



*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 February 24, 2023 at 2:00 pm  
Via Videoconference**

**AGENDA**

**Closed Session:**

- 1. Welcome & Approval of Agenda (closed)**
- 2. Minutes: November 25, 2022 (Closed Session)**
- 3. Graduation:**
  - a) Notification of Receipt of Graduation Lists (Clerk)
  - b) Motion to Graduate All Recommended Students
  - c) Posthumous Recognition (Clerk)
  - d) Special Features of the Graduation Classes (Deans)
  - e) Motion to Graduate Recommended Students: Dominican University College
- 4. Report on the Empowering Motion (Clerk)**
- 5. Report from Honorary Degrees Committee (R. Goubran)**
- 6. Other Confidential Business**

**Open Session:**

- 1. Approval of Agenda (open)**

2. **Minutes (Open):** January 27, 2023

3. **Matters Arising**

4. **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**

- a) Notice of Senate Committee Renewal Process
- b) Senate-elected membership on Provost Advisory Committee

7. **Reports:**

- a) SCCASP (H. Nemiroff)
- b) SQAPC (D. Deugo)
- c) SAGC (E. Sloan)

8. **Academic Plan Consultation**

9. **Reports for Information:**

- a) Senate Executive Minutes (January 17, 2023)

10. **Other Business**

11. **Adjournment**



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**Carleton University Senate  
Meeting of January 27, 2023 at 2:00 pm  
Room 3020 Nicol Building + Zoom videoconference**

**OPEN SESSION**

**Minutes**

**Present in Person:** B.A. Bacon (Chair), M. Barbeau, S. Blanchard, A. Bordeleau, D. Brown, S. Burges, W. Chung, E. Cyr, M. DeRosa, D. Deugo, L. Dyke, R. Goubran, T. Haats, K. Hellemans, D. Howe, L. Kostiuk, C. Laurendeau, J. Malloy, M. Murphy, H. Nemiroff, A. North, B. O'Neill, M. Pearson, P. Rankin, T. Roberts, D. Russell, G. Sestini, D. Siddiqi, E. Sloan (Clerk), P. Smith, D. Sprague, K. Taylor, J. Tomberlin, C. Viau,

**Present via Zoom:** K. Al Hammuri, J. Armstrong, M. Baez, V. Bhatia, F. Brouard, J. Dawson, K. Graham, M. Ilyas, A. Lannon, D. Livingston, M. Lundy, B. MacLeod, L. Marshall, P. Mkandawire, L. Moffitt, K. Moss, J. Murray, B. O'Connor, H. Ozcan, A. Park, J. Ramnarine, M. Rooney, S. Sadaf, J. Taber, J. Wallace, P. Wolff

**Regrets:** D. Caratao, R. Gorelick, M. Haines, L. Hayes, J. Kovalio, A. Lettieri, M. Sanghani

**Absent:** H. Becker, B. Campbell, F. Sepanta, C. Smelser, R. Teather

**Recording Secretary:** K. McKinley

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**1. Welcome and Approval of Agenda**

The Chair called the meeting to order at 2:02 pm and reminded Senators that January 27 is Holocaust Remembrance Day. Carleton will mark the occasion by illuminating the Canal Building in yellow. He also extended a warm welcome to new Senators Anne Bordeleau, Hilary Becker, Sean Burges and Giuseppe Sestini.

It was **MOVED** (J. Malloy, M. Pearson) that Senate approve the agenda for the meeting of Senate on January 27, 2023, as presented.  
The motion **PASSED**.

## 2. **Minutes:** November 25, 2022 (open session)

It was **MOVED** (C. Viau, K. Taylor) that Senate approve the minutes of the open session of the Senate meeting on November 25, 2022 as presented.  
The motion **PASSED**.

## 3. **Matters Arising**

There were none.

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

The Chair began by reflecting on the successful return to campus since the Fall of 2022, after two challenging years living with the Covid-19 pandemic. While we have returned to a more normal state of affairs this year, Carleton will continue to monitor the situation closely and will remain in touch with Ottawa Public Health authorities regarding any changes in recommendations moving forward.

The Chair next shared the following Carleton success stories:

- *ReSearch Infosource* has confirmed that Carleton is among Canada's fastest growing research-intensive universities. Carleton's external research income is at \$97.4M, an increase of 12.7% since last year, and an increase of 79% over four years. The Chair congratulated all researchers and research teams on this success.
- Following an extensive community-led process, the Board of Governors has approved three new names for campus buildings to reflect Carleton's commitment to Indigenous Reconciliation and our stance against anti-black racism. The new names are the Algonquin *Nideyinàn* for the University Centre; the Inuit *Pigiarvik* for Robertson Hall, and the Wolof/Senegalese *Teraanga Commons*, for the Residence Commons. Official launch events will be announced in the coming months.
- Carleton officially launched its Digital Strategy and Roadmap earlier this month. This initiative is the result of a 2-year collaborative process that included insights and feedback from more than 1,000 faculty, students and staff. The Chair encouraged Senators to review the strategy if they have not already done so.

Finally, the Chair concluded his remarks by noting that a search for Carleton's new Provost and Vice-President Academic will be launched soon. As part of this process, Senate will be holding an election on January 31<sup>st</sup> for the academic staff and student positions on the Provost Advisory Committee. The list of elected members will be brought to Senate in February for information.

## 5. Question Period

Two questions were submitted in advance.

a) Question from Pamela Wolff:

Is Carleton investigating the implications of ChatGPT on an institutional level, and is there collaboration among P.S. [post-secondary] institutions to consider what impact this sort of technology will have on post-secondary education moving forward?

*In response, Provost Jerry Tomberlin and AVP Teaching & Learning David Hornsby acknowledged the challenges this new technology brings for Instructors, particularly with regards to academic integrity. An ad hoc group including Senators, Associate Deans, and others with expertise in this area will convene soon to review this issue. The group will begin with a cross-sector analysis of the approaches taken by other institutions, followed by a series of engagements with the community. The goal will be to produce a set of recommendations and policy suggestions that will provide pedagogical guidance to instructors on this issue, considering both the challenges and the opportunities of this new tool.*

b) Question from Hande Uz Ozcan:

According to Carleton University, there are two different Research Fund Payments; RA Type A and RA Type B. Type B is the salary paid, and it counts as work experience because CU Human Resources can provide hours worked. However, Type A is a stipend, which is a fixed payment; it is like a scholarship. Although Type B counts as work experience in applying for Permanent Residency [PR] for international students, Type A does not count as work experience because the university HR does not provide hours since it is a stipend.

Furthermore, international students who want to apply for permanent residency after graduating experience difficulties being eligible for PR if they work under the Type A Research Assistantship. Although they worked for Carleton University as a

RA for years, their work won't count as work experience because it falls under the Type A RAship.

Some students reached out to us and mentioned that they are experiencing difficulties in being eligible to apply for PR because Type A RAship does not count as work experience. We believe helping Carleton students and researchers that are very well educated and trained in their fields to stay in Canada is beneficial to all stakeholders. We wonder how the university can support more international students so they can provide proof that they worked at Carleton as RA to IRCC [Immigration Refugees and Citizenship Canada]?

We know that Carleton University gives huge importance to EDI, and we wonder how this situation impacts EDI Action Plan?

*Provost Jerry Tomberlin noted that Type A research funds are essentially scholarships to support graduate students' research. The professor provides mentoring and guidance, but there are no set hours or expected deliverables. For Type B research funds, students are employed to work on a project under their professor, and are accountable for hours and deliverables. CRA regulations stipulate that these two types of funding must be reported in different ways; hours worked cannot be reported for Type A funding.*

*In a follow-up comment, it was noted that the differences between the two types of funding are not always well understood by students and supervisors, and that occasionally the distinctions between the two may be blurred in actual practice. The Provost noted the issue raised in the question and suggested that moving forward students and researchers be more fully informed about the implications of different types of funding before applying.*

## 6. Administration

The Clerk presented a motion to ratify faculty members Sarah Everts (FPA) and Amanda Clarke (FPA) and undergraduate student Mahamed (Moe) Qalinle (FED) as new Senators.

It was **MOVED** (M. Murphy, A. North) that Senate ratify the new Senate appointments, as presented.

The motion **PASSED**.

The Clerk also reminded Senators that the Senate membership renewal process for positions beginning July 1, 2023 will begin in early February. She asked Senators

to inform Senate Office by February 3 if they are planning a sabbatical or other leave for 2023-24 as they will need to relinquish their Senate seat. Any Senator whose term is ending June 30, 2023 can reapply to extend their time on Senate by completing the nomination form which can be found on the Senate website.

In response to a question, it was noted that Contract Instructor nominations and elections are typically held in the late summer and early fall, and not in February. Contract Instructors will only know if they are eligible to serve on Senate (i.e. if they have a contract for 2023-24) after the contracts have been released, which normally occurs in the summer.

## 7. Reports

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

Committee Chair Howard Nemiroff presented 5 items for approval and 4 items for information.

Items for approval:

- R-UG-COOP-Generic Co-op Admission & Continuation Requirements (allows students to participate in program while registered in 1.5 credits per term)  
It was **MOVED** (H. Nemiroff, S. Blanchard) that Senate approves the revisions to Regulation TBD-1748 R-UG-COOP-Generic Co-op Admission and Continuation Requirements, effective for the 2023/24 Undergraduate Calendar as presented.  
The motion **PASSED**.
- COOP Regs – Omnibus Motion (updates and adjustments)  
It was **MOVED** (H. Nemiroff, D. Brown) that Senate approves the revisions to Regulations effective for the 2023/24 Undergraduate Calendar as presented. TB-1749-ANTH, TBD-1582-CGSC, TBD-1755-ENGL, TBD-1757 ENST, TBD-1759-FREN, TBD-1577-HIST, TBD-1581-PSYC, TBD-1764-SOCI, TBD-1569-BAS, TBD-1586-BID, TBD-1587-BIT, TBD-1583-COMS, TBD-1572 ECON, TBD-1574-EURR, TBD-2028-GINS, TBD-1761-LAWS, TBD-1817 MPAD, TBD-1580-PSCI, TBD-1589-PAPM, TBD-1585 R-UG-COOP-B.Eng Adm and Cont Reqs, TBD-1540 R-UG-COOP-BCom  
The motion **PASSED**.

