



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 April 28, 2017 at 2:00 p.m.
Senate Room, 608 Robertson Hall**

AGENDA

Open Session:

- 1) Welcome**
- 2) Approval of the Agenda**
- 3) Approval of the Minutes:**
 - a) March 31, 2017 (Open Session)
- 4) Chairs' Remarks: Strategic Mandate Agreement (SMA) Update**
- 5) Committee on Quality Assurance (CUCQA): Membership Ratification (J. Shepherd)**
- 6) Senate Administration (Clerk):**
 - a) Senate Representatives on the Presidential Search Committee
 - b) Faculty Representatives to Senate
 - c) Spring Convocation 2018
 - d) Senate Meeting Schedule 2017-18
 - e) Faculty Appointments Contrary to Hiring Policy
- 7) Discussion: Aboriginal Education Council Annual Report (R. Nelson)**
- 8) Credit Waste and the B.A. Degree (J. Shepherd)**
- 9) Committee Reports:**
 - a) SCCASP (J. Shepherd)
 - b) SAPC (P. Ricketts)
 - c) Governance Committee: Financial Review Committee (D. Russell)

10) Reports for Information:

- a) Senate Executive: March 21 and April 3, 2017 (Clerk)
- b) Academic Colleague (J. Smith)

11) Other Business

12) Adjournment



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**Carleton University Senate
Meeting of March 31, 2017 at 2:00 p.m.
Senate Room, 608 Robertson Hall**

MINUTES

Present: F. Afagh, S. Ajila, A. Arya, A. Bellerive, S. Blanchard, A. Bowker, D. Buss, L. Callaghan, C. Carruthers, A. Chandler, A. Christianson, W. Clement, J. Coghill, J. Dalphy, J. Debanné, D. Deugo, C. Duff, M. Esponda, T. Garvey, R. Gorelick, N. Grasse, R. Hoey, W. Horn, B. Hughes, O. Javanpour, W. Jones, E. Kwan, E. Lai, A. Loiselle, M. Martinov, C. Miller, H. Nemiroff, M. Neufang, B. Örmeci, D. Owusu-Akyeeah, C. Parrott, J. Paulson, M. Pelletier, M. Piché, A. Plourde, P. Ricketts, R. Runte, D. Russell, J. Shepherd, E. Sloan, C. Smelser, J. Smith, M. Sucharov, S. Sur, N. Tait, S. Taylor, J. Tomberlin, P. Watzlawik-Li, C. Wong.

Regrets: F. Alhattab, K. Bashir, M. Butler, C. Chi, C. Cruickshank, A. Diptee, A. Dodge, M. El-Tanany, K. Evans, W. Felepchuk, C. Feres, S. Field, C. Fong, A. Forth, P. Gentile, R. Goubran, J. Hayes, F. Hosseinian, D. Howe, K. Karim, D. Long, A. Maheshwari, J. Miller, K. O'Meara, J. Stoner, P. Thompson, F. Webster, J. Wolfart, P. Wolff.

Open Session:

1. Welcome

The Chair welcomed everyone to the open session.

2. Approval of Agenda (open)

It was **MOVED** (R. Hoey, C. Fong) that Senate approve the agenda of the meeting of March 31, 2017.

The motion **PASSED UNANIMOUSLY**.

3. Approval of Minutes:

a) February 17, 2017 (OPEN)

It was **MOVED** (J. Tomberlin, W. Jones) that Senate approve the minutes of the meeting of February 17, 2017.

The motion **PASSED**.

4. Chair's Remarks

The President provided an update on the Strategic Mandate Agreement (SMA) process. We have met with the provincial representatives to continue negotiations. There have been no funding numbers set yet. We will likely be encouraged to continue to increase our economic efficiency. The province is focused on high impact teaching and experiential learning. However, funding will not be tied to these metrics unless they are part of the curriculum, course outline, and the department's goals and vision. New funding will be available for coop and coop-like programs. It will be based on the number of students in coop, rather than the number of coop programs. Senate discussed many specific situations. Guest speakers, field trips, and lab work won't be enough to meet the government's requirements for additional funding. Job shadowing and supervised on-campus employment may meet the standard, as long as it is part of the course. S. Blanchard will continue to look at definitions of coop and ways of implementing processes to meet the government's regulations. The government has not yet determined the requirements for coop designation on degrees. Carleton is bound by our local economy and businesses available to hire coops. The President suggested mini-coops (month long projects) as one method. Businesses can hire student coops for short-term project-specific coops. Students would do several of these and they would add up to receive coop designation. We must be creative with the opportunities for coop experiences. Our students do mentoring, volunteering, and other unpaid work that contributes to their co-curricular record. We need to look into any options of tying the co-curricular record to experiential learning. The President stated that currently our budget has \$13M for experiential learning but this may change in future budgets. We must deliver the learning in a new process but not necessarily change the content. The President spoke to the government about additional funding for infrastructure to support coop learning.

5. Senate Administration (Clerk):

a) Policy on Proxy

D. Russell reminded Senators that ex-officio members may appoint a proxy to attend and vote in their place, if they are unable to attend. The proxy must sign-in with the Clerk and will receive a proxy voting card. The by-laws state that members of Senate that are not ex-officio are not able to send proxies. The Clerk stated that the Governance Committee is examining the use of proxies for elected and non-elected members.

b) Faculty Representatives to Senate

D. Russell stated that seven of the 17 vacancies have been filled. The Senate Office will continue to work with the Deans to fill the vacancies. The Governance committee has discussed the Financial Review Committee's terms of reference and the revisions will be brought to April's Senate meeting. The Clerk also stated that there was one hiring that occurred outside of the standard policy. It was announced that the June 23rd Senate meeting is now at **10:00 a.m.**, not 2:00 p.m.

It was **MOVED** (P. Ricketts, S. Sur) that D. Russell be appointed as the Senate representative on the CUSA Award Committee.
The motion **PASSED UNANIMOUSLY**.

6. Faculty and Contract Instructors: Percent Female¹ (P. Ricketts)

P. Ricketts provided an update on a presentation he originally provided to Senate two years ago. There is an error on one slide and a corrected version of the presentation will be distributed to Senators next week. P. Ricketts stated that the main change is an increase in the number of female assistant professors and full professors. The majority of contractor instructors are female. The Faculty of Engineering continues to have challenges in gender equity. The benchmark for female faculty in Canada is 39%. This is based on the rate of female doctoral graduates. Overall, Carleton is at 35%, but in the last two years we have increased our percentage of female faculty.

Senate discussed many issues. Our institutional goal is to reach the federal benchmark of 39%. Many Senators stated that 39% is too low and that we should strive to exceed the benchmark. Gender disparity of salaries was examined by CUASA last year and found no discrepancy on gender at Carleton. The goal is to increase female hires in areas where we are historically low. Our current efforts are to increase the number of eligible female applicants. We also have a policy that all hiring committees must have at least one female and one male member, even if these people must be found beyond the hiring department.

It was suggested that hiring should be done in silos but in an interdisciplinary method with gender equity on hiring committees. One barrier to hiring is the time it takes to provide an offer. With international competition we must be fast to complete the hiring process. If other Canadian universities are reaching or exceeding the benchmark, we must identify the reasons why Carleton isn't. Our SMA should include faculty gender equity of 50%. It was requested that Senate receive a presentation on the employment salary for each level of faculty in each Faculty.

¹ Faculty self-identified gender as male or female.

7. Committee Reports:

a) SAPC (P. Ricketts)

It was **MOVED** (J. Shepherd, W. Clement) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Geography and Environmental Studies.

The motion **PASSED UNANIMOUSLY**.

It was **MOVED** (P. Ricketts, A. Plourde) that Senate approve the proposed Bachelor of Media Production and Design to commence with effect from Fall 2018.

The motion **PASSED UNANIMOUSLY**.

P. Ricketts stated that this now completes all the programs in the Strategic Mandate Agreement.

b) SCCASP (H. Nemiroff)

It was **MOVED** (H. Nemiroff, J. Shepherd) that Senate approve the proposed Senate Policy on Laddered Credentials, effective September 2018.

The motion **PASSED UNANIMOUSLY**.

H. Nemiroff stated that this policy affects all courses that have credentials, regardless of the method of delivery.

It was **MOVED** (H. Nemiroff, S. Blanchard) that Senate approve the proposed Senate Policy on Accommodation for Student Activities, effective the 16-17 calendar. It recognizes formally for athletic and academic competition accommodation.

The motion **PASSED UNANIMOUSLY**.

H. Nemiroff stated that the policy should be followed for all competitions.

It was **MOVED** (H. Nemiroff, S. Blanchard) that Senate approve the proposed University Calendar Disclaimer Statement, effective the 17-18 calendar.

The motion **PASSED UNANIMOUSLY**.

It was **MOVED** (H. Nemiroff, P. Ricketts) that Senate approve revisions of the Academic Integrity Policy, as presented, effective the 16-17 calendar.

The motion **PASSED UNANIMOUSLY**.

H. Nemiroff stated the content of the policy is not changing, but all references to "student affairs" is changing to "registrar's office".

It was **MOVED** (H. Nemiroff, R. Hoey) that Senate approve revisions to the University Regulation, section 2.5, as presented, effective the 16-17 calendar. Now including early departure for deferred final exams as for usual final exams.

The motion **PASSED UNANIMOUSLY**.

8. Reports for Information:

a) Senate Executive: February 7, 2017

There were no questions.

b) Board of Governors: February 2, 2017

C. Carruthers congratulated R. Runte on her new appointment and thanked her for her many accomplishments as President of Carleton.

C. Carruthers reported that the Board is focused on interim leadership and establishing the Presidential Search Committee. This committee will include representatives of Senate and will meet frequently for about 12-16 months. The Board will provide an on-going online communication strategy on the search process. D. Russell stated that the call for the Senate representatives will be distributed next week and completed by the April Senate meeting.

c) Dominican University College

J. Shepherd stated that Dominican University College's Academic Council approved minor modifications. As part of our affiliation agreement these course changes are provided to Senate for information.

9. Other Business and Adjournment

There was none.

The Chair adjourned the meeting at 4:10 p.m.

MEMORANDUM

To: Senate

From: Peter Ricketts, Provost and Vice-President (Academic) 

Subject: Institutional Quality Assurance Process
Carleton University Committee on Quality Assurance – Membership 2017-18

Date: April 10, 2017

Recommendation

That Senate ratifies the 2017-18 membership of the Carleton University Committee on Quality Assurance.

The new committee members are indicated in **bold**.

Committee Membership	Name
Provost (ex officio)	Peter Ricketts
Vice-Provost and Associate Vice-President (Academic) (chair)	John Shepherd
Assistant Vice-President (Academic)	Andre Loiselle
Faculty Dean	Jerry Tomberlin
Arts and Social Sciences	Richard Mann
Engineering and Design	Robert Langlois
Public Affairs	Achim Hurrelmann
Science	Robert Burk
Sprott School of Business	Alex Ramirez
NSERC-Eligible Faculty Member	Doug Howe
SSHRC-Eligible Faculty Member	Craig Bennell
Associate Dean (Programs and Awards) Graduate and Postdoctoral Affairs (ex officio)	Adrian Chan
University Librarian (Collection Development and Acquisition)	David Sharp

Background

The members of the Carleton University Committee on Quality Assurance are appointed by the Provost and the membership is ratified by the university's Senate.



MEMORANDUM

To: Senate
From: Donald Russell, Clerk of Senate
Date: April 12, 2017
Subject: Spring Convocation 2018 Change

For Senate approval:

In consultation with the Registrar's Office, the Faculty of Graduate and Postdoctoral Studies and the Convocation Working Group, it is proposed:

Motion: That Senate approve the change of date for the Spring Convocation 2018 from June 5th to 8th to June 12th to 15th, 2018.

Senate Meeting Schedule 2017-18

Senate

All meetings held at 2:00 p.m. to 4:00 p.m. in room 608 Robertson Hall.

- Friday, September 8, 2017
- Friday, September 29, 2017
- Friday, October 27, 2017
- Friday, November 24, 2017
- Friday, December 15, 2017
- Friday, January 26, 2018
- Friday, February 16, 2018 (held earlier to avoid reading week)
- Friday, March 23, 2018 (held earlier due to Good Friday)
- Friday, April 27, 2018
- Friday, June 1, 2018
- Friday, June 22, 2018 (**at 10:00 a.m.**)

Senate Executive Committee

All meetings are from 11:00 a.m. to noon in room 503S Tory Building, unless otherwise stated.

- Tuesday, August 29, 2017
- Tuesday, September 19, 2017
- Tuesday, October 17, 2017
- Tuesday, November 14, 2017
- Tuesday, December 5, 2017
- Tuesday, January 16, 2018
- Tuesday, February 6, 2018
- Tuesday, March 13, 2018
- Tuesday, April 17, 2018
- Tuesday, May 22, 2018
- Tuesday, June 12, 2018

Senate Medals & Prizes Committee

- Wednesday, October 25, 2017
- Wednesday, May 23, 2018



ABORIGINAL EDUCATION COUNCIL

ANNUAL REPORT

SEPTEMBER 2014 - AUGUST 2015
SEPTEMBER 2015 - AUGUST 2016



Carleton
UNIVERSITY

Canada's Capital University

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. (Aboriginal Coordinated Strategy, approved by Senate, June 22, 2011).



Annual Report to the President from the Aboriginal Education Council for submission to the Board of Governors and Senate on progress towards the implementation of Carleton's Aboriginal Co-ordinated Strategy

Preamble

Carleton University has a strong history of initiatives to support Aboriginal learning, research and culture and has made significant gains toward recognizing and including First Nations, Métis and Inuit cultures, traditions and worldviews on campus. Our ongoing commitments are embedded in the Aboriginal Co-ordinated Strategy, approved by Senate in 2011, and in Carleton's Strategic Integrated Plan, approved by the Board of Governors in 2013.

The Aboriginal Co-ordinated Strategy defines the fundamental values governing Carleton's relationships with Aboriginal peoples as it advances its position as a noted centre for Aboriginal learning and innovative research. Carleton is dedicated to welcoming more Aboriginal students and faculty to campus while increasing community partnerships.

At the November 28, 2013 meeting of the Board of Governors, a motion passed approving the following statement which now appears on all Board meeting agendas and minutes: "The Board of Governors acknowledges and respects the Algonquin First Nation, on whose traditional territory the Carleton University campus is located." This affirms the university's acknowledgement used on official and ceremonial occasions.

