



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

**Carleton University Senate
Meeting of October 30, 2020 at 2:00 pm
Via Videoconference**

AGENDA

Closed Session: 30 mins

- 1. Welcome & Approval of Agenda**
- 2. Minutes (Closed):** June 19, 2020
- 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)
 - e. Motion to Graduate Recommended Students: Dominican University College
- 4. Report of the Senate Committee on Medals & Prizes (Clerk)**
- 5. Procedure on Candidates Presented Late for Graduation (Clerk)**
- 6. Report on the Empowering Motion (Clerk)**
- 7. Report of the Senate Honorary Degrees Committee (R. Goubran)**
- 8. Other Confidential Business**

Open Session:

- 1. Approval of Agenda**

2. **Minutes (Open):** September 25, 2020
3. **Matters Arising**
4. **Chair's Remarks**
5. **Question Period**
6. **Administration (Clerk)**
 - a. Membership ratifications
7. **Reports:**
 - a. SCCASP (H. Nemiroff)
 - b. SQAPC (D. Deugo)
 - c. SAGC (B. Kuzmarov)
8. **Presentation on International Strategic Plan**
9. **Reports for Information:**
 - a. Senate Executive Minutes (September 15, 2020)
 - b. Report from Academic Colleague
10. **Other Business**
11. **Adjournment**



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**Carleton University Senate
Meeting of September 25, 2020 at 2:00 pm
Via Zoom Videoconference**

MINUTES – OPEN SESSION

Present: A. Ahmad, S. Ajila, K. AlWazir, B.A. Bacon (Chair), M. Barbeau, S. Blanchard, A. Bowker, D. Brown, N. Bruni, J. Bruno, A. Chandler, M. Close, T. Daniels, J. Deaville, D. Deugo, D. Dragunoiu, D. Edi, M. Gagne, G. Garland, D. Gillberg, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, O. Hobbs, F. Hosseinian, C. Joslin, L. Kostiuik, J. Kovalio, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, A. Luko, C. Macdonald, B. MacLeod, S. Maguire, J. Milner, J. Moore, H. Nemiroff, J. Paulson, M. Piche, B. Popplewell, P. Rankin, M. Rooney, D. Russell, S. Sadaf, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, J. Taber, K. Taylor, N. Tilokani, J. Tomberlin, A. Tremblay, C. Trudel, C. Viju, J. Voordouw, K. Weary, P. Wilson, J. Wolfart, P. Wolff, W. Ye

Regrets: O. Baysal, T. Di Leo Browne, R. McKay, A. Plourde, J. Sinclair-Palm, R. S. Sundarraj, B. Wright

Absent: V. Asi, C. Cruickshank, J. Stoner, K. von Finckenstein

Guests: M. Charles

Recording Secretary: K. McKinley

Open Session:

1. Welcome (Chair) & Approval of Agenda

The Chair welcomed all participants to the second Senate meeting of the academic year, and wished all Senators a happy Franco-Ontario Day. A warm welcome was extended to new Senators Julia Wallace, Cameron Davis, Lisa Tsintsadze and Manuel Baez. The Chair thanked departing Senators Andre Plourde and Timothy Di Leo Browne for their service on Senate. The Chair congratulated COU Academic Colleague and Chair of the Department of Neuroscience Kim Hellemans on receiving an Award of Excellence from the

Ontario Minister of Colleges and Universities. The award recognizes educators demonstrating outstanding skills in innovative educational practices and leadership. The Chair added that several individuals from Carleton independently nominated Dr. Hellemans for this award. Finally, the Chair reminded Senators that September 25, 2020 is also Recovery Day Ottawa (RDO). Carleton is a community partner for this important event, organized by the Community Addictions Peer Support Association (CAPSA).

It was **MOVED** (N. Tilokani, K. AlWazir) that Senate approve the agenda for the meeting of Senate on September 25, 2020, as presented.
The motion **PASSED**.

2. Minutes: August 21, 2020

It was **MOVED** (J. Deaville, D. Gillberg) that Senate approve the minutes of the Senate meeting on August 21, 2020, as presented.
The motion **PASSED**.

3. Matters Arising

At the previous meeting Senators had requested more information on the student tech bursaries. The Chair noted that this information has been emailed to Senators.

4. Chair's Remarks

The Chair noted that the Fall semester has begun successfully, and he thanked students, faculty and staff for their outstanding efforts in adapting to the online environment given the ongoing challenging circumstances caused by the pandemic. In response to rising numbers of Covid-positive cases in Ottawa, Carleton has intensified testing and contact tracing as needed, and is following mitigation measures in accordance with current guidelines. With the second wave of the pandemic profiling, the decision to deliver course content online through the Fall semester means that Carleton can protect the health and safety of students, staff and faculty while continuing to fulfill its academic mission. The Chair praised innovation across the community and noted as an example the success of the Students as Partners Program, in which students have been paired with instructors to design online courses. Carleton's program has been a huge success and is the largest of its kind in Canada.

The Strategic Integrated Plan Launch will be held on Wednesday, September 30. Senators helped to shape this document through several consultations and

the Chair encouraged all to attend the launch, which will be held virtually. 500 people have already registered for the event.

Finally, the Chair mentioned the recent completion of the draft Equity Diversity and Inclusion (EDI) Action Plan, which has been posted on the EDI website. Consultations and town halls are underway, and Assistant Vice-President and University Advisor for Equity and Inclusive Communities Michael Charles will join Senate today for substantive discussion and consultation on the plan.

5. Question Period

No questions were submitted in advance.

6. Administration (Clerk)

a. Membership Ratifications

Senators were asked to ratify two Contract Instructor representatives and one faculty member as new Senators.

It was **MOVED** (B. Kuzmarov, D. Edi) that Senate ratify the new Senate appointments, as presented.

The motion **PASSED**.

b. Senate Survey Report

The Clerk presented a brief summary of the results of the 2020 Senate Survey. The following elements were highlighted:

- Response rate: 41% (33/80 responded)
- Respondent Profile:
 - 46% had served more than one term on Senate
 - 64% of respondents were faculty members or contract instructors, 9% were ex officio, 6% were students
- Orientation: 51% attended an Orientation session and more than 90% of those who attended agreed that it was appropriate and helpful
- Self Assessment indicated that most Senators attend meetings and are well prepared for them.
- Strengths identified included: good leadership; respectful, open, and collegial meetings; and efficient and agile administration.

- Suggestions for improvement included: managing volume of documentation; encouraging more diverse participation in meetings; and ensuring that Senate is involved in academic decisions.

The Clerk thanked all Senators who participated in this survey and noted that the 2021 Senate Survey will be distributed earlier in 2021 to enable students to participate more effectively.

7. Reports

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

The Chair, Howard Nemiroff, presented one motion for approval, two updates and three items for information.

Item for Approval: Stream Pathway Glossary Definitions

Definitions in the glossary have been modified so that pathways and streams are included on the student transcript. The SCCASP Chair noted that 1.5 credits now count as a stream.

It was **MOVED** (H. Nemiroff, D. Deugo) that Senate approves the changes proposed to the definition of Stream and Pathway within the 2020-21 Undergraduate Calendar, as presented.

The motion **PASSED**.

Items for Information:

- BA Template: The term "general" has been removed from the document, in line with a motion previously approved by Senate on this issue.
- Minor in Computer Science: The term "limited enrolment" has been added to allow for management of numbers for this minor.
- Editorial Changes: These consist mostly of collateral edits, corrections of typos, and so on.

Policy Updates:

Academic Integrity Policy: Associate Deans have been meeting regularly to work through the update to this policy. Updates will focus mostly on procedures and the new online environment. A revised document will be brought to Senate by the end of 2020, if possible.

A Senator asked for clarification of the policy with regards to ownership of intellectual property. For example, computer code is often “owned” by students who then share or post it online. The Chair agreed to clarify the language in the policy around this issue.

In response to another question it was noted that tools to detect plagiarism are not in the purview of this policy and are being discussed by other bodies at Carleton.

Grading Policy: SCCASP has been meeting with CASG and the Deans to discuss modifications to the grading policy. The proposal focusses on three main outcomes:

- Student well-being
- Academic Success / Retention
- Graduation

A landscape survey has been completed, and provides a strong sense of what other universities are doing. The survey reveals that Carleton is one of the few schools in the survey that does not have exploratory options for students.

SCCASP is moving towards the creation of a formal long-term grading policy that respects the pedagogical rigor of Carleton and sends the right message to stakeholders. This policy will be brought to Senate later this fall or early in the new year.

The Provost spoke to the immediate challenges of grading options for this year’s Fall and Winter semesters. He began by reviewing decisions on grading options that were taken in the Winter 2020 semester:

- Automatic conversion of all failures to UNSAT
- Option for students to convert other grades to SAT

- Change in rules for Academic Performance Evaluations

For the Fall 2020 and Winter 2021 semesters, the Provost presented the following recommendations for Senate discussion:

- Automatically convert all failures to UNSAT (undergraduate students only)
- Amend the Academic Performance Evaluation in a manner similar to that adopted for the Winter 2020 term (undergraduate students only).

The President of CASG indicated that CASG will be meeting with all student academic clubs and societies to discuss these proposals and to collect student input. The Chair thanked CASG for their leadership on this issue.

In the ensuing discussion, Senators asked if graduate students could be included in the recommendations. The Dean of FGPA noted that graduate students were not included because of the need for consistency with other institutions across Ontario and Canada, but she agreed to continue the discussion at Graduate Faculty Board and in consultation with SCCASP.

It was also noted that the original grade for a course is preserved and available via the Registrar's Office, and will be used to determine if the student can advance. This is important for programs for which the grade to advance is higher than a D. The Provost also clarified that students who abandon courses will receive an F and cannot request a change to UNSAT.

In response to a question the Chair of SCCASP noted that departments, especially those that are accredited, will be consulted about any permanent or long-term changes to grading options in the policy. The procedure will be to work with Associate Deans, and to meet with faculty members at Chairs & Directors meetings to discuss the proposals.

Some Senators also suggested that the SAT option be included, as it was for the Winter 2020 semester, but perhaps with a limit on the number of courses that could be converted to a SAT grade. The Provost agreed to take this suggestion back to the group for discussion.

The Chair and Provost thanked Senate for the useful discussion, and noted the general support to continue compassionate measures for students in terms of grading options. A resolution will be expected at the October Senate meeting.

b. Senate Quality Assurance and Planning Committee - SQAPC

The committee Chair, Dwight Deugo, provided an update on the SQAPC review of Carleton's pivot to online course delivery. He began by sharing the results of the May 2020 student survey, which focussed on the pivot during March and April of 2020.