- R-UG-3.2.6 Minimum CGPAs for Continuation (removal of table)  
It was **MOVED** (H. Nemiroff, D. Deugo) that Senate approves the revisions to Regulation TBD 1873 R-UG-3.2.6 Minimum CGPAs for Continuation, effective for the 2023/24 Undergraduate Calendar, as presented.  
The motion **PASSED**.
- R-UG-3.2.5 Assessment in Program Elements (addition of information from 3.2.6 table)  
It was **MOVED** (H. Nemiroff, J. Malloy) that Senate approves the revisions to TBD-1872-R-UG-3.2.5 Assessment in Program Elements, effective for the 2023/24 Undergraduate Calendar, as presented.  
The motion **PASSED**.
- TBD-2094 R-ADM-CMHW (clarifying entrance eligibility requirements)  
It was **MOVED** (H. Nemiroff, P. Rankin) that Senate approves the revisions to Regulation TBD-2094 R-ADM-Cert. in Mental Health and Well-Being, effective for the 2023/24 Undergraduate Calendar, as presented.  
The motion **PASSED**.

Items for Information:

- Schedule-202410 R-UG-Academic Year Winter 2024 change to thesis submission deadline
- UG\_G\_2324\_MinorMods\_for\_SCCASP\_Dec-06
- UG\_G\_2324\_MinorMods\_for\_SCCASP\_Dec-20
- Micro-credentials for Dec 06 2022 – FPA and Science

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

Committee Chair Dwight Deugo presented 3 new program approvals, 2 cyclical reviews, and 15 major modifications for approval, condensed into 3 omnibus motions.

OMNIBUS MOTION – New Programs

It was **MOVED** (D. Deugo, B. Macleod) that Senate approve the New Programs as presented.

The motion **PASSED**.



The Committee Chair noted that two of the three programs in the group are full cost-recovery programs. In response to a question, the Committee Chair clarified that Deans and individual units decide if it would be appropriate to design the program as a cost-recovery one. He noted that it is difficult to change an existing program that is funded via the ministry to make it a cost-recovery program.

Individual motions within the Omnibus:

- MOTION: That Senate approve the *Master of Arts in Human Rights and Social Justice* as presented with effect from Fall 2023
- MOTION: That Senate approve the *Master of Arts in Teaching English as an Additional Language* as presented with effect from Fall 2023.
- MOTION: That Senate approve the *Master of Finance* as presented with effect from Fall 2023.

OMNIBUS MOTION – Cyclical Reviews

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

The motion **PASSED**.

Individual motions within the Omnibus:

- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Undergraduate programs in Physics.
- MOTION: That Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Undergraduate programs in Biomedical and Electrical Engineering, Communications Engineering, Computer Systems Engineering, and Software Engineering.

OMNIBUS MOTION – Major Modifications

It was **MOVED** (D. Deugo, D. Siddiqi) that Senate approve the major modification as presented.

The motion **PASSED**.

Individual Motions within the Omnibus:

- MOTION: That Senate approve the introduction of the collaborative specialization in Data Science to the MA in Sociology as presented with effect from Fall 2023.

- MOTION: That Senate approve the major modification to the MA program in Sociology with a concentration in Quantitative Methodology, as presented with effect from Fall 2023.
- MOTION: That Senate approve the introduction of the Post-Baccalaureate in Religion and Public Life, as presented with effect from Fall 2023.
- MOTION: That Senate approve the introduction of the BA and BAHons in Indigenous Studies and the major modifications to the BA Combined Honours program in Indigenous Studies, as presented with effect from Fall 2023.
- MOTION: That Senate approve the introduction of RELI 4860 as presented with effect from Fall 2023
- MOTION: That Senate approve the deletion of GINS 3200 as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the BSc Honours program in Computational Biochemistry, the deletion of BIOC4906 and the major modification to BIOC 4907 as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the BSc Honours program in Neuroscience and Mental Health and the introduction of NEUR 4904 as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the BA Combined Hons. In Communication and Media Studies as presented with effect from Fall 2023.
- MOTION: That Senate approve the introduction of LAWS 4907 as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modifications to the MA and PHD programs in Political Science as presented with effect from Fall 2023.
- MOTION: That Senate approve the introduction of the Stream in Investments and the Stream in Corporate Finance as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the Master of Entrepreneurship Technology Innovation Management and the introduction of the Master of Digital Transformation and Entrepreneurship as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the MSC Health: Science Technology and Policy program and the introduction of HLTH 5506 as presented with effect from Fall 2023.
- MOTION: That Senate approve the major modification to the Minor in Latin American and Caribbean Studies as presented with effect from Fall 2023.

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

Committee Chair Elinor Sloan presented a motion for Senate to ratify three new members for various Senate committees:

- Taina Roberts, as undergraduate student representative on the *Senate Executive Committee*
- Tracey Lauriault as faculty member (FPA) on the *Senate Library Committee*
- Daniel Siddiqi as faculty member (FASS) on the *Senate Academic Governance Committee*

It was **MOVED** (M. Barbeau, D. Deugo) that Senate ratify the nominees for Senate committees, for service beginning immediately upon approval. The motion **PASSED**.

The Committee Chair next presented the results of SAGC's discussion on whether to increase Contract Instructor membership on Senate. Senate had been asked to consider this question by a Contract Instructor on Senate. The question was referred to SAGC for discussion and a recommendation.

SAGC members acknowledged that Contract Instructors are valued and engaged members of Senate, but did not see a compelling reason to increase their representation on Senate. The committee noted that under the Carleton University Act, 50% of Senate must be comprised of full-time faculty members. Adding more Contract Instructors to Senate would upset this balance. Additionally, although many Contract Instructors have longstanding relationships with their departments, the nature of their position at Carleton is temporary and budget dependent, and their future place can never be guaranteed beyond the duration of their contract. For these reasons, SAGC members unanimously agreed that the committee does not recommend adding more Contract Instructor positions on Senate at this time.

**d. Senate Review Committee**

The Senate Review Committee met on January 13<sup>th</sup> to review and discuss the 2022 Fall Enrolment Report. After their review, the committee sent the Registrar a list of questions to be addressed in the Enrolment Report

Presentation to Senate. These questions were circulated to Senators, along with a copy of the Enrolment Report.

Vice-President Students & Enrolment and University Registrar Suzanne Blanchard presented the Enrolment Report to Senators, including the extra details requested by the Senate Review Committee.

Highlights from the Presentation:

Undergraduate student enrolment has decreased slightly since 2021, notably for new first-year students. This will likely impact undergraduate enrolment numbers in subsequent years as the flow-through for the upper years will be lower. The decrease in enrolment numbers for Fall 2022 was experienced by international students, due to processing issues with student visas.

In comparison with other Ontario universities, the Registrar noted that a few universities, notably McMaster, Queens, University of Toronto and the University of Waterloo, have experienced positive growth in enrolment. This growth is a result of some changes these institutions have made to their admissions criteria for certain programs.

Undergraduate enrolment per Faculty compared to 2019 was down in FASS and FPA, stable in FED and increased in Science (primarily Computer Science) and Business. Softer admissions across the board due to the pandemic combined with the international student issues were contributing factors.

New graduate enrolment overall is flat with an increase in domestic (particularly part-time students) and a decrease in international. Overall Master's and PhD enrolment is up, in part due to changes in the PhD fee structure. One of the main areas of growth in graduate programs is the MBA Online.

A number of steps are planned to ensure continued robust enrolments. A return to in-person recruitment and engagement will provide an opportunity to showcase the on-campus experience at Carleton, and should help to increase our numbers. On the international front, there is reason to be cautiously optimistic as the visa processing issues are resolved.

Additional strategies to increase enrolment have been discussed at SIPC, both short-term and longer term, and the RO will continue to work in collaboration with departments and Faculties to engage with this issue.

The pandemic influence is seen through the increase in STEM and Sprott enrolment, both domestically and internationally, and in the decrease in international enrolment overall, due to visa processing issues.

Discussion:

A Senator asked for more information on how other Ontario universities were able to increase their enrolments. In reply, it was noted that some programs were opened up to admit more students, and that in some cases admission eligibility criteria were changed.

Another Senator asked if the increase in tuition for international students might have been a factor in lower admission rates for these students. The VPSE responded that international student confirmations had increased by 5%, so the primary reason for the ultimate decrease in enrolments was the visa processing issue, and not tuition increases. The Chair added that Carleton is working with Universities Canada to ask the government for rapid action on the visa issue. In response to a related question, the Registrar confirmed that the International Student Services Office (ISSO) has been reaching out to international students to provide constant support and assistance with the visa process.

The Registrar also confirmed that international enrolment from China appears to be slowing, as the Chinese government is stricter on the number of students that can leave the country to study abroad.

In response to another question, the Registrar confirmed that cost-recovery graduate programs were included in the calculations for the report, but that detailed enrolment data on those programs vs. regular graduate programs was not available at this time.

The Chair thanked the VPSE and University Registrar for the fulsome report, and Senators for their interest and engagement.

## **8. New Graduate Curriculum Approvals Process Consultation**

The Provost introduced this item and provided a summary of its progress so far. The Faculty of Graduate and Postdoctoral Affairs (FGPA) has begun a process to reform the governance of graduate curriculum.

FGPA has engaged collaboratively with all Faculties to discuss a new proposed approach to graduate curriculum approvals. As a result of these consultations, FGPA has produced a proposal to give disciplinary Faculties (FASS, FED, FPA, Science, Sprott) a primary role in graduate curriculum approvals.

A briefing note summarizing the principles of this new process was circulated to Senators in advance to inform the consultation.

The Dean of FGPA outlined the major changes that would occur under the proposal. Under the current process, graduate curriculum review is centralized under FGPA, moving from the department to the Graduate Programs and Planning Committee, and to the Graduate Faculty Board. Under the new process, approvals would pass from the department to a disciplinary Faculty Curriculum Committee, then to the disciplinary Faculty Board, before proceeding to Senate via its committees for approval. This new approach has several advantages:

- It would facilitate more meaningful peer-to-peer engagement in developing and planning curriculum.
- It would enhance the autonomy of Faculties in planning and developing their curriculum
- It can promote more interaction and linkages between graduate and undergraduate programs

Discussion:

A Senator asked if allocation of Teaching Assistants (TAs) for graduate programs will remain under the FGPA. The Provost noted that TA budgets have been transferred to Faculties this year. In response to a follow-up question, the Provost clarified that the overall TA budget is negotiated with the Dean of FGPA, the Provost and the VPFA. The allocation to the Faculties is within the purview of FGPA and the Deans are then responsible for strategic distribution at the department level.

In response to a question regarding graduate award funding, the Dean of FGPA noted that because these awards include external scholarships and awards that need to be adjudicated at an institutional level, this file would remain under the control of FGPA.

