Carleton University

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 August 21, 2020 at 2:00 pm
Via Videoconference

AGENDA

<u>**Open Session**</u>:

1. **Welcome & Approval of Agenda**

2. **Minutes (Open):** June 19, 2020

3. **Matters Arising**

4. **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**

    a. Notice of appointments made contrary to advertising policy
    b. Membership ratifications
    c. Reminder – Contract Instructor Call for Nominations

7. **Reports:**
    a. SCCASP (H. Nemiroff)
    b. SQAPC (D. Deugo)

8. **SMA Update**

9. **Preparing for Fall 2020**

10. Planning for Winter 2021

11. Reports for Information:
      a. Draft SIP Layout
      b. Senate Executive Minutes (June 9, 2020, July 15, 2020)

12. Other Business

13. Adjournment

CARLETON UNIVERSITY

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 June 19, 2020 at 10:00 am
Via Zoom Videoconference

MINUTES – OPEN SESSION

Present:, A. Ahmad, V. Asi, B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, T. Boswell, A. Bowker, D. Brown, J. Bruno, V. Buecking (proxy for M. Gagne) N. Cappuccino, T. Daniels, J. Deaville, D. Deugo, T. Di Leo Browne, C. Dion, D. Dragunoiu, K. Evans, R. Goubran, M. Haines, B. Hallgrimsson, K. Hellemans, B. Hughes, C. Joslin, J. Kovalio, Z. Kryworuchka, B. A. Kuzmarov (Clerk), A. Lannon, J. Liu, C. Macdonald, R. McKay, H. Nemiroff, D. Nussbaum, S. Parathundyil, J. Paulson, M. Piché, A. Plourde, P. Rankin, M. Rooney, W. Shi, A. Shotwell, D. Siddiqi, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, J. Stoner, N. Tilokani, Tomberlin, A. Tremblay, C. Trudel, K. von Finckenstein J. Voordouw, K. Weary, P. Wilson, J. Wolfart, P. Wolff, B. Wright, W. Ye
Regrets: S. Ajila, S. Boyle, P. Dion, P. Farrell, P. Lagasse, C. Viju
Absent: A. Chandler, J. Cheetham, M. Close, C. Cruickshank, D. Gillberg, P. Gunupudi, O. Hobbs, F. Hosseinian, L. Kostiuk, E. Kwan, S. Moran, B. Popplewell, S. Srinivasan, C. Viju, C. Warner
Guests: D. Hornsby
Recording Secretary: K. McKinley

Open Session:

1. **Welcome (Chair) &**
2. **Approval of Agenda**

The Chair welcomed Senators to the Open Session of the meeting.

It was **MOVED** (C. Dion, Z. Kryworuchka) that Senate approve the open agenda for the meeting of Senate on June 19, 2020, as presented.
The motion **PASSED**.

3. Minutes: May 29, 2020

It was **MOVED** (D. Dragunoiu, C. Dion) that Senate approve the minutes of the Open Session of the Senate meeting on May 29, 2020, as presented.
The motion **PASSED**.

4. Matters Arising

There were none.

5. Chair's Remarks

The Chair began by addressing the recent racial violence witnessed in the United States and Canada. Racism must be fought with courage, solidarity, and empathy. The Chair noted that Carleton is a diverse community and strives for inclusion but is not immune to these issues and challenges. There must be a willingness to examine and reform the structures and practices that inhibit the full participation and inclusion of any member of society.

Three members of the Carleton community have accepted new leadership roles to continue to strengthen Carleton's capacity to make progress on issues of equity and diversity and Indigenous Initiatives.

- Professor Kahente Horn Miller has been appointed as Assistant Vice-President of Indigenous Initiatives
- Michael Charles has been promoted to Assistant Vice-President and University Adviser, Equity and Inclusive Communities (EIC)
- Benny Michaud has taken on the new role of the Director of the Centre for Indigenous Initiatives.

These appointments represent an important step, but the burden of change and continuous improvement at Carleton is a shared responsibility. All within the Carleton community must strive to be part of the solution in the years to come. The new Equity and Inclusive Communities Advisory Group has begun its mandate to guide the strategic integration of equity, diversity and inclusion

planning in the work of the university. The Advisory Group was established in the Spring of 2020 and held its first meeting on May 26th. The Chair thanked all members of this group for their commitment to these important issues.

The Chair noted that June is typically graduation and convocation month. Although June 2020 Convocation has been postponed, Carleton is planning a virtual celebration of graduates during the week of June 22 – 26. A graduation celebration webpage has been established and will include a social media wall, congratulatory videos, and a list of events and activities planned by faculties, departments and units. The Chair encouraged all Senators to visit the website and to participate in events planned for next week.

Prime Minister Justin Trudeau recently visited Carleton's campus to provide a Convocation address to all post-secondary graduates across Canada. In his remarks, the Prime Minister offered a message of hope to graduates, calling them the 21st century's greatest generation. Carleton student Jordan Gray was one of only four students provided with the opportunity to address the nation as well during this event.

Finally, the Chair noted that Carleton's Appreciation Week is being held virtually this year. He offered sincere thanks to Senators for working through challenging circumstances over the past few months, and encouraged all to take time to recharge over the summer.

6. **Question Period**

One question was submitted in advance by Senator Sheldon Parathundyil. Vice-President, Students and Enrolment Suzanne Blanchard provided a response.

Question: Where many students relied on the University's supply of resources like computers and study, work, and lab spaces, they will now need to supply that themselves. Carleton University must acknowledge that technologies such as a computer and internet access for streaming lectures are a luxury to many students, especially during a time of global economic hardship. Tuition per year is no paltry sum – at $9200.00 on average for domestic students and $25,379.50 for international students. Such fees as those for CIDSA, CSAAS, and AKC computer and lab fees the University Centre, the Athletic Centre, and the U-Pass for all non-local-origin students, are just some examples of services to be paid for but as of yet still barred for students. Will Carleton University students of 2020/2021 have reduced tuition fees and fee opt-

out possibilities as in-person classes and services move online, in order to compensate students for expenses not previously necessary (such as spaces and technologies, that students will have to purchase in order to complete their courses)?"

Response:
Thank you for your question, Sheldon. As you point out, student access to technology has been and continues to be a concern. Since the start of the pandemic, we have put in place a number of programs to ensure that students can have access to a computer and the Internet. These initiatives continue.

