



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

**Carleton University Senate
Meeting of February 27, 2026 at 2:00 pm
Pigiarvik 608**

AGENDA

Closed Session

- 1. Welcome & Approval of Agenda**
- 2. Minutes (Closed):** October 31, 2025
- 3. Graduation:**
 - a. Notification of Receipt of Graduation Lists (Clerk)
 - b. Motion to Graduate all Recommended Students
 - c. Posthumous Recognition (Clerk)
 - d. Special Features of the Graduating Class (Deans)
- 4. Report on the Empowering Motion (Clerk)**
- 5. Report from the Honorary Degrees Committee (R. Goubran)**
- 6. Other Confidential Business**

Open Session:

- 1. Approval of Agenda**
- 2. Minutes (Open):** January 30, 2026
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
 - a. Senate Meeting Schedule 2026-27
- 7. Reports:**
 - a. SCCASP (D. Mendeloff)
 - b. SAGC (R. Dansereau)
 - c. SRC (G. Wainer) – Library Report
- 8. Efficiency and Accountability Fund (EAF) Review Update (Provost)**
- 9. Reports for Information:**
 - a. Senate Executive Minutes (January 20, 2026)
 - b. Senate Visioning Session Report (December 12, 2025)
 - c. COU Academic Colleague Report (December 2025)
 - d. UPC and TPAC Membership report for 2026
- 10. Other Business**
- 11. Adjournment**



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**Carleton University Senate
Meeting of January 30, 2026 at 2:00 pm
PK608**

MINUTES

Present: A. Abdou, B. Appel Kuzmarov (acting for R. Goubran), D. Amundsen, M. Bahran, S. Blanchard, F. Brouard, J. Brunet, I. Bumagin, S. Burges, P. Corriveau, R. Dansereau (Clerk), M. DeRosa, J. Drake, S. Duncan, M. El Sayed, M. Francoli, N. Giroux-Laplante, K. Graham, E. Gray, J. Greenberg, E. Harlan, X. Haziza, D. Hornsby, J. Jiménez Garcia, I. Knezevic, G. Lachance, G. Lacroix, N. Laporte, J. Mason, A. Masoumi, D. McNair, D. Mendeloff, R. Miller, H. Nemiroff, K. Nyediin Buoy, M. Papineau, P. Rankin, R. Renfroe, M. Rooney, C. Ruiz-Martin, S. Sadaf, A. Shotwell, S. Simpkin (acting for A. Butler), B. Tackaberry, N. Tait, W. Tettey (Chair), C. Trudel, S. Viel, G. Wainer, P. Williams, P. Wilson, W. Ye

Regrets: Z. Al Attar, I. Alma, J. Armstrong, A. Bordeleau, A. Bowker, J. Debanné, A. El-Roby, N. Hagigi, A. Hurrelmann, A. Kocsis, T. Lewis, B. MacLeod L. Madokoro, G. Maracle, K. Patel, E. Peirce, M. Rivers-Moore, R. Tfaily, T. Turbat

Absent: M. Agha, A. Arya, N. Bruni, T. Davidson, S. Hawkins, S. Joe-Ezigbo, M. Mullally, M. Talebi Dastenaiei, M. Vatankhah

Recording Secretary: K. McKinley

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1. The meeting was called to order at 2:01 pm. The Chair welcomed all to the first Senate meeting of 2026. He thanked Senators and members of the Carleton community for the warm welcome he has received over the past year, since his tenure at Carleton began in January of 2025.

The Chair then acknowledged and welcomed the following new Senators:

- Mary Francoli, who has assumed the role of Interim Dean of the Faculty of Public & Global Affairs

- Paul Wilson, who is serving as the Interim COU Academic Colleague while Kim Hellemans is on sabbatical
- Nathalie Laporte who is rejoining Senate as a Board of Governors representative
- Ali Arya, who is the new Director of the School of Information Technology
- Jennifer Drake, the new Faculty Board Secretary for Engineering
- Juan Carlos Jiménez Garcia, representing the School of Industrial Design while Tim Haats is on parental leave.

The Chair acknowledged the passing of several Carleton community members:

- Professor Emerita Dr. Katherine Graham, a distinguished scholar, leader and mentor whose work profoundly influenced public policy, governance, community development and Indigenous affairs in Canada. Dr. Graham also served as Dean of the Faculty of Public Affairs, and held many key roles in Carleton community-university partnerships;
- Madeleine Kētēskwew Dion Stout, a nehiyaw / Cree registered nurse, scholar and Indspire Laureate; and
- Professor Glenn McRae from the Department of Mechanical and Aerospace Engineering.

The Chair offered condolences to friends, family and colleagues of these departed members of the Carleton community.

Following a reminder on meeting procedures, the Chair turned to the proposed agenda for the meeting.

It was **MOVED** (E. Gray, F. Brouard) that Senate approve the agenda for the meeting of Senate on January 30, 2026, as presented.

The motion **PASSED**.

2. **Minutes:** November 28, 2025

It was **MOVED** (J. Greenberg, D. Hornsby) that Senate approve the minutes of the Senate meeting on November 28, 2025, as presented.

The following errors were noted in the minutes:

- Attendance Record: Senator I. Bumagin should be marked as present.

- Matters Arising: Response from VPSE should apply to scheduling issues moving forward, rather than just the 2026-27 dates.
- Page 10 (SCCASP) Discussion: Last sentence of the first paragraph should read “These are conditional on the approval of the Senate Quality Assurance and Planning Committee.”

With these corrections to the minutes, the motion **PASSED**.

3. Matters Arising

None were identified.

4. Chair’s Remarks

The Chair began his remarks by congratulating the following staff and faculty members on receiving Mitacs International Mobility Awards:

- **Jennifer Evans** from the Department of History for her work on tracing how LGBTQIA+ individuals, from past to present, have built liveable lives through community-building, mutual care, and political self-organization;
- **Mike Hildebrand** from the Department of Neuroscience, for advancing innovative human spinal cord tissue preclinical pain assays that support new treatment strategies and drug discovery; and
- **Amedeo D’Angiuli & Dr. Vivian Lee, Ph.D.** from the Department of Psychology, for their work towards a pan-Canadian and European study on the longitudinal effects of environmental exposure on autism and related neurodivergent conditions.

The Chair next reported on six members of the Carleton Community appointed to the Order of Canada:

- The Honorable **Rosalie Silberman Abella** who received an honorary doctorate from Carleton in 2005, was named a Companion of the Order. Abella was appointed to the Supreme Court of Canada in 2004, and has been widely recognized as a voice for constitutional and human rights law.
- Former Carleton President **Roseann Runte** was promoted to Officer of the Order of Canada. President Runte is a visionary leader whose work at Carleton and the Canada Foundation for Innovation has strengthened institutional excellence and advanced Canada’s global research competitiveness.

- The Honourable **Janice Charette** was named an Officer of the Order. Charette is an alumna of the Sprott School of Business, recipient of an honorary doctorate from Carleton in 2023, and a highly distinguished former public service and diplomat.
- Professor Emerita **Susan Phillips** was named a member of the Order. Phillips is an alumna of Carleton, Professor Emerita in the School of Public Policy & Administration and founder of Carleton's Master of Philanthropy and Nonprofit Leadership, which is Canada's only graduate program in philanthropy.
- **Penny Dorothy Collenette**, alumna of the Faculty of Public and Global Affairs was named a member of the order. Collenette is a prominent Canadian lawyer, educator and public commentator, an expert in public policy and an advocate for women in leadership.
- **Reesa Greenberg**, former adjunct professor of art history at Carleton was named a member of the Order. Greenberg is known for her pioneering work in feminist and exhibition studies.

The Chair then announced that Carleton has become the first North American institutional member of the Sustainability Transitions Research Network (STRN), an international network of scholars and practitioners advancing the work toward a more sustainable society.

Finally, the Chair reminded Senators of the upcoming annual Service Excellence Awards Celebration on February 19, and encouraged all to attend.

5. Question Period

Three questions were submitted in advance by Senators.

Question from Senator Jody Mason

The draft AI framework uses the language of "framework" but the verbal mood of a policy. Could the following questions be clarified, please?

Since this is a framework and not a policy, its guidelines cannot be enforced. Is this correct? If these are guidelines only and this is not an enforceable policy, why are imperative statements such as the following employed? Under "teaching," instructors are told to "embed AI competencies in teaching activities and materials to prepare graduates for the use of AI beyond university."

Response: Vice-Provost David Hornsby noted that examples within the framework are provided as suggestions, not mandatory requirements. As the framework is currently

under consultation, feedback can be used to revise the language to be less imperative. In response to a follow-up question, Vice-Provost Hornsby acknowledged that the current draft has not captured the need for critical reflection on Artificial Intelligence and the need to integrate AI literacy into the classroom. He concluded by affirming that a revised Framework will be presented to Senate for further deliberation in the coming months.

Question from Azar Masoumi

Carleton University's previous Human Rights Policy (in effect May 2001-Jan 2025) included a robust definition of academic freedom. This definition has been removed from the policy since the 2025 revisions (see current policy [here](#)). As a result, the definition of academic freedom on our campus now fully and solely relies on negotiated clauses in various collective agreements. This situation has not only led to differential protections for CUASA and CUPE colleagues, but has also left students without any protected right to academic freedom.

Would you please clarify: 1) Why was the definition of academic freedom removed from the Human Rights policy? 2) How does the university intend to ensure consistent and equal access to academic freedom for all members of our campus?

The Provost responded to this question. She noted that because academic freedom is not a protected human right as defined by the Human Rights code, it was removed from the revised Human Rights Policy. Instead, the current Human Rights Policy refers the community to the collective agreements for CUASA, CUPE 4600 (units 1 and 2) and PSAC 77000 (for postdoctoral fellows). Student rights & responsibilities around these issues are addressed in the Student Rights & Responsibilities Policy and also in the Freedom of Speech Policy. In addition, to add clarity, a definition of academic freedom was added to the Carleton University website (<https://carleton.ca/about/history/commitments>). This definition from Universities Canada affirms that academic freedom is fundamental to our academic mission.

The Provost added that a benchmarking study demonstrated that Carleton's approach to communicating academic freedom is in line with other institutions. Only two other universities in Ontario include academic freedom in their Human Rights Policy (Algoma and Guelph). York, TMU, Windsor, and Laurier have the definition only embedded in collective agreements. University of Ottawa, like Carleton, has made a similar commitment to academic freedom on its website.

In a follow-up to the question a Senator noted that the definition of academic freedom differs from one collective agreement to another, and that there appears to be no protection of students' academic freedom. They asked whether a single unified definition or policy on academic freedom would address this issue. The Chair responded that as a member of Universities Canada, Carleton is required to meet certain obligations, including the guarantee of Academic Freedom and to demonstrate that obligation. The definition provided by Universities Canada that Carleton has adopted and posted on the website covers all communities, and the collective agreements show that these are demonstrable and binding. Students' rights are also covered by the Free Speech Policy which states that "faculty, students and staff may not prevent, obstruct or interfere with the freedom of others to express their views." It was noted that any policy would not override what is stated and provided in the collective agreement; the process for dealing with complaints is outlined in the collective agreements (for CUASA and CUPE) and in the Free Speech Policy (for students). Another Senator noted that the collective agreement would not necessarily prevent the development of a policy on academic freedom and that there are cases such as the Sexual Violence policy, where a university policy and process exist in addition to the process that is specific to union members and outlined in their collective agreement.

Senators continued to debate the usefulness of creating a policy and the process for developing, it before concluding the discussion.

Question from Laura Madokoro

Could Senate please have an update on the work of the Presidential & Provostial Task Force on Community Healing, Rebuilding and Belonging? In particular, I would like to know how invitations to participate will be organized? Will individuals have an opportunity to present or submit their views and share their experiences or is input being solicited on an organizational basis e.g. CUASA? Senate?

The Chair introduced AVP Indigenous Teaching, Learning and Research, Kahente Horn-Miller, Chair of the Task Force, to respond to this question. Chair Horn-Miller noted that the Task Force held their second meeting on January 21, 2026, to discuss implementing their mandate. The Elder Advisory Group was invited to join the meeting, and through a consensus decision making process it was agreed that:

- *The list of terms/definitions needs to be clarified and should be available online.*
- *The terms "healing" and "belonging" need to be included in the list of definitions.*

- *The consultation process should include multiple engagement mechanisms such as surveys, town halls, one-on-one and unit consultations plus online portals for community input.*
- *More time is needed for the Task Force to complete its mandate.*

It was suggested that the next steps for the Task Force should include clarifying the list of terms and defining the questions that will be used for the consultation process.

In response to a follow-up question, Horn-Miller noted that people on the Task Force are there as individuals and are not considered representatives of a particular group. Additionally, all those who have been invited to the meeting are free to contribute to the discussion.

The Chair thanked AVP Horn-Miller for the response and for the update.

6. Administration

a. Senate Membership Ratification

The Clerk presented a motion to ratify Jennifer Drake as the new Faculty Board Secretary from FED.

It was **MOVED** (R. Dansereau, G. Wainer) that Senate ratify the new Senate appointment, as presented, for service beginning immediately upon approval.
The motion **PASSED**.

b. Convocation Dates 2028-2030

The Clerk presented a motion for Senate to approve the following June Convocation dates:

- June 12 – 16, 2028
- June 11 – 15, 2029
- June 10 – 14, 2030

It was **MOVED** (R. Dansereau, S. Blanchard) that Senate approve the Convocation dates, as presented.
The motion **PASSED**.

The Clerk reminded Senators that Fall Convocation has been suspended as of 2025, and the June 2026 Convocation ceremonies will be expanded to accommodate the Fall 2025 graduates.

7. Reports

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

Committee Chair David Mendeloff presented 2 items for Senate approval and 4 items for information. The items for approval were combined into an omnibus motion.

Items for approval – Omnibus motion

It was **MOVED** (D. Mendeloff, D. Hornsby) that Senate approve the revisions to the following program regulations effective for the 2026/27 Undergraduate Calendar as presented.

- R-UG-3.2.7 Bachelor of Architectural Studies
- R-UG-Additional Regulations for B.Sc.

The motion **PASSED**.

Individual motions from the Omnibus:

- THAT Senate approve the revisions to Regulations R-UG-3.2.7 Bachelor of Architectural Studies effective for the 2026/27 Undergraduate Calendar as presented. (change to the ACE requirements)
- THAT Senate approve the revisions to Regulations R-UG-Additional Regulations for B.Sc. effective for the 2026/27 Undergraduate Calendar as presented. (addition of biochemistry and physics courses to experimental science requirements for the B.Sc.)

Items for Information:

- Undergraduate Minor Modifications (Dec 2, 2025; Dec 16, 2025; Jan 20, 2026)
- Graduate Minor Modifications (Jan 20, 2026)

b. Senate Quality Assurance and Planning Committee (SQAPC)

Committee Chair David Hornsby presented one new program and 34 major modifications for Senate approval, plus one memo on suspended program admissions for information.

New Program Approval: new B.Eng in Systems Security Engineering: This new undergraduate program focuses on the analysis, evaluation and design of secure computer communications and distributed systems. It will be a 4-year program (5 years with COOP).

It was **MOVED** (R. Miller, C. Trudel) that Senate approve the proposed B.Eng in Systems Security Engineering program as presented, to commence in Fall 2027.

A Senator asked for more clarity regarding resources (pending retirements, hiring of new faculty) mentioned in the documentation. The Committee Chair noted that resource requests are submitted as part of the normal process, and these projections are contingent upon enrolment.

The motion **PASSED**.

Major Modifications:

The committee Chair presented motions to close three programs:

It was **MOVED** (D. Hornsby, G. Lacroix) that Senate approve the closure of the Certificate in Multidisciplinary Studies in Mental Health and Well-Being as presented with effect from Fall 2027.

It was noted that the unit requested the deletion due to lack of resources, low enrolment and content overlap with the stream.

The motion **PASSED**.

It was **MOVED** (D. Hornsby, M. Papineau) that Senate approve the closure of the type 3 (stand-alone) Graduate Diploma in Work and Labour as presented with effect from Fall 2026.

The decision was taken to request this closure as it did not receive Ministry approval due to a perception that it did not have sufficient labour market value.

The motion **PASSED**.

It was **MOVED** (D. Hornsby, M. Papineau) that Senate approve the closure of the Graduate Diploma and concentration in Indigenous Policy and Administration as presented with effect from Fall 2026.

The unit has requested closure of the program due to low enrolment and loss of a faculty member.

The motion **PASSED**.

The committee Chair then presented an Omnibus Motion for the remaining 31 major modifications:

It was **MOVED** (D. Hornsby, R. Renfroe) that Senate approve the major modifications as presented.

The motion **PASSED**.