A Senator asked for clarification on the process for Schools that have their own Faculty Boards, such as the School of Computer Science. The Provost noted that the curriculum approvals would go to the disciplinary Faculty Board (in this case Science) for approval.

A Senator inquired about the timeline for the implementation of the new process. The Provost replied that the goal is to complete the process by the end of 2023, if possible. Next steps will include further consultation with the Deans before bringing the proposal back to Senate in March or April. The disciplinary Faculty Boards also will need to establish processes for graduate approvals which will likely include revisions to their governing documents.

The Chair thanked the Provost and FGPA Dean Smith for the presentation and Senators for the discussion.

## **9. Campus Master Plan Consultation**

Vice-President Finance and Administration Lorraine Dyke provided a brief introduction to this item and Nathan Flach and Selam Eyob, representatives from Brook McIlroy (BMI), a consulting firm engaged for the project, were in attendance to assist with the presentation.

The Campus Master Plan establishes a strategic direction for the future development of the campus, including infrastructure, buildings, landscape, traffic flow and movement systems. The plan is refreshed every five years.

The current renewal process was launched in the Spring of 2022, and was followed by a series of extensive consultations with faculty, staff and students, both in person and online. Feedback from these consultations has been summarized into 8 themes and 9 principles to guide future development, plus a series of recommendations for major initiatives. Based on these themes, principles and recommendations, a draft of the current Campus Master Plan has been developed and shared publicly for additional feedback. Themes of sustainability, natural systems, universal design, enhanced accessibility, transportation, landscape design, and urban design all contributed to the development of the plan. The final plan, based on feedback and further revisions will be approved in the spring of 2023.

Nathan Flach, lead architect from Brook McIlroy (BMI), presented a high-level summary of the major recommendations of the current proposed plan under the following 7 areas:

- 1) Green Ribbon and Geological Time Trail
  - Development of a 4 km green loop and a 4.6 km geological time trail to form an integral open-space network in the core and periphery of campus

- Integration of natural landscape with Indigenous placemaking
- 2) Transportation Framework
    - Flexible campus streets for both pedestrian and vehicle traffic
    - Newly reinforced campus gateways
    - New bridge connections to surrounding community
  - 3) Campus Avenue and Library Road
    - Campus Avenue: Flexible campus street sharing pedestrian and limited vehicle use such as para-transport
    - Library Road: pedestrian priority street, with limited priority pick-up and drop-off options
  - 4) Tunnel Improvement and Expansion
    - New nodes and open sky-lit access areas to improve wayfinding
    - New lighting and surface treatments to improve aesthetics and acoustics
    - Introduction of natural light at key locations to improve health and well-being and to assist in way-finding
  - 5) Natural Systems
    - Enhancing and developing new areas with connections to water and local ecology
    - Addition of new place-making features such as native plantings
  - 6) Overall Plan
    - Potential new building placement and expansion on campus
    - Encouraging future buildings to face outwards
  - 7) Campus Precinct Plan
    - 3 precincts identified: West, East and North
    - West:
      - Primarily academic and residence focused
      - Plan outlines more informal hangouts and collaborative spaces
      - Mackenzie Atrium Project – new large indoor atrium space enclosed with glass roof and supported by mass timber structure. Functions as main lobby and central social space.
      - Nideyinàn Expansion Project (former University Centre) – open build with open quad in front as notable landmark; new study/social spaces plus rooftop access.
    - East:



- Highly visible growth area
  - Integration of stadium seating into new academic ancillary or recreational facility
  - Expansion to Fieldhouse, facing University Drive
  - Mixed-use transit hub along University Drive
- North:
    - potential for mixed use, leveraging community partnerships to integrate with the city
    - Potential for specialized housing, office space, plus expanded academic/research spaces.

The implementation & phasing strategy of the Campus Master Plan considers both the short term (10 – 15 years) and longer planning horizon (50+ years) for responsible growth of the university campus. Changes proposed in the current plan will take place through several phases extending over many years.

Some short-term opportunities identified include the Green Ribbon, Campus Avenue and Library Road projects, the Transit Hub, Mackenzie Atrium and Nideyinàn Projects. Long-term opportunities include developments in the northern precinct as outlined in the plan. Other projects can be prioritized based on needs and capital funding availability.

Currently, the plan is in the final stages of the consultation phase. Next steps include presentations and consultations with the President’s Advisory Group, the Building and Program Committee, and the Board of Governors, with a final version coming to the Board for approval in April of this year.

Discussion:

A Senator asked about on-campus parking, as no parking lots were indicated in the plan. VPFA Lorraine Dyke noted that the long-term needs for parking are not yet known, and will depend on future transit options, work-from-home trends, future hybrid or online course offerings, and other factors. It was noted additionally that the loss of one parking lot every 5 – 7 years usually can be accommodated with spots elsewhere on campus. The plan also has built-in flexibility so that parking can be incorporated into some new buildings if necessary. Accessible parking spaces, notably, will increase according to the plan.

A Senator inquired about athletics facilities on campus and the possibilities of partnering with the city to develop these spaces. The Chair noted that both the Carleton pool and the Brewer Park pool are old and in need of an upgrade.

Carleton has approached the City of Ottawa regarding the development of an aquatics complex that could replace both pools and attract national competitions. The interest is there, and the discussions are ongoing.

BMI representative Nathan Flach was asked to comment on his assessment of Carleton's short-term needs. He responded that a common request made via the consultations was for more flex space, like the Nicol Building Atrium, for the western campus. Others included supporting health and wellness and daily life on campus, and improving wayfinding. In a follow-up question, a Senator asked for clarification on the short-term horizon for new academic buildings. The Chair noted that should we move forward with the Wellness Hub, a complex with academic and research space would be included in that project. Additionally, there has been some design work on a possible new Engineering building.

A Senator inquired about the energy demands for some of the large glass structures in the plan. BMI representative Nathan Flach noted that they are working with a consultant on energy sustainability and that the intent is for every new project to come as close to net zero emissions as possible.

In response to another question, it was noted that two older existing buildings - Loeb and Paterson - will undergo renovations over the next few years, with a focus on the building envelope. A proposal for the Loeb project should be ready by April of this year, and work on Paterson will begin the following year.

A Senator asked about alleviating traffic pressures on existing streets, for both car/bus and pedestrians moving through campus. In response, it was noted that there are opportunities to work with the NCC and the City of Ottawa to find ways to move traffic on and off campus more efficiently, including a possible pedestrian bridge to the Experimental Farm, accessing the campus from the south via pedestrian/bicycle bridge, and also opening access points to NCC areas, such as Colonel By Drive.

A Senator asked for more information on the transit hub, and if there are any short-term solutions for the bus congestion on campus. Nathan Flach responded that a transit hub on University Drive provides, in the long term, an opportunity to create a better system centered on the eastern campus. In the short-term, BMI will continue to work with their traffic consultant to find solutions. A Senator commented that, for safety and efficiency, pedestrian and vehicle traffic should be separated in the plan so that there is little interaction.

The Chair thanked BMI for the update and Senators for their questions and discussion. The Chair reminded Senators that feedback on the Campus Master Plan can be submitted via the online form until February 3<sup>rd</sup>.

## 10. Reports for Information

The following reports were circulated in advance for information.

- Senate Executive Committee minutes – November 15, 2022 (meeting) and December 6, 2022 (e-poll)
- COU Academic Colleague Report
- Senate UG Student Awards Committee – New Awards Report

There was no discussion of these items.

The meeting was **ADJOURNED** at 4:03 pm.

## Senate Questions – February 2023

### 1) **Question from Dakota Livingston (CASG President)**

At the January meeting of the Carleton Academic Student Government, a representative from the Communications Department raised an important issue with the academic calendar. Whereas religious holidays and obligations such as Ramadan are covered within the academic accommodation of Carleton's Human Rights Policy, there exists no similar accommodations for Remembrance Day in November or Truth and Reconciliation Day in September even though these are considered federal holidays and many provinces formally observe these days too. As many students face intense emotional reactions on these days, we would like to know if any accommodations for flexible due dates could be made?

### 2) **Question from Farzam Sepanta**

I have a question regarding the training of TAs. Some TAs have to teach in the classroom. Teachings can vary from solving examples to actually covering topics. Aside from the general mandatory training that ensures TAs are informed about their duties and responsibilities, what other training or assessment is in place to make sure they use efficient teaching methods to convey knowledge?

To give it a little bit more context, I have heard different experiences from students (especially undergrads) and even professors that their TAs were not capable of teaching efficiently in classrooms. In many private institutions, teaching training courses (TTC) are mandatory before allowing an individual to teach.

## **Senate Elected Representatives to the Provost Search Committee**

**February 2023**

1. Undergraduate Student Representative (one position)
  - Mira Gillis (elected)
2. Graduate Student Representative (one position)
  - Chelsie Smith (elected)
3. Professional Library Representative (one position)
  - Pat Moore (acclaimed)
4. Academic Staff Representatives (one per Faculty):
  - FASS – Associate Professor Kahente Horn-Miller (elected)
  - FED - Professor Onita Basu (elected)
  - FPA – Professor Jonathan Malloy (elected)
  - Science – Instructor Véronic Bézaire (elected)
  - Sprott – Associate Professor Howard Nemiroff (elected)

**MEMORANDUM**

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

**To:** Senate  
**From:** Howard Nemiroff, Chair of SCCASP  
**Date:** February 24, 2023  
**Subject:** Regulation Changes 2023-24