Strategic Integrated Plan and Strategic Mandate Agreement

In mid-2013, the Carleton University Board of Governors approved a Strategic Integrated Plan (SIP) for the university. The SIP makes an explicit commitment in Goal 3-4 "to support Aboriginal communities and position Carleton as a university of choice for Aboriginal students by implementing the university's Aboriginal Co-ordinated Strategy."

The strategic actions envisioned under Goal 3-4 are to expand Aboriginal student enrolments at Carleton by:

- Expanding programming that meets the needs and interests of Aboriginal students.
- Increasing the number of Aboriginal faculty at Carleton.
- Creating partnerships with Aboriginal communities to meet community needs and increasing research, development and educational opportunities for Carleton faculty and students.
- Undertaking initiatives that enhance understanding of Indigenous knowledge and cultures.

We are looking for significant progress in implementing the Aboriginal Co-ordinated Strategy as one of the key performance measures under the SIP.

The Strategic Mandate Agreement (SMA) between Carleton University and the Ministry of Training, Colleges and Universities (MTCU) was approved in April 2014. It provides the institutional framework for how Carleton will build on its current strengths to achieve its vision for the future. Our SMA document references Carleton's commitment to Goal 3-4 in the SIP.

Aboriginal Education Council

In November 2013, Carleton announced it had created an Aboriginal Education Council (AEC) to ensure implementation of its long-term co-ordinated strategy on Aboriginal issues. The Council, which reports to Carleton President Roseann O'Reilly Runte, is tasked with providing knowledge and guidance on programs, courses and services that have an Aboriginal focus. It is the main resource on educational and support needs of Aboriginal students, staff and faculty. The AEC was created to replace the Task Force on Aboriginal Affairs which had guided Carleton for four years previously. One of the responsibilities of the Aboriginal Education Council is to present this annual report on progress towards the implementation of the Aboriginal Co-ordinated Strategy.

The membership of the Aboriginal Education Council includes students, staff, faculty and administrators from the university, and representation from Aboriginal communities and organizations (see 2014 to 2016 membership list in Appendix 1). Co-chairs in 2014-'15 were Anita Tenesco, Director of Education, Kitigan Zibi Education Sector; and Rodney Nelson, a faculty member who is the coordinator of Carleton's Aboriginal Education Support Program. Rodney continued as co-chair in 2015-16 and was joined by Simon Brascoupé in April 2016. Simon is an adjunct research professor in the Department of Sociology and Anthropology.



The Aboriginal Centre is a hub for more than 500 Aboriginal students and faculty, as well as Elders and non-Aboriginal members of the Carleton community. Ojigkwanong plays a central role in helping to realize elements of the Aboriginal Coordinated Strategy.

The AEC met nine times in 2014-2015. The main focus for the year was on the work of the subcommittees that were created as outcomes from the AEC visioning meeting in June 2014 (see 2013-14 AEC Report). There are three committees –Student Support Committee, Faculty Recruitment and Development Committee, and Indigenous Programming Committee. While these committees were formed and began to meet late in Spring 2014 and throughout the summer of 2014, it was during this 2014-15 academic year that they narrowed down the focus of their work, identified priorities and presented their recommendations to the AEC. (See Appendix 2 for the final reports submitted at the May 2015 AEC meeting). At the April 2016 meeting there was a review of these priorities. Many have now been completed. Going forward all agreed that faculty hiring should be the main priority for the AEC, along with advocating for languages, and Indigenous training for faculty members.

Another undertaking of the AEC during 2014-'15 was the formation of a working group to prepare a policy/procedure for ethical decision-making for funding. This began with a presentation and discussion at the November 2014 meeting with Jennifer Wolters, Senior Development Officer for the Department of University Advancement. All agreed with the need to develop a co-ordinated strategy outlining an ethical framework for Aboriginal funding which could be an example to the broader university community. Rodney Nelson led a working group that looked into this further throughout the year. They consulted broadly both within Carleton and externally. The consensus supports an ethical decision-making model approach to ethical funding and there were many discussions at AEC meetings throughout the year. At the March 18 meeting, the Council passed a motion to approve guidelines to apply specifically to decisions regarding the acceptance of donations related to Indigenous programming, research and activities at Carleton. Co-Chairs Anita Tenasco and Rodney Nelson presented this report to the president in mid-April.

The AEC met five times in 2015-'16. The highlight of the year was an off-campus meeting at the home of Elder Jim Albert in Lanark County. He and Deb Chansonneuve led a session on implementing an Indigenous protocol for the AEC. This protocol would include traditional talking circles, practicing consensus and understanding what it means, identifying the role of the recorder and tracking what we are doing. This draft protocol was tabled at the November 2015 meeting and further discussed at the meeting in December. All present had opportunities to discuss this proposed protocol. The general consensus was that this protocol should be adopted but that there may be a need for adaptations to reflect the role of the AEC within the university structure. There has been no final decision and this will be discussed further in 2016-'17.

The Executive Committee continued to meet monthly to plan the AEC meetings and deal with any issues that arose between meetings.

In keeping with the AEC's commitment to educate Council members on Aboriginal initiatives at Carleton and in the community, a talk about Minwaashin Lodge was presented by Verna McGregor at the March 2014 meeting. The Lodge provides programs and services to First Nations, Inuit and Métis women and children, including counselling services, culture programs, courage to soar, sacred child program, a shelter for women and children, youth programs, outreach, housing support, employment readiness programs, and an elders program. Ms. McGregor noted the positive outcomes and confidence building she sees from clients pursuing further education and thanked Carleton for its role in this through the Aboriginal Enriched Support Program (AESP).

At the May 2014 meeting, Viola Thomas from Reconciliation Canada, a national charitable organization that provides a circle of leadership to help guide us on reconciliation, made a presentation. The focus extends beyond the Indian Residential Schools and it is helping to expose the shared truth and build new relationships among Aboriginal peoples.

In October 2015, graduate student Jo-Anne Lawless presented on her graduate project on the history of Indigenous studies at Carleton. Throughout the year, she interviewed key people who have been involved in the implementation of the Aboriginal Co-ordinated Strategy over the years.

In November 2015, Darryl Boyce, from the Department of Facilities Management and Planning, reviewed the policies and processed for installations on campus.

Carleton University Institute for the Ethics of Research with Indigenous Peoples

After a successful pilot in 2014, Katherine Graham and her team organized the Carleton University Institute for the Ethics of Research with Indigenous Peoples (CUIERIP) and held a successful week-long session in June 2015. The Institute received financial support from the Tri-Council Secretariat for Responsible Research, the Social Sciences and Humanities Research Council, the Office of the Provost, and several faculties within Carleton. Participants in the Institute were part of a formal evaluation of the curriculum and gave feedback on their overall experience. The results were extremely positive and recommendations for improvement were incorporated into the plans for 2016.

Twenty-six people gathered for CUIERIP 2016. Participants ranged from graduate students to diversity officers at the Canadian Forces Recruiting Group, and research advisors. Some of the panel discussions included "The Royal Commission on Aboriginal Peoples: 20 Years Later," which discussed personal experience from people who worked on the RCAP portfolio and how to implement nation-to-nation relationships between Indigenous people and the government. The participants experienced an interactive week where they were divided into groups consisting of an "academic circle," "community circle," and "community/academic circle" and were assigned scenarios to build a research agreement. They presented their research agreement to a mock Research Ethics Board and were given constructive feedback as to how to ensure their research is done in the most effective and ethical manner within an Indigenous context.



Universities Canada Adopts New Principles on Indigenous Education

In June 2015, following the June 2 release of the Truth and Reconciliation Commission Report, Canada's universities adopted a set of principles outlining their shared commitment to enhancing educational opportunities for Indigenous students and fostering reconciliation across Canada. Subsequently, the AEC formed a Truth and Reconciliation ad hoc committee led by Rodney Nelson and Sheila Grantham to look at these principles vis-à-vis Carleton University. They have also been working with the Graduate Students' Association and recommendations will be coming forth shortly.

Ojigkwanong (Aboriginal Student Centre)

Ojigkwanong continues to play a central role in helping to realize elements of the Aboriginal Co-ordinated Strategy. This centre in Paterson Hall overlooking the Quad is the gathering place on campus for Indigenous students and others. Besides being a comfortable spot to visit with friends or classmates, heat up a lunch, work on group projects, or find a quiet studying spot, there were a number of activities held in the centre in 2014-2015. These are summarized below under CACE activities.

In May 2016, Ojigkwanong unveiled a new ceiling installation entitled "Light Keeper," by Manuel Baez, associate professor in the Azrieli School of Architecture and Urbanism, as part of Doors Open Ottawa. The installation, which was designed by Baez and his students, in consultation with the centre's architect, Douglas Cardinal, is based on the theme of light and the fact that Carleton is on traditional Algonquin land. The Light Keeper, a tribute to the late Anishinabe Elder William Commanda, is an interconnected, woven assembly and support structure made of bands of birch plywood with coloured wire-mesh highlights at key locations. The Light Keeper installation contributes to Carleton's commitment to ensure Indigenous cultures, traditions and worldviews are respected and represented at the university through research, visibility and education.

In September 2015, Carleton celebrated the installation of Locavore, a new bronze sculpture by Mary Anne Barkhouse. Located in the Quad just outside Ojigkwanong, it is the first public sculpture in Ottawa by an Indigenous woman artist. Locavore sets a snowshoe hare and a Western coyote in close proximity to each other and inverts the predator-prey relationship, drawing attention to the delicate balance inherent to any complex ecosystem and pointing to the consequences of ignoring our own interdependence with the environment.

Academic Programming

The AEC continues to be informed and give input on the development of new programs. In September 2014, Frances Abele and Tracy Coates from the School of Public Policy and Administration presented a progress report on the new Indigenous Policy and Administration (IPA) program that provides students and/or managers and administrators who work with, and in, First Nations, Métis and Inuit governance and administration to strengthen their organizations and incorporate community-based Indigenous knowledge. The IPA graduate diplomas began in summer 2015 and the Master's Program in Indigenous Policy and Administration launched in Fall 2016.

At the meeting April 15, 2015 the AEC had a presentation and discussion about the new combined honours BA in Indigenous Studies. The members gave positive feedback about this new program and the Provost thanked Dean John Osborne for his leadership in implementing this important program in line with the Aboriginal Co-ordinated strategy. This program has now been approved and will launch in Fall 2017.

Most recently, Intern Dean Catherine Khordoc presented on the new master's degrees in Northern Studies that were approved and will begin in 2017.

The School of Linguistics and Language Studies and the Centre for Aboriginal Culture and Education offer "Introduction to Anishinabemowin" using a community classroom model. Offered in the summer of 2016, this is the sixth year of this partnership. As a language revitalization initiative, members of the Aboriginal community in Ottawa are invited to register to study Anishinaabemowin (Ojibwe) alongside Carleton University students for no credit at no cost.

The AESP First-year Seminar in Aboriginal Studies continues as do a number of activities through the Aboriginal Enriched Support Program. These are discussed later in this report.

To give a sense of the diversity and number of Indigenous Studies Courses and Electives offered to our students here at Carleton, please see Appendix C which is an excerpt from the September 2015-'16 Academic Calendar.

School of Indigenous and Canadian Studies

In June 2016, the Board of Governors accepted a recommendation from Senate to change the name of the School of Canadian Studies to the School of Indigenous and Canadian Studies. This change recognizes the prominent place of Indigenous Studies in the School's research and teaching mission and coincides with the recent approval of a new Combined Honours BA in Indigenous Studies program. The release of the TRC



report makes the School's proposed name change timely, but the name change is also long overdue. It is in keeping with Carleton's commitment to work toward Indigenizing the university and makes the School and the university more welcoming spaces for Indigenous scholars and students alike. It also allows the School to maintain its relevance and currency in a context where the interdisciplinary study of Indigenous identities, cultures, histories, and experience can no longer be subsumed under the umbrella of Canadian Studies.



Faculty Recruitment and Development Subcommittee

For the past two years, the Faculty Recruitment and Development Subcommittee has been focusing on how to increase opportunities for Indigenous faculty recruitment at Carleton, and how to improve Indigenous knowledge among current faculty members. For instance, CACE assisted with faculty roundtables to discuss implementing Indigenous ways of learning and did a presentation at one of the Academic Heads Roundtable meetings with chairs and directors. They also participated in New Faculty Orientation and did a blog for the Educational Development newsletter. The Directory of Equity Services, Karen Green, and the Manager of Faculty Affairs, Norah Vollmer attending faculty hiring committee meetings and made suggestions about including elements in the recruitment process that would encourage applications from the Indigenous community. The Office of the Provost worked with departments to add references to Indigenous knowledge and research where appropriate to increase the potential of attracting faculty applications from Indigenous candidates. There was an increase over the past two years in Indigenous Faculty hires. There continues to be discussions at the AEC about exploring alternative ways for recruiting non-academics for some positions, particularly for teachers of Indigenous languages.

Saying Goodbye to Elder Jim Albert and Linda Capperault

In the Fall of 2014, Jim Albert stepped down as an Elder for the AEC. In recognition of his contributions to Carleton over the years, the AEC held a special session at the November 20, 2014 meeting. Elder Jim was honoured for the numerous contributions he made to Carleton. Katherine Graham's stated that: "Jim has a multi-decade commitment to Carleton University as a faculty member, as an advocate and activist in building the university's commitment to serving Aboriginal students and Aboriginal Peoples and as an elder, wisely guiding the Carleton community forward in development and implementation of its Aboriginal Co-ordinated Strategy.... Today, members of the Carleton community proudly refer to the university's Aboriginal Co-ordinated Strategy, passed by Senate in 2011 and to the fact that implementation of that strategy is articulated as one of the specific goals of the university's 2013-2018 Strategic Integrated Plan. In my view, we would not have come so far had we lacked the vision, wisdom and goodwill towards all that Elder Jim Albert has consistently shown in his service to Carleton University."

The AEC members thanked Jim for the ways he has made an impact on their lives and for his contributions, and honoured him and presented him with gifts at the November 2014 meeting. Elder John Kelly took over the role of Elder with the departure of Jim Albert. In the interim, the AEC will be reviewing its process for selecting elders.

The AEC also took time at the November meeting to say goodbye to the director of Equity Services, Linda Capperault, who retired in December. Linda took seriously her role in promoting the implementation of the Aboriginal Co-ordinated Strategy. Her commitment to supporting Aboriginal faculty, staff and students at Carleton was warmly recognized by the AEC.

