Dwight Deugo noted that this would be the last Senate Executive Committee meeting as he is stepping down from his position as Vice-Provost and AVP Academic as of July 1<sup>st</sup>. The Chair and members of the committee thanked him for his service and wished him well.

The Chair also thanked student member Taina Roberts, whose term on the committee also ends June 30<sup>th</sup>, and welcomed new graduate student representative Elie Abou Zeid.

**8. Adjournment**

The meeting was adjourned at 11:28 a.m.



Senate Executive Committee  
June 7, 2023  
Web-based Meeting  
(E-poll)

MINUTES

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

Senate Executive Committee members participated in an e-poll on June 7, 2023 to approve late amendments to the graduation status of 17 undergraduate students. The students' eligibility to graduate was confirmed by the Registrar's Office and Faculty Board approval was obtained.

Senate Executive Committee approved the requests for late graduation, as presented by the Registrar's Office.



Senate Executive Committee  
June 13, 2023  
Web-based Meeting  
(E-poll)

MINUTES

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

Due to the lack of urgent Senate business, Senate Executive Committee members approved via e-poll on June 13, 2023 the cancellation of the Senate meeting on June 23, 2023.



Senate Executive Committee  
June 14, 2023  
Web-based Meeting  
(E-poll)

MINUTES

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

Senate Executive Committee members participated in an e-poll on June 14, 2023 to approve a late amendment to graduation status request for an undergraduate student in FASS. The students' eligibility to graduate was confirmed by the Registrar's Office and Faculty Board approval was obtained.

Senate Executive Committee approved the request for late graduation, as presented by the Registrar's Office.



Senate Executive Committee  
July 11, 2023  
Web-based Meeting  
(E-poll)

MINUTES

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

*Senate Executive Committee* members participated in an e-poll on June 28, 2023 to ratify members of the new *Senate Ad Hoc Committee on Graduate Academic Governance*. The request was made by the Clerk of Senate (who is also the Chair of the *Senate Academic Governance Committee*) under the empowering motion, to enable the Ad Hoc Committee to begin its work over the summer months.

Four of the eight voting members on Senate Executive responded to the e-poll. Of the 4 respondents, one abstained, one voted against the motion and two voted in favour of the motion. Before results could be reported, however, the Clerk was notified that the membership of the Ad Hoc Committee would need to be edited, due to new executive appointments for the Fall of 2023. Subsequently, the e-poll was cancelled and a new e-poll was scheduled in July to vote on the revised committee membership.

*Senate Executive Committee* members participated in a new e-poll on July 11, 2023 to ratify a revised list of nominees for the new *Senate Ad Hoc Committee on Graduate Academic Governance*. Four of the seven voting members on Senate Executive responded to the e-poll. Of the 4 respondents, three voted in favour of the motion and one voted against it. As a result, the motion PASSED.

August 31, 2023

The Senate of Carleton University

Attn: Professor Elinor Sloan, Clerk of Senate

Re: Senate Student Academic Integrity Appeal Committee Report for 01 July 2022 to 30 June 2023

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 Appeal Committee (SSAIAC).

SSAIAC is composed of faculty members and students from across the University. The Committee was chaired by James Cheetham, with Julie Murray, Troy Anderson, and Cristina Ruiz Martin serving as the faculty representatives. The student representatives were Chelsie Smith and Jesse Monteith. The committee met 10 times in the reporting period and considered 92 appeals. All meetings were conducted using Zoom. 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. Jenny Leppard, Assistant Registrar, Central Academic Records acted as the secretary for SSAIAC and she received excellent support from members of the Registrar’s Office. In addition, the University Ombuds office assists students with the process and their contributions are greatly appreciated.

Meeting Dates	# of Cases
August 15, 2022	28
September 30, 2022	11
October 26, 2022	9
November 18, 2022	3
January 13, 2023	6
February 17, 2023	9
March 24, 2023	5
April 20, 2023	7
May 24, 2023	6
June 27, 2023	8
<b>Total</b>	<b>92</b>

**Violations of the Policy**

Looks like mostly good news this year. All Faculties saw decreases in violations of the Academic Integrity Policy with the exception of Graduate and Postdoctoral Affairs. Engineering and Design had a large -369.7 % decrease in violations, but this may be due to a number of cases from the reporting period that have yet to be heard.

Table 1A shows the distribution of violations of the Academic Integrity Policy by faculty for 2022/2023 with comparative data for 2021/2022 (see Appendix 1). Note that data are not collected on those allegations where no violation of the Policy was determined. Overall the University experienced a decrease in violations of the Academic Integrity Policy, going from 1571 violations in 2021/2022 to 965 violations in 2022/2023 for a 62.8 % decrease.

The Faculty of Science once again this year leads the pack with 60.3 % of the violations which is an increase from 48.4 % of the total violations last year. Science also saw a decrease in violations going from 761 in 2021/2022 to 582 in 2022/2023. The Faculty of Engineering and Design has dropped to 7.9 % of the total violations from 22.7 % last year.

The Faculty of Arts and Social Sciences had a 56.0 % drop in violations, but slightly increased its position at 18.1 % of the total violations (17.4 % last year). Public Affairs and the Sprott School of Business had decreases in violations. So that would be good news. Graduate studies had an increase in violations, but take note that this percentage increase is based on small numbers of violations reported.

Table 2 shows Academic Integrity violations by student's year of standing. All years showed a decrease in violations. Graduate Studies went up by 54.5 %, but this percentage is based on a 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 the vast majority 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 all three went down. Note that some cases include multiple categories, so the totals here do not match the totals in Tables 1 and 2.

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.

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. In their appeals, 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. Ideas are welcome.

Table 5 shows the vast majority of violations are first time violations, with the numbers decreasing for second, third, fourth and fifth violations. Hopefully, this is a good thing, indicating that once caught in 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 the sanctions that are applied when a violation of the Policy is confirmed. The most common sanction is a written reprimand. A reduced grade (or a grade of zero) on the work in which the violation occurred is second. The next most common sanction is a reduction in the letter grade for the course. 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 92 appeals this year with 0 approved and 92 denied. This compares to 128 appeals last year, with 127 being denied.



## Academic Integrity Appeals

As of June 30, 2023, the Committee met 10 times and completed 92 appeals for the 2022/2023 academic year. This is compared to the 128 appeal cases reviewed in 2021/2022. The majority of the cases involved undergraduate students from across the faculties..

Of the 92 appeals considered, the Committee upheld the original decision of the Associate Dean in all 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,

A handwritten signature in blue ink, appearing to be 'James J. Cheetham', written in a cursive style.

James J. Cheetham, Ph.D.

Chair, SSAIAC

A handwritten signature in blue ink, appearing to be 'Jenny Leppard', written in a cursive style.

Jenny Leppard

Secretary, SSAIAC and Assistant Registrar

## Appendix 1 – Academic Integrity Violation Data (July 1, 2022 to June 30, 2023)

Table 1: AI Violations by Faculty

Faculty	Violations 2021/2022	Percent of Total	Violations 2022/2023	Percent of Total	Percent Change
Science	761	48.4%	582	60.3%	-30.8%
Engineering and Design	357	22.7%	76	7.9%	-369.7%
Arts and Social Sciences	273	17.4%	175	18.1%	-56.0%
Public Affairs	113	7.2%	68	7.0%	-66.2%
Graduate and Postdoctoral Affairs	10	0.6%	21	2.2%	52.4%
Sprott School of Business	57	3.6%	43	4.5%	-32.6%
<b>Total</b>	<b>1571</b>	<b>100.0%</b>	<b>965</b>	<b>100.0%</b>	<b>-62.8%</b>

Note 1: Cases with decisions rendered from July 1, 2022 to June 30, 2023.