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Information for Senate

1. UG\_G\_2324\_MinorMods\_for\_SCCASP\_Feb 07

## MINOR MODS - COURSES

Code	Title	Status	Level	Faculty	Summary
<a href="#">AFRI 6000</a>	<a href="#">AFRI 6000: African Thought: Historical Perspectives, Contemporary Dimensions</a>	Added	GR	AS	*Associated with major mod PhD Collaborative Specialization in African Studies*AFRI 6000 is designed to provide core foundational knowledge to students admitted into the Collaborative PhD with a Specialization in African Studies.
<a href="#">PSYC 5407</a>	<a href="#">PSYC 5407: Scale Development and Psychometrics</a>	Edited	GR	AS	Modify prerequisite statement.
<a href="#">PSYC 5410</a>	<a href="#">PSYC 5410: Foundations of the General Linear Model</a>	Edited	GR	AS	Modify course title and description.
<a href="#">PSYC 5411</a>	<a href="#">PSYC 5411: Extension of the General Linear Model</a>	Edited	GR	AS	Modify title and course description.
<a href="#">PSYC 5416</a>	<a href="#">PSYC 5416: Advanced Survey Methods</a>	Edited	GR	AS	Modify prerequisite statement.
<a href="#">PSYC 5417</a>	<a href="#">PSYC 5417: Categorical Data Analysis</a>	Edited	GR	AS	Modify prerequisite.
<a href="#">PSYC 5801</a>	<a href="#">PSYC 5801: Special Topics: Statistics</a>	Edited	GR	AS	Modify prerequisite statement.
<a href="#">BIOL 5810</a>	<a href="#">BIOL 5810: Education Research in Biology</a>	Deleted	GR	SCI	ISAP 5504 is replacing BIOL 5810.
<a href="#">ISAP 5504</a>	<a href="#">ISAP 5504: Education Research in Undergraduate Science</a>	Added	GR	SCI	new course in BIOL\ISAP
<a href="#">BIT 1001</a>	<a href="#">BIT 1001: Mathematics II for NET</a>	Edited	UG	ENG	Removing the prerequisite BIT 1000. BIT 1000 and 1001 are both Math courses (calculus algebra, IIRC). However, the Math equivalent courses (MATH 1007 and 1107) do not have this pre-requisite and there is no pedagogical reason for this pre-requisite to exist.
<a href="#">COMP 3000</a>	<a href="#">COMP 3000: Operating Systems</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3002</a>	<a href="#">COMP 3002: Compiler Construction</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3007</a>	<a href="#">COMP 3007: Programming Paradigms</a>	Edited	UG	SCI	1. Experiential Learning Activity removed.2. Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3009</a>	<a href="#">COMP 3009: Computer Graphics</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3105</a>	<a href="#">COMP 3105: Introduction to Machine Learning</a>	Edited	UG	SCI	1. Add "data ethics" and update course description.2. Remove SYSC 2100 from prerequisite statement.

## MINOR MODS - COURSES

Code	Title	Status	Level	Faculty	Summary
<a href="#">COMP 3106</a>	<a href="#">COMP 3106: Introduction to Artificial Intelligence</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3109</a>	<a href="#">COMP 3109: Applied Cryptography and Authentication</a>	Deleted	UG	SCI	Course is being renumbered to COMP 2108.
<a href="#">COMP 3203</a>	<a href="#">COMP 3203: Principles of Computer Networks</a>	Edited	UG	SCI	1. Add "Lectures and tutorials three to four and a half hours a week" to course description.2. Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3301</a>	<a href="#">COMP 3301: Technical Writing for Computer Science</a>	Edited	UG	SCI	1. Experiential Learning Activity added.2. Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3501</a>	<a href="#">COMP 3501: Foundations of Game Programming and Computer Graphics</a>	Edited	UG	SCI	1. Experiential Learning Activity added.2. Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 3804</a>	<a href="#">COMP 3804: Design and Analysis of Algorithms I</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.
<a href="#">COMP 4009</a>	<a href="#">COMP 4009: Programming for Clusters and Multi-Core Processors</a>	Edited	UG	SCI	Remove SYSC 2100 from prerequisite statement.



## MINOR MODS - PROGRAMS AND REGULATIONS

Code	Title	Status	Level	Faculty	Summary
<a href="#">MA-251</a>	<a href="#">M.A. Religion and Public Life</a>	Edited	GR	AS	Delete section on Q-Year information
<a href="#">MA-47</a>	<a href="#">M.A. Psychology</a>	Edited	GR	AS	Item 1: reduce from 1.0 (PSYC 5410 and PSYC 5411) to 0.5 credit (PSYC 5410)Item 2 (new): 0.5 credit from list of six PSYC stats courses.
<a href="#">MA-47CH</a>	<a href="#">M.A. Psychology with Collaborative Specialization in Climate Change</a>	Edited	GR	AS	Item 3: reduce from 1.0 (PSYC 5410 and PSYC 5411) to 0.5 credit (PSYC 5410)Item 4 (new): 0.5 credit from list of six PSYC stats courses.
<a href="#">TBD-1173</a>	<a href="#">R-GR-ADMREQT-Religion and Public Life MA</a>	Edited	GR	AS	Deleting the text from the discontinued Q-Year program and adding the Post-Baccalaureate description
<a href="#">TBD-1961</a>	<a href="#">M.A. Psychology with Concentration in Mental Health and Well-Being</a>	Edited	GR	AS	Item 1: reduce from 1.0 (PSYC 5410 and PSYC 5411) to 0.5 credit (PSYC 5410)Item 2 (new): 0.5 credit from six stats courses.
<a href="#">BAS-CS</a>	<a href="#">Conservation and Sustainability B.A.S. Honours</a>	Edited	UG	ENG	1. Replacement of CIVE 2200 with a Conservation and Sustainability elective2. Re-organization of requirements
<a href="#">BAS-UB</a>	<a href="#">Urbanism B.A.S. Honours</a>	Edited	UG	ENG	Re-organization of requirements

DATE: February 14, 2023

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate Programs  
in Architecture

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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 Architecture.

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 February 9, 2023:

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

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 February 24, 2023:**

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



DATE: February 14, 2023

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Joint Graduate Programs in  
Mathematics and Statistics

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The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the University of Ottawa led cyclical program review of the joint graduate programs in Mathematics and Statistics.

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 January 26, 2023:

**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the joint graduate programs in Mathematics and Statistics.

The Final Assessment Report and Executive Summary is provided pursuant to the Carleton University and University of Ottawa Joint Process Document for Joint Graduate Programs (November 20, 2020) section 5.0, which stipulates that “the Final Assessment Report receives the required approval(s) from each institution”.

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 both institution's websites as required by the provincial Quality Assurance Framework.

**Senate Motion February 24, 2023:**

<p><b>THAT</b> Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the joint Graduate programs in Mathematics and Statistics.</p>
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DATE: February 14, 2023

TO: Senate

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

RE: 2023-24 Calendar Curriculum Proposals  
**Undergraduate and Graduate Major Modifications**

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**Background**

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

**Library Reports (as required)**

In electronic communication members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the 2023-24 major modifications included below.

**Documentation**

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

**Omnibus Motion**

In order to expedite business with the multiple changes 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 12 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

**THAT** Senate approve the major modifications as presented below.

**Major Modifications**

**1. Stream in Supply Chain Management**

SCCASP approval: January 17, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of the Stream in Supply Chain Management as presented with effect from Fall 2023.

**2. GDIP Linguistics**

SCCASP approval: December 20, 2022

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the major modification to the Graduate Diploma in Linguistics and the deletion of LING 5907 as presented with effect from Fall 2023.

**3. MA Legal Studies with Collaborative Specialization in Latin American and Caribbean Studies**

SCCASP approval: December 6, 2022

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of the Collaborative Specialization in Latin American and Caribbean Studies to the MA in Legal Studies as presented with effect from Fall 2023.

**4. Bachelor of Architectural Studies, Design major**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the of the major modification to the Bachelor of Architectural Studies, Design major as presented with effect from Fall 2023.

**5. Concentrations in Political Science**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of the concentrations in Canadian Politics and Public Policy; International Relations and World Politics; and Power and Political Ideas to the undergraduate programs in Political Science as presented with effect from Fall 2023.

**6. ANTH 4000 & 3950**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of ANTH 3950 and the deletion of ANTH 4000 as presented with effect from Fall 2023.

**7. SYSC 4917, 4927, 4937**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the deletion of SYSC, 4917, 4927 & 4937 as presented with effect from Fall 2023.

**8. International Affairs – Doctoral Field Comprehensive**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of INAF 6700 and the deletion of INAF 6800 as presented with effect from Fall 2023.

**9. PHD International Affairs, Collaborative Specialization in African Studies**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of the Collaborative Specialization in African Studies to the PHD in International Affairs as presented with effect from Fall 2023.

**10. PHD Sociology, Collaborative Specialization in African Studies**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction of the Collaborative Specialization in African Studies to the PHD in Sociology as presented with effect from Fall 2023.

**11. PHD Anthropology, Collaborative Specialization in African Studies**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the introduction Collaborative Specialization in African Studies to the PHD in Anthropology as presented with effect from Fall 2023.

**12. TIM change in MASC Degree**

SCCASP approval: February 7, 2023

SQAPC approval: January 26, 2023

**Senate Motion February 24, 2023**

**THAT** Senate approve the change in degree name from MASC in Technology Innovation Management to MSC in Technology Innovation Management as presented with effect from Fall 2023.



## MEMORANDUM

**From:** Senate Academic Governance Committee  
**To:** Senate  
**Date:** February 24, 2023  
**Subject:** Senate committee ratifications

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

- 1) Senate Quality Assurance and Planning Committee
  - Peter Thompson (Faculty member – FASS)



## Territory Acknowledgment

We acknowledge and respect the Algonquin Anishinaabeg within whose unceded, unsundered territory the Carleton campus is located. We are members of a diverse community, and many of us are guests in this territory. This acknowledgment is important to us. It is a reminder of the significance of this location and of our institutional commitment to pursue conciliation with Indigenous Peoples. In this endeavour, we seek to proceed with institutional humility, recognizing that there is work to be done on our campus to continue making it a welcoming, safe place of higher learning that is accessible for everyone.

## Opening Message

The purpose of higher education is perhaps more important now than ever. 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.

In this moment, Carleton is well-positioned to articulate a refreshed and invigorated academic and research mission. This Academic Plan is a response to the university's Strategic Integrated Plan (SIP) and its call for specific strategies and plans that will allow us to attain our goals and to continually reach higher. The SIP's strategic directions of Share Knowledge, Shape the Future; Serve Ottawa, Serve the World; and Strive for Wellness, Strive for Sustainability provide foundational premises upon which the Academic Plan is scaffolded and structured. The first of these directions in particular focuses on the university's core mission—teaching and learning; research; the student experience; and organizational excellence.

We recognize that teaching and research are interconnected at the post-secondary education level: research informs teaching, while teaching drives research, for students, researchers and professors.

Sincerely,

**Jerry Tomberlin**

Provost and Vice-President (Academic)

**Rafik Goubran**

Vice-President (Research and International)

Today's knowledge production is infused in our classrooms and, in turn, becomes the next generation's teachings. Knowing that the worlds of research, teaching, and learning are irrevocably intertwined, this strategic plan addresses these components in interconnected ways.

Our pedagogical and research activities are underpinned by a strong network of supports that are integral to the experience for members of the Carleton community.

These foundational supports help to create a Carleton experience in which students, faculty, and staff are welcomed and respected, and encouraged to reach for what is beyond an easy grasp thus leading to true learning, reflection, and innovation.