Individual motions from the Omnibus:

- THAT Senate approve the deletion of the minor and concentration in Drama Studies as presented with effect from Fall 2026
- THAT Senate approve the major modification to the Beng Environmental Engineering program as presented with effect from Fall 2026
- THAT Senate approve the BSc Nursing program as presented with effect from Fall 2025
- THAT Senate approve the introduction of the Direct Entry option to the PhD program in Physics as presented, with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Physics as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MA program in Canadian Studies as presented with effect from Fall 2026.
- THAT Senate approve the introduction of the advanced completion option to the Master of Public Policy and Administration with Collaborative Specialization in Climate Change as presented with effect from Fall 2026.
- THAT Senate approve the major modification to NURS 3201 & 4200 as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MA program in Sociology with a concentration in Quantitative Methodology as presented with effect from Fall 2026.
- THAT Senate approve the major modification to the Bachelor of Music program as presented with effect from Fall 2026

- THAT Senate approve the major modification to CRCJ 4908 as presented with effect from Fall 2026
- THAT Senate approve the addition of the accelerated pathway to the MASc and MEng programs in Building Engineering as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Building Engineering as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Civil Engineering as presented with effect from Fall 2026.
- THAT Senate approve the major modification to the PhD program in Environmental Engineering as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MA program in International Affairs as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MA program in Migration and Diaspora Studies as presented with effect from Fall 2026
- THAT Senate approve the addition of the collaborative specialization in Data Science to the MASc programs in Mechanical, Aerospace and Materials Engineering as presented with effect from Fall 2026
- THAT Senate approve the major modification to the B.Eng program in Communications Engineering as presented with effect from Fall 2027
- THAT Senate approve the major modification to the PhD program in Biology as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Chemistry as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Earth Sciences as presented with effect from Fall 2026
- THAT Senate approve the major modification to the BJHum program as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Mathematics and Statistics as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MCS program as presented with effect from Fall 2026
- THAT Senate approve the addition of BUSI 5993, 5994, and 5996 as presented with effect from Fall 2026
- THAT Senate approve the introduction of the stream in Financial Planning to the B.Com. program as presented with effect from Fall 2026
- THAT Senate approve the major modification to the PhD program in Computer Science as presented with effect from Fall 2026
- THAT Senate approve the major modification to the MSc program in Physics – Stream in Modern Technology as presented with effect from Fall 2026

- THAT Senate approve the major modification to the master’s programs in Data Science, Analytics and Artificial Intelligence as presented with effect from Fall 2026
- THAT Senate approve the major modification to the Master of Human Computer Interaction and the introduction of HCIN 5903 as presented with effect from Fall 2026

Memo for Information: Suspended Program Admissions

Senate was informed of suspended admissions for the MBA weekday in-person program and the Graduate Diploma (Type 2 & 3) in Architectural Conservation. Requests were made by the units, approved by the Deans and Vice-Provost (Academic & Global Learning), and all appropriate administrative steps were taken by Admissions, the Registrar’s Office and Graduate Studies.

Admissions to programs will be suspended for 2 admission cycles. Any modifications relating to program reinstatement or closure will be brought to Senate for approval.

c. Senate Academic Governance Committee (SAGC)

Committee Chair Richard Dansereau presented a motion to ratify new Senate committee members.

It was **MOVED** (R. Dansereau, C. Ruiz-Martin) that Senate ratify the Senate committee nominees as presented, for service beginning immediately upon approval.

The Clerk requested an amendment to the memo to add a graduate student nominee for the Senate Student Academic Integrity Appeals Committee. SAGC voted to recommend the nomination at its meeting on January 27.

Proposed nominations:

- Hamza abo el Ella (Faculty member, FED) for Senate Committee on Student Awards
- Lisa Mills (Faculty member, FPGA) for Senate Committee on Student Awards
- Katelyn Vezina (Graduate Student) for Senate Student Academic Integrity Appeals Committee

The motion, with the amended memo, **PASSED**.

Engineering Faculty Board Constitution

SAGC Chair Richard Dansereau presented a motion to approve a new Engineering Faculty Board Constitution. The Constitution was created in accordance with the new Faculty Board Constitution template created by the Secretariat Office. SAGC undertook a thorough review of the EFB Constitution in 2025, and is recommending its approval by Senate.

It was **MOVED** (J. Drake, R. Miller) that Senate approve the Engineering Faculty Board Constitution, as presented.

The motion **PASSED**.

d. Senate Review Committee – Enrolment Update

The Chair of the Senate Review Committee, Gabriel Wainer, reported that the committee met on January 16 to review the Fall 2025 Enrolment Report. Committee members drafted a series of questions for the VP Students & Enrolment (VPSE) based on their review of the report. These questions were included with the Enrolment Report in the meeting binder, and will be addressed by the VPSE in her presentation.

The Chair then recognized VPSE Suzanne Blanchard, who presented the report to Senators.

Undergraduate Provincial Count: Domestic new undergraduate enrolment has seen an increase of 1% and international enrolment has decreased by 23% since 2024; in both cases, this represents a better scenario than had been projected last year. Continuing enrolment is flat for domestic and decreasing in international.

SRC Question: Is our domestic enrolment still within the corridor set by the government? Generally, what is the projection for domestic enrolment growth moving forward? Is the corridor model sustainable?

In our previous Strategic Mandate Agreement (SMA3), Carleton remained either at or above the corridor ceiling every year. As a result, Carleton renegotiated the corridor to be higher in SMA4. Currently, Carleton is above the funding midpoint but not yet at the ceiling of the corridor. However, the level of grant per student

is low in Ontario compared to other provinces. This combined with frozen tuition creates significant challenges for the budget.

SRC Question: Although monetary figures are not generally included in the enrolment report, it is understood that international students bring in more revenue per student (vs domestic). Is it possible to express this difference as a ratio, and if so what would that ratio be? (e.g. 1 international student to 3 domestic students)

For domestic student numbers within the corridor, Carleton receives both the tuition from the student and a grant from the province. In these cases, the revenue from an international student would be approximately 2 times that of the domestic student. In cases where we do not receive the grant for the student (if, for example, we are above the corridor), the revenue ratio is closer to 4 to 1.

SRC Question: For longer term planning is the model of continued growth in enrolment sustainable, given recent data showing declining population growth in Canada and unreliable funding from the provincial government?

Based on the latest Ontario Ministry of Finance population projections, the Ontario 18-year-old population is stable overall, with a projected increase in Ottawa over the next 3 – 5 years. Additionally, the proportion of Ontario high-school students who attend university continues to increase. The data demonstrates that demographics in Ontario and Ottawa will support cautious growth in enrolment of at least 1% per year.

New First-Year Students per Faculty:

Business enrolment is stable. The decline in Science continues to be driven by decreased enrolment in Computer Science. It was noted that fluctuations in the technology sector are common, and Carleton's new programs in Data Science, Cyber Security and Nursing are drawing more attention.

Engineering's growth has been limited by capacity issues in Aerospace and Mechanical Engineering, but there are additional opportunities for growth in the new Mechatronics program.

FASS and FPGA enrolment has declined, but early data for BA admissions for Fall 2026 are positive compared to 2025.

SRC Question: Can you provide comparisons with other universities for this data? For example, are the declines in Arts & Social Sciences and Public Affairs and increases in Engineering being experienced generally in Ontario universities?

Although programs in other universities are not completely matched, Carleton is following the general trends in enrolment seen in Ontario universities, with some small differences.

SRC Question: Can you provide an update on the progress of last year's revamped recruitment plan?

The recruitment team is constantly evaluating approaches and revamping strategies in response to changing circumstances. Some of the initiatives Recruitment has implemented this year include the following:

- Offering a “Tech Day” to respond to interest in that sector
- Providing more virtual recruitment options and opportunities
- Adjusting recruitment events for attendees from different age groups (e.g. including events for grades 9 and 10)
- Working with agent partners for international recruitment
- Expanding recruitment in West Africa, China, India and the Middle East as of February 2026. The impact for this will be felt more significantly in Fall of 2027.
- A new 12-month, 4-year housing guarantee for international students
- New undergraduate international tuition structure that includes a 3—year freeze to provide clear expectations
- Sending out offers early, for domestic and international students, which has demonstrated impact.

Graduate Enrolment:

One of the main drivers in growth is the MBA online. International Masters enrolment has decreased, while PhD enrolment is stable.

New Graduate Enrolment:

The introduction of early rolling admissions has had a positive impact on domestic graduate enrolment overall, but international enrolment has declined by an additional 30% with some decreases in new PhD student enrolment (both domestic and international). Returning enrolment is lower than last year for international students due to decreased enrolment from the previous year.

Undergraduate enrolment trends per Faculty show growth in Engineering & Design in first-year enrolment. The Recruitment Office is continuing to work with individual departments on initiatives and strategies to further boost undergraduate enrolment within certain programs.

SRC Question: What is the reason for the continued decline in FPGA enrolment (UG)?

Public & Global Affairs enrolment has experienced waves of increases and declines over the years as interest in these programs has shifted. The decline is driven largely by a decrease in enrolment in the Social Sciences, Journalism and Communications in our sector. However, some programs such as Political Affairs and Public Affairs and Policy Management have seen growth since last year, likely due to current global affairs.

Master's Enrolment Trends: Increases in Master's enrolment over the past few years have been driven primarily by the online MBA, which has been very successful. Enrolment in this program is now stabilizing. Engineering intake has decreased while Science and FPGA have seen enrolment increases for Master's students this year.

SRC Question: How many of the Sprott Masters students in this graph are online MBAs?

Out of 978 new enrolments, 784 are online MBAs. For returning students, the number of students pursuing the online MBA is 907 out of a total of 1035.

PhD Enrolments: show normal variations from year to year.

10-year Analysis - Programs:

Enrolment in Health, Nursing and Engineering is increasing. Computer Science and Social Science enrolments have previously increased but have decreased over the

past few years and are now approaching 2017 levels. Arts and Science programs have seen decreases in enrolment, while Business is stable.

SRC Question: From this graph, can it be assumed that the best-case scenario that 20% of applicants choose Carleton as their first choice?

While the graph shows the OUAC application numbers, additional data clarifies that 25% of all of students who apply to Carleton indicate that Carleton is their first choice.

Applications by Faculty: FPGA applications are continuing to decrease more than the system, Engineering & Design are increasing at the same rate as last year and Computer Science is decreasing at the same rate. In response to a question from the Senate Review Committee, it was noted that even if a student applies to 2 different programs within one Faculty, the student is only counted once according to the program they have ranked the highest.

Regional Comparisons (Undergraduate): Applications from eastern Ontario and Ottawa have seen positive growth. Applications from GTA have been slowly recovering since Covid while those from other Canadian provinces remain stable. International enrolment continues to decline. Comparative data show that most enrolments are from Ottawa and Eastern Ontario with slight increases from GTA and other Canadian provinces.

Ottawa and Eastern Ontario:

SRC Questions: Why is enrolment not increasing even though the number of applicants and approvals are? Why is the gap between applicants and approvals increasing over time?

Even though Carleton receives a large number of applications, this does not always translate into admissions, largely due to the highly competitive nature of university enrolment in Ontario. The Enrolment team at Carleton is planning a new survey and has implemented a LEAN process to determine what barriers may have been preventing a stronger enrolment percentage.

GTA: Enrolment numbers from GTA are slowly improving.

SRC Question: Can you provide an update on plans for increased enrolment from the GTA?

Carleton had a strong showing in the 2025 Ontario Universities Fair (OUF), collecting more prospective student leads than any other year, and the team has followed up with personal invitations. Carleton has also increased recruitment efforts with 42 weeks of visits to Toronto high schools, hybrid family information evenings, applicant evenings in the GTA, and virtual events with increased attendance. The team is also attending grade 10 Toronto high school career classes and expanding the information evenings for grade 9 – 11 students.

Applications from other Ontario areas have decreased but registration for those students remains stable, and there have been slight increases in applications and enrolments from other Canadian provinces.

Proportion of International Enrolment for First Year Students

International applications and admissions continue to decline but the gap between those applying and those enrolled has decreased significantly. Strategies for increasing international enrolment include the residence guarantee, a stable 3-year tuition structure, and tuition deposit. Rankings also have become an important factor in attracting international students.

SRC Question: Why is Carleton's international enrolment so much lower than the rest of Ontario universities?

Some other universities in Ontario have international in-country representatives as a common practice, while Carleton has only recently implemented this strategy. Carleton's market mix has been more diverse, which became detrimental when some of those areas declined due to impacts from the IRCC. More competition among universities for students has been a factor as well. Carleton is responding by sending out offers earlier, updating options on the ESL requirements, adding in-country representatives, and addressing value for money indicators in rankings.

A Senator noted that it is a common assumption that the delay in international graduate student conversions (from application to admission) creates a corresponding delay in graduate TA allocations, making it very difficult to assign TAs in a timely manner. The Chair recognized Vice-Provost Dan Siddiqi, who

was in attendance, to respond to this question. Vice-Provost Siddiqi noted that the premise is problematic in that only a small number of TAs are international students. He noted that the challenge in TA allocations likely stems from the fact that graduate students are admitted continually throughout the year.

A Senator asked if the current political unrest in the United States could create opportunities for Carleton to increase recruitment from that country. In response, VPSE Blanchard noted that the United States population generally does not consider Canadian universities to be attractive options for their students' higher education goals. Carleton does recruit in the United States but there has been no increased interest from potential students over the past year. However, the international recruitment team is working to demonstrate that Canada is a more attractive option for international students than the USA.

Vice-Provost (Academic & Global Learning) David Hornsby added that this report demonstrates that Carleton needs to explore new communities of students, and that online programs could be an opportunity for enrolment growth in a new direction. He encouraged Senators to think creatively about some targeted opportunities in this area.

The Chair thanked VPSE Blanchard for the thorough and informative report and Senators for their engagement.

8. Reports for Information

The following reports were submitted for information:

- a) Senate Executive Committee minutes (November 28, 2025)
- b) Summary of Meeting of the Carleton University General Faculty Board (GFB)

There were no questions and there was no discussion of these reports.

9. Other Business

The VPSE reminded Senators of the wine & cheese event sponsored by Dining Services, from 4pm to 6pm, at the Riverbank Social.

10. Adjournment

The meeting was adjourned (E. Gray, M. Papineau) at 4:04 p.m.

Senate Question Period – February 2026

Question from Senator Cristina Ruiz Martin

In the June 2025 minutes, page 10, it states: “Revision.of.Academic.Integrity.Policy.-.an.Ad.Hoc.Committee.on.the.Academic.Integrity.Policy.has.been.working.on.this?and.it.is.nearing.completion”

The Senate expected to see the policy at the September 2025 meeting. What is the current state? When is the Senate expected to receive the draft of the policy for feedback? Will the new policy be in place for the start of the 2026-2027 academic year?

Senate Meeting Schedule 2026-27

Location: PK608 (Senate Room)

**All Senate meetings are from 2:00 – 4:00 pm unless otherwise specified*

September 18, 2026

October 23, 2026 – with Closed Session

November 27, 2026

December 11, 2026 - tentative meeting

January 29, 2027

February 26, 2027 – with Closed Session

March 19, 2027

April 30, 2027

May 28, 2027 – with Closed Session

June 18, 2027 – tentative meeting

MEMORANDUM

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

To: Senate
From: David Mendeloff, Chair of SCCASP
Date: February 27, 2026
Subject: Regulation Changes for Approval

Items for Approval

SCCASP has reviewed and is recommending to Senate approval of major modifications to regulations for the following:

Bachelor of Information Technology (B.I.T.) Admissions Requirements
Graduate Application for Admission (General Regulation 3 of the Graduate Calendar)
Graduate Advanced Standing (Transfer of Credit) (General Regulation 6 of the Graduate Calendar)

The proposed changes to B.I.T. admissions have been recommended by the School of Information Technology Faculty Board. The proposed Graduate Regulation changes have been recommended by Graduate Council.

A summary of the changes and individual motions is below. A single omnibus motion is presented in the interest of efficiency. Senators may request to pull any of the proposed changes out of the omnibus motion for individual consideration.

Senators are encouraged to read the accompanying Courseleaf documents prior to the Senate meeting, as they will be voting on the Courseleaf language as presented.

Omnibus Motion: That Senate approve the revisions to the following regulations as presented:

- R-ADM-Program-B.I.T.
- R-GR-3 Application for Admission
- R-GR-6 Advanced Standing

Summary of Changes and Individual Motions

1. Bachelor of Information Technology (B.I.T.) Admissions Requirements

Removal of the additional admission requirement of a portfolio. This is being proposed by the School of Information Technology on a trial basis to assess impact on applicant pool and number of offers made.

Motion: That Senate approves the revisions to Regulations R-ADM-Program-B.I.T. effective for the 2027/28 Undergraduate Calendar as presented.

Attachment: R-ADM-Program-B.I.T.

2. Graduate Application for Admission (General Regulation 3 of the Graduate Calendar)

Adjustment to the TOEFL scores listed in Regulation 3.6 (Proficiency in English). This adjustment, which was done in consultation with SLALS, reflects the recent update to TOEFL's scoring scale. It does not change the current expected minimum English language requirements for admission. Upon approval of Senate the new calendar language will take effect for 2026/27, as applications with the new scores have already been received for Fall 2026 admissions.

Motion: That Senate approves the revisions to Regulations R-GR-3 Application for Admission effective for the 2026/27 Graduate Calendar as presented.

Attachment: R-GR-3 Application for Admission

3. Graduate Advanced Standing (Transfer of Credit) (General Regulation 6 of the Graduate Calendar)

Update to Regulation 6.4 (Transfer of Credit After Admission) clarifying that graduate students who want to take a course at another institution during their program of study must secure approval of their home department; and update to Regulation 6.5 (Concurrent Enrolment) allowing an exception for concurrent enrolment for part-time students enrolled in online programs. Upon approval of Senate the new calendar language will take effect for 2026/27.

Motion: That Senate approves the revisions to Regulations R-GR-6 Advanced Standing effective for the 2026/27 Graduate Calendar as presented.

Attachment: R-GR-6 Advanced Standing



MEMORANDUM

From: Senate Academic Governance Committee (SAGC)
To: Senate
Date: February 27, 2026
Subject: Senate Question Period Guidelines

Senate Question Period is a regular and well-established practice within the open session of each Senate meeting. It provides Senators with an opportunity to submit questions in advance on any matter within the purview of Senate and to have those questions answered at Senate.

To enhance transparency around how questions are handled, the Senate Academic Governance Committee has developed a set of guidelines that clarify the purpose, scope, and procedures associated with Question Period. These guidelines describe the criteria and process by which questions are submitted, reviewed, and considered for inclusion in the Senate binder, making both the workflow and the decision-making steps more explicit to all Senators.

SAGC is also proposing that the responsibility for reviewing submitted questions be transferred from the Chair of Senate, Clerk of Senate and Secretariat Staff to the Senate Executive Committee, further reinforcing an open and transparent process.

MOTION: That Senate adopt the Senate Question Period Guidelines, as presented.