Students were asked to identify both the successes and the challenges they experienced in the transition to online learning. Successes identified included support from instructors, technologies used, and communication from the university. Challenges included:

- Access to high-speed or reliable Internet
- Instructor discomfort with required technologies/applications
- Access to library resources
- Lack of in-person contact with classmates and instructors
- Lack of quiet place to learn and study
- Preference for face-to-face learning and lack of adequate digital replacements for face-to-face collaborations
- Challenging formats for final exams

Students indicated a preference for either asynchronous courses (42% UG) or a blend of synchronous and asynchronous elements (44% UG, 52% GR).

Next, the [SQAPC] Chair presented a review of the university's response since the survey (from March to September) focussing on these areas across the university:

- Communications
- Information Technology Services
- Student Resources
- Library
- Teaching & Learning Services
- Scheduling & Examination Services

- Assessment
- Academic Integrity
- Mental Health

Moving forward, the [SQAPC] Chair noted that SQAPC will report on the faculty/staff survey in October, and a review of the Fall practices update will be provided in January.

A Senator asked if it would be possible to obtain a deeper analysis of the data. The [SQAPC] Chair agreed to bring this request to the Office of Institutional Research and Planning for consideration.

The Chair thanked SQAPC for their valuable contribution and noted their work will help will help Carleton to move forward.

c. Senate Academic Governance Committee (SAGC)

The committee Chair, Betina Appel Kuzmarov, presented a list of nominees to four Senate committees for ratification.

It was **MOVED** (B. Kuzmarov, S. Maguire) that Senate ratify the following new Senate committee appointments, as presented.
The motion **PASSED**.

Senators were reminded of remaining vacancies for faculty members and students on committees. Details can be found on the Senate website.

8. Planning for Winter 2021

a. Motion from the Provost

The Chair introduced this item by reminding Senators of the presentation by CUSP in August, that recommended continuing online course delivery in the Winter 2021 semester, with the possibility of some pilot projects offered on campus. Senators had discussed this report in August, and had provided a preliminary endorsement of these recommendations.

The Provost presented the motion to Senate for approval.

It was **MOVED** (J. Tomberlin, K. AlWazir) that Senate confirm that all scheduled Winter 2021 courses at Carleton be offered through online and other methods of distance learning.

The motion **PASSED**.

9. Consultation – Draft Recommendations for Equity, Diversity and Inclusion (EDI) Institutional Action

The Chair introduced guest speaker Michael Charles, AVP and University Advisor, Equity and Inclusive Communities. Michael Charles leads the Equity and Inclusive Community Advisory Group, composed of faculty, staff, students and external community leaders, to oversee the creation of a strategy for EDI institutional action. A draft strategy has been completed and was circulated to Senators in advance.

The Equity and Inclusive Communities Advisory Group was formed in April of 2020 to develop a strategic vision for EDI at Carleton and to propose a framework of actions for its implementation. Over the summer, 40 targeted community consultations were held and the Advisory Group approved the recommendations. Two Town Halls have been scheduled for the fall, and feedback on the draft can also be submitted through the live online form on the EDI website. Mr. Charles also reminded Senators of Inclusion Week, scheduled for October 19 – 23, which will feature a number of prominent guest speakers. In November, Mr. Charles will return to Senate for further discussions of the plan.

Mr. Charles then presented a high-level summary of the ten thematic drivers of the overall plan and the relationship between this plan and others at Carleton, including Kinàmàgawin and the Coordinated Accessibility Strategy. Areas identified for EDI strategic action include:

- Curriculum and Pedagogy
- Student Supports
- Research
- Senior Leadership Team and Board of Governors
- Leadership Development General (Non-Academic Employees)
- Leadership Development General (Academic Employees)
- Disaggregated Demographic Data Collection
- Representation and Outreach
- Culture
- EDI Planning Infrastructure and Reporting

Mr. Charles highlighted the comprehensive approach of the plan and its innovative, integrated, holistic, flexible and ambitious qualities. He noted in particular that it is community engaged and data driven, positively framed, and that it leaves room for local customization. Implementation of the plan will take place over 5 years, and will be divided into 2 phases. Senators were invited to consult the website for more detailed information.

Senators responded favourably to the presentation and the plan. The Chair thanked Mr. Charles and the EIC Advisory Group for their thorough and impressive work this important initiative.

10. Reports for Information:

a. Senate Executive Committee Minutes (August 11, 2020)

There were no comments or questions.

11. Other Business

Senator Justin Paulson informed Senators that a PhD candidate from FASS, Cihan Erdal, was arrested in Turkey on the morning of September 25 while undertaking field research. The Department of Anthropology and Sociology has issued a statement condemning this action, and Senator Paulson suggested a motion for Senate with a similar message:

It was **MOVED** (J. Paulson, N. Tilokani) that Carleton condemn the detention of Cihan Erdal, a student in our Sociology PhD program since January 2017, for signing a letter in 2014 against the ISIS assault on Kobane. We expect Turkey to release Mr. Erdal immediately. We also expect the Canadian government to extend diplomatic and consular support to Mr. Erdal, a permanent resident, and to move without delay to accelerate and facilitate his release.

Discussion:

The Chair noted that Carleton will be contacting Global Affairs, the local Member of Parliament, and Universities Canada about this issue. The Dean of FASS added that their faculty has been exploring avenues to provide support as well.

It was suggested that Senate receive the motion from the Department of Anthropology and Sociology:

Carleton condemns the detention of Cihan Erdal, a student in our Sociology PhD program since January 2017, for signing a letter in 2014 against the ISIS assault on Kobane. We expect Turkey to release Mr. Erdal immediately. We also expect the Canadian government to extend diplomatic and consular support to Mr. Erdal, a permanent resident, and to move without delay to accelerate and facilitate his release.

It was further suggested that Senate express concern over this emerging situation.

The motion was **WITHDRAWN**.

Senator Paulson presented an alternative motion for Senate.

It was **MOVED** (J. Wolfart, M. Close) that Senate waive the notice of motion for the motion presented by Senator Justin Paulson regarding Senate's response to the arrest of a PhD student.

The motion **PASSED UNANIMOUSLY**.

It was **MOVED** (J. Paulson, J. Milner) that Senate is deeply concerned by the arrest of one of Carleton's PhD students, Cihan Erdal.

The motion **PASSED UNANIMOUSLY**.

12. Adjournment

The meeting was adjourned (J. Milner, K. AlWazir) at 4:13 pm.

Senate Question Period – October 30, 2020

1. Questions from Justin Paulson & Julia Sinclair Palm

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

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

2. Question from Barry Wright:

Preamble:

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

My question is as follows:

Will there be a review of online course delivery this Fall term that focuses the additional learning burdens that have been placed on students by the shift to online learning, and can the matter of reasonable online workloads, in addition to lenient discretion around

evaluation and extensions, be brought to the attention of Deans, Chairs and Directors to be communicated to teaching faculty and contract instructors?

3. Questions from Morgan Rooney:

- a) Recently, in response to a petition started by Carleton students in the Sciences, the Deans urged Carleton's instructors to evaluate and, if warranted, reduce student workload in their courses. But exactly what constitutes an "appropriate" workload for a course at Carleton was not stated and remains unclear. Many other institutions have a formula stipulating the number of hours students are expected to work per credit—e.g., [Humboldt State University](#), [Guelph University](#), [the University of Ottawa](#), [Wilkes University](#), and [the University of Iowa](#). While there are variations, their policies are all quite similar: 45 hours per credit in schools with a 3.0-credit system (or about 135 hours per half credit when transposed to Carleton's system). By contrast, at Carleton, there doesn't seem to be any explicit policy or regulation on this issue for students or faculty. Our 1141-page [Undergraduate Calendar](#) uses the word "hour" or "hours" 7,819 times, but 7,818 of those instances merely state the number of lecture hours in individual course descriptions, and the other instance is in the context of co-op. Similarly, the word "hour" doesn't appear anywhere in [regulation 5](#) of our Academic Regulations, which, among other things, states Carleton's definition of the term "credit". That is, we seem to have no language anywhere that formally announces the hours of work/study expected of students per half-credit course. In its absence, students might dramatically under-estimate the time-on-task expected for a half-credit course, and/or instructors might design courses that require students to work what Carleton's senior administration considers to be unusually high number of hours. The lack of clarity on this front is directly fueling confusion and frustration among our students and our instructors. **Will Senate task SCAASP or another relevant committee with immediately drafting and introducing new language to Senate that clarifies for students and faculty the average hours of work/study expected or required per half-credit course?**
- b) In September 2019, two separate Senators asked Senate to consider adding or expanding the number Senators from two underrepresented groups on campus (Contract Instructors and Indigenous Graduate Students). [The minutes from the meeting](#) record that "both of these questions regarding representation will be taken to the Senate Academic Governance Committee for review and discussion," but, more than a full calendar year later, it remains unclear if any action was taken, and there has been no report back to Senate. **Can a representative of SAGC or the Senate Executive provide Senate with an update regarding the status of these**

requests (re: expanding the number of CI and Indigenous Graduate Student Senators)?

- c) Given the public health crisis, one unfortunate reality that all Carleton instructors face is that they might contract COVID-19 and fall ill for days or weeks at a time, putting the continuation of the courses they teach in serious jeopardy. **What is the university's plan in the event that an instructor falls ill in the days or weeks before the start of a term, and/or in the middle of the term? If a faculty member or CI becomes too ill to teach the course, either at the start or in the middle of the term, will the department hire a CI on an emergency basis? If the instructor who falls ill is a CI, will the university honour its financial commitment, or will that CI effectively forfeit his/her income?**

Senate Membership Ratifications

October 30, 2020

MOTION: That Senate ratify the new Senate appointment, as presented.

Faculty Members

- Jeff Dawson (Science)



MEMORANDUM

From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: October 30, 2020
Subject: Grading Flexibility emergency Covid Response

For Senate approval

1. F grades converted to UNS

Motion: That Senate approves a UG emergency response for Fall 2020/Winter 2021 where all F grades for undergraduate students are automatically converted to UNS, excluding those that are assigned as a result of an Academic Integrity Offence.

Attachment: COVID grading response, Fall 2020 F/UNS

2. Academic Performance Evaluation- Fall 2020 & Winter 2021

Motion: THAT Senate approve the proposal to allow the amendment of the Academic Performance evaluation rules for Fall 2020 and Winter 2021 as presented.

Attachment: APE_October 2020

3. SAT grade option

Motion: That Senate approves a UG emergency response for Fall 2020 to implement grading flexibility to allow undergraduate students to choose 0.5 credits this Fall term ONLY to be converted to a SAT final grade.