Note 1a: 60 cases from late summer 2022 term to early summer 2023 term still to be heard.

Table 2: AI Violations by Student Level

Year of Standing	Violations 2021/2022	Percent of Total	Violations 2022/2023	Percent of Total	Percent Change
First Year	150	9.5%	129	13.4%	-16.3%
Second Year	492	31.3%	403	41.8%	-22.1%
Third Year	552	35.1%	229	23.7%	-141.0%
Fourth Year	350	22.3%	167	17.3%	-109.6%
Graduate Level	10	0.6%	22	2.3%	54.5%
Non-Degree (SPEC)	17	1.1%	15	1.6%	-13.3%
<b>Total</b>	<b>1571</b>	<b>100.0%</b>	<b>965</b>	<b>100.0%</b>	<b>-62.8%</b>

Note 1: Cases with decisions rendered from July 1, 2022 to June 30, 2023.

Note 1a: 60 cases from late summer 2022 term to early summer 2023 term still to be heard.

**Table 3: AI Violations by Type**

Type of Violation	2021/2022	Percent of Total	2022/2023	Percent of Total	Percent Change
Assisting in Violations of AI Standards	5	0.3%	1	0.1%	-0.2%
Disruption of Classroom Activities	1	0.0%	0	0.0%	0.0%
Impersonation	0	0.0%	0	0.0%	0.0%
Improper Access	4	0.2%	4	0.4%	0.2%
Improper Dissemination	0	0.0%	15	1.4%	1.4%
Misrepresentation	5	0.3%	57	5.5%	5.2%
Obstruction and Interference	0	0.0%	0	0.0%	0.0%
Other	0	0.0%	0	0.0%	0.0%
Plagiarism	756	43.0%	404	38.7%	-4.3%
Tests and Examinations	268	15.3%	99	9.5%	-5.8%
Unauthorized Cooperation or Collaboration	710	40.4%	463	44.4%	4.0%
Unauthorized Resubmission of Work	8	0.5%	0	0.0%	-0.5%
Withholding Academic Records	0	0.0%	0	0%	0.0%
<b>Total</b>	<b>1757</b>	<b>100.0%</b>	<b>1043</b>	<b>100.0%</b>	<b>0.0%</b>

Note 1: Cases with decisions rendered from July 1, 2022 to June 30, 2023.

Note 1a: 60 cases from late summer 2022 term to early summer 2023 term still to be heard.

Note 2: Some cases include multiple categories

**Table 5: Recidivism**

AI Violations	Number
First Violation	674
Second Violation	144
Third Violation	55
Fourth Violation	9
Fifth Violation	3

Note 1: Cases with decisions rendered from July 1, 2022 to June 30, 2023.

Note 1a: 60 cases from late summer 2022 term to early summer 2023 term 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.	927
Requirement to remain registered in the course in which the violation occurred.	0
Completion of a remediation process	189
Resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade penalty	5
Assignment of a reduced grade or a grade of zero for the work in which the violation was committed.	779
Assignment of a reduction of the final grade in the course	390
Assignment of a grade of UNS or failure (F) for the course	170
Restitution of costs incurred by the University as a result of the violation of this policy.	0
Withdrawal from the course	1
An additional requirement of a maximum of 1.0 credit added to the student's program of studies.	0
Registration limited to a specified number of credits per term	0
Suspension for up to three (3) terms	30
Recommendation to the Provost that a student be suspended for more than three terms	0
Recommendation to the Provost that the student be expelled from the University	2
Recommendation to the Provost for rescission or suspension of one or more degrees, diplomas or certificates obtained by any student	0
Recommendation that a notation be added to the student's transcript.	0

Note 1: Cases with decisions rendered from July 1, 2022 to June 30, 2023.

Note 1a: 60 cases from late summer 2022 term to early summer 2023 term still to be heard.

Note 2: Many cases involve multiple sanctions.

**Table 7: ACADEMIC INTEGRITY APPEALS, 2022/23**

	<b>Approved</b>	<b>Denied</b>	<b>Total</b>
<b>Assisting in Violations of AI Standards</b>			0
<b>Impersonation</b>			0
<b>Obstruction and Interference</b>			0
<b>Disruption of Classroom Activities</b>			0
<b>Misrepresentation</b>		4	4
<b>Plagiarism</b>		39	39
<b>Tests and Examinations</b>		10	10
<b>Unauthorized Cooperation or Collaboration</b>		42	42
<b>Unauthorized Resubmission of Work</b>			0
<b>Improper Dissemination</b>			0
<b>Improper Access</b>			0
<b>Total</b>	<b>0</b>	<b>95</b>	<b>95</b>

Note 1: 92 cases heard by committee from July 1, 2022 - June 30, 2023

Note 2: The committee considered 92 appeals, but some cases include multiple categories making this total slightly higher.

## Appendix 2

Faculty of Science

Academic Integrity: Penalties for offences

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

# Standard Penalty Guidelines

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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

### RECOMMENDATIONS TO REDUCE VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY

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

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

Excuses we see include the following:

I'm too busy.

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

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

I didn't know it was cheating.

They will never find out.

I forgot/ran out of time to include citations.

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

The exam was unfair.

I only cheated once.

This particular assignment is not very important to me.

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

No one will get hurt by my cheating.

I had to help a friend in need.

The instructor doesn't really care about cheating.

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

#### **THERE ARE NO EXCUSES FOR CHEATING!**

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

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

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

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

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

Use a course readiness test. Test all new students on academic integrity during the first weeks of class. Create an online academic integrity quiz in 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 Budhai, Ph.D. published - May 11, 2020.

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

## **OTHER SUGGESTIONS**

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

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

### **1) Increasing the perceived difficulty of committing the violation;**

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

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

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**2022-23 Report to Senate  
(July 1, 2022- June 30, 2023)  
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 2<sup>nd</sup> and 4<sup>th</sup> 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, these are rare and there were none for this time period. In light of Accreditation requirements, the Committee of Admissions and Studies in the Faculty of Engineering makes final decisions for students in Engineering.

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 following had an impact on the number of petitions and appeals for the 2022-23 period:

- The academic withdrawal deadlines moved earlier in the terms,
- Compassionate grading in place in light of the COVID 19 pandemic did not apply to this period,
- There was a labour disruption in the 2023 winter term which resulted in UNS/SAT grading for the 2023 winter term,
- The Introduction of the Academic Continuation Evaluation (replacing the old Academic Performance Evaluations), and
- The introduction of the first year grading policy.

The total number of petitions and appeals for 2022-23 academic year was 1881. The number of cases heard by the Senate Undergraduate Studies Committee was 86 or approximately 4.6% of that total.

### III. Statistics

#### Decisions by the Senate Undergraduate Studies Committee

Of the petitions the Committee considered, sixty percent were regarding requests for backdated academic withdrawal, which was expected given the new deadlines.