In January 2015, the AEC welcomed Karen Green as the new Director of Equity Services. Karen came from the University of Ottawa, where she was the special adviser to the president on Aboriginal Issues.

Centre for Aboriginal Culture and Education

The Centre for Aboriginal Culture and Education (CACE) has three Aboriginal Cultural Liaison Officers working collaboratively with Aboriginal (First Nations, Inuit and Métis) communities and other departments on campus, such as the Undergraduate Recruitment Office, the Centre for Initiatives in Education, the Aboriginal Service Centre and the First Peoples Council. The CACE mandate is to support increasing the recruitment and retention of Aboriginal students, faculty and staff and to engage the community.

CACE aims to provide space on campus where Aboriginal cultures, traditions, and worldviews are respected and represented. CACE hosts events that celebrate and educate the Carleton community on the histories, cultures, and contemporary realities of First Nations, Inuit and Métis peoples. Aboriginal events on campus occur throughout the year, and provide safe learning environments for Carleton students, faculty, professional services staff and community members. Activities include a number of Aboriginal social and cultural activities in Ojigkwanong, Aboriginal lectures, powwows, and other cultural and educational events. Additionally, CACE members support Aboriginal students throughout their academic journey at Carleton.

CACE staff have also done a number of recruitment activities this past year, including participation on the Aboriginal Post-Secondary Information Program (APSIP) tour; attendance at the new Aboriginal student recruitment breakout room at the Ontario Universities' Fair (OUF); career fairs in Aboriginal communities; campus tours and events for Aboriginal students; individual recruitment appointments; and webinars with students in remote communities in the North.



Aboriginal Events on Campus

- Fall Orientation for Aboriginal students helps them discover the supports available to assist them in having a successful academic year and familiarize them with Carleton support services and Ottawa's Aboriginal community programs and services. This included a welcome feast for new and returning Aboriginal students.
- The Visiting Elders Program continues the tradition of providing opportunities for Elders to connect with students and staff; visiting Elders provide smudging and teaching circles on a variety of topics on a regular basis in Ojigkwanong.
- The Centre for Aboriginal Culture and Education (CACE) continues to be active on social media including Facebook, Twitter, YouTube and posting their weekly e-newsletter Minwàdjimowin (Good News)
- A Symposium on "Aboriginal Identity and Health: Rooting Aboriginal Health and Wellness in the Rich Soil of Culture" was held in June 2014. The symposium was one part of the 2nd International Conference on Social Identity & Health. The symposium provided a context for understanding the health issues of Aboriginal communities in Canada, and provided the tools and perspective for approaching health care that puts the needs of people and the community first. Presenters included: James Bartleman, Amy Bombay, Simon Brascoupe, Adrian Guta, Madeleine Dion Stout, Renee Masching, Paul Mkandawire and Kate Reyholds.
- Carleton University Art Gallery (CUAG) exhibited Ursula Johnson's traditional Mi'kmaw basket weaving techniques which weaved "portrait busts" of First Nations individuals through an interactive performance. The series L'nuwelti'k (We Are Indians) was part of CUAG's summer 2014 "Making Otherwise: Craft and Material Fluency in Contemporary Art" exhibition.
- From September to December 2014, CUAG exhibited "Inuit Prints: Japanese Inspiration." This exhibit tells the story of the momentous cross-cultural encounter and explores its extraordinary results of the now famous artists of Cape Dorset.
- A public lecture for the Chet Mitchell Memorial Lecture in October 2014 examining the geopolitical logic of settler colonialism and Indigenous (women's) death that underwrites the incredulity and skepticism that met (Chief) Theresa Spence's hunger strike in December and January 2012-13. The lecture was given by Dr. Audra Simpson and was titled "The Chief's Two Bodies: Theresa Spence and the Gender of Settler Colonialism."
- In November 2014, Ryan McMahon gave the keynote address on "Art, Media and Activism" at the Graduate Student Associations Social Forum. He talked about the power of art and media, and how it shapes and empowers people and communities. He also hosted "A Night of Laughter" – a comedy show for students, faculty, staff and community members. He was joined by Ottawa's talented Darren Sutherland, who is a Cree comedian, University of Ottawa student, and host of the ever engaging CHUO show, The Circle.
- Film screening of "Club Native: How Thick is Your Blood?" and panel discussion in January 2015. The panel had three speakers: Dr. Kahente Horn-Miller, Carleton's New Sun Visiting Aboriginal Scholar, Waneek Horn-Miller, former Olympic athlete, and Carolyn Laude, Carleton PhD student in Legal Studies.
- Hosted a Coffee House Poetry Night in January 2015 with performances by Métis artist Moe Clark, First Nations artist Vera Wabegijig, and Inuk artist Taqralik Partridge.
- Russell Diabo delivered a public lecture on "Federal Comprehensive Claims Policy vs. Recognition of Aboriginal Title" in February 2015.
- The annual New Sun Conference on Aboriginal Arts continued. In February 2015 the theme was "Life Lived Like a Story" and showcased examples of Aboriginal success stories and creativity. Featured guests included: George Littlechild, Gloria Miguel, Waubegeshig Rice, Tiio Horn, and Digging Roots. In 2016 the theme was Aboriginal Arts: Above the Noise and featured a number of prominent speakers from the arts community.
- The annual Indigenous graduate honouring ceremony continued in the Spring of 2015 and 2016. Our students celebrated their achievements and participated with other local postsecondary institutions to close out the academic year.
- The annual Florence Bird Lecture in March 2015 was presented by Dr. Karyn Reollet, Assistant Professor in the Institute of Women's and Gender Studies, University of Toronto. Her lecture was titled "Glyphing Decolonial Love: The intersections of Indigenous hip hop feminisms, Indigenous girlhood and building solidarities."

- The CUAG, in partnership with Gallery 101, hosted “Walking with our Sisters,” a commemorative honouring the missing and murdered Indigenous women, girls, and two-spirited people of North America from September to October 2015. During this period 65 groups went through the commemorative, 46 of them classes (over 1500 students) from Carleton. In all, approximately 6000 people from Carleton and the broader community visited.
- In October 2015, CACE supported the “Panel Discussion on Families of Missing and Murdered Indigenous Women and Girls: Family Stories, Support Services and Systemic Challenges,” which was hosted by the CUAG and Walking With Our Sisters in order to center the experiences of families of missing and murdered Indigenous women and girls. The panel was comprised of Roxane Morrisseau, a family member, and Deborah Chansonneuve and Mallory Whiteduck. Approximately 60 people attended the panel discussion.
- Each year Carleton holds a Round Dance – a community celebration that supports Aboriginal learners at Carleton and in Ottawa and surrounding communities. The 6th annual Round dance was held in the Ravens’ Nest in November 2015; there were 24 hand drum singers and over 500 attended.
- The Katherine A.H. Graham Lecture in June 2016 was entitled “Aboriginal-Canada Relations: From RCAP to 2016” and was presented by Paul Chartrand of the Indigenous Peoples’ Counsel (IPC) of Canada’s Indigenous Bar Association. In June 2015, Val Napoleon spoke on “Indigenous Legal Perspectives as Policy and Research Foundation.”
- CACE partnered with Manitobah Mukluks, an Aboriginal-owned company based in Winnipeg, during the 2015 fall term to hold a 6-week Storyboot School Program. The program was created with the aim to preserve the traditional art and timeless skill of crafting moccasins by hand. It was available to both Indigenous and non-Indigenous Carleton students, and was part of Carleton’s commitment to include Indigenous knowledge into the learning environment. Nineteen students participated.
- The 18th and 19th Annual Aboriginal Family Festivals also known as the Odawa Children and Youth Traditional Powwow were held in March 2015 and 2016 in Ravens’ Nest. Approximately 900 people from the Carleton campus and the broader Ottawa community attended over the weekend.
- Taiaiake Alfred, a member of the Mohawk Nation from Kahnawá:ke and leader in Indigenous governance, visited in November 2015. In collaboration with the Graduate Students’ Association and CUSA’s Aboriginal Student Service Centre, he delivered a public talk on “Research as Indigenous Resurgence” to over 200 people.
- In January 2016, CACE collaborated with CUSA’s Aboriginal Student Service Centre (ASC) for the month-long Revitalizing Indigenous Strength and Education (RISE) celebration. RISE events were designed to bring together Indigenous and non-Indigenous students at Carleton and the community. While ASC held a number of events, CACE collaborated on the “I am Indigenous” photo series which highlighted Aboriginal students attending Carleton. They also collaborated on an Indigenous Arts and Crafts Expo in January that attracted over 275 people.
- The annual Rheel Brant Lecture was presented by Dr. Michael Hart, a member of the Cree Nation and faculty at the University of Manitoba. He spoke on “Indigenous Peoples, Research and Reconciliation: Buzz Words or Systemic Change?” in February 2016. He also participated in a luncheon co-hosted by CACA and the School of Social Work. Without exception, the students who attended this luncheon reported feeling energized and motivated by the advice Dr. Hart shared related to Aboriginal peoples’ responsibilities to their communities, and the way to balance those responsibilities with post-secondary education.
- President Roseann O’Reilly Runte announced in April 2016 that for Carleton’s 75th anniversary in 2017 Carleton has commissioned a canoe by an Algonquin artist. As the President noted in her message to the community in April 2016, “I think this might serve as a symbol of our resolve to move forward to ever-better understanding of others and nature. It will mark our determination to invite others to join us in our journey, to demonstrate respect for the traditional custodians of the land on which our campus is located, and our respect for other cultures as well as our understanding that society is a delicate balance which gives equal weight to all who are welcome to join us in seeking wisdom.”

See Appendix 4 that provides summaries and links to stories that the University Department of Communications posted about some of these events.

Aboriginal Enriched Support Program (AESP)

The Aboriginal Enriched Support Program is an access program for Aboriginal students who may or may not meet university entrance requirements to start a supported first-year university study program while earning credits towards admissions to a degree. This access program assists Aboriginal people as they pursue higher levels of education in a supportive and culturally sensitive environment. Profiles of current AESP students and graduates can be viewed on the AESP Carleton website. This year, Carleton is featuring an AESP student on their main page as a tribute to their 10th anniversary. There were 27 students in the AESP cohort in 2015-2016 and the program's success rate is more than 80 percent for moving students into their degree programs.

AESP Core Program

The AESP First Year Seminar in Aboriginal Studies: This small seminar taught by the AESP professor to bring AESP students together as a cohort. It creates a supportive, welcoming and stimulating environment for discussion and personal research in the area of Aboriginal studies while developing students' key skills in essay writing, critical thinking, problem-solving and media literacy. The seminar is taught from Aboriginal perspectives using a combination of Aboriginal and western pedagogies.

Aboriginal Academic Coaching

One-on-one academic coaching is available to the AESP students. Coaches attended the students' Aboriginal and Indigenous Studies classes. They worked with AESP students and the Aboriginal Studies Seminar instructor. Coaching strategies included one-on-one sessions, workshops, and presentations on reading, writing/editing strategies, presenting skills, exam preparation, and time management/planning.

In-Class Mentors

Two student mentors are hired each year to support the AESP class. These are students who recently came through the first-year AESP program. These mentors offer support on student life, time management, study skills, exam taking skills and other academic needs.

Aboriginal Facilitators

A unique three-hour Indigenized workshop supporting AESP students in the Introduction to Indigenous Studies course (INDG 1000) which is taught using Aboriginal pedagogy and methodologies. A trained Aboriginal student facilitator leads the AESP students in reviewing the course lectures, understanding the writing and reading assignments, and working through the material.

Aboriginal High School Mentorship Program (AHSM)

Every year, several Aboriginal students are hired to become mentors to Aboriginal youth in various schools in the Ottawa area. This was a very active year for the AHSM mentorship program. Mentoring/tutoring activities continued with the two long-standing program school sites, Rideau High School and the Urban Alternative Aboriginal High School (UAAHS). The program continued developing the relationship with Queen Elizabeth Public School (QEPS) begun in 2015-2016, and began a pilot project that provided one mentor for an Odawa Native Friendship Centre after-school program. This year has seen a deeper level of cultural interaction with students, as the mentors individually and in their teams, committed their energy and creativity to the students' development of positive attitudes and pride in Aboriginal identity.

Aboriginal Internship Program (AIP)

This year we had three Aboriginal internship placements. These were made possible from the funding from the Counselling Foundation. The internship program gives Aboriginal students an opportunity to gain practical and meaningful work experience alongside their degree program.

Major outcomes of the program include:

- Students will understand the importance of Aboriginal community work academically and practically;
- The practical experience will prepare students for leadership roles within the Aboriginal community as well as for informed career possibilities in the public sector, international affairs, media, etc.;
- Paid internships will provide additional support for Aboriginal students, who too often face financial barriers to post-secondary education; and
- Aboriginal organizations will receive an annual influx of bright and energetic students.

CIRCLE

The Centre for Indigenous Research, Culture, Language and Education (CIRCLE) facilitates the research and delivery of linguistic and cultural materials of the First Peoples of North America and elsewhere. CIRCLE is unique in that it acts a research conduit, building collaborative relationships among Indigenous and Indigenist researchers and communities. CIRCLE also encourages students at Carleton University and elsewhere to develop cultural knowledge and research skills.

Activities organized by CIRCLE for two academic years, from September 2014 to March 2016 are listed chronologically:

- December 11, 2014: brown bag lunch with the theme “Indigenous research and community at Carleton.” The meeting was attended by 20 + Carleton faculty and staff concerned with Indigenous and Indigenist research and pedagogy.
- January 21, 2015: Anna Hoefnagels and Elder John Kelly gave a presentation at the AEC monthly meeting about the various activities with which they are involved including internal and external outreach.
- January 30, 2015: film screening of the documentary “Trick or Treaty” with a question and answer period by the filmmaker, Alanis Obomsawin and historian John Long. This event was co-sponsored and co-organized with the Carleton University Art Gallery and the Canadian Film Institute. The event attracted approximately 350 people, which filled River Building Room 2200 to capacity.
- February 7, 2015: CIRCLE organized a Sharing Circle of Algonquin Chiefs and other knowledgeable individuals and registered guests. The goal of this gathering was to provide participants with an understanding of the historic and ongoing importance of the land, local waterways and archaeological sites to the Algonquin people. The circle was facilitated by Claudette Commanda. Invited speakers included Elder Peter Decontie, Chief Gilbert Whiteduck from Kitigan Zibi, Chief Kirby Whiteduck from Pikwakanagan, Dr. Jean Luc Pilon from the Canadian Museum of History, and Elder Albert Dumont. The sharing circle was a closed event for invited guests, to allow for a safe and intimate space to discuss a volatile topic; approximately 40 people were in attendance. The Sharing Circle was organized in collaboration with Equity Services/CACE and ICMI (Indigenous Culture and Media Innovations), the latter of which videotaped the proceedings, which are being edited to make them accessible to the participants.