Carleton University Senate

Question Period Guidelines

- 1) A Question Period shall be held at each regular meeting of Senate (open session). The Question Period shall not exceed thirty minutes.
- 2) The purpose of the Question Period is to provide Senators with an opportunity to raise questions or seek clarification on matters within the purview of Senate.
- 3) Only current Senators may submit questions. All questions must fall within the purview of Senate, as defined in [Section 2.1 of the Academic Governance of the University \(AGU\)](#).
- 4) Questions must be submitted in writing to the Senate Office no later than two weeks prior to the Senate meeting at which they are to be considered.
- 5) The Senate Executive Committee shall determine whether submitted questions fall within the purview of Senate.
 - a. Questions deemed in scope will be approved for inclusion in the Senate binder, unless otherwise addressed on the agenda.
 - b. The Committee may request revisions to clarify the intent or wording of a question.
 - c. Questions determined to be outside the purview of Senate may be redirected to the appropriate unit on campus for a response.
- 6) Approved questions will be circulated in the Senate binder along with other meeting materials, one week prior to the Senate meeting.
 - a. Questions addressing the same or similar topics may be grouped or consolidated for a single response.
- 7) Responses to the questions are generally provided at the Senate meeting. Respondents may alternatively provide a written response in advance for inclusion in the Senate binder.

- 8) Follow-up questions during the Senate meeting are permitted at the discretion of the Chair and are subject to time limitations.

- 9) Any approved questions included in the Senate binder but not addressed during the Senate meeting due to time constraints will automatically be carried forward to the Question Period of the next Senate meeting (open session).

Examples of Topics Within and Outside the Purview of Senate (for Question Period)

(non-exhaustive list)

Within the Purview of Senate (Academic Governance)	Outside the Purview of Senate (Operational, Financial, HR, or Student Services)
Academic accommodations (policy level only)	Advancement and fundraising
Academic integrity and academic misconduct	Ancillary services (housing, dining, parking, etc.)
Academic policies	Oversight of budget and financial planning
Academic programs: creation, modification, closure	Campus safety and security
Academic regulations (standing, progression, appeals)	Employment and HR matters (e.g., bargaining, collective agreements, TA allocation)
Admission standards and academic criteria	Facilities, capital projects, space allocation
Graduation requirements and approval of degrees	IT systems and infrastructure
Quality assurance and program review	Operational EDI and accessibility initiatives
Senate-approved academic policies	Pension and investment matters
Senate / Academic governance	Student non-academic conduct
	Student well-being and health services
	Student Services Operations
	Tuition and student fees

Document Origin Date: February 27, 2026

MEMORANDUM

From: Senate Academic Governance Committee (SAGC)
To: Senate
Date: February 27, 2026
Subject: Revised Terms of Reference for Senate Executive Committee

SAGC is submitting, for Senate approval, revisions to the Terms of Reference for the Senate Executive Committee. The main changes include the following:

- Adding the responsibility for reviewing Senate Question Period submissions for Senate meetings
- Incorporating the two enduring empowering motions of Senate (#4 and #5) into the Terms of Reference
- Separating voting members from resource personnel in the Membership section
- Updating the reporting section to reflect the reporting protocols that apply when Senate Executive is acting on behalf of Senate (i.e. #4 and #5, the former empowering motions)
- Specifying the appointments to Senate (Clerk of Senate, Alumni Representative, and COU Academic Colleague) for which the Senate Executive Committee is responsible for recommending an individual to Senate for approval
- Removing the former responsibility that allowed Senate Executive to approve honorary degree recipients in special-case situations, ensuring that all honorary degree decisions are handled directly by the Honorary Degrees Committee and Senate

MOTION: That Senate approve the revised Terms of Reference for the Senate Executive Committee, as presented.

Senate Executive Committee – Terms of Reference

Type of Committee: Standing Committee

Purpose: The Senate Executive Committee prepares and organizes the business of Senate and acts on matters delegated to it by Senate.

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Responsibilities:

The Senate Executive Committee's duties are to:

1. Arrange the agenda and plan the forthcoming business of Senate;
2. Recommend special appointments to Senate, including the Clerk of Senate, the COU Academic Colleague, and the Alumni Representative;
3. Review Question Period Submissions for Senate meetings in accordance with the Question Period Guidelines, and determine whether questions fall within the purview of Senate;
4. Approve appointments to Senate standing and advisory committees on Senate's behalf between the June and September Senate meetings;
5. Act on Senate's behalf in graduation matters that arise between closed sessions, including approvals and record corrections; and
6. Act on Senate's behalf when empowered to do so by a motion of Senate.
7. Undertake such other related tasks and assignments as may be assigned to it by Senate;

Deleted: Nominate the Clerk of Senate for appointment by the Senate;

Commented [KM1]: Link to posted Guidelines

Deleted: <#>To act, on behalf of Senate, in approving honorary degree recipients in special-case situations.¶
Make decisions on such matters as the Senate may delegate to it;¶
Recommend Special Appointments to Senate.

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Deleted: In addition, Senate may empower the Executive to act for Senate on urgent items of regular business between regular meetings of Senate. Any actions under this authority are reported to Senate at its next meeting.¶

Membership:

- The President and Vice-Chancellor (as Chair) (*ex officio*);
- The Provost and Vice-President (Academic) (*ex officio*);
- The Clerk of Senate (*ex officio*);
- Three faculty members, elected from and by Senate; and
- Two students (one undergraduate and one graduate), elected from and by Senate.

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Resources:

- Vice-Provost (Academic & Global Learning)

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The term of a member of Senate Executive is coterminous with their term on Senate.

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Quorum and Voting:

Quorum is 50% of the membership, including at least one elected faculty member. Decisions are made by simple majority.

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Reporting:

The committee reports to Senate. Actions taken under items 4 or 6 will be reported at the next scheduled meeting of Senate. Actions taken under item 5 will be reported at the next Closed Session meeting.

Review:

These terms of reference will be reviewed every seven years, or as needed.

Revision Dates: ~~February 2021,~~ February 2026

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MEMORANDUM

From: Senate Academic Governance Committee (SAGC)
To: Senate
Date: February 27, 2026
Subject: Chair of Senate Research (for information)

At its meeting on November 29, 2024, Senate approved a motion requesting that the Senate Academic Governance Committee review the current practice of having the University President serve as Chair of Senate, as outlined in Article 5.1 of the Academic Governance of the University (AGU). The motion further asked SAGC to research and consider alternative models, such as an elected Senator, the Clerk of Senate, or a rotating chairship, and to report back to Senate.

In response, SAGC conducted a targeted benchmarking study of governance practices at universities across Ontario and Canada. The attached slide deck summarizes the findings from this review, including historical context at Carleton, comparative data from 80 Canadian universities, and insights gathered through interviews with institutions that have adopted an elected Chair of Senate model. The study highlights the range of practices nationally, the logistical and governance considerations associated with alternative models, and the advantages and challenges experienced at institutions with elected faculty chairs.

SAGC is submitting this report to Senate in fulfillment of the November 2024 motion and to support an informed discussion of this aspect of Carleton's academic governance framework.

Chair of Senate at Canadian Universities Benchmarking Study

Summary of Research

SAGC – January 2026

Background

- Carleton's President has served as Chair of Senate since the first Senate meeting in 1949
 - Stipulated in AGU Section 5.1
- **March 2008** (prior to term of new President R. Runte): Senate voted in favour, in principle, of the Chair of Senate being an elected faculty member, on the provision that SAGC investigate and bring forward a recommendation.
- **Fall 2008**: Senate passed a motion to confirm President as Chair of Senate

Background, continued

- **June 2017:** (prior to term of new interim President A. Summerlee) SAGC brought a motion for Clerk of Senate to serve temporarily as Chair of Senate while SAGC deliberates on the question of whether to bring forward a recommendation for an alternate model. The motion was tabled (i.e. postponed to an indefinite date) and was not revisited.
- **November 2024:** (prior to term of new President W. Tettey) motion brought to Senate by Senator J. Mason requesting SAGC research and consider alternative models for Chair of Senate and report back to Senate. The motion PASSED.

Research

- Senate Office began research into Ontario university governance models for Senate 2024-25
- Research expanded to all of Canada – Fall of 2025 at request of Clerk
- Landscape study conducted through available information online
- Universities with an elected faculty member as Chair of Senate were identified and confirmed through further research
- Interviews were conducted with Secretariat staff from universities with elected Chair of Senate, for more insight into structure and effectiveness of model.

Research Findings

- 80 universities across Canada surveyed, including 20 in Ontario
- 84% (67/80) have ex officio Chair (either President, Provost or Chancellor)
- Universities with elected Chair of Senate:
 - 7 out of 9 universities in Nova Scotia
 - 5 out of 20 universities in Ontario
 - 1 hybrid university-college in Manitoba

Research Findings

- Interviews conducted with 5 universities in Ontario and a sample of 2 in Nova Scotia:
 - NOSMU (Northern Ontario School of Medicine University) – fewer than 1K students
 - OCAD (Ontario College of Art & Design) University - 4.5K students
 - Algoma - 5K students
 - St. Mary's - 6.5K students
 - Brock – 16K students
 - Dalhousie – 20K students
 - York – 44K students

Research Findings continued

- Chair of Senate has always been an elected faculty member:
 - NOSMU (called “Speaker”) – became university in 2021
 - OCAD – became university in 2010
 - Algoma – became university in 2008
- Chair of Senate changed to elected position:
 - Brock – Act amended in 1970
 - St. Mary’s – Act amended in 2019 to elected faculty member
 - York – unsure when amended
 - Dalhousie University – amended within past few decades

Research Findings continued

- Term of Service for Elected Chair:
 - 12 months (2 universities) both renewable; 1 has 2 term limit
 - 18 months (1 university) renewable
 - 24 months (3 universities) renewable, 1 specifies 2 term limit
 - 3 years (1 university) renewable for one term
- Election process for most:
 - Open Call for Nominations
 - Senate Exec (or equivalent committee) reviews nominations and puts forward one name to Senate
 - One university Senate votes on all candidates rather than just 1

Research Findings – Conflict of Interest issues

Elected Chair is required to leave the faculty union while serving as Chair by one university interviewed.

One other university requires the elected Chair to undergo mandatory training with the Secretariat, and to sign a Code of Conduct which states that they must endeavor to be impartial.

For others, onboarding varies, but generally the Secretariat staff act as governance authorities advising the Chair.

Common Advantages Identified

- More engaged faculty members on Senate, less “divided” Senate
- President can participate freely in debate; Senate does not turn into a Town Hall by the President
- If elected Chair is on good terms with President and Board Chair, they can identify faculty issues and concerns in advance, and/or provide valuable faculty perspective to Senior Management and the Board on issues of broad significance to the university. [note that in universities with cross-representation this is fulfilled via Senators on the Board]

Common Issues identified

- Rapid turnover of faculty members within the role results in less stability for Senate, less institutional governance knowledge and more support required from the Secretariat staff.
- Very difficult for faculty members to remain impartial. (Stressed by all parties interviewed.) In some cases, the faculty union has effectively taken over the role and union related matters are brought into Senate.
- Role requires a lot of skilled management and support from Secretariat staff.
- Not always easy to identify suitable candidates.

Key Considerations:

- Carleton's AGU stipulates that the Chair of Senate is the President. The AGU is a joint policy and must be approved by both Senate and the Board of Governors.
- Carleton's Clerk of Senate is a leading governance role on Senate for a faculty member. Carleton is unique in having this position on Senate.

Thank You



Library Report to Senate- Fall 2025

This report contains information collected between May 1, 2024 and April 30, 2025.

Services

Results from Library Services Survey

In November 2024, the library distributed a survey to a random sample of students, faculty, staff, and contract instructors, with 539 responses. The Library performed highest in the category of service delivery, with a score of 84.5%, followed by information resources (84.1%), facilities & equipment (77.2%), and communication (76.8%). As in the prior survey conducted in 2022, the two highest priority areas for improvement were found to be the availability of group collaboration spaces as well as areas for quiet study.

Liaison, Outreach & Instruction

We continue to engage faculty through our liaison model, supported by coordinated messaging throughout the year. Carleton student outreach included campus-wide events, Research in Residence sessions, and targeted drop-ins across departments and spaces. The Library also welcomed groups of high school students for tours and workshops focusing on academic integrity, research skills, and generative AI.

Our subject teams delivered instruction across a broad range of disciplines, engaging 13,502 participants through 580 instructional sessions—a 13% increase in participation compared to the previous year. In addition, library specialists conducted 3,318 research consultations with students and faculty, both in person and online.

The Arts, Social Sciences & Humanities Team supported student learning through interactive tools and creative activities, covering topics from primary sources to bibliometrics and generative AI. The Science, Engineering, & Design Team responded to growing demand in engineering and began outreach for emerging programs such as nursing and data science. The Business & Public Affairs Team piloted drop-in research help in the Library and Nicol Building, while delivering scaffolded instruction to both undergraduate and graduate business students.

Our specialized services teams continued to support research and learning across campus. We offered instruction and consultations related to maps & GIS and launched a well-received online historical map collection. Data Services supported both quantitative and qualitative research, maintained the Borealis data repository, and expanded asynchronous learning tools. Our Knowledge Synthesis service adapted to tool changes, supported multiple reviews, and contributed to published research.

Support for Grant-Funded Research

The Library offers direct, in-kind support for grant-funded research initiatives. In 2024–2025, we submitted 11 letters of support and committed specific in-kind contributions to grant applications led by Carleton researchers. Library staff provided consultations and training to research teams in the areas of research data management, research impact, publishing, evidence synthesis, GIS, and more.

Three New Open Access Journals published by Carleton Library

The Library [publishes 22 open access journals](#), including three new publications launched in 2024-2025. *Crime & Ethos*, supported by the Institute of Criminology and Criminal Justice, showcases undergraduate perspectives on crime and culture. *Applied Police Briefings*, founded by researchers in forensic psychology, translates academic research into accessible briefs for police professionals worldwide. *Pulse & Praxis*, led by the National Centre for Critical Infrastructure Protection, Security and Resilience, serves as an interdisciplinary platform for research on safeguarding essential systems.

Discontinuation of the CURIE Program

In Fall 2024, we made the decision to discontinue the reimbursement of article processing charges (APCs) and fees through the Carleton University Research Impact Endeavour (CURIE) program in order to fund necessary upgrades to our institutional repository in support of the long-term open access and preservation of Carleton’s scholarly works and to [fund agreements that discount or fully waive APC charges for Carleton researchers](#).

Carleton Joined Scholaris

The Carleton University Institutional Repository was migrated to [Scholaris](#) in Winter 2025. Scholaris is a national shared repository service that provides hosted infrastructure and support for Canadian institutional repositories. By joining Scholaris, we benefit from a robust, open source and community-driven platform while library staff retain oversight of the Carleton University Institutional Repository and its collections.

Book Arts Lab

The [Book Arts Lab](#) supported six full-time credit courses this year, engaging students in bookbinding, letterpress, calligraphy, block cutting, and paper making. The lab also hosted events, including an Indigenous beading workshop, and a workshop to produce hand-printed posters for Orange Shirt Day.

Artificial Intelligence

The Library is committed to supporting the Carleton community in navigating and leveraging artificial intelligence tools responsibly and effectively:

- [AI Features in Library Collections](#) - Learn how AI tools are integrated into the databases and resources we provide, and how we’re addressing their implications.

- [AI Tools Subject Guide](#) - Explore a curated guide to help you discover, evaluate, and use AI tools in your research and learning.
- [Generative AI Tools and Copyright Considerations](#) – Key copyright considerations when using AI tools, including risks, restrictions on Library-licensed content, and best practices for responsible use and attribution.
- [Library AI Roadmap](#) - Our strategic approach to AI, including current initiatives and future directions.
- Carleton users now have access to new generative AI search and chat functionality in both [Scopus](#) and [Web of Science](#). These features provide additional options to track, analyze and visualize research.

Library Catalogue

Respectful Terminology in Omni

The Library provides access to a diverse range of materials held within our collections, as well as access to materials held at other libraries. These collections use national and international controlled vocabularies and bibliographic standards to describe library materials. These metadata standards have been developed over a long period of time and include outdated language to describe racial, ethnic, and cultural groups. We acknowledge that these outdated terms are considered inequitable, offensive, or harmful and have undertaken several initiatives to reduce and remove problematic language in our description.

Spaces

Innovation Award for MacOdrum Library

The MacOdrum Library was awarded the Innovation Award in this year's Buildings Without Barriers Challenge. During the nomination process, the Library received the most innovation points on the Rick Hanson Foundation Accessibility Certification (RHFAC) rating.

Improved Library Spaces

Archives & Special Collections' physical space on the fifth floor was renovated. The new space provides additional storage space for archival collections, rare books and other special collections material.

Budget

In support of Carleton University's Financial Sustainability Framework, the Library implemented strategic reductions to both its collections and operations budgets, ensuring continued alignment with institutional priorities and user needs.

Operations Budget

The Library's 2024–25 operating budget was **\$12.4 million**, with 93% allocated to salaries and benefits. To manage financial constraints, the Library undertook a comprehensive review of expenditures, resulting in:

- Vacancy management and redistribution of responsibilities
- Suspension of non-essential travel and hospitality
- Shift to online and group professional development
- Discontinuation of the CURIE fund and in-kind print donations
- Reduction in events, renovations, and software/hardware renewals

These measures were guided by a commitment to maintaining core services and resources that support the academic mission of the university while ensuring fiscal responsibility and long-term sustainability.

Acquisitions Budget

The Library's acquisitions budget was **\$8.19 million**, with the majority directed to electronic resources. Despite receiving one-time funds to offset cost pressures, an in-year reduction of \$400,000 was required. Key cost drivers included annual price increases (4–6%) and USD exchange rate fluctuations.

Costs were mitigated through:

- Consortial purchasing through the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL)
- Reviewing bundled journal packages (e.g., “big deals”)
- Targeted cancellations based on usage, program needs, and feedback
- Alternative access via interlibrary loans and document delivery

In addition, there were several e-book packages, journal backfiles, and other digital collections that we had intended on acquiring which we did not purchase to fund our \$400,000 in-year fiscal cut.

Finally, in consultation with Sprott we decided that the Library will no longer purchase business cases and simulations for course reserves. At most business schools, students are required to purchase these course materials.

Special Events

GIS Day at the Library

The Library hosted GIS Day in November 2024 to highlight and celebrate the use of geographic information systems (GIS) in research across campus.