In terms of the broader financial picture, students are encouraged, where eligible, to take advantage of the various federal funding programs that make up a $9 billion relief package for students. To date, over 500,000 students have taken advantage of these programs nationally. Here at Carleton, throughout the remainder of the winter 2020 term and the summer term, students were provided with approximately $7-8 million in reimbursements, waiving of supplemental fees and direct financial support. This is on top of our regular support of $25 million annually. Students who are experiencing short term financial hardship related to critical needs such as groceries, medications and utilities can still apply to Carleton's Student Emergency Fund. Looking ahead to the Fall 2020 term, there will be an opt-out process in place for the U-PASS and Carleton will not be charging the online course fee for the fall term. The university has also waived interest until the end of August and we are looking into bursary funds for students in need of technology. Other fees will be assessed for opt-out or rebate based on what we're able to offer in the fall term (such as the Athletics fee and lab fees if able to be done remotely). We continue to lobby both levels of government, with assistance from the Council of Ontario Universities and Universities Canada, for continued emergency assistance for students, and in particular for international students.

7. **Administration (Clerk)**

   a. **Notice of appointments made contrary to advertising policy**
      The Clerk reported that three appointments were made contrary to advertising policy. One appointment was a transfer from Term to Assistant

Professor and two appointments were transfers from Term to preliminary appointments at the level of Instructor I.

b. Senate membership ratification
Senate was asked to ratify one student for service on Senate for the term beginning July 1, 2020.

It was **MOVED** (B. Kuzmarov, W. Shi) that Senate ratify the new Senate appointment, as presented.
The motion **PASSED**.

c. Extension of Contract Instructor terms through Summer 2020
A memo was circulated to Senators in advance. The Clerk noted that the terms of both Contract Instructors on Senate expire on June 30, 2020, and that elections to fill these positions cannot be held until early fall. This means that, should Senate need to meet in July or August of this year, it will not have representation from Contract Instructors. The proposed motion would resolve this issue by extending, for this year only, the terms of the Contract Instructors to September 30, 2020.

It was **MOVED** (B. Kuzmarov, M. Rooney) that Senate approve the extension of the 2019/20 Senate term for Contract Instructors until September 30, 2020.

A Senator asked about the timeline for the elections for Contract Instructors. The Clerk and Assistant University Secretary confirmed that the Call for Nominations and election will be timed so that the new Contract Instructors could be confirmed at the September 25 Senate meeting.

The motion **PASSED**.

d. Modification of Senate Schedule for 2020/21
A memo was circulated to Senators in advance. The motion requests a modification of the approved schedule of Senate meetings for 2020/21 to include one optional meeting on August 21, 2020, in case Senate needs to meet again before its next scheduled meeting on September 25, 2020. The request is made in response to the uncertainty surrounding the Covid-19 pandemic and the need for Senate to remain proactive and responsive to changing circumstances.

It was **MOVED** (B. Kuzmarov, C. Dion) that Senate approve the modification of the Senate meeting schedule for the 2020/21 academic year, to include an optional special meeting on Friday August 21, 2020.

Discussion:
A Senator asked why the date chosen for the tentative meeting is in August and not July. It was suggested that a meeting on August 21 might be late for Senate to make any proactive decisions for the fall term.
The Chair of Senate responded that everyone needs to take time to recharge in July. He noted that no major changes are anticipated between June and August, and that academic decisions for the fall term have already been made. The August meeting of Senate is optional and may not be necessary. It was noted that the August 21st meeting would be at 2:00 pm.

The motion **PASSED**.

8. **Reports**

   a. **Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP)**
   Committee Chair Howard Nemiroff announced that SCCASP has undertaken a project to review and analyze the current landscape around deliverables and grading in universities across Canada and beyond. Following a detailed and careful benchmarking study of grading practices, the goal will be to bring policy recommendations and suggestions to Senate for discussion. There is no formal report at this time, and no motion for Senate. The Chair thanked the committee chair for undertaking this important task.

   b. **Senate Quality Assurance and Planning Committee - SQAPC**

   The committee Chair, Dwight Deugo, began by thanking departing committee members Wei Shi, Dan Siddiqi, and Jonathan Malloy for their service on the committee. He then presented one motion arising from a cyclical review of undergraduate programs in Linguistics.

It was **MOVED** (D. Deugo, J. Sinclair Palm) that Senate approve the final Assessment Report and Executive summary arising from the Cyclical Review of the undergraduate programs in Linguistics.
The motion **PASSED** unanimously.

Senator Deugo and guest David Hornsby (Associate Vice-President, Teaching & Learning) next presented Senators with a preliminary report on SQAPC's assessment of Carleton's responses so far to the directive to move to online course delivery in the Winter and Summer terms of 2020. This report presented a detailed timeline documenting the developments and decisions made by the university as a result of the pivot to online delivery from March 13 to May 28, including the services and activities initiated to support the move online. David Hornsby then presented a summary of the activities, tools and resources that Teaching & Learning Services provided to support instructors, TAs and students during this period. Both presenters noted that the quick pivot resulted in some impacts to grading practices and assessments, but that Teaching and Learning Services (TLS) will be offering more support to departments and faculties to assist with this issue. It was noted that faculty and staff are becoming more comfortable with the various technologies and platforms adopted during this time. Moving forward, a student survey has been planned for further data gathering and assessment. Chair Deugo concluded by noting that many individuals within the Carleton community are working hard to ensure that students have the best success at Carleton.
He added that a further report will be presented to Senate in the Fall.

Discussion and questions following the presentation focussed initially on assessment challenges, including perceived increases in academic integrity issues. It was noted that these issues will be discussed and addressed by Associate Deans over the summer. TLS also is investigating an online proctoring tool that may be adopted for some Carleton courses. In the meantime, instructors are encouraged to consider alternative assessment strategies for the fall semester.

Another Senator felt that many questions and issues were not addressed in the report and that deeper data and more analysis is needed now for Instructors to be able to move forward in planning for the Fall semester. The presenters acknowledged the concern but noted that the current report is

preliminary and that not all of the data has been collected. The Chair of Senate thanked both presenters for their work on this project.

c. Senate Academic Governance Committee (SAGC)

A memo was circulated in advance to Senators regarding ratification of graduate student membership on Senate committees for terms beginning July 1, 2020.

