# Carleton University

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

**Carleton University Senate
Meeting of November 25, 2022 at 2:00 pm
Room  3020, Nicol Building + Zoom Videoconference
AGENDA**

## Closed Session

1.  **Welcome & Approval of Agenda**

2.  **Minutes (Closed):**  October 21, 2022 (closed session)

3.  **Posthumous Academic Recognition**

4.  **Report from the Honorary Degrees Committee**

5.  **Other Confidential Business**

## Open Session:

1.  **Approval of Agenda**

2.  **Minutes (Open):**  October 21, 2022 (open session)

3.  **Matters Arising**

4.  **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**
   a.  Membership Ratification

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

8. **Draft Digital Strategy**

9. **EDI Action Plan Update**

10. **Reports for Information:**
    a.  Senate Executive Minutes (October 11, 2022)

11. **Other Business**

12. **Adjournment**

# Carleton University

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## Carleton University Senate
## Meeting of October 21, 2022 at 2:00 pm
## Room 3020 Nicol Building + Zoom videoconference

## OPEN SESSION

## Minutes

**Present in Person**: B.A. Bacon (Chair), F. Brouard, D. Brown, B. Campbell, W. Chung, E. Cyr, M. DeRosa, D. Deugo, R. Goubran, T. Haats, M. Haines, K. Hellemans, D. Howe, M. Ilyas, F. Kharvari, L. Kostiuk, A. Lannon, D. Livingston, B. MacLeod, S. Maguire, J. Malloy, K. Moss, M. Murphy, H. Nemiroff, A. North, B. O'Connor, B. O'Neill, A. Park, P. Rankin, T. Roberts, D. Russell, D. Siddiqi, E. Sloan (Clerk), C. Smelser, P. Smith, D. Sprague, J. Tomberlin, C. Viau, P. Wolff

**Present via Zoom**: K. Al Hammuri, J. Armstrong, M. Baez, V. Bhatia, S. Blanchard, D. Caratao, L. Dyke, R. Gorelick, K. Graham, L. Hayes, M. Lundy, L. Marshall, J. Murray, H. Ozcan, M. Porter, M. Rooney, S. Sadaf, M. Sanghani, J. Taber, J. Wallace

**Regrets:** P. Andrée, M. Barbeau J. Kovalio, C. Laurendeau, L. Moffitt, M Pearson, J. Ramnarine, R. Teather,

**Absent:** J. Dawson, F. Goffi, A. Lettieri, P. Mkandawire, K. Taylor,

**Recording Secretary:** K. McKinley

1. ## Welcome & Approval of Agenda
    The meeting was called to order at 2:02 pm. The Chair began the meeting by thanking all those who organized and participated in Orange Shirt Day on September 30th. The Chair noted that the meeting would begin with a Closed Session, and that Senators would be approving a total of 1,271 graduating

students, including 764 undergraduates and 507 graduate students, with 51 PhDs. Senators were reminded that Fall Convocation is scheduled for Saturday November 12th. Faculty members wishing to participate in the faculty procession must register by end of day on October 21 if ordering regalia.

It was **MOVED** (S. Maguire, M. Haines) that Senate move into the Closed Session of the meeting.
The motion **PASSED**

(Closed Session minutes have been recorded separately.)

Open Session:
It was **MOVED** (L Kostiuk, K. Moss) that Senate approve the open agenda for the meeting of Senate on October 21, 2022, as presented.
The motion **PASSED**.

2. **Minutes:** September 23, 2022

It was **MOVED** (M. Haines, K. Hellemans) that Senate approve the minutes of the Senate meeting on September 23, 2022 as presented.
The motion **PASSED**.

3. **Matters Arising**
The Chair identified two matters arising from the previous Senate meeting.

a) A Senator had asked how General Faculty Board (GFB) minutes are approved, seeing as the GFB meets so rarely. The Clerk responded that an account of the proceedings of the General Faculty Board are transmitted as a report and are appended to the minutes of the next Senate meeting.

b) FGPA Dean Patrice Smith provided a follow-up response to a question from the September 23rd Senate meeting. In September, a Senator had asked if the International Doctoral Tuition Support Bursary could be extended, given that, due to the pandemic, some international students were unable to finalize their research in the allotted time. Dean Patrice Smith noted that FGPA is working with the Provost's Office on a mechanism to extend this support.

4. **Chair's Remarks**
The Chair began his remarks by noting the approaching Fall Break which signals the midpoint of the semester. The Chair thanked Senators for their part in making

the return to campus this semester a success, then highlighted the following events of interest over the past month:

- Orange Shirt Day on September 30
- Pride Festival the week of October 3
- World Mental Health Day October 10
- Fourth annual Inclusion week - October 17 – 21

The Chair thanked organizers, contributors and those who participated in or attended these events for their support.

The Chair highlighted the following recent achievements in research at Carleton.

- On September 28th the new Ericsson-Carleton Mobile Wireless Lab in the ARISE Building was officially opened. This private stand-alone R&D 5G Lab is the first of its kind, where researchers and graduate students will develop, test and optimize state-of-the-art 5G applications.

- MPs Yasir Naqvi and Jenna Sudds announced almost $1million in funding from the Public Health Agency of Canada for the work of Health Sciences Professor Dr. Francine Darroch in her support of survivors of gender-based family violence. The project will implement and test trauma and violence-informed physical activity programs for women and children who have experienced violence.

The Chair reminded Senators of the impressive growth of Carleton's research funding. According to the most recent data, Carleton's external research funding totaled $97.4M in 2020-21, an increase of about 80% since 2018.

In anticipation of the upcoming municipal election, Carleton, in partnership with United Way East Ontario, Ottawa Board of Trade and Ottawa and District Labour Council, hosted a mayoral debate at Carleton's Dominion Chalmers Center on October 20. The event, entitled "Common Ground," featured candidates Mark Sutcliffe and Catherine McKenney, and was televised and moderated by CTV Ottawa.

Looking ahead to the second half of the Fall term, the Chair noted that vaccine and mask mandates remain on pause, and that all decisions on mandates moving forward will be made in consultation with public health organizations. The Chair noted the following upcoming events:

- Carleton is celebrating its first Community Engagement Month this October, hosted by the Centre for Community Engagement. Community Engagement Month highlights Carleton's community engagement practices, opportunities and experiences culminating in the launch of the inaugural Strategic Plan for Community Engagement. The launch will take place on October 28 at the Carleton Dominion Chalmers Centre. A draft of the plan was circulated to Senators in advance.

- Carleton's Fall Open House is scheduled for Saturday October 22nd. The Chair thanked all who will be on hand to welcome prospective students.

- Remembrance Day will be celebrated with a ceremony on campus on November 11, organized by Campus Safety.

- Fall Convocation will be held in person on Saturday November 12, 2022.

- Carleton's annual United Way Campaign begins October 25 and extends to November 14th. The Chair confirmed that he, along with former Carleton Senator Chantal Dion, will be continuing the tradition of the Polar Bear Dip in the Ottawa River. Senators were encouraged to become involved and to donate.

In closing, the Chair noted that Carleton once again ranked as one of Canada's Top 5 best comprehensive universities in the Maclean's University Rankings for 2023. Several strengths were noted in the areas of student and faculty awards, scholarships, bursaries, and research in the science and medical fields, and Carleton received a #1 ranking in the Social Sciences and Humanities Research Council of Canada category. The Chair encouraged Senators to review the entire Maclean's report for more details.

5. **Question Period**
   No questions were submitted in advance from Senators.

6. **Administration**
   a. **Report of Senate Committee Chair and Secretary meeting.**
      In the spirit of good governance, the Clerk and Assistant University Secretary held a meeting on September 28th with the Chairs and Secretaries of the Senate standing committees to discuss best practices and to review the results of the 2022 Senate Committee Survey. The meeting included a review of the duties of a committee Chair and Secretary, best practices for record keeping, and a discussion of meeting

practices and protocols for the 2022/23 academic year.