While this Academic Plan is an extension of Carleton's SIP, it is also meant to be further developed and implemented in tandem with the Kinàmàgawin Indigenous Strategy, the Equity, Diversity and Inclusion (EDI) Action Plan, and other plans and strategies that constitute Carleton's overarching approach to academic excellence. In addition, there is overlap between some statements, meaning that some strategic initiatives and actions will serve to meet several objectives at once.

As you read this plan, we invite you to consider ways in which you can collaborate with colleagues, departments and Faculties to contribute to the objectives articulated in this document.

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## Preamble

### Carleton's Role as an Innovative University

Recognizing that universities are democratic institutions, Carleton has a significant role to play in preparing students in ways that empower democracy on a much larger scale.

At the student level, it is crucial for the university to help develop students' abilities to solve problems, think critically, and opine thoughtfully about the world around them. As graduates navigate the personal, civic, community, and professional aspects of their lives, their ability to contribute and reflect critically will serve them and their communities well.

At all other levels of scholarship, the university has a responsibility to inspire researchers and instructors to continue pursuing and advancing knowledge in all forms across all disciplines.

### Our Academic Mission

Learning is at the heart of Carleton's mission. In fact, everything we do at Carleton has its roots in learning in one form or another. Whether members of the Carleton community are uncovering or creating knowledge in a library, lab, or classroom; leading a student club; participating in an internship, exchange, or conference; they are learning: for the benefit of their own—and for others'—scholarly, scientific, professional, or personal objectives.

We do not aspire to be an ivory tower, disjointed and isolated from the complexities of our time. Instead, we aspire to continue to be a supportive, curious, innovative institution that fosters a welcoming community that is collectively focused on developing and sharing knowledge that will shape the future. Our broad academic mission travels beyond traditional disciplines and looks to community betterment as a lens through which to improve the societies in which we live and to foster graduates who think in imaginative and innovative ways.

### Cornerstones of our Academic Culture

Carleton is a community that cares and in which our educational philosophy rests in support for each other. Our foundational supports are essential for our academic culture to thrive, including, but not limited to:

- Ways to support and enhance student success for students of all educational and cultural backgrounds
- Research facilitation activities and supports
- Teaching and learning services to foster teaching excellence and innovation
- Library resources and services (including digital resources)
- Robust and supportive recruitment, admissions, and retention strategies
- Student academic and career advising supports
- Safety, wellness, and sustainability initiatives
- The creation and maintenance of spaces on our campus and in our discourse that promotes a sense of welcome, belonging, and mattering
- Service excellence in administrative offices and processes

### Purpose and Scope of the Academic Plan

In alignment with the Strategic Integrated Plan, this plan:

- Crystalizes and articulates our institutional vision of our research and pedagogical activities;
- Describes specific objectives that we will action in order to improve our teaching and research activities with intention;
- Describes how the university can provide support to Faculties and services to support students, researchers, and instructors in their goals of attaining high quality, relevant, and inspiring educational experiences, and innovative and valuable research advancements; and
- Seeks to inspire colleagues across the university to be deliberate, creative, and grounded in their approaches to teaching and research.

Carleton's fundamental objective is to uncover and create knowledge, to teach, develop, practice, and inspire transversal awareness and skills, such as critical thinking, problem solving and writing, which help scholars and graduates to understand and navigate the world with the nuance and complexity that it demands.

A central part of this mission is to create and foster environments wherein scholars and researchers at all levels can pursue knowledge production, mobilization, innovation and experimentation across many academic disciplines.

## Share Knowledge, Shape the Future

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

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#### Introduce and expand initiatives that further enhance student learning and success in the classroom.

- Support the implementation of the Future of Teaching and Learning report, recognizing that the future of teaching and learning at Carleton is empowering, collaborative, flexible, and sustainable
- Enable students to progress in their studies and complete all academic requirements leading to graduation through:
  - Develop intuitive degree maps that help students see what they have achieved, and what remains to be completed, in order to graduate (undergraduate and graduate programs)
  - Rethink assessment mechanisms in undergraduate courses where relevant and feasible
  - Implement compassionate grading policies
  - Improve course success rates by providing supports to ensure students attain learning outcomes, with the overall goal of reducing DFW rates—the proportion of Ds, Fs and withdrawals in a given course or program—to below 20%
  - Identify and mitigate program elements that may systemically impact students' progress through their programs
  - Review factors such as prerequisites, course order, course substitutions, and transfers credits to develop appropriate strategies that allow students more flexibility in program progression where possible
  - Maintain strong academic advising practices within academic units
- Use research-informed teaching practices to foster the development of skills, methodologies, and cultural awareness for success at the university and beyond. For example,
  - The Global Citizen Scholar capstone certificate will enable students to acquire a set of transferable skills and competencies
  - The Students as Partners Program provides students the opportunity to develop and hone important academic and transferable skills and to foster a student-centered learning environment.
- Explore artificial intelligence tools that have implications for academic integrity
- Support instructors and academic units in re-imagining and re-designing courses for student success through 15 TLS Course Transformation Projects per year

#### Develop recruitment and retention strategies that meet the needs of changing student populations.

- Commit to the ongoing pursuit of disciplinary, foundational, and specialized knowledge, through teaching, learning, and research opportunities
  - Engage in curricular and programming innovation to:
    - Re-imagine or create degree programs along thematic areas, which would cut across disciplines to provide an in-depth understanding of the intersecting dimensions of a societal issue or question
    - Reduce the number of choices within a program that students must select at the application stage
    - Adapt program delivery to the needs of the various student populations; for example, explore alternate teaching modalities, course length, and delivery times
    - Support the development and implementation of five new online programs, such as online BA and MBA programs, and establish the necessary corresponding administrative systems to support delivery
    - Engage in non-curricular innovation to ensure the alignment of academic programming with support opportunities and services, including Innovation Hub, student success centres, certificates, field courses, project-based learning, skills development, university-wide capstone experience, Future Learning Lab, and Experiential Learning Hub
  - Collaborate on recruitment activities with Faculties and the Students and Enrolment division to ensure strong alignment between program offerings and their presentation to prospective students
- *Additional information about Carleton's activities in this area is available in the Students and Enrolment Strategic Plan*

## Improve students' graduation and employability outcomes.

- Enable faculty and instructors to use learning analytics appropriately as an early warning diagnostic for students who may have challenges in their courses
  - Expand and support opportunities for experiential learning, including opportunities within the Innovation Hub, Carleton-Dominion Chalmers Centre, CU@Kanata, undergraduate research experiences, student government, student clubs and societies, athletics, to reimagine what counts toward experiential learning experiences, both for credit and non-credit
  - Develop a strategy around micro-credential courses that would allow students to accumulate enough courses to obtain a certificate or other designation
  - Ensure that there is a sufficient degree of flexibility in academic programming, which are suited not only for the traditional student, but also students arriving at Carleton in different life and career stages, and / or who may opt to work full-time and study part-time. For example, review components such as microcredentials, degree reconfiguration, lifelong learning, continuing education, and professional development and review rules and regulations (e.g., time limit requirements for completing graduate programs for part-time students) that might appear as obstacles or deter non-traditional students.
- *Additional information about Carleton's activities in this area is available in the Students and Enrolment Strategic Plan; and the Employability Framework*

## Expand quality academic programming that responds to societal needs and questions.

- Continue to implement modules across all disciplines to provide all students an opportunity to encounter topics relevant to broader social engagement. For example, media awareness, ethics, scientific literacy, understanding data, and cultural literacy.
- Design courses or programs to meet the most relevant demands in the National Capital Region. For example, public administration and policy; technology and the administration of technology; communications and media; cultural sector; language competencies; translation and interpretation; French and Indigenous languages; languages for Global Affairs; professional development; Indigenous knowledge; equity, diversity and inclusion; bridging courses for immigrants to attain Canadian professional equivalents

## We will leverage the power of research to solve critical issues<sup>1</sup>

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### Support increased research funding and sponsorship

Research across different disciplines requires different funding, services and facilities to support the work. This includes many of the elements below that facilitates both externally funded and internally sponsored research.

Overall goal: Exceed our three-year annual rolling external research funding of \$75 million through the following activities.

- Streamline research administration processes for the whole life cycle of a research project, including:
  - Approval process from academic unit, Faculty and the Office of the Vice-President (Research and International)
  - Compliance and risk management (human ethics, animal ethics, biosafety) as needed
  - Application review and development
  - Interface with Research Financial Services and Human Resources
  - Post-award support
- Provide improved support to researchers in terms of:
  - Identifying external funding opportunities
  - Research-related information technology support (file sharing, computing, technical support, software development, site licenses)
  - Grant writing facilitation
  - Seed funding to initiate new projects and collaborations

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<sup>1</sup> For current areas of research strength, please see Appendix A.

- For large initiatives, work with the Deans to secure Carleton cash and in-kind contributions, teaching release, and project management support
- Strengthen library services around author rights, open access, research data management, and researcher profiles
- Design special programs to engage specific researchers' groups, including:
  - Early career researchers
  - Mid-career researchers who are no longer fully engaged in research
  - Researchers who have been performing administrative duties
  - Adjunct Research Professors
- Be more strategic and proactive in external grant applications and partnerships
  - Identify strategic external funding opportunities, including multidisciplinary areas.
  - Work more closely with partners from governments, community, private sector, health care providers and foundations (Industry Partnership Services, holistic integrated partnerships, and CU@Kanata).
  - Coordinate our joint communications efforts to improve the quality of our presentations and web presence, and offer more multidisciplinary events with partners

### **Maximize impact of foundational and applied research**

Our award-winning researchers impact disciplines across the spectrum, whether that is via recognitions such as the Audie Award for Audiobooks, a Juno Award for percussion, the Polanyi Prize in basic cellular signaling or the NSERC Gerhard Herzberg Canada Gold Medal for ground-breaking management of wildlife conservation.

Both foundational and applied research are critical to communicate the impacts of our research. Much of our fundamental research and scholarship immediately finds its way into practical, public use, where other forms may take years or decades to reveal their impacts. We can facilitate this through deliberate actions.

