



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 24, 2020 at 2:00 p.m.
Via Zoom Videoconference**

AGENDA

Open Session:

- 1. Welcome & Approval of Agenda (open)**
- 2. Minutes:**
 - a) E-poll March 16, 2020
 - b) Senate meeting March 27, 2020 (open session)
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
 - a. Senate membership ratification
 - b. Notice of non-advertised recruitment
 - c. Senate Schedule changes for 2020
- 7. SAT/UNS Implementation Motions**
 - a. Academic Performance Evaluation
 - b. Student Awards
- 8. Reports:**
 - a. SCCASP (H. Nemiroff)
 - b. SQAPC (D. Deugo)
- 9. SMA Update**

10. SIP – Second draft and notice of motion

11. Preliminary Operating Budget 2020-21 Presentation

12. Reports for Information:

- a. Senate Executive Minutes (March 15, 2020)
- b. Faculty Gender Equity Report (Provost)

13. Other Business

- a. FASS Faculty Board Resolution

14. Adjournment



Carleton University Senate

March 17, 2020 Email Motions

MINUTES

Participants*: A. Ahmad, S. Ajila, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, S. Boyle, D. Brown, J. Bruno, N. Cappuccino, A. Chandler, J. Cheetham, T. Daniels, J. Deaville, D. Deugo, T. di Leo Browne, P. Dion, C. Dion, D. Dragunoiu, K. Evans, P. Farrell, D. Gillberg, R. Goubran, P. Gunupudi, M. Haines, B. Hallgrimsson, K. Hellemans, O. Hobbs, F. Hosseinian, B. Hughes, C. Joslin, L. Kostyuk, J. Kovalio, Z. Kryworuchka, B. Kuzmarov, P. Lagasse, A. Lannon, J. Liu, C. Macdonald, R. McKay, H. Nemiroff, D. Nussbaum, S. Parathundyl, J. Paulson, A. Plourde, P. Rankin, M. Rooney, W. Shi, S. Shires, A. Shotwell, D. Siddiqi, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, J. Stoner, J. Tomberlin, C. Trudel, C. Viju, J. Voordouw, C. Warner, P. Wilson, J. Wolfart, P. Wolff, B. Wright, W. Ye

*Only Senators who responded to the e-poll are listed as Participants

Senators participated in two e-polls sent as a result of the rapidly evolving situation regarding the Covid-19 pandemic, and the need for Senate to approve adjustments to both academic and governance norms. The polls were sent in two separate emails on March 15, 2020. Voting opened at 11:30 am on March 15 and the polls closed at 4:30 pm on March 17, 2020.

E-Poll #1

Memo sent by: Clerk of Senate

Subject: Virtual Meetings of Senate in light of COVID-19

Number of Eligible voters: 79

Number of Responses: 64

Response Rate: 81%

<p>Motion: THAT Senate be empowered to meet remotely from March 18, 2020 until such time as health authorities and the University Senate deem it appropriate to resume in-person meetings.</p>

Results:

- Yes – support motion: 64
- No – do not support motion: 0

The motion **PASSED** with more than 2/3 majority.

E-Poll #2

Memo sent by: Provost

Subject: Academic Accommodations during COVID-19

Number of Eligible voters: 79

Number of Responses: 65

Response Rate: 82%

Motion: THAT, in light of the exceptional circumstances presented by COVID-19, Senate supports the cancellation of face-to-face final examinations for the Winter 2020 semester and furthermore, on an exceptional basis and without creating precedent, allows faculty and instructors to adjust the methods of assessment and weightings of course deliverables specified in their course outlines as needed to complete the Winter 2020 term successfully while maintaining academic standards and quality.

Results:

- Yes – support motion: 65
- No – do not support motion: 0

The motion **PASSED**.



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**Carleton University Senate
Meeting of March 27, 2020 at 2:00 pm
Via Zoom Videoconference***

MINUTES – OPEN SESSION

Present/Registered: A. Ahmad, S. Ajila, L. Akagbosu, B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, T. Boswell, A. Bowker, S. Boyle, D. Brown, J. Bruno, N. Cappuccino, A. Chandler, M. Close, C. Cruickshank, T. Daniels, J. Deaville, D. Deugo, T. Di Leo Browne, C. Dion, P. Dion, D. Dragunoiu, K. Evans, P. Farrell, D. Gillberg, R. Goubran, P. Gunupudi, H. Gupta, M. Haines, B. Hallgrimsson, K. Hellemans, O. Hobbs, F. Hosseinian, B. Hughes, C. Joslin, L. Kostjuk, J. Kovalio, Z. Kryworuchka, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, J. Liou, C. Macdonald, R. McKay, H. Nemiroff, D. Nussbaum, S. Parathundiyil, J. Paulson, M. Piche, A. Plourde, B. Popplewell, P. Rankin, M. Rooney, W. Shi, S. Shires, A. Shotwell, D. Siddiqi, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, J. Stoner, J. Tomberlin, A. Tremblay, C. Trudel, K. von Finckenstein, J. Voordouw, C. Warner, P. Wilson, J. Wolfart, P. Wolff, B. Wright, W. ye

Regrets: C. Viju,

Absent: J. Cheetham, A. Courchene, P. Lagasse, S. Moran, S. Srinivasan

Recording Secretary: K. McKinley

*Recording Secretary's Note: Due to the Covid-19 Pandemic and directives from public health authorities as well as federal and provincial governments, Senate moved to a virtual meeting platform for this meeting. The platform also allowed for Senators without a computer to join via telephone. Voting on motions was accomplished via a polling feature of the platform; those calling in registered their votes by email to the recording secretary.

Open Session:

1. Welcome (Chair) & Approval of Agenda

The Chair welcomed all Senators to the first ever remotely held Senate meeting, via Zoom. Due to the ongoing health crisis caused by the Covid-19 pandemic, Senate will continue to meet using video-conferencing platforms until it is safe

to resume in-person meetings.

The Chair began the meeting by reviewing the following video-conferencing protocols established for Senate Zoom meetings:

- Senators should remain muted and with video cameras off until called upon by the Chair to speak.
- Presenters can turn on their video camera and microphone when it is their turn to speak to an agenda item.
- Senators should activate the CHAT function and use it to gain the floor for questions and comments, and also to indicate when they want to move or second motions. Senators are asked to reserve the CHAT for these functions and not to use it for Chats on the side.
- Senators will be able to vote on motions via live polls. Those joining by telephone need to email the Assistant University Secretary their responses to each poll.

It was **MOVED** (M. Close, S. Parathundiyil) that Senate approve the agenda for the meeting of Senate on March 27, 2020, as presented.

The Chair noted that 4 emergency motions (circulated 2 days prior to the meeting), should be inserted as a new Item 6 on the agenda, entitled "Emergency Motions" and containing four sections (a, b, c, and d) for the four motions being presented. All subsequent Items on the agenda would be renumbered accordingly.

With this addition to the agenda, the motion **PASSED**.

2. Minutes: February 28, 2020 (open session)

It was **MOVED** (M. Haines, J. Bruno) that Senate approve the minutes of the Open Session on February 28, 2020, as presented.

The motion **PASSED**.

3. Matters Arising

There were none.

4. Chair's Remarks

The Chair began his remarks by acknowledging that the situation Carleton is faced with is unprecedented and extremely challenging. The Chair has been releasing daily updates, summarizing in real time the latest developments in the Covid-19 pandemic, and Carleton's responses to them. The priority in making these difficult decisions has always been the safety of the Carleton community, the need to flatten the curve of the pandemic, and the need to preserve Carleton's academic mission with flexibility and compassion, bringing students to the safe completion of the semester.

The Chair praised the entire Carleton community for their calm, mature and compassionate dedication to Carleton's academic mission and for helping students through this difficult time. He noted as well that Carleton has donated all of its protective medical equipment and supplies to the Ottawa Hospital for the frontline workers dealing with the Covid-19 pandemic.

5. Question Period

Three questions were submitted in advance by Senator Morgan Rooney:

- 1) *Can Senate Executive update the Senate body on plans for ensuring that Senate can continue its business and Senators can continue to participate in the business of Senate (hopefully, remotely)? (If someone else has asked a form of this question, feel free to disregard.)*

The Clerk of Senate responded to this question. Since the AGU contains a provision for e-votes, Senate was able to use an e-poll on March 16 to approve a provision allowing Senate to meet virtually through video-conferencing. This platform will enable Senate to continue to perform its academic governance duties and to complete the semester. The Clerk thanked Senators for their flexibility and for their support of these new measures.

- 2) *This crisis is exposing how ill-prepared the university sector is for something like this. When this current crisis has ended, will Senate or senior leadership recommend the formation of a committee to investigate and develop recommendations for emergency preparedness measures for everyone in a teaching role (faculty, CIs, and TAs) in the event of another pandemic? I'm thinking especially of basic competencies for teaching online in particular (using cuLearn, Kaltura, BigBlueButton; designing online assessments; etc.)? I am confident that Carleton's instructors care deeply for their students and will*

do everything they can to continue on, but I also know too well that asking 3500+ education workers (many in part-time roles) to transform their pedagogical practice over the course of a weekend is clearly going to present severe challenges.

The Provost responded to this question. He noted that a number of tools to move courses online are available to instructors. He also noted that instructors should remain flexible and accommodating in making the shift to online instruction and evaluation. The Chair added that the university sector does need to continue to prepare for events like this moving forward.

3) *What does the move to online course delivery (and online final exams) mean for programs that have accreditation requirements? (Engineering, Sprott, Social Work, etc.) Are we making these decisions regarding academic matters in consultation with the appropriate accreditation bodies?*

In response to this question, the Dean of Sprott circulated the following statement released by the Association to Advance Collegiate Schools of Business (AACSB) on March 18, 2020:

"In response to COVID-19 more than half of AACSB member schools have converted face-to-face courses to virtual options. These innovative offerings provide learners with an important balance: continuing their education while also ensuring the health of their communities. Many AACSB-accredited institutions have offered blended and online programs for years, and the accreditation standards support such delivery models and ensure the same high quality education as any other program."
Stephanie Bryant, Executive Vice President and Chief Accreditation Officer, AACSB

The Dean of Engineering also shared a statement released by the Canadian Engineering Accreditation Board (CEAB), which stated that the Accreditation Board criteria are not limited to a particular mode of delivery, and that universities temporarily moving courses online are not required to submit a notice of change to the CEAB.

The Dean of FPA noted that the School of Social Work at Carleton has worked closely with its accreditation body in devising its approach to deal with this situation. Many of the materials developed by Carleton's School of Social Work

are now being used by other institutions across the country, in both English and French.

Follow-up questions from Senators focussed on faculty workload as well as the possible waiving of some fees. Answers reflected the fact that it was early in the crisis and that issues of workload and finances would have to be considered holistically once all the information was available.

It was also asked whether there were plans to do a post-epidemic assessment to gather lessons learned, and whether the community would have the opportunity to provide feedback, and it was agreed that this was a good idea.

6. Emergency Motions

The Chair introduced four emergency motions that have been brought to Senate as a result of the Covid-19 pandemic. These motions were circulated to Senators just two days before the Senate meeting; as a result, each emergency motion was preceded by a waive-of-notice-of-motion vote requiring 2/3 majority approval.

Motion #1: Grade Mode Option

In order to ensure that students in the Winter 2020 term are not unduly disadvantaged by the recent mandated shift to remote delivery of all courses, the Provost's Office proposed an additional grading mode that would allow students, on a course-by-course basis, to convert their grades to SAT/UNS. The originally recorded grade would remain available in the student record, if it is needed for other purposes.

It was **MOVED** (P. Smith, J. Paulson) that Senate waive the notice of motion for the motion presented by the Provost regarding grade mode options for the Winter 2020 term.

The motion **PASSED**, with one abstention and none opposed.

It was **MOVED** (J. Tomberlin, K. Hellemans) that Senate approve the proposal to allow SAT/UNS designations for the Winter 2020 term, as presented.

Discussion:

- Senators asked if the SAT/UNS option might be harmful for some students, who may need the letter grades for graduate admissions, scholarships, etc., and that it might disadvantage strong students. In response, it was noted that the SAT/UNS designation is optional; students can choose to keep letter grades for their courses. Teaching staff are also encouraged to be as flexible as possible and to consider alternatives for students in

their classes as appropriate. Students who are not satisfied with the options provided by their instructor can contact their department Chair or Associate Dean. It was also noted that other schools will be aware of Covid-19 anomalies and will take these into consideration in graduate and scholarship applications.

- In response to a question regarding the timeline of the motion, it was noted that, if the motion is passed, a communication to the community will be released immediately after the Senate meeting, if possible. Students will have until May 29, 2020 to decide if they want to change their grading option to a SAT/UNS designation. This allows students to decide which option would be in their best interest. It was also noted that the student's request will not be shared with their instructor(s).
- In response to a question, it was noted that this option is not being offered for the summer term because courses offered in the first half of the summer 2020 term are prepared and ready to go online.
- A Senator asked how scholarships would work if students opt for SAT/UNS. The Registrar replied that all aspects of academic performance evaluation and scholarships, including individual formulas, will be examined to ensure that students will not be disadvantaged.
- A Senator asked how we can make it easier for students to understand their choices. The Registrar noted that all advisors have been fully briefed and will respond to emails as they receive them. Online FAQs will also be posted and available to students. It was also noted that an UNS grade will not prevent the student from progressing in their performance evaluation. Since the SAT/UNS will not be counted in the academic evaluation, a grade of UNS will not jeopardize a student who is under academic warning.
- The Registrar also noted that if a student requested a SAT/UNS instead of a letter grade, but later needs the letter grade s/he would have received for that course in order to meet entrance requirements, for example, the Registrar's Office can provide a confirmation for the institution.

The motion **PASSED**, with 2 abstentions and none opposed.

Motion #2: Convocation Dates 2020

In accordance with recommendations from health authorities and the provincial and federal governments regarding physical distancing guidelines, the Clerk of Senate presented a motion for Senate to support the decision to postpone the Spring Convocation to an unspecified date in the fall of 2020. The Clerk noted that Convocation would be postponed but students would still graduate in June.

It was **MOVED** (S. Paul, Z. Kryworuchka) that Senate waive the notice of motion for the motion from the Clerk of Senate regarding Convocation dates for 2020.
The motion **PASSED** unanimously.

It was **MOVED** (B. Kuzmarov, S. Boyle) that Senate supports the postponement of the Spring 2020 Convocation Ceremonies to a later time, with the new dates to be in line with the guidelines and regulations from health authorities and the provincial and federal governments.
The motion **PASSED** unanimously.

There was no discussion.

Motion #3: Academic Changes for Summer 2020 Semester

Senator J. Paulson presented a motion for Senate to confirm recommendations for Summer 2020 academic changes provided by the Academic Continuity Committee in response to the global pandemic.

It was **MOVED** (J. Paulson, A. Ahmad) that Senate waive the notice of motion for the motion presented by J. Paulson regarding academic changes to the Summer 2020 semester as a result of the Covid-19 pandemic.
The motion **PASSED**, with one opposed and no abstentions.

It was **MOVED** (J. Paulson, A. Tremblay) that Senate confirms the recommendation of the Academic Continuity Committee that:

- a. Given the current health emergency, all summer 2020 courses at Carleton will be offered through online and other methods of distance learning.
- b. Summer course registration shall be delayed appropriately. Programs must prepare for and make any necessary changes to their full schedule of courses in time for them to be available on Carleton Central by April 6, 2020.
- c. All outgoing international experiential learning opportunities are cancelled for the summer 2020 term.

These measures are understood by Senate to be an extraordinary response to an extraordinary situation, and are to be implemented without precedent for the normal operations of academic programs.

Discussion:

- A Senator asked if the extra workload imposed upon Contract Instructors to migrate courses online could be compensated, considering that they are already underpaid. The Chair indicated that the financial implications of the online migration are under consideration, but that no decisions have been made yet regarding compensation.
- Another Senator asked if teaching evaluations could be waived for the Summer semester, as many of the questions on these evaluations are not applicable to online delivery. The Provost replied that teaching evaluations have been suspended for the winter, and the issue is under discussion for the summer term.
- It was noted that only those courses that can be offered online will be offered over the summer term. Courses offered in the first summer term are ready for distance learning; any that require more development for the migration online have been moved to the second summer term. Instructors have the option of cancelling the course as well.
- The effect of cancelled courses on faculty workload calculations will be considered by Deans on a case-by-case basis, and accommodations can be provided as appropriate.

The motion **PASSED**, with 3 abstentions and none opposed.

Motion #4: Changes to Internship/Co-op Requirement for School of Industrial Design

As a consequence of the Covid19 pandemic, and the large-scale suspension of internship programs, students in the School of Industrial Design may not be able to complete the mandatory 12-week internship period required for 4th year students enrolling in IDES4400. The Director of the School of Industrial Design presented two motions to remedy this situation and to ensure that 4th-year students would be able to graduate.

