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 September 25, 2020 at 2:00 pm
Via Videoconference**

AGENDA

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

1. **Welcome & Approval of Agenda**

2. **Minutes (Open):** August 21, 2020

3. **Matters Arising**

4. **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**

   a. Membership ratifications
   b. Senate Survey – summary of results

7. **Reports:**
   a. SCCASP (H. Nemiroff)
   b. SQAPC (D. Deugo)
   c. SAGC (B. Kuzmarov) – Committee ratifications

8. **Planning for Winter 2021**
   a. Motion from the Provost

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

10. **Reports for Information:**

    a. Senate Executive Minutes (August 11, 2020)

11. **Other Business**

12. **Adjournment**

Agenda Item 2

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 Zoom Videoconference

<u>MINUTES – OPEN SESSION</u>

Present:, S. Ajila, K. AlWazir, V. Asi, B.A. Bacon (Chair), M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, S. Boyle, D. Brown, N. Bruni, 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, O. Hobbs, C. Joslin, L. Kostiuk, J. Kovalio, B. A. Kuzmarov (Clerk), A. Lannon, C. Laurendeau, A. Luko, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, H. Nemiroff, J. Paulson, A. Plourde, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, R. S. Sundarraj, J. Taber, K. Taylor, N. Tilokani, J. Tomberlin, C. Trudel, C. Viju, K. von Finckenstein J. Voordouw, J. Wolfart, P. Wolff, B. Wright, W. Ye
Regrets: K. Hellemans, E. Kwan, J. Milner, J. Moore, M. Piche, K. Weary, P. Wilson
Absent: A. Ahmad, J. Bruno, C. Cruickshank, T. Di Leo Browne, F. Hosseinian, B. Popplewell, J. Stoner, A. Tremblay,
Guests: L. Dyke, D. Hornsby
Recording Secretary: K. McKinley

<u>Open Session:</u>

1. Welcome (Chair) & Approval of Agenda

The Chair began the Open Session of the meeting by extending a warm welcome to Senators, and especially to new Senators just beginning their term. The Chair offered condolences to friends and family of Carleton student Abel Mengistab, and long-serving Carleton staff member Gilles Leblanc, who passed away on June 18 and July 28, respectively. On behalf of the Carleton

community, the Chair offered sympathies as well to all affected by the devastating explosion in Beirut, Lebanon on August 4, 2020.

It was **MOVED** (N. Tilokani, S. Sadaf) that Senate approve the open agenda for the meeting of Senate on August 21, 2020, as presented.
The motion **PASSED**.

2. Minutes: June 19, 2020

It was **MOVED** (C. Macdonald, M. Haines) that Senate approve the minutes of the Open Session of the Senate meeting on June 19, 2020, as presented.
The motion **PASSED**.

3. Matters Arising
There were none.

4. Chair's Remarks
The Chair reported on the strong enrolment numbers for both summer and fall terms, and thanked all involved for contributing to the continuing success of Carleton's academic mission. The Chair noted that Carleton's decision to hold courses online for the fall will help protect the health and safety of Carleton's students, staff and faculty and will prevent the outbreaks seen at several schools in the United States. The Chair congratulated students who have chosen to continue their studies during the pandemic. Pursuing advanced learning and obtaining a university degree shows good judgement and will position them well for employment in the future.

In the wake of the police killing of George Floyd and the ensuing protests and unrest in the United States, Canada and abroad, Carleton University has recommitted to enhancing diversity, inclusion and anti-racism on campus. Under the leadership of Michael Charles, AVP of Equity and Inclusive Communities, the Advisory Group on Equity and Inclusive Communities has drafted a series of recommendations for Equity, Diversity and Inclusion Institutional Action. This broad-ranging and comprehensive strategy will bring long-term positive change to Carleton. Campus-wide consultations on the draft will be announced shortly, and the full strategy should be in place by the end of the calendar year. Michael Charles will join Senate on September 25 to lead discussions on the draft strategy.

The Chair next reported on the Carleton Community Anti-Racism and Allyship Conversation, which was held virtually earlier in the week and was very well attended. The culmination of a number of events held over the summer, this session explored strategies to bring anti-racist and decolonializing principles into the work of academics and staff at Carleton. Featured guest speakers included CFL wide-receiver and Carleton alumnus Nate Behar, and Michelle Brownrigg, a Senior Director and Chief Program Officer for Hart House at the University of Toronto. The Chair thanked all who participated in this rich and engaging event.

Carleton University has won the Carbon 613 excellence award for sustainability in research, teaching and campus programs. This award recognizes our past achievements in sustainability, and our commitment to become carbon neutral by 2050. Carleton has reduced carbon emissions by 35% over the past decade and was recently recognized as the second most sustainable university in Canada by the UI GreenMetric World University Rankings.

The Chair informed Senators that, following a comprehensive review and consultations with the Teaching and Learning community, Carleton has selected BrightSpace by Desire2Learn as Carleton's new Learning Management System. BrightSpace will replace CULearn in the spring of 2021.

The Chair concluded his remarks by extending congratulations to the following individuals for their achievements:
- Carleton doctoral students David Luong (Systems and Computer Engineering), Jean Ketterling (Legal Studies), and Antoine Genest-Gregoire (Public Policy), have each been awarded prestigious Vanier Canada Graduate Scholarships. Each scholarship is valued at $50,000 per year for 3 years while the recipient pursues doctoral studies.
- Biology PhD student Jill Brooks has won the Eugenie Clarke Memorial Award, for early-career female scientists in biological research.
- Professor James McGowan has been appointed as the new Carleton Chair in Teaching & Innovation.
- Professor Joy Mighty has received the Christopher Knapper Lifetime Achievement Award for her contributions to teaching, learning and educational development in her 40-year career in higher education.

5. Question Period

Five questions were submitted by Senators in advance.

1) Question from Sean Maguire:

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?

Response from Vice-President Students and Enrolment:

U Sports is allowing universities to provide athletic scholarships in 2021, provided the athlete meets the academic and athletic eligibility requirements. This will proceed, even if athletic activities and competitions are reduced or suspended due to the pandemic. Carleton has committed to the same number of athletic scholarships that were provided in 2019/20, and the same process will be followed in awarding them.