Off the Page, Into Real Life: A Sky Woman Event

In March 2025, Dr. Kahente Horn-Miller, Associate Vice-President, Indigenous Teaching, Learning and Research visited the library to retell the story of Sky Woman from a first-person perspective.

At a Glance: Carleton University Library

Statistics for May 1, 2024-April 30, 2025 except where indicated.

Teaching & Learning

- 1250 Chats (Ask a Librarian) with Carleton users
- 3318 Consultations with students and faculty members
- 1745 Visits to our Research Help desk
- 590 Instruction sessions to 13,707 participants

Library Visits

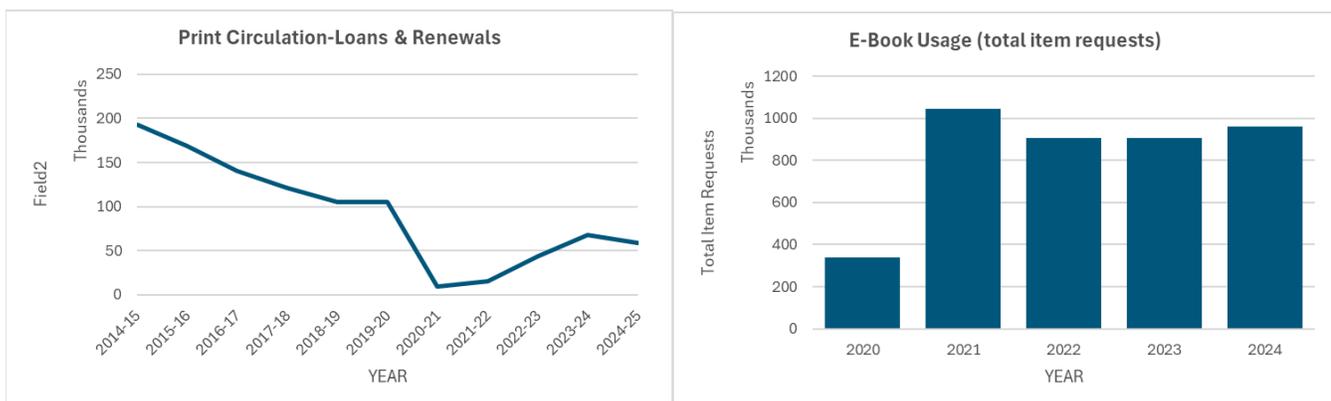
- 818,480 Visits to the Library website
- 800,651 Visits to the Library building
- Over 2500 seats for students

Collections Highlights

- 1759 Linear meters of archival materials
- 1.2 M Physical items in the Library's collection
- 3.4 M Electronic materials (books, journals, etc) in the Library's collection
- 16,381 Theses and dissertations authored by Carleton students
- 33 Quality Assurance reports provided for new programs, cyclical program reviews, and major modifications in 2024-2025.

Collections Usage

- 2 M E-journal article requests
- 5.7 M Database views
- 959,697 E-book requests



Ranking & Comparisons

Maclean's- Comprehensive Universities (2026)	
5 th /15	Library Expenses- <i>Percentage of university's budget that is devoted to maintaining library services</i>
13 th /15	Library Acquisitions- <i>Proportion of a university's library budget that is allocated to updating its collection, including electronic access</i>

Note: In 2018, we were ranked 8th and 14th.

Library collection expenditures (2023-24)	Carleton= \$8,332,460 Ontario Average= \$14,522,169.55 National Average = \$13,863,490
Library operating expenditures (2023-24)	Carleton= \$12,746,388 Ontario Average= \$24,395,596.88 National Average= \$18,862,831.79

Note: Canadian Association of Research Libraries- Annual Statistical Survey

Carleton Service Satisfaction – Students (2023)	
8.6/10	Overall satisfaction- Library
Carleton Service Satisfaction- Employees (2019)	
8.7/10	Overall satisfaction- Library
2022 CGPSS (Canadian Graduate & Professional Student Survey) Feb 2023 Report	
69% Master's & 72% Doctoral students rated library facilities "excellent & very good"	
2023 CUSC (Canadian University Survey Consortium- Middle Year Undergraduate Students	
University libraries (electronic resources)- 49% used; 99% rated very satisfied or satisfied	
University libraries (physical books, magazines, stacks)- 30% used; 96% rated very satisfied or satisfied	

Insync User Services Survey 2024- Preliminary Benchmarking Results (9 participants across Canada)	
Top Quartile-Service Delivery	Face to face help from library staff meets my needs
	I can get help from library staff when I need it
	Library staff provide accurate answers to my questions
	Online help services (eg email, Ask a Librarian chat) meet my needs
	The Library hours of operation meet my needs
Top Quartile- Information Resources	Access to Library information resources has helped me to be successful at university
	Course Reserves (Ares) meet my needs
	When I am away from campus I can access the Library resources and services I need
Top Quartile- Facilities & Equipment	I can find a quiet place in the Library to study when I need to
	Laptop facilities (eg. Desks, power) in the Library meet my needs

Librarian Research Outputs

The library has 31 Librarians who generate a diverse array of research outputs.

14	Works authored (journal articles, book chapters, etc.)
24	Conference presentations
5	Grants

Senate Review Committee

Library Report Questions

1) Library Services (Insync) Survey Results:

- a. Can you provide a link to the actual survey and more fulsome results?
The license agreement does not allow us to share the instrument and full results. I have provided a more detailed summary as a separate attachment.
- b. Can you provide the score for the “areas for improvement” mentioned in the last sentence? How are those areas of concern being addressed?
The survey presents a list of statements under various themes- communication, service delivery, facilities & equipment, and information resources (content & access). Participants are asked to rate a statement twice- once to indicate the importance of the statement and the other to rate the library’s performance. The score for importance minus performance equals the gap. Gaps between 1.0 and 1.99 are meaningful and should be investigated further. Gaps equal to or more than 2.0 are serious and should be prioritized/acted upon. Carleton had no statements over 2.0. The two statements that showed room for improvement are finding a place in the library to work in a group (1.23) and finding a quiet place in the library to study when needed (1.07). Addressing these concerns about more space for group and individual work would require a significant renovation.

2) Liaison and Outreach

- a. Can you explain more fully what the “Liaison Model” is and how it works?
The liaison librarian model is an academic library structure where librarians act as partners to specific departments, faculties, or student groups. For example, the “Legal Studies Librarian”. Acting as subject experts, these librarians provide services, including research support and specialized instruction, serving as the primary contact between the library and their assigned departments.

3) Open Access Journal publishing

- a. Who sponsors the 22 open access journals and from what fields (Science/Engineering, Arts/Social Sciences etc.)?
We publish a diverse range of open access journals across the social sciences, humanities, STEM, and applied professional fields. Titles cover areas such as children’s rights, European and Russian studies, public policy, international affairs, political science, criminology, Indigenous and linguistic studies, literature and cultural studies, African and diaspora studies, journalism, cognitive science, artificial intelligence, and critical infrastructure protection.

The publications include faculty-led journals, student-led journals, specialized research bulletins, and conference proceedings.

- b. Can you provide more information on the rankings of the Open Access Journals in this list?

Most of the journals do not appear in major citation ranking databases, which is typical for many emerging titles. Being absent from these rankings doesn't mean a journal lacks quality, but rather that it isn't indexed in the major systems used for traditional "impact factor" measures.

- c. Can you provide more financial context for this item? Is this a revenue generating activity for the library?

This is not a revenue generating activity; the library does not collect any fees; these activities are in support of the library's commitment to advancing Open Access.

4) Budget

- a. Can you provide more information on staffing resources at the library (number of staff aside from librarians)?

The library employs 58 Professional Services staff.

5) Acquisitions Budget

- a. How do the acquisitions budget allocations break down per Faculty or subject area (e.g., Engineering and Science, Arts & Social Sciences)?

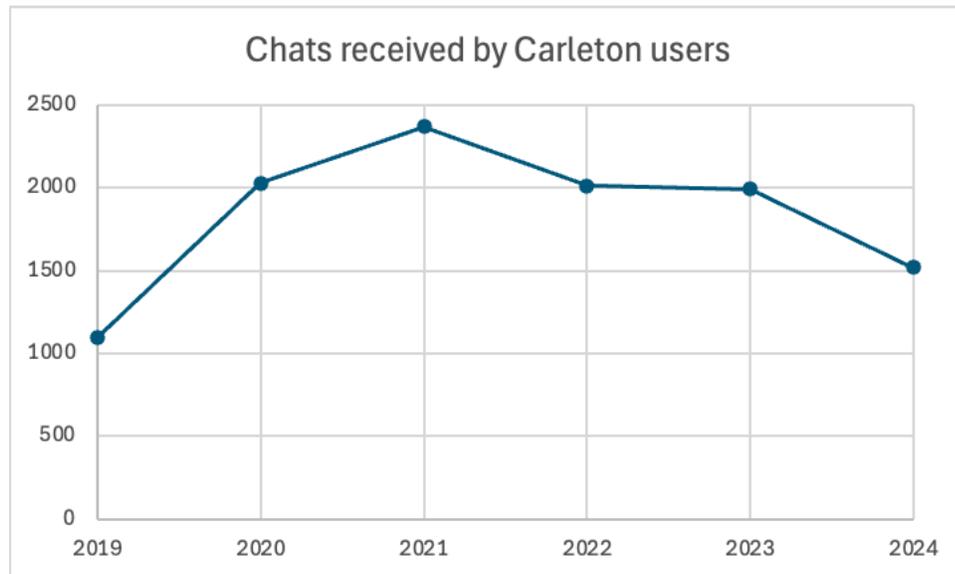
We treat the collection budget as a single budget and do not allocate specific amounts to the faculties or individual subject areas. What we spend per subject area or faculty is determined by the cost of the resources we select to support teaching and research across the various domains at Carleton.

- b. Are any of these acquisitions bundled into larger packages?

Many of our resources are acquired through bundled packages that are multidisciplinary and serve more than one faculty. The costs of our largest packages are negotiated by our provincial and federal library consortia. These packages represent approximately 60% of our total collection budget.

6) Statistics Page (At a Glance)

- a. Can you contextualize the data here to provide more meaning? For example, is 1250 chats a large number? Is there comparative data from last year or other universities? What are the trends?



*In 2024, the **Ask the Library** chat service received 1520 questions from Carleton users (not 1250). Chat usage rose sharply during the early pandemic period, reaching a high of 2372 questions in 2022, and has declined each year since. Similar patterns have been observed at other Ontario universities that participate in the **Ask the Library** program.*

7) Rankings & Comparisons

- a. Can you provide some standardization to contextualize the data on collection and operating expenditures (2nd table) and explain how the standardization is done? (For example, number of students?). How do we compare to other similar universities in Ontario (not U of T)?

When we use a peer group of comprehensive universities, we are lower than average for collections expenditures and average for operating expenditures; however, this does not reflect the reduction of 20 positions in 2025.

- b. Are there targets or benchmarks that we want to meet (for first 2 charts)?
There are no targets or benchmarks given that among the libraries surveyed, the contexts can be very different. For example, a library that supports a medical program or with an emphasis on STEM disciplines requires more collection expenditures. Similarly, a university with multiple library branches requires more library operating expenditures.

- c. For the Satisfaction data (3rd table), what does the data from 2019 mean in 2026? Do we have more updated stats for this item?

OIRP has not conducted an Employee Satisfaction survey since before COVID, so we do not have more up-to-date results.

- d. How does the CGPSS and CUSC data compare to Carleton? (With thanks to OIRP for the following analysis)

2022 CGPSS (Canadian Graduate & Professional Student Survey)

In 2022, 69% Master's & 72% Doctoral students rated library facilities "excellent & very good". For both Master's and Doctoral students, library facilities was the highest ranked university resource out of the 24 resources covered in the survey, as well as the university resource which the largest percentage of respondents reported using for both groups. There was no statistically significant difference between Carleton and the rest of Ontario, on average, in the library facility rating.

2025 CGPSS (Canadian Graduate & Professional Student Survey)

In 2025, 77% master's & 78% Doctoral students rated library facilities "excellent & very good". For both Master's and Doctoral students, library facilities remained the highest ranked university resource out of the 24 resources covered in the survey, as well as the university resource which the largest percentage of respondents reported using for both groups. Master's students at Carleton rated library facilities more highly than the rest of Ontario, on average (rest of Ontario- 69% "excellent & very good"), while there was no statistically significant difference in the rating for Doctoral students. Both Master's and Doctoral students at Carleton rated library facilities higher in 2025 than 2022 (for context the 2022 survey was conducted during the Omicron wave of Covid).

2023 CUSC (Canadian University Survey Consortium- Middle Year Undergraduate Students)

University libraries (electronic resources)- 49% used; 99% rated very satisfied or satisfied. This was the second highest satisfaction rating out of 26 services and facilities covered in the survey and tied for having the highest reported use among respondents. Carleton respondents' satisfaction level was not statistically significantly different from Canadian peer institutions of comparable size who participated.

University libraries (physical books, magazines, stacks)- 30% used; 96% rated very satisfied or satisfied. This was tied for the fourth highest satisfaction rating out of 26 services and facilities and had the 6th highest reported use among Carleton respondents. Carleton respondents' satisfaction level was not statistically significantly different from Canadian peer institutions of comparable size who participated.

- e. Insync User Data – Is this a sample only? Can you provide more information on when the survey was conducted, how many students were invited to participate, what the response rate was, and what questions were asked? An overall summary contextualizing the sample of responses provided would be useful.

Carleton Library was given permission from OIRP to survey 6498 people (5000 randomly selected students, 1177 faculty and staff (excluding librarians and library staff), and 321 contract instructors). The survey was conducted in November 2024 over a 3-week period. There were 539 responses (approximately 8.3% response rate). Of these, 51% were Undergraduates, 17% Faculty, 12% Staff, 5% Contract Instructors, 9% Grad-Masters, 5% Grad-PhD, and 1% Post-Doc/Grad Certificate/Special. The Insync survey presents a list of statements under various themes- communication, service delivery, facilities & equipment, and information resources (content & access). Participants are asked to rate a statement twice- once to indicate the importance of the statement and the other to rate the library's performance. The score for importance minus performance equals the gap. Gaps between 1.0 and 1.99 are meaningful and should be investigated further. Gaps equal to or more than 2.0 are serious and should be prioritized/acted upon. We had no statements over 2.0. The two statements that showed room for improvement are finding a place in the library to work in a group (1.23) and finding a quiet place in the library to study when needed (1.07).

Benchmarking results are preliminary, comparing ourselves among 9 university libraries across Canada. With the understanding that different libraries have their own contexts and issues, the statements show where Carleton Library is within the top quartile on performance among our peers throughout different themes presented in the survey.

8) Librarian Research Outputs

- a. Please provide more information on the research component of librarian's employment and the significance of this data.

Research is part of the professional advancement of Librarians, it strengthens their ability to support the university's research and teaching mission, in the "Rights and Responsibilities of Professional Librarian Employees in the CUASA Collective Agreement, Article 14.4 (c) Librarians have, "the right and responsibility to devote their energies conscientiously to their research projects and/or professional development, subject to operational requirements".

- b. Can you provide an indication of the monetary value of the grants referenced in this chart?

We don't have this data readily available.

9) Other – Has the library undertaken any revenue generating activities or events within the past year?

The library does not undertake revenue generating activities.

Carleton University
Library Client Survey

December 2024

Key Findings Report



Carleton
UNIVERSITY

Contents

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1. Introduction

Background

Insync ensures that libraries can measure performance against each other, which in turn enables libraries to develop the highest possible standards of service for library users. Consistent with this principle, Insync was retained by the Carleton University Library to conduct a survey of its clients so that their views, ideas, and suggestions may be considered as part of its commitment to improvement. The results of the Library's survey are compared with other libraries' recent results in the Insync database.

Survey objectives

The primary objective of the survey is to provide the Library with a way to identify key client concerns, and act on them. More specifically, the survey aims to:

- identify, prioritise and manage the key issues affecting clients
- allow the Library's performance to be measured and monitored over time
- provide clients with the opportunity to communicate openly and honestly with the management team of the Library
- compare results with other academic libraries so that performance can be measured in a best practice context

Survey process

The survey required all clients to provide some demographic information. It then displayed 25 statements considered essential to the success of the Library. Clients were asked to rate each statement twice – first to indicate the importance of each of the statements to them, and second to indicate their impressions of the Library's performance on each statement.

Clients of the Library were given the opportunity to participate in the survey in December 2024 by completing the questionnaire anonymously. This confidentiality helps ensure that the true concerns of the clients are identified. The survey could only be completed online.

Scaling

The adoption of a seven-point scale provides very valid discrimination of stakeholder attitudes across the questions that are asked in the survey instrument. We have also found through our research that a seven-point scale is sufficiently interval in nature to apply standard statistical tests of the means that are produced from such scales. Accordingly, the results we produce involve analysis of the mean responses to each of the questions asked, across all demographic categories.

Note that the middle option (4) in the seven-point scale allows for respondents to “neither agree nor disagree”.

Response statistics

The following table details the number of usable survey forms received from users of the Library. Where users do not indicate their demographic information, forms are classified as 'unspecified'. This year the survey generated 539 responses. This number provides a reasonable degree of confidence in the results obtained at the overall level.

Carleton University Library Client Survey, December 2024 Response statistics		
Total	539	
What faculty/school best describes your area of study/research?	n	%
Arts and Social Sciences	178	33.0%
Engineering and Design	107	19.9%
Public and Global Affairs	70	13.0%
Science	92	17.1%
Business	62	11.5%
Not sure	20	3.7%
Undecided	10	1.9%
Unspecified	0	0.0%
What single category best describes you?		
Undergraduate Student - Bachelors	271	50.3%
Undergraduate Student - Certificate/Diploma	3	0.6%
Graduate Student - Masters	51	9.5%
Graduate Student - PhD	28	5.2%
Graduate Student - Certificate/Diploma	2	0.4%
Special Student	1	0.2%
Post-doctoral Fellow	1	0.2%
Faculty	92	17.1%
Contract Instructor	27	5.0%
Staff	63	11.7%
Unspecified	0	0.0%
Are you an International Student?		
Yes	40	7.4%
No	495	91.8%
Unspecified	4	0.7%

Carleton University
Library Client Survey, December 2024
Response statistics

Total		539	
How often do you come into the library?			
	n	%	
Never	82	15.2%	
Occasionally (e.g. 2-3 times per month)	229	42.5%	
Often (e.g. every week)	227	42.1%	
Unspecified	1	0.2%	
How often do you access the Library online?			
Never	135	25.0%	
Occasionally (e.g. 2-3 times per month)	170	31.5%	
Often (e.g. every week)	233	43.2%	
Unspecified	1	0.2%	

Rating importance but not performance

Respondents who had not used a service, and were therefore not able to rate its performance, were nevertheless able to rate importance. These importance rankings are tabled below.