- March 14, 2015: second annual student-centered conference “All Research is a Story: Reclaiming Indigenous Relationships in Academia.” This event attracted 50 guests and included presentations by 16 Indigenous and non-Indigenous student researchers on a wide range of topics related to Indigenous cultures in North America. Participants and guests included faculty, students and staff from Carleton University, as well as other academic institutions (Trent University, University of Ottawa, York University and the University of Toronto) and numerous community members. The gathering was praised for fostering a sense of community and collegiality amongst all present.
- October 22, 2015: CIRCLE researchers met in Akwesasne with members of the Native North American Traveling College of the Akwesasne First Nation about developing grant collaborations toward the a 2016-17 Partnership Development Grant competition. Subsequently CIRCLE continued collaborations through telephone conferences and a second trip to Akwesasne in June 2016. The proposed project was initiated by the Akwesasne community and will promote social and cultural well-being by providing supports for youth mentorship programs based on new ways of mobilizing traditional knowledge, stories and songs. In addition to benefits to individual members of the Akwesasne community, CIRCLE researchers will explore the ways in which broad community archives including written and aural documentation, songs, and cultural practices have been and could be used to mobilize cultural revitalization within the community more broadly. CIRCLE researchers applied for and were accepted into FPA's 2016 PDG Support Program, which enabled the hiring of an MA level Research Assistant to support the application.
- January 15, 2016: CIRCLE collaborated with CACE to host the film screening of “The Pass System.” Speakers included the film’s producer/director Alex Williams. Approximately 60 guests attended the screening, which documented more than 60 years in which Indigenous people were not permitted to leave the reserves without approval and a pass. “The Pass System” illuminates Canada’s hidden history of racial segregation. Cree, Saulteaux, Dene, Ojibwa and Blackfoot Elders tell their stories of living under and resisting the system, and link their experiences to today. Acclaimed Cree actor and activist Tantoo Cardinal (“Dances with Wolves,” “Black Robe”) narrates this investigative look into a little-known Canada that controlled Indigenous people through colonial policies.
- March 4, 2016: CIRCLE hosted an informal brown-bag lunch for faculty and students to foster (research) connections. The event attracted more than 30 participants who discussed their ongoing research and community projects.
- March 19, 2016: CIRCLE and the Word Warriors Society hosted the Third Annual Student-Focused Conference: “Aditawazi Nisoditadiwin: Reconciliation, Responsibilities & (Re) Creating Relationships.” The one-day event included papers from more than 20 student researchers. There were approximately 50 attendees comprised of faculty members and guests from various universities and Indigenous communities in the region. The conference provided mentorship opportunities for graduate and undergraduate students in developing their research skills and presentations for academic settings. CIRCLE conferences are essential community-building activities among faculty, staff, and Indigenous and non-Indigenous students and community members.
- March 31, 2016: CIRCLE hosted the film screening of “Together We Stand Firm.” The film’s producer/director Franziska von Rosen (Pinegrove Productions) and two members of the Grand Council of the Cree’s youth leadership were in attendance for the question and answer period. Von Rosen produced the film in collaboration with the Grand Council. The film depicts the successful 1970s Cree resistance to Hydro Quebec and other power development companies that would have flooded James Bay lands without Cree or Inuit consent or consultation. The event was well attended with 50 participants including Carleton researchers and Indigenous and non-Indigenous community members.

In addition to these specific outreach initiatives and activities, CIRCLE maintains an active listserv that is populated by more than 160 students, faculty, staff members and others (including community members and organizations) who are Indigenous and/or are concerned with Indigenous research and education.

We are convinced that CIRCLE and its 40 enrolled members have positively affected faculty researchers, student researchers, Indigenous communities and others within and outside of Carleton University as a result of these activities. Indeed, a strength of CIRCLE is the multiplicity of disciplines represented by our membership – ethnomusicology, aboriginal languages, art history, history, journalism and communications, sociology, anthropology, law and legal studies, and others.

While CIRCLE’s growth and sustainability is grounded in its faculty membership and research interests, the centre is committed to encouraging and supporting the energetic, innovative research generated by students and connections with Indigenous communities.



Building Relationships

Talks continue with representatives from the Akwesasne Mohawk Reserve near Cornwall who are interested in collaborations for post-secondary study in the reserve. Discussions have focused on and a possible role for Carleton in enabling the Akwesasne Mohawk Council meet new requirements for certification of its social services staff.

During this reporting period, the university also engaged with the Pikwakanagan First Nation and the Kitigan Zibi First Nation. Representatives of the university travelled to Pikwakanagan in the Fall of 2014 for a courtesy visit.

After Carleton University launched its graduate certificate in Indigenous Policy and Administration in Spring 2015, students in the program and faculty from the School of Public Policy and Administration had one-day study visits in each of Kitigan Zibi and Akwesasne in June 2015 and 2016. The program for each of these visits was developed by the community and included cultural teachings as well as discussion of governance, leadership and management issues. Carleton continues to work with the Mohawk Council of Akwesasne as part of the university's on-going engagement with the Greater Cornwall/Akwesasne region.

Conclusion

It has been our honour to serve as co-chairs of the AEC and to see such tremendous efforts from the Carleton community and beyond. The ongoing work and implementation of the Aboriginal Co-ordinated Strategy has truly set Carleton on a path to foster reconciliation for Indigenous people. Yet, it is more than that, the university is also becoming home to many Indigenous scholars, students and staff.

As we move forward, we must take a moment to celebrate the success of the Carleton community in creating a welcoming space for Indigenous people. Yet, we all understand that there is much more to be done in the years ahead. Many Indigenous students still cannot access post-secondary education and many that do come to university face ongoing hardships that often detract from their studies. The AEC is committed to continue its work in removing these barriers and supporting Indigenous students' success.

The AEC would also like to acknowledge the ongoing work of the Elders and the community representatives who are walking with us on this journey of reconciliation and beyond.

Chi-Miigwetch

Rodney Nelson, Co-chair
Aboriginal Education Council
September 2016

Simon Brascoupé, Co-chair

Appendix A

Aboriginal Education Council 2014 to 2016 Members

Josee Whiteduck
Elder

John Kelly
Elder

Jennifer Adese
Faculty Member
School of Indigenous and Canadian Studies

Suzanne Blanchard
Associate Vice-President (Students and Enrolment)
and University Registrar

Simon Brascoupé
(Co-chair as of April 2016)
Faculty Member
Department of Sociology and Anthropology

Linda Capperauld to December 2014
Karen Green (as of January 2015)
Director of Equity Services

Deb Chansonneuve (2014-15)
Community Representative

Arlene Closter
Representative
Pikwakanagan First Nation

Tracy Coates (2014-15)
Staff Member
School of Public Policy and Administration

Irene Compton
Representative Minwaashin Lodge
Aboriginal Women's Support Centre

Chrystal Désilets (to January 2014)
Representative
Algonquins of Pikwàkanagàn First Nation

Heather Dorries (2015-16)
Faculty Member
School of Public Policy and Administration

Rebekah Elkerton
Graduate Student Representative

Rushton Fellows
Undergraduate Student Representative

Beth Gorham
Representative, Department of Communications

Katherine Graham
Special Advisor to the Provost (2014-15)
Professor Emerita (2015-16)

Rebekah Elkerton
Graduate Student Representative

Rushton Fellows
Undergraduate Student Representative

Beth Gorham
Representative, Department of Communications

Katherine Graham
Special Advisor to the Provost (2014-15)
Professor Emerita (2015-16)

Sheila Grantham
Student, Representative,
Métis Nation of Ontario (2014-15)
Staff Representative (2015-16)

Irvin Hill
Centre for Aboriginal Culture and Education

Kahente Horn-Miller
Faculty Member
School of Indigenous and Canadian Studies

Lisa Hughes
Human Resources Representative

Catherine Khordoc (2015-16)
Interim Dean,
Faculty of Arts and Social Sciences

Kim Matheson (2014-15)
Nimal Rajapakse (2015-16)
Vice-President (Research and International)

Minnie Matoush (2014-15)
Representative
Cree School Board,
Post-Secondary Student Services

Melody McKiver
Representative, Niigaan (2014-15)
Community Representative (2015-16)

Pat MacGuire (2015-16)
Faculty Member
School of Social Work

Rebecca Mearns (2014-15)
Representative
Nunavut Sivuniksavut

Joy Mighty
Associate Vice-President (Teaching and Learning)

Rodney Nelson

Co-chair
Faculty Member
Aboriginal Enriched Support Program

John Osborne

Dean, Faculty of Arts & Social Sciences (2014-15)
Professor (2015-16)

Pitseolak Pfeifer (2015-16)

Undergraduate Student Representative

André Plourde

Dean, Faculty of Public Affairs

Shane Polson (2014-15)

Undergraduate Student

Waubgeshig Rice

Community Representative

Peter Ricketts

Provost and Vice-President (Academic)

Naomi Sarazin

Centre for Aboriginal Culture and Education

Jennifer St. Germain

Representative
Métis Nation of Ontario

Norma Sunday (2014-15)

Representative
Akwesasne Mohawk Board of Education

Anita Tenasco (Co-chair 2014-15)

Director of Education
Kitigan Zibi Education Sector

Mallory Whiteduck

Centre for Aboriginal Culture and Education



Appendix B:

Reports from the Subcommittees – Indigenous Academic Programming Subcommittee

Following an initial planning meeting in July 2014, the Indigenous Academic Programming Subcommittee met on six occasions over the fall term of 2014 in order to engage in a broad and open discussion of the six “key result areas” which we had been asked to consider. For each of the topics under discussion, we posed four questions: (1) “What would ‘success’ look like?”; (2) “What is required to achieve that success?”; (3) “What obstacles are envisaged?”; and (4) “Is success feasible?”. This report will be organized around those topics and conclusions reached.

1. Indigenous Studies Major

Much of the subcommittee’s discussion focussed on the proposed expansion of the current “minor” in Indigenous Studies, housed in the School of Canadian Studies, to a “major,” probably construed initially as one part of a “combined honours” degree along the lines

of the degree program in African Studies. Much of the curriculum necessary for such a program already exists, in terms of both INDG “core” courses and electives across a range of other academic units. The challenge will be to develop a coherent program that differs from its counterparts at other institutions. It was reported that there is strong interest in this possible degree program among students currently enrolled in the Aboriginal Enriched Support Program (AESP).

In a meeting with the Director of Canadian Studies (Peter Hodgins) and the chair of the School’s undergraduate committee (Peter Thompson), the committee offered the following recommendations and advice:

- A shift in approach may be required: the program should be based on a framework/design that emerges from an Indigenous perspective, and this



may create conflicts with the university's traditional governance structure.

- Important to include "practical" in addition to "theoretical" knowledge.
- Important that an emphasis on "Indigenous knowledges," and "ways of knowing," not be regarded in any way as lowering the "academic bar".
- A "community-based" capstone-type of course is recommended.
- An optional co-op program is recommended.
- Given the substantial community interest in professional development, it would be useful to create certificate/diploma programs whose credits could be used towards subsequent degrees.
- Recommended that a combined Indigenous Studies and Social Work degree be considered.
- Useful to organize any proposal with a view to the Quality Assurance documentation which would eventually need to be completed and submitted, including defined "learning outcomes."
- More evening courses are recommended, to increase the possibility of enrollment by part-time Indigenous students who are not available during the day.
- Useful to consider more "team teaching," and to set up appropriate mechanisms for that.
- Useful to develop a "cohort" group of students.
- There is a need for flexible approaches to study. Useful to develop on-line and distance learning opportunities.
- Necessary to have counselling support and mentoring available.
- Necessary to establish criteria for cross-listing courses as INDG.
- Necessary to hire more Indigenous faculty members, both to teach and to serve as role models, and for effective student advising.

Recommendation 1: that the AEC strongly endorse the establishment of a combined honours undergraduate program in Indigenous Studies, in addition to the existing "minor," and recommend that the university

provide the necessary financial support.

Recommendation 2: that the AEC encourage the university to hire more Indigenous faculty members, including "non-traditional" academics, for example Elders, who are the keepers of Indigenous ways of knowing.

2. New graduate programs

The Committee noted that a new graduate program in Indigenous Policy and Administration (IPA) was being launched in the Faculty of Public Affairs, and that the current MA program in Canadian Studies has an identified Indigenous Studies stream (although this does not extend to the joint PhD program with Trent University). It was noted that appropriate resources would be required for any additional initiatives.

Recommendation 3: that the university consider the establishment of a "collaborative MA" in Indigenous Studies, mirroring existing collaborative programs in African Studies, Digital Humanities, and Political Economy.

3. Core Indigenous Studies Course

The Committee considered the notion of a core "Indigenous Studies" course that would be required in all undergraduate programs. It was thought that this was unlikely to be practical, at least in the short term, and, perhaps more importantly, that it was better to create opportunities which would attract students rather than to impose additional requirements for graduation. Another potential obstacle was the issue of navigating/ negotiating access to traditional knowledge, which is not something for everyone to do without obtaining permission. There are protocols around reusing the knowledge of Indigenous "storytellers." Ultimately, the Committee agreed not to recommend a university-wide required course, noting that the existing Introduction to Indigenous Studies course (INDG 1000) is open to all. Some discussion did emerge in support of further examining the possibilities for a Faculty-wide course in the Faculty which houses Indigenous Studies – the Faculty of Arts and Social Sciences (FASS). Further discussion on this is needed.

That said, there is a need to change the current "world view" of students (and faculty and staff), and to address stereotypes/racism which is often unintentional. In order to achieve that goal an incremental approach is probably best. It would be useful to offer training to faculty members in how to deal with Indigenous issues in the classroom, and at the same time facilitators could visit classes to screen the CACE video on classroom issues and lead a discussion.

Recommendation 4: that the university expand opportunities for voluntary training for faculty members in how to address Indigenous issues in the classroom; develop a series of classroom discussions based on screenings of CACE's Kinamagawin video (possibly in partnership with the AEC, EDC, and CACE), and assign the requisite funding to support such undertakings.

