



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 October 30, 2020 at 2:00 pm
Via Videoconference**

MINUTES – Open Session

Present: A. Ahmad, S. Ajila, K. AlWazir, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, N. Bruni, J. Bruno, A. Chandler, M. Close, C. Davis, J. Deaville, D. Deugo, D. Dragunoiu, D. Edi, M. Gagne, G. Garland, D. Gillberg, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, L. Kostiuik, J. Kovalio, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, K. Lucas, A. Luko, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, J. Milner, H. Nemiroff, B. O’Neill, J. Paulson, M. Piche, B. Popplewell, P. Rankin, M. Rooney, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, J. Taber, K. Taylor, N. Tilokani, J. Tomberlin, C. Trudel, L. Tsintsadze, K. von Finckenstein J. Voordouw, J. Wallace, K. Weary, P. Wilson, J. Wolfart, P. Wolff, B. Wright W. Ye

Regrets: T. Daniels, J. Moore, D. Russell, C. Viju,

Absent: V. Asi, C. Cruickshank, O. Hobbs, F. Hosseinian, J. Stoner, R. S. Sundarraj, A. Tremblay,

Recording Secretary: K. McKinley

Open Session:

1. Welcome & Approval of Agenda (open)

It was **MOVED** (E. Sloan, J. Sinclair-Palm) that Senate approve the open agenda for the meeting of Senate on October 30, 2020, as presented. The motion **PASSED**.

2. Minutes: September 25, 2020

It was **MOVED** (S. Sadaf, K. Taylor) that Senate approve the minutes of the Open Session of the Senate meeting of September 25, 2020, as presented. The motion **PASSED**.

3. Matters Arising:

The Chair provided an update on Cihan Erdal, the Carleton PhD student detained in Turkey on September 25th. Mr. Erdal, who is a Turkish national and not a Canadian citizen, remains in detention and is awaiting trial. A petition for his release is gaining international support. Carleton has been in touch with Global Affairs Canada, who has taken on the case, and with local MP Catherine McKenna and the diplomatic corps. Carleton continues to be involved as the situation unfolds.

4. Chair's Remarks

The Chair provided the following updates for Senators:

- COVID-19 numbers remain high as the second wave of the pandemic continues to move through Ontario. Ottawa is now in a modified Stage Two and, in accordance with the provincial public health guidelines, Carleton faculty and staff are encouraged to continue to work from home if possible. Anyone planning to come onto campus must complete a daily screening form and must comply with the requested guidelines and protocols. The Chair reminded Senators of the supports available for faculty, students and staff, and encouraged Senators to practice self-care and compassion as we continue to cope with the pandemic.
- The Strategic Integrated Plan was officially launched on September 30th with a virtual event that drew more than 700 attendees. Printed copies of the SIP will be available soon, and Senators can view or download a digital copy on the SIP website.
- Carleton's new sustainability plan "Strive for Sustainability" will be launched virtually on November 4 at 11:00 am. Carleton continues to be a leader in sustainability in the university sector, having been ranked the second most sustainable university in Canada by UI Green Metrics. Senators were encouraged to attend the launch to learn how Carleton plans to build on our successes in this field.

- Carleton’s School of Journalism is celebrating its 75th anniversary this year. Celebrations kicked off earlier this month with an online international forum on Journalism and COVID-19, “Journalism in the Time of Crisis,” featuring Canada’s Chief Public Health Officer, Dr. Theresa Tam. More events and activities will be held throughout the year. The Chair congratulated the School of Journalism and all Senators from the school.
- Carleton continues to profile strongly in the Maclean’s 2021 University Rankings, consistently ranking in the top 5 in most categories, including:
 - #3 for student satisfaction
 - #3 for funding in the social sciences and humanities
 - #5 for science and medical funding
 - #2 for residence living
 - #4 for student awards, as well as for scholarships and bursaries
 - #5 in the overall rankings
- The Chair extended congratulations to the team of students in the School of Industrial Design who won the national Automotive Parts Manufacturers’ Association (APMA) *Project Arrow* competition, for designing a zero-emission concept car. The Prime Minister tweeted his congratulations to the team for the successful design.
- Carleton hosted its second annual Inclusion Week, from October 19 – 23. The week was packed with events hosted by EIC as well as Faculties, departments and units across campus. Carleton’s broad commitment to diversity, human rights, inclusion and anti-racism continues with the development of the Equity, Diversity and Inclusion Institutional Action plan. The Chair reminded Senators that Michael Charles, Assistant VP and University Advisor, Equity and Inclusive Communities, will return in November to present the plan to Senate.
- Many Faculties and Departments also have held Equity and Inclusion events across campus. For example, FASS recently hosted a panel entitled “Imagining an Anti-Racist City” as part of their 2020 series on Healthy Cities. The event was moderated by Carleton Professor Aboubakar Sanogo, and featured three Carleton researchers engaged in race studies as well as Ottawa’s first Black city Councillor. The Chair thanked all involved in this and other events across campus to advance Carleton’s efforts on anti-racism.