Variable	Total 539			
	Importance			
	Mean	Rank	#	%
Library staff provide accurate answers to my questions	6.02	1	43	7.98%
I can get help from library staff when I need it	5.90	2	40	7.42%
I feel comfortable asking for help in the library	5.76	3	41	7.61%
The Library's hours of operation meet my needs	5.54	4	26	4.82%
Library services support my research and publishing needs	5.39	5	61	11.32%
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.29	6	34	6.31%
Face to face help from library staff meets my needs	5.27	7	41	7.61%
I can get wireless access in the Library when I need to	5.13	8	24	4.45%
Books and articles I have requested from the storage facility are delivered promptly	5.07	9	67	12.43%
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.02	10	44	8.16%
Online help services (e.g. email, Ask a Librarian chat) meet my needs	5.02	11	60	11.13%
Access to Library information resources has helped me to be successful at university	4.98	12	40	7.42%
The Library search box is easy to use	4.90	13	30	5.57%
Library signage is clear	4.88	14	34	6.31%
Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs	4.82	15	33	6.12%
I can find a quiet place in the Library to study when I need to	4.81	16	32	5.94%
Interlibrary loan (items I have requested from other libraries) meet my needs	4.80	17	60	11.13%
Printing, scanning and photocopying facilities in the Library meet my needs	4.78	18	55	10.20%
When I am away from campus I can access the Library resources and services I need	4.71	19	38	7.05%
A computer is available when I need one	4.64	20	58	10.76%
Course Reserves (Ares) meet my needs	4.62	21	53	9.83%
Library workshops, classes and tutorials help me with my learning and research needs	4.53	22	81	15.03%
I can find a place in the Library to work in a group when I need to	4.53	23	38	7.05%
The Library website provides useful information	4.47	24	32	5.94%
I am informed about Library services	3.67	25	30	5.57%

2. Executive summary

In 2024, the Library recorded an overall score of 81.2%. This overall performance score places the Library in the bottom 25% of benchmark participants in 2024, but with an improved score compared to 2022.

The themes in the top 10 importance list include off-campus access to resources and services, information resources meeting clients' learning and research needs, access to wireless, access to information resources enabling clients' to be successful at university, Library staff providing accurate answers to questions and being available to help when needed, ease of use of the Library search box, the Library providing a quiet place to study, Course Reserves (Ares) meeting clients' needs, and Library services supporting clients' research and publishing needs.

Three factors in the top 10 performance list relate to Library staff – more specifically, their provision of accurate answers to questions, availability to help when needed, and the face-to-face help meeting clients' needs. The remaining factors relate to off-campus access to resources and services, clients being comfortable asking for help in the library, prompt delivery of items requested from storage, interlibrary loans meeting clients' needs, access to information resources enabling clients' to be successful at university, Course Reserves (Ares) meeting clients' needs, and the adequacy of hours of operation.

The top 10 performance list contains five factors from the top 10 importance list:

- *I can get help from library staff when I need it*
- *When I am away from campus I can access the Library resources and services I need*
- *Library staff provide accurate answers to my questions*
- *Access to Library information resources has helped me to be successful at university*
- *Course Reserves (Ares) meet my needs*

This is a positive result for the Library. Not only are these services among the most important to clients of the Library, they are also being performed well.

This year, the Library performed highest on the category of *service delivery*, with a score of 84.5%. The lowest score was identified for *communication* at 76.8%.

The following scorecard presents the numerical scores of the Library in each category and in the benchmark context:

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
Weighting	18%	28%	24%	30%	100%
December 2024	76.8%	84.5%	77.2%	84.1%	81.2%
November 2022	72.9%	80.7%	77.5%	81.5%	78.8%
Highest	82.5%	85.8%	87.0%	85.9%	84.7%
Median	79.7%	82.8%	83.6%	83.5%	82.1%
Lowest	72.9%	77.4%	76.9%	78.5%	77.5%

Note: Benchmark data relates to latest survey

At the time the survey was administered, 25 other university libraries had completed recent benchmark surveys (see list of benchmark participants at the end of this report). It is this group that makes up the comparison group.

Two of the four categories are performing under the benchmark median, namely *communication* and *facilities and equipment*. *Service delivery*, *communication* and *information resources* recorded vastly improved scores compared to the previous survey in 2022.

A review of the survey results has identified the following two factors that have recorded gap scores above 1.00:

- *I can find a place in the Library to work in a group when I need to*
- *I can find a quiet place in the Library to study when I need to*

These are the two areas – same in 2024 as in 2022 – that should be monitored and addressed in terms of prioritising improvements to the Library service.

The Library service achieved a Net Promoter Score of 54, an excellent result (much improved than 39 achieved in 2022), and demonstrates that advocacy for the Library service is high.

In conclusion, the Library recorded much improved scores internally across most services compared to 2022. There is however scope for improvement in the benchmark context.

3. Detailed results interpretation

What clients believe is important for the Library

The 10 highest ranked importance factors for Library clients are listed in descending priority order in the table below.

December 2024 Top 10 importance	Mean (1 = low, 7 = high)	November 2022 Top 10 importance	Mean (1 = low, 7 = high)
When I am away from campus I can access the Library resources and services I need	6.54	I can get wireless access in the Library when I need to	6.55
Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs	6.49	When I am away from campus I can access the Library resources and services I need	6.41
I can get wireless access in the Library when I need to	6.49	Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs	6.40
Access to Library information resources has helped me to be successful at university	6.38	I can find a quiet place in the Library to study when I need to	6.33
Library staff provide accurate answers to my questions	6.36	Library staff provide accurate answers to my questions	6.32
The Library search box is easy to use	6.35	Laptop facilities (e.g. desks, power) in the Library meet my needs	6.28
I can get help from library staff when I need it	6.33	The Library search box is easy to use	6.27
I can find a quiet place in the Library to study when I need to	6.32	Course Reserves (Ares) meet my needs	6.22
Course Reserves (Ares) meet my needs	6.30	I can get help from library staff when I need it	6.20
Library services support my research and publishing needs	6.23	Access to Library information resources has helped me to be successful at university	6.14

Common to 2024 and 2022

Of the 25 statements in the survey, 17 were identified with importance means of 6.00 or higher. These statements are of relatively high importance to clients.

The themes in the top 10 importance list include off-campus access to resources and services, information resources meeting clients' learning and research needs, access to wireless, access to information resources enabling clients' to be successful at university, Library staff providing accurate answers to questions and being available to help when needed, ease of use of the Library search box, the Library providing a quiet place to study, Course Reserves (Ares) meeting clients' needs, and Library services supporting clients' research and publishing needs.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2024 and 2022.

December 2024 Top 10 performance	Mean (1 = low, 7 = high)	November 2022 Top 10 performance	Mean (1 = low, 7 = high)
I can get help from library staff when I need it*7	6.20	I can get wireless access in the Library when I need to	6.08
When I am away from campus I can access the Library resources and services I need*1	6.16	When I am away from campus I can access the Library resources and services I need	5.98
I feel comfortable asking for help in the library	6.13	Library staff provide accurate answers to my questions	5.92
Face to face help from library staff meets my needs	6.13	I can get help from library staff when I need it	5.90
Library staff provide accurate answers to my questions*5	6.12	Access to Library information resources has helped me to be successful at university	5.89
Books and articles I have requested from the storage facility are delivered promptly	6.07	I feel comfortable asking for help in the library	5.86
Interlibrary loan (items I have requested from other libraries) meet my needs	6.06	Face to face help from library staff meets my needs	5.82
Access to Library information resources has helped me to be successful at university*4	6.04	Course Reserves (Ares) meet my needs	5.77
Course Reserves (Ares) meet my needs*9	6.03	Books and articles I have requested from the storage facility are delivered promptly	5.73
The Library's hours of operation meet my needs	5.96	Opening hours meet my needs	5.71

(Factors marked * were also identified in the top ten importance list)

 Common to 2024 and 2022

The survey identified 23 out of 25 variables with scores greater than 5.00. All these variables are considered strong performers, with 5.00 representing a relatively strong rating on a seven-point scale.

Three factors in the top 10 performance list relate to Library staff – more specifically, their provision of accurate answers to questions, availability to help when needed, and the face-to-face help meeting clients' needs. The remaining factors relate to off-campus access to resources and services, clients being comfortable asking for help in the library, prompt delivery of items requested from storage, interlibrary loans meeting clients' needs, access to information resources enabling clients' to be successful at university, Course Reserves (Ares) meeting clients' needs, and the adequacy of hours of operation.

The top 10 performance list contains five factors from the top 10 importance list:

- *I can get help from library staff when I need it*
- *When I am away from campus I can access the Library resources and services I need*
- *Library staff provide accurate answers to my questions*
- *Access to Library information resources has helped me to be successful at university*
- *Course Reserves (Ares) meet my needs*

This is a positive result for the Library. Not only are these services among the most important to clients of the Library, they are also being performed well.

At the other end of the scale are the lowest performing factors. This table shows the ten factors given the lowest rankings by the Library clients in 2024 and 2022.

December 2024 Lowest 10 performance	Mean (1 = low, 7 = high)	November 2022 Lowest 10 performance	Mean (1 = low, 7 = high)
I can find a place in the Library to work in a group when I need to	4.52	I can find a place in the Library to work in a group when I need to	4.58
I am informed about Library services	4.90	I am informed about Library services	4.71
I can find a quiet place in the Library to study when I need to*8	5.24	Library workshops, classes and tutorials help me with my learning and research needs	4.94
Library workshops, classes and tutorials help me with my learning and research needs	5.25	I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.21
Printing, scanning and photocopying facilities in the Library meet my needs	5.27	Library signage is clear	5.26
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.37	I can find a quiet place in the Library to study when I need to	5.28
The Library website provides useful information	5.54	The Library website provides useful information	5.34
The Library search box is easy to use*6	5.60	Printing, scanning and photocopying facilities in the Library meet my needs	5.43
Library signage is clear	5.68	The Library search box is easy to use	5.54
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.73	Interlibrary loan (items I have requested from other libraries) meet my needs	5.54

(Factors marked * were also identified in the top ten importance list)

 Common to 2024 and 2022

Where clients believe the Library can improve

In identifying factors for improvement, Insync analyses the perceived difference – or ‘gap’ – between the importance and performance scores for each variable. Based on our experience, gaps between 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be prioritised and acted upon. This table reports the 10 variables with the highest gaps for 2024 and 2022.

December 2024 Top 10 gaps	Mean (1 = low, 7 = high)	November 2022 Top 10 gaps	Mean (1 = low, 7 = high)
I can find a place in the Library to work in a group when I need to	1.23	I can find a place in the Library to work in a group when I need to	1.32
I can find a quiet place in the Library to study when I need to*8	1.07	I can find a quiet place in the Library to study when I need to	1.05
The Library search box is easy to use*6	0.76	The Library search box is easy to use	0.73
Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs*2	0.66	Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs	0.72
I can get wireless access in the Library when I need to*3	0.66	Laptop facilities (e.g. desks, power) in the Library meet my needs	0.70
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	0.53	The Library website provides useful information	0.69
The Library website provides useful information	0.47	I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	0.58
Printing, scanning and photocopying facilities in the Library meet my needs	0.45	I am informed about Library services	0.55
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.44	I can get wireless access in the Library when I need to	0.47
Library services support my research and publishing needs*10	0.40	Course Reserves (Ares) meet my needs	0.44

(Factors marked * were also identified in the top ten importance list)

Common to 2024 and 2022

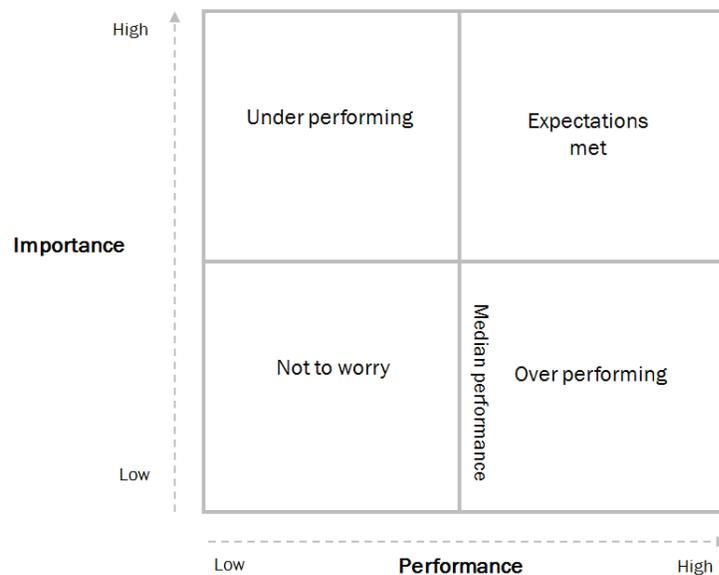
Of all the 24 variables, two recorded a gap score above 1.00. The top 10 gap list contains five factors from the top 10 importance list:

- *I can find a quiet place in the Library to study when I need to*
- *The Library search box is easy to use*
- *Information resources available from the Library (e.g. books, articles, databases) meet my learning and research needs*
- *I can get wireless access in the Library when I need to*
- *Library services support my research and publishing needs*

The gap grid analysis

Analysis of the gap scores enable the Library to prioritise strategies for improvement in terms of those factors considered most pressing by clients. This information is reported in the *gap grid* (see *detailed data report*). The gap grid is a two-dimensional visual tool that allows you to see the position of each factor in relation to both its importance and its performance.

For each survey variable it shows the weighted performance score (horizontal axis), the weighted importance score (vertical axis) and the gap score (colour coded). In addition, the median of overall performance and overall importance is highlighted on each of the axis. The two medians can be used to divide the gap grid into four quadrants, as displayed in the figure below.



Prioritising potential improvement opportunities

A review of the survey results has identified the following two factors that have recorded gap scores above 1.00:

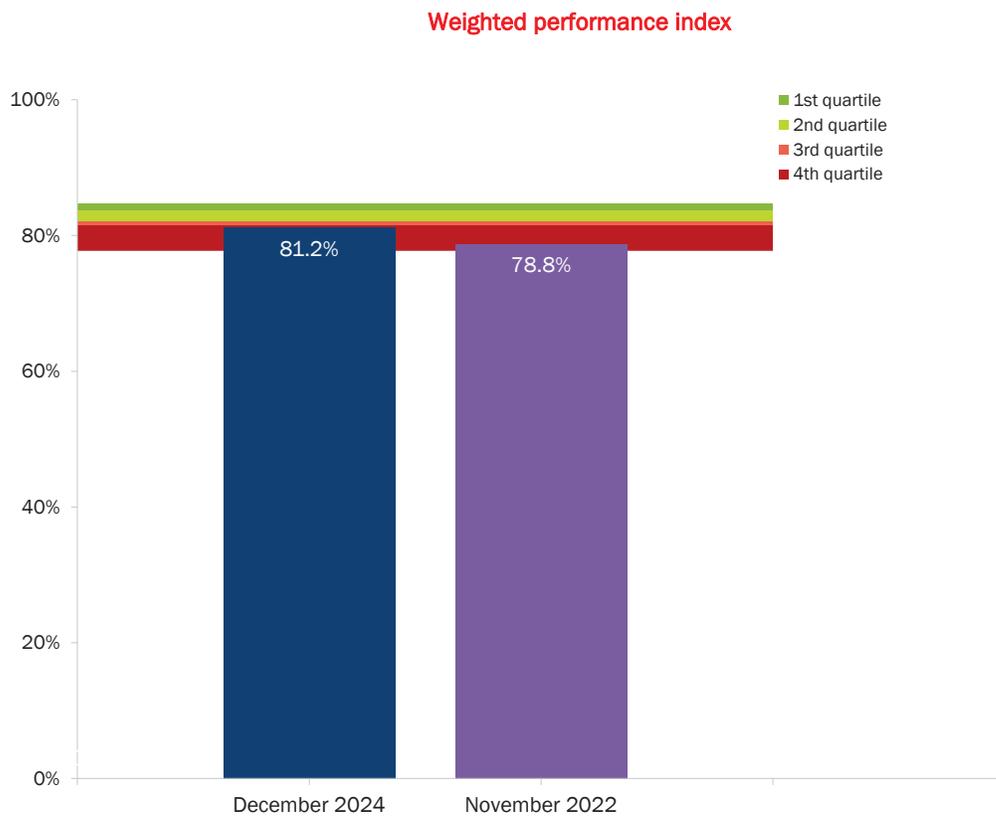
- *I can find a place in the Library to work in a group when I need to*
- *I can find a quiet place in the Library to study when I need to*

These are the two areas – same in 2024 as in 2022 – that should be monitored and addressed in terms of prioritising improvements to the Library service.

Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 81.2%. This overall performance score places the Library in the bottom 25% of benchmark participants in 2024, but with an improved score compared to 2022.