4. Land-based and arts-focused options

The Committee was unanimously in favour of developing more possibilities for “out of classroom” learning, and for opportunities for Carleton students to engage directly with the traditional knowledge of Indigenous communities, particularly those in the Ottawa region. This could include field trips, short “field schools,” as well as courses taught in the communities (following the FASS model of May/June courses taught off campus). All such initiatives would need to be designed very carefully, in accordance with the protocols of community “elders.” As one member observed, “The design of the program is as important as the curriculum.” Once again the primary impediment is the lack of adequate faculty resources.

The Committee noted that some “arts-focused” options currently do exist, including credit courses in Art History (taught by Allan Ryan and Ruth Phillips), as well as the hugely successful New Sun Conference held each year. The Committee also noted in its meetings that there is a need to build on these further and to support Indigenous arts-based learning into additional disciplines.

Considerable discussion was devoted to the issue of compensating “elders” and others for sharing their time and expertise. We need to demonstrate that their participation is valued, but the university's financial regulations are often at odds with accepted methods of compensation.

Recommendation 5: that the AEC encourage academic units to further explore the possibilities of “land-based” and “arts-based” courses as part of the general development of Indigenous Studies curriculum.

Recommendation 6: that the AEC develop a set of protocols for compensating “elders” and other members of Indigenous communities who share their time and expertise with Carleton faculty and students, and that discussions be held with Finance regarding their implementation.

5. Aboriginal content in all disciplines

The Committee concluded that implementation of this concept will be more difficult in some disciplines than in others, depending on the nature and culture of

the discipline. One possibility would be to propose a series of strategic hires in those programs which are most likely to attract Indigenous students (for example, Business, Child Studies, Health Sciences, and Civil and Environmental Engineering). The university could also demonstrate its commitment by designating a Canada Research Chair to Indigenous Studies.

Recommendation 7: that the university create a special funding envelope to which units/Faculties might apply in order to make strategic hires related to Indigenous content. It is proposed that this envelope would be set at \$500K, sufficient for 5 faculty positions, with specific encouragement for at least one hire to a position in Indigenous language instruction.

6. Indigenous languages and worldviews incorporated into academics

The Committee noted the difficulty that the School for Linguistics and Language Studies (SLaLS) has experienced in finding appropriate instructors for credit courses in Indigenous languages, as well as attracting sufficient students to make them financially viable. It was suggested that a number of Ottawa-area institutions (for example, the University of Ottawa, Algonquin College, the Odawa Centre, etc.) might collaborate in this regard. SLaLS should also consider the possibility of offering a certificate program in the teaching of Indigenous languages, following the model of the successful CTESL program.

Recommendation 8: that the university make a commitment to the teaching of Indigenous languages, and explore various possibilities for collaboration to make this possible on a continuing basis.

Members of the Indigenous Programming sub-committee:

Jennifer Adese (co-chair)
Tracy Coates
Ruston Fellows
Beth Gorham
Sheila Grantham
Charlotte Hoelke
Melody McKiver
Sahra McLean
Annie Miller
Rodney Nelson
John Osborne (co-chair)
Allan Ryan
Mallory Whiteduck

13 January 2015

Appendix B:

Reports from the Subcommittees – Student Support Subcommittee

The Student Support Subcommittee would like the Aboriginal Education Council to consider three recommendations as outlined below.

Recommendation 1: Allocate funds for Ojigkwanong, the Aboriginal Centre

The Student Support Subcommittee recommends that Carleton University allocate funds on an annual basis to operate Ojigkwanong, the Aboriginal Centre. An amount of \$10,000 is requested for the day-to-day operations, which include the following items: four part-time students, two phone lines, kitchen and basic cleaning supplies, traditional medicines, computer maintenance, and technical support.

Rationale:

This recommendation fits into the following fundamental values outlined in Carleton University's Aboriginal Co-ordinated Strategy:

- Carleton University creates an open and welcoming environment that encourages Aboriginal peoples and communities to establish a connection with and fully participate in the Carleton community. This includes cultivating a safe space for creative and critical inquiry where the shared history and separate histories of Aboriginal peoples and Canadians may be explored.
- Carleton University is unique in its ability to reflect and honour the diversity of Aboriginal peoples and cultures in Canada's capital, and promotes a place of belonging for First Nations, Inuit and Métis in the academy.

Currently, the Centre for Aboriginal Culture and Education receives funding (to March 2016) from MTCU for specific activities related to Aboriginal student recruitment, retention and community partnerships; however, the MTCU funding does not include costs for operation of a centre.

Recommendation 2: Allocate funds for Elders to support annual Convocations and Honorary Degree ceremonies

The Student Support Subcommittee recommends that Carleton University allocate funds on an annual basis to pay for Elders to support annual convocations and honorary degree ceremonies. An amount of \$2,000-3,000 is requested to cover the cost of honorariums, travel and other associated costs related to Elders being present at these ceremonies.

Rationale:

This recommendation fits into the following fundamental values outlined in Carleton University's Aboriginal Co-ordinated Strategy:

- Carleton University respects and values Indigenous knowledge. Recognizing that Indigenous knowledge has an important place and role on campus, Carleton University welcomes opportunities to include Indigenous knowledge into the learning environment.
- Carleton University is unique in its ability to reflect and honour the diversity of Aboriginal peoples and cultures in Canada's capital, and promotes a place of belonging for First Nations, Inuit and Métis in the academy.



Currently, the Centre for Aboriginal Culture and Education (CACE) receives funding (to March 2016) from MTCU for the Visiting Elders Program. CACE would like to grow the Visiting Elders Program so there is diversity in First Nations, Inuit and Métis Elders/Senators that visit Carleton University and offer guidance and traditional teachings and knowledge to students, faculty and professional service staff. However, the budget is limited to help grow the Visiting Elders Program because a portion of the funding that is received by MTCU goes toward funding convocations (i.e. student convocation, spring and fall graduate convocation) and honorary degree ceremonies.

Recommendation 3: Allocate funds for a symposium, conference and online journal on Indigenous research

The Student Support Subcommittee recommends that Carleton University allocate funds for the 2015-16 academic year to host a symposium, conference and online journal on Indigenous research. An amount of \$25,000 is requested to support the cost of the following items: salary for a graduate student conference coordinator, keynote speaker, online journal article website design, honouraria for Elders and journal editors, room and equipment rental, catering and promotional material. The Student Support Subcommittee suggests the funding be dispensed to the Centre for Indigenous Research, Culture, Language and Education (CIRCLE), for the purpose of promoting and encouraging a student led symposium, conference and online journal.

Rationale:

This recommendation fits into the following fundamental values outlined in Carleton University's Aboriginal Co-ordinated Strategy:

- Carleton University respects and values Indigenous knowledge. Recognizing that Indigenous knowledge has an important place and role on campus, Carleton University welcomes opportunities to include Indigenous knowledge into the learning environment.

- Carleton University is unique in its ability to reflect and honour the diversity of Aboriginal peoples and cultures in Canada's capital, and promotes a place of belonging for First Nations, Inuit and Métis in the academy.

In visioning how Carleton University can support Indigenous undergraduate and graduate student retention and success, the Student Support Subcommittee recommends an allocation of funds for a symposium, conference and online journal that will focus on Indigenous research across multiple disciplines. The symposium, conference and online journal will be interconnected as means to engage in mentorship and network amongst emerging scholars.

The symposium and conference will be held on two consecutive days. The symposium will provide undergraduate and graduate students with an opportunity to present their research ideas to their peers in a supportive environment where students can give and receive constructive feedback. Moreover, it will be an opportunity where undergraduate students can network with graduate students and begin to build relationships with students, faculty, scholars, community members and Elders. Adjoined to the symposium is the Indigenous research-focused conference. This conference will draw in graduate students and faculty working on Indigenous research across multiple disciplines and universities. The conference is meant to complement the symposium and further the level of support for graduate student success.

Discussion initiated at the symposium and conference will act as an opportunity to continue the dialogue and sharing of knowledge through an online journal. All successful conference presenters will be able to publish their academic papers within the online journal. The symposium, conference and online journal will contribute to Carleton's endeavors in the recruitment, transition, retention and successful completion of Indigenous undergraduate and graduate students at the university.



Appendix B:

Reports from the Subcommittees – Faculty Recruitment and Development

Established in May 2014, the Faculty Recruitment and Development Subcommittee of the Aboriginal Education Council met four times on June 26, September 16, October 9 and November 13.

Membership

The initial membership consisted of:

Joy Mighty, Associate Vice-President
(Teaching and Learning) Co-Chair
Jennifer Adese, Faculty Member, Co-Chair
Linda Capperault, Director of Equity Services
Deb Chausonneuve, Community Representative
Kim Matheson, Vice-President
(Research and International)
Norah Vollmer, Manager of Faculty Affairs

By the end of the Fall Term in 2014, the membership had changed. Linda Capperault had retired from Carleton University and Jennifer Adese had stepped down to accommodate other commitments. Deb Chausonneuve agreed to serve as the community-co-chair and the committee welcomed Sheila Grantham as a PhD student representative. The committee also agreed to arrange for teleconferencing for community members to facilitate their attendance at subcommittee meetings.

Priorities

The Committee's primary objective, based on the identified AEC priorities, is to advise the AEC on ways of increasing Indigenous faculty recruitment and developing awareness of Indigenous culture and programs among faculty and staff at Carleton.

It was unclear whether the AEC priority to “align Aboriginal faculty with the population percentage” refers to the Aboriginal student population at Carleton (estimated to be approximately 700-800), the local Aboriginal population in the National Capital, or the Aboriginal population of Canada. It was noted that Carleton is falling behind other Ontario universities in Aboriginal faculty recruitment notably Ryerson University, the University of Toronto, Queen's University, and the University of Ottawa.

The committee agreed that increasing Indigenous faculty recruitment requires the following:

- A strategy for recruitment based on a multi-pronged approach rather than the reliance on a single activity;
- Carleton University must be seen as an employer of choice; that is, its environment must be welcoming

of Aboriginal cultures and Peoples;

- Career development opportunities for Aboriginal PhD students and contract faculty;
- Shifting the usual thinking and academic practice of not hiring our own students toward a mentoring approach for transition of Aboriginal PhD candidates into faculty positions and developing an inventory of PhD students.
- Addressing systemic barriers imposed by existing faculty, departmental and union policies, protocols, and agreements; for example, existing human rights policies permit exemptions for Aboriginal hiring.

Information Gathered/Actions Taken

1. The committee decided to gather information on exemplary practices from other universities that have increased their Indigenous faculty recruitment. One such university is Laurentian which has developed a strategy to align its Aboriginal faculty with its Aboriginal student population which is currently 10-11%. From Sheila Cote-Meek (S. C-M), a Laurentian University Indigenous scholar, the Committee learnt that:
 - a. Laurentian's AEC identified 2 goals: 1) increasing Aboriginal faculty; and 2) Changing curriculum
 - b. S.C-M was appointed Director, Native Academic Affairs in 2006
 - c. With support of the Provost, a new Master's in Indigenous Studies was also established
 - d. The new President also elevated this file
 - e. Laurentian implemented a “grow your own” process for new Indigenous faculty that was informally integrated with their Collective Agreement
 - f. In the past few years, the Provost has required that all new positions must include a link to Indigenous knowledge
 - g. They have hired eight new Aboriginal faculty members across a number of disciplines with the help of a recruiting firm
 - h. Regarding retention, they have a meet and greet every year in addition to orientation and they are setting up an Indigenous research group

- i. S.C-M has been promoted to Associate Vice-President (Academic and Indigenous Programs) and acts while the Provost is away.
 2. Members of the committee met with the hiring committees in Sociology and Anthropology and consulted with the hiring committee in Social Work for two new positions with Indigenous linkages. They discussed ways of eliminating barriers for Indigenous applicants in the recruitment process and increasing possibilities for hiring Indigenous faculty. The following recommendations were made:
 - a. Establishing the hiring committee:
 - i. Include an Indigenous committee member on the hiring committee as an internal or external committee member in accordance with the Academic Staff Hiring Policy and Procedures – Carleton’s AEC may be able to help identify someone.
 - b. Preparing the position advertisement:
 - i. Consider framing the position broadly using the term Indigenous, rather than Aboriginal, which encompasses First Nations, Inuit, and Métis peoples and in the context of North America, crosses traditional borders;
 - ii. Capitalize Indigenous;
 - iii. As applicable for the area, include a statement such as, “We particularly invite applications from Indigenous scholars” or “We are especially interested in candidates who work with Métis, First Nations and Inuit in Canada”, or a similar statement;
 - iv. Consider professional/community references in addition to academic references;
 - v. Request feedback on the position advertisement from an AEC member (as time permits).
 - c. Seeking a strong candidate pool:
 - i. Circulate the advertisement to Carleton’s AEC for dissemination to contacts, including listservs (as appropriate);
 - ii. Post on the Native American and Indigenous Studies Association (NAISA) website <http://www.naisa.org/job-postings/jobs.html>.
 - d. Considering non-traditional applications and interviews:
 - i. Consider professional/community references in addition to academic references;
 - ii. The Manager, Faculty Affairs, can help with immigration issues as required.
 1. Create Strategic Positions: For example, establish a Special Advisor to the Provost on Indigenous Issues. Establish four strategic faculty positions linked to priorities articulated in the Strategic Integrated Plan and the Strategic Mandate Agreement. (See recommendation #7 below for budgetary implications.)
 2. Integrate into the entire recruitment and appointment process (e.g. required qualifications, advertising, reviewing of applications etc.) the recommendations and steps discussed with the hiring committees as reported above. Incorporate this discussion at faculty affairs hiring committee sessions for chairs and directors.
 3. Include reference to Indigenous knowledge in all job descriptions, where relevant, as well as in all faculty development activities such as those offered by the EDC, including new faculty orientation (e.g. develop an Indigenous Studies 101-type course).
 4. Provide incentives for converting term appointments into preliminary appointments (cf the Banting PDF process); Explore converting New Sun into a preliminary appointment.
 5. Work with FGPA on graduate student initiatives; explore the possibility of developing a Post-Doc Mentorship Program (cf McMaster’s Social Work Department)
 6. Add Capacity Building – Indigenous Faculty to the VPARC agenda
 7. Budget Recommendations:
 - a. Special Advisor to the Provost on Indigenous Affairs (Internal Appointment)
 - Course release: 2.5 x CI rate – approximately \$40,000 (fiscal over 2 years)
 - Admin support: \$120,000 (fiscal over 2 years)
 - Travel/activities budget: \$50,000 (fiscal over 2 years)

Total: \$210,000
 - b. Strategic Faculty Positions
 - \$100,000 each x 4 = \$400,000 (base; topped up by Deans if required)

Total: 400,000
 - c. Honorarium for AEC Community Members

Honorarium for AEC Community Members Total: \$5,000
- Grand Total: \$215,000 (fiscal over 2 years)
 + \$400,000 (base)

Subcommittee Recommendations

Submitted January 16, 2015

The Subcommittee respectfully submits the following recommendations to the AEC.