**7. Reports:**

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

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

   <u>**Items for approval**</u>:

   <u>R-ADM-Program-B.Com</u> (re: modification to regulations around advanced standing for the B. Com)

   It was **MOVED** (H. Nemiroff, F. Brouard) that Senate approves the revisions to Regulation TBD-1363 R-ADM-Program-B.Com. effective for the 2022/23 Undergraduate Calendar, as presented.
   The motion **PASSED**.

   <u>Academic Continuation Evaluation Omnibus Motion</u> (Math & ACE)

   It was **MOVED** (H. Nemiroff, M. Murphy) that Senate approves the revisions to Regulations TBD-1869 R-UG-3.2.1, TBD-1948 R-GU-3.2.7 and TBD-1956 R-UG-3.2.7 effective for the 2022/23 undergraduate calendar, as presented.
   The motion **PASSED**.

   <u>Individual Motions</u>:

   - <u>R-UG-3.2.1 Academic Continuation Evaluation</u>

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

   - <u>R-UG-3.2.7 Additional Information Concerning Academic Continuation Evaluation for Some Degrees</u>

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

   - <u>R-UG-3.2.7 Bachelor of Mathematics</u>

MOTION: That that Senate approves the revisions to Regulation TBD-1956: R-UG-3.2.7 Bachelor of Mathematics effective for the 2022/23 Undergraduate Calendar as presented.

R-UG-3.2.7 Bachelor of Music (ACE alignment)

It was **MOVED** (H. Nemiroff, P. Rankin) that Senate approves the revisions to regulation TBD-1957 R-UG-3.2.7 Bachelor of Music, effective for the 2022/23 Undergraduate Calendar as presented.
The motion **PASSED**.

**Items for Information:**
- Glossary – modification of Stream definition; change of term "concentration" to "focus"
- Minor Modifications for Sept 20 and October 4.

b. **Senate Quality Assurance and Planning Committee (SQAPC)**
Committee Chair Dwight Deugo presented one major modification, five cyclical review reports and one new program for Senate approval.

**Major Modification**: (removal of language requirement in MA in Canadian Studies + the MA in Canadian Studies with Collaborative Specialization in Digital Humanities)

It was noted that there was a concern at Graduate Faculty Board regarding the removal of the French language requirement, and the vote to approve the change was very close.

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the major modification to the MA in Canadian Studies and the MA in Canadian Studies with Collaborative Specialization in Digital Humanities, as presented with effect from Fall 2023.
The motion **PASSED**.

**Cyclical Reviews:**

The committee Chair requested the removal of the third motion (UG programs in Electrical Engineering) from the Omnibus grouping due to an error in documentation.

Omnibus Motion for FARES (Cyclical Reviews):
It was **MOVED** (D. Deugo, C. Viau) that Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.
The motion **PASSED**.

Individual Motions included in the Omnibus motion:
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in English.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Chemistry.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Civil Engineering, Environmental Engineering, and Architectural Conservation and Sustainability Engineering.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Mechanical Engineering, Aerospace Engineering and Biomedical and Mechanical Engineering.

**New Program Approval:** (M. Eng. In Engineering Practice)

It was **MOVED** (D. Deugo, L. Kostiuk) that Senate approve the MENG in Engineering Practice, as presented with effect from the term following Quality Council approval, estimated to be Fall 2023.

Discussion:
In response to a question from the floor, the Dean of the Faculty of Engineering & Design noted that the Master of Engineering in Engineering Practice is 90% subscribed by international students, and as a result is a full cost-recovery program.

A Senator asked how the new program differs from the regular Master of Engineering program. The Dean responded that the regular Master of Engineering program is centered around 10 technical courses, whereas the new program combines technical courses with mandatory complimentary studies in communications, program management,

entrepreneurship and data science, with room for electives such as policy. The goal of the new program is to position graduates well for employment through this broader range of attributes.

In response to another question, the Dean confirmed that the course offerings for this program will be taught by a combination of regular faculty members, Instructors and Contract Instructors, similar to the allocations for existing programs in Engineering at Carleton.

The Dean confirmed that demand for the Master of Engineering program has been consistently very high, and in some streams there are 6 times more applicants than those admitted to the program. In order to meet demand, the new Master of Engineering in Engineering Practice has been created and is tailored towards a non-research pathway.

In response to a final question, the Dean clarified that the Masters level program does not contribute to the ability to obtain professional certification. Engineering Canada's academic requirement for certification is a Bachelor of Engineering degree from a Canadian Engineering Accredited undergraduate program. Engineering Canada also recognizes 22 other countries around the world whose undergraduate programs are part of the Washington Accord. The technical content in a Masters level program does not impact the ability to obtain professional certification.

The Chair thanked Senators for their questions and the Dean for his clarifications.

The motion **PASSED**.

c. **Senate Academic Governance Committee (SAGC)**
The Clerk presented a memo to ratify 3 new committee members in 2 Senate committees.

> It was **MOVED** (D. Deugo, P. Wolff) that Senate ratify the nominees for Senate committees as presented, for service beginning immediately upon approval.
> The motion **PASSED**.

The Clerk presented a second memo requesting Senate approval of changes and updates made to the *Senate Graduate Student Appeal Committee* Terms of Reference. The Terms of Reference were updated to include new responsibilities for hearing appeals based on compassionate grounds, to address section 21.1 of the Graduate Calendar General Regulations. The membership was also increased to include a member of the graduate registrar's office as a non-voting Secretary.

Before reading the motion, the Clerk requested an editorial change to the second main bullet point of the TOR, under "Responsibilities."

> "To consider *appeals from graduate students,* on compassionate grounds, *for* relief from the consequences of the application of a regulation in the graduate calendar" [requested addition in italics]

It was **MOVED** (E. Sloan, M. Murphy) that Senate approve the changes to the Terms of Reference for the Senate Graduate Student Appeal Committee, as amended.

The motion PASSED.

## 8. Draft Community Engagement Strategic Plan

Deputy Provost Catherine Khordoc presented Senators with a progress report on the development of the Strategic Plan for Community Engagement (SP4CE). Carleton's history of community engagement dates back to its beginnings as a post-secondary institution 80 years ago. Community engagement remains a core value today, and is a strong presence in Carleton's latest Strategic Integrated Plan (SIP), specifically, in the strategic direction "Serve Ottawa, Serve the World."

Recently, Carleton has participated in the Canadian pilot of the Carnegie Classification, a leading US framework to evaluate community engagement in higher education. The resulting report from the Carnegie Foundation identified a number of Carleton's strengths in engagement, but also included the recommendation to develop a clearer definition of community engagement, and to found a center to support and strengthen our collective efforts and provide a holistic view of their impact. The Centre for Community Engagement was launched in October 2021 in response to these recommendations.

The Community Engagement Steering Committee began their work by developing a working definition of community engagement. Their definition emphasizes the importance of reciprocal relationships and engagement through all sectors of society, locally, nationally and globally.

A hub-and-spoke model was then developed to map out the variety and diversity of Carleton's engagement practices across the campus and to set out a path to working collectively to strengthen our approach to community engagement. The goal of the Centre for Community Engagement is to support and build on this existing structure, through institutional support and the sharing of best practices. As an example, the Centre is working with the Centre for Indigenous Support and Community Engagement at Carleton, to develop foundational principles around community engagement and outreach with Indigenous communities.

The initial four goals of the Centre for Community Engagement included developing a model of governance, partnership development, measurement and communication around community engagement. The Centre then embarked on an extensive series of internal and external consultations to help to identify key values and define the main goals of the project moving forward.