2) Questions from Andrea Chandler:

a) *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?*

Response from Associate Vice-President, Teaching and Learning:

The list of priority courses was selected by the Deans of the Faculties, with some additional advice from Teaching & Learning Services. The list typically includes required courses for degree programs, courses with large enrolments, and others that might require additional technical support.

b) *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?*

This question will be answered during the Report of the Senate Quality Assurance and Planning Committee (Agenda Item 7b)

3) Questions from Morgan Rooney:

a) *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.)*

This question will be answered in Agenda Item #10.

b) *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.*

Response from the Provost:

Textbook adoption is following normal procedures. Instructors are encouraged to submit their textbook lists to the bookstore four months prior to the start of the semester, or as soon as possible. The Provost's Office is not aware of any current issues with this process, although the concern is noted.

Course outlines are not required to be available to students until one week before the beginning of the semester. However, the Provost's Office has requested that course outlines be made available to students as soon as possible, and that the course outlines specify the course modality (synchronous, asynchronous or a combination) that will be used. This is important information for students who may be living and studying in different time zones. Faculty members have

been encouraged to survey students in their classes early in the semester, to be able to adapt to and accommodate students in different time zones.

6. **Administration (Clerk)**

   a. **Notice of appointments made contrary to advertising policy**
   The Clerk reported two appointments made contrary to advertising policy. The first is an Instructor I position, from term to preliminary, as a result of a resignation or retirement. The second position for an Instructor III position (term to preliminary), was not advertised due to lack of time.

   b. **Senate membership ratification**
   Nominations were received from one faculty member and two students to fill vacancies on Senate.

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

   c. **Reminder: Contract Instructor Call for Nominations**
   The Clerk reminded Senators that a Call for Nominations for Contract Instructor positions on Senate has been advertised to the Carleton community. The nomination period began on August 11 and will close on September 11. Elections will be held on September 15-16. Newly elected Contract Instructors for Senate will be ratified at the Senate meeting on September 25, and will begin their terms on October 1, 2020.

7. **Reports**

   a. **Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP)**
   Committee Chair Howard Nemiroff reported that SCCASP has met over the summer to discuss current grading practices at Carleton, both within the context of the current pandemic, and with regards to drafting a successful long-term policy. SCCASP has been working with David Hornsby's working group on student success in the classroom, and with CASG President Matthew Gagne to craft a robust policy that will benefit students in years to come.

SCCASP has been accumulating data on practices at universities in Ontario and beyond. One example, the Massachusetts Institute of Technology, has developed a progressive and detailed policy that defines credit and no-credit options per year of study. This policy could serve as a model for Carleton. For first-year undergraduate students at MIT, a pass/fail only option with no grades or CGPA calculation has been developed on an exploratory basis. More flexible options are available to senior-year students to designate pass/fail options after receiving their grades. Several Canadian universities have developed similar policies. It was noted that the committee did not seek examples from European universities.

Over the next few weeks as the policy is being drafted, SCCASP members will bring back comments from their respective faculties, with a view to presenting a policy to Senate over the course of the fall.

b. **Senate Quality Assurance and Planning Committee - SQAPC**
The committee Chair, Dwight Deugo, presented one minor modification from Dominican University College to Senators for information. In accordance with Carleton's IQAP, minor modifications made to programs at Dominican University College are forwarded to Carleton University and presented to Senate for information. The process is outlined in the materials that were circulated to Senators.

The committee Chair then provided an update on the ongoing SQAPC review of the move to online course delivery. Since the last Senate meeting in June, results from the OIRP e-learning survey to students have been received, and TLS has responded to faculty and student needs identified in the survey. Another survey on how Carleton handled the pivot is underway, and will be distributed to faculty and staff next week. Responses to this survey will be brought through SQAPC to Senate this fall.

The committee Chair met with the Associate Deans over the summer regarding academic integrity needs, and a review of the policy is underway. The next step will be for the Associate Deans to meet with the Deans to discuss responses to needs with regards to academic integrity. The Chair also has been gathering data on student mental health, and assessment and grading practices.

SQAPC will meet twice in September, and will report on the outcomes of those meetings to Senate on September 25. The committee Chair also noted that concerns and issues identified through the student survey will be reported to Senators in September. Data gathering will continue into the fall, and reports to Senate will continue as the committee develops more insights.

In response to a question, it was noted that a review of the Academic Integrity Policy will be coming to Senate this year via SCCASP.

8. **SMA Update**

For the benefit of new Senators, the Chair reviewed the Strategic Mandate Agreement process, outlining the history of the previous agreements from SMA1 in 2014 and SMA2 in 2017 to the status of the most recent SMA3 in 2020. SMA3 began in the Fall of 2019 with a new quantitative approach, focussing on 10 metrics designed to be linked to a proportion of Carleton's funding envelope. The agreement was ready to sign in March of 2020, but was put on hold by the provincial government due to the pandemic. In July, the government re-engaged with the university sector to complete the process.

Deputy Provost Lorraine Dyke presented a review of the 10 metrics of SMA3 and an update on changes made to the agreement since the draft was presented to Senate in March. Key changes approved by the Ministry include the following:

- Impact of performance on funding will be lagged by one year.
- Additionally, performance in years 1 and 2 will not be linked to funding.
- The first performance impact will be in year 4, based on the results of year 3.
- Universities will be consulted before the ministry proceeds to performance-based funding on the year 3 data.
- Institutions will have the opportunity to re-weight the metrics over the first 3 years of the agreement, and to revise strategy narratives.

Changes initiated by Carleton in the agreement include the following:

- A summary of new SIP was added.
- COVID-19 was referenced.
- The Senate policy on laddered credentials was included.
- The Share Online Projects Initiative, in collaboration with University of Ottawa was highlighted.

The Chair added that postponing the performance impact on funding was achieved primarily through advocacy work of the COU and individual institutions.

A Senator asked about the impact of performance-based funding on the Arts and Social Sciences, especially if the funding is linked to post-graduation employment. In response it was noted that Carleton graduates from FASS are successful in finding employment, although in more diverse career paths. Support will continue for programs in Arts and Social Sciences at Carleton.

A Senator asked if the SMA addresses digital learning and micro-credentials. Although there are no metrics on these topics, they are of interest to the ministry, and have been addressed in the minor revisions to the SMA. It was noted as well that international students are not referenced in the metrics, and are not being examined by the Ministry.

The Chair thanked the Deputy Provost and others involved in the SMA process.