Appendix C:

Indigenous Studies Courses and Electives offered at Carleton

To give a sense of the diversity and number of Indigenous Studies Courses and Electives offered to our students here at Carleton, see below an excerpt from the 2015-16 Academic Calendar.

Indigenous Studies (INDG) Courses

INDG 1000 [1.0 credit]

Introduction to Indigenous Studies

Survey of historical and contemporary issues relating to Indigenous peoples in Canada. Cultural traditions and the social interactions between Indigenous and non-Indigenous societies are approached from an interdisciplinary perspective.

INDG 2010 [0.5 credit]

Indigenous Encounters with Colonial and Nation-Building Projects in Canada

Interdisciplinary introduction to the history of encounters and changing relationships between Indigenous peoples and European newcomers. Topics include treaties, Métis history, Inuit and Northern issues, Indian status, residential schools, colonial policy and constitutional participation. This course provides the necessary background to understand contemporary Indigenous issues.

INDG 2011 [0.5 credit]

Contemporary Indigenous Studies

Indigenous and non-Indigenous perspectives on topics in contemporary Indigenous Studies. Topics include: social and cultural dynamics, treaty relationships, governance, cultural appropriation, identity politics and urban Indigeneity.

INDG 2012 [0.5 credit]

Anishinaabe Studies

In-depth look at the Anishinaabe peoples. Topics may include: Anishinaabe creation stories, migration, the clan system, worldviews; oral, written, and recorded history; treaties, contemporary events, ecological knowing, cultural production, relations with settler-colonies and other nations, self-governance, diplomatic relations.

INDG 3000 [0.5 credit]

Indigenous Representation in Contemporary Canada

Through the examination of Indigenous cultural productions in select cultural forms (literature, film, television, visual arts, music, performance), this course examines how contemporary Canadian Indigenous artists and cultural producers negotiate the complex and contradictory relationships between Indigenous and Euro-Canadian traditions of performance, representation and storytelling.

INDG 3010 [0.5 credit]

Indigenous Resurgence, Rights and Resistance

The changing relationships between Indigenous peoples and settler society in Canada, with focus on Indigenous mobilization and its consequences. Topics include colonization and decolonization; political mobilization and resistance; land, language, and cultural rights; direct action versus negotiation; post-colonial futures.

INDG 3901 [0.5 credit]

Selected Topics in Indigenous Studies

Topics vary from year to year.

INDG 4000 [0.5 credit]

Advanced Research Seminar in Indigenous Studies

Advanced seminar focusing on special topics that allow students to carry out substantial, in-depth research projects. Seminar will also include discussions on the ethics and politics of research on Indigenous peoples.

INDG 4101 [0.5 credit]

Métis Histories and Contemporary Realities

Interdisciplinary perspectives on the familial, social, political, cultural, and economic emergence of Métis communities across Canada. Topics may include the origins of Métis nationalism, colonialism and nation-building, residential schools, land claims, Métis identity and community, literatures, and cultural production.

INDG 4905 [0.5 credit]

Directed Studies I

An optional course normally restricted to fourth-year Honours students in Canadian Studies or Indigenous Studies and to Qualifying-year Graduate students. Includes supervised reading and written work in an Indigenous Studies area.

Indigenous Studies Electives

The following courses are deemed by the School of Canadian Studies to have significant Indigenous content, and can be included where appropriate as part of a minor in Indigenous Studies. Carleton courses not on this list may be applied as approved Indigenous Studies electives, but they must be approved by the Undergraduate Supervisor. Students taking courses at the University of Ottawa should consult with the Undergraduate Supervisor to gain approval for substituting them as approved Indigenous Studies electives.

ART HISTORY

ARTH 2005 [0.5]	Arts of the First Peoples: The Woodlands, the Plains and the Subarctic
ARTH 2006 [0.5]	Arts of the First Peoples: The Southwest, the West Coast and the Arctic
ARTH 2008 [0.5]	Inuit Art
ARTH 4005 [0.5]	Topics in Contemporary Aboriginal Art

CANADIAN STUDIES

CDNS 4800 [1.0]	Internship Practicum
CDNS 4801 [0.5]	Internship/Practicum
CDNS 4802 [0.5]	Internship/Practicum
CDNS 4901 [0.5]	Selected Topics in Canadian Studies
CDNS 4902 [0.5]	Selected Topics in Canadian Studies
CDNS 4903 [0.5]	Études dirigées I
CDNS 4904 [0.5]	Études dirigées II
CDNS 4905 [0.5]	Directed Studies I
CDNS 4906 [0.5]	Directed Studies II
CDNS 4907 [1.0]	Directed Studies III

(Provided they have Indigenous content)

CHILD STUDIES

CHST 1002 [0.5]	Childhood in Canadian Context
CHST 3002 [0.5]	Special Topics in Child Studies

ENGLISH

ENGL 3960 [0.5]	Studies in Indigenous Lit.
ENGL 4960 [0.5]	Indigenous Literatures I
ENGL 4961 [0.5]	Indigenous Literatures II

FIRST YEAR SEMINAR

FYSM 1900 [1.0]	Selected Topics In the Study of Academic Discourses (specifically the section on Aboriginal Topics)
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GEOGRAPHY

GEOG 3501 [0.5]	Geographies of the Canadian North
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HISTORY

HIST 3510 [0.5]	Indigenous Peoples of Canada
HIST 3511 [0.5]	Themes in Indigenous History

LAW

LAWS 2201 [0.5]	Persons and Property
LAWS 2202 [0.5]	Obligations
LAWS 2501 [0.5]	Law, State and Constitution
LAWS 2502 [0.5]	Law, State and Citizen
LAWS 3504 [0.5]	Law and Aboriginal Peoples
LAWS 4504 [0.5]	Aboriginal Criminal Justice

LINGUISTICS AND LANGUAGE STUDIES

LANG 1010 [0.5]	Introduction to a Language I
LANG 1020 [0.5]	Introduction to a Language II

(When the language offered is an Indigenous language of Canada)

MUSIC

MUSI 4104 [0.5]	Musics of Canada's First Peoples
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POLITICAL SCIENCE

PSCI 4109 [0.5]	The Politics of the Canadian Charter of Rights and Freedoms
PSCI 4206 [0.5]	Indigenous Politics of North America

SOCIAL WORK

SOWK 4102 [0.5]	Aboriginal Peoples and Social Policy
SOWK 4203 [0.5]	Social Work Practice from an Aboriginal Perspective

SOCIOLOGY/ANTHROPOLOGY

ANTH 2610 [0.5]	Studies in Indigenous Peoples of North America: Current Issues in Anthropological Research
ANTH 3570 [0.5]	Studies in Art, Culture and Society
ANTH 3600 [0.5]	Studies in Anthropology and Indigenous Peoples
ANTH 4610 [0.5]	Advanced Studies in Indigenous Peoples of North America: Current Issues in Anthropological Research
SOCI 3570 [0.5]	Studies in Art, Culture and Society
SOCI 3810 [0.5]	Studies in Social Policy



Appendix D:

Department of University Communications Stories Sept. 1, 2014 to August 31, 2016

Monday, June 20, 2016

Even though history typically looks back at the past, Carleton University graduate Linda Grussani is focused on the present day — and the future — in her new role as the Aboriginal art curator at the Canadian Museum of History.

<https://carleton.ca/our-stories/story/curating-culture/>

Monday, June 20, 2016

For generations, scientists regularly did “mosquito research” when working in Indigenous communities. They flew in, extracted the information they needed, then left town and were not heard from until an article appeared in an academic journal. That practice has changed over the past couple decades. Today’s research is much more collaborative and communicative. But this revolutionary transformation still needs the occasional push, such as the Carleton University Institute on the Ethics of Research with Indigenous Peoples (CUERIP), which was held in the River Building from June 5 to 10.

<http://newsroom.carleton.ca/2016/06/20/carleton-institute-guide-indigenous-research-ethics/>

Monday, June 20, 2016

Carleton’s Ojigkwanong centre, part of the university’s Centre for Aboriginal Culture and Education (CACE), is now sporting a new intricate permanent ceiling installation called the Light Keeper, made by Manuel Báez, an associate professor at the Azrieli School of Architecture and Urbanism in the Faculty of Engineering and Design.

<http://newsroom.carleton.ca/2016/06/20/indigenous-art-ceiling/>

June 2016

Way back in the early 1970s, Viviane Gray was the first university graduate from the Listuguj Mi’gmaq First Nation located in southeast Quebec. She graduated from Carleton. Now, her nephew Darcy Gray will be one of the first two students to graduate from the Graduate Diploma in Indigenous Policy and Administration (IPA) program.

<http://carletonnow.carleton.ca/june-2016/first-graduates-of-indigenous-diploma-program-prize-what-theyve-learned/>

June 2016

AESP grad completes social work degree and lands job of her dreams: Carleton University has a special place in Jessica Jackson Clement’s heart – it’s where she succeeded. As the 33-year-old Aboriginal student prepared for her spring graduation, she reflected on the length of her journey and her path to the future.

<http://carletonnow.carleton.ca/june-2016/aesp-grad-completes-social-work-degree-and-lands-job-of-her-dreams/>

Friday, May 6, 2016

For Carleton University student Olivia Chassin de Kergommeaux, the honouring ceremony for Indigenous post-secondary graduates held at the Museum of History in Gatineau on May 3 was a meaningful tie to her community and helped her honour her ancestors. The 24-year-old Métis, who completed her BA in Child Studies with a minor in Indigenous Studies, said she has always wanted to become an elementary school teacher. She was one of seven Carleton graduates among 63 Indigenous students participating in the special ceremony at the museum’s First Peoples Hall.

<http://newsroom.carleton.ca/2016/05/06/traditional-ceremony-honours-indigenous-graduates/>

April 2016

When the Canada Council for the Arts announced it was looking for a curator to do a show at the new Âjagemô art space last fall, Carleton PhD candidate Alexandra Kahsenni:io Nahwegahbow was skeptical about applying. It would be her first time curating an exhibit and she wasn't sure she had the confidence. However, after receiving encouragement from Sandra Dyck, director of the Carleton University Art Gallery (CUAG), Nahwegahbow applied and was chosen for the position.

<http://carletonnow.carleton.ca/april-2016/student-curates-exhibit-on-indigenous-concepts-of-time/>

Tuesday, April 26, 2016

More than 400 high school students attended the fourth annual youth conference in honour of Canada's National Day of Remembrance and Action on Mass Atrocities on Friday, April 22. The full-day conference presented a variety of workshops and guest speakers focused on youth engaging in reconciliation.

<http://newsroom.carleton.ca/2016/04/26/carleton-hosts-national-chief-dwight-dorey-at-youth-conference/>

Thursday, April 21, 2016

The Kitikmeot Heritage Society today launched the Fifth Thule Atlas, a digital platform that compiles ethnographic information collected by early Arctic explorers and returns it to descendant Inuit populations before it is lost. The atlas is a novel approach to cybercartography, combining various forms of geo-located knowledge to map Inuit stories, artifacts and place names. It has been specifically designed to accommodate Inuit approaches to learning, storing and disseminating cultural knowledge. The framework has lower bandwidth requirements to ensure accessibility in northern and remote communities.

<http://newsroom.carleton.ca/2016/04/21/new-digital-atlas-returns-early-traditional-knowledge-to-inuit-communities/>

Thursday, March 3, 2016

When seven-year-old Laurick Corriveau explained the concept behind his simple drawing of a parent and child holding hands, Carleton PhD candidate Trina Cooper-Bolam was touched by the unsophisticated yet powerful argument behind his words. The Grade 2 Yukon boy was the youngest of 10 students honoured March 1 at a ceremony at Rideau Hall as recipients of Imagine a Canada, a national art and essay competition organized by the National Centre for Truth and Reconciliation (NCTR).

<http://newsroom.carleton.ca/2016/03/03/canadian-youth-declare-their-visions-for-a-reconciled-canada-through-their-art/>

February 2016

Carleton's Aboriginal Service Centre (ASC) launched a new month-long campaign in January to celebrate Indigenous culture with the campus community. RISE 2016, which stands for Revitalizing Indigenous Strength and Education, is a fresh take on what has previously been called Aboriginal Awareness Month at Carleton. The initiative began in 2007 as a day-long celebration of Aboriginal culture and later spanned a week before becoming a month-long event in 2012.

<http://carletonnow.carleton.ca/february-2016/student-rise-campaign-celebrates-indigenous-strength-and-culture/>

Friday, December 4, 2015

Archaeologists piece together clues about the past by digging in the dirt, but sometimes their findings are lost to the ravages of time. Writers, on the other hand, do some of their best historical sleuthing by sifting through online databases. So when Carleton Journalism Prof. Randy Boswell tripped across an 1860 article in an obscure journal while at home on his couch, he and collaborator Jean-Luc Pilon, an archaeology curator at the Canadian Museum of History and an adjunct professor at the university, could finally complete a puzzle that had been confounding historians for more than 150 years. Boswell and Pilon's rediscovery, detailed in a pair of articles published in the latest issue of the Canadian Journal of Archaeology, confirms that there was an ancient Indigenous burial ground on the sandy shore of the Ottawa River on or adjacent to the grounds of the history museum, and provides further evidence that the National Capital Region was an important cultural and economic gathering place for First Nations from throughout the area long before Ottawa became the capital of Canada.

<https://carleton.ca/our-stories/story/unearthing-indigenous-history/>

Saturday, November 14, 2015

The Honourable Justice Murray Sinclair, chair of the Truth and Reconciliation Commission (TRC), delivered a powerful, moving speech on Saturday at Carleton University's fall Convocation after he was presented with a Doctor of Laws honoris causa for his exceptional judiciary career and his role in leading the TRC's report on Canada's Indian Residential School system. The honorary degree recognizes his dedication, care and service to Indigenous people and all Canadians. Renowned tenor Ben Heppner also received an honorary degree.