Internal consultations begin in Spring of 2022 and included 600 respondents from across the university via online feedback and tailored sessions. External consultations in the Summer of 2022 included 41 community members with 14 open sessions attended by representatives from the education sector, public service, industry and NGOs.

Through the consultation process, five strategic goals were identified as key directions for the new plan:

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

Next steps include the launch of the Strategic Plan for Community Engagement on October 28th at the Carleton Dominion Chalmers Centre, followed by the implementation of the plan in Winter 2023.

Discussion:

In response to a question, the Deputy Provost noted that it is not the role of the Centre for Community Engagement to alter or shift whatever faculty community engagement practices are already underway, but to support faculty members in their engaged community research and teaching.

A Senator noted that Carleton alumni and retirees are not featured in the workplan for this project and represent a large untapped resource for engagement. The Deputy Provost thanked the Senator for the comment and suggestion.

A Senator asked if there is a plan to expand support staff numbers in the Centre to assist faculty directly with advising, consultation and implementation. It was noted that at present the Centre includes only one administrator and one faculty member borrowed from the School for Industrial Design, so it does not have the capacity to provide that kind of support.  However, if the demand for more support increases, it could become a budget priority.

The Chair thanked the Deputy Provost for the update and Senators for their input into this important project.

## 9.  Reports for Information
   a.  Senate Executive Minutes - September 13, 2022
   b.  Report from the COU Academic Colleague
   c.  Annual Report from the Graduate Student Appeal Committee

The Chair congratulated the COU Academic College on becoming co-chair of the Council of Ontario University Academic Colleagues for the 2022-23 academic year.

The Chair also drew attention to the annual report from the Graduate Student Appeal Committee and noted that the Chair of the committee, Ian Lee, was in attendance online. There were no questions.

## 10. Other Business
   There was no other business.

## 11. Adjournment
   The meeting was adjourned (S. Maguire, B. O'Neill) at 3:42 p.m.

# Questions for Senate – November 2022

**<u>Morgan Rooney:</u>**

1. At the October 2021 meeting of Senate, in response to a question about HyFlex at Carleton, Senate was informed that Carleton was involved in "a cross-institutional collaborative study on Hyflex modality in the classroom" (p. 4) Is there any progress on this study to report and, if so, are there any results to share?

2. As the body whose purview is "to review and make recommendations to Senate, and approve as required, policies, regulations, and requirements pertaining to curriculum, admissions, and studies" (https://carleton.ca/senate/standing-committees/curriculumadmission-and-studies-policy/), does SCCASP have the authority, and would it be willing to exercise it, to develop a policy around minimum appropriate levels of TA support for all Carleton classes? Instructors and students alike would stand to benefit from such a policy: instructors need this information at the course design stage so that they can design courses that are scalable and manageable, and students would see stabilized levels of instructional support in all of courses so that they have the help they need and deserve to succeed in their studies.

3. Recently, a CI was informed by Labour Relations, via their chair, that material created during a CI contract belongs to Carleton. This assertion is contrary to decades of past practice and to the copyright language that the institution encourages instructors to include on their syllabi (https://carleton.ca/tls/teachingresources/redesigning-yourcourses/preparing-to-teach-your-first-course-at-carleton/#sect3.5). Such a change in policy would force CIs to remove and discontinue hosting any course resources they create on all Carleton platforms (Brightspace, email, Mediaspace, Teams, etc.), which would in turn have a considerable and detrimental impact on the learning experience of the thousands of students taught by CIs. Can the university re-confirm what has been past practice for decades, which is that *every instructor at Carleton (CI or otherwise) retains full IP rights and control over all resources they create in the designing and teaching of their course, including slides, lessons, recordings, assignments, rubrics, and any other resource of any kind whatsoever that they are the author of*?

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## Senate Membership Ratifications

## November 25, 2022

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

**Faculty Members**

- Hilary Becker (Sprott)
- Sean Burges (FPA)

**Student Members**

- Giuseppe Ivan Sestini (UG – FASS)

# MEMORANDUM

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

**To:**        Senate
**From:**    Howard Nemiroff, Chair of SCCASP
**Date:**    November 25, 2022
**Subject:**    Regulation Changes 2022-23; 2023-24

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### For Senate approval

1.  R-UG-3.4.6 Minimum CGPAs for Graduation

    > **Motion: That Senate approves the revisions to Regulation TBD-1882 R-UG-3.4.6 Minimum CGPAs for Graduation effective for the 2023/24 Undergraduate Calendar as presented.**

    Attachment: *TBD-1882 R-UG-3.4.6 Minimum CGPAs for Graduation*

2.  Self-Declaration Form

    > **Motion: That Senate approves the use of the Self-Declaration Form effective for the 2022/23 Academic Year as presented.**

    Attachment: *Self-declaration for Academic Considerations*

3.  R-UG-4.3 Deferred Final Exams

    > **Motion: That Senate approves the revisions to Regulation TBD-1887 R-UG-4.3 Deferred Final Exams effective for the 2022/23 Undergraduate Calendar as presented.**

    Attachment: *TBD-1887 R-UG-4.3 Deferred Final Exams*

4.  R-UG-4.4 Deferred Term Work

    > **Motion: That Senate approves the revisions to Regulation TBD-1888 R-UG-4.4 Deferred Term Work effective for the 2022/23 Undergraduate Calendar as presented.**

    Attachment: *TBD-1888 R-UG-4.4 Deferred Term Work*

1. Academic Year Schedule 2023-24
   Attachments: *Schedule-202330 R-UG-Academic Year Fall 2023; Schedule-202410 R-UG-Academic Year Winter 2024; Schedule-202420 R-UG-Academic Year Summer 2024*
2. Sprott micro-credentials
3. UG_G_2324_MinorMods_for_SCCASP_Oct18; Nov 1

DATE:          November 15, 2022

TO:            Senate

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

RE:            Final Assessment Reports and Executive Summaries

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

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

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

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

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

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

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

Senators may wish to identify any of the following 4 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

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

**Final Assessment Reports and Executive Summaries**

1. **Undergraduate Programs in Electrical Engineering**
   **SQAPC approval:** October 27, 2022

SQAPC Motion:
**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Undergraduate programs in Electrical Engineering.

**Senate Motion November 25, 2022:**

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

2. **Joint Graduate Programs in Civil Engineering**
   **SQAPC approval:** May 12, 2022

SQAPC Motion:
**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Graduate programs in Civil Engineering.

**Senate Motion November 25, 2022:**

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

3. **Undergraduate programs in Sustainable and Renewable Energy Engineering**
   **SQAPC approval:** November 10, 2022

SQAPC Motion:
**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Undergraduate programs in Sustainable and Renewable Energy Engineering.

**Senate Motion November 25, 2022:**

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

4. **Undergraduate programs in Global and International Studies**
   **SQAPC approval:** October 27, 2022

SQAPC Motion:
**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Bachelor of Global and International Studies.

**Senate Motion November 25, 2022:**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Global and International Studies.

**Carleton University**

# MEMORANDUM

**From**: Senate Academic Governance Committee
**To**: Senate
**Date**: November 25, 2022
**Subject**: Senate Empowering Motion on Urgent Items of Regular Business

In September, SAGC recommended, and Senate approved, the removal of this sentence from Article 7.1 of the AGU:

> *In addition, Senate annually, at the last regular meeting of the academic year, empowers the Executive to act for Senate on urgent items of regular business during the months of July and August.*

This empowering motion on urgent items of regular business typically is used to cover the summer months (July and August) when Senate does not meet. The empowering motion on graduation, which empowers the Senate Executive Committee to act on behalf of Senate on matters of graduation between Closed Sessions of Senate, was passed by Senate on May of 2008.