9. **Preparing for Fall 2020**

Guest David Hornsby, AVP, Teaching and Learning, presented a report on the activities of Teaching & Learning Services, in preparing students and faculty for the online Fall semester. Highlights included:

- Identification, development and support of 112 priority courses
- Development of more than 100 projects through the Students as Partners Program and 17 projects through the Shared Online Projects Initiative
- Increase in support and capacity within the teaching community through development of an online teaching toolkit, workshops, one-on-one consultations and professional development sessions
- Acquisition of technology and technological support for teaching and learning
- Acquisition of a new learning management system for 2021 and upgrading CULearn for 2020

In conclusion, it was noted that TLS has responded to the needs of students and faculty with proactive leadership and that instructors have risen to the challenge of adapting, experimenting and pushing new boundaries in meeting the

challenges of the pandemic. The Chair thanked faculty, staff and students for contributing to the successful launch of the Fall semester.

A Senator asked about accommodations for students with barriers to online participation, such as unstable or unavailable Internet connections. Faculty have been advised of this issue and have been asked to include asynchronous elements such as recorded videos and captions whenever possible. The Vice-President of Students and Enrolment indicated that the university has a comprehensive support plan for students through scheduling and exam services, and has developed, on an as-need basis, a tech bursary to assist students in purchasing the equipment they need.

A Senator asked about feedback regarding Big Blue Button and/or Zoom, and whether a student user's group for BrightSpace could be formed before the general rollout next spring. In response it was noted that students were not specifically surveyed about platforms but have provided general feedback and will be able to continue to do so during the transition phase to the new Learning Management System from now to May 2021. The most common concern among students appears to be the mode of instruction (synchronous/asynchronous) and not the platform used.

Some Senators asked about specific pedagogical practices such as mandatory attendance and/or synchronous lectures that are not recorded, and the resulting issues for students in different time zones or without stable Internet connections. It was noted that Senate has not yet forced instructors to adopt specific pedagogical procedures. Instructors will continue to be strongly advised to be flexible and to use asynchronous and/or blended modes of instruction to avoid these issues.

A Senator asked if international TAs would be available for the fall and winter terms. The Provost responded that due to labour legislation and regulations, obstacles to engaging students outside of Canada as TAs and RAs have not been fully resolved at this time.

The Chair thanked David Hornsby and his team at TLS for their dedication in supporting faculty and students through these difficult circumstances.

10. Planning for Winter 2021

Deputy Provost Lorraine Dyke presented a report on the Carleton University Scenario Planning (CUSP) Working Group's recent activities and recommendations for the Winter semester, which were included in a draft memo circulated to Senators. The draft memo is being presented for discussion and feedback at this meeting in advance of a vote to endorse a finalized memo at the September Senate meeting.

Due to a significant resurgence in Covid-19 cases abroad and to some extent in Canada, public health risks to Canadians remain high. Because of these risks and the lack of an approved vaccine at this time, the Public Health Agency of Canada recommends that Canadians continue to avoid closed spaces, crowded places, and close contact. The latest modelling data from August 14th indicates the probability of a second wave of illness in Canada at a much higher rate than the spring, unless guidelines are adhered to rigorously.

As a result, CUSP is recommending that Carleton continue to offer courses through remote delivery in the Winter 2021 term, to protect the health and safety of faculty, staff and students, and to ensure equitable access for all students. CUSP also recommends that any on-campus learning activities, such as capstone projects, be optional, and that on-campus research facilities including the Library, continue to operate according to public health guidelines. Online supports for student services and for teaching and learning should continue to be provided during this time. CUSP is also considering whether small pilot projects, on a voluntary basis, could be brought onto campus for fall and winter terms.

It was noted in response to a question, that Ontario universities are all online this fall and that some have already announced this will continue in winter, with more announcements coming.

Senators asked about programs that are dependent on experiential learning outcomes and hands-on learning. One Senator noted that online courses might be the best Carleton can do at the moment, but they are not necessarily working for programs in which hands-on learning is key. It is hoped that some of the learning objectives can be captured in an online environment, but there could be opportunities for capstone projects and/or other pilot projects to be conducted on campus in the winter, on a voluntary basis, to achieve these outcomes as well. One Senator suggested that

graduating recitals and concerts featuring music students could be an example of this type of project.

A Senator asked if courses could be held outdoors, to lower the risk. A Senator from Architecture indicated that perhaps some of their projects could be undertaken outdoors. CUSP has not considered this, due to the challenges of the Canadian climate, but will take it under advisement.

In response to another question, it was noted that access to campus buildings has resumed but remains restricted for certain groups and circumstances. The priority for staff is to continue to work remotely, but access can be provided to faculty and staff who are not able to work from home. Specific directives have been developed for both public areas and work spaces, in order to comply with health and safety guidelines. In response to a specific question regarding student society spaces on campus, the Vice-President of Students and Enrolment (VPSE) noted that access can be provided under certain circumstances following defined protocols. Student groups who wish to access their office spaces should contact the OVPSE for details.

The University Librarian, Amber Lannon, indicated that the library is moving into the next phase of their recovery plan, which will involve reopening one floor of the library. The number of people allowed inside the building on this floor will be restricted to 50, in accordance with current public health protocols. This will allow library staff to continue to devote their time to curbside pickup, mailing materials and working on acquisitions in order to serve the Carleton community.

In concluding the discussion on this issue, Senators supported the draft memo and provided a preliminary endorsement of the CUSP recommendations. The Chair reminded Senators that in order to provide adequate lead time for instructors and others to be able to prepare Winter term courses, an announcement about this decision may be made before Senate meets to formally vote on the memo on September 25th.

The Chair thanked the Deputy Provost for the report from CUSP and for the group's work on this issue.

11. Reports for Information:

a. Draft SIP Layout

A draft layout of the Strategic Integrated Plan was circulated to Senators for information.

b. Senate Executive Committee Minutes (June 9, 2020; July 15, 2020)
There were no comments or questions.

12. Other Business
The Chair thanked the Clerk of Senate and the Secretariat team for the work in preparing the extra Senate meeting in August, and he thanked all Senators for their dedication to Carleton in these challenging times.