<https://carleton.ca/our-stories/story/indigenous-truth/>

October 2015

“Some of us are haunted by dreams at night. For Canadian novelist Joseph Boyden, it’s his characters’ voices that keep him up, beckoning him to tell their stories. As the guest speaker at Carleton’s Munro Beattie lecture on Oct. 21, Boyden—of Irish, Scottish and Ojibwe heritage—hopes to share his passion for writing not in his own voice, but in one that shines light on Aboriginal stories.

<http://carletonnow.carleton.ca/october-2015/voicing-aboriginal-stories-novelist-joseph-boyden-to-speak-at-carleton/>

Thursday, September 24, 2015

Acting on Carleton’s Aboriginal Co-ordinated Strategy that calls for more Indigenous knowledge in the learning environment, the Centre for Aboriginal Culture and Education (CACE) has been encouraging attendance for the moccasin school, where they will make their own pair of moccasins or mukluks under the guidance of a traditional teacher. Mallory Whiteduck, CACE liaison officer, says the program’s purpose “is not only to revitalize the traditional craft of making moccasins or mukluks for Aboriginal students who are separated from their home communities and to provide that connection to learning from people who teach the craft, but also to provide some balance for students who are very much focused on their academics.”

<http://newsroom.carleton.ca/2015/09/24/indigenous-presence-growing-on-carleton-campus/>

Wednesday, September 16, 2015

Carleton University’s Centre for Aboriginal Culture and Education (CACE) in partnership with Manitobah Mukluks, is launching the Storyboot project today.

This innovative new program for Carleton students will take place over six weeks and is part of Carleton’s commitment to include Indigenous knowledge in its learning environment.

Students will be taught by Algonquin artisan Stephanie Tenasco from Kitigan Zibi Anishinabeg while potentially earning credits towards their degrees. The Storyboot project aims to revive the traditional Aboriginal art of crafting pucker-toe moccasins by hand.

<http://newsroom.carleton.ca/2015/09/16/new-carleton-program-aims-to-revive-the-traditional-art-of-crafting-moccasins/>

Wednesday, June 10, 2015

Carleton University today conferred a Doctor of Laws, honoris causa, on Madeleine Kētēskwew Dion Stout in recognition of her outstanding contributions as an advocate for the rights of Indigenous people, health reform, health education, development of public policy and an improved health care system for all Canadians.

<http://newsroom.carleton.ca/2015/06/10/madeleine-keteskew-dion-stout-receives-honorary-degree-from-carleton-university/>

Wednesday, May 27, 2015

Carleton University’s Aboriginal Centre, Ojigkwanong, hosted a special event today for the Social Sciences and Humanities Research Council (SSHRC) as it launched new initiatives to provide broader support for Aboriginal research.

<http://newsroom.carleton.ca/2015/05/27/carleton-hosts-social-sciences-and-humanities-research-council-launch-of-new-initiatives-to-support-aboriginal-research-2/>

Monday, April 27, 2015

This June, Carleton University will offer Canada’s first program dealing with the ethics of engaging in Aboriginal research – a five-day course for a diverse audience of researchers, government representatives and non-governmental organizations, as well as First Nations, Inuit and Métis community members.

<http://newsroom.carleton.ca/2015/04/27/carleton-offers-unique-program-on-aboriginal-research-ethics/>

Wednesday, April 22, 2015

Kahente Horn-Miller, Carleton University’s New Sun Visiting Aboriginal Scholar in the School of Canadian Studies, introduced herself at a Research Works luncheon in the traditional Mohawk manner. She is, she said, Kahente of the Bear Clan and she comes from the place of the Mohawk.

<http://newsroom.carleton.ca/2015/04/22/carleton-visiting-scholars-research-hits-close-to-home/>

Wednesday, April 15, 2015

Carleton University recently unveiled a painting dedicated to Joy Maclaren, a passionate supporter and advocate of higher education and minority rights. Maclaren, who passed away in 2014, was committed to supporting the university. Maclaren has long supported the traditions of Canadian Aboriginal people. In 1993, Aboriginal elders gathered at a special ceremony in Alumni Park to honour her with the name New Sun, recognizing Maclaren’s leadership in advancing the goals of Aboriginal People across the country.

<http://newsroom.carleton.ca/2015/04/15/carleton-university-unveils-painting-dedicated-to-joy-maclaren/>

Tuesday, April 14, 2015

Carleton University's Allan J. Ryan, associate professor in the School of Canadian Studies and the Department of Art History, has been named Distinguished Educator as part of OCAD University's inaugural Alumni of Influence Awards. Ryan is one of North America's foremost interpreters of contemporary Aboriginal art whose achievements go well beyond conventional scholarship and teaching. He was appointed New Sun Chair in 2001, the first university chair in Canada devoted to Aboriginal art and culture.

<http://newsroom.carleton.ca/2015/04/14/allan-j-ryan-honoured-with-ocad-universitys-inaugural-alumni-of-influence-award/>

Tuesday, March 24, 2015

Carleton University Art Gallery (CUAG) is delighted to congratulate Robert Houle, winner of a 2015 Governor General's Award in Visual and Media Arts. Houle was co-nominated by Sandra Dyck, director, Carleton University Art Gallery and Barry Ace (Odawa), visual artist. "Robert Houle is one of Canada's most important contemporary artists," Dyck and Ace stated. "His work has indelibly shaped Aboriginal and Western art histories, in Canada and internationally. Over the last 40 years, he has forged a distinctly Aboriginal visual language, reframing the language of modernism to be inclusive of Anishinaabeg perspectives."

<http://newsroom.carleton.ca/2015/03/24/carleton-university-art-gallery-nominee-robert-houle-wins-governor-generals-award-in-visual-and-media-arts/>

Tuesday, March 3, 2015

Voice after voice spoke of the need to end violence against Indigenous women and girls and to make the lives of Indigenous people "matter." Many stood up to announce what actions they're taking in their communities and what more needs to be done. At the day-long Peoples' Gathering at Carleton University on Feb. 27, one woman's voice spoke more strongly than the others. Beginning and ending the proceedings by drumming and singing the Woman's Warrior Song, CeeJai Julian (Shining Eagle Woman) said the event, which attracted some 150 people was "an amazing gathering."

<http://newsroom.carleton.ca/2015/03/03/peoples-gathering-carleton-gives-voice-grief-relatives-missing-murdered-aboriginal-women/>

Friday, January 9, 2015

Carleton University's bid to become a noted centre of Aboriginal learning is getting a boost with two new Indigenous graduate programs and a focus on providing more services and events to ensure that students feel at home. Starting in summer 2015, the School of Public Policy and Administration will begin offering a concentration in Indigenous Policy and Administration (IPA) as part of its existing MA in Public Administration (MAPA), as well as a graduate diploma in IPA. The school is currently in the process of recruiting students.

<http://carleton.ca/our-stories/story/carleton-boosts-aboriginal-learning-and-services/>

Wednesday, January 7, 2015

Carleton University has announced the appointment of Karen Green as director of equity services. She has also been chief executive officer of the Native Women's Association of Canada. She previously had her own law practice and consulting firm. She worked with the Royal Commission on Aboriginal Peoples as lead adviser and writer of the chapter on Aboriginal women. She is a citizen of the Tyendinaga Mohawk Territory.

<http://newsroom.carleton.ca/2015/01/07/carleton-university-appoints-karen-green-director-equity-services/>

Wednesday, November 26, 2014

The ability to bridge First Nations, Métis and Inuit (FNMI) world views with non-FNMI world views and structures is essential for today's professionals working in Indigenous policy and administration contexts. The Màmìwininimowin (Algonquin language) concept of aditawazi nisoditadiwin captures this idea of being between two worlds with an understanding of both. Carleton University's School of Public Policy and Administration (SPPA) has developed two innovative and unique graduate programs in Indigenous Policy and Administration (IPA) that reflect the importance of this concept.

<http://newsroom.carleton.ca/2014/11/26/carletons-graduate-programs-indigenous-policy-administration-accepting-applications/>

Monday, September 29, 2014

More than 200 people took part in the Fourth Annual Kikinàmàgan (Student) Pow Wow on Saturday, Sept. 27 on the Cégep Heritage College campus. Carleton University, the University of Ottawa, Algonquin College, Cégep Heritage College, La Cité and the Cree School Board organized the event.

<http://newsroom.carleton.ca/2014/09/29/annual-kikinamagan-pow-wow-connects-students-community/>

ABORIGINAL EDUCATION
COUNCIL ANNUAL REPORT
SEPTEMBER 2014 - AUGUST 2015
SEPTEMBER 2015 - AUGUST 2016



Credit Waste and the BA – A Presentation

Senate: 28th April 2017

John Shepherd

What Is the Issue?

- 1,479 BA students applied to graduate in the Spring of 2016
- 529 of these students had at least one course 'extra to degree'
 - Transfer Credit on Admission
 - Preclusions
 - Failing to Meet University Regulations
 - Too many 1000-level courses
 - BA Breadth Requirement
 - Transfer between Programs
 - Transfer from Honours to General
 - Financial
 - OSAP Eligibility

Why Address Credit Waste?

- Students Become Discouraged and Leave the University
 - *Negative Effect on Graduation and Retention Rates*
- Students Take Longer than Necessary to Graduate
 - *Negative Effect on Graduation Rates*
- Students Become Dissatisfied with their University Experience
 - *Negative Effect on Reputation and NSSE Scores*
- University Revenues are Negatively Affected

What Produces Credit Waste in the BA?

- Credits Not in the Major
 - *Inconsistencies with 1998 BA Template*
- Too Many 1000-level Courses
- BA Breadth Requirements Not Met

Why Credits Not in the Major (CNIM)?

- Combined Honours (Distinctive Feature)
 - *Different Number of CNIM*
 - *Combined Honours Involves Thematic (ID) Major*
 - *Transfer from Single-Discipline Major*
- Mobility between Programs (41% Change Major)
 - *Change of Major*
 - *Transfer from Honours to General*

What To Do about CNIM?

- Eliminate Them (Working Group on Academic Rules + Regs)?
 - *No – Transparent and Consistent Method of Ensuring Breadth*
- Keep Them?
 - *Yes – Transparent and Consistent Method of Ensuring Breadth*
- **BUT** – Modify Their Application to Certain Types of BA Programs
 - *Eliminate CNIM for Combined Programs (recommendation 2)*
 - *Reduce CNIM Requirements for General Programs (recommendation 3)*
 - *Little or No Effect on Breadth*

The Importance of Advising – Credit Waste and CNIM

- Advising Mandatory if:
 - *Changing Major More than Once (recommendation 4)*
 - *Changing into Major in Which No Course Has Been Taken (recommendation 5)*
 - *Low GPA in Honours Program (recommendation 6)*
- Coordinate Recommendations with Other Advising Initiatives

Remaining Recommendations

- BA Program Descriptions Explicit (*recommendation 8*)
- Breadth Requirements within First 10 Credits (*recommendation 9*)
- Replace the 1998 BA Template (*recommendation 10*)
 - *Combined Majors with Thematic Programs*
 - *Grandparent Other Inconsistencies*

How to Process Recommendations?

- **Recommendations 2&3:** FASS and FPA Faculty Board approval required
 - *Approval will require that the necessary changes for each affected combined honors and general program be clearly specified and communicated*
- **Recommendations 4 to 6:** for information and discussion (FASS and FPA Curriculum Committees and Faculty Boards)
- **Recommendations 8&9:** FASS and FPA Faculty Board endorsement required for implementation by SCCASP and the Registrar's Office
- **Recommendation 10:** Senate to suspend 1998 Template and request SCCASP to develop new BA Template in collaboration with the Offices of the Deans of FASS and FPA, the Office of the Registrar and the Office of the Vice-Provost for consideration, followed by approval by FASS and FPA Faculty Boards

DATE: April 21, 2017

TO: Senate

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

RE: Credit Waste, Credits Not in the Major & the 1998 BA Template
Motions

1. THAT Senate suspend the BA Template passed by Senate in 1998.
2. THAT Senate request SCCASP to develop a revised BA Template in collaboration with the Deans of FASS and FPA, the University Registrar and the Vice-Provost for approval by the Faculty Boards of FASS and FPA, SCCASP and Senate.



MEMORANDUM

From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: April 28, 2017
Subject: Post Baccalaureate Diploma Description and Admission Requirements
Double counting rule

Senate approval:

1. Post-Baccalaureate Diploma

Motion: That Senate approve a fourth descriptor for the Post-Baccalaureate Diploma credential, with effect from 2017-2018, as follows:

[A post-baccalaureate diploma is defined as a stand-alone undergraduate credential intended to:

- qualify a candidate for consideration for entry into a master's program, or
- bring a candidate who already possesses a bachelor's degree up to a level of a bachelor's degree of 20.0 credits or more in another discipline, or
- provide a candidate who already possesses a twenty-credit bachelor's degree in the same discipline the opportunity to bring their previous studies to current equivalents and/or to examine alternative areas], or
- provide a candidate with a professional undergraduate credential for which the prior completion of an undergraduate degree program is appropriate.

2. Admission Requirements - Post-Baccalaureate Diploma, Certificate and Minor in Professional Writing

Motion: That Senate approve the admissions regulations for the Post-Baccalaureate Diploma and Certificate in Professional Writing, as presented, effective 2018-19.

3. Double Counting Rule – Minor in Professional Writing

Motion: That Senate approve the waiving of the double-counting rule for students registered in the Minor in Professional Writing who are also registered in BA programs in English and Applied Language and Discourse Studies, effective 2018-19

DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Certificate in Professional Writing – **New Program Approval**

SAPC Motion

THAT SAPC recommends to Senate the approval of the Certificate in Professional Writing as presented to commence in the fall 2018.

Senate Motion

THAT Senate approve the introduction of the Certificate in Professional Writing as presented to commence in the fall 2018.

Background

The Professional Writing Certificate is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program where a student has second year standing and a CGPA of 7.5 or higher.

Attachments

Executive Summary
Letters of Support
Library report
Courseleaf entry

DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Post-Baccalaureate Diploma in Professional Writing – **New Program Approval**

SAPC Motion

THAT SAPC recommends to Senate the approval of the Post-Baccalaureate Diploma in Professional Writing as presented to commence in the fall 2018.

Senate Motion

THAT Senate approve the introduction of the Post-Baccalaureate Diploma in Professional Writing as presented to commence in the fall 2018.

Background

The Post-Baccalaureate Diploma is intended as a program option designed to provide students with a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts. Students applying for admission must have an honours undergraduate degree with a GPA of 8.0 or higher.