	2022-23 Total	SUSC
Deferrals	212	8
Missed Deferrals	101	3
Late Registration	528	3
Overloads	328	6
Academic Withdrawals	571	52
Missed Deadline to Petition	62	11
Other	79	3
	1881	86

#### 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.

	2022-23 Total	ENG CAS
Deferrals	212	2
Missed Deferrals	101	30
Late Registration	528	91
Overloads	328	17
Academic Withdrawals	571	84
Missed Deadline to Petition	62	0
Other	79	49
	1881	273

## 2022-23 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 2021-22 are provided for comparison. The increase in petitions from 2021-22 to 2022-23 can be attributed to the movement of the academic withdrawal deadline to be earlier in the term, and the conclusion of compassionate measures that were in place in 2021-22 year in light of the COVID pandemic.

	2022-23 Total	SUSC	ENG CAS	UAS	2021-22 Total
Deferrals	212	8	2	202	174
Missed Deferrals	101	3	30	68	53
Late Registration	528	3	91	434	393
Overloads	328	6	17	305	322
Academic Withdrawals	571	52	84	435	286
Missed Deadline to Petition	62	11	0	51	50
Other	79	3	49	27	67
	1881	86	273	1522	1345

## Senate Committee on Undergraduate Student Awards Annual Report 2022-2023

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

### Committee Membership (2022-2023)

Prof. Rodney Nelson, Sprott School of Business (Chair)  
 Prof. Nadiya Slobodenyuk, Institute of Cognitive Science  
 Prof. Edward Cyr, Mechanical & Aerospace Engineering  
 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

Committee meetings were held December 2022 and February 2023, to review the administrative rules and regulations regarding scholarship and Deans' Honour List assessment. Rules and regulations were reviewed and language was revised in order to provide clarification for students impacted by the University's new first year grading policy which came into effect Fall 2022. It was agreed to reference earned grades and original/earned grades where appropriate and necessary. Original/earned grade still form part of the student record and they are used in the calculation of the annual GPA for scholarship and Deans' Honour List assessment.

Pursuant to the announcement that Carleton University Senate passed a compassionate grading policy for Winter 2023, 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 previously approved by Senate.

In April 2023, the committee adjudicated applications and finalized Prestige Scholarship and Carleton Capital Scholarship recipients for Fall 2023. A total of 98 applications met all basic criteria of grades, leadership, community service and extra-curricular activities and were selected to be reviewed by the committee. The committee members independently scored applications and selected 25 Prestige scholarship winners and 17 Carleton Capital scholarship winners.

The committee reviewed and approved the terms of reference for 44 newly created undergraduate 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	16
Entrance Scholarship - Donor	-	Bursary – Donor	7
In Course Scholarship - Endowed	2		
In Course Scholarship - Donor	1		
Dept Scholarship - Endowed	8		
Dept Scholarship - Donor	10		
<b>Total new Scholarships</b>	<b>21</b>	<b>Total new Bursaries</b>	<b>23</b>

### For the 2022-2023 academic year

\$31.9 million in university administered scholarships and bursaries was awarded to undergraduate students.



**NEW UNDERGRADUATE AWARDS AND CHANGES TO AWARDS**

**REVIEWED BY SENATE COMMITTEE ON UNDERGRADUATE STUDENTS AWARDS (December, 2022)**

Award Name	Type	Source	Award Terms
J. David Greenough Memorial Scholarship in Journalism	Scholarship Departmental	Donor	Value \$1,000. Awarded on the recommendation of the Director or Associate Director of the School of Journalism and Communication to outstanding full-time undergraduate students who are proceeding from one year to another in the Bachelor of Journalism or Bachelor of Journalism and Humanities programs. Preference will be for students who demonstrate an interest in audio/radio journalism. Established in 2022 in memory of J. David Greenough.
KPMG Indigenous Student Award	Scholarship Departmental	Donor	Value \$1,000. Awarded on the recommendation of the Dean of the Sprott School of Business to an outstanding undergraduate Indigenous student who is enrolled in or has been admitted into the Bachelor of Commerce program at Sprott School of Business. Preference will be given to students in the accounting concentration. Application is required. Established in 2022 by KPMG.
KPMG Black Student Award	Scholarship Departmental	Donor	Value \$1,000. Awarded on the recommendation of the Dean of the Sprott School of Business to an outstanding Black student who is enrolled in or has been admitted into the Bachelor of Commerce program at Sprott School of Business. Preference will be given to students in the accounting concentration. Application is required. Established in 2022 by KPMG.
Thomas Scholarship	Scholarship In-course	Endowed	Awarded annually to outstanding undergraduate students entering or continuing in any undergraduate degree program at Carleton University. Endowed in 2021 by Marguerite Perkin in memory of her parents Kathleen and Thomas Thomas, and of Reginald Carter.
Rawlson King and Linda Grussani Scholarship for Indigenous, Black and Racialized Students	Scholarship Departmental	Donor	Awarded on the recommendation of the Director of the School for Studies in Art and Culture to outstanding full-time students who are Indigenous, Black or a member of another racialized group and who are proceeding from one year to another of a degree program within the School for Studies in Art and Culture. Priority will be given to students in the upper years of their programs. Eligible recipients will demonstrate community service or engagement in campus life. Application is required. Established in 2022 by Rawlson King BJ/99, MA/07 and Linda Grussani BA/99, MA/03.
Music Award for Indigenous, Black and Racialized Students	Scholarship Departmental	Donor	Awarded on the recommendation of the Director of the School for Studies in Art and Culture to outstanding full-time students who are Indigenous, Black or a member of another racialized group entering or continuing in the Bachelor of Music program at Carleton University. Eligible recipients will have made a significant contribution to the music program and/or their Indigenous or racialized community. Application is required. Established in 2021 by the Department of Music to encourage, recognize and honour the significant contributions to music by Indigenous, Black and racialized students.
Philip Schneider Scholarship	Scholarship In-course	Endowed	Awarded annually to an outstanding undergraduate student who is entering or continuing in the Bachelor of Arts in Criminology and Criminal Justice program. Endowed in 2022 by Philip Schneider BA/72, BCL/75 (McGill.)