13. Adjournment
The meeting was adjourned at 4:00 pm.

Agenda Item 5a

Senate Membership Ratifications

September 25, 2020

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

Faculty Members

- Manuel Baez – FED (Architecture)

Contract Instructors

- Morgan Rooney (FASS)
- Katie Lucas (Science)

Agenda Item 7a

MEMORANDUM
From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: September 25, 2020
Subject: **Academic Regulations Changes**

For Senate approval

1. Streams on Transcripts

    > **Motion: That Senate approves the changes proposed to the definition of Stream and Pathway within the 2020-21 Undergraduate Calendar as presented**

    Attachment: *Stream Proposal.pdf*

Updates (no docs)

1. Grading Policy
2. Academic Integrity Policy

For Information

1. BA Template
    Attachment: *BA Template June 2020.pdf*

2. Minor in Computer Science
    Attachment: *M3_Minor in Computer Science*

3. Editorial changes UG_G_ 2021
    Attachment: *Editorial changes UG_G_ 2021*

Proposal: Glossary Entries changes to ==pathway== and ==stream==

==Recommend (in green) the following changes for adding pathways to the transcript==

1
Pathway (Old): A pathway through a program is a route to completion such as: stream, thesis, research essay, research project, or course only. Pathways may be chosen in addition to Elements and Options and are not recorded on the transcript or diploma.

→

Pathway (New): A pathway through a program is a route to completion such as: stream, thesis, research essay, research project, or course only. Pathways may be chosen in addition to Elements and Options, ==and they are not recorded on the diploma but are recorded on the transcript.==

2
Stream (Old): A Pathway within an undergraduate program constituted by at least 2.0 credits of courses that facilitate concentration on a particular area of study within the program. Streams are not recorded on the transcript or diploma.

→

Stream (New): A Pathway within an undergraduate program normally constituted by at least ==1.5== credits of courses that facilitate concentration on a particular area of study within the program. Streams ==are not recorded on the diploma but are recorded on the transcript.==

B.A. Template

Preamble

The B.A. Degree at Carleton is distinctive for the ease with which students can change major (change program) or combine two majors to form a significant and enviable number of Combined Honours programs. The B.A. Template accordingly provides a basic framework of requirements for various types of B.A. programs that facilitates a welcome degree of flexibility and mobility for students at the same time as entrenching the principle of breadth foundational to a liberal arts education. The template is also meant as a guide for changing existing B.A. programs and for providing acceptable frameworks for faculty to establish new programs within the B.A.

The Template recognizes three principles established by the 2013 Working Group on Academic Rules and Regulations to guide the development of academic rules:

1. Academic rules should enable students to progress smoothly through their studies and from program to program.
2. Academic rules should maximize flexibility within and across programs – a student transferring from one program to another should not be unnecessarily penalized.
3. Academic rules should be simple and transparent.

Terminology used in this Template is consistent with the Glossary pages of the University Calendar (link).

The Template

Exemptions from the requirements of this B.A. Template may be granted by Senate only on a recommendation from the Senate Committee on Curriculum, Admissions and Studies Policy.

Types of B.A. Programs

B.A. (15 Credits):
- Single Discipline
- Single Discipline with Concentration
- Thematic
- Thematic with Concentration

B.A. Honours (20 Credits):
- Single Discipline
- Single Discipline with Concentration
- Combined
- Combined with Concentration
- Thematic
- Thematic with Concentration

All B.A. programs must provide for a Combined Honours program in the interests of program flexibility for students, with the exception of thematic programs, which may or may not have a Combined Honours program.

Regulations that Apply to All B.A. Programs

1. A student may count a maximum of 7.0 credits below the 2000-level toward fulfilment of graduation requirements:
   http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/registration-evaluation-records/#max-credits-below-the-2000-level)

2. Among the credits presented at graduation, students in all B.A. degree programs are required to include 3.0 breadth credits, including 1.0 credit from each of three of the four specified breadth areas. Credits that fulfil requirements in a Major, Minor or Concentration may be used to fulfil the breadth requirement. Thematic programs that are exempt from the B.A. breadth requirements are noted in the University Calendar:
   http://calendar.carleton.ca/undergrad/regulations/academicregulationsandrequirementsforthebachelorofartsdegree/

3. Students in all B.A. programs that have breadth requirements must fulfill the breadth requirements as part of the first ten credits completed. Mandatory advising is in place for students who do not fulfill the breadth requirements as part of the first ten credits completed.

4. A student may take no more than two elements in a program in addition to the major(s):
   http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/regulations-for-degree-students/#maximum-number-of-program-elements

5. The credits presented at graduation that are credits completed at Carleton after admission, credits completed at Carleton within the last ten years for which advanced standing has been granted, and credits completed as part of the University of Ottawa Exchange or another formal domestic or international Exchange, must include:
   a. For Honours degrees, at least 3.0 credits in the major and at the 3000-level or above;
   b. For Combined Honours degrees, at least 1.5 credits in each major and at the 3000-level or above;
   c. For non-Honours degrees, at least 3.0 credits in the major and at the 2000-level or above:
   http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/registration-evaluation-records/#advanced-credits

Credit Requirements for Types of B.A. Programs

B.A. Single Discipline

B.A. Single Discipline programs require no less than 6.0 and no more than 7.0 credits in the major for students to graduate. However, taking into account free electives, students may present up to 9.0 credits in the major subject area at graduation. B.A. Single Discipline programs require 6.0 credits not in the major and provide for 2.0 to 3.0 credits in free electives.

B.A. Single Discipline with Concentration

B.A. Single Discipline programs with Concentration require no less than 6.0 and no more than 8.0 credits in the major for student to graduate. However, taking into account free electives, students may present up to 9.0 credits in the major subject area at graduation. B.A. Single Discipline programs with Concentration require 6.0 credits not in the major and provide for 1.0 to 3.0 credits in free electives.

B.A. Thematic

B.A. Thematic programs require no less than 6.0 and no more than 10.0 credits in the major for students to graduate. B.A. Thematic programs do not require credits not in the major and provide for sufficient free electives to make up a 15-credit program.

B.A. Thematic with Concentration

B.A. Thematic programs with Concentration require no less than 6.0 and no more than 11.0 credits in the major for students to graduate. However, taking into account free electives, students may present up to 12.5 credits in the major subject area at graduation. B.A. Thematic programs with Concentration require 2.5 credits not in the major and provide for sufficient free electives to make up a 15-credit program.

B.A. Honours Single Discipline

B.A. Honours Single Discipline programs require no less than 8.0 and no more than 10.0 credits in the major for students to graduate. However, taking into account free electives, students may present up to 12.0 credits in the major subject area at graduation. B.A. Honours Single Discipline programs require 8.0 credits not in the major and provide for 2.0 to 4.0 credits in free electives.