It was **MOVED** (C. Joslin, A. Shotwell) that Senate waive the notice of motion for two motions presented to Senate on March 27, 2020 by the Director of the School of Industrial Design regarding changes to SID Co-op/Internship requirements. The motion **PASSED**, with one abstention.

It was **MOVED** (B. Hallgrimsson, L. Kostiuik) that Senate approve the suspension of aspects of the Calendar description for IDES 4400 for Winter 2020 through to Winter 2021 terms only, as presented. The motion **PASSED**, with 2 abstentions and none opposed.

There was no discussion.

It was **MOVED** (B. Hallgrimsson, C. Trudel) that Senate approves that Special Studies Course IDES 4305 in the 2020 Fall term serve as an equivalence to the IDES 4400 course in the Fall 2020 term only and will be a SAT or UNSAT graded program requirement, so as to have no impact on the CGPA.

The motion **PASSED**, with one abstention and none opposed.

There was no discussion.

7. Administration (Clerk)

a. Senate Committee membership update

The Clerk of Senate provided an update on the membership status of Senate Committees. There has been a strong response from Senators and faculty members to the Call for Nominations, but vacancies for Senators still remain on the Senate Executive Committee and the Senate Academic Governance Committee. The Call for Nominations has been extended to enable the Senate Office to fill the remaining vacancies before the end of the academic year.

b. Notice of non-advertised recruitment

The Senate Office received one notice for non-advertised recruitment for a spousal hire.

c. 2020-21 Schedule of Senate meetings (for information)

This schedule has been made available, and was circulated to Senators for information with meeting materials.

8. Reports:

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

The Chair of SCCASP presented four items for information:

- Minor Modifications
- Additional Regulations for the BA – courses that have been added to the BA for breadth requirements
- CDN2510/FINS2510 – correction/clarification of language in the calendar regarding mode of delivery

- BIB Requirements – ensuring that qualifications for trips abroad align with ISSO requirements

There were no motions for Senators, and there was no discussion.

b. Senate Quality Assurance and Planning Committee - SQAPC

The Chair of SQAPC presented two items for Senate approval and one item for information.

Major Modifications (for approval): Omnibus Motion

It was **MOVED** (D. Deugo, M. Barbeau) that Senate approve the major modifications as presented below with effect from Fall 2020.

The motion **PASSED**.

Individual Motions contained in the Omnibus:

- That Senate approve the introduction of the Master of Applied Business Analytics and TIMG 5907 as presented with effect from Fall 2020.
- That Senate approve the major modifications to the Master of Information Technology programs as presented with effect from Fall 2020.

Major Modifications: Dominican University College

Major modifications from DUC are brought to SQAPC, then to Senate for ratification.

It was **MOVED** (D. Deugo, M. Close) that Senate ratify the outcome of the quality assurance process for the major modifications to DTHI/DPHY & DTHI/DTHY4005.

The Vice-Provost noted an error in the motion as circulated: DTHI/DPHY should read DPHI/DPHY. The corrected motion should read thus: *that Senate ratify the outcome of the quality assurance process for the major modifications to DPHI/DPHY & DTHI/DTHY 4005.*

With this correction, the motion **PASSED**, with 3 abstentions and none opposed.

Minor Modifications: Dominican University College

Minor modifications, including course changes for 2020-21, approved by the Dominican University College Academic Council were provided to Carleton University for information.

c. Senate Academic Governance Committee - SAGC

The Senate Academic Governance Committee (SAGC) oversees and advises the Carleton Academic Student Government (CASG) on governance matters. The CASG council recently brought proposed changes to their constitution to SAGC for review. SAGC is recommending these changes to Senate.

It was **MOVED** (B. Kuzmarov, T. Boswell) that Senate approve the changes to the Constitution of the Carleton Academic Student Government (CASG) as presented.

The motion **PASSED**, with 2 abstentions and none opposed.

9. Report on Senate E-Polls, March 16-17

The Clerk reminded Senators of e-polls that had been circulated on March 16-17; results were circulated to Senators on March 17. There were no further questions or comments from Senators.

10. SMA Update

The Chair noted that due to the Covid-19 pandemic the provincial government has paused the SMA process. Updates from the Ministry are expected at a future date.

11. SIP -Report

The draft circulated at the last Senate meeting was posted publicly for comments on the SIP website. The period for public commentary has been extended to April 6th, and a second draft will be circulated to Senators for discussion at the April Senate meeting.

12. Reports for Information:

- a. Senate Executive Committee Minutes
- b. Membership Reports
 - i. University Promotions Committee
 - ii. Tenure and Promotions Appeal Committee

There was no discussion of these items.

13. Other Business

The Chair noted that the next Senate meeting in April will be held remotely. The Chair thanked all involved in setting up the video-conferencing platform for this meeting.

A Senator asked about access to library materials that are not online for doctoral students' research. The University Librarian stated that they are monitoring what other universities are doing and looking for options. It was noted as well that inter-library loans currently only are available for online materials.

A Senator also asked how the SAT/UNS motion will impact doctoral defenses. The Dean of FGPA stated that they are trying to be flexible and accommodating to students, and will be evaluating on a case-by-case basis.

14. Adjournment

The meeting was adjourned at 4:00 pm.

Senate Meeting April 24, 2020

Question Period

Submissions from A. Chandler (2 questions – student success)

- 1) With the unexpected transition to online learning, what steps are being taken at the university level with respect to the following problems that could impact student success in the winter term:
 - students who do not have regular access to the Internet/wifi
 - students who do not have regular access to a computer
 - PMC students
 - students who find themselves in unexpected financial/housing difficulties
 - 2) Insofar as the university is trying to communicate with students about changes that could affect them (such as the new Pass/Fail option), what steps is the university taking to ensure that these messages reach students who a) lack reliable Internet access b) are trying to keep Internet usage to a minimum because of issues with cost or access?
-

Submissions from M. Rooney (5 questions – fall term, Senate meetings, compensation, teaching evaluations)

1. **Given the current circumstances, will the Clerk of Senate or the Senate Executive consider and recommend the extension of Senate meetings into the summer months (July and August), on a one-time emergency basis, without setting a precedent?** It seems likely that, for this year, important decisions about the future of the institution may well take place in those months when Senate is normally dormant.
2. **Can the President or Provost update us on any initiatives or efforts Carleton is involved in or investigating in terms of preparing for the possibility that all Fall term courses may need to be taught online?** For instance, [Alex Usher of “Higher Education Strategy Initiatives”](#) has recently urged a sector-wide approach for common lower-level, larger-enrollment courses. Given [Prime Minister Trudeau’s declaration](#) on April 9th that “normality as it was before will not come back full-on until we get a vaccine for [COVID19],” it seems increasingly likely that the university will need to operate remotely for quite some time. For that reason, it is urgent that we begin to consider such things now, when there is still some time to do something.

3. **Still on the subject of the Fall term, can the President or Provost update us on any initiatives or efforts—either internal to the institution, or in tandem with the province—that the university is exploring to support student accessibility to Carleton’s courses in the event that our Fall term moves entirely online?** Specifically, how will Carleton (on its own or working with the province) support new and existing students who lack access to things such as stable internet connections as well as electronic devices with mics and webcams?
4. The University of Ottawa and its union for part-time instructors (APTPUO) [recently came to an understanding](#) regarding additional compensation for its contingent faculty in order to recognize the extra labour and training they undertook in the wake of the COVID-19 outbreak, as well as for training for summer term instructors. **What steps is Carleton taking to recognize and compensate the extra work and training that contract instructors have done that is, by definition, above and beyond what is stipulated in their contracts for the Winter term—work that, if it had not been completed, would surely have caused considerable (if not insurmountable) problems for departments and students alike?**
5. **What decision, if any, has the university made regarding the use of teaching evaluations for upcoming summer term courses?** As we discussed last month, some of the questions on the current evaluation (“How do you assess your instructor’s performance: in speaking audibly and clearly?; in beginning and ending classes promptly?; in meeting classes regularly as scheduled?”) do not reflect or account for the very different realities of online teaching, which often has, for instance, a significant asynchronous component. Consequently, the current teaching evaluation questionnaires, if used this summer, would do little to allow students to meaningfully evaluate the actual circumstances of their teaching and learning experience, and much of the data they produce would be invalid as a result.

Best,
MR

Submissions from H. Gupta (2 questions – international students)

Q-1: Carleton on April 8, sent an email entitled ‘Updates and Support for the 2020 Summer Term’ to all students. In this email they expressly state that despite the critical position students are in at the current moment due to lack of income, summer tuition fees cannot be waived off. Many graduate students' studies have not only been disrupted due to the restricted access to their office, the library, and resources on campus but have also forgone additional obstacles. They are facing the very real threat that paying bills, many of them have lost their summer employment or part-time jobs. If the student wishes, they need to have the assurance that they take a Leave of Absence or obtain Not

registered (NR) status without incurring academic or other penalties. At the moment, this clarity is still unresolved.

Part 1: Scholarship:

Carleton suggested the option of leave of absence, but many students who are receiving scholarships or grants from outside Carleton or their home countries, require them to register every term without a break. If they take leave of absence, their scholarship will be canceled. As mentioned students are unable to use any Carleton resources. Due to these extenuating circumstances, why aren't the summer tuition fees waived off?

Part 2: International Students:

Carleton providing two options Leave of Absence and Not Registered:

- For a student who has an official **Leave of Absence** of not more than 150 days:
 1. PGWP (Post graduate Work Permit) eligibility is preserved
 2. No work is authorized by the study permit during the leave period. The student may work again when enrollment is resumed.
 3. They will also be not on a student status for that term
- **Not Registered** - If I understand correctly, this designation is an exceptional circumstance due to COVID-19.
 1. PGWP (Post graduate Work Permit) eligibility is preserved
 2. No work is authorized by the study permit during the leave period. The student may work again when enrollment is resumed.
 3. They will also be not on a student status for that term
- During **school-scheduled breaks**:
 1. PGWP eligibility is preserved
 2. Students may work full-time (provided they have full-time status in the terms before and after the break)

If Leave of absence and NR (Not registered) will not be provided as part of a "scheduled break" then the international students are not eligible to work in summer and this is very bad for international students as many of them work in summer to earn their Fall tuition fees.

Why has Carleton not stated that Summer 2020 is a "School-scheduled break" (which is needed for immigration purposes), so that international students may be confident that they can work in the summer?

Q-2: All students are not eligible for CERB, financial aid provided by the Government. International students who joined in Winter 2020 and students who do not work during the school year, and have therefore not "lost income" because of COVID-19 (i.e. someone who is looking for a summer job, someone who is graduating) are not currently eligible for this much-needed emergency benefit.

Carleton has a very significant number of the International students and as we all know tuition Fees for international students are very high and due to this global pandemic, many international students cannot ask for support from their families as well.

How is Carleton specifically supporting International Students financially? What resources is Carleton producing or making readily available for international students?

Submission from J. Voordouw (fall term)

There is speculation that schools such as UCL in London, UK are moving to online learning for the upcoming fall term. There are also heard rumours that Harvard and Yale are considering pushing back the start of their academic year from September 2020 to January 2021. Given that the provincial and federal government have indicated that the pandemic will be here for the foreseeable future how is Carleton planning to successfully delivery its academic mandate (research and teaching) for the upcoming academic year?

Senate Membership Ratifications for terms beginning July 1, 2020

April 24, 2020

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

Faculty Members

- Christine Laurendeau – School of Computer Science
- George Harrison – Faculty of Arts & Social Sciences
- Jacob Kovalio – Faculty of Arts & Social Sciences
- Donald Russell – Faculty of Engineering & Design
- Sonia Gulati – Faculty of Science
- Alexis Luko – Faculty of Arts & Social Sciences
- Shazia Shadif – Faculty of Arts & Social Sciences

Students

- Afreen Ahmad (FPA)
- Kareem AlWazir (FPA)
- Jonathan Moore (Sprott)
- Julia Bruno (FASS)
- Olivia Hobbs (FASS)



MEMORANDUM

From: Provost and Vice-President (Academic)
To: Senate
Date: April 13, 2020
Subject: Academic Performance Evaluation – Winter 2020 Term

Introduction:

As our community continues to respond to the unprecedented challenge posed by COVID-19 by adapting our teaching to this new reality, it is important to ensure that our students will not be unduly disadvantaged by these changes. With the implementation of SAT/UNS grading mode for the winter 2020 term, I am proposing an amendment to the Academic Performance Evaluation rules for the 2019-2020 academic year **ONLY, on an exceptional basis and without prejudice**, such that students will be assessed as follows:

All students whose assessment results in a decision of Good Standing or No Decision will have their decisions posted as such.

New first year undergraduate students, whose assessment results in a decision of Academic Warning, will have their decision changed to No Decision. All other undergraduate students whose assessment results in Academic Warning will have their decisions posted as such.

All undergraduate students whose assessment results in a decision of Suspension, Continue in Alternate or Dismiss from Program, will have their decision changed to Academic Warning.

Students whose assessment results in a decision of Debarred will have their decision changed to Continue in Alternate, Suspended or Dismissed from Program.

To this end, I move:

THAT Senate approve the proposal to allow the amendment of the Academic Performance evaluation rules for the 2019-2020 academic year as presented.
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MEMORANDUM

From: Perry Legakis, Secretary, Senate Committee on Student Awards
cc: Paul Peters, Chair, Senate Committee on Student Awards
To: Senate
Date: April 8, 2020
Subject: Use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for the winter 2020 term

Recommendation:

The Senate Committee on Student Awards has reviewed and accepted the use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for awarding entrance and in-course scholarships.

Scholarships and Deans' Honour List Assessment for Undergraduate Students

Following the rules and regulations, the Awards Office will automatically assess for the renewal of entrance scholarships, general in-course scholarships and the Deans' Honour List, once grades are received at the end of the Fall/Winter session.

Use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for the winter 2020 term:

Satisfactory (SAT)

- Any final grades converted to SAT by May 29, 2020 will be used to meet the course load requirement for the Fall/Winter session.
- Final grades converted to SAT will not be used in the calculation of the annual GPA (Summer 2019, Fall 2019, Winter 2020).

Unsatisfactory (UNS)

- A final grade of F or UNS will result in ineligibility to renew an entrance scholarship or to be considered for an in-course scholarship and DHL (maintain current scholarship assessment rules).

Motion for Senate:

THAT Senate approve the use of Satisfactory (SAT) and Unsatisfactory (UNS) grades for awarding entrance and in-course scholarships as presented.

Background:

The terms of reference for the Senate Committee on Student Awards is to consider and recommend to Senate policies for the awarding of entrance and in-course scholarships.



MEMORANDUM

From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: April 24, 2020
Subject: 2020-21 Academic Regulations Changes

To Senate for Information

1. Minor Modifications – SCCASP approved
Attachment: UG_G_2021_Course_MinorMods_for_SCCASP_April 7, 2021
2. TBD-1397 Graduate diploma in Economic Policy
Attachment: GDip Econ Policy SCCASP 200411

Code	Title	Status	Summary (summary)
CGSC 5003	CGSC 5003: Language and Cognition	Edited	**adding EL componentCrosslisting with LING 5608 and ALDS 5301

DATE: April 17, 2020

TO: Senate

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

RE: Revised Cotutelle Policy

Please find attached the revised Cotutelle Policy and Agreement

Background

The last version of the Cotutelle Policy was dated June 2017 and has been reviewed and revised. Attached is a clean copy of the document as well as one with track changes to easily identify the changes made.

SQAPC Motion

THAT SQAPC recommend to Senate the approval of the revised Cotutelle Policy as presented

Recommendation

THAT Senate approve the revised Cotutelle Policy

DATE: April 17, 2020

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Graduate Programs in Infrastructure
Protection and International Security

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the Graduate programs in Infrastructure Protection and International Security.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of March 19th, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Infrastructure Protection and International Security.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

Any major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

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

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

Senate Motion April 24, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Infrastructure Protection and International Security.

DATE: April 17, 2020

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate Programs in
Nanoscience

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of April 16th, 2020:

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

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

Any major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan will be posted

on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion April 24, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Nanoscience.

DATE: April 17, 2020

TO: Senate

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

RE: 2021-22 Calendar Curriculum Proposals
Graduate & Undergraduate Major Modifications

Background

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

Library Reports (as required)

In electronic communication members of the Library staff, upon review of the proposal, confirmed no additional resources were required for the 2021-22 major modifications included below.