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**MOTION**: That Senate approve the empowering motion on urgent items of Regular Business as presented below.

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*Motion: That the Senate Executive be empowered to act for Senate on urgent items of regular business. Urgent is understood to mean that action is required before the next scheduled Senate meeting. Regular business includes matters that are, from time to time, normal items of Senate business (for example, committee appointments or calendar changes). Any action taken by the Executive pursuant to this authority will be reported to Senate at its next meeting, for information and comment.*

# Shaping the Digital Future

## Carleton University's Digital Strategy & Roadmap

Carleton University

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# Introduction

In an increasingly connected world, Carleton University has an opportunity to enhance our digital practices. Our inaugural Digital Strategy is a roadmap for this evolution—one guided by intention, responsibility, and innovation.

We live in an age of easy access to information, on-demand and personalized service, and instantaneous global communication. All sectors—including higher education—have had to adapt to these expectations. Today's students ask for a digital environment that is cutting-edge and flexible, and they expect equitable, inclusive, and secure access to education. At the same time, the workplace is changing. Technology is transforming collaboration, communication, and service delivery on campus and within the community. While the COVID-19 pandemic rapidly accelerated these changes—Carleton, like all other institutions, pivoted to online delivery and working from home almost overnight—the digital evolution was already underway.

These are external pressures, imposed by changes in the world around us. But Carleton also has an impressive record of innovation, whether through the discoveries and solutions of researchers, or the unique ideas of staff and students. In research, student experience, teaching and learning, and organizational excellence, the Carleton community can develop, adopt and lead meaningful technological change.

While these changes are exciting and dynamic in nature, we must proceed with care. In the **Strategic Integrated Plan (SIP)**, we are reminded of the role of technology in our past and our future; our western edge, the Rideau Canal is an engineering marvel and an ever-present example of ingenuity and perseverance. But its complex history and symbolism is a reminder that the cost of

In research, student experience, teaching and learning, and organizational excellence, the Carleton community can develop, adopt and lead meaningful technological change.

progress is not borne equally by all people. As we embark upon a new digital path, we must bear in mind the varying impact of technology, the need to act with ethics and compassion, and the extraordinary social responsibility we bear.

It is with this spirit—of being active, intentional and responsible drivers of change—that we must set a course for the

digital future. It is a path laid out in the SIP, and one that will be accelerated by the Digital Strategy.

Over the past year, we embarked on a series of consultations with the Carleton community. We gathered a diverse range of perspectives inclusive of faculty, staff, and students, as well as the Senate, IT governance committees and senior leadership. In total, we engaged with more than 1,000 members of the Carleton community about how to use digital technology to build on the footprint of the SIP. We also tapped into our in-house expertise by striking a cross-institutional **Advisory Committee** to provide guidance and input into the interpretation of the consultation feedback and complement it with more specialized areas of knowledge.

Throughout the consultation process, we learned that our capacity for a digital evolution relies on a culture that can adapt to change, while grounding ourselves in people-focused principles. This was consistent with our research, which emphasized the critical role of culture in facilitating a digital evolution. As a recognized leader in organizational excellence, Carleton is poised for a step change that challenges us to embrace digital technology. We must all be part of creating the conditions that will allow this ethos to flourish, including a dedicated focus on process improvement and people-centred leadership of change.

We have created a framework comprised of five guiding principles and associated objectives that is intended to support the growth of a digital culture. Based on this framework, a cross-cutting Digital Roadmap has been developed that will support and accelerate the three directions of the SIP.

Setting the tone for the Digital Strategy and Digital Roadmap, the Aspiration Statement encapsulates the vision; one that reflects a focus on people, while harnessing the power of digital technology. Together, our inaugural Digital Strategy, Digital Roadmap, and Aspiration Statement lay the foundation for a thriving digital culture that will enable a digital evolution.

# Aspiration Statement

Carleton University will leverage digital technology to empower our collective capabilities to be a force for good in our communities.

In this strategy, we see technology as an enabler—a mechanism to enhance the ingenuity and potential of our students, staff, researchers, instructors, and community partners. It helps each of us in our daily lives and work: whether in pursuit of our core mission (research, student experience, teaching and learning, and organizational excellence) or in alignment with Carleton's original sense of purpose and founding story—to create, apply, mobilize, and share knowledge that serves our community and the world.

We see technology as an enabler—a mechanism to enhance the ingenuity and potential of our students, staff, researchers, instructors, and community partners.

Carleton has invested in extended reality (XR) for experiential learning and research. Pictured: Anthony Scavarelli, a doctoral student who used virtual reality—one of the technologies under the XR umbrella—to tell the story of Viola Desmond.

# Guiding Principles and Objectives

The principles and related objectives are the building blocks of our digital culture. By internalizing the Digital Strategy principles and objectives as an institution, we will deepen our alignment to the directions of the SIP and bolster our capacity for change.

While the principles and objectives can be implemented in a variety of ways by faculties, divisions, departments, and individuals, they will also drive large-scale initiatives within and across the mission pillars of Research, Student Experience, Teaching and Learning, and Organizational Excellence.

## User-Focused

We will translate our people-focus to the digital-user experience. We will provide personalized, intuitive digital-user experiences that strengthen and complement our core services, and ensure our community has the support it needs to embrace these digital experiences.

**User-Focused Objectives**
• Implement interoperable platforms that provide cohesive end-to-end user experiences.
• Streamline operations by reducing duplicated functionality, automating the transactional and realizing process efficiencies.
• Offer the training, resources, and support that meets our community needs.

## Inclusive

The voices of our communities are our most important asset. We will seek out diverse perspectives and make choices concerning digital technology with stakeholders that create inclusive and equitable physical and virtual spaces, allowing access for all.

**Inclusive Objectives**
• Adopt strategies for mitigating barriers to access.
• Develop a university-wide approach to digital accessibility.
• Establish an ongoing systems review process to collect feedback on system use.

Digital technology has empowered collaborative learning, community engagement and knowledge mobilization so that we can continuously improve and innovate.

## Collaborative

We value constructive relationships and understand that collaboration drives our successes. We will expand our boundaries by utilizing digital technology to empower community engagement and knowledge mobilization.

**Collaborative Objectives**
- Foster and enable meaningful collaboration through online platforms.
- Launch internal communities of practice and networks of expertise focused on inclusive technology.
- Adopt open access in policy and in practice.

## Responsible

We will be a leader in security, privacy, and ethical decision-making, working together as a community to create safe and secure digital environments.

**Responsible Objectives**
- Implement and maintain industry standard security practices to safeguard institutional data, student data, and collaborator data that we hold in trust and work with our communities to ensure data is protected, respected and accessible.
- Consider contributions to sustainability in the selection and use of digital technology, including reducing energy usage, the need for printing, travel avoidance, and responsible evergreening and e-waste management
- Set transparent policies and practices that allow users to make informed decisions about their data.

## Agile

We will elevate our foundations, preparing ourselves for unanticipated changes, continuously improving and creating space for innovation.

**Agile Objectives**
- Establish strong, transparent IT governance, including data governance.
- Proactively and holistically build for the future, strategically considering technology, process, and people.
- Foster digital innovation.

The Carleton Immersive Media Studio (CIMS) is engaged in theoretical and applied multidisciplinary research concerned with the integration of new and emerging digital technologies into non- or semi-digital workflows.

# Sharpening Our Focus

The guiding principles and objectives provide a framework to navigate decisions involving digital technology at Carleton. While they represent broader perspectives affecting the university as a whole, other feedback gathered from our community inspired more specific strategic priorities.

These strategic priorities buttress the mission pillars of the university (Research, Student Experience, Teaching and Learning, and Organizational Excellence), bringing alignment with the SIP, while reflecting the varied experiences that make up the Carleton community.