B.A. Honours Single Discipline with Concentration

B.A. Honours Single Discipline programs with Concentration require no less than 8.0 and no more than 12.0 credits in the major for students to graduate. However, taking into account free electives, students may present up to 12.0 credits in the major subject area at graduation. B.A. Honours Single Discipline programs with Concentration require 8.0 credits not in the major and provide for 0.0 to 4.0 credits in free electives.

B.A. Combined Honours

B.A. Combined Honours programs require no less than 6.0 credits and no more than 7.5 credits in each major for students to graduate. B.A. Combined Honours programs do not require credits not in the major and provide for sufficient free electives to make up a 20-credit program.

B.A. Combined Honours with Concentration

B.A. Combined Honours programs with Concentration require no less than 6.0 credits and no more than 8.0 credits in each major for students to graduate. B.A. Combined Honours programs with Concentration do not require credits not in the major and provide for sufficient free electives to make up a 20-credit program.

B.A. Honours Thematic

B.A. Honours Thematic programs require no less than 9.0 credits and no more than 15.0 credits in the major for students to graduate. Students may present up to 15.0 credits in the major subject area at graduation. B.A. Thematic Honours programs do not require credits not in the major and provide for sufficient free electives to make up a 20-credit program.

B.A. Honours Thematic with Concentration

B.A. Honours Thematic programs with Concentration require no less than 9.0 credits and no more than 15.0 credits in the major for students to graduate. B.A. Honours Thematic programs with Concentration require 5.0 credits not in the major plus sufficient free electives to make up a 20-credit program. Students may present up to 15.0 credits in the major subject area at graduation.

Table 1

- The numbers of free electives available in any B.A. program requiring Credits Not in the Major is calculated and set as the difference between the minimum number of credits in the major required to graduate in each of these programs and the maximum number of credits in the major subject area that can be presented at graduation. It should be noted that the Template allows for a variation in the minimum number of credits in the major required for graduation for each category of B.A. program (identified in Table 1 below as 'Minimum # Credits for Major' and 'Maximum # of Credits for Major').

- The numbers of free electives available in any program not requiring Credits Not in the Major is calculated and set as the difference between the minimum number of credits in the major required to graduate in each of these programs and the number of credits that have to be presented at graduation (15 for a non-Honours B.A. program; 20 for a B.A. Honours program). It should be noted that this Template allows for a variation in the minimum number of credits in the major required for graduation for each category of B.A. program (identified in Table 1 below as 'Minimum # Credits for Major' and 'Maximum # of Credits for Major').

- The number of credits indicated in the column '# Credits Student May Present in Major Subject Area at Graduation' are not requirements for graduation unlike the 'Minimum/Maximum # Required Credits for the Major' columns. This column provides the option of including additional free electives in the major subject area at graduation.

Degree Program	Category	Minimum # Required Credits for Major	Maximum # Required Credits for Major	# Required Credits Not in Major	# Required Credits in Free Electives	# Credits Students May Present in Major Subject Area at Graduation
B.A.	Single Discipline	6.0	7.0	6.0	2.0 to 3.0	9.0
B.A.	Single Discipline + Concentration	6.0	8.0	6.0	1.0 to 3.0	9.0
B.A.	Thematic	6.0	10.0	0.0	Sufficient to make a 15-credit program	N/A
B.A.	Thematic + Concentration	6.0	11.0	2.5	Sufficient to make a 15-credit program	12.5
B.A. Honours	Single Discipline	8.0	10.0	8.0	2.0 to 4.0	12.0
B.A. Honours	Single Discipline + Concentration	8.0	12.0	8.0	0.0 to 4.0	12.0
B.A. Honours	Combined	6.0 in each major	7.5 in each major	0.0	Sufficient to make a 20-credit program	N/A
B.A. Honours	Combined + Concentration	6.0 in each major	8.0 in each major	0.0	Sufficient to make a 20-credit program	N/A
B.A. Honours	Thematic	9.0	15.0	0.0	Sufficient to make a 20-credit program	15.0
B.A. Honours	Thematic + Concentration	9.0	15.0	5.0	Sufficient to make a 20-credit program	15.0
Certificate	Single Discipline	4.0	5.0	0.0	N/A	N/A

Element	Minimum and Maximum # Credits
Minor	4.0 minimum 5.0 maximum
Concentration	3.5 minimum

Date Submitted: 08/24/20 4:28 pm

Viewing: **M3 : Minor in Computer Science**

Last approved: 02/05/20 10:35 am

Last edit: 08/24/20 4:28 pm

Last modified by: edinastorfer

Changes proposed by: edinastorfer

In Workflow

1. **COMP ChairDir UG**
2. **COMP FCC**
3. **COMP FBoard**
4. **PRE SCCASP**
5. SCCASP
6. PRE CalEditor
7. CalEditor

Approval Path

1. 08/24/20 4:21 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   Initiator
2. 08/28/20 3:59 pm
   Michel Barbeau
   (michelbarbeau):
   Approved for COMP
   ChairDir UG
3. 08/28/20 4:01 pm
   Michel Barbeau
   (michelbarbeau):
   Approved for COMP FCC
4. 08/28/20 4:05 pm
   Michel Barbeau
   (michelbarbeau):
   Approved for COMP
   FBoard

History

1. May 5, 2014 by sandra
2. Apr 16, 2019 by Edina
   Storfer (edinastorfer)
3. Feb 5, 2020 by Sarah
   Cleary (sarahcleary)

Calendar Pages Using this Program	Computer Science
Effective Date	2020-21
Workflow	minormod
Program Code	M3

Level	Undergraduate
Faculty	Faculty of Science
Academic Unit	School of Computer Science
Degree	Not Applicable
Title	Minor in Computer Science

Program Requirements

Minor in Computer Science (4.0 credits)

Only students pursuing an undergraduate program (except Computer Science or Cognitive Science with Concentration in Cognition and Computation) requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits toward their degree with a minimum Overall CGPA of 7.0 may be admitted to the Minor in Computer **Science. Enrolment is limited.** ~~Science.~~

Students who are required to leave the Minor due to a low Minor CGPA may not return to the Minor at any subsequent date.