Documentation

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

Major Modifications

1. **BSC Linguistics: Concentration in Linguistic Theory (Computer Science) and Concentration in Psycholinguistics and Communication Disorders (Computer Science)**

SCCASP approval: April 7, 2020

SQAPC approval: April 16, 2020

Senate Motion April 24, 2020

<p>THAT Senate approve the introduction of the Concentrations in Linguistic Theory (Computer Science) and Psycholinguistics and Communication Disorders (Computer Science) to the BSC Linguistics program as presented with effect from Fall 2021.</p>

DATE: April 17, 2020

TO: Senate

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

RE: Economic Policy master's-level graduate diplomas (Type 2 & 3)
New Program Approval

SAPC Motion

THAT SQAPC recommends to SENATE the approval of the proposed Graduate Diplomas in Economic Policy to commence Winter 2021.

Senate Motion

THAT Senate approve the master's-level graduate diplomas in Economic Policy to commence with effect from Winter 2021.

Background

The program is a graduate diploma in Economic Policy in the Department of Economics. The principal goal is to expose anyone with an undergraduate degree and at least some formal training in undergraduate economics to a wide range of issues related to the formulation of economic policy. It will target non-economists working on economic policy in government, central banks and other organizations as well as people who already have an undergraduate degree in Economics wishing to take courses that are at the forefront of current economic policy debates.

Attachments

- Self-Study with Appendices
- Courseleaf entries
- Faculty CVs (volume II)

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the master's-level graduate diplomas (Type 2 & 3) in Economic Policy will be authorized to commence.

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CARLETON UNIVERSITY STRATEGIC INTEGRATED PLAN

Version 2

DRAFT

[MESSAGE FROM THE PRESIDENT]

[TABLE OF CONTENTS]

OUR LOCATION ANCHORS OUR ASPIRATIONS

We are members of a diverse community, and many of us are guests in this territory. We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsundered territory the Carleton campus is located.

This acknowledgement is important to us. It is a reminder of the significance of this location, and it is our pledge for reconciliation with Indigenous Peoples.

This is a meeting place, a convergence of three major transportation routes: one built by human ingenuity, one created as an urban link, and one an historic waterway.

There is power in this convergence. It frames our values and our commitments. And it is the point from which we navigate to a bright and hopeful future.

Our journey continues from here.

On a map, our campus creates a unique triangle—a natural symbol of strength. This shape also reminds us of delta, the mathematical symbol for change.

This triangle is both Carleton's strength and delta, our mandate for change. It is a symbol of what we are and where we can go.

- The western edge follows the path of the iconic Rideau Canal—a hint at the ingenuity and innovation that helped establish this city and a waterway that tells a story of the creation, application and mobilization of knowledge.
- To our east, we border an important arterial road—an axis that creates our connection to the community, to this city's cultural heart and the country's political centre, and ultimately leading to the gateway to the world.
- To our south, we travel along the Pasapkedjinawong (Rideau) River— moving forward to a prosperous future with momentum and resilience, reminding us of our connection to the natural world.

The symbol frames everything we stand for at Carleton: the power of higher education and innovation, the value we place on community and collaboration, and the importance of sustainability and wellness.

From this foundation, we build our Strategic Integrated Plan together.

This document frames the values we will rely upon, the directions we will travel, and the pathways we will follow. It lays out the highest-level actions the Carleton community can take to meet the challenges of our time and the opportunities of the future. It is intended to guide more detailed planning and measurement within faculties, departments and administrative teams. Carleton's full and collective plans for the future will emerge from this.

THE POINT OF DEPARTURE

We are also at a time of convergence. This is a moment for opportunity—but also one of great urgency.

Globally, we grapple with public health issues, technological change and its implications for the future workforce, an accelerating climate crisis, worldwide migrations, and challenges to truth and democracy.

In Canada, we are confronted by political challenges, an aging population, a need for greater understanding and more diverse perspectives around accessibility and inclusion, and the difficult legacy of colonization. A national conversation about reconciliation has something to teach us all moving forward.

Closer to home, our province and our city are growing and changing. As a national capital and a major regional hub, Ottawa is a city that matters. New economic and cultural opportunities arise for some of its population, while health, ecological, infrastructure and other social challenges burden many more.

Alongside all of this change, the very nature of education is shifting. Students are eager for new instructional models, and the value of a post-secondary degree is under scrutiny as more accountability is demanded from public institutions.

In all of these matters, there has never been a greater need for knowledge exchange—creating it, mobilizing it, and sharing it with future generations. And perhaps there has never been a greater moment for Carleton University to take a bold step forward and be a more active participant in global change.

Carleton's roots as a non-denominational college, established by and for the citizens of Ottawa, make it unique among Canadian universities. At the end of the Second World War, the university was founded by a group of volunteers to educate and provide a way forward for returning veterans and others who had moved to Canada's capital as part of the war effort. From those earliest days, Carleton has maintained a strong community connection, and an enduring sense of purpose has driven our core mission: teaching and learning, research, student experience and organizational excellence.

More than 75 years later, Carleton has evolved into a research-intensive educational institution whose reach and impact goes far beyond the city limits. We continue to draw strength from our history and our location as we focus on our core mission and adapt to emerging opportunities and challenges.

Our story is a testament to hope for the future and a belief in the power of education for good. Now is the moment to reconnect with our values, to step up to the challenges of our time, and to fully embrace our potential.

OUR FOUNDATION

Within our campus borders, we find our foundation for the future.

The development of this plan was based on conversation and dialogue. Members of the university community—including faculty, contract instructors, librarians, staff, undergraduate and graduate students, alumni members and community partners—collectively shared their perspectives about Carleton’s values, strengths and aspirations.

Throughout more than 1,000 conversations, many ideas emerged. When asked about Carleton's values, the community identified several clear themes, revealing what is most admirable and what we most treasure about Carleton.



These principles—reflecting the voices and perspectives of Carleton’s people—will ground and inspire our strategic priorities.

ASPIRATION STATEMENT

Carleton University will leverage the power of higher education to be a force for good.

We will pursue, mobilize and share knowledge in a reciprocal and responsible way.

We will embed community engagement and partnership in our actions and culture.

We will work to enhance the wellness of our people and our communities, and to play a leadership role in the wellness of our country and planet.

DIRECTION: SHARE KNOWLEDGE. SHAPE THE FUTURE.

The Canal

On our western edge, the nearly 200-year old Rideau Canal is an engineering marvel and Ontario's only UNESCO World Heritage Site—a living example of connection, human ingenuity and perseverance. But its history and symbolism are complex. The difficult construction of the Canal is a reminder that the cost of progress is not borne equally by all people. Today, if we wish to see the Canal as a symbol of collaboration, resourcefulness and responsibility, we must recognize that innovation and effort can respond to real societal challenges, but only if both the burdens and the rewards of knowledge are shared.

Change and its human and policy implications—particularly in technology—is constant and ever accelerating. Around the world, we are witnessing a dramatic shift in the nature of social interaction and democracy, history and truth, the global economy and the changing nature of work, energy, transportation, health care and the future of telecommunications. At the local and national levels, technology is driving a renewal of our economy and with it, a surging demand for research and the workforce of the future.

Ingenuity will be a critical skill in the next decade; students and partners require their post-secondary institutions to play a tangible role in this evolution. While the ingenuity required to build the Canal changed this region and this country, its legacy reminds us to seek knowledge with responsibility and reciprocity. **In this moment, Carleton can draw on the Canal as inspiration to pursue knowledge that can change the world.**

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

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

By investing in impactful opportunities for students to participate in research, work-integrated learning, skill development, knowledge exchange, and entrepreneurship, Carleton will advance the next generation's capacity to harness the power of knowledge and shape the ideas and careers of the future.

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Pathways

- Introduce and expand initiatives that further enhance student learning and success in the classroom
- Develop recruitment and retention strategies that meet the needs of changing student populations
- Improve students' graduation and employability outcomes
- Expand quality academic programming that responds to societal needs and questions

We will leverage the power of research to solve critical issues.

Carleton will invest in its people and processes to empower researchers at every level—undergraduate and graduate students, post-doctoral fellows, and faculty—to co-create and share meaningful knowledge that will inspire future discoveries. We will bridge the gap between academia and application, helping our community and partners to mobilize knowledge.

Pathways

- Support increased research funding and sponsorship
- Maximize impact of foundational and applied research
- Improve the dissemination of research through increased knowledge mobilization, publications and citations
- Enhance opportunities for national and international research collaborations

We will approach teaching and pedagogy with imagination and new expectations.

We must continue to adopt new pedagogical philosophies and technologies. Experiential learning, high-impact practices, and a greater appreciation for the value of teaching will ensure we meet the expectations of diverse and changing student populations, create positive learning and career outcomes, and respond to societal needs.

Pathways

- Enable and encourage pedagogical practices and curricular designs that foster student engagement, access, inclusion and success
- Promote and reward engagement, innovation and excellence in teaching and learning
- Offer new and flexible opportunities for student-centred learning
- Engage Indigenous knowledge to build new ways of teaching and learning

We will embed interdisciplinarity and collaboration in our culture.

Building on a culture of openness and cooperation, Carleton will continue to focus on ways to embed collaboration throughout the organization. We will encourage our

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community—students, faculty and professional staff—to engage with ideas across disciplines and boundaries to build stronger, more connected approaches.

Pathways

- Build additional opportunities for entrepreneurship and innovation and cultivate an entrepreneurial mindset across campus
- Expand collaboration and development opportunities for faculty, staff and students

We will model a culture of organizational excellence.

With a focus on organizational and collective leadership, we will be a leader in recognizing, excellence and innovation in terms of knowledge sharing, benchmarking, trends and best practices. Our community is strongest when we collaborate; we will work together to meet the university's strategic goals and tackle wicked challenges. We will encourage and recognize our community's capacity to innovate and excel. We will develop a culture of pride in our potential and our community.

Pathways

- Inspire collaborative leadership throughout our community
- Identify talent and encourage individual potential
- Create opportunities for innovation and knowledge sharing
- Develop sound and systematic approaches to service excellence, process and continuous improvement
- Ensure the strategic and sustainable use of resources

SHARE KNOWLEDGE. SHAPE THE FUTURE.

DIRECTION: SERVE OTTAWA. SERVE THE WORLD.

The Community

From the eastern side of campus, Carleton opens to Bronson Avenue, a major arterial road—one that connects the city, links to its cultural and economic core and the seat of the Government of Canada, and leads ultimately to the international airport, the gateway to the world. It is a permeable edge—the main point of access between campus and the surrounding neighbourhoods. It serves as a powerful reminder of our original purpose and founding story—built by, for and with the community—and symbolizes our deep and enduring connection to Ottawa and its population, our country and the globe.

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

Local, national and international organizations are engaging institutions of higher education as partners in this transition. ***In this moment, Carleton can draw on the community to inspire and guide our commitment and responsibility to society.***

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

We will open our doors to the community.

Carleton will expand our reach, physical presence and interaction with local communities, ensuring our university, our facilities, our spaces and our people are recognized as a part of daily civic life and contributors to the social, cultural and economic goals of Ottawa and its population.

Pathways

- Engage with Indigenous communities through sustained relationships founded in mutual responsibility and accountability
- Grow partnerships and associations with alumni, community and not-for-profit organizations, industry and governments
- Expand service-learning opportunities for students, faculty, staff and community partners to work together
- Strengthen our physical and reputational presence within Ottawa

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We will encourage community engagement in research and learning.

Carleton will encourage its faculty, staff and students to be leaders in community engagement and service-oriented research, learning and other activities to create linkages between academic study and our roles as global citizens.

Pathways

- Expand community-based research and community-based pedagogy opportunities for the benefit of researchers, students, instructors and our communities
- Expand co-op, internships and other work-integrated learning opportunities for students

We will develop and foster partnerships with purpose.

Building on its founding mandate, Carleton will forge and foster purposeful and holistic partnerships with individuals, industry and organizations in Ottawa, Canada and around the world. These partnerships will allow collaboration on shared issues, create stronger opportunities for students and researchers, and bring our communities together for good.

Pathways

- Establish new holistic integrated partnerships with organizations that share our values and strategic objectives
- Innovate and lead collaborative approaches for broader societal impact and purpose

We will build bridges to the world.

With a comprehensive approach to global outreach, we will partner with international universities, communities, governments, industries and civil society organizations to make Carleton a global hub of intellectual engagement and knowledge exchange.

Pathways

- Build new connections between our domestic and international students, our alumni, our faculty and our partners
- Provide positive international experiences for student mobilization
- Expand international study opportunities in different disciplines
- Expand international research partnerships

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

From our home in the nation's capital, and building on our expertise in policy, we will expand our dialogue with government officials, dignitaries and the diplomatic community.

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Pathways

- Attract talented visiting scholars who impact positive global change
- Expand our network of governmental and international partners

SERVE OTTAWA. SERVE THE WORLD.

DIRECTION: STRIVE FOR WELLNESS. STRIVE FOR SUSTAINABILITY.

The River

Flowing along our southern edge, the Rideau River gives Carleton its distinctive connection to the natural world. It is an active part of our campus: students, faculty and staff visit it for moments of reflection and peace. Its Algonquin name, Pasapedjinawong, or the river that passes between the rocks, evokes a path of resilience, momentum, and adaptation to overcome hardship. It is part of a vulnerable ecosystem, reminding us of the consequences of change and the need for constant stewardship. But its waters run resolutely forward, from the past to the future, connecting campus to something greater.

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

Increasingly, the world looks to post-secondary institutions to be leaders and models for positive change. ***In this moment, Carleton can draw on the River to inspire our resilience and responsibility to each other, ourselves, and our world.***

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

We will strive to enhance personal wellness and health.

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

Pathways

- Build and promote programming, infrastructure projects and spaces that embrace a commitment to social, physical, cultural and environmental wellness
- Increase openness, knowledge and capacity across campus to proactively support and empower the mental health, resilience and well-being of our communities

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We will be a national and international leader in sustainability.

Carleton is a leader in sustainability in many ways, but we have more work to do. We need to be more than conscious of our environment—as individuals, in our community partnerships, and through our research and operations, we need to steadfastly work towards solutions that ensure a sustainable future.

Pathways

- Deeply embed sustainable considerations into research, teaching, learning and organizational operations
- Learn from and alongside Indigenous Peoples as we deepen our understanding of the land and adapt to a changing environment
- Expand academic programming and knowledge exchange in the areas of wellness and sustainability
- Join global efforts to find solutions to climate change

We will learn and take action together to achieve reconciliation.

Carleton has a responsibility to the Algonquin Anishinaabeg people within whose unceded, unsurrendered territory our campus is located. We will develop relationships based on mutual respect, accountability and reciprocity with Indigenous communities.

Pathways

- Fulfill the Carleton-specific Calls to Action developed by the Carleton University Strategic Indigenous Initiatives Committee
- Deepen understanding of Indigenous worldviews throughout the Carleton community

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

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

Pathways

- Provide national leadership on accessibility issues through strategic partnerships
- Embed a culture of accessibility in organizational excellence, programming and services

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We will foster individual distinctiveness and a sense of belonging.

Carleton's strength lies in its diversity—the diversity of its communities and in the perspectives it engages. We will continue to progress in equity and inclusivity across our organization and across the academic and research enterprises.

Pathways

- Encourage and nurture inclusivity and a diversity of perspectives and identities to strengthen our communities
- Strengthen employee recruitment, retention and advancement based on principles of inclusive excellence and our commitment to equity

STRIVE FOR WELLNESS. STRIVE FOR SUSTAINABILITY.

WHERE DO WE GO FROM HERE?

In this delta is Carleton's collective mandate for change. It invites us to begin a renewed conversation about Carleton, and to focus on what we can achieve together.

This Strategic Integrated Plan provides directions and destinations for us all. It aligns with existing campus-wide strategies, and can guide the next steps we can take as a community and as individuals.

Align your planning. We ask everyone to consider what strengths your work can draw from our location and its symbolic boundaries. Develop Faculty- and unit-specific plans and directions in alignment with this document to further operationalize the aspirations of our faculty, staff and students.

Step up to the challenges of our time. We are a university with a purpose. We ask you to bring that spirit into our organizational culture, your teaching and research, and your personal outlook. Respond to today and tomorrow's challenges with creativity and a willingness to experiment. We can be a force for good.

Tell our story. The story of Carleton belongs to all of us, and telling that story is a task we can share. Share Carleton's potential. Inspire yourself and others with what you have achieved. Celebrate successes. Teach each other.

Be strong and positive. We encourage you to be hopeful for the future, and believe in the power of higher education to work together for good.

Campus-Wide Strategies and Plans

A number of strategic documents already developed or in development support and operationalize the aspirations described in this Strategic Integrated Plan. Other strategies and plans will also emerge over time as the work of planning and implementing is never done.