Attachments

Executive Summary
Letters of Support
Library report
Courseleaf entry

DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), Chair, Senate Academic
Program Committee

RE: 2017-18 Calendar Curriculum Proposals
Major Modifications

Background

Following Faculty Board approval and, as part of academic quality assurance, major curriculum modifications are considered by the Carleton University Committee on Quality Assurance (CUCQA), the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP) and the Senate Academic Program Committee (SAPC) before being recommended to Senate.

Library Reports

In electronic communications dated March 21st and 24th, 2017 members of the Library staff, upon review of the proposals, confirmed no additional resources were required for these 2018-19 major modification.

Documentation

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

Major Modifications

1. Minor in Professional Writing

CUCQA approval: April 18, 2017

SCCASP approval: April 18, 2017

SAPC Motion April 20, 2017

THAT SAPC recommends to Senate the approval of the minor in Professional Writing as presented to commence in the fall 2018.

Senate Motion April 28, 2017

THAT Senate approve the introduction of the minor in Professional Writing as presented to commence in the fall 2018.

2. Bachelor of Global and International Studies Specialization and Stream in French and Francophone Studies

CUCQA approval: March 22, 2017

SCCASP approval: April 4, 2017

SAPC Motion April 6, 2017

THAT SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in French and Francophone Studies as presented to commence in the fall 2018.

Senate Motion April 28, 2017

THAT Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in French and Francophone Studies as presented to commence in the fall 2018.

3. Bachelor of Global and International Studies Specialization and Stream in Global Genders and Sexualities

CUCQA approval: March 22, 2017

SCCASP approval: April 4, 2017

SAPC Motion April 6, 2017

THAT SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in Global Genders and Sexualities as presented to commence in the fall 2018.

Senate Motion April 28, 2017

THAT Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Global Genders and Sexualities as presented to commence in the fall 2018.

4. Bachelor of Global and International Studies Specialization and Stream in Teaching English in Global Contexts

CUCQA approval: March 22, 2017

SCCASP approval: April 4, 2017

SAPC Motion April 6, 2017

THAT SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in Teaching English in Global Contexts as presented to commence in the fall 2018.

Senate Motion April 28, 2017

THAT Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Teaching English in Global Contexts as presented to commence in the fall 2018.

DATE: April 21, 2017

TO: Senate

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

RE: Dominican University College - Minor Modifications

Background

As part of the affiliation agreement with the Dominican University College (DUC), and through Carleton's Institutional Quality Assurance Process (IQAP), covering also the academic, non-vocational degree programs of Dominican University College, Carleton University plays a role in curriculum and program review and approvals at Dominican University College.

Minor modifications approved by the Dominican University College's Academic Council are provided to Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) for information; please see attached IQAP Appendix 6b for a flow chart of the process.

The Office of the Vice-Provost and Associate Vice-President (Academic) is in receipt of the approved course changes as provided in the attached documents.

The Dominican University College 2017-18 course changes are being provided to Senate for information.

MEMORANDUM
from the Clerk of Senate



TO: Senate
FROM: D. Russell, Chair, Senate Governance Committee
DATE: April 24, 2017
SUBJECT: Senate Financial Review Committee

The Senate Governance Committee, at the request of Senate, has reviewed the materials concerning the Senate Financial Review Committee. Our revisions serve to give Senate more direct oversight of the Committee and to broaden the scope of work the Senate can ask the Committee to perform. In doing so we are suggesting that the name of the committee be modified to the "Senate Review Committee."

The membership of the Committee remains essentially unchanged with the addition of an additional graduate student to the Committee. Following the model of the existing Financial Review Committee, the Committee can choose to add resource persons (non-voting) to its membership to aid in its work. It is expected that the Vice Presidents (or their representatives) will have an important and ongoing role in the work of the Committee.

MOTION: THAT Senate approve the attached revisions to the Terms of Reference for the Senate Financial Review Committee and rename it as the Senate Review Committee.

Senate Review Committee (Proposed)

Terms of Reference

The Senate Review Committee will respond to specific questions posed by Senate based on the mandate of Senate. The Committee will gather and synthesize information from a broad range of sources, both internal and external to the University. The Committee will systematically review and summarize the information for presentation to Senate and provide a report to Senate. The Committee may also provide any advice to Senate regarding the question(s) being considered. The committee's reports will respect the constraints of confidentiality.

The committee will review and report annually on the finances of the university and on student enrolment. In addition, Senate may request that the committee prepare reviews of various aspects of support for teaching, learning and research. When possible, these reports should be coordinated with presentations to Senate from the administration on these topics.

Composition (10 members)

- A chair elected by Senate and chosen from the elected faculty membership of Senate;
- One faculty representative from each of the university's six Faculties (including the Faculty of Graduate and Postdoctoral Affairs);
- Two undergraduate students;
- Two graduate student.

Support

The secretariat of this committee will be provided by the Senate Office.

Representatives from the Senior Administration and the Office of Institutional Research and Planning, and any such others as are from time to time determined by the committee, may be added to the committee as non-voting resource persons.

Note

This Committee replaces the Senate Financial Review Committee.

Senate Financial Review Committee (Current)

Terms of Reference

It will be the prime concern of this Committee to ensure that the financial implementation of programs is consistent with the academic objectives of the University as established by Senate. Accordingly, the Senate Financial Review Committee will:

1. Advise Senate on the overall financial implications of the academic programs under consideration by the Senate Academic Planning Committee;
2. Advise Senate on recommendations it may make to the Administration regarding the financial implications related to the undergraduate and graduate programs approved by Senate;
3. Suggest to Senate modifications of such programs on the basis of academic merit when financial constraints require such modifications;
4. Informally review the budgeting processes of the University such that the integrity of the academic program, constrained as always by budgetary needs, is maintained;
5. Provide assistance to Senate in the conduct of its annual Budget Review exercise.

The Committee should meet at least once a year on an informal basis with the appropriate Committee of the Board of Governors so that the Board can be kept fully apprised as to what Senate considers to be the requirements for financing its academic program.

Composition

1. A Chair to be nominated by Senate Executive from the elected faculty membership of Senate (98/05/29-4359);
2. Six members of faculty to be elected by their respective faculty boards: Arts and Social Sciences, Public Affairs, Sprott School of Business, Science and Computer Science, Engineering and Design¹, and Graduate and Postdoctoral Affairs;
3. Three students, two undergraduate and one graduate, to be elected by their respective student associations.
4. The secretariat of the Committee will be provided by the Senate Office. As per the practice governing other Senate Standing Committees, the Secretary shall be a voting member of the Committee.
5. Representatives from the Offices of the Vice-President (Finance and Administration) and Planning Analysis and Statistics, and any such others as may, from time to time, be determined by Senate, may be added to the Committee as non-voting resource persons.

The Committee should seek, especially but not exclusively, the advice of faculty members expert in accounting and finance.

¹For the Faculty of Engineering and Design, it is understood that the elected member will, if possible, be on a rotating basis from the four constituent faculty boards.

SENATE EXECUTIVE COMMITTEE

**Tuesday, March 21, 2017
11:00 a.m. in 503C Tory Building**

MINUTES

Present: J. Debanné, B. Hughes, L. Morton, P. Ricketts, R. Runte, D. Russell, J. Shepherd

Regrets: D. Deugo, W. Felepchuk

1. Approval of the Agenda

It was **MOVED** (B. Hughes, J. Debanné) that the agenda be approved.
The motion **PASSED**.

2. Approval of the Minutes: February 7, 2017, January 19, 2017, and December 15, 2016.

It was **MOVED** (P. Ricketts, L. Morton) that all the minutes be approved with one correction to the February 7, 2017 minutes. The student's name in item four will be removed.
The motion **PASSED UNANIMOUSLY**.

3. Approval of Senate Agenda: March 31, 2017

The committee suggested that M. Piché present the 2017 Budget. The President stated that there are two separate student motions that will likely return to Senate at the April meeting. The motions are on the issue of course outlines and the sexual violence policy. Both issues are currently being discussed by SCCASP. J. Shepherd stated that SCCASP is reviewing the entire course outline policy: content, when it is provided, and how it is provided. P. Rickett's stated that he can present a report on gender distribution of faculty appointments. D. Russell stated that only one nomination for a Faculty Representative to Senate has been received for the 15 vacancies. P. Ricketts stated that he will follow-up with the Deans. J. Shepherd will also provide reports for Dominican College as item 8c.

4. Posthumous Recognition

The Clerk received a request for a posthumous recognition, recommendation from the Registrar's Office. The Clerk confirmed that the student completed more than six credits.

It was **MOVED** (D. Russell, J. Shepherd) that the Senate Executive Committee recommend that Senate approve a posthumous recognition certificate a student.

The motion **PASSED UNANIMOUSLY**.

5. Other Business

- **Election for Contract Instructor Representatives**

The committee discussed the election process for Contract Instructors. It should be held after the fall teaching schedule is known. For CI Senators, they must teach 0.5 credits per year. This should be evaluated in the summer. If a Senator fails to meet this requirement, then they will lose their seat. However, they are eligible to run again, once the requirement is met.

- **Senate attendance: enforcement of policy?**

The committee received the attendance record of all Senators. The current policy states that if a Senator has 2/3rds non-regret absences, then they lose their seat. Currently this policy is not enforced. It was recommended that the Senate Office should contact Senators who have missed three meetings. The Governance committee is discussing this issue and proxy voting. Current Senate regulations only allow ex-officio Senators to send a proxy. People attending Senate as a proxy should introduce themselves at the start of a meeting. Proxies must also register with the Senate Office before the meeting and will receive a proxy voting card.

- **June Senate meeting: review time**

The committee decided that the meeting time will be changed to: **10:00 a.m.**, Friday, June 23.

6. Adjournment

The meeting adjourned at 11:55 a.m.

SENATE EXECUTIVE COMMITTEE

Monday, April 3, 2017
Email Motion

MINUTES

Participants: J. Debanné, D. Deugo, W. Felepchuk, B. Hughes, P. Ricketts, D. Russell, J. Shepherd

The Executive Committee were emailed a motion by the Clerk:

That Senate Executive approve the appointment of Monique Senechal (FASS) in place of Karen March on the University Promotion Committee.

The motion **PASSED**.



Canada's Capital University

Department of Chemistry
203 Steacie Building
1125 Colonel By Drive
Ottawa, Canada K1S 5B6
Tel: (613) 520-3534
chemistry@carleton.ca
<http://carleton.ca/chemistry>

Thursday, April 20, 2017

RE: Report of the Academic Colleague from the Council of Ontario Universities meeting on April 6th, 2017.

Dear members of the Senate,

On April 6th, 2017, the Academic Colleagues from Ontario's Universities met at McMaster University in Hamilton, ON to receive updates on a variety of issues facing Ontario's universities and briefly discuss them collectively. During a working lunch, the Colleagues met with the Executive Heads from the 21 provincial universities, this constituted the meeting of the Full Council. The main takeaways from these meetings are summarized in point form for your convenience below:

The morning started with a high-level summary of the main issues in the province, provided by the staff at COU:

Provincial funding review:

- First round of this is done
 - About enrollment management
 - Unless MAESD agrees to fund growth, it won't happen
 - Won't be a clear answer on impact until provincial budget comes down
 - One type of expected growth is from "flowthrough"
 - Larger first year courses mean larger upper year courses
 - This will likely be the first call on any new dollars
- SMAs:
 - Moving to more metrics
 - Many new metrics have been developed collaboratively between COU and MAESD
 - SMA2 will be about enrollment
 - SMA3 will likely be about outcomes based funding
 - OCAV has task force on outcomes of teaching and learning

OSAP and net billing:

- There is a need to show how effectively the student assistance part of the funding formula works
- 16 of 20 universities starting with net-billing in the fall

- Going to have a lot of data soon
- The government objective is to demonstrate that high tuition is not an impediment to higher education (students don't pay full price)
- OUAC to OSAP transfer of info would allow students to see the actual price they are paying (on OSAP site)
- Push away from the net bill being a part of any offer they get from an individual institution
 - This was initial idea from government but too logistically hard for each institution

Highly skilled workforce:

- Conversation with MAESD on the definition of experiential learning
 - COU's definition – activities facilitated by the Universities that:
 - Gain transferrable skills and competencies
 - Cultivate deep learning
 - Opportunities for reflection and critical analysis
- MAESD is considering a proposal for an innovation fund
 - Give an allocation to each university based on proposals that will impact experiential learning and increase the highly skilled workforce amongst graduates
- COU has a steering committee on this
 - Gathering information on costs of experiential learning
 - Collating information on current initiatives that universities have
 - Developing ideas about investments that COU wants to propose

Student data:

- MAESD announced an anti-racism strategy
- The government is proposing to collect statistics from universities on race in the student population
- OUAC is questioning the future of collecting gender on student applications
 - Human rights complaint recently that won (student didn't want to be asked)

The colleagues then had an enlightening discussion about the indigenization of university campuses with three guests that we invited to the meeting:

- Sheila Cote-Meek, Associate Vice-President, Academic & Indigenous Programs, Laurentian University
- Bonnie Freeman, Assistant Professor, Social Work and Chair, Indigenous Education Council and Circle of Indigenous Social Work Action Committee, McMaster University
- David Newhouse, Chair and Professor / Department of Indigenous Studies, Trent University.

All guests were themselves indigenous scholars. The conversation focused mostly on their educational and professional journeys but allowed all in attendance to talk about what indigenization meant to them. A clear message evolved that indigenization of university campuses without being done from the perspective of relationship between the indigenous and non-indigenous communities has the potential to become another societal fix that ultimately doesn't address the core of the issue – we need to create a society where we all live and lead and thrive together. This message was conveyed to the executive heads during the lunch meeting.

If any questions arise from the content of this report, please do not hesitate to ask.

A handwritten signature in black ink, appearing to read 'Jeff Smith', with a stylized, cursive script.

Academic Colleague, Carleton University

[Jeffrey C. Smith, Ph.D.](#)

Director, [Carleton Mass Spectrometry Centre](#)

[Associate Professor, Department of Chemistry](#) and [Institute of Biochemistry](#)

Associate Chair, [Graduate and Post-Doctoral Affairs](#)

Associate Director, [Ottawa Carleton Chemistry Institute](#)

Steacie Building, [Carleton University](#)

1125 Colonel By Drive

Ottawa, ON K1S 5B6

Phone: (613) 520-2600 x2408 Fax: (613) 520-3749