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

9. Planning for Fall 2020

Provost Jerry Tomberlin provided an update to Senate on plans for the Fall 2020 semester. He noted that in line with the recommendations from the Carleton University Scenario Planning Committee and Ontario public health guidelines advising against large indoor gatherings, Carleton's Fall 2020 courses will be offered through online or other distance learning methods.

It was **MOVED** (J. Tomberlin, J. Paulson) that Senate confirm that all scheduled Fall 2020 courses at Carleton be offered through online and other methods of distance learning.

The motion was altered via friendly amendment to read:
It was **MOVED** (J. Tomberlin, J. Paulson) that, for reasons of public safety, Senate confirm that all scheduled Fall 2020 courses at Carleton be offered through online and other methods of distance learning.

The motion **PASSED**.

A Senator remarked that joint programs with Algonquin College cannot be included in this motion. The Chair noted this information.

10. **Reports for Information:**

    a. **Senate Standing Committee annual reports**
        i)   **Senate Library committee**
        ii)   **Senate Undergraduate Studies Committee (SUSC)**
        iii) **Senate Academic Integrity Appeals Committee (SAIAC)**
        iv) **Senate Committee on Student Awards**

    A Senator commented on the Senate Academic Integrity Appeals Committee report, noting that the same concerns were raised in SAIAC's report last year, and that Senate has not yet acted on those concerns. Several recommendations have been included in the report. The Chair of SQAPC replied that these recommendations will be included in the upcoming discussion with the Associate Deans focussing on assessment and grading issues over the past few months. The Chair of SCCASP also noted that the Academic Integrity Policy itself is being reviewed by his committee.

    b. **Report of the COU Academic Colleague**
    There were no comments or questions.

    c. **Senate Executive Committee Minutes (May 19, 2020)**
    There were no comments or questions.

11. **Other Business**
There was no other business.

12. **Adjournment**
The meeting was adjourned at 12:00 noon. The Chair thanked all Senators for their hard work and continuing service to Carleton and wished all a wonderful summer.

Senate Question Period – August 21, 2020

<u>Question from Sean Maguire</u>:

Can Senate receive an update on the status of athletic scholarships, given the Covid-19 pandemic? Specifically, have athletic scholarships in place during 2019-2020 been continued into 2020-2021? Were a similar number of new athletic scholarships offered for 2020-2021, notwithstanding the suspension of most interuniversity sports until at least January 2021?

<u>Questions from Andrea Chandler</u>:

1. I was informed that one of my fall term courses is considered a 'priority course.' What process was used to determine which courses are 'priority courses,' who is involved in these decisions, and what does it mean to be a 'priority course'? Priority for what?

2. Could we have an update on the progress of the Quality Assurance Committee for assessing the best practices/lessons learned from the experience of the winter term 2020, as discussed in the May meeting of Senate? What steps have been taken and what consultations are currently in progress?

<u>Questions from Morgan Rooney</u>:

1. Can the President speak to any plans, tentative or otherwise, for Winter 2021 course offerings at Carleton? Will courses be all online? If the matter is not yet settled, by what date, approximately, can instructors expect to learn their options for course delivery for the winter term? Given the extra labour required to prepare and teach their courses online in the Fall, it is to be expected that instructors will be over-extended this term and will have limited time for winter course development: the sooner we know, the sooner we can get started. (If this subject is directly addressed in the Chair's Remarks, please ignore.)

2. What initiatives or steps is Carleton undertaking to ensure that students are getting easy, advanced access to information about 1) required course textbooks and 2) the course modality of the courses they are enrolled in and the kinds of technology they need to succeed in those courses (e.g., an instructor teaching an entirely synchronous or mixed modality course may well expect students to have a mic and a webcam)? Given the likelihood that mail / package delivery is going to be delayed in September as a result of millions of students across Canada making orders for such things at the same time, it seems highly advisable that students be given the chance

to start ordering such items before the start of the term, so as to ensure that they have them on hand during the first week of classes. To do that, they need information from their Fall term course instructors in the weeks before the start of the term.

Senate Membership Ratifications

August 21, 2020

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

Faculty Members

- Julia Wallace – new Faculty Board Secretary for Science

Students

- Cameron Davis – Undergraduate Student (Faculty of Engineering & Design)
- Lisa Tsintsadze – Undergraduate Student (Faculty of Public Affairs)

DATE: August 7, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic)

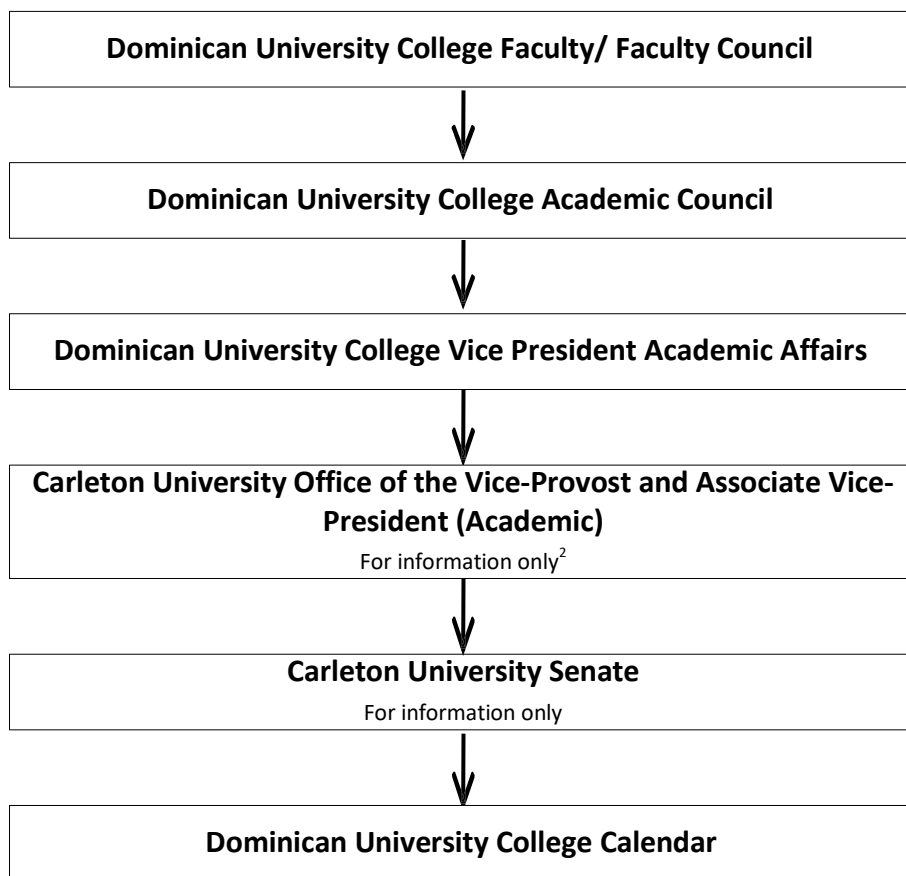RE: Dominican University College - Minor Modifications

Background

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

Minor modifications approved by the Dominican University College's Academic Council are provided to Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) for information; please see attached IQAP Appendix 4b for a flow chart of the process.