- Academic Plan (currently under development)
- Campus Master Plan
- Canada Research Chairs Program Equity, Diversity, and Inclusion Action Plan
- Coordinated Accessibility Strategy
- Energy Master Plan
- Final Report of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC)
- Finance and Administration Strategy
- Fostering Student Academic Success Report
- Healthy Workplace Strategic Plan

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- Internationalization Strategy (currently under development)
- Strategic Research Plan (currently under development)
- Sexual Violence Prevention and Response Strategy (currently under development)
- Strategic Mandate Agreement
- Student Employment Framework (currently under development)
- Student Mental Health Framework
- Students and Enrolment Strategic Plan
- Sustainability Strategy (currently under development)
- Teaching and Learning Framework (currently under development)

[ACKNOWLEDGEMENTS]

Senate Executive Committee
March 15, 2020
11:00 am via Zoom (Virtual Meeting Platform)

MINUTES

Attending: A. Ahmad, B. Appel Kuzmarov, B. A. Bacon (Chair), A. Bowker, A. Chandler, D. Deugo, H. Gupta, J. Tomberlin, W. Ye, K. McKinley (recording secretary)

1. **Welcome and Approval of Agenda:** The meeting began at 11:01 am. The Chair noted that the agenda included regular business plus new items prompted by Carleton's response to the global efforts to slow the spread of the Novel Coronavirus.

It was **MOVED** (J. Tomberlin, B. A. Kuzmarov) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. **Approval of the Minutes:**

- a. **Senate Executive Committee Minutes, February 18, 2020**

It was **MOVED** (B. A. Kuzmarov, D. Deugo) that the minutes of the Senate Executive Committee meeting on February 18, 2020 be approved as presented.

The motion **PASSED**.

- b. **Senate Executive E-poll, March 4, 2020**

It was **MOVED** (A. Chandler, W. Ye) that the minutes of the Senate Executive Committee e-poll from March 4, 2020 be approved as presented.

The motion **PASSED**.

3. **Approval of the E-poll items for Senate (March 16-18 2020)**

Two memos for Senate were circulated to the Senate Executive Committee for review. The first memo from the Clerk was for Senate to approve the use of a virtual meeting platform for Senate meetings beginning this month and continuing as necessary. This approval is needed because Senate's governing documents do not contain provisions that allow for Senate to meet virtually/remotely.

The second memo, from the Provost, was for Senate to approve the cancellation of face-to-face final exams and to allow instructors to adjust grading and weighting of course deliverables specified in course outlines. This motion is needed to allow for exception to Section 5.2 of the Calendar regulations.

If approved by Senate Executive, the memos will be circulated to Senators via e-poll on Monday March 16.

It was **MOVED** (B. A. Kuzmarov, J. Tomberlin) that Senate Executive approve the memo to Senate from the Clerk, recommending that Senate be empowered to meet remotely from March 18, 2020 until such time as health authorities and the University Senate deem it appropriate to resume in-person meetings.

The third paragraph of the memo from the Clerk of Senate was edited to read "To this end, I am proposing the creation of a provision to enable Senate to meet virtually, and thus to complete its work without requiring in-person meetings."

With this amendment, the memo was approved.

The motion **PASSED**.

It was **MOVED** (J. Tomberlin, B. A. Kuzmarov) that Senate Executive approve the memo to Senate from the Provost, which recommends that Senate support cancellation of face-to-face final examinations, and adjustment of grading assessments as required, given the move to alternative modes of content delivery and final assessments.

The motion in the memo was changed via friendly amendment to read "That, in light of the exceptional circumstances presented by COVID-19, Senate supports the cancellation of face-to-face final examinations for the Winter 2020 semester and furthermore, on an exceptional basis and without creating precedent, allows faculty and instructors to adjust the methods of assessment and weightings of course deliverables specified in their course outlines as needed to complete the Winter 2020 term successfully while maintaining academic standards and quality."

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

It was also suggested that general guidelines for professors and instructors be circulated via the Deans.

4. Approval of Senate agenda: March 27, 2020

It was **MOVED** (B. A. Kuzmarov, J. Tomberlin) that Senate Executive approve the agenda for the Senate meeting of March 27, 2020, as presented.

The committee requested the following changes to the draft Senate agenda:

- Remove Item 6a (Senate membership ratification) and postpone to a later meeting.
- Remove Item 10 (Academic Colleague Update) and postpone to a later meeting
- Remove Item 11b (Faculty Gender Equity Report) and postpone to a later meeting
- Add Item 8 – report on Senate e-polls March 16-17, 2020

With these changes to the agenda, the motion to approve the Senate agenda **PASSED**.

5. Review of Senate Minutes (February 28, 2020)

There was no discussion.

6. Other Business

There was none.

7. Adjournment - The meeting was adjourned at 11:40 a.m.



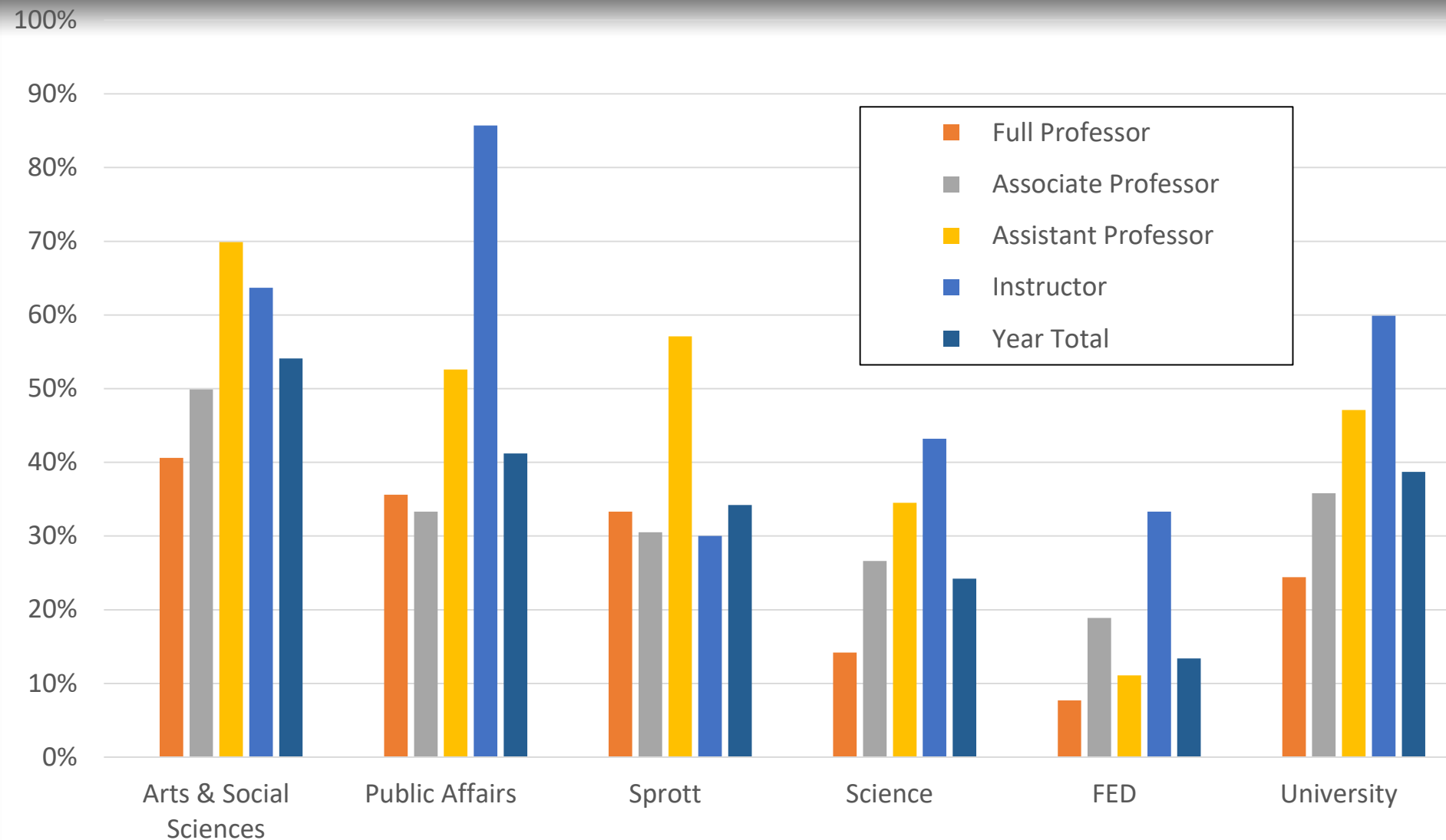
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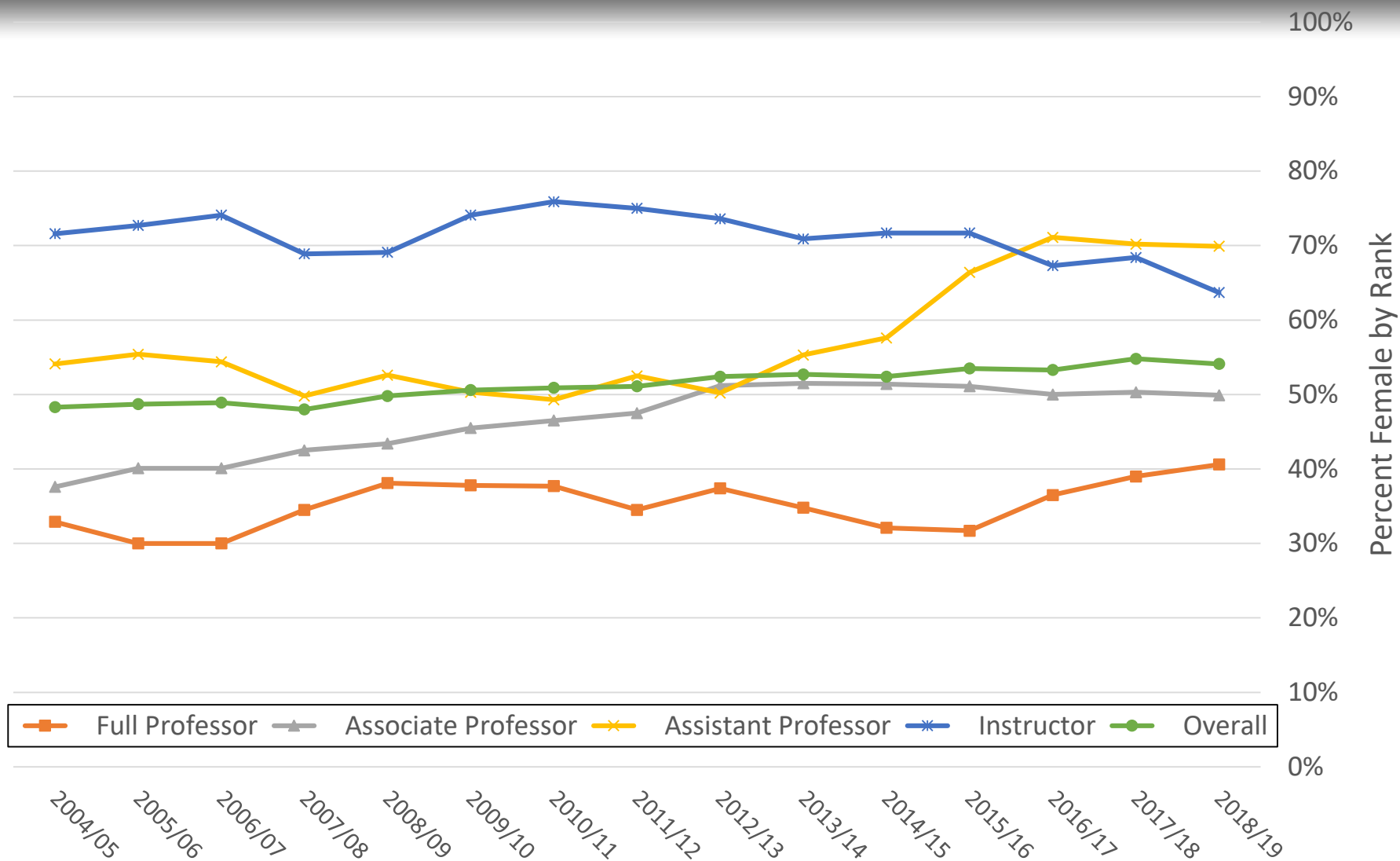
Canada's Capital University