Requirements

1. **2.5 credits in:** 2.5

COMP 1005 [0.5]	Introduction to Computer Science I	
COMP 1006 [0.5]	Introduction to Computer Science II	
COMP 2401 [0.5]	Introduction to Systems Programming	
COMP 2402 [0.5]	Abstract Data Types and Algorithms	
COMP 2404 [0.5]	Introduction to Software Engineering	

2. **1.0 credit from:** 1.0

COMP 1805 [0.5]	Discrete Structures I (and/or COMP at the 2000-level or above)	

3. **0.5 credit in** COMP at the 3000-level or above 0.5

4. Course equivalencies and transfer credits can be used for at most 2.0 credits of the minor; the remaining 2.0 credits must be courses listed in the COMP section of this Calendar

5. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits	4.0

New Resources	No New Resources
Summary	Add "Enrolment is limited" after minor admission requirements.
Rationale for change	Enrolment in our programs is currently experiencing phenomenal growth. Making the minor in CS limited enrolment will give use the flexibility to adjust the enrolment to our actual capacity.
Transition/Implementation	The School's website has been updated to communicate that the minor is limited enrolment and now closed to further admission for the 2020-21 academic year. Updates will be made on this site. Students will also be made aware when the contact the School for advising.

Program reviewer comments	**sarahcleary (08/24/20 4:21 pm):** Rollback: Rollback for additional information from the unit.

Key: 788

Effective Year	Item - Program	Summary	Rationale
2021-2022	BJ-30 : Journalism B.J. Honours	Section 8 - removed 'xx' from list and replaced with '00 series of courses'.	As per SCCASP decision
2021-2022	BJ-30+ : Journalism B.J. Combined Honours	Section 13 - removed 'xx' from list and replaced with '00 series of courses'.	As per SCCASP decision
2021-2022	BJ-30A : Journalism B.J. Honours with Concentration in Health Science	Section 13 - removed 'xx' from list and replaced with '00 series of courses'.	As per SCCASP decision
2020-2021	DIP-CSPB : Post-Baccalaureate Diploma in Cognitive Science	Removed 'Institute' and replaced with 'Department' in first paragraph	As per memo from OVPAVP on June 22, 2020.
2021-2022	HBA-AM : History and Theory of Architecture B.A. Honours	Section 7 - removed 'HIST XXXX - any HIST (History) course' and replaced with 'HIST 1000-level or higher'.	As per SCCASP decision
2020-2021	MA-43 : M.A. International Affairs	Removed INAF 5011 and replaced with INAF 5017 in program requirements. Removed INAF 5012 and replaced with INAF 5018 in program requirements.	Collateral change as per late calendar change approved by SCCASP.
2020-2021	MA-43AS : M.A. International Affairs with Specialization in African Studies	Removed INAF 5011 and replaced with INAF 5017 in program requirements. Removed INAF 5012 and replaced with INAF 5018 in program requirements.	Collateral change as per late calendar change approved by SCCASP.
2020-2021	MA-50 : M.A. Sociology	Corrected credit value for the Research Essay Program.	Editorial.
2020-2021	TBD-1335 : R-ADM-General-Section 1. General Admission Requirements	Updated calendar admission term.	Standard practice.
2020-2021	TBD-1383 : R-ADM-Program-C.P.S.S.	Deactivating admission regulation for CPSS	Collateral - The CERT-CPSS : Certificate in Public Service Studies program was deactivated for the 2018-2019 calendar but the admission regulations were not. Deactivating TBD-1383 as house keeping.
2020-2021	TBD-1387 : R-ADM-Program-P.B.D. Women's and Gender Studies	Deactivating admission regulation for PBD Women's and Gender Studies	Collateral - the Post Bac Diploma in Women's and Gender Studies as deactivated for the 2020-2021 calendar but the admission regulations were not. Deactivating TBD-1387 as house keeping.
2021-2022	TBD-1467 : ZZ BCS Honours Internship Option	Core BCS courses list - removed reference to 'xxx' and replaced with '#000-level course' for five courses	Editorial - as per SCCASP decision.

2020-2021	TBD-1602 : R-ADM-Program-P.B.D. Cognitive Science	Removed 'Institute' and replaced with 'Department'.	As per memo from OVPAVP on June 22, 2020.
2020-2021	TBD-1679 : R-GR-International Affairs M.A.	Removed INAF 5011 and replaced with INAF 5017. Removed INAF 5012 and replaced with INAF 5018.	Collateral change as per late calendar change approved by SCCASP.
2020-2021	TBD-1937 : Master of Public Policy and Administration with Specialization in Data Science	Removed PADM 5218 from section three.	As per FGPA, this change constitutes error correction and does not need to go through the approval process.
2020-2021	TBD-1980 : R-UG-Academic Year Fall 2020	Removed "All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held." from September 8th line.	As per D. Nwakanma.
2020-2021	TBD-1988 : M.A. International Affairs Specialization in Latin American and Caribbean Studies	Removed INAF 5011 and replaced with INAF 5017. Removed INAF 5012 and replaced with INAF 5018.	Collateral change as per late calendar change approved by SCCASP.
Effective Year - General Project	**Item - Program**	**Summary**	**Rationale**
2020-2021	GBA-AS : African Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37M : Stream in African and Globalization B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-40 : Anthropology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37J : Stream in Globalization, Culture and Power B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-08A : Applied Linguistics and Discourse Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37T : Stream in Teaching English in Global Contexts B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-10 : Art History B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-AMY : History and Theory of Architecture B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-60 : Biology B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.

2020-2021	GBA-60 : Biology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-11 : Canadian Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	C3-11G : Mention Français: Canadian Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-62 : Chemistry B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-1FA : Childhood and Youth Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BCGG-1D : Cognitive Science Bachelor of Cognitive Science	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BCMSG-29B : Communication and Media Studies B.Co.M.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37Q : Stream in Global Media and Communication B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-4B : Criminology and Criminal Justice Law B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-4C : Criminology and Criminal Justice Sociology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-4D : Criminology and Criminal Justice Psychology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-7Z : Earth Sciences B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BECOG-UECO : Economics B.Econ.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37K : Stream in International Economic Policy B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-15 : English B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37D : Stream in Global Literatures B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-09 : Environmental Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-A12 : European and Russian Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37N : Stream in Europe and Russia in the World B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.