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

The Dominican University College 2020-2021 course changes are being provided to Senate for information.

Dominican University College
Minor Modifications[1]

Dominican University College Faculty/ Faculty Council

↓

Dominican University College Academic Council

↓

Dominican University College Vice President Academic Affairs

↓

Carleton University Office of the Vice-Provost and Associate Vice-President (Academic) For information only[2]

↓

Carleton University Senate For information only

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Dominican University College Calendar

Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

[2] The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Senate Quality Assurance and Planning Committee if it feels that useful advice and/or comment could be provided to Dominican University College.

ANNEXE I - THÉOLOGIE

Bruno Demers

Level		Term	Year
Undergraduate		Spring	2020

Level		Term	Year
Undergraduate		Fall	2020

Level		Term	Year
Undergraduate		Winter	2021
DTHY 2243	Christology III		3 cr.

Bruno Demers

Doyen
7 août 2020

ANNEXE II – NOUVEAUX COURS – THÉOLOGIE

Côte du cours :	**DTHY 2243**
Section :	A
Crédits :	3

Titre complet	
Christology III	

Titre long – base de données (*max. : 100 caractères incl. les espaces et la ponctuation*)	
Christology III	

Titre – relevé de notes (*max. : 30 caractères incluant les espaces et la ponctuation*)	
Christology III	

Description du cours
This course promotes the personal critical appropriation of the Scriptural and dogmatic tradition in Christology, whether in preparation for the M.Div. comprehensive exam, or as a solid foundation in Christology for other students. It helps the student preparing for ministry to bring a systematic understanding of the person and work of Jesus the Christ to bear on pastoral issues and exposes the student to the spiritual dimension of Christological teaching. Reading will be assigned weekly as obligatory preparation for class discussion and lectures. In addition to readings in the tradition (Scripture, creeds, patristic texts, medieval theology) and in contemporary theological thought, appropriate critical commentary (exegetical studies, historical analyses, etc.) will be assigned where helpful. Advanced degree students participate in a research seminar on primary sources.

Bruno Demers

Doyen
25 juin 2020

Report to Senate: TLS Activities in Numbers
(March 15 – July 31, 2020)

In the period March 15 – July 31, 2020 there were 677 **unique** faculty members and contract instructors who attended TLS professional development sessions and events, received one-on-one consultations on various pedagogical topics, or needed support for educational technology for their courses. This represents 38.7% of Carleton's total teaching staff[1], and they came from all Faculties, as can be seen below:
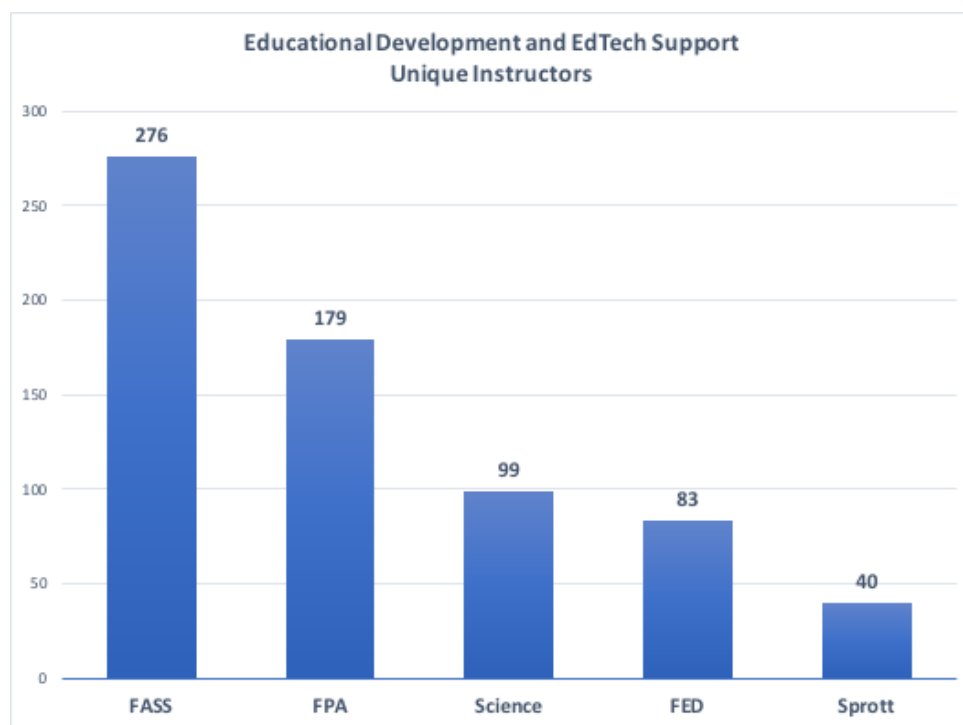

Figure 1: Unique instructors per Faculties

In addition, TLS sessions and support were provided to more than 100 unique clients from non-academic departments, external collaborators and TAs.

Programming and Educational Development
Workshops: TLS offered 167 workshops in the period March 15 – July 31, which were attended by 1584 participants. There were on average 9 participants per session.

Instructor-led Series: The *Welcome to My Online Classroom* and *Dialing Up - Conversations About Remote Teaching* series are led by instructors, for instructors, with a specific focus on sharing ideas, strategies, and approaches to teaching online. There were 21 sessions in the reporting period, which were attended by 252 participants.

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[1] According to Carleton's web site, there are 939 faculty members and 810 contract instructors in 2020.

New Faculty Orientation – Questions and Answers Session: 12 new faculty members attended one session, and 46 contract instructors attended two **New Contract Instructor Orientation** sessions.

Individual Consultations: In addition to facilitating workshops and collaborating on online course design projects, the Educational Development team also provided one-on-one consultations to 134 unique instructors and TAs on various teaching topics, including experiential learning, assessment practices, and general course design. These instructors came from all Faculties – FPA (49); FASS (40), FED (14), Science (16); Sprott (11), and FGPA (4).