Faculty/Contract Instructors

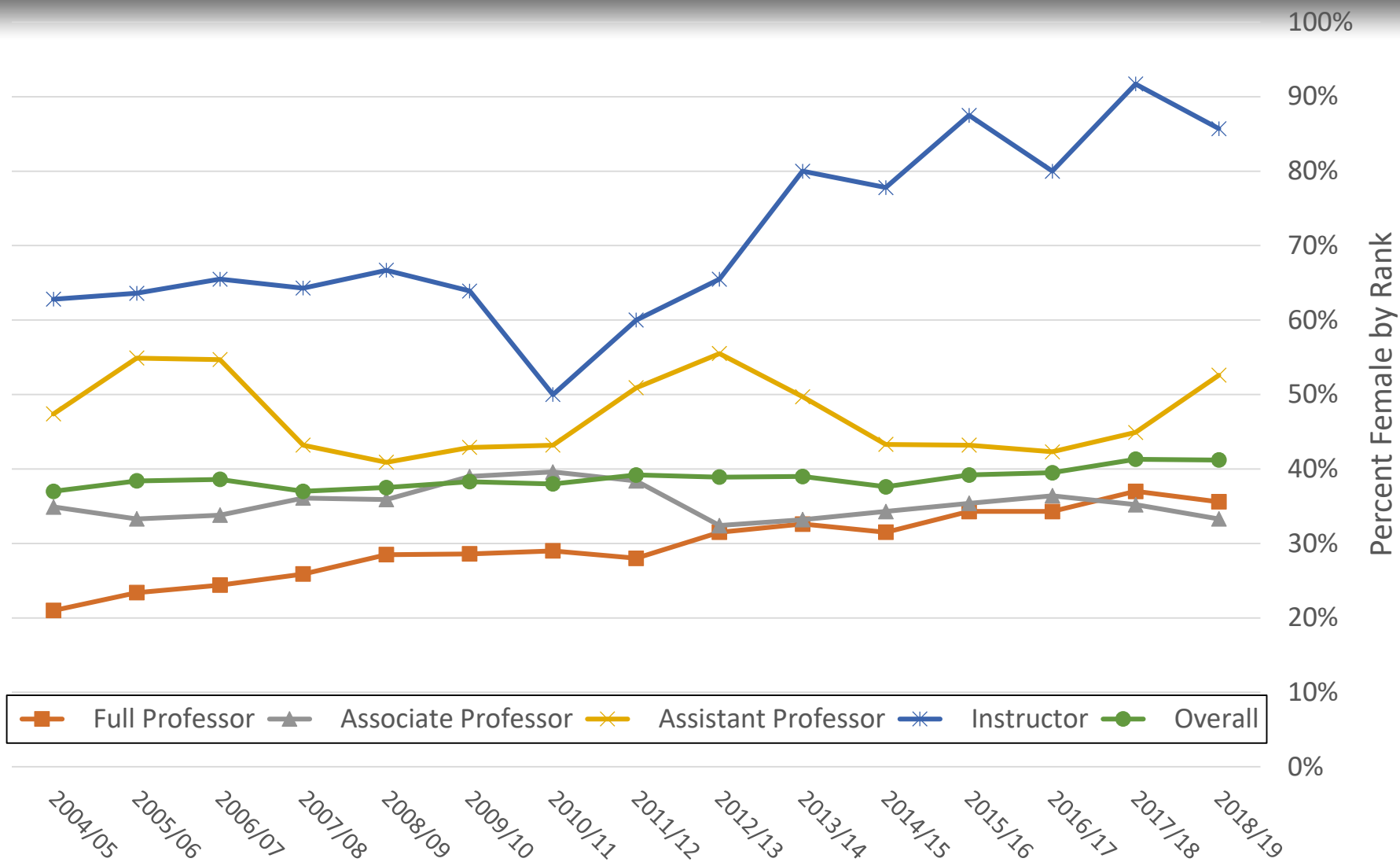
Percent Female

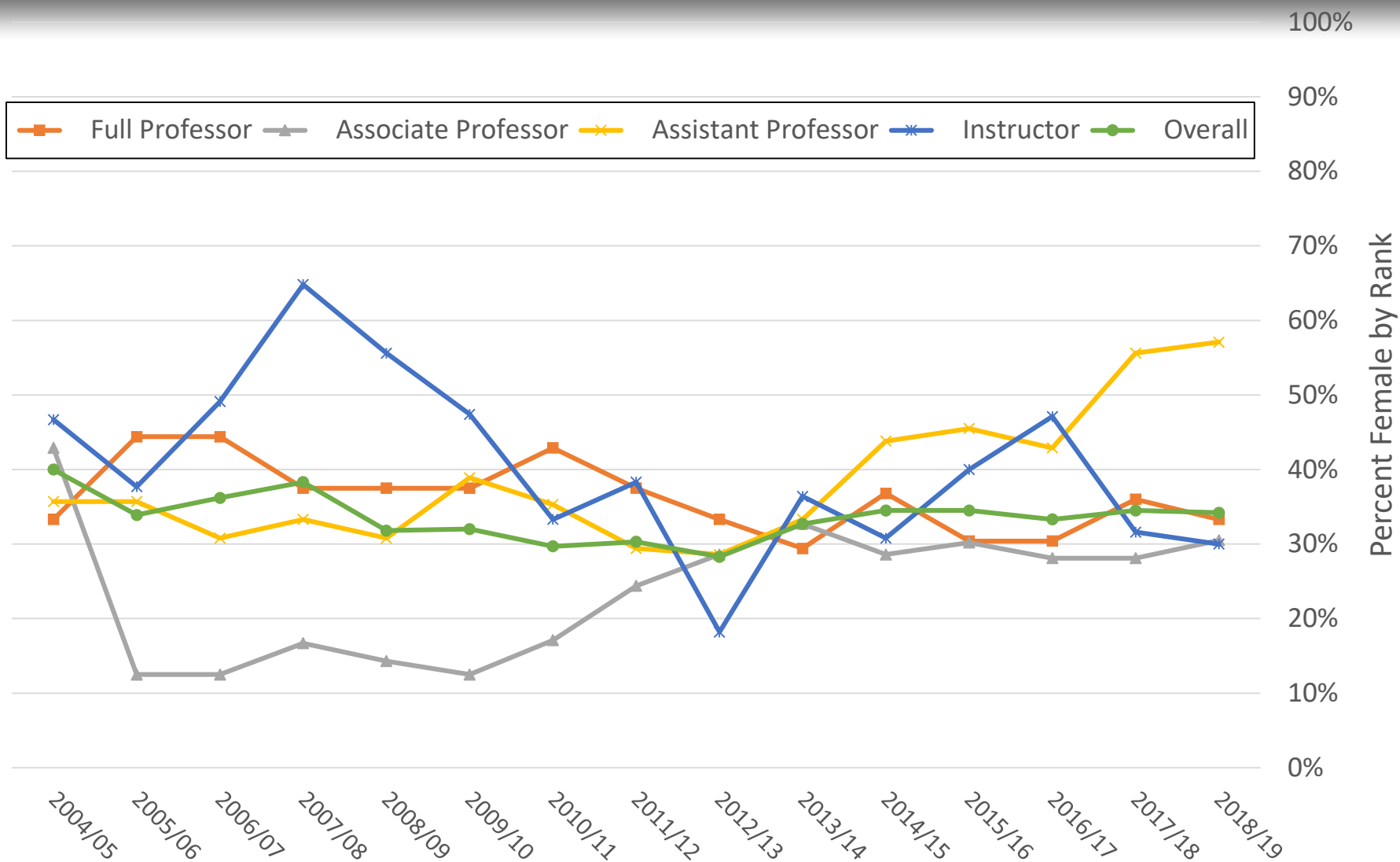
Percent Female by Faculty and Rank – 2018/19

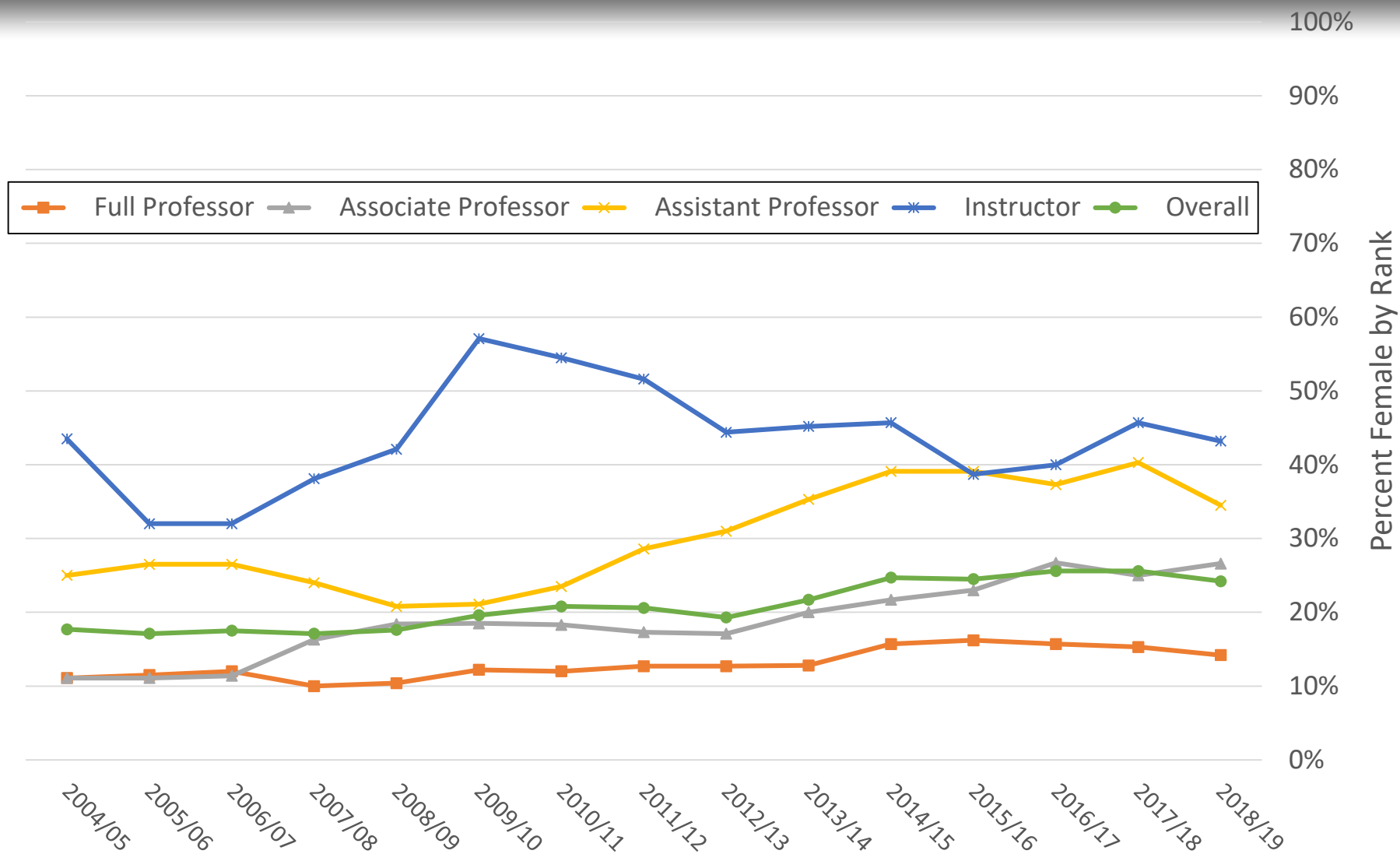


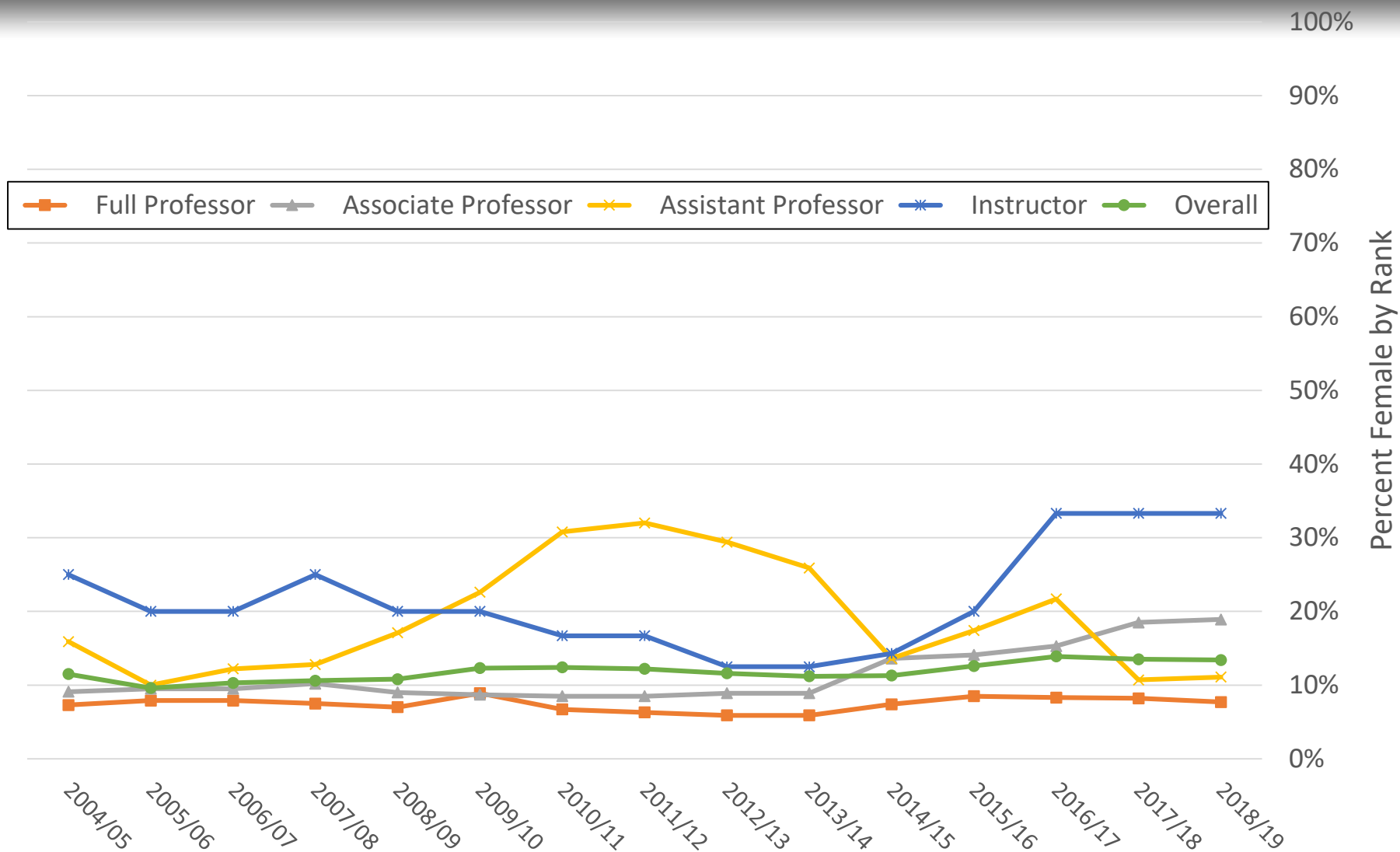


Faculty of Public Affairs

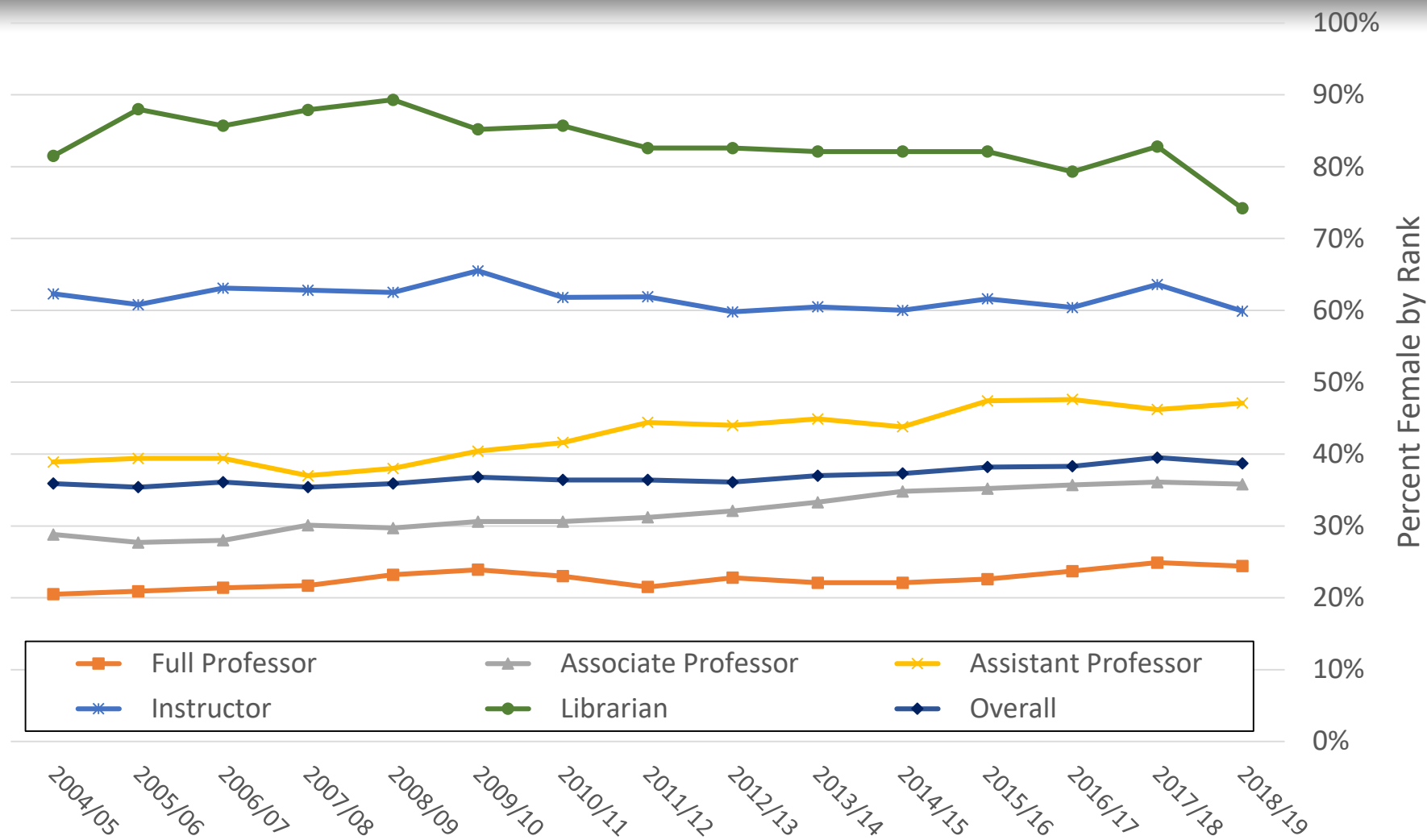




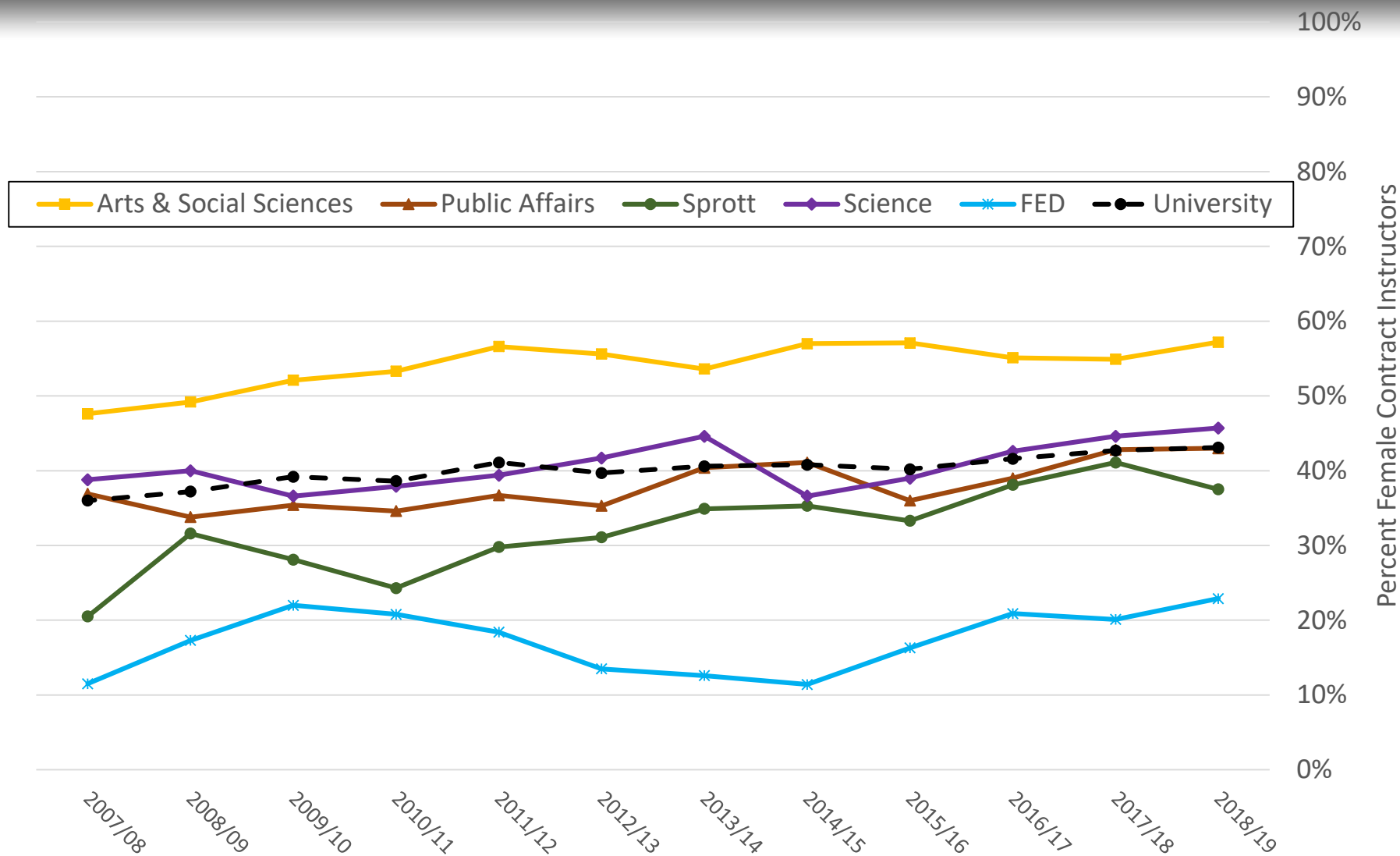




Carleton University - Overall



Percent Female Contract Instructors by Faculty



1. 'Contract Instructors' count all those instructors entered in the Course Instructor system who were not, at time of measurement, regular Carleton faculty (including retired faculty).