2020-2021	GBA-28 : Film Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-16 : French B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37U : Stream in French and Francophone Studies B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-42 : Geography B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37F : Stream in Globalization and the Environment B.G. In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37B : Stream in Global Development B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37L1 : Stream in Global Migration and Transnationalism B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-13A : Greek and Roman Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBHS-35 : Health Sciences B.H.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-19 : History B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37A : Stream in Global and Transnational History B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-ANJ : Human Rights and Social Justice B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-SP : Interdisciplinary Science and Practice B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37P : Stream in Latin American and Caribbean Studies B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-45 : Law B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37C : Stream in Global Law and Social Justice B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-22 : Linguistics B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBM-UBMT : Mathematics B. Math.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBM-91 : Computer Mathematics B. Math.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.

Effective Year	Item - Course	Summary	Rationale
2020-2021	GBM-90 : Statistics B. Math.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-23 : Music B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-6EA : Neuroscience and Mental Health B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-99A : Open Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBS-99B : Open Studies B.Sc.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-24 : Philosophy B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-46 : Political Science B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37E : Stream in Global Politics B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-47 : Psychology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-25 : Religion B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37V : Stream in Global Religions: Identity and Community B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-50 : Sociology B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37R : Stream in Global Inequalities and Social Change B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	GBA-44A : Women's and Gender Studies B.A.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
2020-2021	BGISG-37S : Stream in Global Genders and Sexualities B.G.In.S.	Removed 'General' from title of program.	As per Senate approval to remove all reference of General from 15.0 credit programs.
Effective Year	**Item - Course**	**Summary**	**Rationale**
2020-2021	BIT 2400 : Intermediate Programming	Removed extra 'comp' from preclusion statement.	Editorial - typo.
2020-2021	CGSC 2001 : Theories in Cognitive Science	Removed 'Institute' and replaced with 'Department' in prerequisite statement.	As per memo from OVPAVP on June 22, 2020.
2020-2021	CGSC 2002 : Methods in Cognitive Science	Removed 'Institute' and replaced with 'Department' in prerequisite statement.	As per memo from OVPAVP on June 22, 2020.

2020-2021	CGSC 4801 : Independent Study	Removed 'Institute' and replaced with 'Department' in prerequisite statement.	As per memo from OVPAVP on June 22, 2020.
2020-2021	CGSC 4802 : Independent Study	Removed 'Institute' and replaced with 'Department' in prerequisite statement.	As per memo from OVPAVP on June 22, 2020.
2020-2021	CHEM 0999 : Chemistry Matters	Deactivating CHEM 0999.	This is a not for credit course that does not require curriculum approval and should not appear in the calendar as per D. Nwakanma.
2020-2021	INAF 5504 : Advanced International Law: Principles and Practice	Removed INAF 5012 and replaced with INAF 5018 in the prerequisite statement.	Collateral - INAF 5012 was deactivated and replaced with INAF 5018.
2020-2021	INAF 5510 : Law and Diplomacy	Removed INAF 5012 and replaced with INAF 5018 in the prerequisite statement.	Collateral - INAF 5012 was deactivated and replaced with INAF 5018.
2020-2021	MECH 4013 : Biomedical Device Design	Removed MECH 3202 and replaced with MAAE 3202 in the prerequisite statement.	Editorial/typo - MECH 3202 does not exist.
2020-2021	MECH 4105 : Introduction to Nuclear Engineering	Removed 'fourth year standing' from prerequisite statement. Added 'Fourth-year status in Engineering.' to prerequisite statement.	Editorial - for consistency with other MECH courses.
2020-2021	PIPS 2000 : Theories of Performance in the Public Sphere	Fixed typo in title.	Editorial.

Agenda Item 7c

MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: September 25, 2020
Subject: Senate committee ratifications

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

SENATE COMMITTES:

Senate Academic Governance Committee

- Shazia Sadaf – faculty member (FASS Senator)

Senate Committee on Curriculum Admissions and Studies Policy

- Najla Mohamed – UG Student (alternate)

Senate Academic Integrity Appeals Committee

- Dong Ngo - Graduate student (alternate)

Senate Review Committee

- Rodney Nelson – Faculty member (Sprott)
- Veronica Dhindsa - UG Student
- Taina Roberts – UG Student

Agenda Item 8

MEMORANDUM

From: Provost and Vice-President (Academic)
To: Senate
Date: September 25, 2020
Subject: Academic Changes - Winter 2021 Semester

Introduction:

As the COVID-19 pandemic continues to evolve, the safety and well-being of our community remains the top priority of Carleton University. It is highly likely that physical distancing measures, particularly limitations on large gatherings and restrictions on international travel, will continue for many months, and will be among the last measures to be lifted. Given these factors, and in line with the recommendations of the Carleton University Scenario Planning Committee, all scheduled courses for the Winter 2021 semester will be delivered remotely, with the potential for some optional on-campus academic projects.

MOTION: That Senate confirm that all scheduled Winter 2021 courses at Carleton be offered through online and other methods of distance learning.

Agenda Item 9

Draft Recommendations for Equity, Diversity and Inclusion (EDI)

Institutional Action

Equity and Inclusive Communities
Advisory Group
Carleton University

Table of Contents

Introduction

Purpose

The Equity and Inclusive Communities (EIC) Advisory Group is pleased to present these recommendations to the Carleton Community for discussion and feedback.

We are members of a diverse community, and many of us are guests in this territory or are descendants of those who arrived by transatlantic and transpacific processes not of our making. "We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsurrendered territory the Carleton campus is located. This acknowledgement is important to us and is a reminder of our pledge for(re)conciliation with Indigenous Peoples"[1].

Bearing the requirements of re(conciliation) in mind while exploring their interrelationship with crucial concepts of human rights, equity, diversity and inclusion (EDI), we state the purpose of this document:

> *We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These proposed strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.*

This purpose anticipates the creation of a final university plan extending beyond broad conceptual aspirations. In key areas, we go further to specify steps and accountabilities that will advance the university's EDI objectives.

EDI has been identified by Carleton's Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university. That has become even clearer in the immediate environment of pandemic dislocation, transition to virtual operations, economic contraction, geopolitical instability, and social justice reckoning. We know the combined thrust of these dynamics has only exacerbated preexisting societal disparities. And these disparities have deep historical origins.