Design and Development of Online Courses

Priority Courses: In early summer, all Faculties except the Sprott School of Business sent their list of priority courses for Fall 2020. TLS team is working with instructors who need assistance to develop and converted their courses for an online teaching and learning environment. FASS identified 61 priority courses, FPA 11, the Faculty of Science 19, and FED 21.

Course Design Intake Form: In addition to priority courses, 322 unique instructors and staff members contacted TLS in the period April – July with requests to directly (one-on-one) support the development of new online course sections, the majority of which will be offered in Fall 2020. Distribution of requests per Faculties can be seen in the table below:

Faculty	# Unique instructors
FASS	139
FPA	88
Science	34
FED	31
Sprott	18
Other departments	12
Total	322

Table 1: Requests for direct online course design support per Faculties

Requests in terms of type of help needed are as follows:
- Converting a face-to-face course: 201
- Developing a new online course: 91
- Updating an existing online course: 23
- Other (advice on a particular course feature): 7

Media Production services support online course development by recording high quality video content for online modules, as well as demonstrations for lab sections. In the period April - July they supported 54 production requests. These projects include recordings for Labs in the Faculty of Science and the Faculty of Engineering and Design, as well as Indigenous Learning Bundles and the FUSION project.

Carleton Online Classroom Studio Recordings: In the period March – July there were 205 recording sessions of introductory and lecture course videos, which will be used in courses that will be offered in the fall 2020 term. In comparison with previous months, the team saw a sharp increase in number of recording sessions in July (133 sessions) as compared with 35 in June 28 in May, and 9 in April. Recording sessions per Faculties:

- FASS: 91
- FPA: 56
- Science: 31
- FED: 27

Media Commons services, which include lending media production equipment to faculty and technical assistance/consulting for DIY media production, supported 14 instructors who are developing multimedia materials for their online courses by themselves.

Educational Technology
Support for Instructors, TAs and Staff Members
In the period March 15 - July 31, 2425[2] instructors, TAs and staff members contacted the EdTech team in order to get help with educational technology tools. Out of these, there were 2,126[3] requests for help from instructors and 299 from staff, TAs, students, and external partners.

The majority of requests was for support of various cuLearn tools, followed by tools for synchronous communication (BigBlueButton and Zoom), followed by support for Kaltura (video-recording tool). In the month of April, the majority of requests for support was about the cuLearn assessment tools and gradebook, which is understandable because this was a period of final exams for the Winter 2020 term.

	March	April	May	June	July	Total
FASS	181	204	123	156	189	853
FPA	138	151	63	69	104	525
Science	77	90	44	67	98	376
FED	80	70	17	28	35	230
Sprott	34	53	16	15	24	142

Table 2: Number of instructors that requested support with educational technology (March – July)

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[2] Note: We are missing data from instructors who reached out directly to a particular staff member with whom they are familiar – these data should be estimated and taken into account separately, in addition to the data presented here.

[3] This number does not refer to unique instructors; some instructors requested help and support multiple times and often for different tools.
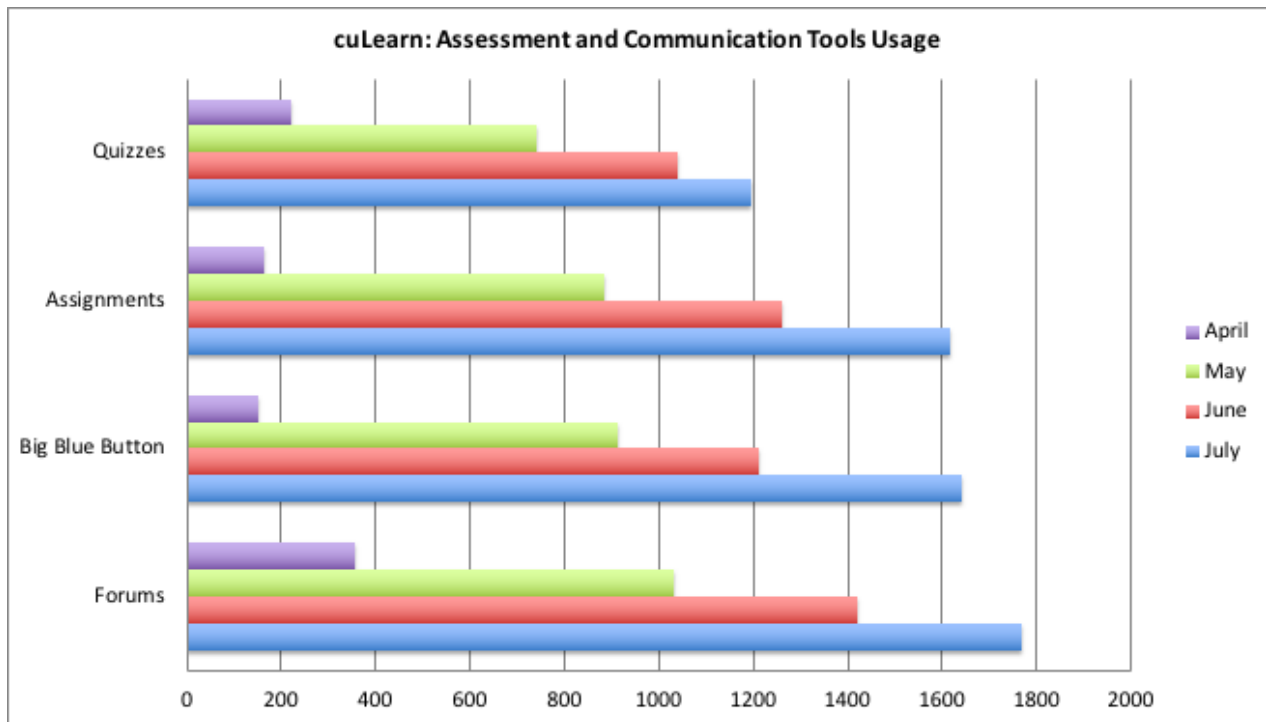
Figure 2: Comparison of cuLearn assessment and communication tool usage April - July

Kaltura (video creation and management platform): In the period March 15 – July 31, 1,762 users used the platform to create 21,405 new video/audio entries. There were 15,045 unique viewers of media material during this period, and they viewed 7,242,311 minutes of video content.