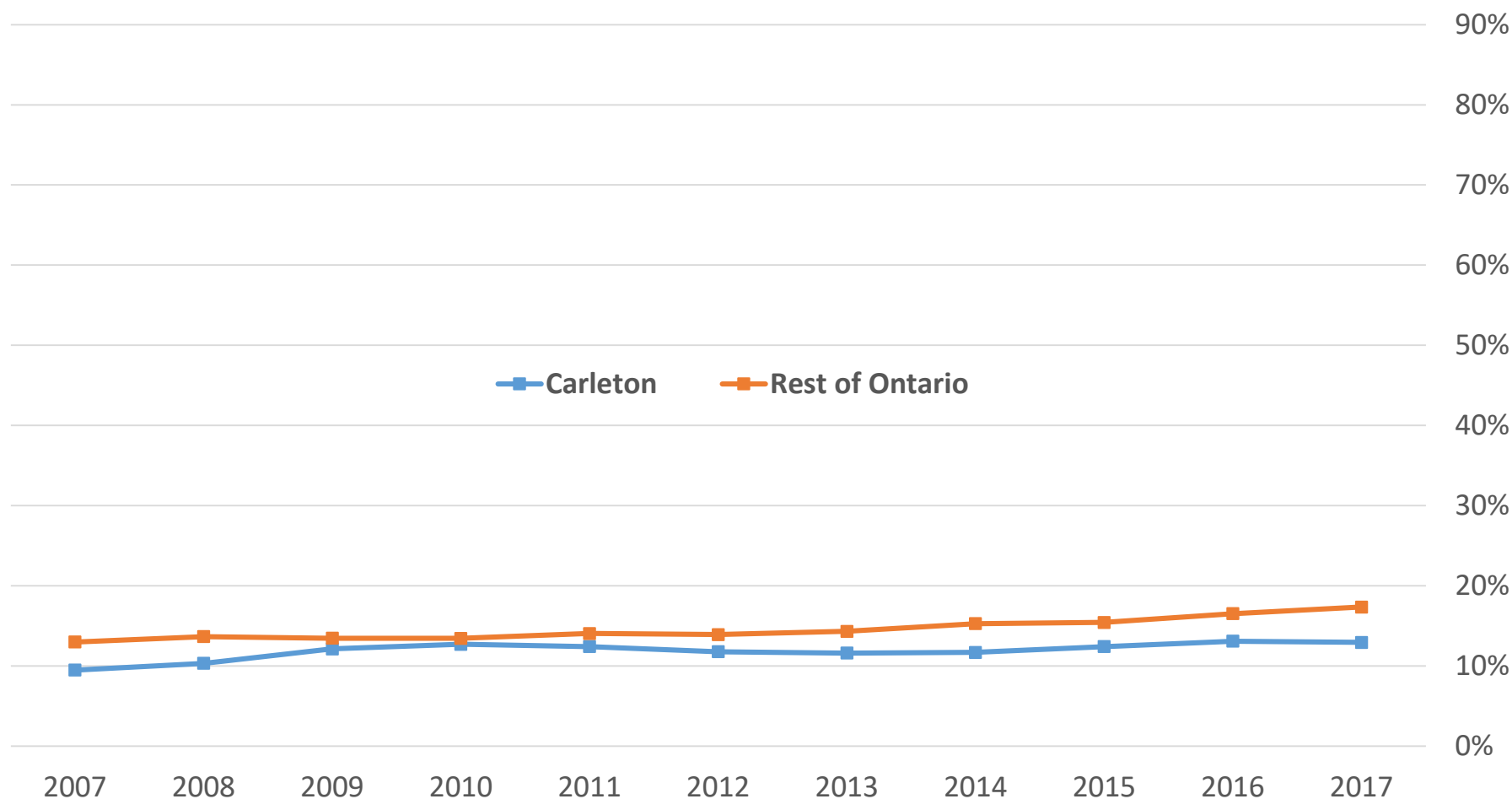
Numbers of Professors / Instructors

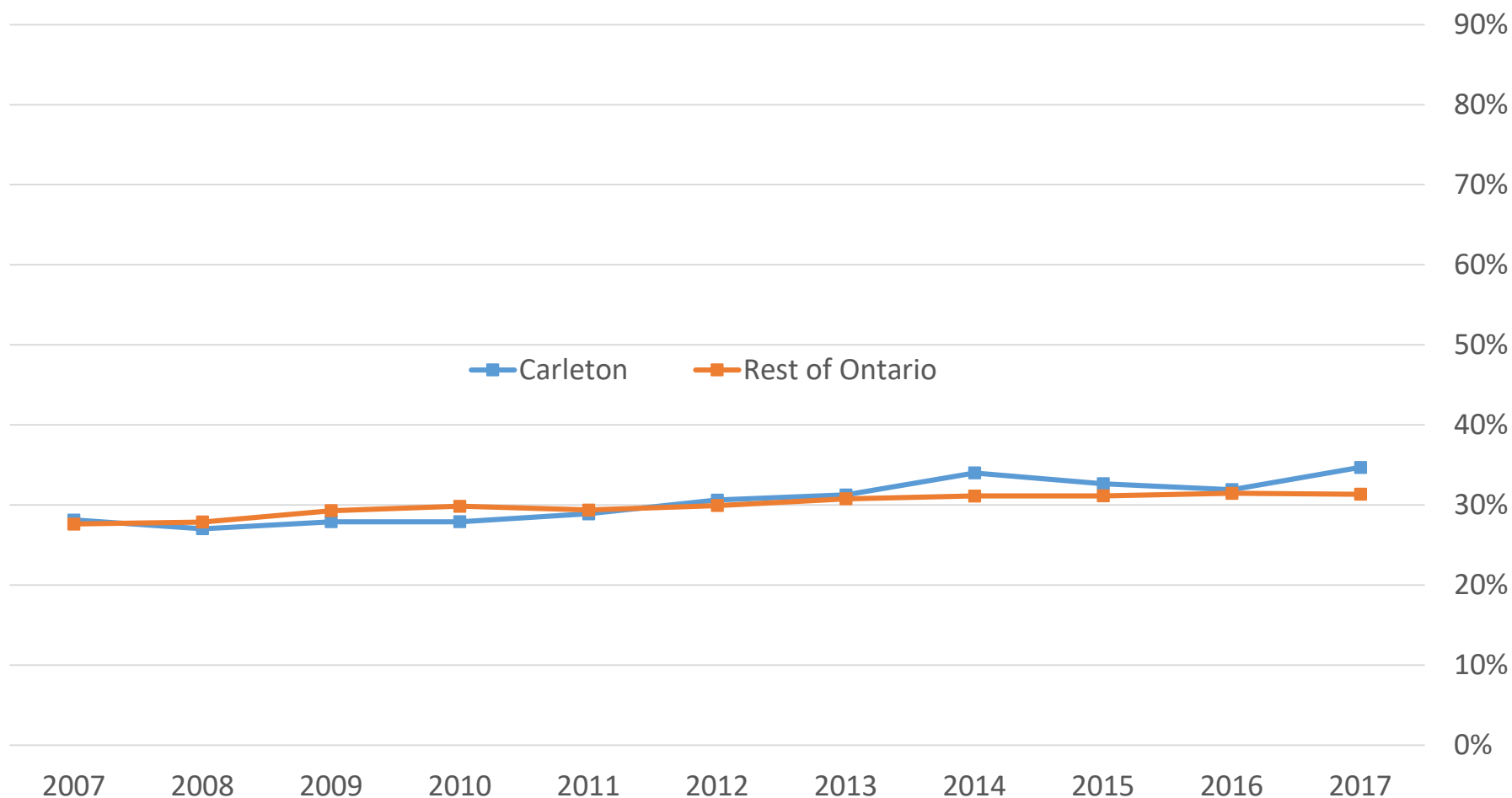
	2018/19		2017/18		2016/17		2015/16		2014/15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full Professor	211	68	200	66	191	59	181	56	176	50
Associate Professor	245	137	244	138	251	138	248	135	244	131
Assistant Lecturer/ Instructors	78	70	88	76	86	76	85	76	89	69
Contract Instructors	53	79	46	75	36	56	34	54	37	55
	510	387	497	370	486	348	515	346	517	349

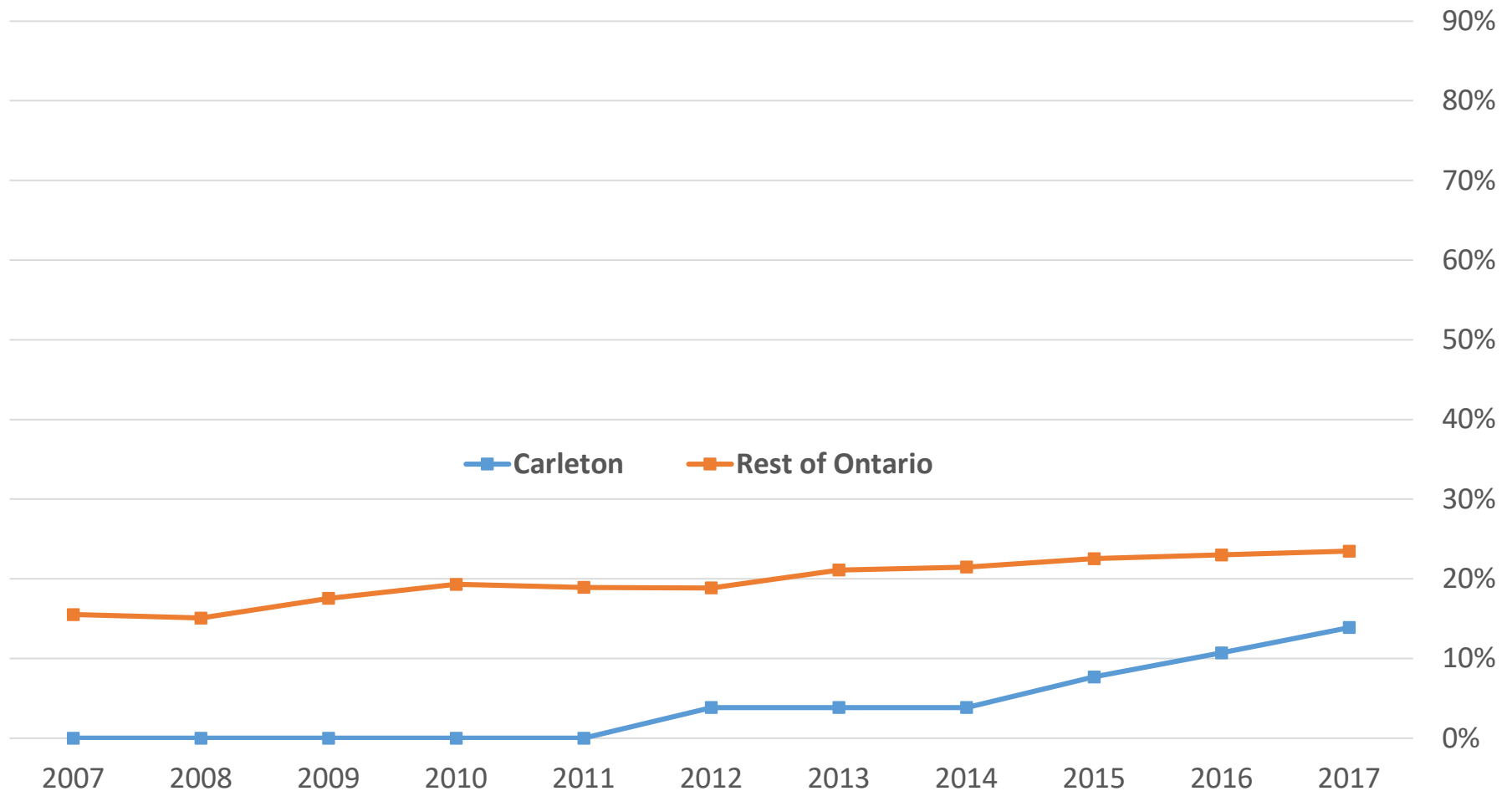
	2018/19		2017/18		2016/17		2015/16		2014/15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full Professor	75.6%	24.4%	75.1%	24.9%	76.3%	23.7%	76.4%	23.6%	77.9%	22.1%
Associate Professor	64.2%	35.8%	63.9%	36.1%	64.2%	35.8%	64.8%	35.2%	65.1%	34.9%
Assistant Lecturer/ Instructors	52.9%	47.1%	53.8%	46.2%	52.3%	47.7%	52.8%	47.2%	56.3%	43.7%
Contract Instructors	40.1%	59.9%	36.4%	63.6%	39.6%	60.4%	38.6%	61.4%	40.2%	59.8%
	56.9%	43.1%	57.3%	42.7%	58.3%	41.7%	59.8%	40.2%	59.7%	40.3%