Attachment: COVID UG Grading Response SAT Fall 20

For Information

1. Editorial changes UG_G_ 2021
Attachment: Editorial changes UG_G_ 2021
2. Glossary Item – Dual Degree



MEMORANDUM

From: Howard Nemiroff, SCCASP Chair
To: Senate
Date: October 30, 2020
Subject: Conversion of F to UNS – Fall 2020 & Winter 2021 Terms

Introduction:

As all students continue to face unique challenges this academic year, in terms of technology, workspace, financial concerns, health, and other stressful elements, it is likely that these challenges, in some cases, will result in less than expected academic performance.

Students presently retain the option to withdraw from a course up to the last day of class for the semester and can always pursue that avenue. However, students who choose not to withdraw and commensurately fail the course will presently have an F designation on their transcript. The impact that the F has on their CGPA in terms of progression, retention and graduation is significant. Although the impact of an F is significant, the impact that this academic year will have on students' performance will be extraordinary. As such, it is proposed that, effective for the Fall 2020 and Winter 2021 terms ONLY, any undergraduate student who receives an F for their final grade will automatically have that grade converted to UNS by the Registrar's Office.

Students granted a deferred final examination will receive the earned grade in the course; however, if after completing the final exam, that course grade is an F, it will also be automatically converted to UNS.

Note that a student who receives an F for disciplinary reasons (i.e., Academic Integrity Offence) will not be eligible to have that grade converted to UNS.

To this end, SCCASP recommends the following motion:

That Senate approves a UG emergency response for Fall 2020/Winter 2021 where all F grades for undergraduate students are automatically converted to UNS, excluding those that are assigned as a result of an Academic Integrity Offence.



MEMORANDUM

From: Howard Nemiroff, SCCASP Chair
To: Senate
Date: October 30, 2020
Subject: Academic Performance Evaluation – Fall 2020 & Winter 2021 Terms

Introduction:

As we continue to adjust to the challenges posed by COVID-19, it is still critical to ensure that our students will not be unduly disadvantaged. With the implementation of the F to UNS grading mode for the Fall 2020 and Winter 2021 terms, SCCASP recommends to Senate that we reinstate, for the Fall 2020 and Winter 2021 terms ONLY, the amendment to the Academic Performance Evaluation rules that were put in place at the end of the 2019-2020 academic year:

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

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

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

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

To this end, SCCASP recommends the following motion:

THAT Senate approve the proposal to allow the amendment of the Academic Performance evaluation rules for Fall 2020 and Winter 2021 as presented.



MEMORANDUM

From: Howard Nemiroff, SCCASP Chair
To: Senate
Date: October 30, 2020
Subject: Conversion of 0.5 cr. To SAT – Fall 2020 Term

Introduction:

For the Fall 2020 semester ONLY, SCCASP recommends to Senate that the ability to convert 0.5 cr to SAT exist for undergraduate students for any course the student earned a passing grade for. The student will be required to opt in by notifying the Registrar after receiving their final grade in order to receive the SAT grade on their transcript. As was the case in Winter 2020, the actual grade earned will be retained by the Registrar should it be required for other purposes (prerequisites, awards, etc.).

To this end, SCCASP recommends the following motion:

THAT Senate approve the proposal to allow undergraduate students to designate courses SAT in the Fall 2020 term as presented.

SCCASP - Editorial Changes - Senate_2020_10_30

Effective Year	Item - Program	Summary	Rationale
2020-2021	BAS-DG : Design B.A.S.	Removed Honours from program title.	Editorial - Design BAS was never an Honours program.
2021-2022	BGISG-37U : BGINS Stream in French and Francophone Studies	Section 4 - changed the title of course FREN 2100 from Advanced French to French 4.	Editorial - as per course name change approved for 2019-2020 calendar.
2021-2022	BGISH-36U : BGINS Specialization in French and Francophone Studies	Section 6 - changed the title of course FREN 2100 from Advanced French to French 4.	Editorial - as per course name change approved for 2019-2020 calendar.

DATE: October 22, 2020

TO: Senate

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

RE: 2021-22 Calendar Curriculum Proposals
Graduate Major Modifications

Background

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

Library Reports (as required)

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

Documentation

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

Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 2 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

THAT Senate approve the major modifications as presented below with effect from Fall 2021.

Major Modifications

- 1. Electrical and Computer Engineering – Concentration in Modelling and Simulation**
SCCASP approval: October 6, 2020
SQAPC approval: October 8, 2020

Senate Motion October 30, 2020

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

2. Electrical and Computer Engineering – Concentration in Software Engineering

SCCASP approval: October 6, 2020

SQAPC approval: October 8, 2020

Senate Motion October 30, 2020

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

DATE: October 22, 2020

TO: Senate

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

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

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of June 18, 2020:

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

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

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

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

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

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

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

Senate Motion October 30, 2020

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

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate and graduate programs
in Industrial Design
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Industrial Design are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Industrial Design reside in the School of Industrial Design, a unit administered by the Faculty of Engineering and Design.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Industrial Design, the Dean of the Faculty of Engineering and Design and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Action Plan that was submitted to SQAPC on June 4, 2020.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Industrial Design reside in the School of Industrial Design, a unit administered by the Faculty of Engineering and Design. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The site visit, which took place on October 1st and 2nd, 2019 was conducted by Dr. John Marshall from the University of Michigan, and Dr. Tod Corlett from Jefferson University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Engineering and Design and the Director of the School of Industrial Design. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on November 18, 2019, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on five documents:

- The Self-study developed by members of the School of Industrial Design (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and action plan from the Director of the School of Industrial Design (Appendix C)
- The internal discussant's recommendation report (Appendix D)

Appendix E contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix C) agreed to by the Director of the School of Industrial Design, the Dean of the Faculty of Engineering and Design, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Action Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' noted the distinctiveness of the programs, their relevance with current industry, and alignment with Carleton's strategy. One specific strength observed was the faculty focus on interdisciplinary, collaborative research, and project work, which the external reviewers' felt make the program well-positioned to contribute to the university initiatives around cross-disciplinary collaboration, interdisciplinary learning, and project-based, active, and industry-engaged education.

Faculty

The external reviewers commented that the School of Industrial Design is 'distinguished by its professionally active and educationally-dedicated faculty. All are appropriately educated, experienced, and competent for teaching in their respective fields.' There is a variety of its faculty research, which includes focus on 'entrepreneurship, augmented reality, design for healthcare space, methods of collaborative work, co-design, community outreach and involvement, and many additional areas and contexts of product design.'

Students

The external reviewers observed that students in both the undergraduate and graduate programs were well-qualified, proactive, articulate, and passionate about the success of the programs. They observed that 'the driven undergraduate student body is an asset to the program and validates the School of Industrial Design's unusual strategy of opening its graduate program to its own undergraduates and creating an Accelerated Pathway for them to accomplish the Master of Design graduate milestones. Such a strategy would not work in every university context, but at Carleton, based on interviews with undergraduate alumni now in the Master of Design program, such students seem to be among the better prepared and the most directed in their graduate studies.'

Curriculum

The external reviewers found the undergraduate experience offered by the Bachelor Industrial Design program to 'be in line with the best offered by North American bachelor's-level industrial design programs.' Visitors noted that 'students have a high level of reflection on and understanding of the application of the curriculum to their lives and professional goals. They are able to articulate the relevance of numerous specific courses to high-level intellectual capacities they are pursuing.'

The external reviewers believe the Master of Design program 'is well placed to support and advance all three thematic elements of the Carleton strategic plan, and is comparable to leading programs in the US and Europe.' The program structure is 'project-centered, the core curriculum is comprised of studios, seminars and electives. The thesis is an opportunity for students to develop a scholarly report of sufficient magnitude and vision to demonstrate mastery. Graduates will be capable of following any of several possible paths including: working and leading within industry as part of multidisciplinary teams; pursuing their own independent research and entrepreneurial ventures; returning to previous careers/industry with greater insight and skills; and furthering their education within PhD programs.'

Opportunities for program improvement and enhancement

The External Reviewers' Report made 20 recommendations for improvement:

1. Over-reliance on contingent instructors. (Concern)
2. The shallow bench of BID faculty. (Concern)
3. Inconsistencies between the intent and design of the Master of Design program and the delivery of the program, particularly at orientation. (Concern)
4. That faculty are focused completely on delivering their programs, but scarcely have time to pay attention to the context in which the programs happen. (Concern)
5. Already overburdened SID faculty are seemingly invisible to the wider Tri-Council system that has consequences for the intellectual profile of the School of Industrial Design. (Concern)
6. That the School of Industrial Design has a zero percent target for international students. (Concern)
7. There is a concern that using the term 'accelerated' pathways is sending the wrong message to students.
8. The external reviewers expressed concern that there were limited spots and capacity for supervisors.
9. There is a substantial amount of "red tape" and administrative difficulty associated with hiring medical thesis supervisors from outside the University's ranks.
1. (Opportunity)
10. Have current Master of Design students formally contribute to the orientation of newly enrolled students. (Opportunity)
11. Carleton University is missing an Opportunity for its "jewel" to sparkle by not resourcing the School of Industrial Design effectively in the broader academy.
12. There is an Opportunity for programmatic growth across the wider University (e.g. providing design thinking curricula to many other units, shared capstones, inclusion in a minor in entrepreneurship, cross-listed courses with other Faculty of Engineering and Design programs, etc.)
13. The School of Industrial Design would have increased Opportunity if it were to hire a Research Facilitator to provide support to faculty and graduate students, responsible for identifying, promoting and managing research opportunities, and providing advice and guidance to faculty in the completion of research applications.
14. The School of Industrial Design would have increased Opportunity to maintain the desired level of quality in the delivery of their programs, extend partnerships across campus and with external communities and organizations, meet the academic and research mission of the University, and continue to provide meaningful solutions to 21st Century challenges with the addition of two Clinical Professors.
15. Recognizing transfers between units within the Faculty of Engineering and Design is an Opportunity to keep students at Carleton University despite the fact that they do not count as net new students.
16. The School of Industrial Design might benefit from considering a more formal faculty mentoring process. Since there is a drive to increase emphasis on faculty research profiles, connecting formally with senior faculty from elsewhere in University is an Opportunity.
17. There is still an Opportunity to better communicate faculty research to the field, peers, funding bodies, and prospective students.
18. There is an Opportunity to synchronize between University systems, and to create the ability to appoint external qualified supervisors from University of Ottawa. The upper administration of Carleton University is currently working on fourteen joint graduate programs with University of Ottawa – this should also be part of the agreement.

19. A faculty retreat with an external facilitator to develop a strategic plan with specific targets and to decide what their most appropriate performance metrics should be, is an Opportunity.
20. There is an opportunity to assist students with connecting what they have learned in courses across the curriculum.