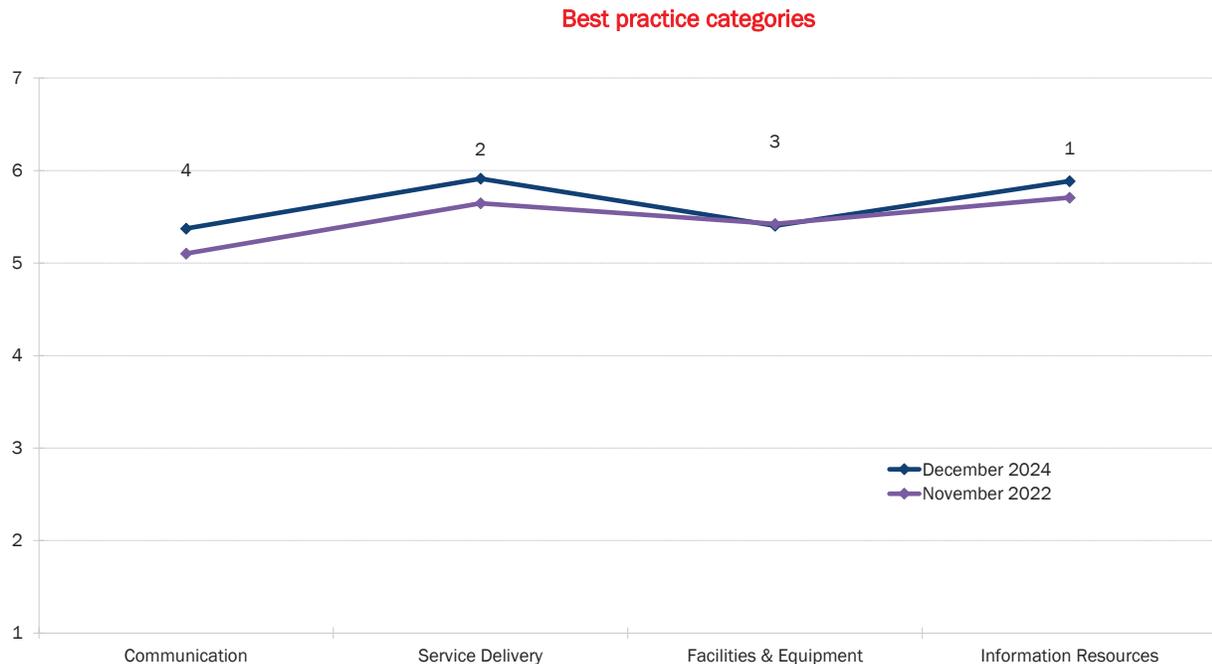
Note: Benchmark data relates to latest survey

Best practice categories

The following graph shows the performance scores of the Library, within the range of other library scores, across the four best practice categories. At the time the survey was administered, 25 other university libraries had completed benchmark surveys. It is this group that makes up the comparison group.

Two of the four categories are performing under the benchmark median, namely *communication* and *facilities and equipment*. *Service delivery*, *communication* and *information resources* recorded vastly improved scores compared to the previous survey in 2022.

A more specific view of results on each variable within the categories can be found in the detailed data report.



Scorecard

The following scorecard presents similar information to the previous graph however the emphasis here is on the numerical scores of the Library in each category.

The Library performed highest on the category of *service delivery*, with a score of 84.5%. The lowest score was identified for *communication* at 76.8%.

The information in the table also enables a comparison of the Library results with the current highest, lowest and median performers in the Insync database.

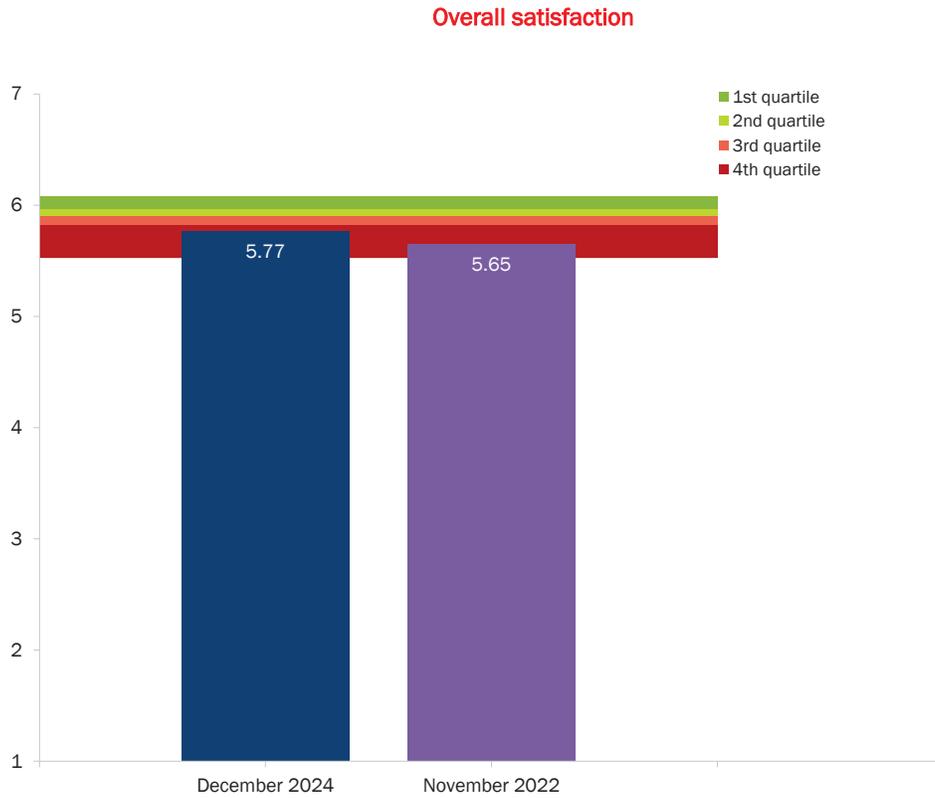
Scorecard

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
Weighting	18%	28%	24%	30%	100%
December 2024	76.8%	84.5%	77.2%	84.1%	81.2%
November 2022	72.9%	80.7%	77.5%	81.5%	78.8%
Highest	82.5%	85.8%	87.0%	85.9%	84.7%
Median	79.7%	82.8%	83.6%	83.5%	82.1%
Lowest	72.9%	77.4%	76.9%	78.5%	77.5%

Note: Benchmark data relates to latest survey

Overall satisfaction

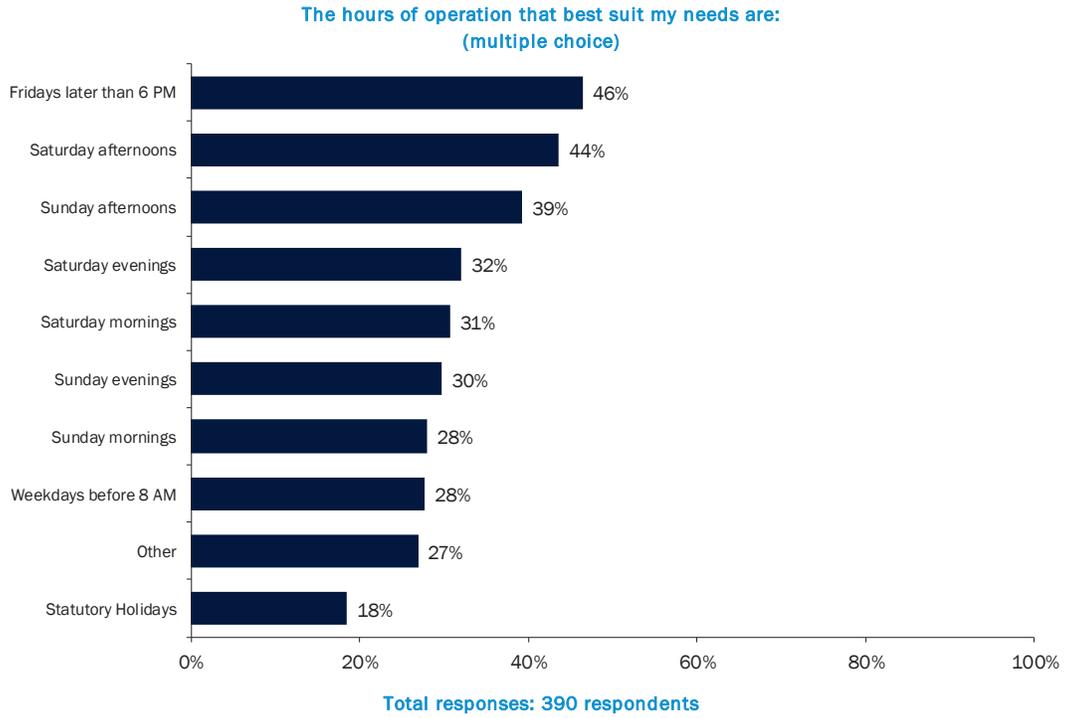
Clients were asked to provide a general assessment of their overall satisfaction with the Library. In this case, the overall average score of 5.77 places the Library in the bottom quartile of benchmark participants.



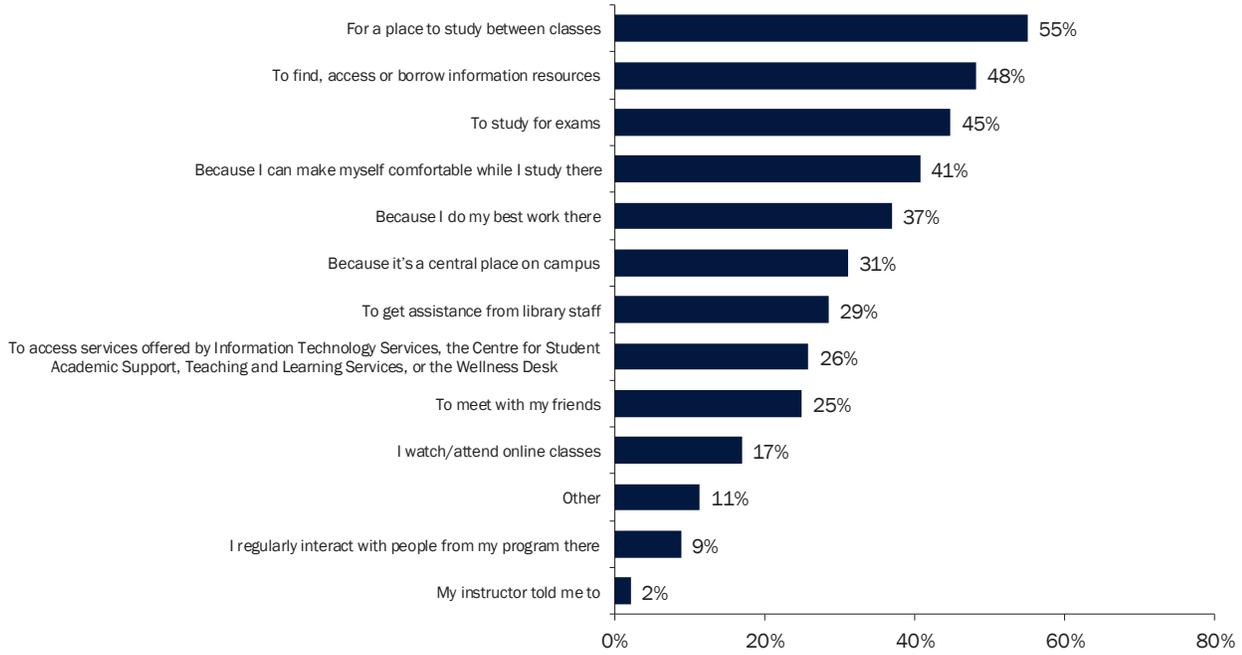
Note: Benchmark data relates to latest survey

Looking for information

Following are responses to statements about Library use and hours of operation that best suit clients' needs.



Thinking about the library as a place on campus, what are some of the reasons you go there?
(multiple choice)



Total responses: 449 respondents

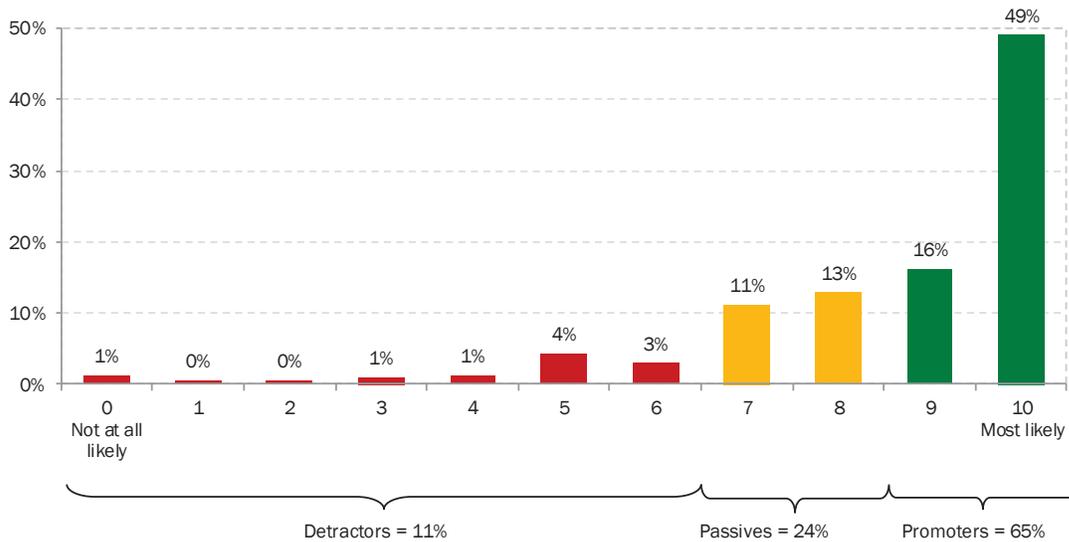
Net Promoter Score (Advocacy)

Net Promoter Score (NPS)* represents a respondent's likelihood to recommend the Library service to other students. The NPS is simply the percentage of "promoters" minus the percentage of "detractors". This question is asked on a 10-point scale, where 0 = not at all likely and 10 = extremely likely. Respondents who score a 9 or a 10 are likely to actively promote your Library. A score of 7 or 8 means the respondent is likely to be passive on the topic, and anything below a 7 means the respondent is likely to speak negatively about your Library – a "detractor".

The Library service achieved a Net Promoter Score of 54, an excellent result (much improved than 39 achieved in 2022), and demonstrates that advocacy for the Library service is high.

How likely are you to recommend the library service to other students?

Total responses: 454 respondents



Likelihood of recommending

= 65% Promoters - 11% Detractors

= 54

Key:

- >10 There are at least 11% more Promoters than Detractors.
- 10 - 10 There are a similar number of Promoters and Detractors.
- < -10 There are at least 11% less Promoters than Detractors.

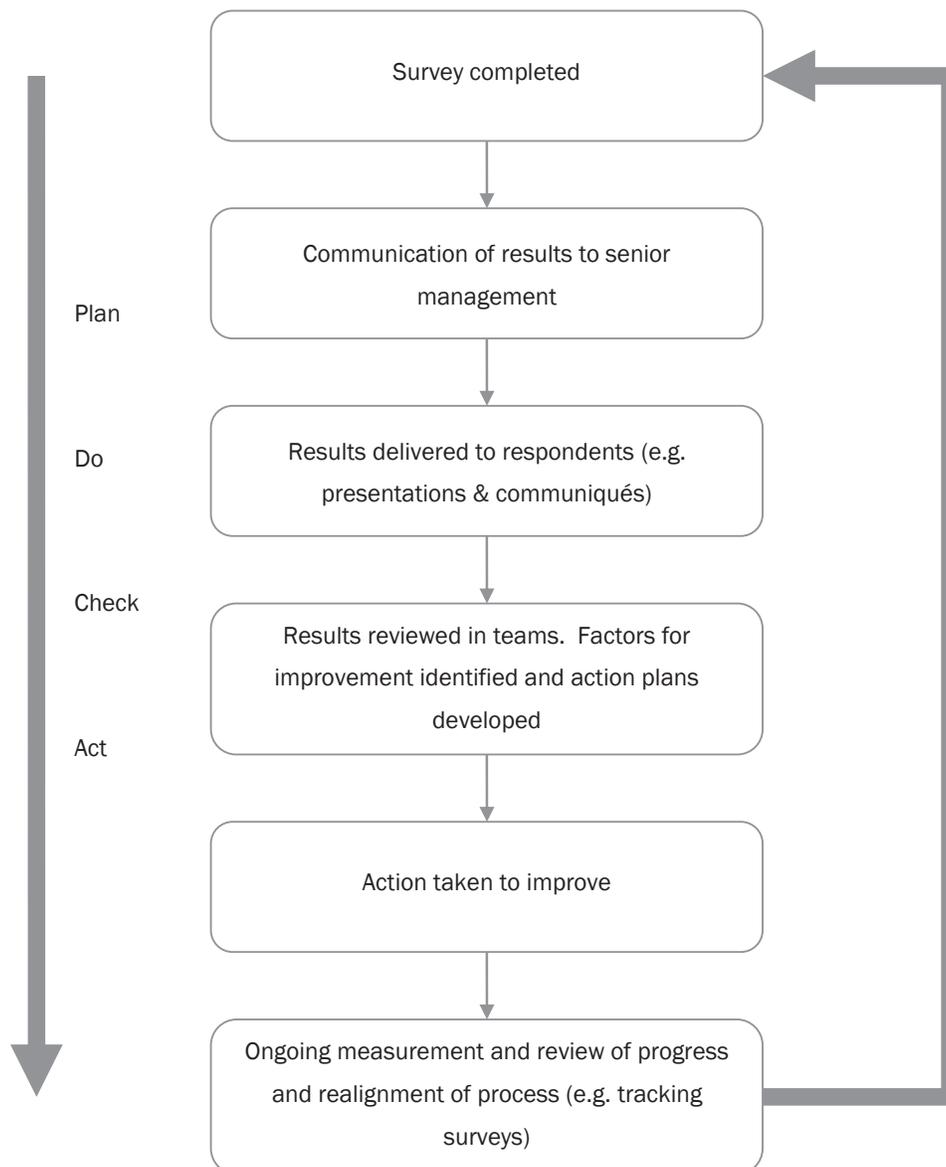
*Net Promoter is a registered trademark of Satmetrix Systems, inc., Bain & Company and Fred Reichheld

List of benchmark participants = 26

University	Year
Australian Catholic University	2023
Carleton University (Canada)	2024
Charles Darwin University	2021
Charles Sturt University	2021
Dalhousie University (Canada)	2024
Deakin University	2023
Federation University	2024
Flinders University	2023
James Cook University	2021
La Trobe University	2024
Macquarie University	2023
Massey University (NZ)	2021
Murdoch University	2021
Queensland University of Technology	2022
Simon Fraser University (Canada)	2023
Singapore Management University (Singapore)	2022
Newcastle University	2023
Toronto Metropolitan University	2024
University of Saskatchewan	2024
University of Southern Queensland	2021
University of Tasmania	2023
University of Technology, Sydney	2022
University of Toronto	2024
University of Western Australia	2022
Victoria University	2024
Western Sydney University	2021

4. Next steps

Planning for the way forward is not limited to the recommendations in this report. A number of other areas may also require consideration. For instance, there may be areas that clients have identified as low in importance but are high priority for the Library. These should be reviewed. It is also important to consider issues unique to different demographic groups and look beyond the overall results. When prioritising issues for action, it is recommended that a combination of the quantitative analyses and comments, with the option of future focus groups, be used to gain a more in-depth understanding of student concerns.