- Host, support and participate in major academic initiatives
- Engage end users—including community, industry and government—in research programs to promote uptake of the research
- Support the implementation of research via innovation transfer through copyright, patents, licensing and open source
- Ensure wherever possible that research funding is leveraged to maximize impact
- Leverage our work and analysis through the comprehensive exercise undertaken to map our community engagement activities to more fully engage with U.S. foundations and other not-for-profit partners
- Support and expand undergraduate and graduate student engagement in research through activities such as MITACS, I-CUREUS, scholarships, fellowships and industry internships, and community-engaged research

### **Improve the dissemination of research with increased promotion of knowledge mobilization, publications and citations**

- Tell our research success story more sharply, strategically, and loudly through:
  - Revamping our research website to promote our strengths and successes.
  - Establishing a clear process to document and clearly articulate our research strength and success.
  - Better coordinate printed material, social media, and web presence including faculty profiles.
  - Strategically emphasize our real strength and excellence.
- Review how knowledge mobilization and publications are counted, especially when published outside of North American and / or in other languages besides English
- Increase nominations for national and international awards and prizes by identifying opportunities and candidates and optimizing nominations through professional writing and review
- Document our success in research knowledge transfer, publications, and citations more effectively
- Support the Carleton Innovation Transfer Office to offer training and support for researchers on knowledge transfer, technology transfer to industry, commercialization, and patents.

## Enhance opportunities for national and international research collaborations<sup>2</sup>

- Monitor and evaluate external market conditions and opportunities where Carleton could make a difference
  - Capitalize on investments in the United Nations Sustainable Development Goals in areas where Carleton has clear strengths
  - Convene multi-disciplinary groups of researchers to explore thematic strengths (e.g., mental health)
  - Reorient internal grant programs as seed investment to increase research productivity with a focus on early career researchers, bridge funding, multidisciplinary clusters and programs tailored to specific researchers' groups, such as mid-career and adjunct research professors
  - Support engagements between Carleton faculty and national and international visitors to campus to build collaborations
  - Pursue sources of funding outside of Tri-Agency
  - Utilize the space and assets in our ARISE building to advance and leverage our unique model of partnership along thematic lines of clean tech, health tech and communications tech
  - Expand national and international research collaborations and knowledge exchange
  - Support international prestigious programs, such as the Fulbright Canada Distinguished Research Chairs, and actively promote nominations to international fellowships, such as Sloan Research Fellowships and the Guggenheim Fellowship
  - Carefully analyze various national and international ranking systems and propose specific actions to improve submissions and analyze their impact on ranking
  - Support our emerging multidisciplinary research teams through Multidisciplinary Research Catalyst Funds competitions
  - Continue to support and empower existing and emerging teams
  - Build stronger research clusters in the areas of wellness and sustainability to support SIP
  - Work with the Faculties to provide adequate support to clusters (eg. CRCs, space, new internal research chairs)
- *Additional information about Carleton's activities in this area is available in the International Strategic Plan*

## We will embed interdisciplinarity and collaboration in our culture

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### Build additional opportunities for entrepreneurship and innovation and cultivate an entrepreneurial mindset across campus

- Expand Innovation Hub programs and services to focus on social innovation, entrepreneurship education, new venture creation and experiential learning
- Expand First-year Seminar offerings that deal with problem-based interdisciplinary topics
- Provide leadership in university-wide collaborative initiatives, such as the Global Talent Initiative, City-University Observatory, Innovation Hub, and similar

### Expand collaboration and development opportunities for faculty, staff and students

- Provide a variety of professional development opportunities and communities of practice to support instructors and teaching assistants regarding pedagogy, collaboration, community-engaged teaching and research
- Use the Vice-Presidents' Academic and Research Committee (VPARC) as an avenue through which academic initiatives can be endorsed and prioritized at the Vice-Presidential level in order to establish Innovation Project Teams that would mobilize and operationalize innovative initiatives in close collaboration with all relevant divisions and units on campus

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<sup>2</sup> For major opportunities under exploration, please see Appendix B.

## **We will approach teaching and pedagogy with imagination and new expectations**

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### **Enable and encourage pedagogical practices and curricular designs that foster student engagement, access, inclusion and success**

- Promote student-centred teaching practices that foster deep learning and student success in physical and virtual classrooms through:
    - Enabling the Future Learning Lab as a space for teaching innovations, interdisciplinary collaborations, and scholarship;
    - Continuing to invest in learning spaces on campus (classrooms, library and ad hoc study spaces) and ensuring that they encourage student-centred pedagogical approaches, are flexible, and can accommodate the diverse pedagogical needs of learners and instructors, including Indigenous ways of knowing;
    - Establishing an Experiential Learning Hub, equipped with immersive extended reality (XR) technologies to strengthen students' learning experiences and facilitate teaching innovation;
    - Continuing to expand digital modules for Carleton's Collaborative Indigenous Learning Bundles and increasing the number of instructors and courses that adopt them;
    - Increasing the number of digital learning offerings in collaboration with Faculties;
    - Continuing collaboration with Faculties to Identify courses and programs that would benefit from flexible learning options (e.g., HyFlex, online, blended); and
    - Collaborating and supporting instructors developing innovative pedagogical approaches in virtual and/or in person courses.
  - Provide experiential opportunities for students from different programs or degrees to co-create and contribute to learning (e.g. through the Students as Partners Program)
  - Establish new community and industry partnerships with organizations that share our values related to teaching, learning, and research
  - Support the Centre for Community Engagement and the implementation of the Strategic Plan for Community Engagement
  - Implement the Equity, Diversity and Inclusion (EDI) Action Plan, particularly as it relates to: exploring potential program with a focus on decolonized, EDI-centred knowledge production; creating an interdisciplinary research cluster focused on processes of racialization and racial inequality; and promoting EDI-related interdisciplinary collaboration through the creation of an EDI Scholars Index.
- *Additional information about Carleton's activities in this area is available in the Strategic Plan for Community Engagement (SP4CE) and the EDI Action Plan*

### **Promote and reward engagement, innovation and excellence in teaching and learning**

- Maintain and enhance good relationships with external partners such as the Society for Teaching and Learning in Higher Education, Council of Ontario Universities, and similar
- Celebrate and promote successes while emphasizing impact on society, impact on regulatory framework, and potential economic development
- Undertake a review of courses or components of courses in Faculties and academic units that are most effective in face-to-face format and consider what might be more effective through online learning.
- Continue to provide support for the Deans' Working Group for EDI-focused Pedagogy that can be applied in respective areas
- Continue to support the Achievement Awards, Teaching Excellence Awards, Carleton University Chair in Teaching Innovation, Provost's Fellowship in Teaching, New Faculty Excellence in Teaching, Excellence in Blended and Online Teaching, Excellence in Learning Support Award
- Continue to support innovation through internal funding for the Future Learning Innovation Fellowship, Course Transformation Fund, Carleton University Experiential Learning Fund, Scholarship of Teaching and Learning Grant, Teaching Development Grant and the Contract Instructor Teaching Innovation Grant

### **Offer new and flexible opportunities for student-centred learning**

- Create more digital experiences; provide flexible professional development for teaching teams; and integrate discrete skills into academic programming
- Create new collaborative spaces to encourage collaboration among faculty, staff, and student groups



- Identify new programs that are inherently interdisciplinary within and across Faculties, including program options such as concentrations, minors and concurrent diplomas
  - Collaborate with campus partners to develop attractive programs or credentials (similar to Carleton Leader) for students, that fosters experiential learning, interdisciplinary exploration, transferable skills, leadership in different forms, cultural awareness, and inclusive principles
  - Establish a human rights module to provide training for all students, faculty, and staff
  - Develop stackable certificates, recognizing that students may not always want to be on campus to do their learning. Make learning possible in discrete modules to enhance student success and retention; collaborate with units to develop proposals for flexible, adaptable learning that could appeal to non-traditional students and could lead to the ability to offer modules or course on site in community
  - Implement policies to allow for non-traditional forms of learning (e.g., volunteerism, work-integrated learning, community-civic engagement) to be counted toward academic credit where possible
- *Additional information about Carleton’s activities in this area is available in Shaping the Future: Carleton’s Digital Strategy and Roadmap; and the EDI Action Plan*

### **Engage Indigenous knowledge to build new ways of teaching and learning**

- Implement the calls to action (particularly 15 to 22 related to teaching and learning) outlined in Kinàmàgawin
  - Continue to support the Collaborative Indigenous Learning Bundles project, which continues to gain momentum as additional bundles are developed
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report*

## **We will model a culture of organizational excellence**

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### **Inspire collaborative leadership throughout our community**

- Continue to enhance academic offices and services to provide responsive, meaningful, and high-quality programs and services to the university community
- Offer cutting-edge pedagogical training and opportunities to experiment with emerging pedagogical approaches

### **Identify talent and encourage individual potential**

- Offer leading research development support that contributes to improved research outcomes, including grants, publications, partnerships, and impactful scholarship
- Encourage professional development of staff members and their participation in Carleton-led programs, such as Carleton Leader

### **Create opportunities for innovation and knowledge sharing**

- Continue to recognize and celebrate teaching excellence through internal and external teaching awards and honours
- Continue to award internal Achievement Awards and promote and celebrate external teaching and research awards and honours
- Promote a “humanized” approach to teaching, which considers whole-person teaching and the importance of mental health and wellbeing in teaching and learning

### **Develop sound and systematic approaches to service excellence, process, and continuous improvement**

- Reconfigure Graduate Studies to ensure that graduate programs are fully supported by the Faculties
- Conduct timely cyclical program reviews as outlined in Carleton’s Institutional Quality Assurance Process

### **Ensure the strategic and sustainable use of resources**

- Promote adaptable and agile teaching practices, which includes creating resources for scalable activities and assessments that transcend modality and foster student success
- Ensure campus spaces accommodate diverse teaching approaches; leverage off-campus learning spaces
- Ensure new and innovative tools, such as artificial intelligence, are used intelligently and ethically

## Serve Ottawa, Serve the World

### We will open our doors to the community

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#### Engage with Indigenous communities through sustained relationships founded in mutual responsibility and accountability

- Develop an Indigenous Community Engagement strategy
  - Support the Anako Indigenous Research Institute
  - Establish an Indigenous Research Ethics Board to facilitate understanding and improve research with Indigenous Peoples
  - Indigenous pedagogies and land-based learning (within communities, drawing on local expertise of Indigenous community), to allow to connect students with communities, and bring them to Carleton
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report; and the Strategic Plan for Community Engagement (SP4CE)*

#### Grow partnerships and associations with alumni, community and not-for-profit organizations, industry and governments

- Establish the Global Talent Initiative to find ways to foster welcome amongst new migrant communities
- Establish the Ottawa-Carleton City Observatory to promote evidence-based decision making within the municipality
- Expand and formalize our partnerships with local health care providers
- Solidify and optimize opportunities with industry through CU@Kanata
- Build on our unique location and strengths to formalize partnerships with NRC, NRCan, and the federal science-based departments
- Capitalize on programs in the Faculty of Public Affairs, such as the Master of Public Policy and Administration, to increase our presence with federal policymakers