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in Industrial Design were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Industrial Design, the Dean of the Faculty of Engineering and Design, and Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report and Action Plan that was considered by SQAPC on June 4, 2020.

The School agreed unconditionally to recommendations #3, 8, 9, 10, 17, 19, and 2. They agreed to recommendations #1, 2, 11, 13, and 14 if resources permit. Recommendations #5, 12, 15, 16, and 18 were agreed to in principle. The School did not agree with recommendations #4 and 6. SQAPC was satisfied with the action plan and rationale provided by the School.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A midway report is to be submitted by the School of Industrial Design and Dean of the Faculty of Engineering and Design and forwarded to SQAPC for its review by June 30th, 2021.

The Next Cyclical Review

The next cyclical review of the undergraduate and graduate programs in Industrial Design will be conducted during the 2023-24 academic year.

**Industrial Design
Implementation Plan**

Programs Being Reviewed: **Bachelor of Industrial Design, Master of Design (MDes) and Minor in Design**

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Over-reliance on contingent instructors.	<i>Post additional full-time faculty position and seek approval from the Dean.</i>	<i>Director</i>	<i>Spring 2020</i>	<i>N</i>
2. The shallow bench of BID faculty.	<i>Post additional full-time faculty position and seek approval from the Dean.</i>	<i>Director</i>	<i>Spring 2020</i>	<i>N</i>
3. Inconsistencies between the intent and design of the MDes program and the delivery of the program, particularly at orientation. (p.16)	<ul style="list-style-type: none"> <i>Update the Graduate Viewbook based on faculty's research focuses.</i> <i>Provide clearer intent of MDes program and the objectives of each component.</i> <i>Provide updated information of the milestones, the accelerated pathway, and study sequence in MDes orientation for all MDes students.</i> 	<i>Graduate Program Coordinator</i>	<i>Fall 2020 Semester start</i>	<i>N</i>
4. That faculty are focused completely on delivering their programs, but scarcely have time to pay attention to the context in which the programs happen.	<i>We pay a lot of attention to the context in which our program happens at multiple levels, and whereas this may be perceived differently in the US, it is quite normal at Carleton.</i>			<i>N</i>

5. <i>Already overburdened SID faculty are seemingly invisible to the wider TriCouncil system that has consequences for the intellectual profile of the School of Industrial Design.</i>	<i>Whereas the faculty is overburdened, the issue of tri-council funding is distinct and separate. The issue of lack of tri-council funding in industrial design is well known. This is a systemic issue of lack of funding taxonomies in tri-council programs. There is lobbying by universities to reverse this problem. This has been led by OCADU and we would be happy to have more lobbying by Carleton on behalf of all design fields. funding from other sources.</i>			
6. <i>That the School of Industrial Design has a zero percent target for international students.</i>	<i>The SID does currently set a target of 2-3 international students per year, based on their aligned interest with faculty research and financial independence.</i>	<i>Graduate Program Coordinator</i>	<i>Completed</i>	<i>N</i>
7. <i>There is a concern that using the term ‘accelerated’ pathways is sending the wrong message to students (p.18).</i>		<i>Graduate Program Coordinator</i>		<i>N</i>
8. <i>The external reviewers expressed concern that there were limited spots and capacity for supervisors (p18).</i>	<ul style="list-style-type: none"> <i>• The commitment to the number of grad student per faculty and a supervisor assignment will be specified.</i> <i>• A supervisor approval form will be developed.</i> <i>• The capacity to take new students and RA position will be regularly updated.</i> 	<i>Graduate Program Coordinator</i>	<i>By the end of Winter term 2020</i>	<i>N</i>
9. <i>There is a substantial amount of “red tape” and administrative difficulty associated with hiring medical thesis supervisors from outside the University’s ranks.</i>	<p><i>Solved.</i></p> <p><i>The external co-supervisor just needs to send a CV for co-supervision. For short collaboration, SID can choose to make it 2-years, so it won’t end up with a long list of “old” collaborators as adjunct professors.</i></p>	<i>Director</i>	<i>Completed</i>	<i>N</i>

10. Have current MDes students formally contribute to the orientation of newly enrolled students.	<i>2nd year MDes students will present their work to incoming students. Also, making work more visible through posters will be due at the end of the first year.</i>	<i>Graduate Program Coordinator</i>	<i>Fall 2020</i>	
11. Carleton University is missing an Opportunity for its “jewel” to sparkle by not resourcing SID effectively in the broader academy.	<i>By hiring more faculty, our current faculty with expertise in this area will have more time to offer such services to the broader campus. We will discuss with the Dean.</i>	<i>Director</i>	<i>Spring 2020</i>	
12. There is an Opportunity for programmatic growth across the wider University (e.g. providing design thinking curricula to many other units, shared capstones, inclusion in a minor in entrepreneurship, cross-listed courses with other Faculty of Engineering and Design programs, etc.)	<i>In the BID we already have cross-listed courses with Architecture. We also have the Minor in Design degree and this does offer design thinking to students interested. At the MDes level, we have an interdisciplinary studio that opens to students from outside the program.</i>			
13. The School of Industrial Design would have increased Opportunity if it were to hire a Research Facilitator to provide support to faculty and graduate students, responsible for identifying, promoting and managing research opportunities, and providing advice and guidance to faculty in the completion of research applications.	<i>Managing research projects in the School of Industrial Design is unique and also a lot of work for faculty. We typically have to navigate many more issues including Ethics applications, industry agreements and IP issues and agreements that deal with NDA's as well.</i>	<i>Director</i>	<i>Ongoing</i>	
14. The School of Industrial Design would have increased Opportunity to maintain the desired level of quality in the delivery of their programs,	<i>We need new faculty. We will consult with the Dean, because we feel that a tenure track position for faculty that can also supervise at MDes level is more suitable.</i>	<i>Director</i>	<i>Spring 2020</i>	

<p><i>extend partnerships across campus and with external communities and organizations, meet the academic and research mission of the University, and continue to provide meaningful solutions to 21st Century challenges with the addition of two Clinical Professors.</i></p>				
<p>15. <i>Recognizing transfers between units within the Faculty of Engineering and Design is an Opportunity to keep students at Carleton University despite the fact that they do not count as net new students.</i></p>	<p><i>We will communicate this to the Admissions Office</i></p>	<p><i>Director</i></p>	<p><i>Spring 2020</i></p>	
<p>16. <i>The School of Industrial Design might benefit from considering a more formal faculty mentoring process. Since there is a drive to increase emphasis on faculty research profiles, connecting formally with senior faculty from elsewhere in University is an Opportunity.</i></p>	<p><i>There is a process dictated by the CUASA Collective Agreement that we follow. We are also open to additional mentoring. We will update the Contract Instructor Handbook to be also more suitable for new faculty</i></p>	<p><i>Director and Administrator</i></p>	<p><i>Summer 2020</i></p>	
<p>17. <i>There is still an Opportunity to better communicate faculty research to the field, peers, funding bodies, and prospective students.</i></p>	<ul style="list-style-type: none"> <i>• For prospective students, faculty will regularly update their profile in LinkedIn, Google scholar as well as in school website.</i> <i>• Hiring a Research Facilitator discussed in item 13 above will be beneficial.</i> <i>• Regular update of faculty's CV, and activities such as research projects, publications, conference presentation, advisee's thesis defence etc.</i> 	<p><i>Graduate Program Coordinator</i></p>	<p><i>Spring 2020 and ongoing</i></p>	

18. <i>There is an Opportunity to synchronize between University systems, and to create the ability to appoint external qualified supervisors from University of Ottawa. The upper administration of Carleton University is currently working on fourteen joint graduate programs with University of Ottawa – this should also be part of the agreement.</i>	<i>We do work with University of Ottawa through loose collaborations with the Faculty of Education at Ottawa U. We also have partnerships through READi, with researchers at University of Ottawa.</i>	<i>Director</i>	<i>Completed</i>	
19. <i>A faculty retreat with an external facilitator to develop a strategic plan with specific targets and to decide what their most appropriate performance metrics should be, is an Opportunity.</i>	<i>This is a much needed activity and we had tentatively planned to do this as a follow up to our QA</i>	<i>Director</i>	<i>Fall 2020</i>	
20. <i>There is an opportunity to assist students with connecting what they have learned in courses across the curriculum (p.18).</i>	<i>This comment relates to the MDes program (pg.18). It will be addressed by updating the Handbook and also improving other collateral such as the website.</i>	<i>Graduate Program Coordinator</i>	<i>Summer 2020</i>	

DATE: October 22, 2020

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate
Programs in Law and Legal Studies

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 8, 2020:

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

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

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

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

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

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

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

Senate Motion October 30, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Law and Legal Studies.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**
Cyclical Review of the undergraduate and graduate programs in Law and Legal Studies
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Law and Legal Studies are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Law and Legal Studies reside in the Department of Law and Legal Studies, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the Department of Law and Legal Studies, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on June 18, 2020.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Law and Legal Studies reside in the Department of Law and Legal Studies, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The site visit, which took place on October 8th and 9th, 2019 was conducted by Dr. Amy Swiffen from Concordia University, and Dr. George Pavlich from the University of Alberta. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Chair of the Department of Law and Legal Studies. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on November 11, 2019 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the Department of Law and Legal Studies (Appendix A).
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Chair of the Department of Law and Legal Studies (Appendix C)
- The Response from the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Chair of the Department of Law and Legal Studies, and agreed to the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The external reviewers reported that “the programs under review are distinguishable nationally by providing interdisciplinary training for students, as well as approaching law and legal studies analytically and critically. The Department aims to provide “Canada’s premier programs for the interdisciplinary study of law” and considers its offerings as both multi- and inter-disciplinary. The aspiration is pursued through the collective international and national research profiles of faculty in different areas of legal thinking, and through various courses and programs.

Faculty

External reviewers noted that the faculty were well trained and qualified to deliver the programs, with many having impressive scholarly records of research and innovation, and engaged in relevant professional activity that substantially contributes to the programs.

Overall, researchers are internationally and nationally acclaimed, many hold (or have held) significant research funding grants. The external reviewers were impressed by the breadth, depth, and rigor of their research, and the leading international publications and journals in which it has appeared. They felt that research excellence was apparent from the intellectual precision, thoughtfulness, and engagement witnessed amongst the faculty. The Department’s reputation has enabled it recently to secure two Canada Research Chairs, and a professor working in Indigenous studies.

Students

The external reviewers noted that students expressed that they were able to pursue their own academic interests while obtaining core skills they saw as highly transferable. Students emphasized the value of courses focused on the wider historical and sociological contexts necessary to understand law critically. Overall, students at both the undergraduate and graduate level reported satisfaction with their program.