Progress of the Digital Strategy will be evaluated against a set of measurable outcomes, developed through the IT governance committees, and reported on at regular intervals. Anticipated measures are likely to include a combination of annual benchmarking surveys and system analytics.

## Research
**Strategic Priorities**
- Researchers experience a seamless end-to-end process and are well supported by interoperable, integrated systems.
- Easy to use administrative systems help researchers better manage research projects.
- Research computing is accessible and secure and takes into consideration the needs of data-intensive and non-data intensive researchers.
- We have the digital environment needed to promote Carleton as a hub of research communications, including research into digital areas.
- There is a shared understanding of the resources and tools we have available.

These strategic priorities buttress the mission pillars of the university (Research, Student Experience, Teaching and Learning, and Organizational Excellence), bringing alignment with the SIP, while reflecting the varied experiences that make up the Carleton community.

7

The Digital Strategy will bring into sharper focus how technology will be leveraged to support and enhance the strategic priorities within Research, the Student Experience, Teaching and Learning and Organizational Excellence.

## Student Experience

**Strategic Priorities**

- Tools are intuitive and easy to use.
- Students can participate and interact from anywhere.
- Tools facilitate consistent interactions from recruitment through graduation and beyond.
- Accessibility is embedded in all aspects of the digital student experience.
- Student feedback informs our decisions concerning digital technology.
- Our tools and structures reinforce communication and relationship-building, both virtually and in person.

## Teaching and Learning

**Strategic Priorities**

- Educators and learners across Canada and the world can easily engage with one another.
- Digital tools support universal design for learning and accommodate diverse pedagogical needs.
- Digital tools enable teaching and learning across a range of modalities.
- Digital tools foster relationship-rich education between instructors, students, and their peers.
- Learning analytics are used ethically to enhance student success and learning.
- There is an ongoing commitment to experimenting and innovating with digital tools for teaching and learning.

## Organizational Excellence

**Strategic Priorities**

- Organizational excellence is optimized by intuitive, easy-to-use systems.
- Systems are in alignment with processes and policies.
- Integrated systems reduce duplication and realize process efficiencies.
- We have the systems, policies, procedures and training needed to make data-informed decisions.
- Equity, diversity, inclusion and accessibility are inherent.
- Digital technology enables a productive, flexible work environment.

Carleton's newly opened Nicol Building, which houses collaboration spaces and connected classrooms, was built with digital at its core.

# Follow Our Journey

We want to ensure that as progress is made on the Digital Strategy, we take the time to reflect and identify lessons learned at regular intervals throughout implementation. This is to accommodate the changing circumstances encountered in real time, despite the best-laid plans. Our strategy must be flexible and adaptable enough to adjust to the real world. Reviews by appropriate governance bodies will

be conducted to provide the feedback necessary to keep our plans on track.

We are excited to embark on this journey. In order to keep the Carleton community informed, periodic updates will be shared through the Digital Strategy website.

You are invited to follow our journey at **Carleton.ca/DigitalStrategy**.

Our strategy must be flexible and adaptable enough to adjust to the real world.

Carleton's MacOdrum Library is committed to providing digital resources, offering of thousands of online journals and databases for students and researchers.

# Digital Roadmap

## Overview

The Digital Roadmap outlines our action plan to support the Digital Strategy and Strategic Integrated Plan (SIP) and was informed by the guiding principles, objectives and strategic priorities described in the Digital Strategy. It further describes our plan for how we will keep the Digital Roadmap current, as we must remain adaptable to changing circumstances.

**We envision a digital future at Carleton University that includes:**

**1** A nimble Enterprise Architecture Framework that will allow us to define sustainable high-level architectural standards to enable optimized, business-aligned technology processes.

**2** A robust IT Governance and Policy Framework which prioritizes initiatives that support and align with our Digital Strategy and Strategic Integrated Plan.

**3** A revitalized Enterprise Resource Planning environment that is representative of, and responsive to, the diverse needs of our community.

By creating this shared vision for what the future of digital technology will look like at Carleton University, the Digital Strategy and Roadmap will inform and guide divisional and unit-level plans across the university.

## Digital Roadmap Planning Process

We will institute an annual fall digital planning and alignment session with the Information Systems Steering Committee (ISSC). This session will dovetail the portfolio of digital initiatives selected for the coming fiscal year with the university's existing budget and resourcing cycle, institutionalizing predictable, annual 12-18 month planning horizons for the Digital Roadmap.Though budgets and resources have already been committed for the current fiscal year with respect to digital initiatives and projects, fall 2022 is the first opportunity for our IT governance, the ISSC and supporting committees, to apply our Digital Strategy's principles and priorities to the selection of initiatives and projects for the university's upcoming planning and budgeting cycle for 2023-2024.

Through a systematic and strategic review process, the ISSC will strive for a balanced portfolio that aligns with the principles and priorities identified in the Digital Strategy, while ensuring that we are always pursuing a blend of strategic, enterprise, and organizational initiatives.

```
New Proposal Intake  →  Fall ISSC Planning Session

            Strategic Initiatives Planning Lifecycle

Project Closeout or Carry-forward Decision          Projects & Initiatives Selected for Next Fiscal Year

            Progress Reporting
```

*Figure 1: Strategic Initiatives Planning Lifecycle*

## Digital Roadmap

Projects and initiatives at Carleton vary greatly in focus and scope. To achieve a balanced portfolio of digital initiatives that align with the Digital Strategy's principles and priorities, while supporting the direction of the SIP, the Digital Roadmap provides three focus areas:

**1 Strategic Initiatives**
These initiatives take a long-term view of digital investments, have the potential to impact and influence all mission pillars of the university, and represent all of the Digital Strategy guiding principles. They are digital enablers, laying the groundwork that will make all other projects and initiatives possible, fostering systems thinking, integration, and architectural standards, and typically have no defined end-date.

**2 Enterprise Initiatives**
These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles and are broader in scope than the Organizational Initiatives due to their cross-functional nature.

**3 Organizational Initiatives**
These are divisional or departmental projects funded and resourced internally and thus do not necessarily require funding decisions, but which the university would benefit from having visibility at the ISSC. The reasons will vary but the underlying strategy and intent is to improve the level of transparency and collaboration within the university.

The Digital Roadmap presents planned initiatives within their respective category, as well as noting their alignment with the Digital Strategy's principles and mission pillars. Going forward, it will be the role of IT governance to determine what is the optimal balance between Strategic, Enterprise, and Organizational, as well as alignment with the Digital Strategy and SIP.

Through Carleton's annual planning and budget cycle, many of the Digital Roadmap initiatives for fiscal year 2022-2023 have already been budgeted with resources committed by the various units, departments, and faculties. But work on the Digital Roadmap will continue beyond this time period. For the purposes of the Digital Strategy, 2022-2023 is Year Zero of the Digital Roadmap. Subsequent fiscal year initiatives will be submitted and prioritized at the annual ISSC fall planning session.

**View the Digital Roadmap.**

# Appendix A – Contributors

The creation of the Digital Strategy and Roadmap was a collaborative effort involving many individuals whose dedication and commitment were critical to this endeavour.