	May	June	July
Contributors	303	372	456
Added new videos (entries)	3,992	3,630	5,678
Unique viewers	4,616	3,820	3,906
Minutes viewed	1,425,166	1,051,064	1,543,770

Table 4: Kaltura highlights – Last three months (May – July)

BigBlueButton (synchronous communication tool)**:** The tool was most heavily used in March, at the end of the winter 2020 term. The highest peak period in March saw 78 concurrent sessions per day, with 685 concurrent users. From March to July there was a decrease in the number of concurrent sessions and concurrent users during peak periods, as shown in the figure below. This is not unusual, having in mind the time of the year and the traditionally lower numbers of courses that are offered in the summer term. There were about 300 unique instructors who used BBB in June and July. Out of this number, 94% used the tool regularly (at least 6 times during the month).
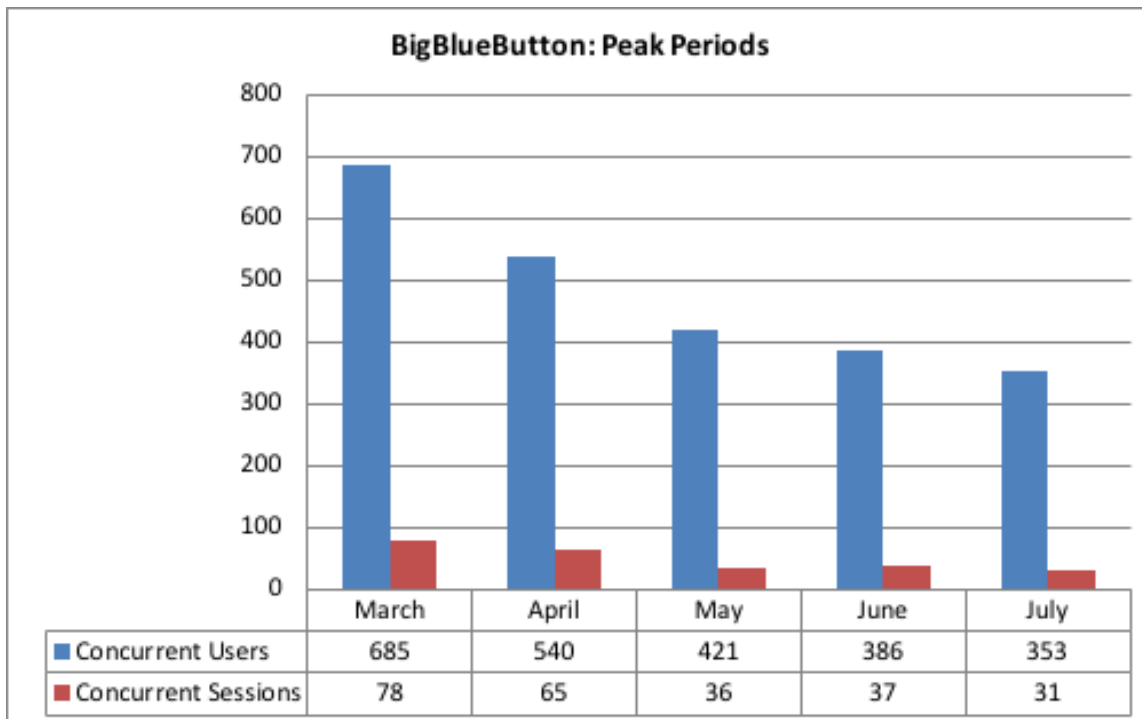
BigBlueButton: Peak Periods

	March	April	May	June	July
■ Concurrent Users	685	540	421	386	353
■ Concurrent Sessions	78	65	36	37	31

Figure 3: BigBlueButton: Peak Periods - March – July

Zoom (synchronous communication tool)**:** TLS issued 834 Zoom licenses in the period March 15 – July 15 and trained 268 individual users, as shown below:

Zoom Licenses and Training

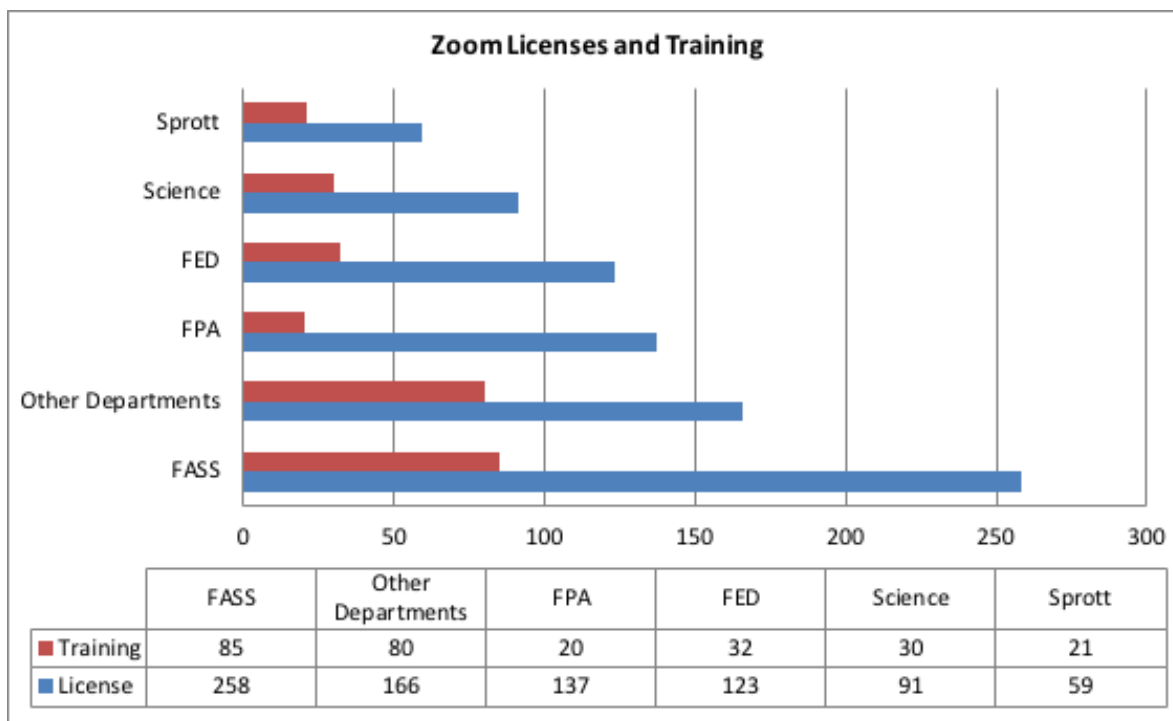|	FASS	Other Departments	FPA	FED	Science	Sprott
■ Training	85	80	20	32	30	21
■ License	258	166	137	123	91	59