The external reviewers included the following comments about their meetings with students during the review:

“Our meeting with a limited sample of undergraduate students in Law revealed that this group especially appreciated the interdisciplinary, practical, yet theoretically incisive and critical approaches they learned of through the programs. We were impressed by the students’ ability to articulate the critical, practical, and rigorous academic training received. Most praised the program and spoke highly of their education.”

“Our meeting with graduate students provided a sense of the excellence and diversity of the cohort, who are articulate, thoughtful and committed to their studies. They praised the quality of the faculty, the interdisciplinary diversity of the graduate program, and its emphasis on both law and legal studies was appreciated.”

Curriculum

The external reviewers found the undergraduate programs to be of a high standard, and well poised to achieve the learning outcomes. Core courses are designed to expose students to a variety of fields within law and legal studies, while the concentration option allows for specialization at the upper year level.

The department reported that, as far as they know, “the BA programs are the only in Canada that provide students with courses offering a mix of doctrinal law as well as historical, social, political, and theoretical context for understanding why the law exists and what it means. This combination is a great strength and, as indicated, something that sets the Department apart from other “socio-legal” and “law and society” programs, which are delivered across academic departments and lack the doctrinal content.”

The curriculum of the MA program provides a combination of course and thesis work for a curriculum that aims to equip graduates with the capacity to apply advanced legal, political and social theories and research methodologies.

The PhD curriculum requires students to interpret and critically evaluate scholarly work at an advanced level, and expects graduates to apply law and legal theory approaches to analyze the social formations through which legal edifices.

Opportunities for program improvement and enhancement

The External Reviewers’ Report made 26 recommendations for improvement:

1. Concern - Add frontline administrative support (convert the .5 front line position to 1) to enhance efficiency and enable the department to be proactive in supporting students.
2. Concern - Develop ways to address the uneven distribution of graduate supervision and enhance broad faculty engagement with graduate programs, including developing a policy for formal recognition of graduate supervision in faculty workload.
3. Concern -Add faculty to increase the capacity to deliver courses at the fourth-year level without increasing class sizes.
4. Concern- Add courses on Indigenous issues and the law, as well as colonial legal matters, to the curriculum.
5. Concern - Elaborate learning outcomes for core undergraduate courses with multiple sections.
6. Concern - Improve efficiency of Research Accounts in disbursing funds.
7. Concern - Prioritize in-program students for teaching assistantships.
8. Concern - Make the TA allocation process more transparent to students.
9. Concern - Ensure the Department has autonomy to determine priorities in TA allocation.
10. Concern - Add space for visiting scholars, post-doctoral fellows, and research teams
11. Concern - Improve air quality and temperature control in the building.

12. Opportunity - Set up a clear process to evaluate progress on responding to this Report's recommendations
13. Opportunity - Develop university, faculty and departmental strategies for international and national recruitment of MA and PhD students.
14. Opportunity- Bolster PhD comprehensive exam committees (external examiner outside committee)
15. Opportunity - Convene a Workshop on Teaching for PhD students at the end of year 2 of the program.
16. Opportunity - Offer anticipated course pathways and timelines that reflect progression through undergraduate program concentrations (enunciating which courses taken in year one and two are prerequisites for fourth year courses).
17. Opportunity - Embrace the idea that Law undergraduate programs are “pre-law” for many students and re-imagine what that could mean by drawing on the interdisciplinary and critical orientation of the department.
18. Opportunity - Improve graduate student funding to enhance recruitment, especially for international students.
19. Opportunity - Give SSHRC etc. recipients top-up scholarships and reallocate base funding.
20. Opportunity - Create a PhD ad hoc committee to make recommendations with respect to recruitment, course diversity, and the timing and nature of professional development initiatives.
21. Opportunity - Enhance communication by adding profiles for CIs on the Department website and highlighting guest speakers.
22. Opportunity - Embark on an inclusive strategic dialogue for the Department to consider how to narrate its collective strength and distinctiveness, as well as articulate an academic vision for its future directions.
23. Opportunity - Create an executive committee (comprising the chair, associate chair, graduate and undergraduate supervisors, and a contract Instructor representative — supported by appropriate administrators) to assist the Chair in decisions regarding academic course assignments and offerings.
24. Opportunity - Create a mechanism for CI input on undergraduate curriculum, perhaps by adding a CI to the undergraduate curriculum committee.
25. Opportunity - Enlarge PhD student space by renovating current space or providing shared offices.
26. Opportunity - The Department (through its graduate studies committee) should liaise with the Faculty of Graduate and Postdoctoral Affairs to develop strategies for increasing the number of PDFs within the Department.

The Outcome of the Review

As a consequence of the review, the graduate programs in Law and Legal Studies were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Chair of the Department of Law and Legal Studies, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on June 18, 2020. The Department agreed unconditionally to recommendations # 2, 5, 8, 12, 13, 20, 22 and 26. They agreed to recommendations #1, 3, 4, 10, 11, 16, 18, 21, 25 if resources permit. They agreed in principle to recommendations #6, 7, 9, 15, 23, 24, and did not agree to recommendations #14, 17, 19. SQAPC was satisfied with the rationale provided for recommendations to which the unit did not agree.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2021.

The Next Cyclical Review

The next cyclical review of the undergraduate and graduate programs in Law and Legal Studies will be conducted during the 2022-23 academic year.

**Law – Undergraduate and Graduate Programs
Implementation Plan
20-04-17**

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Concern- <i>Add frontline administrative support (convert the .5 front line position to 1) to enhance efficiency and enable the department to be proactive in supporting students.</i>	LLS to request ODFPA to increase existing 0.5 Undergraduate and Administrative Assistant position from 0.5 FTE to 1.0 FTE	LLS	Winter 2020	N
2. Concern- <i>Develop ways to address the uneven distribution of graduate supervision and enhance broad faculty engagement with graduate programs, including developing a policy for formal recognition of graduate supervision in faculty workload.</i>	Continue discussions within LLS to determine best ways to achieve more even distribution; Begin discussions with ODFPA about potential policy development.	LLS LLS	Ongoing Ongoing	N
3. Concern- <i>Add faculty to increase the capacity to deliver courses at the fourth-year level without increasing class sizes.</i>	LLS to request more tenure-track faculty positions to be allocated to the Department by ODFPA and Provost	LLS	Winter 2020	N

4. Concern- Add courses on Indigenous issues and the law, as well as colonial legal matters, to the curriculum.	Continue current review of curriculum to identify opportunities for additional Indigenous content and continue to explore opportunities for hiring additional Indigenous faculty members.	LLS	Ongoing	Y
5. Concern- Elaborate learning outcomes for core undergraduate courses with multiple sections.	Draft and implement learning objectives/outcomes for core courses (Approximately 4 courses per year)	LLS	Initiate Fall 2020, target completion April 2023	N
6. Concern- Improve efficiency of Research Accounts in disbursing funds.	Continue ongoing discussions with Associate Dean Research in ODFPA to advocate on behalf of the Department with Research Accounting	LLS, Research Accounting	Ongoing	N
7. Concern- Prioritize in-program students for teaching assistantships.	The Department will consult with graduate students to clarify these concerns. Once the specific nature of the concern is identified, the Department will then initiate discussions with FGPA and Associate Dean Academic, ODFPA, as appropriate.	LLS	Fall 2020	N

8. Concern- <i>Make the TA allocation process more transparent to students.</i>	Create document explaining general steps in TA allocation and assignment process.	LLS	Spring 2021	N
9. Concern- <i>Ensure the Department has autonomy to determine priorities in TA allocation.</i>	The Department will consult with graduate students to clarify these concerns. Once the specific nature of the concern is identified, the Department will then initiate discussions with FGPA and Associate Dean Academic, ODFPA, as appropriate.	LLS	Fall 2020	N
10. Concern- <i>Add space for visiting scholars, post-doctoral fellows, and research teams</i>	Confirm allocation of additional space to LLS by ODFPA; work to allocate some of the new available space to visitors and research teams.	LLS	New space is anticipated to become available Summer 2021	N
11. Concern- <i>Improve air quality and temperature control in the building.</i>	Report concerns to Loeb Building authority and request follow-up with Facilities Management at Carleton	LLS, Loeb Building Authority, Facilities Management	Fall 2020	N
12. Opportunity- <i>Set up a clear process to evaluate progress on responding to this Report's recommendations</i>	Follow established process for Quality Assurance Review	Office of Vice – Provost (Academic)	Ongoing	N

13. Opportunity- Develop university, faculty and departmental strategies for international and national recruitment of MA and PhD students.	In addition to current processes initiated with ODFPA, initiate discussions with FGPA to develop additional recruitment strategies	LLS; ODFPA; FGPA	Initiate additional discussions Summer 2020 with completion of revamped recruitment process by Winter 2022	N
14. Opportunity- Bolster PhD comprehensive exam committees (external examiner outside committee)				N
15. Opportunity- Convene a Workshop on Teaching for PhD students at the end of year 2 of the programme.	Initiate consultation with EDC to determine how LLS PhD students can be best trained for teaching, including possibility of developing LLS workshop	LLS; EDC	Fall 2020	N
16. Opportunity- Offer anticipated course pathways and timelines that reflect progression through undergraduate program concentrations (enunciating which courses taken in year one and two are prerequisites for fourth year courses).	Work with EDC to develop pathways resource for various programs.	LLS	Winter 2022	N
17. Opportunity- Embrace the idea that Law undergraduate programs are “pre-law” for many students and re-imagine what that could mean by drawing on the interdisciplinary and critical				N

<i>orientation of the department.</i>				
18. <i>Opportunity- Improve graduate student funding to enhance recruitment, especially for international students.</i>	Initiate discussions with FGPA concerning this issue.	LLS, FGPA	Winter 2021	N
19. <i>Opportunity- Give SSHRC etc. recipients top-up scholarships and reallocate base funding.</i>	Initiate discussions with FGPA about this issue.	LLS, FGPA	Winter 2021	N
20. <i>Opportunity- Create a PhD ad hoc committee to make recommendations with respect to recruitment, course diversity, and the timing and nature of professional development initiatives.</i>	Initiate discussions among faculty and PhD students to determine best process to move forward with this recommendation.	LLS	Initiate process Fall 2020	N
21. <i>Opportunity- Enhance communication by adding profiles for CIs on the Department website and highlighting guest speakers.</i>	Collect updated CI profiles and add to department website as available	LLS	Ongoing	N