#### Expand service-learning opportunities for students, faculty, staff and community partners to work together

- Implement the Strategic Plan for Community Engagement, which outlines the following five priorities:
    - 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; and
    - Provide greater recognition of collective efforts that exemplify community engagement.
  - Continue to support the Centre for Community Engagement, which serves as a focal point for strategically aligning community engagement across the university and with partners
- *Additional information about Carleton’s activities in this area is available in the Strategic Plan for Community Engagement (SP4CE)*

#### Strengthen our physical and reputational presence within Ottawa

- Support programming in Kanata North and at the Carleton Dominion-Chalmers Centre
  - Expand relationships with the City of Ottawa
  - Engage fully in the local innovation ecosystem, including research incubators and accelerators, commercialization support systems, and local Business Improvement Areas
- *Additional information about Carleton’s activities in this area is available in the Strategic Plan for Community Engagement (SP4CE)*

## **We will encourage community engagement in research and learning**

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### **Expand community-based research and community-based pedagogy opportunities for the benefit of researchers, students, instructors and our communities**

- Encourage Carleton community members to join boards of local and community organizations
  - Encourage students to complete capstone projects that incorporate community engagement
  - Continue to support I-CUREUS and SaPP initiatives
  - Work-integrated learning with a not-for-profit sector, volunteer for academic credit (practicum) in cases where organizations do not have capacity to take this on themselves
  - Create course codes/academic experiences that facilitate students undertaking community-engaged research projects
  - Support and disseminate best practices in research such as the “Community-based Research toolkit” from the Centre for the Study of Poverty and Social Citizenship and the “Community-Campus Engagement Tools” from the Centre for Community Innovation
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report; and the Strategic Plan for Community Engagement (SP4CE)*

### **Expand co-op, internships and other work-integrated learning opportunities for students**

- Encourage Faculties to develop program components that are accessible and flexible enough to integrate co-op, internships, and other work-integrated learning into degree requirements
  - Grow FutureEdge offerings through targeted microcredential and other training packages
  - Develop the global citizen scholar model by articulating and defining what attributes and proficiencies help prepare students/graduates to be committed to societal betterment. In developing this program ensure that modules can be easily integrated into courses or can act as stand alone micro-credentials. Create greater awareness for instructors to see how this can be integrated in other disciplines.
  - Explore the creation of a Degree-Level Expectation related to skill development and workplace preparedness
- *Additional information about Carleton’s activities in this area is available in the Students and Enrolment Strategic Plan*

## **We will develop and foster partnerships with purpose**

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### **Establish new holistic integrated partnerships with organization that share our values and strategic objectives**

- Support a committee in establishing MOUs with partners that are respectful of ethics and other considerations
  - Work across campus to develop tools to support a holistic approach to engagement with industry that includes coordinating talent acquisition (co-ops, interns, scholarships, work-integrated learning), Corporate Social Responsibility and research to address partner needs.
  - Strengthen our holistic integrated partnerships team and formalize its structure
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report; and the Strategic Plan for Community Engagement (SP4CE)*

### **Innovate and lead collaborative approaches for broader society impact and purpose**

- Incentivize and recognize interdisciplinary research groups that tie into pedagogical curriculum/course/course component and that bring together disciplines that collaborate among at least three Faculties (for example, many disciplines are engaged in implications relating to housing, etc.)

## **We will build bridges to the world**

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### **Build new connections between our domestic and international students, our alumni, our faculty and our partners**

- Seek support from Global Skills Opportunity Program to provide international study abroad opportunities

### **Provide positive international experiences for student mobilization**

- Increase number of transformational strategic alliances by identifying and cultivating more corporate partners through holistic corporate engagement (e.g., wellness, health tech, med tech, sustainability, health disruptors, and information and communication technology)

### **Expand international study opportunities in different disciplines**

- Encourage the development of cotutelle, dual degree, and other international academic programs
  - Support study tour courses in numerous ways, including facilitating MOUs with relevant universities
  - Support the educational components of the Sprott School of Business's International Strategic Plan and the Bachelor of International Business program
  - Support the BGIInS program and Carleton's International Internship program
  - Establish a database on internship and other mobility opportunities offered across the campus
  - Consult with faculty members to ensure students from all Faculties have access and are encouraged to participate in international experiential learning opportunities
  - Engage with the Office of Institutional Research and Planning to collect information related to international student mobility
  - Identify and assess opportunities to reduce cost of student mobility and other service barriers on campus (e.g., explore potential collaboration with Health and Counselling Services to reduce immunization costs and provide mental health services for international students)
- *Additional information about Carleton's activities in this area is available in the Students and Enrolment Strategic Plan; and the International Strategic Plan*

### **Expand international research partnerships**

- Establish a database of international partnerships and MOUs
  - Expand meaningful partnerships with local, provincial, and national associations to promote knowledge sharing and opportunities for learning and engagement
  - Create international innovation hubs by pairing our networks of international alumni with campus incubators and accelerators in close collaboration with the Department of University Advancement
- *Additional information about Carleton's activities in this area is available in the International Strategic Plan*

## **We will embrace our role as a global institution in a G7 capital**

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### **Attract talented visiting scholars who impact positive global change**

- Implement international strategy and position Carleton International as the central hub for coordinating international activities across campus

### **Expand our network of governmental and international partners**

- Create a system to enable decision-making to be more proactive and data-driven with respect to memoranda of understanding, diplomatic community engagement, and international visitors
  - Increase external international research funding (e.g., European Union and United States).
- *Additional information about Carleton's activities in this area is available in the International Strategic Plan*

## Strive for Wellness, Strive for Sustainability

### We will strive to enhance personal wellness and health

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#### Build and promote programming, infrastructure projects and spaces that embrace a commitment to social, physical, cultural and environmental wellness

Students and researchers' health and wellbeing underpin their ability to conduct research and effectively teach and learn.

- Support students through increased awareness about Carleton's Mental Health Framework and other support resources
  - Explore, promote and support opportunities and initiatives for faculty/instructor/student 'relationship-rich' educational experiences through activities, such as creating opportunities for cross-disciplinary communities of practice, encouraging the scholarship of teaching and learning, and supporting collaborative syllabus, assignment, and rubric design
  - Expand physical spaces for accessibility/wellness research such, as the Accessibilities Living Laboratory
  - Use our unique location to partner with the NRC and NRCan to support the creation of large infrastructure to investigate sustainability problems such as alternative energy, building efficiency, and the identification and measurement of environmental pollutants
  - Capitalizing on our leadership in permafrost research and climate change in the North, play a lead role in the development of a national consortia for research in Canada's North, evolving out of ArcticNet
  - Enable scaled-up testing of building energy management software and monitoring through the Engineering Design Centre living lab
- *Additional information about Carleton's activities in this area is available in the Students and Enrolment Strategic Plan; the Mental Health Framework; and the Campus Master Plan*

#### Increase openness, knowledge and capacity across campus to proactively support and empower the mental health, resilience and well-being of our communities

- Create accessibility learning bundles
  - Review opportunities to increase programming in allied health disciplines as health sciences grows
  - Infuse critical thinking, ethical leadership, cultural humility and awareness, and professionalization across academic programming and co-curricular activities
  - Leverage our research expertise in topics such as work-life balance and mental health to inform our own practice.
  - Support the Mental Health and Well-Being Research and Training Hub (MeWeRTH) to engage with researchers across all Faculties
  - Ensure the Student Mental Health Framework is highlighted across campus at the beginning of every academic term and the recommendations are regularly reported on
  - Include mental health and well-being awareness during new faculty orientation and academic heads orientation
  - Continue to invest in Healthy Workplace activities
- *Additional information about Carleton's activities in this area is available in the Coordinated Accessibility Strategy; the Healthy Workplace Strategic Plan; the Student Mental Health Framework; and the Students and Enrolment Strategic Plan*

### We will be a national and international leader in sustainability

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#### Deeply embed sustainability considerations into research, teaching, learning and organizational operations

- Continue to expand course offerings and / or program elements that include sustainability
- Review the breadth of existing courses across the whole of campus
- Create awareness about options to take electives that focus on issues of sustainability and environment for students in non-related disciplines

- *Additional information about Carleton’s activities in this area is available in the Strive for Sustainability Plan*

### **Learn from and alongside Indigenous Peoples as we deepen our understanding of the land and adapt to a changing environment**

- Develop co-teaching models that incorporate and compensate Indigenous Knowledge Keepers for their expertise
- Develop teaching spaces that value Indigenous ways of learning and teaching, including land-based learning
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report*

### **Expand academic programming and knowledge exchange in the areas of wellness and sustainability**

- Identify a cross-Faculty steering committee for each initiative with a Chair who is also a Champion
- Benchmark existing courses, programs, and research strengths
- Identify strengths, weaknesses, and gaps
- Consult with the Faculties regarding a possible cross-Faculty thematic concentration in wellness and/or sustainability
- *Additional information about Carleton’s activities in this area is available in the Strive for Sustainability Plan*

### **Join global efforts to find solutions to climate change**

- Support Climate Commons initiatives which involve faculty, students, staff from across the disciplines and Faculties
- Showcase research and teaching in engineering through Engineering and Design Centre to enhance Carleton profile
- *Additional information about Carleton’s activities in this area is available in the Strive for Sustainability Plan*

## **We will learn and take action together to achieve reconciliation**

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### **Fulfill the Carleton-specific Calls to Action developed by the Carleton University Strategic Indigenous Initiatives Committee**

- Ensure pathways to for Indigenous students in STEM architecture and linguistics are created and implemented with the long term goal of increasing the numbers of Indigenous students in these programs
- Support the creation of Indigenous language courses with particular focus on Algonquin and endangered Indigenous languages.
- Create programs and courses that allow Indigenous students to pursue their university education in their own communities.
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report*

### **Deepen understanding of Indigenous worldviews throughout the Carleton community**

- Ensure all graduates of Carleton achieve basic learning outcomes with regards to Indigenous history and culture
- Remove barriers to having Indigenous community experts teach the languages
- *Additional information about Carleton’s activities in this area is available in the Kinàmàgawin report*

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

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### **Provide national leadership on accessibility issues through strategic partnerships**

- Ensure that courses are accessible for different types of learning and abilities

- Support instructors with technical issues such as captioning and audio recording; create documents that are useable by students with vision impairments
  - Through our existing leadership in the Canadian Accessibility Network, support the activities of the network in its vision to be Canada’s cross-sectoral, national platform to empower persons with disabilities
- *Additional information about Carleton’s activities in this area is available in the Coordinated Accessibility Strategy*