- Finally, the Chair announced that the next issue of *Raven Magazine* will be released in November. The focus of this issue will be inclusion, anti-racism and adapting to Covid-19.

5. Question Period

Six questions were submitted in advance by Senators.

Questions from Justin Paulson & Julia Sinclair Palm

- a) *The administrative load of pivoting paperwork online has been felt quite unevenly across faculty and staff at the university. Some systems have moved entirely online; others, such as placement forms for practicums and paperwork for late registration, still require paper forms to be printed, signed, and scanned. This process requires more or less work depending on the number and experience of the administrative staff in the unit and how much work is downloaded directly onto faculty. In small programs, the burden tends to fall on faculty who are already lacking resources and support. It seems anachronistic and wasteful (of time, resources, materials) to be continuing to print out paper forms and collect physical signatures only to have to scan them back in. When will all university paperwork be moved online?*

Response from VP Students & Enrolment Regarding interactive forms used by the Registrar's Office: All transactional information for the Registrar's Office currently is processed via electronic fillable forms without the need to print or scan. Some academic departments may not have fully adapted yet to the electronic format. The RO will be contacting academic departments and department administrators to ensure that all are up to date. The Chair added that it may be possible to use email confirmations instead of forms in certain situations. In response to a follow-up question, the Dean of FASS agreed to investigate related resource limitations that were reported for some departments.

- b) *Although two-factor authentication may be sufficient for most of Carleton's in-house documentation, we do have PDF forms to sign as well, both internally and when dealing with digital forms from the province or federal government. Further, much of our work involves correspondence with those outside the*

university. When will Carleton implement digital signing certificates for email and for Adobe PDFs?

Response from Provost: The University is working to simplify processes and to allow for email confirmation where possible and advisable. Some licenses for Adobe Creative Suites and DocuSign are available, but these are expensive and cannot be universally purchased for the entire university. The Provost advised departments and Faculties to contact Steve Sweeney, Manager of Client Services at ITS, to explore solutions.

Question from Barry Wright:

Preamble:

Increasing numbers of students are feeling overwhelmed by the heavier demands placed on them in online courses which I fear will have a damaging effect on mental health, student success and retention. My sense is that many colleagues have compensated for the loss of live in person teaching by creating new expectations around group work, continuous assessment and other heavily promoted 'best practices,' premised on face to face learning environments, while assuming equal internet access and virtual competencies amongst their students, and without sufficient account of how these issues are magnified for full-time students with heavy course loads. My question is as follows:

Will there be a review of online course delivery this Fall term that focuses the additional learning burdens that have been placed on students by the shift to online learning, and can the matter of reasonable online workloads, in addition to lenient discretion around evaluation and extensions, be brought to the attention of Deans, Chairs and Directors to be communicated to teaching faculty and contract instructors?

Response from the Provost: The Provost's Office has released a communication advising faculty and instructors of the option to adjust course outlines after the beginning of term, to modify or reduce deliverables. He reminded Senators that this is a common issue across the university sector, and that the challenges for the Fall semester differ from those during the pivot in March, which occurred near the end of the term. Faculty members are encouraged to be flexible and to listen to students'

concerns. A student survey will be released soon and will provide further feedback on this and other issues.

Questions from Morgan Rooney:

a) *Recently, in response to a petition started by Carleton students in the Sciences, the Deans urged Carleton's instructors to evaluate and, if warranted, reduce student workload in their courses. But exactly what constitutes an "appropriate" workload for a course at Carleton was not stated and remains unclear. Many other institutions have a formula stipulating the number of hours students are expected to work per credit—e.g., [Humboldt State University](#), [Guelph University](#), [the University of Ottawa](#), [Wilkes University](#), and [the University of Iowa](#). While there are variations, their policies are all quite similar: 45 hours per credit in schools with a 3.0-credit system (or about 135 hours per half credit when transposed to Carleton's system). By contrast, at Carleton, there doesn't seem to be any explicit policy or regulation on this issue for students or faculty. Our 1141-page [Undergraduate Calendar](#) uses the word "hour" or "hours" 7,819 times, but 7,818 of those instances merely state the number of lecture hours in individual course descriptions, and the other instance is in the context of co-op. Similarly, the word "hour" doesn't appear anywhere in [regulation 5](#) of our Academic Regulations, which, among other things, states Carleton's definition of the term "credit". That is, we seem to have no language anywhere that formally announces the hours of work/study expected of students per half-credit course. In its absence, students might dramatically under-estimate the time-on-task expected for a half-credit course, and/or instructors might design courses that require students to work what Carleton's senior administration considers to be unusually high number of hours. The lack of clarity on this front is directly fueling confusion and frustration among our students and our instructors. **Will Senate task SCAASP or another relevant committee with immediately drafting and introducing new language to Senate that clarifies for students and faculty the average hours of work/study expected or required per half-credit course?***

Response from the Provost: There are no current regulations regarding expected workload for students. The examples listed in the question are based on outdated models from the USA, which may not be applicable to

Carleton, especially in the current circumstances. The Provost acknowledged the importance of this issue and will look at exploring options through SCCASP with the advice of pedagogical experts including Associate Vice-President (Teaching & Learning) David Hornsby.

- b) *In September 2019, two separate Senators asked Senate to consider adding or expanding the number Senators from two underrepresented groups on campus (Contract Instructors and Indigenous Graduate Students). [The minutes from the meeting](#) record that “both of these questions regarding representation will be taken to the Senate Academic Governance Committee for review and discussion,” but, more than a full calendar year later, it remains unclear if any action was taken, and there has been no report back to Senate. **Can a representative of SAGC or the Senate Executive provide Senate with an update regarding the status of these requests (re: expanding the number of CI and Indigenous Graduate Student Senators)?***

Response from Clerk of Senate: Senate membership questions were on the 2019/20 workplan for SAGC, but discussion of these items was delayed for two reasons. First, the committee was waiting for the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) to release its final report, Kinàmàgawin, which would contain recommendations for Indigenous representation on Senate. This only occurred in mid May of 2020. Secondly, because of the disruptions caused by the pandemic in March and April, the committee did not meet for several months, which caused business on the agenda to be postponed. Amendments to the AGU are on the committee workplan for 2020/21, and will include discussion of membership issues. The Clerk reminded Senators that membership questions are complex and will require careful consideration and discussion by the committee before any recommendations are brought back to Senate.

- c) *Given the public health crisis, one unfortunate reality that all Carleton instructors face is that they might contract COVID-19 and fall ill for days or weeks at a time, putting the continuation of the courses they teach in serious jeopardy. **What is the university’s plan in the event that an instructor falls ill in the days or weeks before the start of a term, and/or in the middle of the term? If a faculty member or CI becomes too ill to teach the course,***

either at the start or in the middle of the term, will the department hire a CI on an emergency basis? If the instructor who falls ill is a CI, will the university honour its financial commitment, or will that CI effectively forfeit his/her income?

Response from the Provost: Provisions for dealing with instructor illness are already in place, and have been expanded to include COVID-related absences. These absences would not result in reduction of pay for CUPE4600 members (including TA's and Contract Instructors).

6. Administration (Clerk)

a. Membership ratifications

The Clerk presented a memo requesting Senate ratification of one faculty member from Science.

It was **MOVED** (C. Macdonald, D. Gillberg) that Senate ratify the following new Senate appointment, as presented.
The motion **PASSED**.

7. Reports:

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

The Chair of the committee (Howard Nemiroff) presented three items for Senate approval and two items for information.

Items for Senate Approval

F Grades Converted to UNS

It was **MOVED** (H. Nemiroff, M. Gagne) that Senate approves a UG emergency response for Fall 2020/Winter 2021 where all F grades for undergraduate students are automatically converted to UNS, excluding those that are assigned as a result of an Academic Integrity Offence.

Discussion:

A Senator asked if these motions could be amended to apply automatically to any future term in which instruction needs to be offered online. In response, the Chair of SCCASP noted that a long-term policy is being developed, but that circumstances in the future might differ, which would make it difficult to apply the same motion or rule each time. In response to an additional question regarding graduate programs, the FGPA Dean noted that the situation is more complicated for graduate students, but the conversation continues at the graduate level, and graduate student input on this issue is welcome.

The motion **PASSED**.