22. Opportunity- <i>Embark on an inclusive strategic dialogue for the Department to consider how to narrate its collective strength and distinctiveness, as well as articulate an academic vision for its future directions.</i>	Continue ongoing inclusive strategic dialogue in the Department, including scheduling additional department retreats to engage this process	LLS	Ongoing	N
23. Opportunity- <i>Create an executive committee (comprising the chair, associate chair, graduate and undergraduate supervisors, and a contract Instructor representative — supported by appropriate administrators) to assist the Chair in decisions regarding academic course assignments and offerings.</i>	Chair to continue consulting with Undergraduate Supervisor, Graduate Supervisor, and Associate Chair during timetable construction	LLS	Ongoing	N
24. Opportunity- <i>Create a mechanism for CI input on undergraduate curriculum, perhaps by adding a CI to the undergraduate curriculum committee.</i>	The Department will undertake to consult CI representatives	LLS	Fall 2020	N
25. Opportunity- <i>Enlarge PhD student space by renovating current space or providing shared offices.</i>	Confirm allocation of new space to LLS; work to allocate some of this new space to PhD students	LLS and ODFPA	New space is anticipated to become available Summer 2021	N

<p>26. Opportunity- <i>The Department (through its graduate studies committee) should liaise with the Faculty of Graduate and Postdoctoral Affairs to develop strategies for increasing the number of PDFs within the Department.</i></p>	<p>Consult with FGPA, ODFPA concerning ways to recruit PDFs to department. Department to continue applying to ODFPA postdoctoral position competition.</p>	<p>LLS</p>	<p>Ongoing</p>	<p>N</p>
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MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: October 30, 2020
Subject: Senate committee ratifications

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

Senate Library Committee

- Sancho Angulo (graduate student)

Senate Honorary Degrees Committee

- Leonard Halladay (graduate student)

Senate Review Committee

- Sancho Angulo (graduate student)



INTERNATIONAL STRATEGIC PLAN

2020 — 2025



Carleton
UNIVERSITY

Welcome to Carleton University's International Strategic Plan

It is our pleasure to jointly present Carleton's International Strategic Plan (2020-2025). The Plan outlines a clear path to further enhancing Carleton's international visibility and impact, and to better support the international engagement of our faculty and students. It flows out of the University's Strategic Integrated Plan (2020-2025) and its stated commitment to serve our world and nurture global citizens.

Spanning a wide range of programs, research collaborations, and institutional partnerships from around the world, Carleton University's international outreach is rich, diverse and dynamic. As we look to the future, we know we can build on our unique academic and research strengths, our location in the nation's capital, the outstanding international work of our colleagues, and our linkages to world-class partners.

Building on these strengths, the plan focuses on (i) enhancing our international research and funding (ii) improving international students' experiences (iii) strengthening our international teaching capabilities (iv) increasing international student mobility, and (v) cultivating a campus culture that promotes and celebrates internationalization at home. Together, these objectives provide a roadmap to a truly international Carleton that will thrive in the world of today and tomorrow.

We would like to thank the members of the Advisory Committee on Internationalization (ACI) and the entire Carleton University for being so committed to further enhancing our global presence and impact.

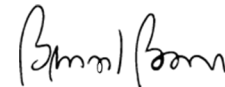
Sincerely,



Karen Schwartz
Associate Vice-President (Research and International)



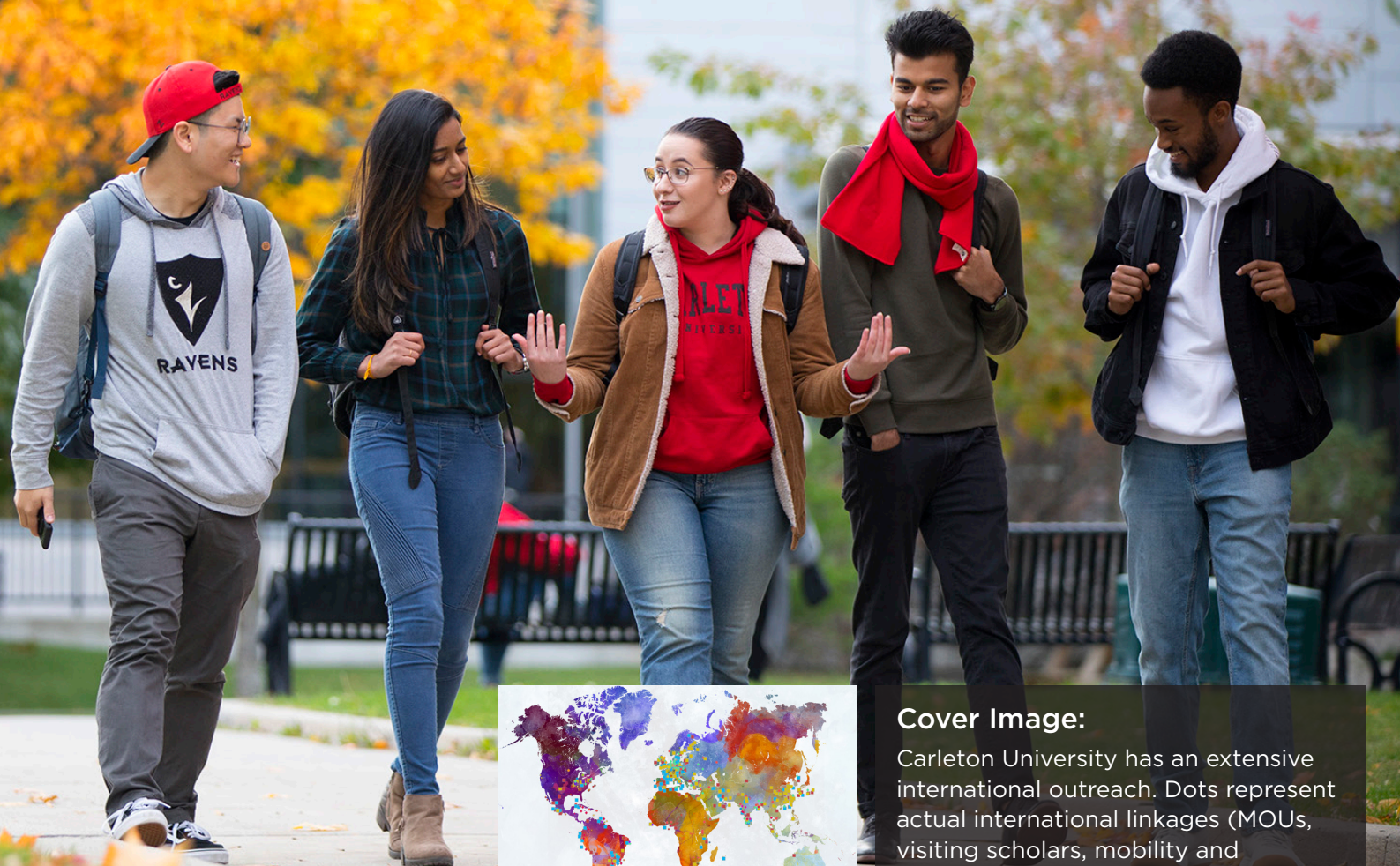
Rafik Goubran
Vice-President (Research and International)



Benoit-Antoine Bacon
President and Vice-Chancellor



Following the benchmarking consultations around international activities over the past few years, the Advisory Committee on Internationalization (ACI) was tasked in early 2019 to create Carleton University's first comprehensive international strategic plan.



Cover Image:

Carleton University has an extensive international outreach. Dots represent actual international linkages (MOUs, visiting scholars, mobility and international research projects)

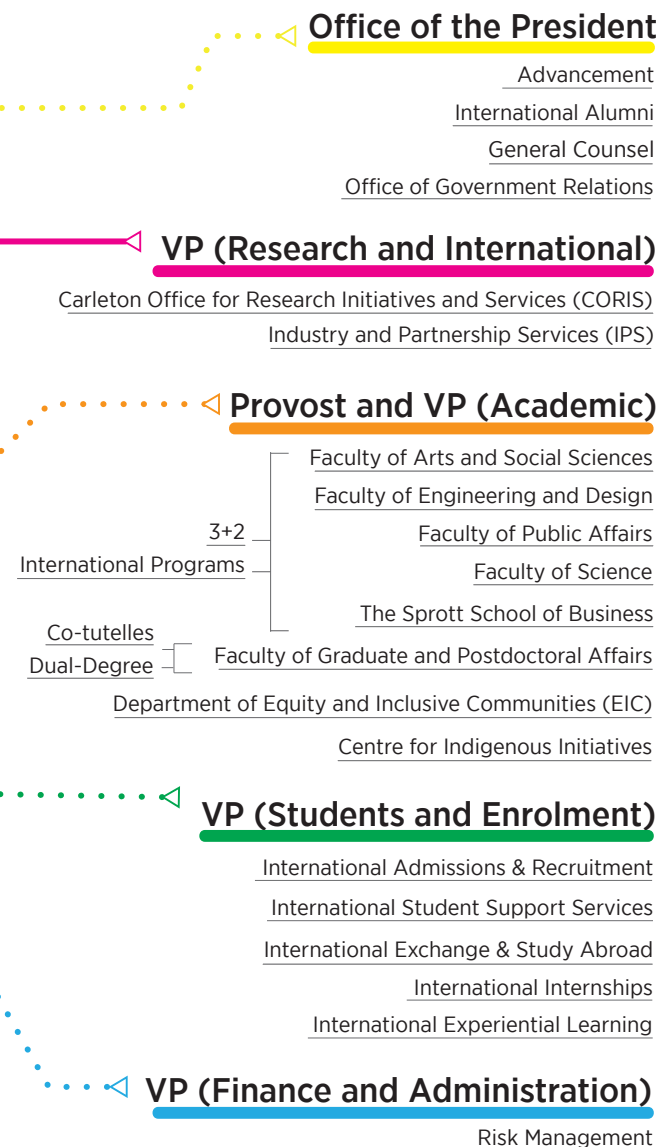
The mandate of the ACI is to develop Carleton's first international strategic plan that will implement a cohesive and unified approach to international services at the university. This visual displays how responsibility for international activities is dispersed across the campus and who has responsibility for these activities. Carleton International will provide coordination and will liaise with all actors across campus involved in internationalization, as it delivers key strategic guidance and services to the university at large.

THE INTERNATIONAL ECOSYSTEM:

RESPONSIBILITIES OVERSIGHT



INTERNAL COLLABORATIONS



CARLETON INTERNATIONAL ECOSYSTEM

STRATEGIC VISION:

Serve the World, Nurture Global Citizens

STRATEGIC MISSION:

Carleton University will enhance its international reputation for research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future; this will enhance the capacity of Carleton students, faculty and staff to engage and lead international initiatives thereby nurturing global citizens.



International Research & Funding

Strengthen our reputation as a globally engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and leveraging our location in a global capital city.

- Increase research funding
- Create research collaborations
- Expand funding for student research mobility



International Students

Strengthen recruitment, retention and success of international students, while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application through to graduation.