## Project Sponsorship
**Information Systems Executive Committee (ISEC)**

- Lorraine Dyke, VP (Finance and Administration)
- Suzanne Blanchard, VP (Students and Enrolment)
- Jerry Tomberlin, Provost and VP (Academic)
- Rafik Goubran, VP (Research and International)
- Marc Dabros, Associate VP (Information Technology Services) and CIO

## Project Oversight
**Information Systems Steering Committee (ISSC)**

- Lorraine Dyke, VP (Finance and Administration)
- Marc Dabros, (Chair), Associate VP (ITS) and CIO
- Jerry Tomberlin, Provost and VP (Academic)
- Suzanne Blanchard, VP (Students and Enrolment)
- Rafik Goubran, VP (Research and International)
- Dwight Deugo, Vice-Provost and Associate VP (Academic)
- Dana Brown, Dean, Sprott School of Business
- Patrice Smith, Dean, Faculty of Graduate and Postdoctoral Affairs
- Larry Kostiuk, Dean, Faculty of Engineering and Design
- Sandra Crocker, Associate VP (Strategic Initiatives and Operations), Industry and Partnership Services
- Amber Lannon, University Librarian
- David Hornsby, Associate VP (Teaching and Learning)
- Cindy Taylor, Associate VP (Human Resources)
- Tim Sullivan, Associate VP (Financial Services)
- Janice O'Farrell, Associate VP (Enrolment Management)
- Sandra Nelson, Director, Strategic Procurement
- Nancy Arnold, Director, Office of Quality Initiatives
- Tony Lackey, Director, Risk and Insurance Services
- Danny Brown, Director, Enterprise Applications, ITS
- Gary Nower, Associate VP (Facilities Management & Planning)
- Betty Baxter, Manager, Project Management Office, ITS

**Advisory Committee**

- David Hornsby (Co-chair), Associate VP (Teaching and Learning)
- Nancy Arnold (Co-chair), Director, Office of Quality Initiatives
- Marc Dabros (Co-chair), Associate VP (ITS) and CIO
- Ryan Davies, Director, Digital Transformation, University Advancement
- Terry Odin, Director, Transformation and Technology, Human Resources
- Jamie Carmichael, Associate Registrar, Scheduling and Examination Services
- Janice O'Farrell, Associate VP, Enrolment Management
- Hemant Gupta, PhD Graduate Student, Computer Science
- Nairah Ahmed, Third-Year Undergraduate Student, Journalism
- Larry Kostiuk, Dean, Faculty of Engineering and Design
- Sue Bertram, Associate Dean, Research and University Affairs, Faculty of Science
- Sandra Crocker, Associate VP (Strategic Initiatives and Operations), Industry and Partnership Services
- Amber Lannon, University Librarian, MacOdrum Library
- Kasia Muldner, Associate Professor, Institute of Cognitive Science, Faculty of Arts and Social Sciences
- Gerry Grant, Professor, Information Systems, Sprott School of Business
- Tracey Lauriault, Associate Professor, School of Journalism and Communication, Faculty of Public Affairs

# Appendix A – Contributors *(cont'd)*

**Digital Strategy Project Team**
- David Hornsby (Co-chair), Associate VP (Teaching and Learning)
- Nancy Arnold (Co-chair), Director, Office of Quality Initiatives
- Marc Dabros (Co-chair), Associate VP (ITS) and CIO
- Ben Schmidt, Manager, IT Strategic Initiatives, ITS
- Amanda Bennett, Senior Business Analyst, ITS
- Dragana Polovina-Vukovic, Research and Strategic Initiatives Officer, Teaching and Learning Services
- Elspeth McCulloch, Assistant Director, Digital Learning, Teaching and Learning Services
- Mandi Crespo, Office of Quality Initiatives
- Clancy Harris, Office of Quality Initiatives
- Sierra McLean, Office of Quality Initiatives
- The Office of Quality Initiatives Team

**Digital Roadmap Team**
- Danny Brown, Director Enterprise Applications, ITS
- Bruce Clemmer, Director, Operations & Infrastructure, ITS
- Steve Fraser, Director Information Security, ITS
- Patrick Lyons, Director, Teaching and Learning Services
- Cameron Metcalf, Head, Library Tech Services
- Steve Sweeney, Director Client Services, ITS
- Amanda Bennett, Senior Business Analyst, ITS
- Ben Schmidt, Manager, IT Strategic Initiatives, ITS

**Communications Support**
- Christopher Cline, Communications Advisor, Information Technology Services
- Maria McClintock, Manager of Strategic Communication, Office of the Vice-President (Finance and Administration)
- Charlotte Bradley, Web Co-ordinator, ITS

# Appendix B - Sources Consulted

A wide range of sources were reviewed during an initial research phase prior to the development of the Digital Strategy and Roadmap.

View the full details of this research in our **Sources Consulted document**.