Philip Schneider Bursary	Bursary	Endowed	Awarded annually to an undergraduate student in demonstrated financial need who is entering or continuing in any program of study at Carleton University. Endowed in 2022 by Philip Schneider BA/72.
W. Bryan Baker Memorial Scholarship	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Director of the Department of Neuroscience to an outstanding undergraduate student who is continuing from one year to another in the Bachelor of Science in Neuroscience and Mental Health program. Endowed in 2020 in loving memory of William Bryan Baker, by his niece.
ESP Scholarship	Scholarship Departmental	Donor	Awarded to outstanding students in the Enriched Support Program (ESP) who have achieved an A- average overall in three courses during the first and/or second year of the ESP and strong attendance in two ESP workshops and a seminar course. This scholarship will be awarded to students who are proceeding to a degree program at Carleton University during the following academic year. Established in 2022.
Matthew Yeager Critical Criminology Award	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Director of the Institute of Criminology and Criminal Justice to an outstanding undergraduate student proceeding from one year to another in the Bachelor of Arts in Criminology and Criminal Justice program. Recipients will demonstrate an interest in Critical Criminology. Endowed in 2022 by Matthew G. Yeager, Ph.D.
Kelly Family Award for Indigenous Students	Bursary	Endowed	Awarded annually, on the recommendation of the leadership of the Indigenous Enriched Support Program (IESP,) to an Indigenous student in demonstrated financial need who is entering the Indigenous Enriched Support Program. Preference will be given to students entering the program from Manitoba. Endowed in 2021 by C. Robert Kelly and family.
HOPE Scholarship for Refugee Women	Bursary Departmental	Endowed	Awarded annually on the recommendation of the Associate Vice-President, Student Affairs and Student Life to outstanding undergraduate students who are or have been a Convention Refugee or a person in need of protection and are enrolled in any program of study at Carleton University. Recipients must demonstrate financial need. Preference will be for students who identify as women. Application is required. Endowed in 2022 by the Heads of Mission Spouses Association and the Canadian Federation for University Women - Ottawa.
John Gordon Watters and Family Bursary	Bursary	Endowed	Awarded annually to a student in demonstrated financial need who is entering or continuing in a degree program within the Institute of Criminology and Criminal Justice. Preference will be for students with a permanent disability. Endowed in 2022 by John Watters BA/84, BAHons/90.
Burton M. Heward Scholarship in Creative Writing	Scholarship Departmental	Endowed	Awarded annually on the recommendation of the Chair of the Department of English Language and Literature to an outstanding student proceeding from one year to another in a Bachelor of Arts Honours degree in English with a concentration in Creative Writing. Endowed in 2022 in loving memory of Burton Meredith Heward BA/60 in recognition of his 40-year career as a newspaper writer and editor and to honour his passion for Canadian writers.

Undergraduate Award for Indigenous students in Indigenous and Canadian Studies	Scholarship Departmental	Donor	Value \$1,000. Awarded on the recommendation of the Director of the School of Indigenous and Canadian Studies to an outstanding Indigenous student proceeding from one year to another in an undergraduate program within the School of Indigenous and Canadian Studies. Preference will be given to a student in the Combined Honours in Indigenous Studies program with consideration given to those students taking a minor in the program. Application is required. Established in 2020 by faculty, staff, students, alumni and friends of the School.
Kanta Chand Bhatia and Indu Gambhir Bursary	Bursary	Endowed	Awarded annually to students in demonstrated financial need entering or continuing in any program of study at Carleton University. Endowed in 2022 by Dr. Kanta Marwah in honour of Kanta Chand Bhatia and Indu Gambhir.
R.L.N. Vijayanagar Memorial Bursary	Bursary	Endowed	Awarded annually to students in demonstrated financial need who are continuing in any program of study within the Faculty of Arts and Social Sciences. Endowed in 2021 by the Nagpur and Vijayanagar families in memory of R.L.N. Vijayanagar who believed passionately in the importance of higher education.

### CHANGES TO EXISTING AWARDS

Anita Garbarino Girard Scholarships in Health Science	Scholarship Departmental	Endowed	<p><b>OLD TERMS:</b> Awarded annually on the recommendation of the Chair of the Department of Health Sciences to outstanding, undergraduate students entering or proceeding from one year to another in a full-time Health Sciences program. Preference will be given to students studying topics related to the elderly and aging. Eligible students must be Canadian Citizens or permanent residents of Canada (landed immigrant or a protected person). Endowed in 2019 through the Estate of Anita Garbarino Girard.</p> <p><b>NEW TERMS:</b> Awarded annually on the recommendation of the Chair of the Department of Health Sciences to outstanding, undergraduate students entering or proceeding from one year to another in a full-time Health Sciences program. Preference will be given to students who are studying topics related to or are volunteering/working with the elderly and aging. Eligible students must be Canadian Citizens or permanent residents of Canada (landed immigrant or a protected person). Endowed in 2019 through the Estate of Anita Garbarino Girard. Revised 2022.</p>
Ottawa Women's Canadian Club Scholarship	Scholarship Departmental	Endowed	<p><b>OLD TERMS:</b> Awarded to outstanding students proceeding from one year to another in the Canadian Studies program at Carleton University. The eligible recipient must be a Canadian citizen. Endowed 1946. Revised 1977, 1983 and 2008.</p> <p><b>NEW TERMS:</b> Awarded to outstanding students proceeding from one year to another in a Bachelor of Arts program within the School of Indigenous and Canadian Studies at Carleton University. The eligible recipient must be a Canadian citizen. Endowed 1946. Revised 1977, 1983 and 2008. Revised 2022.</p>

**NEW UNDERGRADUATE AWARDS  
REVIEWED BY SENATE COMMITTEE ON UNDERGRADUATE STUDENTS AWARDS (June 2023)**

Award Name	Type	Source	Award Terms
Fahmida Rafi Bursary	Bursary	Endowed	Awarded annually to international women students in demonstrated financial need who are continuing in a Bachelor of Science degree program. Preference will be given to students enrolled in Biology. Endowed in 2021 by Saad Rafi in honour of his mother, Fahmida Rafi who maintained a lifelong passion for biology and instilled in her family the value of higher of education and generosity.
Transoft Solutions Bursary	Bursary	Endowed	Awarded annually to Indigenous women who are in demonstrated financial need and are entering or continuing in any undergraduate program at Carleton University. Preference will be given to students enrolled in a degree within the Faculty of Engineering and Design. Endowed in 2021 by Transoft Solutions.
Jeffrey O. Palmer	Bursary	Endowed	Awarded annually to an outstanding student in demonstrated financial need who is entering or proceeding from one year to another in any program of study at Carleton University. Endowed in 2021 by Jeffrey O. Palmer, BA, Math and Economics, 1978.
Sonya Reaume Memorial Bursary for Accounting	Bursary	Endowed	Awarded annually to a student in demonstrated financial need who is entering or proceeding from one year to another in a Bachelor of Commerce degree with a concentration in Accounting. Endowed in 2021 by family and friends of Sonya Reaume, BComm/07. Sonya was proud to receive the CA designation just before her life was cut short by a rare form of cancer in 2011.
Daniel Van Vliet Bursary	Bursary	Donor	Value \$2,000. Awarded annually to undergraduate students in demonstrated financial need who are entering or continuing in a program in Geography, Environmental Studies or Environmental Science. Established in 2022, by Daniel Van Vliet BA Hon/97.
Anna and Jonathan Ferrabee Bursary	Bursary – Dept.	Donor	Value \$1,000. Awarded annually on the recommendation of the Director of the Centre for Initiatives in Education to one student in demonstrated financial need who is entering the Enriched Support Program at Carleton University. Established in 2022 by Anna and Jonathan Ferrabee
Audrey and Franklin McAllum Bursary	Bursary	Endowed	Awarded annually to undergraduate students entering or continuing in any program of study at Carleton University. Endowed in 2022 by Franklin McAllum