- Diversify student population
- Enhance student experience
- Celebrate international students' contributions



International Teaching, Knowledge & expertise

Strengthen our international teaching capabilities including supporting the creation of joint programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

- Expand international academic programs
- Attract international scholars
- Expand online academic offerings



International Mobility & Experiential Learning

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for all students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

- Increase international mobility and experiential learning opportunities
- Showcase Carleton's successes



Internationalization at home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff; and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

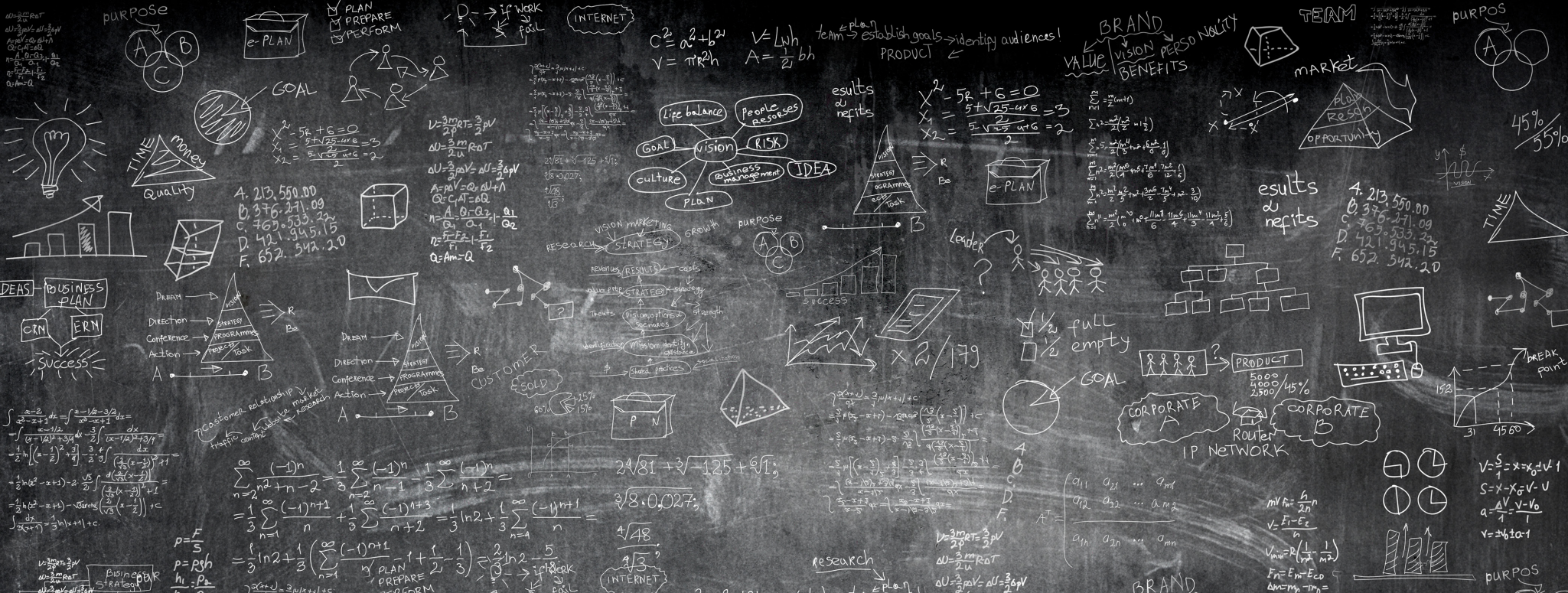
- Leverage our location in the nation's capital
- Promote intercultural learning events
- Develop global engagement certificate

INTERNATIONAL STRATEGIC GOALS:

After we completed the consultation process a global pandemic significantly, and hopefully temporarily, changed the way that we would be able to implement the plan. Below is a description of how we are implementing our plan during a global pandemic.

INTERNATIONAL STRATEGIC PLAN – IN THE CONTEXT OF COVID 19





Goal 1: International Research and Funding

Strengthen our reputation as a globally engaged university through the development and stewardship of strategic and sustainable research, increased international research funding, international research collaborations and by leveraging our location in a global capital city.

Objectives

- I. Increase international research funding (including grants, contracts, and public and private international funding) coming to Carleton University.
 - a. Activities
 - I. Create a baseline of international research funding for the past five years.
 - II. Continue to offer Internal International Research Seed Grants to foster international research collaborations and encourage grant applications.
 - III. Hire and train a Research Contracts and Agreements Officer to assist with international contracts and grants (pre and post award).
 - IV. Instigate large international research projects across multiple countries and institutions funded by major funders.
 - V. Encourage interdisciplinary international research collaborations.

b. Indicators

- I. Degree of diversification of pool of international funders.
- II. Increase level of international research funding.

2. Expand international research collaborations.

a. Activities

- I. Establish a database of international partnerships and MOUs.
- II. Expand meaningful partnerships with local, provincial, and national associations to promote knowledge sharing and opportunities for learning and engagement.
- III. Support pilot initiative led by the Faculty of Engineering and Design to financially incentivize their faculty members to go abroad on their sabbatical.
- IV. Create international innovation hubs by pairing our networks of international alumni with campus incubators and accelerators. Work closely with Carleton Advancement & Alumni.

b. Indicators

- I. Increase in the number of research collaborations.
- II. Increase in the number of co-publications involving international collaborators.

3. Expand funding available for inbound and outbound student research mobility.

a. Activities

- I. Advertise available research mobility grants in an accessible way (e.g., website).

b. Indicators

- I. Increase the use of existing research mobility grants (e.g., Mitacs, ELAP, France-Canada Research Grants, FAPESP, etc.).

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 2: International Students

Strengthen recruitment, retention and success of international students while recognizing the differences in the needs and financial resources of graduate and undergraduate students. Enhance the international student experience, ensuring an academically strong and culturally diverse community has the resources to thrive from application to graduation.

Objectives

1. Attract a higher number of international students from a diverse group of countries with the potential for strong academic and research performance, thereby mitigating the risk of having too many incoming and outgoing students coming from and going to a few select countries.
 - a. **Activities**
 - I. Ensure recruitment activities cover a range of markets, both established and emerging to ensure diversity of prospective undergraduate students.
 - II. Engage in a collaborative effort to promote international student access to Canada, including lobbying, editorials, research that looks at the positive social and economic impact of bringing international students to Canada.

- III. Engage directly with prospective undergraduates through targeted school visits, meetings and events as well as online through webinars and live chats, in addition to broader promotion including online advertising, email campaigns, microsites, and social media.
- IV. Work closely with select school, agent, and government partners, cultural associations and scholarship providers to identify and engage with prospective undergraduates.

b. Indicators

- I. Increased diversity of countries from which we draw undergraduate students.
- II. Increase the number of qualified undergraduate students eligible for entrance scholarships.
- III. Increase the number of students (graduate and undergraduate) with sponsored or external funding on admission.
- IV. Increase the number of students (graduate and undergraduate) with Canadian or International government funding on admission.

2. Provide necessary support to improve international student experience and performance.

a. Activities

- I. In collaboration with Equity & Inclusive Communities (EIC) and other partners establish opportunities for social, cultural and educational events to integrate international and domestic students.
- II. Define from the student's perspective what is a positive international student experience and performance.
- III. Create a baseline measure of the international student experience and performance.
- IV. Create an audit of international support services that exist at Carleton University.
- V. Conduct research on best practices related to supporting international students (e.g., mentoring, programming, etc.)
- VI. Implement best practices derived from research.

b. Indicators

- I. Assess retention and graduation rate of international students.
- II. Improve average satisfaction of international students.
- III. Increase number of international students who use services or attend events.

3. Improve our international rankings as a means to attract international students.

a. Activities

- I. Subscribe to the Times Higher Education Data Solutions, DataPlus and THEReputation.
- II. Work with Carleton's Office for Institutional Research and Planning (OIRP) and the Office of the Vice-President (Research and International)'s senior research analyst to find ways to increase our participation in the standardized international ranking services.

b. Indicators

- I. Improved international university rankings.



Goal 3: International Teaching, Knowledge and Skills Transfer, Co-creation of Expertise

Strengthen our international teaching capabilities including supporting the creation of joint academic programs with international partners; faculty endeavours to teach internationally; and the collaboration between Carleton and other international actors to co-create knowledge and achieve common goals.

Objectives

1. Increase number of international academic programs (e.g., Sprott offshore MBA program) including cotutelle, dual degree programs delivered at home or overseas.
 - a. **Activities**
 - I. Encourage the development of cotutelle, dual degree, and other international academic programs.
 - II. Support Faculty of Arts and Social Sciences (FASS) study tour courses in numerous ways including facilitating MOUs with relevant universities.
 - III. Support Sprott School of Business educational components of their International Strategic Plan and their Bachelor of International Business program.
 - IV. Support FASS and Faculty of Public Affairs' BGIInS program and the University International Internship program.

b. Indicators

- I. Increased number of students and faculty members engaged in these international programs.

2. Increase the number of faculty members engaged in teaching internationally and the number of international scholars teaching and contributing to teaching at Carleton University.

a. Activities

- I. Create a Global Classroom at Carleton University in conjunction with the Office of the Associate Vice-President (Teaching & Learning).
- II. Increase the number of international agencies and post-secondary institutions we collaborate with that will result in meaningful initiatives.
- III. Explore the opportunity for flexible degree and non-degree programs for international students (e.g., enhancing our online programs).

b. Indicators

- I. Increased number of formal international linkages involving training and pedagogy.
- II. Increased number of existing courses and course designs undertaking process of curricular reform and review from the perspective of decolonization and integration of diverse ways of knowing.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 4: Enhance awareness and reduce barriers for international mobility and experiential learning opportunities

Enhance student experience by offering exceptional educational and professional experiences, including opportunities for Carleton students to gain the knowledge, skills and intercultural competencies required for them to contribute as active citizens in the global community.

Objectives

1. Enhance student support to engage in international mobility and experiential learning opportunities.
 - a. Activities
 - I. Work collaboratively across campus to develop a proposal for the Outbound Student Mobility Pilot grant as part of the new Federal Government International Education Strategy (Building on Success: International Education Strategy, 2019-2024).
 - II. Establish a database on internship and other mobility opportunities offered across the campus.
 - III. Consult with faculty members to ensure students from all faculties have access and are encouraged to participate in international experiential learning opportunities.
 - IV. Engage with OIRP to collect information related to international student mobility.

- V. Assess and identify opportunities to reduce cost of student mobility and other service barriers on campus (e.g., explore potential collaboration with Health and Counselling to reduce immunization costs and provide mental health services for international students).
- VI. Increase awareness and usage of International SOS.
- VII. Develop online pre-departure risk training to be used across campus for all international experiential learning opportunities.
- VIII. Develop institutional travel policy and travel risk management framework.
- IX. Assess staffing levels and faculty support to ensure appropriate level of student support.

b. Indicators

- I. Barriers to support identified and addressed.