### **Embed a culture of accessibility in organizational excellence, programming and services**

- Engage in technological solutions that take into account accessibility needs and support instructors in learning to use them
  - Physical and pedagogical accessibility in classrooms and laboratories (e.g., universal design for learning)
  - Seek sustainable funding to solidify our leadership role in the Canadian Accessibility Network
  - Review annual reports leading from the Co-ordinated Accessibility Strategy with an annual presentation to the Vice-Presidents’ Academic and Research Committee (VPARC)
  - Continue to support the university’s leadership in offering the Rick Hansen Foundation Accessibility Training
- *Additional information about Carleton’s activities in this area is available in the Coordinated Accessibility Strategy*

## **We will foster individual distinctiveness and a sense of belonging**

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### **Encourage and nurture inclusivity and a diversity of perspectives and identities to strengthen our communities**

- Support initiatives that foster a sense of belonging within and through academic spaces
  - Support initiatives such as “Coffee with a Prof” or other events where students get to know faculty members less formally
  - Address the challenge of ‘belonging’ in classes or programs that are broad and large
  - Motivate units and Faculties to offer first-year seminars (FYSMs) and students to register in FYSMs – ensure that FYSMs include learning skills for success at university and beyond
  - Promote the development of interdisciplinary FYSM (e.g., politics and science of climate change, etc.)
- *Additional information about Carleton’s activities in this area is available in the EDI Action Plan*

### **Strengthen employee recruitment, retention and advancement based on principles of inclusive excellence and our commitment to equity**

- Encourage peer mentoring within academic spaces
- Provide ongoing support for the Students as Partners Program to encourage student-faculty partnerships in co-teaching, co-leading seminars (especially at the first-year seminar level)

## Appendix A: Existing Research Strengths

### Summary: Strategic Research Strengths and Priorities (2022-2027)

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Following an extensive consultation culminating in the Strategic Integrated Plan (SIP), the following Strategic Research Strengths and Priorities have been identified by our deans in support of the SIP.

The revised Strategic Research Strengths and Priorities takes what has been achieved over the last five-year period and extends our ambitions in concert with our SIP to explicitly include wellness and sustainability as focus areas. While these appear as separate foci, they are, in fact, also inter-connected. In all domains of research, we encourage and support the use of multi- and inter-disciplinary approaches based on strong disciplinary foundations.

Each of these domain areas will similarly be impacted by the development of emerging cross-cutting technologies and multi-factoral concepts such as Information and Communications Technology, the use and visualization of Big Data, Cybersecurity, Equity, Diversity and Inclusion, and Public Policy.

Our three identified areas of strength and priority are as follows:

- **Sustainability:** the health and growth of the natural and built environment
- **Wellness:** the social, economic, cultural, mental and physical health of human kind
- **Connectivity:** the critical inter-relatedness of individuals and communities and how they communicate



**Sustainability** requires that we consider fundamental elements of our terrestrial, aquatic and extra-terrestrial environments, how they are changing, how the built environment impacts these spheres and how it translates into effective policy.

- An evolving universe, robotics and particle physics
- Buildings in the 21<sup>st</sup> Century; sustainable, resilient, affordable and accessible.
- Climate impacts on northern communities
- Climate stabilization and adaptive response
- Cultural connotations of space
- Eco-certification
- Ecology and the Environment
- Energy and climate change communication and policy
- Environmental pollutants, toxicology, and measurement
- Geographic information processing
- Globalization
- Heritage conservation
- Housing and homelessness
- Indigenous communities and knowledge
- Indigenous land treaties and governance
- Public history
- Remote sensors and applications
- Resource development
- Sustainable energy
- Water and food safety and security

**Wellness** includes study from the molecular level to the system-wide level. It incorporates technology and data to improve the human condition and to inform decision making at the individual and population levels across the lifespan, to improve the social, economic, mental and physical health of all.

- Accessibility
- Advanced materials science and applied materials
- Assistive and biomedical devices, diagnostics and data
- Care economy
- Circular economy
- Cognition, mind, brain and mental health
- Corporate social responsibility
- Creative expression and cultural practices
- Data analytics and emerging digital tools (e.g., artificial intelligence, machine learning, deep learning)
- Digital technologies and social change
- Economic development and entrepreneurship
- Ethics, human rights, gender equality
- Future of remote work and wellness
- Health policy and economics
- Healthy childhoods
- Human development across the lifespan and accessibility
- Inclusive workplace
- Income security
- Indigenous economic development
- Indigenous, racialized, and vulnerable population health
- Medical physics
- Patient-centred care
- Philanthropy and non-profits
- Policing and Public Safety
- Political economy
- Poverty alleviation and prosperity
- Prisons and criminalization
- Public health engineering
- Public safety and security
- Robotics
- Social movements and social justice
- Sustainable accounting
- User-centred design

**Connectivity** Engaging with community is a cornerstone of the Carleton culture. Communities can be populations or subgroups, respecting culture, Indigeneity, diversity and inclusivity. They can be national or international. They can be drawn from all sectors and can be partners and participants in our research. They are communities in transition to an increasingly digital world requiring sophisticated communication tools.

- Africa and its diaspora
- Biomedical engineering
- Cloud computing
- Communication and information systems
- Communications-enabled applications
- Cybersecurity
- Democratic institutions
- Digital humanities and interactive technologies
- Disability justice
- European studies
- Human computer interaction
- Indigenous communities
- Infrastructure protection and security
- Intelligence, security, and defense
- International relations and democracy building
- Language acquisition and endangered languages
- Media policy and regulation
- Migration and diaspora studies
- Municipal-provincial-federal relations
- Oral histories; creative writing and literature
- Organizational and management relations
- Public policy and knowledge mobilization
- Racialized inclusion and representation
- Social media, robo-news, disinformation and consumer/human behaviour and economic impact
- Transportation and autonomous systems

## Additional areas of strength

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- Data analytics and textual analysis
- Forensics
- Inclusive entrepreneurship
- Quantum (physics and computer science)
- Smart environments
- Spatial justice and de-colonization of design practices
- Tissue engineering

## Additional academic programs and initiatives

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- Expand partnerships with local industry and support CU@Kanata
- Expand and formalize partnerships with local health care providers
- Collaborate with arts and cultural organizations through partnerships at the Carleton Dominion-Chalmers Centre
- Support Key Region Technology Sectors in area such as the devices and hardware for advanced sensors, wireless communications, photonics, and quantum systems
- Explore new Global Talent Initiatives
- Develop additional micro-credentials across the Faculties
  - Supporting CU Future Edge initiative
- Establish a new Department of Materials Science and Engineering (bringing Science and Engineering closer while significantly revitalizing the research in all the other engineering departments)
- Grow the Carleton ELITE Program for Black Youth – (internships for Black Youth in STEM fields working with university researchers, industry, and government agencies)
- A fundamental commitment to interdisciplinary approaches to public policy and international affairs, through the longstanding Schools of Public Policy and Administration, and International Affairs more recently through the innovative Bachelor of Global and International Studies
- Interdisciplinary critical understanding of law through Canada's largest and most established undergraduate and graduate legal studies program; operating alongside the very popular interdisciplinary Criminology and Criminal Justice program
- Uniquely innovative programs at both the undergraduate and graduate level to train tomorrow's public leaders through the Bachelor of Public Affairs and Policy Management and the Masters of Political Management Program
- Commitment to the realignment and reinvention of journalism and storytelling through new technologies and accelerated commitment to equity and inclusion (Journalism and Media Production and Design)

## Appendix B: Research Strengths

This appendix identifies areas of research strength associated with large-scale external funding applications that the university is currently pursuing. This section will be updated on a regular basis. Some examples include, but are not limited to, the following:

- Accessibility and/or patient-centred care
- Advanced Building Conservation and Visualization Facility with the Carleton Immersive Media Studio (CIMS)
- Business analytics
- Carleton's nano sensor facility for synthesis and characterization of advanced nanoparticles and their integration into sensing devices for challenges in climate change, food security and healthcare
- Critical disability studies
- Cybersecurity
- Disability justice
- Earth systems modelling and climate change
- Establishment of the Tissue Engineering and Applied Materials (TEAM) Hub
- Extended reality (XR)
- Fiber Bragg grating sensors
- Indigenous, racialized and/or vulnerable populations
- Optical systems
- Skills development
- The global argon dark matter program: Darksidde-20k and ARGO
- The ICE and Large Earth Testing Facility (ICELEFT) to enhance world-class research in permafrost science, cold regions engineering, and mine reclamation
- Transforming responses to forced migration through shifting power and localizing research



Senate Executive Committee  
January 17, 2023  
TB503C + Zoom videoconference (Hybrid)

**MINUTES**

**Attending in person:** B. A. Bacon (Chair), R. Gorelick, J. Malloy, E. Sloan, J. Tomberlin, P. Wolff

**Attending via Zoom:** M. Sanghani

**Regrets:** D. Deugo

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

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

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

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

The motion **PASSED**.

**2. Approval of Senate Executive Minutes**

**a) Meeting November 15, 2022**

It was **MOVED** (J. Malloy, E. Sloan) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on November 15, 2022, as presented.

The motion **PASSED**.

**b) E-poll December 6, 2022**

It was **MOVED** (J. Malloy, P. Wolff) that the Senate Executive Committee approve the minutes of the Senate Executive Committee e-poll on December 6, 2022, as presented.

The motion **PASSED**.

**3. Senate Minutes – November 25, 2022**

The Senate Executive Committee approved by consensus (E. Sloan, J. Malloy) the open and closed session minutes from the Senate meeting on November 25, 2022.

**4. Senate Agenda – November 25, 2022**

Committee members reviewed the draft agenda for the January 27, 2023 Senate meeting. A member requested agenda item #8 be changed from “New FGPA Governance Consultation” to “New Graduate Curriculum Approval Process” to more accurately reflect the content of the item.

It was **MOVED** (J. Tomberlin, M. Sanghani) that the Senate Executive Committee approve the agenda for the Senate meeting of January 27, 2023, as amended. The motion **PASSED**.

**5. Posthumous Academic Recognition Request (RO)**

The Registrar’s Office requested posthumous academic recognition for an undergraduate student in the Faculty of Arts & Social Sciences. Under the existing enduring empowering motion of Senate, the Senate Executive Committee is empowered to act on Senate’s behalf for matters related to graduation between Closed Sessions of Senate.

It was **MOVED** (E. Sloan, J. Malloy) that the Senate Executive Committee approve the request for posthumous academic recognition, as presented. The motion **PASSED**.

**6. Other Business**

There was none.

**8. Adjournment**

The meeting was adjourned at 11:29 a.m.