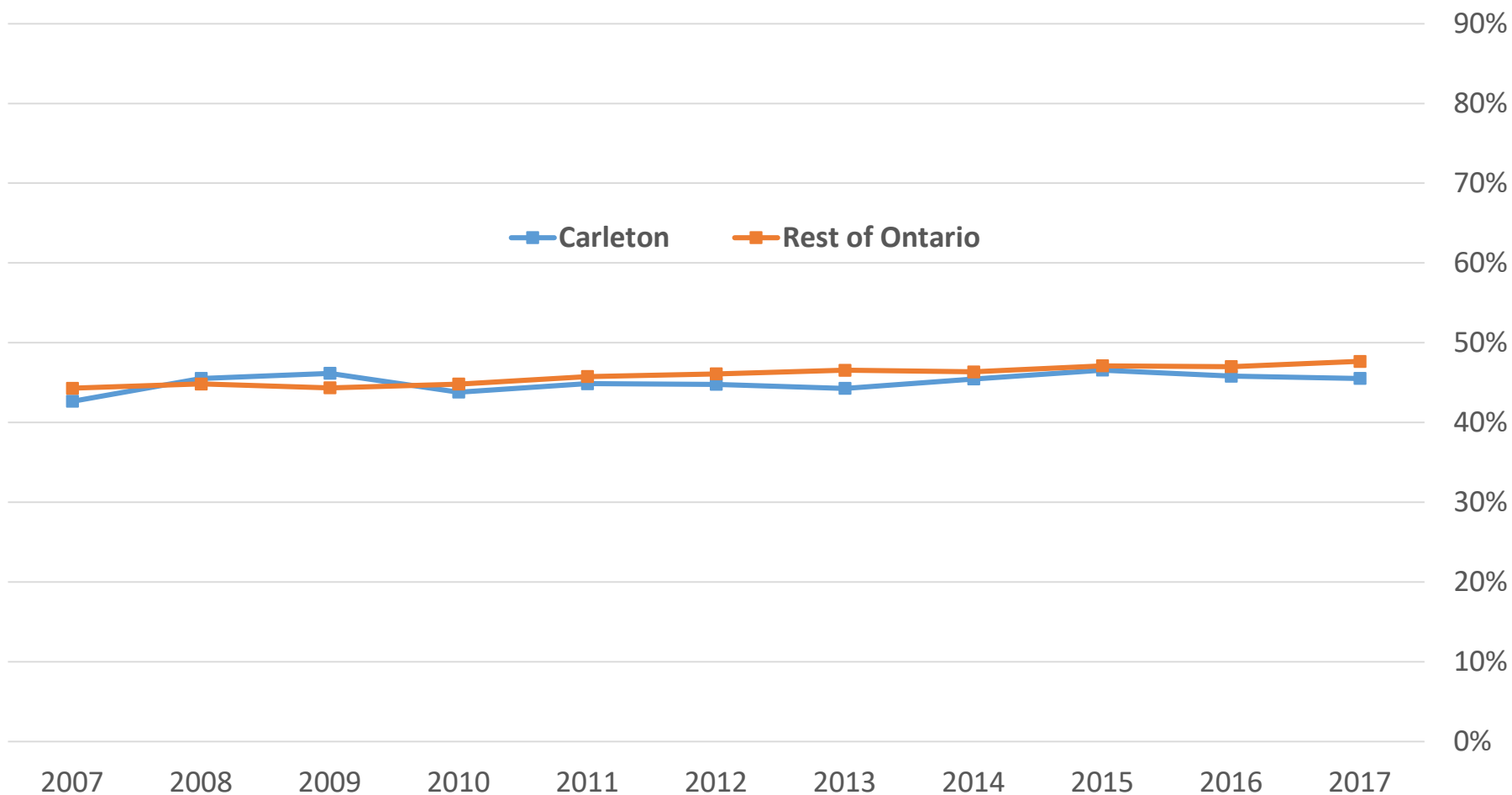


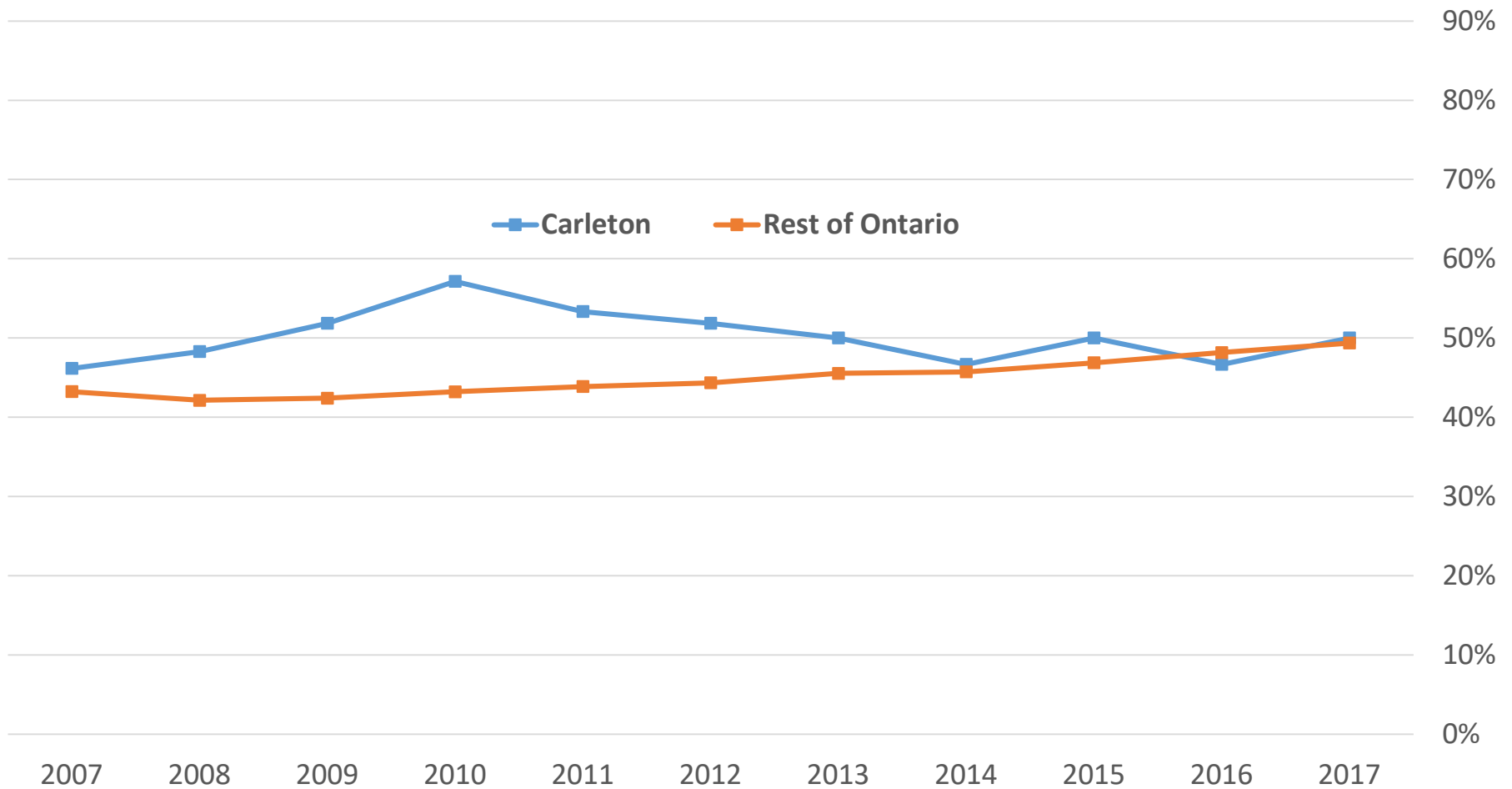
The following slides compare Carleton faculty to the rest of Ontario by major subject areas