2. Communicate and showcase Carleton's successes in international mobility and experiential learning programming.

a. Activities

- I. Celebrate the contributions of our international students.
- II. Create measures of evaluation of international experiential learning and showcase the results.
- III. Create awareness about our successes outside of Carleton (e.g., presenting at conferences, etc.).
- IV. Create awareness about these successes on campus.

b. Indicators

- I. Stories showcasing our achievements (e.g., on our website, student publications, newsletters, etc.).
- II. Increased number of conference presentations by faculty and staff at international education and recruitment conferences.

**“SERVE THE WORLD,
AND NURTURE GLOBAL CITIZENS”**





Goal 5: Internationalization at Home

Cultivate a campus culture that celebrates, supports and promotes internationalization, global learning and intercultural competencies among students, faculty and staff, and that fosters the integration of diverse perspectives and strategies towards addressing global challenges.

Objectives

1. Leverage our location in the nation's capital to liaise with embassies and high commissions, international NGOs, international government offices, etc. to collaborate on cultural and educational activities.
2. Design One Web Portal for all international activities on campus.
 - a. **Activities**
 - I. Work with Risk Management and other units to develop a comprehensive website featuring all services and activities related to international (One Web Portal).
 - II. Advertise and communicate about the web portal as a means to learn about all of the international initiatives and activities across campus.

b. Indicators

- I. One Web Portal for all international activities and services on campus.

3. Establish International Education and Research Week to promote cultural exchanges, global citizenship, intercultural learning.

a. Activities

- I. Conduct a review of current co-curricular and non-academic programs, services and spaces to determine opportunities for collaboration.
- II. Conduct a review of where “international” is located on campus to determine key stakeholders, current practices, and gaps.
- III. Celebrate the contributions of faculty members, staff, and alumni in the field of internationalization.
- IV. Hold International Student Services Office exchange fair and Global Internship Fair during the same week each fall.

b. Indicators

- I. Number of faculty members, students and staff who attend the event.
- II. Number of community and campus partners who participate in events.

4. Establish a ‘Global Engagement Certificate’ for students, highlighting intercultural competency, global leadership and research.

a. Activities

- I. Encourage and support intercultural professional development opportunities (e.g., language skills among students, faculty members and staff, conferences focusing on internationalization or intercultural competence, etc.).
- II. Develop a training module on supporting international students for the Student Support Certificate offered to faculty members and staff.
- III. In collaboration with Equity and Inclusive Communities and other partners, promote and provide access to intercultural competency training for students, faculty members and staff leaders.

b. Indicators

- I. Percentage of students, faculty members and staff that have received intercultural competency training.



The committee consulted widely with their Chairs and Directors, Deans, Managers and Administrative Directors to get feedback about the goals that came from the previous benchmarking exercises. The goals were presented at the Academic Heads Roundtable, and the Vice-President Academic and Research Council (VPARC). The objectives and indicators were determined by numerous sub-committees of the ACI, after which feedback was sought from the administrators listed above. This foundational International Strategic Plan framework was posted on Carleton University's web page for open consultation by the Carleton community. It is intended as a living document, and incorporated the feedback received through the consultation process

COMMITTEE MEMBERS INCLUDE:

- Karen Schwartz, Chair & Associate Vice-President (Research & International)
- David Amundsen, Acting Associate Dean, Research & Graduate Studies, Science
- Ali Arya, Associate Dean, Planning & Awards, Faculty of Graduate and Postdoctoral Affairs
- Carol Payne, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Mike Brklacich, Associate Dean, Research & International, Faculty of Arts and Social Sciences
- Amir Hakami, Associate Dean, Research & Graduate Studies, Faculty of Engineering and Design
- Shaobo Ji, Associate Dean, Research & International, Sprott School of Business
- Tony Lackey, Director, Risk & Insurance
- Sarah Ramisch Stewart, Director, International Admissions & Recruitment
- Sarah Sabourin, Manager, Employment & Partnership Development
- Laura Truesdell, Manager, International Student Services Office
- Carlos Vargas, International Outreach Manager, Carleton International
- Chris Worswick, Associate Dean, Research & International, Faculty of Public Affairs
- Yiqiang Zhao, Associate Dean, Research and Graduate Studies, Faculty of Science



INTERNATIONAL STRATEGIC PLAN

2020 — 2025

Office of the Vice-President
(Research and International)
1125 Colonel By Drive
Ottawa, ON, K1S 5B6, Canada

Carleton International
carleton.ca/ci/



Carleton
UNIVERSITY

OFFICE OF THE
Vice-President
(Research & International)

**Senate Executive Committee
September 15, 2020
Via MS Teams Videoconference**

MINUTES

Attending: B. Appel Kuzmarov, B. A. Bacon (Chair), A. Bowker, N. Bruni, D. Deugo, S. Sivathayalan, J. Tomberlin, W. Ye, K. McKinley (recording secretary)

Regrets: K. AlWazir

1. Approval of the Agenda: The meeting began at 9:00 am. It was **MOVED** (D. Deugo, W. Ye) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. Approval of the Minutes: August 11, 2020

It was **MOVED** (N. Bruni, W. Ye) that the committee approve the minutes of the meeting on August 11, 2020, as presented. The motion **PASSED**.

3. Approval of Senate agenda: September 25, 2020

The Senate agenda was reviewed by the committee. One minor editorial change was requested.

It was **MOVED** (B. Kuzmarov, D. Deugo) that the committee approve the Senate agenda for the meeting on September 25, 2020, as amended. The motion **PASSED**.

4. Review of Senate Minutes: August 21, 2020

No issues were found with the minutes.

5. Other Business

There was none.

6. Adjournment: The meeting was adjourned at 9:20 am.

**Department of Neuroscience**

Health Sciences Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada

Dr. Kim Hellemans
Tel: (613) 520-2600 x 2973
Email: kim_hellemans@carleton.ca

September 2020

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings in August 2020

Dear Members of Senate,

On August 18th and 19th, the Academic Colleagues from Ontario's Universities met over Zoom to receive updates and discuss the issues facing Ontario's universities considering the ongoing COVID-19 public health crisis.

On the evening of August 18th, the colleagues heard a presentation from Carl James, Professor (Faculty of Education) and Affirmative Action, Equity and Inclusivity Officer, York University, on the topic of anti-Black racism. The conversation with Dr James focused on anti-Black racism. Dr James emphasized that Anti-Black racism is systemic and the result of colonialism. The only way to move forward is to become conscious of the political, economic and social conditions that have led to our current situation and noted that this would be an uncomfortable process so we need to be comfortable with being uncomfortable. Throughout the conversation, Dr. James posed several questions to Colleagues: (1) How does one diversify faculty or any group for that matter? (2) How can universities set an example for society? and (3) What work needs to be done to change the system? The Academic colleagues are all very committed to engaging in the work of anti-black racism in their institutions – this was identified as a priority for a future meeting and ongoing conversation.

The morning meeting of August 19th, we heard updates from COU, and debriefed over the previous “dinner” conversation. Some of the main takeaways are summarized below:

SMA3

- The ministry decided in March to pause the signing of SMA3s due to the pandemic but has since resumed the process and set an end of August deadline.
- Universities raised concerns about how the pandemic could affect enrolment and performance metrics and how this could affect their financial sustainability.
- In response, the ministry has now confirmed that it will “decouple” funding from the metrics for the first 2 years of SMA3 (2020-21 and 2021-22). During this period, universities will continue to collect and report on metrics to support public transparency and to track the effects of the pandemic.

MCU Consultations

Since late June, the sector has had numerous weekly consultations on a wide range of issues, including financial sustainability, digital learning, micro-credentials, international students, and research and innovation.

Financial Sustainability

- Domestic tuition fees and government grants, which are currently frozen, account for two-thirds of operating grants. The pandemic could lead to large revenues losses from domestic and international enrolment. Universities have already spent \$50M in costs related to the pandemic and anticipate \$125M in new costs this year for campus preparation and moving courses online. COU is advocating for funding to offset these additional costs, tuition increases, and enrolment corridor protections.

Digital Learning

- The Minister has an interest in online learning. He sees it as way to find efficiencies and export the province's PSE, increasing revenues in the sector.
- He has also expressed interest in using a common online platform for course delivery and on having one online course for all universities (for example, introductory calculus). He believes this could reduce costs across the sector.
- Universities expressed concerns about this approach noting that it would not reduce costs; it would disrupt the university business model; and raised issues about faculty Intellectual Property of curriculum. Instead, the sector has encouraged government to support student access through IT infrastructure; research into best practices for digital learning; and access to professional development, training and support for faculty.

Micro-credentials

- Micro-credentials are a priority for the Minister because of the potential to support retraining and upskilling for unemployed or furloughed workers.
- The sector has highlighted its Continuing Education programs, micro-courses, innovative program designs, and pilot work on micro-certification. They have also shared a number of challenges with the Ministry, including that: these credentials are not included in the Ontario Qualifications Framework (OQF); that there is limited employer recognition of micro-credentials; and that OSAP does not provide support for programs that are less than 12 weeks. The sector has asked the Ministry to take time to explore these challenges and find solutions.

International

- The Ministry understands the importance of international students to universities and the social fabric and economy of the province. The pandemic has created uncertainty about international student enrolments, the ability of students to enter Canada, and the costs to quarantine newly arrived students. There are concerns about the financial impacts to universities from lower international student enrolments, and to local communities whose economies benefit from the presence of international students.

- The sector is asking the province to work with the federal government to find a way for international students to come to Ontario in a way that protects public health.

Research & Innovation

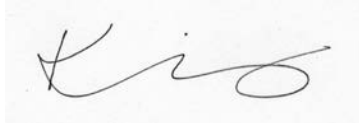
- The Minister is interested in innovations and Intellectual Property (IP) developed at Ontario's PSE institutions staying in the province and benefiting Ontarians. He is concerned that Ontario may not have capacity to commercialize IP and, as a result, it is sold to international companies.
- A new MCU-led Strategic Council on IP will work to implement many of the recommendations of the Expert Panel on Intellectual Property. These include free online resources for IP developers/researchers and a common online curriculum for any individual or entity who receives public funds in support of entrepreneurial activity.

COU President Search

COU recently announced that starting on September 14, Steve Orsini will assume the role of President and CEO.

Please do not hesitate to get in touch if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim', is centered below the 'Sincerely,' text.

Kim Hellemans, PhD
Chair, Department of Neuroscience
Provost's Teaching Fellow
Carleton University