Figure 4: Zoom licenses and training per Faculties in the period March 15 – July 15

Technology-Lending Program

In May 2020, TLS started to offer a technology-lending program, aimed at instructors who want to experiment with various technology tools including Microsoft Surface tablets, iPad Pros, webcams, headsets, and document cameras. In preparation for the Fall 2020 term, new hardware was purchased, based on incoming requests from individual instructors and departments. The distribution of equipment per Faculties so far can be seen below.
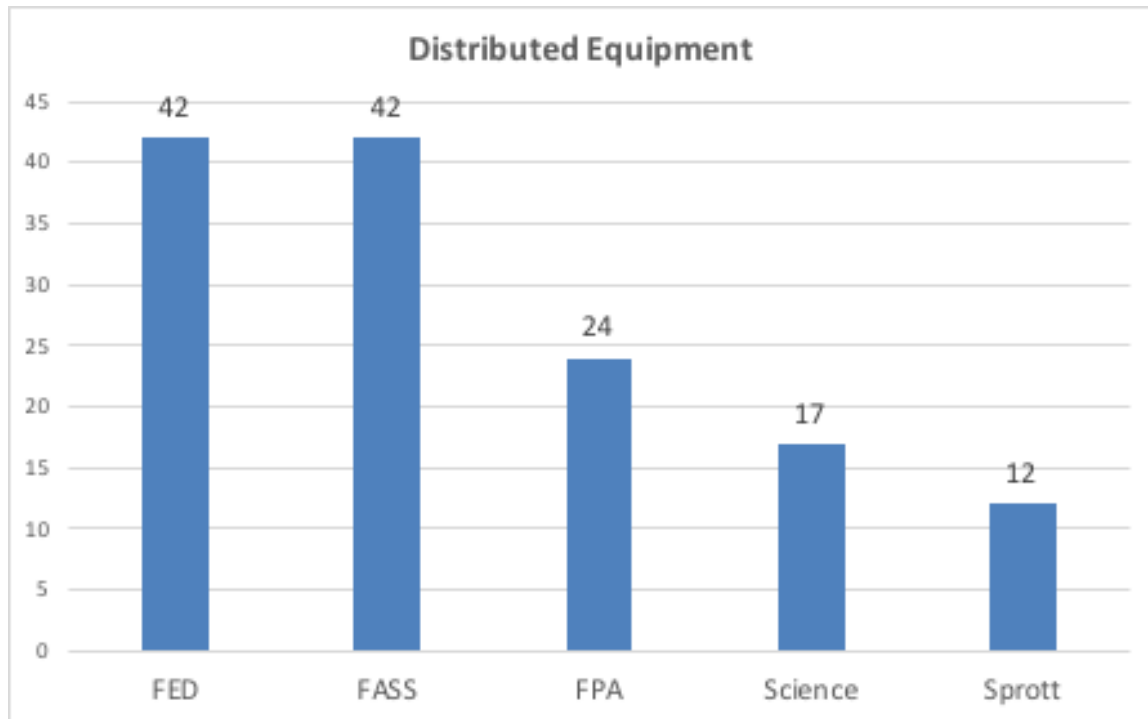

Figure 5: Distributed equipment per Faculties

At the moment, there are also some outstanding equipment requests, as shown in the table below. Some of these relate to equipment that has not been picked up yet, or TLS is waiting on new equipment to arrive. The others, however, are related to equipment that has been requested by instructors for their TA's, which cannot be handed out until TA assignments are known.

Faculty	# outstanding requests	# equipment waiting for pick up
FED	100	37
FASS	44	27
FSCI	27	20
FPA	7	2
Sprott	3	1
Total	181	87

Table 5: Equipment assigned but not distributed yet

Students as Partners Program (SaPP)

Fully funded by the Office of the Associate Vice-President (Teaching and Learning), this program fosters greater collaboration between instructors and students in developing and designing courses. During the reporting period, more than 100 new projects were approved for funding in this program. In all projects, students and instructors are partnering to contribute to the pedagogical design of courses that will be offered in the Fall 2020 and the Winter 2021 terms. The distribution of projects per Faculties is as follows:

- FASS: 46
- Science: 31
- FPA: 27
- FED: 13
- Sprott: 4

Internship–Carleton University Research Experience for Undergraduate Students (I-CUREUS)

Funded in half by the Office of the Associate Vice-President (Teaching and Learning) and in half by the faculty supervisors, this program allows students to engage in undergraduate research and acquire valuable skills. In the period April – July, there were 37 I-CUREUS projects, as follows:

- FASS: 6
- FED: 10
- FPA: 3
- Science: 15
- Sprott: 3

Scholarship of Teaching and Learning (SoTL) and Teaching Development Grants

The Office of the Associate Vice-President (Teaching and Learning) funded 8 new projects through its grant program. The grants provide funding for Carleton's instructors to engage in scholarly investigations of teaching and learning, and to implement new approaches to their teaching. Six of the projects will examine different pedagogical aspects of the transition to online teaching and learning, while two will explore learning experiences of Black, Indigenous and Racialized graduates. Distribution of approved projects per Faculties:

- FASS: 3
- FED: 2
- Science: 2
- FPA: 1

Teaching and Learning Spaces

TLS is collaborating with Facilities Management and Planning (FMP) to envision how a classroom can work in future with some students physically present on campus and some remote. The hope is to get a classroom ready for real testing by September. TLS and FMP are also continuing their work on the Nicol Building (finalizing audio and video equipment purchases; advising on the video wall).

Carleton
UNIVERSITY

Canada's Capital University

Office of the Deputy Provost
(Academic Operations and
Planning)

memorandum

DATE: August 14, 2020

TO: Dr. Benoit-Antoine Bacon, President
               Dr. Jerry Tomberlin, Provost

FROM: Dr. Lorraine Dyke, Deputy Provost (Academic Operations and Planning)
               Chair, Carleton University Scenario Planning (CUSP) Working Group

RE: Planning recommendation for Winter 2021
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The Carleton University Scenario Planning (CUSP) Working Group was asked to consider the most appropriate planning parameters for the Winter 2021 term. Based on a review of the current situation and expert opinion on the course of the pandemic, CUSP recommends that Carleton continue the approach adopted for the Fall term, specifically, that we plan for an online Winter term.