APE – Fall 2020 and Winter 2021

It was **MOVED** (H. Nemiroff, M. Gagne) that Senate approve the proposal to allow the amendment of the Academic Performance Evaluation rules for Fall 2020 and Winter 2021 as presented.

The motion **PASSED**.

SAT Grade Option

It was **MOVED** (H. Nemiroff, K. AlWazir) that Senate approves a UG emergency response for Fall 2020 to implement grading flexibility to allow undergraduate students to choose 0.5 credits this Fall term ONLY to be converted to a SAT final grade.

Discussion:

In response to a question from a Senator it was noted that one-credit courses would be addressed in future meetings regarding Winter term decisions. The CASG President thanked SCCASP for consulting with student groups and working for the best solution for students. The Chair thanked all involved in bringing these motions to Senate.

The motion **PASSED**.

Items for information:

Editorial Changes: Three small editorial changes were made to the undergraduate calendar.

Glossary Item: Changes were made to clarify the definition of dual degree in the Glossary.

7-Reports-cont'd

b) Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair Dwight Deugo presented two major modifications and two cyclical review reports for Senate approval, plus an update on SQAPC's review of the movement to remote teaching for Winter and Summer 2020 semesters.

Major Modifications

An omnibus motion was presented to Senate for two major modifications to the Master of Applied Science and Master of Engineering programs in Electrical and Computer Engineering:

- The introduction of the concentration in Modelling and Simulation
- The introduction of the concentration in Software Engineering

Omnibus Motion

It was **MOVED** (D. Deugo, S. Ajila) that Senate approve the major modifications as presented below with effect from Fall 2021.

The motion **PASSED**.

Individual Motions:

MOTION: That Senate approve the introduction of the concentration in Modelling and Simulation to the Master of Applied Science and Master of Engineering programs in Electrical and Computer Engineering as presented with effect Fall 2021.

MOTION: That Senate approve the introduction of the concentration in software engineering to the Master of Applied Science, Master of Engineering and PhD programs in Electrical and Computer Engineering as presented with effect Fall 2021.

Cyclical Reviews

FARES – Industrial Design

It was **MOVED** (D. Deugo, L. Kostiuk) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Industrial Design.

The motion **PASSED**.

FARES – Law & Legal Studies

It was **MOVED** (D. Deugo, B. O'Neill) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Law and Legal Studies.

The motion **PASSED**.

The Committee Chair then reported on the faculty/staff survey that was distributed in early September as part of the online pivot review by SQAPC. A total of 413 staff and 213 faculty responded to the survey. Question topics included:

- Communications
- Facilities & Infrastructure
- Staff/Faculty Relations and Career Support
- General Institutional Support
- Risk Management
- Student Support
- Technology
- Pedagogical, Research, Risk Management (Faculty)

In consolidating themes that arose from the data, the [committee] Chair noted that both faculty and staff felt that challenges presented by COVID-19 have been well managed at Carleton. Concerns expressed by both groups include the following:

- Consultation
- Mental and Physical Health Support
- Crisis preparedness
- Management of faculty/staff relations and career support.

The results of the survey confirm what was already suspected: the largest impact on both staff and faculty appears to be mental health challenges. The [committee] Chair noted that the pivot has been difficult for everyone, but that Carleton has fared better than many other Ontario universities in continuing to respect collegial governance in academic decision making during and after the pivot to online course delivery. In response to a question from Senate, the [committee] Chair noted that the overall data from the survey will be presented to Senior Administration. SQAPC will provide an additional report in January of 2021 on the Fall 2020 term.

The Chair thanked SQAPC and all faculty and staff who contributed to the survey.

7-Reports (cont'd):

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

The Clerk asked Senators to ratify three new committee appointments.

It was **MOVED** (B. Kuzmarov, P. Smith) that Senate ratify the following new Senate committee appointments, as presented.

The motion **PASSED**.

8. Presentation on International Strategic Plan

It was **MOVED** (J. Paulson, N. Tilokani) that this item be TABLED until the November Senate meeting.

The motion **PASSED**.

9. Reports for Information

a) **Senate Executive Minutes (September 15, 2020)**

b) **Report from COU Academic Colleague**

There were no questions or comments from Senate for these items.

10. Other Business

The Chair reminded Senators of the Carleton United Way Campaign, which launched on October 27, and will continue until November 27, 2020. The Chair affirmed that he will be participating again this year in the Polar Bear Dip along with ex-Senator Chantal Dion, and he encouraged all Senators to support the campaign.

11. Adjournment

The meeting was adjourned (S. Ajila, J. Milner) at 4:00 pm.