Senate Executive Committee
January 20, 2026
TB503C + TEAMS videoconference

MINUTES

Attending: Z. Al Attar, R. Dansereau (Clerk), N. Hagigi, D. Hornsby, A. Hurrelmann, G. Lacroix, P. Rankin, R. Renfroe, W. Tettey (Chair)

Recording Secretary: K. McKinley

1. Welcome & Approval of the Agenda

The meeting was called to order at 11:03 am.

It was **MOVED** (P. Rankin, A. Hurrelmann) that the agenda of the meeting of the Senate Executive Committee on January 20, 2026 be approved, as presented.

The motion **PASSED**.

2. Approval of Senate Executive Committee Minutes (November 18, 2025)

It was **MOVED** (G. Lacroix, R. Renfroe) that the Senate Executive Committee approve the minutes of the Senate Executive Committee meeting on November 18, 2025, as presented.

The motion **PASSED**.

3. Review of Senate Minutes (November 28, 2025)

The minutes of the Senate meeting on November 28, 2025 were circulated in advance. Some formatting issues were identified in the Question Period summary, but no errors or omissions were noted by committee members.

4. Draft Senate Agenda – January 30, 2026

A draft Senate agenda for the January 30th meeting was circulated to Senate Executive members in advance. No changes to the agenda were requested by the committee.

It was **MOVED** (R. Renfroe, A. Hurrelmann) that the Senate Executive Committee approve the agenda for the Senate meeting of January 30, 2026 as presented. The motion **PASSED**.

5. Other Business

No other business was identified.

6. Adjournment – The meeting was adjourned (Z. Al Attar, P. Rankin) at 11:13 am.



**Report Back
Carleton University Senate
Visioning Session Summary**

December 12, 2025

Authors: Rick Colbourne & Amanda Goth

Executive Summary

The December 12, 2025 Senate Visioning Session marked a defining step in the early phase of Carleton’s 2042 Centennial Strategy. Convened by the Office of the President and structured as a scenario-based design exercise, the session invited Senate to bring academic judgement to the outset of the planning process through stepping back from incremental issues to consider Carleton across three horizons: current realities (2025), pivotal shifts (2030), and long-horizon positioning (2042).

The Context of Deliberation

The dialogue unfolded against a set of constraints and pressures that Senate repeatedly named as structural rather than temporary: international student caps and the tuition freeze limiting financial latitude; intensifying competition and legitimacy pressures in a polarized public environment; and the rapid acceleration of generative AI reshaping teaching, research, and expectations of graduates. At the same time, Senate’s discussion grounded these forces in lived institutional experience especially around student affordability, transit and parking friction, work-study exhaustion, and the risk that daily realities can erode credibility if institutional aspiration is not matched by operational and experiential coherence.

Core Insights and Strategic Rationale

Across six thematic tables (Higher Education Sector; Teaching and Learning; Research and Creative Practice; Business Model and Financial Sustainability; Student Experience; Technology and Digital/AI), one integrative theme emerged: the need to move from a transactional model of higher education to a relational one.

Area	Key Insight	Strategic Rationale
Institutional identity	Carleton must defend its value beyond narrow job-training narratives, reaffirming its role in forming independent thinkers and civic capacity.	Strengthens legitimacy amid public skepticism and political pressure.
Academic model	Shift toward sustained, relationship-rich learning (depth, synthesis, belonging) rather than purely course-by-course credential accumulation.	Responds to learner expectations, lifetime engagement, and the limits of a transactional degree model.
Research impact	Research excellence must become more visible, clearly articulated in the public domain and reciprocal with infrastructure and incentives that support engaged scholarship.	Converts scholarly strength into civic/public value and reputation, without offloading the burden onto individual faculty.
Financial resilience	Long-horizon ambition requires disciplined diversification and reduced vulnerability to provincial volatility.	Enables autonomy while protecting mission integrity.
Technology & AI	AI must be governed through principled academic frameworks that protect judgement, integrity, and human skills.	Balances innovation with scholarly rigor and trust.

Carleton University Senate Visioning Session

Carleton's distinctive strength was identified as being a commitment to human-centred education and development, anchored in wellness, belonging, and the cultivation of students' capacity for judgement in conditions of complexity. Table participants expressed this as a lived aspiration: deeper student engagement; stronger reciprocity in research and public scholarship; a holistic, engaging, and genuinely welcoming campus experience; and a principled approach to AI that enables innovation without flattening thought or compromising academic standards. Taken together, these insights suggest that Carleton stands at an inflection point. The session identified several areas requiring follow-up analysis:

- **Governance adjustments:** ensuring decision-making structures remain disciplined yet responsive in a rapid-change environment.
- **Curriculum process review:** streamlining program and course update cycles to maintain relevance while preserving academic oversight.
- **AI policy clarification:** articulating clear ethical and pedagogical parameters that protect standards while enabling experimentation.
- **Campus accessibility and revenue exploration:** planning for a universally designed, inclusive campus alongside a more diversified and sustainable financial base.

The December 12 session shifted the conversation beyond operational problem-solving toward the articulation of a higher-order institutional stewardship model capable of navigating into the future.



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Context and Purpose

The Senate Visioning Session, held on December 12, 2025 was as a preliminary engagement exercise for Carleton University's 2042 Centennial Strategy. This session represents the culmination of pre-launch work undertaken throughout Fall 2025 by the Office of the President, aligning institutional foresight.

As a critical deliberative body, Senate was engaged at this early stage to bring their insights and understandings to the 2030–2042 horizon to inform subsequent design sessions, faculty consultations, and community-wide dialogues throughout 2026. The session utilized a design-thinking format structured around six consultation themes:

Theme	Descriptor
Higher Education Sector	Carleton's positioning in a rapidly changing landscape shaped by demographic shifts, policy constraints (tuition freezes, international caps), public confidence challenges, and the rise of AI-enabled education. Focuses on resilience, reputation, and Carleton's identity as a community-anchored institution.
Teaching and Learning	Future pedagogies including agile curriculum processes, modularity, AI-enabled instruction, assessment innovation, and faculty capability building. Examines how to deliver personalized, high-quality, and "lifelong" learning for diverse populations.
Research and Creative Practice	Research intensification, impact, and strategic focus including community partnerships, interdisciplinarity, Indigenous research leadership, and infrastructure. Examines how Carleton positions research to create societal, economic, and policy impact.
Business Model and Sustainability	Financial resilience and revenue strategy. Includes diversifying the tuition mix, exploring "hot areas" for revenue, operating efficiencies, and independence from provincial funding. Examines how Carleton funds long-term viability and transformation.
Student Experience	The full student lifecycle, focusing on belonging, mental health, universal design, experiential learning, and career development. Aims to ensure students thrive academically and socially while addressing friction points like transit and campus environment.
Technology and Digital / AI	The digital foundation required for a future-ready institution: AI governance, data architecture, and enabling academic and operational transformation. Examines how technology facilitates agility across the university operations.

Each theme enabled participants to consider immediate structural realities, the pivotal shifts required by 2030, and the long-term aspirational vision defining Carleton's centennial identity. This report synthesizes the sensemaking of the Senate, bridging these horizons to provide a grounded evidence base for the next phase of strategic planning.

Thematic Synthesis: Navigating the 2030–2042 Horizon

The following sections synthesize the rich, multi-dimensional deliberations of the Senate across six strategic themes. These themes represent the interconnected pillars of Carleton University's academic and operational identity as we look toward our centennial in 2042. The dialogue at each table focused on grounding institutional aspirations in the structural realities of the present, while identifying pivotal strategic shifts required to be resilient by 2042.

Across these discussions, a singular meta-theme emerged: the urgent need to transition from a transactional model of higher education to a relational one. The synthesis below captures the specific "What We Heard" from each theme, identifying key alignments, unresolved tensions, and clear calls for further inquiry.

Theme 1: Higher Education Sector

Participants framed the discussion around navigating a deeper crisis of confidence for universities. There was recognition of a growing public narrative that questions the usefulness of universities and casts doubt on their relevance. This skepticism sits alongside a set of structural pressures that are unlikely to change soon: international student caps, tuition freezes, technology and affordability constraints.

The conversation reflected a sense of institutional exposure. Participants spoke to the rise of anti-intellectual sentiment and increasing polarization in public discourse, where expertise itself is often viewed with suspicion. They identified that within this environment, it becomes more difficult to defend the university's traditional role when government and public conversations default to a narrow job-placement lens. Carleton is not insulated from these pressures. The table noted intensified regional competition, as well as global competition from rapidly advancing Asian universities. Even local infrastructure failures, particularly unreliable public transit in Ottawa, were viewed as part of a wider ecosystem challenge that constrains the university's ability to function as a vibrant, accessible community.

At the centre of the discussion was a clear strategic tension: how to counter narratives of uselessness without reducing the university to a purely instrumental model. Participants expressed concern that market logic may privilege STEM disciplines in ways that marginalize the humanities and social sciences, eroding broader commitments to critical thinking, civic formation, and the human experience. The table signaled the need to move beyond reaction through examining how Carleton measures and communicates value in terms of intellectual development, civic capacity, and long-term societal contribution. This means more deliberately embracing Carleton's role as a policy-engaged institution in the national capital and communicating its thought leadership with greater clarity and confidence.

The discussion highlighted the need for Carleton to articulate and enact its value in ways that are visible, credible, and responsive to a changing public environment.

Theme 2: Teaching and Learning

The discussion on Teaching and Learning focused on the need to move beyond a transactional model of education toward a more continuous and relational learning experience. Participants were concerned with how Carleton might reposition itself as an institution that sustains an ongoing intellectual relationship with learners over time. In an environment where information is ubiquitous and technology mediates much of daily life, table participants suggested that the differentiator might be the lived experience of Carleton's unique learning environment.

The table articulated an ambition for Carleton to become a first choice for learners by developing a culture in which learning extends beyond the classroom. Co-working spaces, community engagement, informal intellectual environments, and holistic Indigenous models were identified as facilitating a more integrated academic experience.

Participants explored academic model innovation, including the use of shorter six- or seven-week terms. Although increased flexibility was seen as potentially valuable, some participants noted that prior compressed formats had been experienced as operationally strained and challenging to sustain within current governance and workload frameworks. There was strong support for pedagogical approaches that emphasize depth. Participants referenced tutorial-style models that foster sustained dialogue, critical exchange, and intellectual sharing. Alternate grading methodologies were discussed as part of a broader reconsideration of how learning is assessed. The idea of a reflective capstone experience was presented as an opportunity for students to synthesize and interpret their learning in ways that transcend the more granular, course-by-course structure of a degree. Artificial intelligence (AI) surfaced a parallel tension. Some participants expressed concern that generative AI tools could flatten intellectual engagement and erode the depth of critical thinking. Others emphasized the importance of integrating AI as an innovative tool, provided its use aligned with Carleton's values. The core challenge was framed as pedagogical: how AI should be positioned within teaching and learning in ways that support rigour rather than displace it. Structural impediments were also identified.

The curriculum update cycle which can take two-years was identified as limiting the university's agility. Participants pointed to the need for more flexible elective structures and a renewed consideration for a Centre for Lifelong Learning (or continuing education). There was also interest in leveraging the physical campus more intentionally as a sensory and relational learning environment.

The overarching question was how to reconfigure learning so that Carleton becomes a place where intellectual engagement is sustained, relational, and durable across a lifetime. The most significant tension identified was scalability. How can personalized, conversation-rich, tutorial-

style models operate within large classes and resource constraints? This question remains unresolved and sits at the core of any pedagogical shift.

Theme 3: Research and Creative Practice

This table's deliberations on Research centred on redefining impact through reciprocity rather than unidirectional dissemination. Participants were clear that Carleton's intellectual output must be understandable and visible to the public and useful beyond the academy. This requires research that is more public-facing, more community-based, and more deliberately embedded in civic and policy environments.

There was discussion of structural adjustments to support this shift. Participants proposed that research outreach and engagement could be more explicitly recognized. They noted that relationship-building often happens after funding is secured, yet post-award support for sustained research activities remains uneven. The table emphasized the importance of incentivizing the communication of research findings through mechanisms that ensure tangible civic and societal impact rather than just focusing on publication metrics. They suggested that academic credit could be leveraged to integrate students more meaningfully into research activity, strengthening the teaching–research relationship while facilitating greater experiential learning.

A central tension emerged around resource allocation. How should Carleton balance local impact with global prestige? While hiring internationally recognized researchers enhances institutional reputation and rankings, participants underscored the importance of remaining accessible and responsive to Ottawa-based partners and Indigenous communities. The table framed this as requiring clarity of purpose. They acknowledged that more insight is needed to determine how best to incentivize research communication and engagement. There was interest in exploring the creation of a dedicated centre for community-engaged research, alongside efforts to reduce the administrative burden that often constrains faculty capacity for meaningful outreach. The underlying question was how to structure incentives and supports so that research excellence translates into visible, reciprocal public value.

Theme 4: Business Model and Financial Sustainability

The table's deliberation on Business Model and Financial Sustainability was clear that Carleton's academic aspirations for 2030 and 2042 cannot be separated from its financial position. Institutional resilience depends on the ability to operate with greater autonomy under conditions of structural constraint. The discussion highlighted the need for a deliberate and forward-looking financial strategy. Participants stressed the importance of mitigating vulnerability to provincial funding volatility and strengthening the university's long-term financial self-determination. They identified the goals as being to develop new revenue streams that strengthen, rather than compromise, the university's core academic mission. The table envisioned a Carleton in 2042 that

is financially accessible to students while also operating from a position of strength with a robust business model regarded as one of the best in Ontario.

Table participants challenged the assumption that the university's sole output was to prepare graduates for jobs while recognizing that financial sustainability requires attentiveness to outcomes. This led to a discussion around the return on experience versus return on investment and the importance of cultivating brand loyalty across the student lifecycle, extending into alumni engagement and lifelong learning.

The central strategic question was what revenue models are viable without compromising academic integrity. Participants explored the possibility of private–quasi-public models or semi-autonomous units in targeted domains, while acknowledging the need to carefully map such approaches against the university's inclusive mission. The tension between entrepreneurial units and institutional coherence remains unresolved and requires further analysis. The overarching orientation was to build a business model that protects mission, expands capacity, and allows Carleton to act with strategic independence and governance autonomy rather than fiscal reactivity.

Theme 5: Student Experience

The table's discussion on Student Experience revealed a clear disconnect between institutional aspiration and the lived realities of daily student life. Participants described students arriving exhausted, with many balancing full-time employment alongside their studies. Logistical constraints featured prominently in the discussion. Extended commutes of two-and-a-half hours, limited parking capacity, unreliable transit, and rising food and housing costs were identified as systemic pressures shaping student experiences at Carleton. They observed that current students are actively discouraging prospective applicants on public forums, citing transit reliability and affordability challenges as deterrents. Comparisons to Algonquin College surfaced in discussion, particularly around the perception that Carleton lacks welcoming, accessible study spaces that encourage students to remain on campus. Carleton Dominion-Chalmers Centre was identified as a strategic opportunity being centrally located, connected to the city, and illustrative of what a more integrated urban presence might look like.

Table participants were clear that becoming a first-choice destination requires a campus environment that students choose to engage with. The aspiration is for a vibrant campus that functions as more than a commuter node. While transit challenges are structural and outside the university's direct control, their impact on student experience is immediate. This prompted discussion of whether Carleton should revisit shuttle services including potential renewed links with the University of Ottawa and whether elements of a 15-minute walkable neighbourhood model could be applied to campus design.

Universal Design emerged as a priority requiring deeper institutional consideration. Participants framed accessibility as multidimensional, physical, emotional, cultural, and financial and emphasized the importance of structuring campus systems and environments to be inherently inclusive. This conversation framed student experience as foundational to institutional credibility and long-term reputation.

Theme 6: Technology and Digital / AI

The deliberation on Technology and AI centered on a core tension: how to pursue efficiency and innovation without compromising academic integrity. Participants identified that generative AI presents opportunities to retool resources, enhance research productivity, and improve operational efficiency. However, there was concern that uncritical adoption risks flattening thought, homogenizing output, and eroding the human dimension of learning. Several participants emphasized the importance of developing a principled AI policy as a framework to enhance student learning while protect the skills and capacities the university values most. The discussion highlighted the importance of teaching students the skills that AI cannot replicate. They emphasized that critical thinking, ethical judgment, and the ability to synthesize information within context must be central considerations in curriculum design. The question is how Carleton shapes AI use in ways that strengthen intellectual development.

Several unresolved questions remained. Which specific cognitive and professional skills are most vulnerable to AI systems? How should the university respond to emerging practices such as students recording lectures? How does Carleton navigate an increasingly polarized digital climate while protecting open inquiry? Participants signaled the need for systematic analysis of AI-enabled efficiencies in administrative and academic operations.

The overall discussion highlighted the need to be cautious, values-driven, and grounded in the preservation of intellectual standards amid rapid technological change.



Themes Identified during the Session

A set of principal themes emerged across the tables during the Senate session, capturing shared tensions, opportunities, and structural pressures surfaced in the discussion.