Franco De Santis Bursary for the School of Indigenous and Canadian Studies	Bursary	Donor	Value \$1,000. Awarded annually to undergraduate students in demonstrated financial need who are entering or continuing in a program within the School of Indigenous and Canadian Studies. Established in 2022 by Heather De Santis in memory of her father.
Fred J. McEvoy Bursary	Bursary	Donor	Value \$1,000. Awarded annually to an undergraduate student in demonstrated financial need who is entering or continuing in a degree program within the Department of History. Established in 2022 by Fred J. McEvoy BA/70, BAHons/71, MA/72.
Jane Courtemanche Bursary	Bursary	Endowed	Awarded annually to undergraduate students in demonstrated financial need who are entering or continuing in the Bachelor of Public Affairs and Policy Management. Endowed in 2022, by Jane Courtemanche BPA85
Riley Taylor Memorial Award	Scholarship Dept.	Endowed	Awarded annually on the recommendation of the Director of the School for Studies in Art and Culture in consultation with the leadership of the Music program, to an outstanding undergraduate student proceeding from one year to another in the Bachelor of Music Program at Carleton University. Preference will be given to a student who is studying percussion or guitar. Established in 2022 in memory of Riley Taylor who was surrounded by music all his life. He embraced his upbringing in music and carried it forward in his own life through music lessons, working in the family drum shop, creating music on his own and in bands, and being connected to the Ottawa music scene in many different ways. Endowed 2023.
Lynn Campbell Award in Business Law	Scholarship Dept.	Endowed	Awarded annually on the recommendation of the Chair of the Department of Law and Legal Studies to the student graduating from a Bachelor of Arts (Honours) degree in Law with a concentration in Business Law who has achieved the highest overall cumulative grade point average. Endowed in 2021 by R. Lynn Campbell, Professor Emeritus in the Department of Law and Legal Studies.
Retired Accounting Professor Scholarship	Scholarship Dept.	Endowed	Awarded annually on the recommendation of the Dean of the Sprott School of Business to outstanding undergraduate students who are continuing in a Bachelor of Commerce degree with a concentration in Accounting. Eligible recipients will demonstrate significant involvement in extra-curricular activities. Endowed in 2023 by an anonymous accounting professor of more than 30 years, who was treated exceptionally well and had lots of special memories of the successes of their students.
Retired Accounting Professor Bursary	Bursary	Endowed	Awarded annually to undergraduate students in demonstrated financial need who are continuing in a Bachelor of Commerce degree with a concentration in Accounting. Endowed in 2023 by an anonymous accounting professor for more than 30 years, who was treated exceptionally well and had lots of special memories of the successes of their students.

Bruce Ingram Memorial Bursary	Bursary	Donor	Value \$1,000. Awarded annually to undergraduate students in demonstrated financial need who are entering or continuing in a degree program in the Sprott School of Business. Established in 2022 in loving memory of Bruce Ingram BComm/67 by family and friends.
Scholarship in Honour of the Victims of Flight 752	Scholarship	Donor	Value \$1,000. Awarded annually to outstanding undergraduate students entering or continuing in a degree program in Biology. Preference will be given to an international student. Established in 2020 in memory of all those who tragically lost their lives as part of Ukraine International Airlines Flight 752.
Dr. Bruce Howard Sells Memorial Bursary	Bursary	Donor	Awarded annually to students in demonstrated financial need who are enrolled in any undergraduate degree within the Faculty of Science. Established in 2019 through the generosity of the estate of Dr. Bruce Howard Sells, BSCH/52.
French as a Second Language (FSL) Bursary	Bursary	Donor	Two bursaries valued at \$3,000 each. Awarded annually on the recommendation of the Chair of the Department of French to full-time undergraduate students enrolled in the first year of study in a program in the French language and taking at least 50% of their courses in French. Eligible recipients will be Canadian Citizens or permanent residents of Canada (landed immigrant or a protected person) whose first Canadian spoken language is English. Special consideration will be given to students in demonstrated financial need, first-generation university students and under-represented groups. Application is required. Established in 2022 by the Association des collèges et universités de la francophonie canadienne (ACUFC) to encourage English speaking students to pursue their post-secondary studies in French.
India's Rich Heritage Studies Scholarship	Scholarship Dept.	Endowed	Awarded annually on the recommendation of the Director of the College of Humanities to outstanding undergraduate students entering or continuing in a degree program within the College of the Humanities who demonstrate an interest in Sanatana Dharma (Hindu Studies.) Endowed in 2022 by Kanwal (Ken) Talwar in memory of his uncle Mr. Shiv Charan Laul Talwar, and to honour the concept of India's Sanatana Dharma.
Cripps-Murphy Memorial Scholarship	Scholarship Dept.	Donor	Value \$2,000. Awarded annually on the recommendation of the Director or Associate Director of the School of Journalism and Communication to outstanding full-time undergraduate students who are proceeding from one year to another in a Bachelor of Journalism or Bachelor of Journalism and Humanities degree program. Preference will be for students who demonstrate an interest in Journalism as a way to promote truth, trust and inclusion within Canada and internationally. Established in 2022 by Mike Murphy in loving memory of his wife, Susan Cripps BJ/80, and his parents Maurice and Carol Murphy.
Kerry-Ann Lindo Memorial Award	Scholarship Dept..	Donor	Value \$1,000. Awarded annually on the recommendation of the Dean of the Faculty of Science to an outstanding full-time undergraduate Black student enrolled in a degree program within the Faculty of Science. Eligible recipients will demonstrate community service. Preference will be given to students in demonstrated financial need. Application is required. Established 2023 by friends, family and community members in memory of Kerry-Ann Lindo, BA/20.

Catherine Jane Lees Memorial Award	Scholarship Dept.	Donor	Value \$2,000. Awarded annually on the recommendation of the Director of the School of Social Work to an outstanding undergraduate student who identifies as a woman and is proceeding from first to second - year in a Bachelor of Social Work program. Eligible students will demonstrate academic enthusiasm and consideration will given to students in financial need. Application is required. Recipients may not receive this award more than once. Established in 2023 by the estate of Catherine Jane Lees MSW/97.
Hollis Peirce Bursary for Students with Disabilities	Bursary Dept.	Endowed	Awarded annually on the recommendation of the Director of the Paul Menton Centre to students with a permanent physical disability who are in demonstrated financial need and are entering or continuing in any program of study at Carleton University. Preference will be for students enrolled in a program within the Department of History. Established in 2022 by Hollis Peirce, BA/15, MA/19. Endowed 2023.
Connor Boyd Memorial Scholarship	Scholarship Dept.	Endowed	Awarded annually on the recommendation of the Chair of the Department of English, to an outstanding student entering or proceeding from one year to another in a Bachelor of Arts degree in English. Preference will be given to students who demonstrate compassion for others who are facing hardship. Endowed by family, friends, and members of the Ottawa community in loving memory of Connor Boyd whose promising life was tragically cut short in 2013.
Alan Stuart Knight Memorial Bursary	Bursary	Endowed	Awarded annually to a student in demonstrated financial need who is enrolled in their first year of any program of study at Carleton University. Preference will be given to those the University classifies as 'mature student'. Eligible students will be Canadian Citizens or permanent residents of Canada. Endowed in 2021 in memory of Alan Stuart Knight, Carleton University BAHons/65, Columbian University Woodrow Wilson Scholarship, 1965.
Welcome to Canada Bursary	Bursary	Endowed	Awarded annually to international undergraduate students entering or continuing in any program of study at Carleton University who are in demonstrated financial need. Preference will be given to students who are or have been a Convention Refugee or a person in need of protection. Endowed in 2023 by Vicken Koundakjian and Paula Fedeski-Koundakjian.

Senate Graduate Student Appeal Committee  
2022-23 Report to Senate  
For the period July 1, 2022 to June 30, 2023

## **I. Introduction**

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

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

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

Membership of the GSAC in 2022-23:

Bernadette Campbell, Psychology (FASS)  
Ian Lee, Chair of Committee (Sprott)  
Mike Murphy, School of Linguistics and Language Studies (FASS)  
Christiane Wilke, Department of Law and Legal Studies, FPA  
Paul Wilson, Associate Dean, FPA

The graduate student representative was Mason Rodney.