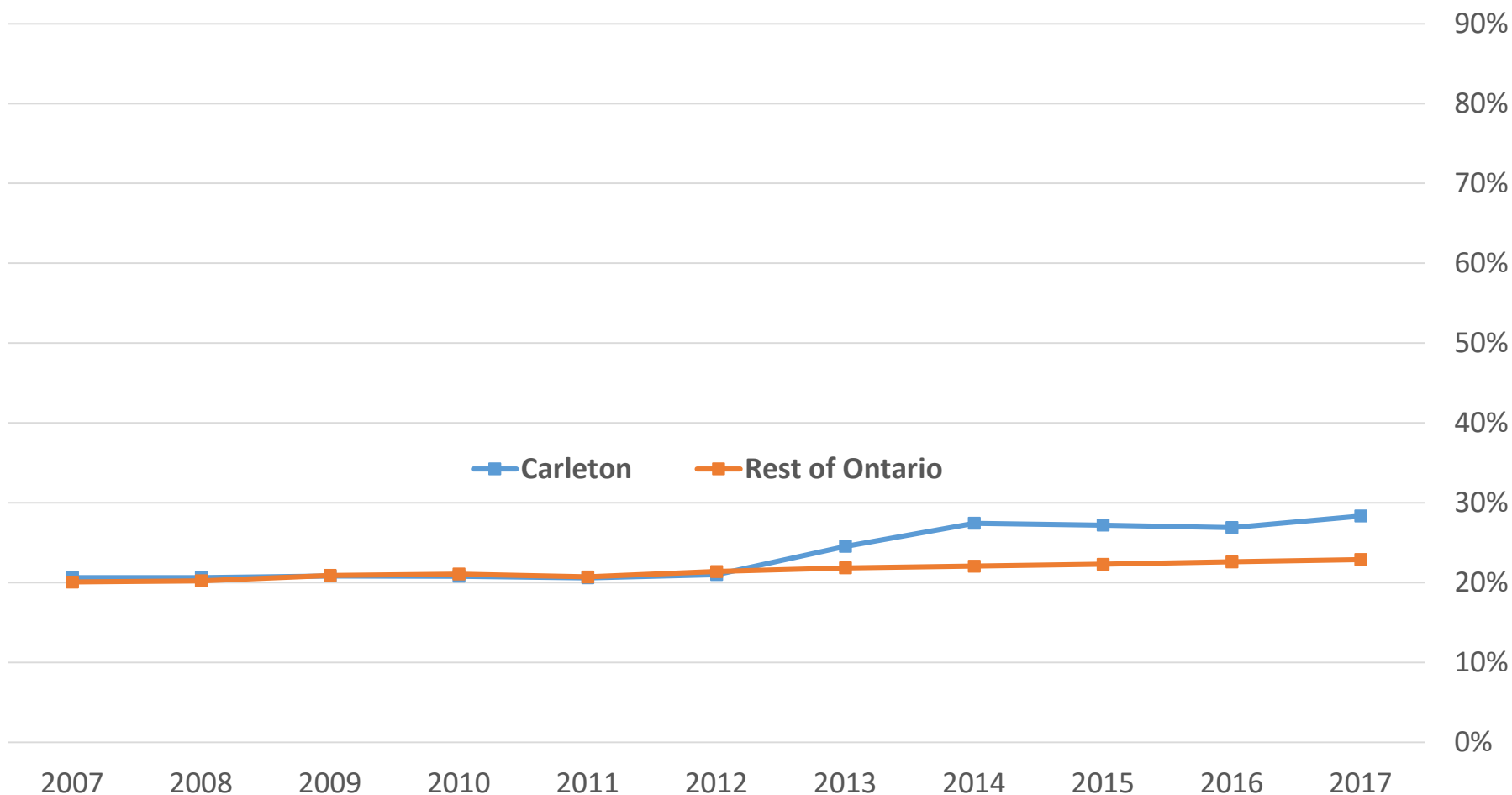




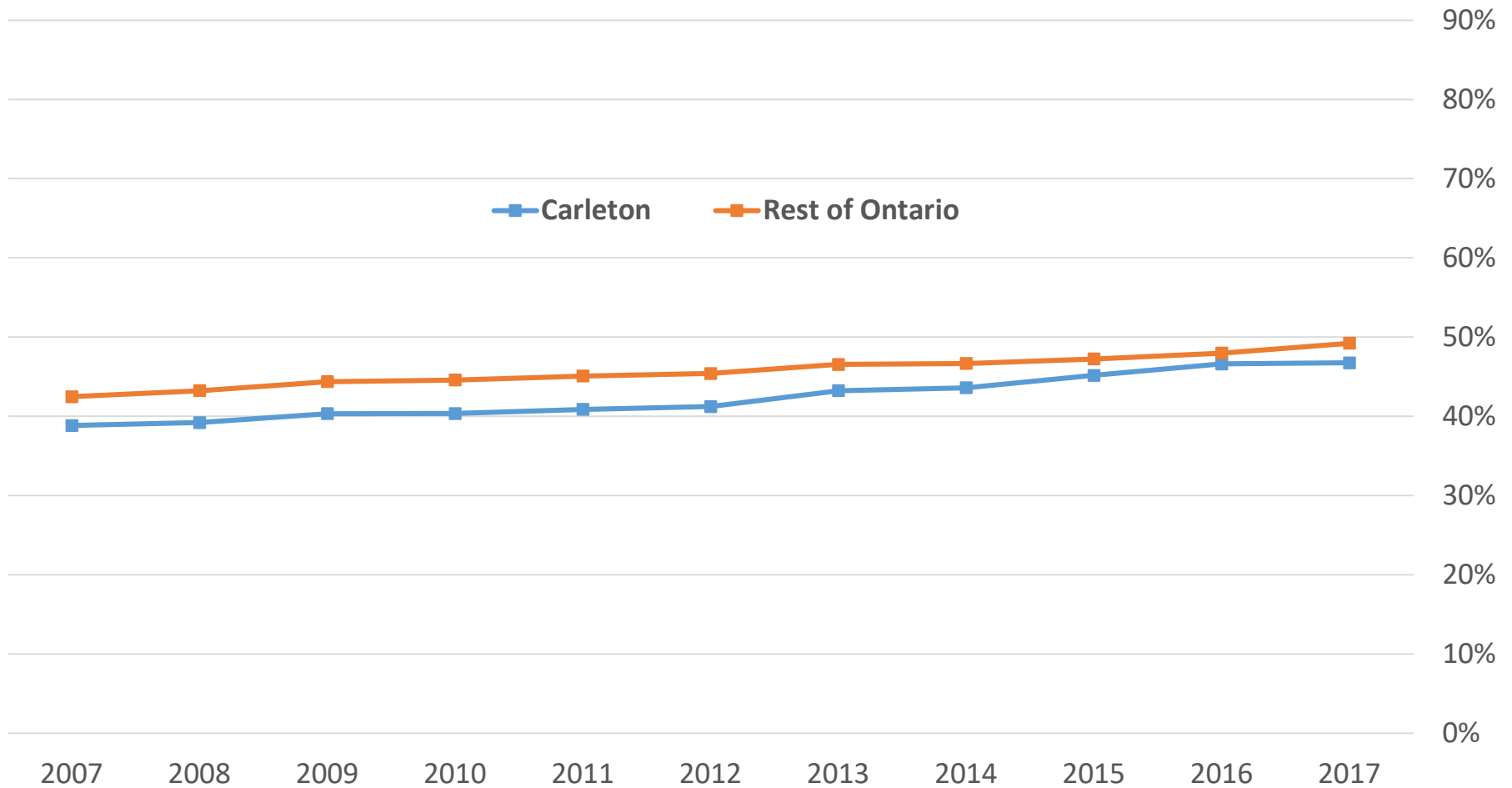


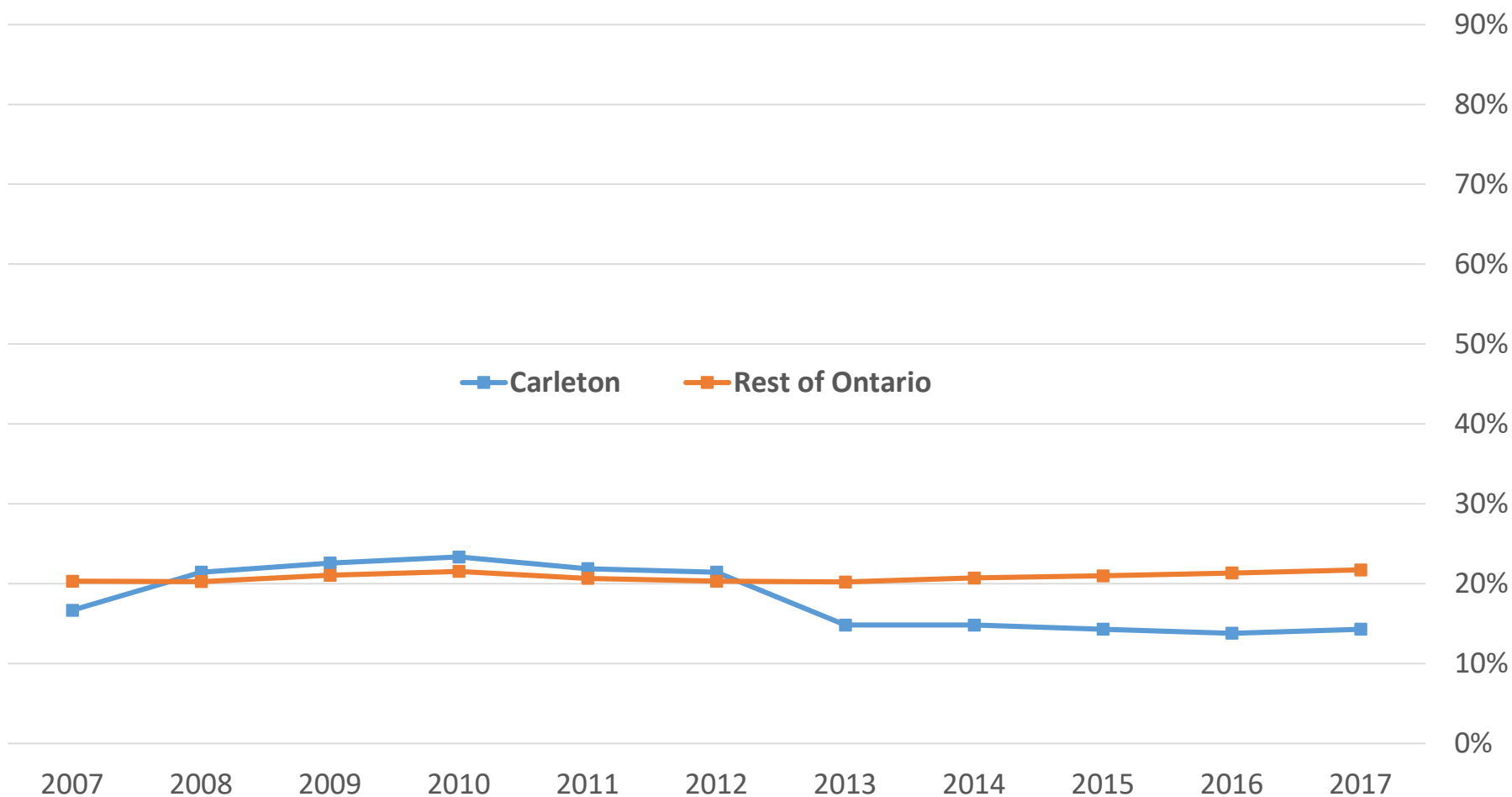






Social & Behavioural Sciences



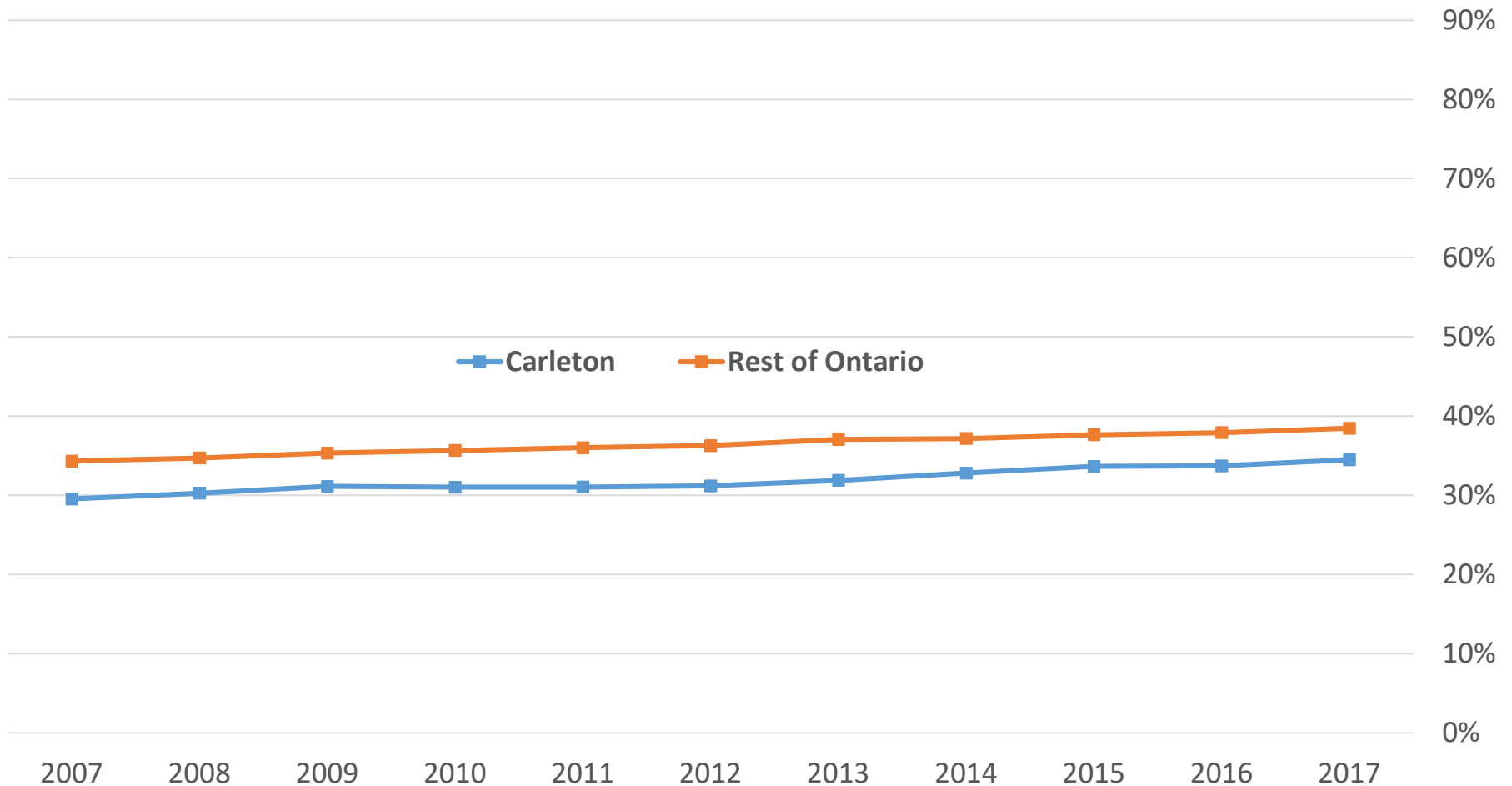


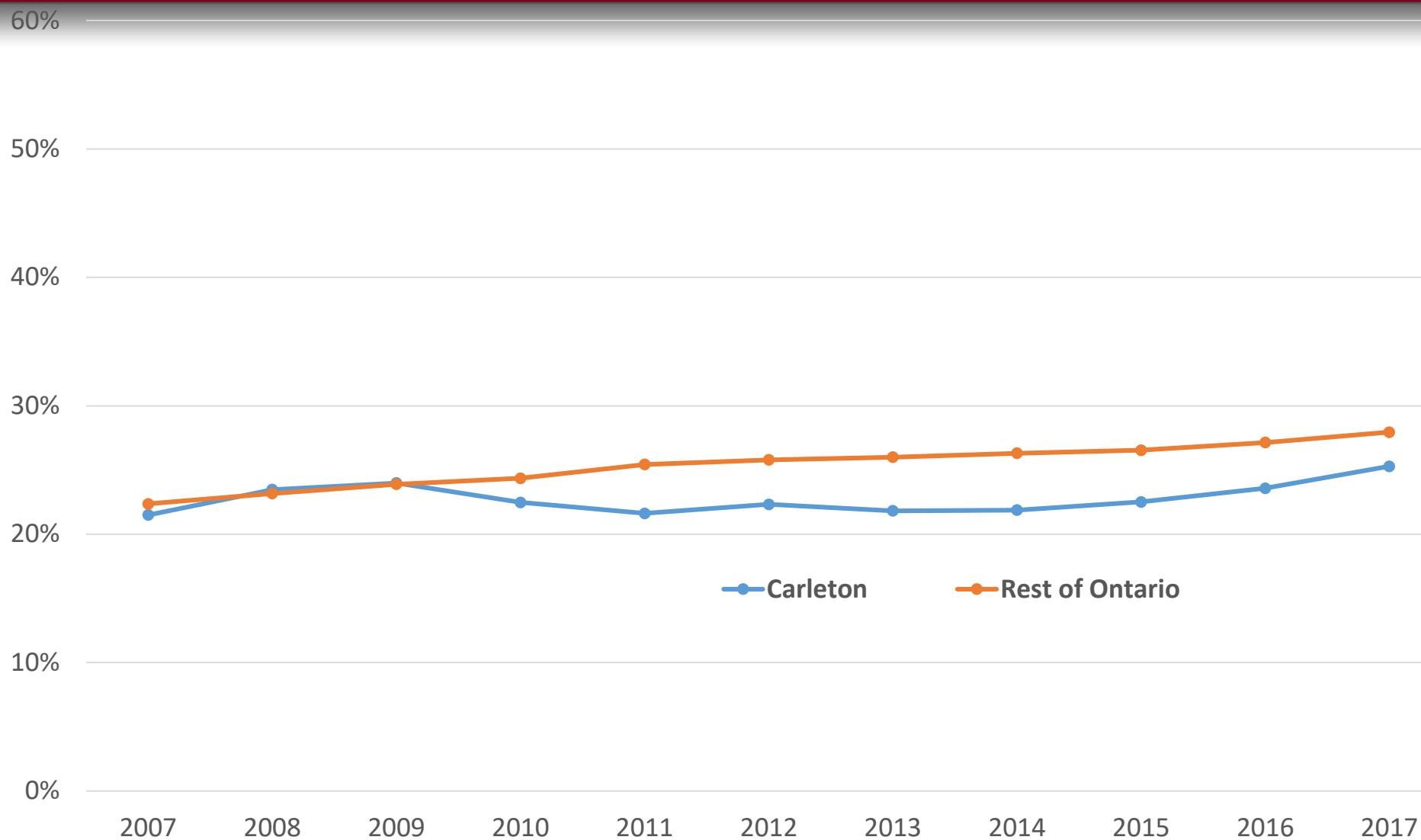


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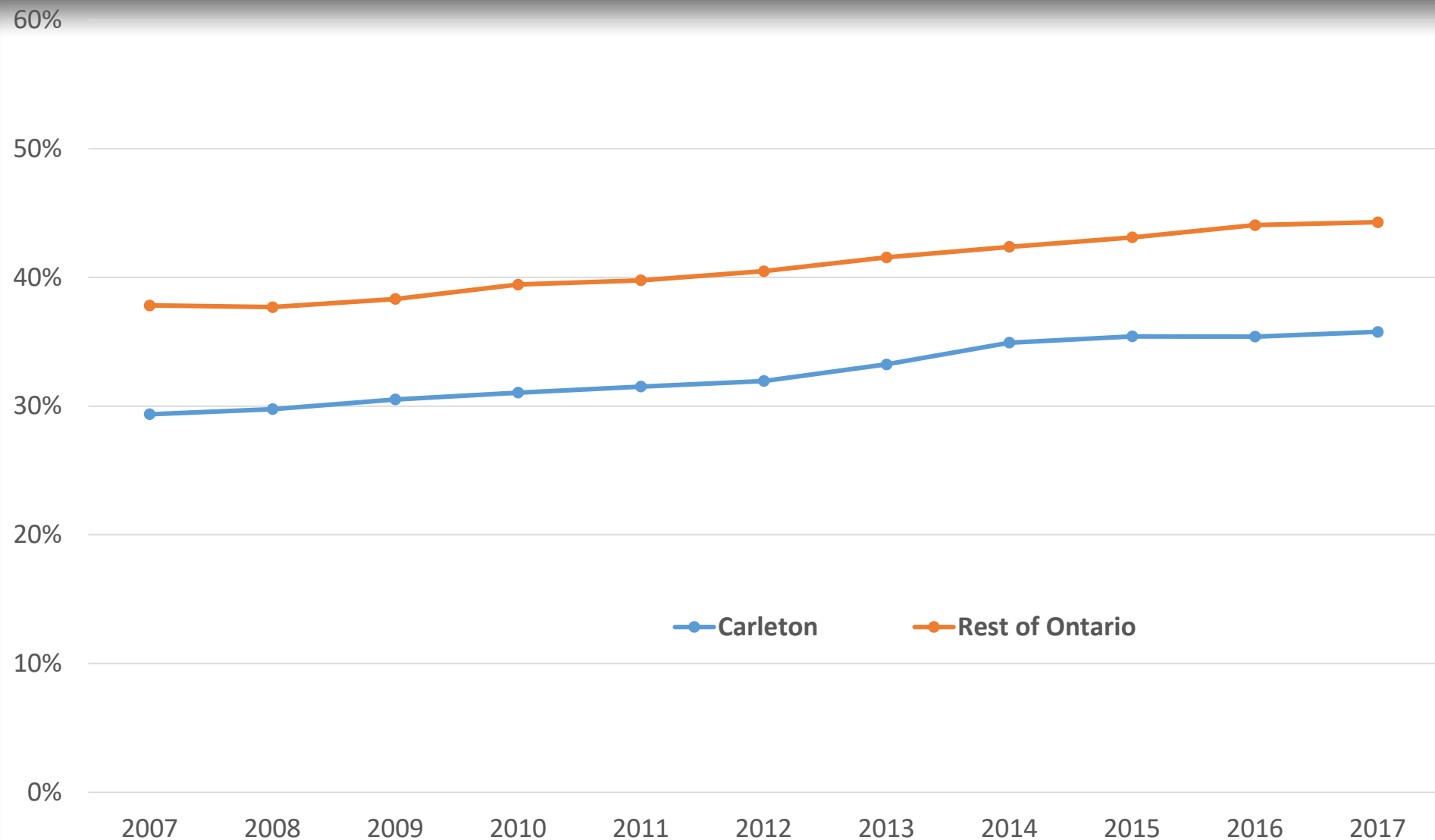
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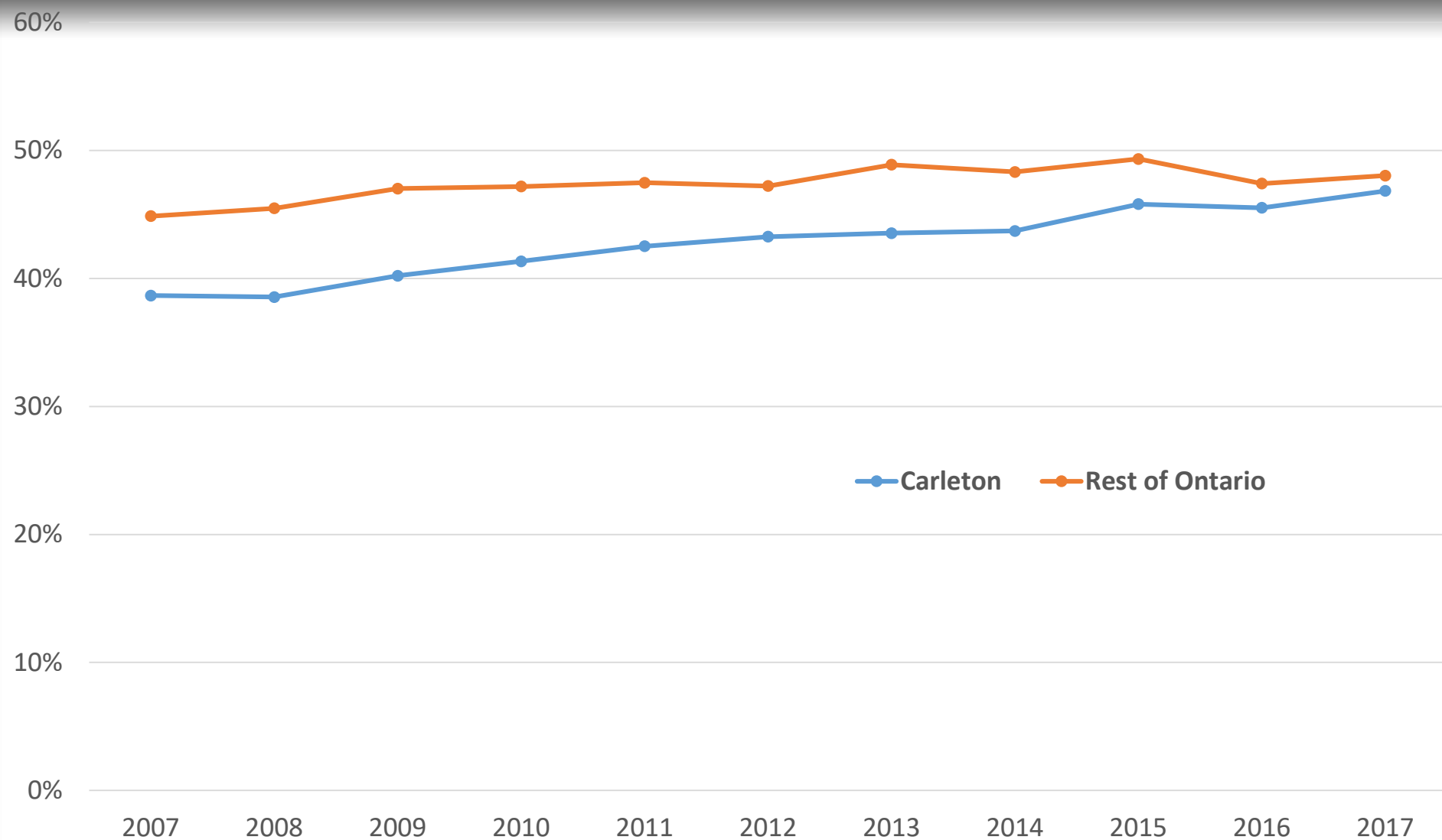


Associate Professors





Assistant Professors



From: [James Deaville](#)
To: Kathy.McKinley@carleton.ca
Cc: [Alexis Shotwell](#); [Daniel Siddiqi](#)
Subject: Resolution from FASS to Senate
Date: April 9, 2020 3:36:24 PM

Hi Kathy,

The FASS senators would like to move the following resolution at the next Senate meeting. It was unanimously passed at the Faculty Board meeting on April 7:

Motion: That FASS Faculty Board resolves the following and empowers FASS Senators to present it to the April 24th Senate.

“Recognizing the change in availability of university supports including the library, access to supervisors ...,
Recognizing the delays caused by social isolation and quarantine requirements set by multiple levels of government and the University,
Recognizing that many graduate students are facing extreme financial stress due to lack of employment and increased expenditures resulting from these circumstances...,
We urge that fees charged for MA and PhD students be revisited and possibly recalibrated to reflect the changing level in the University’s provision of services and the needs of our students.
Maintaining existing fees in this context is inequitable. We invite the FGPA to consider the possibility of a tuition bursary, waiver or some similar response.”

I am prepared to introduce it on the floor (or screens) of Senate.

Thank you,
James

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