The public health risks that led the CUSP Working Group to recommend an online fall term remain in effect at this time. While new cases in Canada have fallen over the past four months, globally, cases have continued to rise rapidly. The government of Canada indicates that the risk to Canadians from COVID-19 remains high. Presently, there is no specific treatment or vaccine. The Public Health Agency of Canada (PHAC) recommends Canadians "avoid closed spaces, crowded places, and close contact." They warn that a second wave of illness is likely without rigorous adherence to these guidelines.

Our primary concern remains the health and wellbeing of students, staff, faculty, and the broader community. The best way to protect our community is to minimize face-to-face contact. In addition, we recognize that a return to on-campus instruction in the winter would create serious barriers for many of our students, including international students and other students who have planned to study remotely. Finally, we need to be mindful that limits on social gatherings and physical distancing requirements will continue to significantly limit the capacity of campus spaces.

Based on the health risks and the challenges that would arise from a return to on-campus instruction, we recommend that:
- Carleton plan for remote delivery of academic courses and programs in the Winter 2021 term. This includes all required course components including teaching labs.
- On-campus research facilities including the Library continue to operate in accordance with public health guidelines.
- Any on-campus learning activities – other than graduate student research – be limited to optional activities (e.g. some specialized capstone projects).
- Online student services and programming be extended through the Winter term.
- Online teaching and learning supports continue to be offered by Teaching and Learning Services.

CUSP will continue to monitor the implications of the evolving situation for our successful operations.

Senate Executive Committee
June 9, 2020
Via MS Teams Videoconference

MINUTES

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

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1. **Approval of the Agenda:** The meeting began at 11:00 am. It was **MOVED** (A. Bowker, J. Tomberlin) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. **Approval of the Minutes: May 19, 2020**
   It was **MOVED** (B. Kuzmarov, D. Deugo) that the committee approve the minutes of the meeting on May 19, 2020, as presented. The motion **PASSED**.

3. **Motions for Senate**
   Three draft memos for Senate were circulated to the committee in advance for review and discussion.
   a <u>Online course delivery for Fall 2020</u>
      The Provost and VP Academic Jerry Tomberlin introduced this item to the committee. Although Phase 2 of deconfinement in Ontario has begun, it is difficult to predict the course of the Covid-19 pandemic, and whether there may be a second wave of infections in Ottawa, Ontario and Canada this fall. To guarantee the safety of students, faculty and staff, the memo proposes that courses continue to be offered through online or other remote delivery, at least for the Fall semester. It was noted that teams in the Registrar's Office have prepared messaging for students, and the Provost indicated that these will be shared with departments and units.

A committee member noted one small error in the memo's heading. The recording secretary recorded the modification to the heading. The motion itself remained unchanged.

It was **MOVED** (J. Tomberlin, B. Kuzmarov) that the Senate Executive Committee approve the memo for Senate regarding online course delivery for Fall 2020. The motion **PASSED**.

b   Contract Instructor Term modification through Summer 2020
The Clerk of Senate presented this memo to the committee. The terms for both Contract Instructors on Senate are set to expire on June 30, 2020, and an election for new Contract Instructors on Senate will not be scheduled until September. This means that if Senate meets over the summer, there will be no representation from Contract Instructors at the meeting(s). To resolve this issue, the Clerk proposed in the memo to extend the terms of the existing Contract Instructors until September 30, 2020.

It was **MOVED** (B. Kuzmarov, D. Deugo) that the Senate Executive Committee approve the Senate memo regarding Contract Instructor term modification for Summer 2020, as presented. The motion **PASSED**.

c   Senate Schedule modification 2020/21
This motion is being presented to Senate by the Clerk of Senate under agenda item 7(d)-Administration. In response to the uncertainty of the pandemic, the proposed motion would allow Senate to modify the Senate schedule for the 2020/21 academic year, in order to hold an extra meeting over the summer.

It was **MOVED** (B. Kuzmarov, A. Bowker) that the Senate Executive Committee approve the Senate memo and motion regarding the modification of the Senate Schedule for 2020/21, as presented.

The committee discussed the wording of the motion and by friendly amendment replaced "emergency meeting" with "special meeting." The motion thus reads: *That Senate approve the modification of the Senate meeting schedule for the 2020 – 21 academic year, to include an optional special meeting on Friday August 21, 2020.*

The motion, as amended, **PASSED**.

4. **Approval of Senate agenda: June 19, 2020**
The Senate agenda was reviewed the by committee. The following changes were requested:

- Reports: the committee requested a reversal of items 8a and 8b on the open agenda, so that the report by SCCASP precedes the report by SQAPC.
- The committee decided to postpone the Honorary Degrees Committee report until Fall 2020, and to remove it from the closed agenda.

It was **MOVED** (B. Kuzmarov, A. Bowker) that the committee approve the Senate agenda for the meeting on June 19, 2020, as amended. The motion **PASSED**.

5. **Review of Senate Minutes: May 29, 2020**
   No issues were found with the minutes.

6. **Other Business**
   There was none.

7. **Adjournment:** The meeting was adjourned at 11:47 am.

Senate Executive Committee
July 15, 2020
Web-based Meeting

MINUTES

Participants: Kareem AlWazir, Betina Appel Kuzmarov, Benoit-Antoine Bacon, Anne Bowker, Nathaniel Bruni, Dwight Deugo (non-voting), Siva Sivathayalan, Jerry Tomberlin, Winnie Ye

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Senate Executive Committee members were emailed 4 memos and participated in an e-poll to approve the following requests from the Registrar's Office and the Faculty of Graduate and Postdoctoral Affairs:

- 2 late graduation requests from FGPA (delay in receiving documents)
- 1 posthumous recognition request from the Registrar's Office for a Certificate of Outstanding Achievement,
- 1 request from the Registrar's Office for change in graduation record from Distinction to High Distinction
- 2 graduation requests from the Registrar's Office for undergraduate students (due to change in status and audit adjustment)
- 1 graduation request from the Registrar's Office for an undergraduate from the Dominican University College (due to late addition)

The requests were based on documentation that came to the RO and FGPA after the Senate meeting on Friday June 19, 2020.

The committee voted unanimously to approve all requests as an omnibus package.