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

All meetings were held by Zoom.

Confidential minutes were recorded and saved for archival purposes.

A formal Record of Decision was recorded and submitted to the Clerk of Senate.



## **II. Executive Summary**

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

The total number of appeals to GSAC for 2022-2023 was a total of 2.

## **III. Statistical Summary**

1. Appeals by Category
  - Grade Appeal: 0
  - Program removal appeal: 2
2. By Level of Degree
  - Masters degree appeals: 0
  - Doctoral program appeal: 2
3. By Faculty:
  - FPA: 2
  - FASS: 0
  - Science: 0
4. Appeal Outcomes
  - Denial of appeal: 1 (PhD appeal)
  - Approval of appeal: 1 (PhD appeal)

## **IV. Analysis**

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

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

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

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

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

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

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

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

## **V. Conclusions**

The historical absence of appeals and recent very small numbers, when compared to the other Senate appeals committees, reflect the vastly smaller numbers of graduate students at Carleton University. Although we do not know for sure, the increase in graduate appeals after more than a decade with no appeals likely were linked to the pandemic.

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

# Senate Annual Report

July 1, 2022 – June 30, 2023

Carleton  
University





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## Year in Review

With the full reopening of campus, Senate returned to in-person meetings on campus in September 2022. Over the 2022-23 academic year, Senate approved an updated Carleton Academic Plan, an updated Academic Governance of the University Joint Policy, the introduction of several new programs, and a process for beginning the restructuring of the Faculty of Graduate & Postdoctoral Affairs.

Other significant highlights from the year include the approval of:

- 6,503 graduates
  - UG 764, G 507 (Fall 2022)
  - UG 879, G 471 (Winter 2023)
  - UG 3194, G 688 (Spring 2023)
- 256 medals and prizes
- 8 honorary degrees
- 8 new programs
- 14 new minors, concentrations, streams & specializations
- 20 cyclical reviews

## About Senate

Senate is the highest academic body at Carleton University. As steward over the university's academic governance, Senate makes decisions of importance to students and faculty. Regular work of the Senate includes awarding degrees, approving medalists, developing scholarships, approving new programs and revising curricula, and establishing regulations concerning students' academic work. Additionally, Senators oversee and provide feedback on important university documents and strategies.

## Senate Membership 2022/23

To help exercise its powers, Senate has 14 standing committees and is comprised of up to 86 members representing the Carleton community. Voting members include:

- 40 faculty members
- 2 contract instructors
- 10 elected undergraduate students
- 3 graduate students
- 23 ex-officio members
- 2 members of the Board of Governors
- up to 4 special appointments

### Ex-Officio Members

- Benoit-Antoine Bacon, President, Vice-Chancellor & Chair of Senate
- Elinor Sloan, Clerk of Senate
- Suzanne Blanchard, Vice-President (Students & Enrolment) & University Registrar

## Ex-Officio Members

- Rafik Goubran, Vice-President (Research & International)
- Jerry Tomberlin, Provost & Vice-President (Academic)
- Lorraine Dyke, Vice-President (Finance & Administration)
- Dwight Deugo, Vice-Provost & Associate Vice-President (Academic)
- Maria DeRosa, Dean, Faculty of Science
- Larry Kostiuik, Dean, Faculty of Engineering & Design
- Pauline Rankin, Dean, Faculty of Arts & Social Sciences
- Patrice Smith, Dean, Faculty of Graduate & Postdoctoral Affairs
- Brenda O'Neill, Dean, Faculty of Public Affairs
- Dana Brown, Dean, Sprott School of Business
- Amber Lannon, University Librarian
- Wonjoon Chung, Director, School of Industrial Design
- Michel Barbeau, Director, School of Computer Science
- Anne Bordeleau, Director, Azrieli School of Architecture & Urbanism
- Omair Shafiq, Interim Director, School of Information Technology
- Milan Sanghani, President, GSA, July 1, 2022 – April 30, 2023
- Elie Abou Zeid, President, GSA, elected May 1, 2023
- Hande Uz Ozcan, Vice-President (Academic), GSA, July 1, 2022 – April 30, 2023
- Sahil Rajput, Vice-President (Academic), GSA, elected May 1, 2023
- Anastasia Lettieri, President, CUSA, July 1, 2022 – June 30, 2023
- Mohamed "Faris" Riazuddin, President, CUSA, elected May 1, 2023
- Dakota Livingston, President CASG, July 1, 2022 – April 30, 2023
- Francesca Lepore, President, CASG, elected May 1, 2023

## Special Appointments

- Margaret Haines, Alumni Representative (term ends June 30, 2025)
- Kim Hellemans, COU Academic Colleague (term ends June 30, 2025)

## Board of Governors Representatives

- Louise Hayes, Board Member
- Brenda O'Connor, Board Member
- Jane Taber, Board Member

## Elected Student Senators

Graduate Students – Terms end June 30, 2023

- Kareem Al Hammuri
- Mohsin Ilyas
- Farzam Sepanta

Undergraduate Students – Terms end June 30, 2023

- Davin Caratao, Public Affairs
- Aaron North, Arts and Social Sciences
- Mahamed Qalinle, Engineering and Design
- Jennifer Ramnarine, Public Affairs
- Taina Roberts, Public Affairs
- Giuseppe Sestini, Arts and Social Sciences

## Elected Faculty Senators

Terms end June 30, 2023

- Manuel Baez, Engineering & Design / Architecture
- Jeff Dawson, Science
- Jacob Kovalio, Arts and Social Sciences
- Christine Laurendeau, Science / Computer Science
- Marlene Lundy, Arts and Social Sciences
- Beth MacLeod, Arts and Social Sciences (Secretary of the Faculty Board)
- Donald Russell, Engineering and Design
- Shazia Sadaf, Arts and Social Sciences
- David Sprague, Engineering and Design / Information Technology
- Julia Wallace, Science (Secretary of the Faculty Board)

Terms end June 30, 2024

- Peter Andrée (served until January 1, 2023)
- Vandna Bhatia, Public Affairs (Secretary of the Faculty Board)
- Bernadette Campbell, Arts and Social Sciences
- Jonathan Malloy, Public Affairs
- Paul Mkandawire, Arts and Social Sciences
- Mike Murphy, Arts and Social Sciences
- Julie Murray, Arts and Social Sciences
- Augustine Park, Arts and Social Sciences
- Karen Taylor, Engineering and Design (Secretary of the Faculty Board)

Terms end June 30, 2025

- Jeni Armstrong, Public Affairs
- Hilary Becker, Sprott School of Business
- François Brouard, Sprott School of Business (Secretary of the Faculty Board)
- Sean Burges, Public Affairs
- Amanda Clark, Public Affairs
- Edward Cyr, Engineering and Design
- Sarah Everts, Public Affairs
- Root Gorelick, Science
- Kevin Graham, Science
- Tim Haats, Engineering and Design / Industrial Design

Terms end June 30, 2025

### **Elected Contract Instructors**

- Douglas Howe, Science/Computer Science
- Lynn Marshall, Engineering and Design
- Lisa Moffitt, Engineering and Design / Architecture
- Howard Nemiroff, Sprott School of Business
- Matthew Pearson, Public Affairs
- Daniel Siddiqi, Arts and Social Sciences
- Christopher Smelser, Engineering and Design
- Christian Viau, Engineering and Design
- Pamela Wolff, Science
- Morgan Rooney, Arts and Social Sciences (term ends June 30, 2023)
- Kathleen Moss, Arts and Social Sciences (term ends June 30, 2024)

## **Nominations and Elections**

The Senate Office is responsible for managing the membership of Senate and its committees. To this end, Senate holds elections each spring to fill both Senate and Standing Committee vacancies for the coming academic year. After July 1<sup>st</sup>, nominations are ratified on a first-come, first-served basis for any remaining vacancies.