Institutional Design and Governance Adjustments

Several tables suggested potential structural adjustments rather than programmatic innovation. These included prioritizing community engagement and public scholarship; examining whether the current curriculum approval cycle remains fit for purpose in a rapidly changing environment; and developing a principled AI framework that protects academic standards while enabling innovation. The purpose of this task would be to facilitate clarity through identifying where institutional frameworks may require adjustment to align with long-term academic and public-facing ambitions.

Campus Experience and Accessibility Architecture

A second theme concerned the physical and experiential infrastructure of the university. The concept of a 15-minute campus was raised as a way of reimagining spatial experience and student belonging. Universal Design was discussed as a principle that should be treated as foundational and not as accommodation. Transit coordination, including possible re-establishment of shuttle services, was identified as an area requiring structured engagement beyond the university. These tasks relate to reputation, accessibility, and the credibility toward the aspiration of being a university of first choice for learners. The discussion raised the question of whether the campus's physical experience should be understood and managed as a strategic asset rather than treated as an operational background for education.

Academic Model Renewal

A third theme concerned the student journey. The proposal for a whole student reflective capstone demonstrates concern that the current model may be experienced as overly segmented. As well, the consideration of public-sector lifelong learning suggests interest in strengthening institutional relationships beyond time-bound credentialing. These tasks require academic deliberation and feasibility analysis. They point to the need to examine whether current program structures support or constrain an integrated and lifecycle-oriented approach to learning.

Financial and Resource Strategy

The final theme concerned university resilience and sustainability. Revenue diversification mapping including the considerations of private–quasi-public models for specific domains warrants careful consideration. An alumni talent inventory could reframe alumni engagement beyond philanthropy. These tasks represent areas where further structured inquiry may be necessary to ensure that financial strategies sustain academic ambition and mission without compromising institutional integrity.

Closing

The December 12 Senate Visioning Workshop revealed the conditions shaping Carleton's operating environment as it looks toward 2030 and 2042. While each of the tables focused on distinct domains, the discussions converged around a shared recognition: the institution is being asked to operate with greater clarity, coherence, and agility under intensifying constraints.

One point that surfaced repeatedly was a widening gap between aspiration and operating reality. Participants articulated ambitious goals for Carleton's future, first-choice status, reciprocal partnerships, intellectual leadership, or durable financial autonomy, yet returned consistently to the challenges embedded within institutional processes. The tension was between ambition and structural capacity. The university's structures and processes, timelines, incentives, governance sequencing, resource allocation mechanisms, etc. often lag behind the speed at which external conditions are evolving. The strategic challenge, therefore, is to ensure the university can execute on its mission.

A second point concerns mission clarity within a constrained policy environment. Across each of the tables, conversations highlighted that Carleton is navigating multiple challenges simultaneously: public purpose and market responsiveness, accessibility and revenue generation, global prestige and local responsibility, intellectual breadth versus prioritizing profitable disciplines. While none of these tensions are new, increased urgency has been triggered by funding limits, regulatory pressures, and heightened public scrutiny. The session signaled awareness that institutional identity must be exercised within a narrowing band of external latitude. As mentioned by one participant, in such an environment, ambiguity becomes costly and a focused strategic direction becomes essential.

Closely related was a recurring recognition of institutional inertia as a strategic risk. Whether framed through curriculum timelines, research administration, partnership development, or operational responsiveness, participants returned to the question of pace. The concern was that Carleton's recalibration remains iterative or reactive while external change is continuous. The risk is a gradual misalignment between the demands of the external environment and what internal systems can accommodate. If Carleton is to sustain its academic standards and public credibility, it will need to examine the elasticity of its structures and the conditions under which experimentation can occur without destabilizing core commitments (values and mission).

Throughout the workshop, reputation was implicitly tied to alignment between aspiration and students' lived experience. When daily student realities conflict with university messaging, credibility erodes. When research excellence is not visible beyond disciplinary audiences, impact remains unrealized. When accessibility is framed as accommodation rather than design, inclusion appears conditional rather than foundational. Reputation, in this framing, is the external expression of internal consistency.

The tables discussions reflected a collective desire to reassert the centrality of human engagement and judgment in an increasingly automated and polarized environment. Across each of the tables, participants returned to the formation of independent thinkers capable of rigorous analysis and ethical reflection. While technological innovation, financial resilience, and operational efficiency were acknowledged as necessary, there was consensus that the university's enduring contribution lies in developing its students' judgment under conditions of complexity. In this context, Carleton's differentiation in 2030/2042 will depend on how clearly it defines and protects this value of human centredness.

Content Disclaimer

This report provides a synthesized summary intended solely to inform strategic planning considerations. It does not include attribution to individual contributors, nor does it contain any direct quotes. For questions, clarifications, or feedback regarding the content, please contact the authors. Artificial intelligence tools were used to assist in the analysis session data as well as drafting and editing of this report. All final content was reviewed and validated by the authors.

February 17, 2026

**Report of the Academic Colleague from Council of Ontario University Meetings
(December 2025)**

Colleagues,

I am pleased to provide to Senate a report from the December meetings of Academic Colleagues with the Council of Ontario Universities (COU).

The meetings were held on December 9 and 10, 2025, and Professor Kim Hellemans, currently on leave, represented Carleton. The COU Secretariat distributed their notes from the meeting on January 26th, 2026—too late for inclusion in the binder for our Senate meeting held on January 30th. Since I had not yet been appointed to the Academic Colleague role for the December meeting, I was not present for the discussion, but attach the notes provided by COU for your information.



Paul Wilson, Ph.D.
Associate Dean (Students and Enrolment), Faculty of Public and Global Affairs
Associate Professor, Riddell Graduate Program in Political Management

Academic Colleagues

December 9-10, 2025

Meeting Notes

[Prepared by COU Secretariat]

Evening meeting, December 9, 2025, 6:00 to 8:30 pm

Land Acknowledgement

The Land Acknowledgment was provided by Sophie Roland, Western.

Artificial Intelligence in Teaching and Research with Dr. William Turkel, Western

To set the stage for the AI Task Force Consultation, Dr. William Turkel, Professor of History, Western University, delivered a presentation on AI in Teaching and Research, specifically his use of AI in his courses on 21st century history. Highlights of Dr. Turkel's remarks included:

- AI represents a methodological apparatus for teaching.
- Given the rapid pace of AI, improvisation is more important than planning for instructors, and skills acquisition is more important than fixed tools acquisition for students.
- Students should be assessed on syntheses of information, as opposed to recall.
- AI is transforming the workforce, and while entry-level roles may evolve more quickly, this creates an opportunity for universities to empower students with advanced skills and experiences that position them for mid-career-level responsibilities.
- AI is anticipated to result in shifts in the training of PhD students, with strategic thinking becoming more central to the curriculum than comprehensive exam readings.
- While there are valid political and ethical considerations around the corporations developing large language models, AI has become an integral part of today's world. Rather than avoiding it entirely, the focus should be on using it responsibly and thoughtfully to unlock its benefits while addressing concerns.

COU Artificial Intelligence Task Force Consultation

The Chair of COU's Artificial Intelligence Task Force, Dr. Vivek Goel, President and Vice-Chancellor, Waterloo, joined the meeting to conduct a consultation with Academic Colleagues. Consultations were held with a number of COU advisory committees over the course of the fall. The Colleagues were invited to respond to a series of questions grouped within several themes. Highlights from the comments and observations around each theme are outlined below.

Opportunities and Risks of AI Adoption

- AI can be leveraged to promote the achievement of course and program learning outcomes and deeper learning among students.
- AI challenges traditional ways of thinking at universities. It provides an opportunity for universities to consider how they function as institutions that deliver comprehensive learning and identify the core elements of disciplines that should be preserved in this new landscape.
- A major challenge is adapting institutional policies and pedagogy at the pace of AI innovations, resulting in gaps or lack of clarity in institutional policies, particularly those related to academic integrity and acceptable use of AI.
- Collective synergy and brainstorming may be lost to AI, resulting in a decline in interpersonal connections among university community members.

Student-Centred AI Integration

- Students should be required to disclose the use of AI in assignments, in the same way they would cite traditional sources.
- Faculty are leveraging AI to develop case studies, assignments that critique AI outputs, project management exercises, and scenario-based learning.

Institutional Readiness and Strategic Planning

- Colleagues suggested that institutions consider reassessing risk frameworks and foster a culture of innovation and experimentation among faculty to allow for the exploration of new teaching models.
- It was noted that access to AI software licenses varies by institution.
- AI literacy and policies on the acceptable use of AI should be priorities for universities.

Impact of AI on Higher Education

- AI enables learners to decide how they choose to engage with information, and universities will need to adapt to this reality.
- AI is changing PhD training, shifting from comprehensive exams to proposal-based programs. There is a need to rethink the PhD structure and outcomes in a manner that ensures continued rigour.

Colleagues Meeting, December 10, 2025, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on key priorities and activities at their respective institutions.

COU Update

COU President Steve Orsini delivered an update on priority issues and activities for COU, including:

- The ongoing financial pressures faced by universities, which have been exacerbated by the federal government's additional reduction to international student allocations.
- COU's continued advocacy for long-term, predictable funding for universities by way of ongoing engagement with key provincial government officials, including a Lobby Day at Queen's Park on November 4 which featured a meeting of a number of Executive Heads and Minister Nolan Quinn.
- COU's activities on AI, which are focused on exploring ways universities can transform the economy and prepare students for the new realities.

In the ensuing discussion, the following items were raised.

- COU's continued messaging about the important role universities in addressing Canada's productivity challenges, underlined by a [recent report on science, technology and innovation by the Canadian Council of Academies](#) which cited the higher education sector as "a rare bright spot, producing some of the world's top talent and research."
- Academic Colleagues' enthusiasm to support the work of COU, with COU to continue engaging Colleagues on major topics, like AI and the future of higher education, and to provide key messages as a reference.

Topics for future meetings

The following topics will be added to the shared document on the COU Member Portal that Colleagues can refer and add to in between meetings.

- AI and transparency
- The changing nature of learning in the university.
- The future of higher education, to be informed by an outline of a forthcoming COU paper on the topic.

Upcoming meetings

- **Academic Colleagues:** Tuesday, February 10, 6:00 to 8:30 pm, and Wednesday, February 11, 9:00 am to 12:00 noon (hybrid). Robyn Ruttenberg-Rozen will deliver the land acknowledgement.

UNIVERSITY PROMOTIONS COMMITTEE
MEMBERSHIP 2025-26

Senate coordinates the nomination and election/acclamation of members to the *University Promotions Committee* on an annual basis.

Membership:

*For membership criteria, please consult the attached *Call for Nominations*.

FASS: (2 positions)

- Alexis Shotwell, Full Professor, Sociology & Anthropology
- Andrew Wallace, Full Profess, English

FED: (2 positions)

- Liam O'Brien, Full Professor, Civil & Environmental Engineering
- Steve Fai, Full Professor, Azrieli School of Architecture & Urbanism

FPGA: (2 positions)

- Jose Galdo, Full Professor, SPPA & Economics
- Sheryl Hamilton, Full Professor, Journalism & Communication

Science: (1 position)

- Farrah Hosseinian, Full Professor, Chemistry

Sprott: (1 position)

- Shaobo Ji – Full Professor



MEMORANDUM

To: All Full-Time Faculty at Carleton University
From: Kathy McKinley, Assistant University Secretary (Senate)
Date: October 2025
Subject: **Call for Nominations: Faculty members for *University Promotions Committee***

The Carleton University Senate is calling for nominations for full-time CUASA faculty members to serve on the *University Promotions Committee* (UPC) **for the 2025/26 academic year.**

To be eligible, faculty must currently hold the rank of Full Professor. Eight (8) elected positions are available as follows:

- Two members from the Faculty of Arts and Social Sciences
- Two members from the Faculty of Public and Global Affairs
- Two members from the Faculty of Engineering & Design
- One member from the Faculty of Science
- One member from the Sprott School of Business

In addition to these 8 elected faculty members, the UPC consists of the Provost and Vice-President (Academic) as Chairperson, and eight (8) other members chosen by the President. Faculty members chosen by the President are not eligible to run for the elected positions.

To submit a self-nomination for one of the eight (8) elected faculty positions, please send a statement of candidacy to Kathy McKinley, Assistant University Secretary (kathy.mckinley@carleton.ca) **at your earliest convenience and before **November 30, 2025****. The statement of candidacy should include the name of the committee (UPC) on which you wish to serve, your name, rank, academic unit, and Faculty.

The meetings of the University Promotions Committee will take place **on April 9 and 10, 2026.**

Following the nomination period, candidates for contested positions will be elected by the tenured and tenure-track employees of the respective Faculties. If there is an insufficient number of candidates, the parties shall fill any vacancies at JCAA by mutually agreed appointment.

The procedural rules of the committee are in accordance with Article 10 of the ratified 2024-2027 Collective Agreement with CUASA. Once available, a link to this Collective Agreement will be provided.

Regarding eligibility for membership on this committee, please note the following general committee rules which are an excerpt of clause 10.11 of the CU/CUASA Collective Agreement:

(a) Members must not serve on any Tenure and Promotion committee in any year in which they have applied for tenure and/or promotion.

(b) Members of the Tenure and Promotion Committees at the Department, Faculty, and University levels cannot serve on the TPAC in the same academic year.

(c) Members of the Tenure and Promotion Committees who serve on both the Department and Faculty committees cannot also serve on the UPC in the same academic year.

(d) The Presidential Officers of the Association and the CUASA Grievance Chair shall not serve on any DTPC, FTFC, UPC or TPAC.

(e) Any person taking part in the assessment of a candidate will disclose any relationship which could be a cause for a conflict of interest. The Committee shall determine whether or not the relationship constitutes a conflict of interest. In such decisions, the Committee will err on the side of caution. A person may request that a conflict of interest decision be made by JCAA.

(f) All committees established as part of the tenure and promotion review process must have at least one male and one female member and best efforts shall be made to reflect the diversity of the academic community these committees are representing.

Clause 10.11 contains additional provisions regarding the process and should be consulted for further information.

Thank you

Kathy McKinley

Assistant University Secretary (Senate), Carleton University

Kathy.mckinley@carleton.ca

TENURE AND PROMOTIONS APPEAL COMMITTEE
MEMBERSHIP 2025-26

Senate coordinates the nomination and election/acclamation of members to the *Tenure and Promotions Appeal Committee* on an annual basis.

Membership:

*For membership criteria, please consult the attached *Call for Nominations*.

FASS: (2 positions)

1. Adam Barrows, Full Professor, English
2. Craig Bennell, Full Professor, Psychology

FED: (2 positions)

1. Richard Yu, Full Professor, School of Information Technology
2. Fidel Khouli, Associate Professor, Mechanical & Aerospace Engineering

FPGA: (2 positions)

1. Matthew Pearson, Associate Professor, Journalism & Communication
2. Mira Sucharov, Full Professor, Political Science

Sprott: (2 positions)

1. Alan Cai, Full Professor
2. Ruth McKay, Associate Professor

Science: (2 positions)

1. Emmanuel Lorin, Full Professor, Math & Statistics
2. Paul Mezo, Full Professor, Math & Statistics



MEMORANDUM

To: All CUASA Faculty from Carleton University
From: Kathy McKinley, Assistant University Secretary (Senate)
Date: October 2025
Subject: **Call for Nominations: Faculty members for *Tenure and Promotions Appeal Committee***

The Carleton University Senate is calling for nominations for CUASA faculty to serve on the *Tenure and Promotions Appeal Committee (TPAC)* for the **2025-26 academic year**.

To be eligible, faculty and faculty, teaching stream must currently hold the rank of Associate or Full Professor. Ten positions are available as follows:

- One delegate and one alternate from each of the five Faculties
- At least one member from each Faculty on the committee must be a Full Professor

The committee must be constituted of a majority of Full Professors to address any appeals of the denial of promotion to the rank of Full Professor.

To submit a self-nomination to serve on the *Tenure and Promotions Appeal Committee*, please send a statement of candidacy to Kathy McKinley, Assistant University Secretary (kathy.mckinley@carleton.ca) **at your earliest convenience and before November 30, 2025**. The statement of candidacy should include the name of the committee (TPAC) on which you wish to serve, your name, rank, academic unit, and Faculty.

Meetings of TPAC would generally be held in April (tenure) and May (promotion) in order to complete reports by April 30 for cases involving tenure and May 31 for cases not involving tenure.

Following the nomination period, candidates for contested positions will be elected by the tenured and tenure-track employees of the respective Faculties. If an elected delegate and their alternate are unavailable, the Provost and Vice-President (Academic) and the President of CUASA shall, acting reasonably and expeditiously, mutually agree on an appointee to serve on the TPAC.

The procedural rules of the committee are in accordance with Article 10 of the ratified 2024-2027 Collective Agreement with CUASA. Once available, a link to this Collective Agreement will be provided.

Regarding eligibility for membership on this committee, please note the following general committee rules which are an excerpt of clause 10.11 of the CU/CUASA Collective Agreement:

(a) Members must not serve on any Tenure and Promotion committee in any year in which they have applied for tenure and/or promotion.

(b) Members of the Tenure and Promotion Committees at the Department, Faculty, and University levels cannot serve on the TPAC in the same academic year.

(c) Members of the Tenure and Promotion Committees who serve on both the Department and Faculty committees cannot also serve on the UPC in the same academic year.

(d) The Presidential Officers of the Association and the CUASA Grievance Chair shall not serve on any DTPC, FTPC, UPC or TPAC.

(e) Any person taking part in the assessment of a candidate will disclose any relationship which could be a cause for a conflict of interest. The Committee shall determine whether or not the relationship constitutes a conflict of interest. In such decisions, the Committee will err on the side of caution. A person may request that a conflict of interest decision be made by JCAA.

(f) All committees established as part of the tenure and promotion review process must have at least one male and one female member and best efforts shall be made to reflect the diversity of the academic community these committees are representing.

Please note that clause 10.11 contains additional provisions regarding the process and should be consulted for further information.

Thank you

Kathy McKinley
Assistant University Secretary (Senate), Carleton University