digitalstrategy@carleton.ca
Carleton.ca/digitalstrategy

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University

# Shaping the Digital Future

Carleton University's Inaugural Digital Strategy & Roadmap

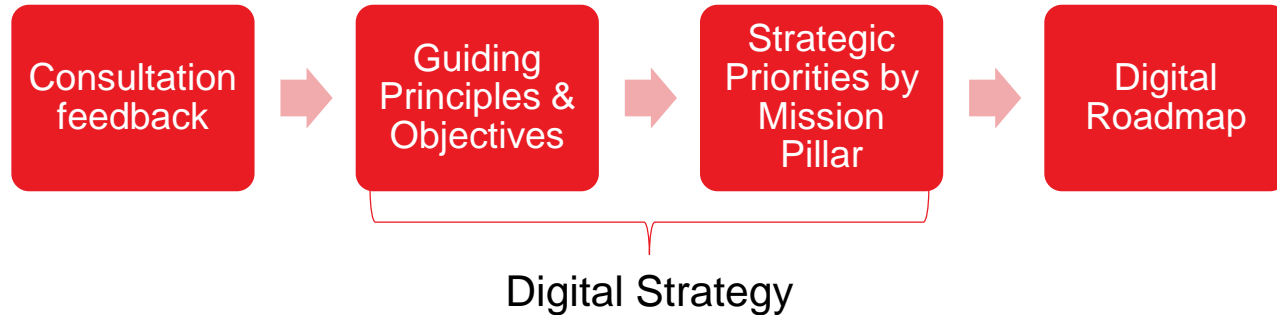# Principles & Aspiration

USER FOCUSED

INCLUSIVE

COLLABORATIVE

RESPONSIBLE

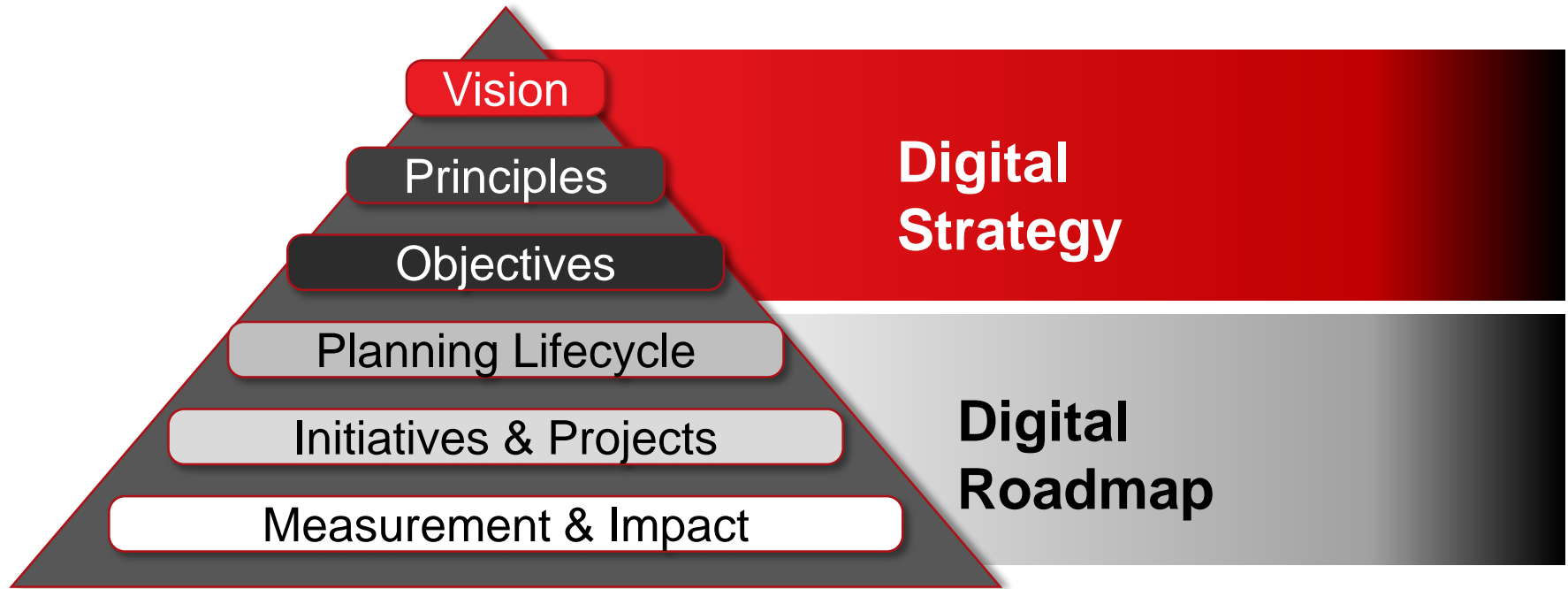AGILE

Carleton University will leverage digital technology to empower our collective capabilities to be a force for good in our communities.
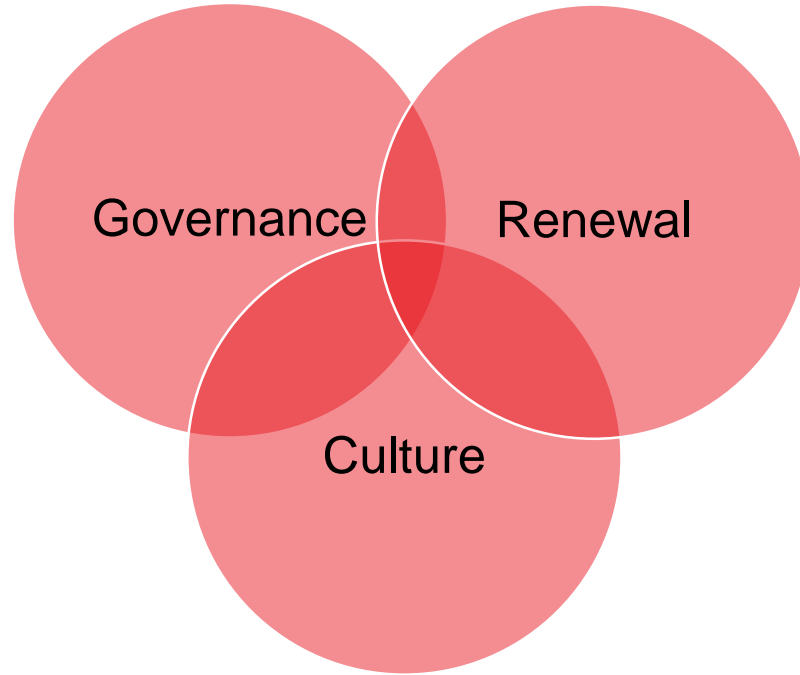
Carleton University

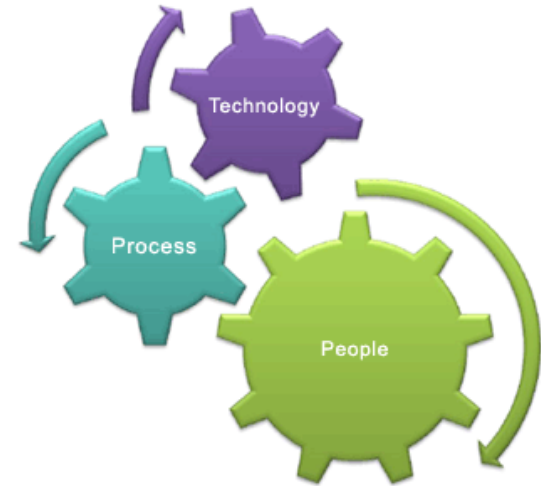# Digital Strategy & Roadmap Creation Process

# Roadmap

# Main Contributions of the Digital Strategy

# Implementation

- Enhancing digital governance structure

- Supported by new IT Policy Framework

- Alignment of Digital Planning cycle with the university's budget and planning cycle

- Digital Roadmap has 12-18 month time horizon to allow for flexibility in planning

Technology

Process

People

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University

# Next Steps

## Fall/Winter 2022-2023

- Presentations to Carleton community

- Launch Digital Strategy & Roadmap

- Implementation of first year of Digital Roadmap

**Carleton**
**University**

# EDI Action Plan: Progress and Updates

November 2022

**Noël A. J. Badiou (him/lui)**

Associate Vice-President, Equity and Inclusive Communities

Carleton University

# Purpose of the EDI Action Plan

An institutional strategic vision for EDI at Carleton that proposes an operational framework of essential actions that will build upon efforts to integrate and embed EDI principles into the core activities and academic mission of the university to accelerate positive institutional and societal outcomes.

| EDI Action Plan Themes | | | | |
|---|---|---|---|---|
| Innovative | Integrated | Holistic | Flexible | Ambitious |



https://carleton.ca/edi-plan/wp-content/uploads/Carleton-University-EDI-Action-Plan-Full.pdf

# EDI Action Plan: 10 Strategic Actions



SA 1
Curriculum and Pedagogy

SA 2
Student Supports

SA 3
Research

SA 4
Senior Leadership and Board of Governors

SA 5
Leadership Development (Non-Academic)

SA 6
Leadership Development (Academic)

SA 7
Disaggregated Demographic Data

SA 8
Representation and Outreach

SA 9
Culture

SA 10
EDI Planning Infrastructure and Reporting

Carleton University

# SA 1: Curriculum and Pedagogy

✓ Hired an EDI Learning Specialist who provides workshops, consultations and support on equity-driven and inclusive pedagogy tailored to the needs of programs/departments.

✓ Some movement at the course level in Sprott, FPA and at the program level in FASS with the creation of the Critical Race Studies minor

✓ EDI Toolkit developed by Faculty of Science has been well received

✓ Undertaking broad establishment of systemic de-colonial and EDI-informed approaches to course design and delivery, especially in gateway courses



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# SA2: Student Supports

✓ The following positions have been created and filled:

- Equity, Diversity and Community Programs Coordinator (Student Experience Office)
- Designated Counsellor for graduate students
- Designated Counsellor for racialized students (Health and Counselling Services)

✓ All Health and Counselling team members have completed one session on Anti-Black racism and more professional development opportunities will be offered in the near future

✓ EIC will consult with Health and Counselling Services on enhancements for counselling resources

✓ 36 EDI related awards/bursaries/funds are in place to support equity deserving students

## Carleton University

# SA3: Research

✓ Sprott MOUs – Inter-Institutional Agreements:
- Black Entrepreneurship Knowledge Hub (Research to Support Enterprises and Communities)
- Canadian LGBT+ Chamber of Commerce (Inclusive Entrepreneurship)

✓ Office of the Provost established the Student EDI Research Award (April 2021) to support students conducting EDI-driven research with faculty mentorship
- EIC provides additional support through check-in meetings
- Award recipients present research findings during Inclusion Week

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# SA 4: Senior Leadership Team and Board of Governors Inspiration and Development

✓ Board of Governors adopted an Equity, Diversity and Inclusion Statement ahead of the EDI Action Plan.

✓ Board of Governors adopted *ISED 50-30: Innovation, Science & Economic Development Canada*
- Framework to accelerate diversity actions already taking place in many Canadian organizations and to encourage others in adopting practices that improve equity
- Goal of the program is to challenge Canadian organizations to increase the representation and inclusion of diverse groups within their workplace

✓ As part of this initiative, the Board of Governors is participating in a voluntary Self-Identification initiative.