### New Senator Ratifications and Elections

- Between September 2022 and January 2023, Senate ratified 11 new Senate appointments for terms of service beginning immediately upon ratification.
- In March and April, 2023: Senate ratified 15 new Senate appointments and held an election for one FED faculty member on Senate, for terms of service beginning on July 1, 2023,

### New Senate Committee Member Ratifications:

- Between September 2022 and March 2023, Senate ratified 18 new committee appointments for service beginning immediately upon ratification.
- In April 2023: Senate ratified 14 new committee appointments for terms of service beginning July 1, 2023.

Senate also assists the Board of Governors in electing academic staff, librarian and student members to advisory committees on the election of senior executive positions. During the 2022/23 academic year, Senate held an election in January 2023 for student and academic staff nominees for the Advisory Committee on the Provost and Vice-President (Academic).

# A Full Return Back to Campus

With the full reopening of campus, Senate resumed its in-person meetings with an option for Senators to attend virtually via Zoom videoconferencing.

Senate held eight scheduled meetings and one short-notice meeting for the 2022-23 academic year.

- 2022: June 3, September 23, October 21, November 25
- 2023: January 27, February 24, March 31, April 21
- Short-notice meeting: April 14, 2023

In April 2023, Senators were welcomed back into the newly renovated Senate space located at 608 Pigiavik, formerly Robertson Hall. The fully modernized interior offers an inviting space for Senators and the Carleton community to assemble. In addition to the refreshed look, the space also boasts significantly upgraded technology.

In addition to regular presentation updates, Senate also received recommendations from various committees on areas of improvement to academic efficacy and performance.

## **Self-declaration for Academic Considerations**

Following a recommendation from the Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP), Senate approved the use of the new Self-Declaration for Academic Considerations Form, effective for the 2022/23 Academic Year.

This form replaces the need for a medical note or supporting documentation, for short-term illness or incapacitation. It can be used to support a student's request for academic consideration for missed coursework, midterms, or final exams due to short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), normally lasting no more than 10 days.

## **Governance of Graduate Curriculum Approvals**

Senate approved a number of recommendations from the Senate Quality Assurance and Planning Committee (SQAPC) regarding the transfer of graduate curriculum approvals from the Graduate Faculty Board to the disciplinary Faculties.

The transfer of approvals to the five disciplinary Faculties is expected to enhance opportunities for Faculties to strategically develop and manage graduate curriculum planning and innovation; improve resource planning and coordination of program delivery; and empower Faculties to design and develop innovative graduate programs, with meaningful input from peer/related disciplines.



## Senate approved Carleton Academic Plan

After a two-year consultative process, Senate approved the updated the [Carleton Academic Plan \(CAP\)](#).

The Academic Plan's cohesive academic strategy bridges the Strategic Integrated Plan and the Faculty-level plans. The finalized plan is a key aspect of Carleton's roadmap to shaping the future and plays an integral role in operationalizing academic and research aspects of Carleton's [Strategic Integrated Plan](#) that interest with the academic mission of the university.

## Flexible and Compassionate Grading Options: Winter 2023

On Friday, April 14, 2023, the Senate Executive Committee called a special short-notice meeting of Senate to hear recommendations from the Academic Continuity Committee, which convened as a result of the CUPE 4600 strike from March 27 to April 6, 2023. In accordance with these recommendations, and the Senate Policy on Academic Accommodations During Labour Disputes, Senate approved compassionate grading options to ensure that students in the Winter 2023 term were not unduly disadvantaged by the strike of Contract Instructors and Teaching Assistants.

All students were given the option to convert a passing final letter grade (D- and above) in any undergraduate winter 2023 or full-year (fall/winter) course to a grade of SAT (satisfactory). This ensured that changes in assessment due to the labour disruption do not affect students' permanent records as SAT/UNS grades are not used in the calculation of CGPA.

## Graduation & Convocation

One of Senate's main responsibilities is the approval of graduates, medal and prize recipients, and honorary degree candidates in preparation for Convocation. The University Secretariat office supports this process by posting the graduate lists, and assisting with Convocation tasks including logistics, communications, convocation booklets, script planning, and securing volunteers.

### Over 6,000 strong

Senate was pleased to approve the graduation of 4,837 undergraduate and 1,666 graduate students during the 2022/2023 academic year.

On November 12, 2022, more than 1,200 students from the Class of 2022 received degrees recognizing their hard work and commitment to education. Similarly, the week of June 12-16, 2023, Carleton hosted its Spring convocation to celebrate the excellence and accomplishments of over 5,000 graduates.

## Medals and Prizes

In the 2022/23 academic year, Senate was pleased to approve 256 medalist nominations. The medals and prizes awarded include:

### Fall 2022

- 1 Governor General Gold Medal at the Graduate Level
- 1 Governor General Silver Medal at the Undergraduate Level
- 1 Chancellor's Medal at the Undergraduate Level
- 1 President's Medal at the Undergraduate Level
- 1 University Medal at the PhD Level
- 1 University Medal at the Master's Level
- 5 Senate Medals at the PhD Level
- 7 Senate Medals at Master's Level
- 10 University Medals at the Undergraduate Level
- 31 Senate Medals at the Undergraduate Level

### Spring 2023

- 1 Governor General Gold Medal at the Graduate Level
- 2 Governor General Silver medals at the Undergraduate Level
- 1 Chancellor's Medal at the Undergraduate Level
- 1 President's Medal at the Undergraduate Level
- 1 University Medal at the PhD Level
- 1 University Medal at the Master's Level
- 6 Senate Medals at the PhD Level
- 7 Senate Medals at the Master's Level
- 42 University Medals at the Undergraduate Level
- 135 Senate Medals at the Undergraduate Level

## Honorary Degree Recipients

Eight honorary degrees were awarded to the following individuals for the 2022/23 academic year:

- Dafydd Rhys (Dave) Williams, D. Sc.
- Katherine B. Stevenson, L.L.D
- Gray Merriam, L.L.D
- Janice Charette, L.L.D
- Liban Abokor, L.L.D
- Ibrahim Gedeon, L.L.D
- Vikas Swarup, L.L.D
- Barbara Dumont-Hill, L.L.D

## Academic Programs & Curricula

### Major Modifications

Major modifications are integral to the continuous improvement of Carleton's programs. Over the course of the academic year, Senate approved 69 major modifications. The following are highlights of new programs, certificates, minors, and concentrations:

### **New Graduate Programs:**

- Master of Engineering Practice
- Master of Arts in Human Rights and Social Justice
- Master of Arts, Teaching English as an Additional Language
- Master of Finance
- Master of Digital Transformation & Entrepreneurship
- Master of Biotechnology