✓ The Board of Governors has put in place a strong nomination process to assist in its diversification.

✓ Two EDI educational modules have been developed specifically for BoG members, one on Human Rights at Carleton University and one on Indigenous Learning.

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# SA 5: Leadership Development (Non-Academic)

✓ Collaborating with Campus Safety Services to implement the *Campus Safety Services Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities*. Accomplishments include:

- Established Engagement and Inclusion Officer Program
- Conducted employment systems review
- Developed Campus Safety Services recruitment website in collaboration with HR
- Provided EDI-informed training to all Patrol Officers
- Establishing a community engagement table

# SA 6: Leadership Development (Academic)

✓ EDI-informed recruitment practices are explored within discussions of the Joint Committee on Employment Equity Diversity and Inclusion (JCEEDI) with members from university administration and CUASA.

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# SA 7: Disaggregated Demographic Data Collection

✓ The Carleton University Disaggregated Demographic Data Survey (CUDDDS) has already made significant progress on this item with the completion of a draft survey.

- Starting phase 2 with consultations on the draft survey within the Carleton community this year
- Working with ITS to create a dynamic form for the online self-identification application that will be ready for the finalized self-identification questions
- Planning to launch the application in September 2023

# SA 8: Representation and Outreach

✓ FPA Faculty Recruitment (Racialized)

✓ FED Faculty Recruitment (Gendered)

✓ In consultations with CUASA, two new EDI designated faculty positions are being created in the FASS (one addressing Disability related issues and one related to Anti-Black racism.)

# SA 9: Culture

✓ Partnering with Teaching and Learning Services in the development of an online human rights module that will focus on equity and anti-oppression

✓ Working with Information Technology Services on Pronoun Enhancement Project, which will add capability to Carleton Central to accommodate best practices in pronoun identification

✓ Carleton's Human Rights Policy will be reviewed and updated in the next year

  • Training will be developed for complaint managers (which include managers, chairs, supervisors, Deans) on the Human Rights Policy and Procedures

✓ Associate/Assistant Deans specializing in EDI have been appointed in Faculty of Science, Sprott School of Business, Faculty of Public Affairs

✓ Two Faculty Advisors on Anti-Black Racism and Black Inclusion have been appointed

✓ A number of EDI committees within Faculties and departments have been formed

✓ The EIC hosted its fourth annual Inclusion Week in October 2022 with seven events focused on the theme of *Disrupting Cultures of Inequity: Engaging in Brave Actions and Making Meaningful Change*

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# SA 10: EDI Planning Infrastructure and Reporting

✓ Hired EDI Learning Specialist

✓ Hiring Manager, Strategic Initiatives to support the implementation and measurement of these Strategic Actions, conduct internal and external environmental scans, literature reviews, co-lead consultations and undertake applied research.

✓ Expanding the Trans and Non-Binary Inclusion Coordinator role to a full-time position

# Thank You !

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**Senate Executive Committee**
**October 11, 2022**
**TB503C + Zoom videoconference (Hybrid)**

**MINUTES**

**Attending in person:** B. A. Bacon (Chair), D. Deugo, S. Maguire, J. Malloy, E. Sloan, P. Wolff
**Attending via Zoom:** R. Gorelick, M. Sanghani
**Regrets:** J. Tomberlin
**Recording Secretary:** K. McKinley

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## 1. Welcome & Approval of the Agenda

The meeting was called to order at 11:00 am.

It was **MOVED** (S. Maguire, P. Wolff) that the committee approve the agenda for the meeting, as presented.
The motion **PASSED**.

## 2. Approval of Senate Executive Minutes – September 13, 2022

It was **MOVED** (E. Sloan, P. Wolff) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on September 13, 2022, as presented.
The motion **PASSED**.

## 3. Senate Minutes

### a) June 3, 2022 (Closed Session)
Committee members approved by consensus (S. Maguire, J. Malloy) the draft minutes from the Closed Session of the Senate meeting on June 3, 2022.

b) **September 23, 2022**

Committee members approved by consensus (P. Wolff, J. Malloy) the draft minutes of the Senate meeting on September 23, 2022.

4. **Senate Agenda – October 21, 2022**

Committee members reviewed the draft agenda for the October 21, 2022 Senate meeting.

It was **MOVED** (S. Maguire, J. Malloy) that the Senate Executive Committee approve the agenda for the Senate meeting of October 21, 2022, as presented.

RE: Item 3(f) of the Closed Agenda (*Motion to Graduate Recommended Students: Dominican University College*) a committee member asked about the Affiliation Agreement between Carleton University and Dominican University College (DUC). The Chair noted the question and suggested a follow-up with the Provost who oversees the agreement for Carleton.

One typo was noted under item 2 of the Closed Session.

With this correction, the agenda was **APPROVED** as amended.

5. **Other Business**

S. Maguire noted that he will be graduating at the end of this term and as a result will be vacating his position as undergraduate student representative on Senate and on the Senate Executive Committee.

J. Malloy reminded members of the FPA *Author Meets Reader* series this fall at Irene's Pub.  The next event in this series is scheduled for Thursday October 20th. More information was provided to committee members via a handout.

M. Sanghani asked about a reassessment of the graduate student fee framework, which currently is charged by semester rather than by credit. The Chair suggested contacting FGPA.

8. **Adjournment**

The meeting was adjourned (S. Magure, R. Gorelick) at 11:25 am.

**Department of Neuroscience**
Health Sciences Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada

Dr. Kim Hellemans
Tel: (613) 520-2600 x 2973
Email: kim_hellemans@carleton.ca

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings for November 2022

Dear Members of Senate,

On October 11th and 12th, the Academic Colleagues met to discuss the top concerns facing Ontario Universities. On the evening of October 11th, the colleagues had a discussion in preparation for the 314th meeting of Council on "Proximal and Distal Teaching Modalities". Colleagues began the discussion with a roundtable on current modalities, then discussed the benefits, challenges, and considerations for strategic decisions. Key themes that emerged from the discussion included a recognition that not all programs benefited from purely online learning, that to truly undertake online learning required more work than just pivoting to zoom lectures, and that there are benefits to hybrid learning if done correctly and with the appropriate supports. (Recognition that there were different definitions of hybrid among and even within institutions). It was also noted that while not all students enjoyed online learning, there were significant equity benefits of remote participation, especially related to the financial, physical, and geographical restrictions being lessened and multiple learning styles being accommodated. Colleagues also noted that there continue to be technological challenges, concerns around grade inflation and impacts of newer learning assessments instead of traditional examinations.

On October 12th, we had a roundtable of information sharing from colleagues across Ontario. We all heard an update from COU, as well as several committee updates, and planned for the full council meeting on October 13th. Steve Orsini (President and CEO, COU) began his update discussing COU's advocacy priorities, with the most important being telling the story of the vital role that Ontario's universities play, he also spoke about the impact of our knowledge generation and research and commercialization on society. Steve also shared that the government could be announcing an expert panel on the postsecondary sector, and that COU would be advocating for financial sustainability. He also provided an overview of COU's commitment to strong university financial transparency and accountability that includes the development of Leading Practices in University Board Governance and the Financial Health and Transparency Framework Plan.

During the Q&A, Colleagues raised concerns on the impact of the Auditor General's report, and how to highlight the positive impact universities are having on society. On October 13th, we had a full Council meeting, where colleagues spoke to the topic of the future of learning modalities.

Yours,

Kim Hellemans, PhD
Assistant Professor, Department of Neuroscience
Associate Dean (Recruitment and Retention), Faculty of Science
Carleton University