### **New Undergraduate Programs:**

- BA and BAHons in Indigenous Studies
- Post-Baccalaureate Diploma in Religion

### **New Concentrations and Specializations:**

- New Collaborative specialization in Data Science to the MA in Sociology
- New Stream in Investments and new Stream in Corporate Finance for the Bachelor of Commerce and Bachelor of International Business
- New Collaborative Specialization in African Studies to the PhD in Sociology, International Affairs, and Anthropology
- New Stream and new Concentration in Supply Chain Management for the Bachelor of Commerce and Bachelor of International Business
- New Concentrations in Canadian Politics and Public Policy; International Relations and World Politics; and Power and Political Ideas to the undergraduate programs in Political Science
- New Collaborative Specialization in Latin American and Caribbean Studies to the MA in Legal Studies
- New Collaborative specialization in Cybersecurity to the Master of Computer Science, the Master of Applied Science in Electrical & Computer Engineering, the Master of Engineering in Electrical and Computer Engineering, the Master of Arts in International Affairs, the Master of Information Technology in Digital Media, the Master of Information Technology in Network Technology and the MENG in Infrastructure Protection and International Security
- New Collaborative Specialization in Accessibility to MA in Sociology, Anthropology, Women's and Gender Studies, History, Music & Culture, Political Economy, Legal Studies, and Geography; to the MASc in Biomedical Engineering; to the MSc in Neuroscience and Health Sciences; to the Master of Science program in Health: Science Technology and Policy; to the Master of Human Computer Interaction; to the Master of Design; and to the Master of Engineering in Biomedical Engineering to the Master of Entrepreneurship (TIM).
- New Concentration in Heritage Planning & Studies to the MA in Canadian Studies
- New Stream in Artificial Intelligence and Cognitive Modeling to the Bachelor of Cognitive Science programs

### **Minor Modifications**

Senate approved 42 minor modifications and received over 250 additional minor modifications for information. Minor modifications are the most common type of academic change. They involve a wide variety of academic changes to existing programs such as calendar and regulation

modifications, the addition or deletion of courses, revisions to existing concentrations or minors, assigning course requirements, and course modifications.

## **Cyclical Reviews**

As part of Carleton University's Institutional Quality Assurance Process, all undergraduate and graduate programs are reviewed on a seven-year basis and the outcomes are brought to Senate for approval.

Senate approved 20 final assessment reports and executive summaries arising from the cyclical reviews of the following programs:

- Undergraduate Programs in BIT Optical Systems and Sensors
- Bachelor of Public Affairs and Policy Management
- Graduate programs in Health: Science, Technology and Policy
- Undergraduate and Graduate Programs in English
- Graduate Programs in Chemistry
- Undergraduate Programs in Civil Engineering, Environmental Engineering and Architectural Conservation and Sustainability Engineering
- Undergraduate programs in Mechanical Engineering, Aerospace Engineering and Biomedical and Mechanical Engineering
- Undergraduate Programs in Electrical Engineering
- Joint Graduate Programs in Civil Engineering
- Undergraduate programs in Sustainable and Renewable Energy Engineering
- Bachelor of Global and International Studies Program
- Undergraduate Programs in Physics
- Undergraduate Programs in Biomedical and Electrical Engineering; Communications Engineering, Computer Systems Engineering and Software Engineering.
- Undergraduate and Graduate program in Architecture
- Joint Graduate programs in Mathematics and Statistics
- Joint Graduate Programs in Electrical and Computer Engineering
- Joint Graduate Programs in Environmental Engineering
- Undergraduate and Graduate Programs in Film Studies
- Undergraduate program in Engineering Physics
- Master's programs in Social Work

## **Community Presentations**

Senate encourages consultations from the Carleton community. During the academic year, Senate received nine presentations:

- Strategic Integrated Plan Implementation Report (September 2022)
- Draft Community Engagement Strategic Plan (October 2022)
- Draft Digital Strategy (November 2022)
- EDI Action Plan Update (November 2022)
- New Graduate Curriculum Approval Process Consultation (January 2023)

- Campus Master Plan Consultation (January 2023)
- Academic Plan Consultation (February 2023)
- Carleton Academic Plan Approval (March 2023)
- Carleton Draft Operating Budget Presentation (April 2023)

## Governance and Policies

Senate approved the following governance-related changes:

- Revised Terms of Reference for the Senate Graduate Student Appeals Committee
- New Empowering Motion on Senate Committee Membership to enable the Senate Executive Committee to approve new Senate Standing Committee members over the summer months
- Revised Academic Governance of the University (AGU), a Joint Policy of the Board of Governors and the Senate of Carleton University

Senate also approved the following policies:

- Revised Senate Policy on Accommodation for Student Activities
- Revised Senate Policy on Academic Program and Course Modifications – Late Modifications Policy

## Communications

### Inside Senate

Eight issues of [Inside Senate summaries](#) were distributed to the community through Carleton's Top5 newsletter and posted on the Senate website. These high-level summaries ensure that Senate's key decisions are made accessible to the Carleton community shortly after each meeting.

### Senate Survey

The Senate Office conducts a Senate Survey on an annual basis in the spring, to gather feedback from Senators on their experience of serving on Senate. The survey helps the Senate Office identify areas of strength and improvement.

The 2023 Senate Survey was conducted from May 3 to May 31, 2023. The survey consisted of several questions regarding orientation, communication efforts, and service on standing committees. The results of the survey will be shared in September 2023.



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RE: Report of the Academic Colleague from the Council of Ontario Universities meetings for September 2023

Dear Members of Senate,

On August 15 and 16, the Academic Colleagues met to discuss the top concerns facing Ontario Universities. On the evening of August 15th, the colleagues had a conversation with Dr Liliane Dionne, Professor, Faculty of Education, University of Ottawa on the topic: Wellbeing of International Students: Solutions from Design Thinking.

Dr. Liliane Dionne delivered a presentation on her research on the Wellbeing of International Students. Using a design-thinking approach, which included peer interviews between graduating BEd students (solution-makers) and international students at the University of Ottawa, creative solutions were identified to improve the wellbeing of international students on the University campus. In response to feedback from international students expressing the need for a diversity of spaces on campus, desire for more beauty and art on campus, and more opportunities to socialize, study outdoors and improve their second-language skills, the solution-makers designed and created prototypes of a campus to better foster the wellbeing of international students. Results from the study were communicated to the university administration by Dr. Dionne. The Colleagues reflected on how they might contribute to improving the wellbeing of international students and on the recommendations of COU's International Education Working Group, which they had received an update on at the February meeting.

On August 16th, COU President Steve Orsini delivered an update on COU's activities in support of the Ontario government's Blue-Ribbon Panel and shared a preview of his presentation on housing for the upcoming Association of Municipalities Ontario (AMO) Conference. In the discussion that followed, it was highlighted that COU's position on enrollment corridors is that any changes to them should be accompanied by mitigating strategies so as not to disadvantage any universities. (Note that a few days later, there was a motion put forward to limit the number of International student VISAs in an effort to mitigate challenges with housing...see [here](#) for a relevant news article on this topic.)

Yours,

Kim Hellemans, PhD  
Assistant Professor, Department of Neuroscience  
Associate Dean (Student Recruitment, Wellness & Success), Faculty of Science  
Carleton University