Against this background, the creation of these recommendations follows the recent completion of Carleton's Strategic Integrated Plan (SIP) journey in which over a 1000 conversations were held with university members. When asked about Carleton's values, several clear themes were identified, revealing what we admire and aspire to as a university. Among those themes, Community, Inclusivity, Diversity and Accessibility dominated. From the SIP, we also note Carleton's renewed commitment to EDI as a driver of desired outcomes in pedagogical and curricular design, organizational excellence, interdisciplinary research collaboration, as well as local and global connectedness. EDI is also deemed central to a vision for community and individual wellness. Accordingly, we consider these recommendations for institutional EDI

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[1] Strategic Integrated Plan 2020

Action as a continuation of the EDI engagement pursued under the SIP, rather than a fresh initiative.

The Value of Inclusion

Inclusion is the ongoing excercize of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. "Inclusion increases the total human energy available to the organization. People can bring far more of themselves because they are required to suppress far less"[2]. Moreover, inclusive communities are generative and prolific, bringing together different perspectives, experiences and identities to disrupt convention in ways essential to consequential imagination and discovery. This may be observed within organizations across multiple sectors[3] and is especially vital for learning, teaching, research and working in institutions of higher education.[4]

Inclusion also respects an individual's essential need for a sense of uniqueness within, and belonging to, a larger whole. Sometimes, the value of such impressions for members of the university is understood as mainly esoteric. This is a fundamental misapprehension. A combined perception of uniqueness and belonging has real-world impacts. Both are positively correlated with enhanced student capacity for learning[5] and therefore directly related to student success. Their presence is also connected to employee engagement and perceptions of organizational citizenship[6]. The converse is also true. Where members do not possess these relationships to the university, we should expect weaker outcomes.

The benefits are tangible but the route, complex. Harnessing the power of inclusion for every Carleton member, for the institution generally and for the wider society means strengthening and creating a series of interconnected structures, saturated with an enabling culture.

Importance of Human Rights and Equity

To fully realize the benefits of inclusion, we must first firm a foundation in human rights and attention to equity.

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[2] Miller, F.A. and Katz, J.H. The Inclusion Breakthrough, Barrett-Koelher Publishers, CalifornIa (2002)
[3] Conference Board of Canada, The Value of Diverse Leadership, Ottawa, 2008.
Catalyst. Inclusive Leadership: The View from Six Countries. 2014.
[4] Williams, D.A., Berger, J.B., & McClendon, S.A., Toward a model of inclusive excellence and change in postsecondary institutions. Washington, D.C.: Association of American Colleges and Universities, 2005. Canada Research Coordinating Committee "EDI and Research Excellence", (https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx).
[5] Clifton, Rodney A., Raymond P. Perry, Christine Adams Stubbs, and Lance W. Roberts, "Faculty environments, psychosocial dispositions, and the academic achievement of college students". Research in Higher Education 45, no. 8 (2004): 801-828.
[6] Catalyst. Op. cit.

As a large diverse institution, Carleton University is an extension of the larger society, susceptible to all of its challenges. We acknowledge that bias, harassment, and discrimination on the basis of inherent and often intersecting aspects of identity occur both outside and inside the walls of the academy. To undertake the challenge of critical self-reflection and self-examination is not easy; nor is the decision to sit in discomfort as the historically underrepresented narrate difficult aspects of experience. Yet this is precisely what we must and will do to continue making progress towards our stated values.

In many areas of Canadian academic life, unconscious and conscious biases inhibit and corrode full participation. Much research has been done in the areas of Race and Indigeneity. This directs our gaze to differential outcomes and systemic bias in responses to research supervision and mentoring requests, in classroom participation opportunities, citational practices, curricular content and design, Eurocentrism and normativity of Whiteness, recruitment, retention and promotion processes, assessment of academic "service", and teaching evaluations,[7]. Other areas of concern may include the design and application of complaints procedures that tend to preserve status quo inequalities rather than dismantle them[8].

Gender disparities have also been a central research focus. A 2018 report by the Canadian Association of University Teachers underscored underrepresentation across many equity dimensions in the academic workforce as well as compensation gaps between men and women and between white, Indigenous and racialized non-academic employees[9]. More recently, a 2019 article published in *The Lancet* described pervasive gender bias in peer review processes.[10]

In general, Persons with Disabilities face well documented barriers to full participation in the Canadian labour market. But by recognizing their inherent dignity through reasonable investments in accessible work spaces and facilities, persons with disabilities would be able to contribute an estimated additional $16.8 billion to overall economic by 2030.[11] Still more is required for as we know, disadvantage in the workforce begins much earlier. Students with disabilities in Ontario universities continue to encounter stigma and negative attitudes, failures to appropriately accommodate, and insufficient resources in the classroom. [12]

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[7] Henry, Francis, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos and Malinda S. Smith, <u>The Equity Myth: Racialization and Indigeneity at Canadian Universities</u>, Vancouver, UBC Press, 2017.

[8] Bhopal, Kalwant, <u>White Privilege – The Myth of a Post-Racial Society</u>, Policy Press c/o The University of Chicago Press, Chicago, USA, 2018

[9] CAUT, <u>Underrepresented & Underpaid Diversity & Equity Among Canada's Post-Secondary Education Teachers</u>, 2018.

[10] Holly Witteman, Michael Hendricks, Sharon Straus and Cara Tannenbaum, "Are gender gaps due to evaluations of the applicant or the science? A natural experiment at a national funding agency", <u>The Lancet</u>, Volume 393, Issue 10171, P531-540, February 09, 2019.

[11] Robyn Gibbard, Marc Desormeaux, Priya Persaud, Ruth Wright, <u>The Business Case to Build Physically Accessible Environments</u>, The Conference Board of Canada, February 23, 2018.

[12] <u>Policy on Accessible Education for Students with Disabilities</u>, Ontario Human Rights Commission, March 2018.
McCloy, Ursula and Lindsay DeClou, <u>Disability in Ontario: Postsecondary Education Participation Rates, Student Experience and Labour Market Outcomes</u>, Higher Education Quality Council of Ontario, Feb 21, 2013.

Beyond issues of human rights compliance, the university is also committed to rededicating itself to matters of equity. Rights regimes are preoccupied with formal equality, being an appropriate insistence on member entitlement to an environment free from harassment and discrimination. But sharing a starting line with a group of elite runners is no comfort when they have shoes and you do not. The result is predestined. Equity therefore requires us to consider the removal of barriers and disadvantages and the provision of the necessary supports to enable all our members to fulfil their potential and maximize their contributions.

Critical Local Insight (The EIC Advisory Group)

While an appreciation of the human rights and EDI literature landscape is important, there is no substitute for understanding and insight into the specific needs and circumstances at Carleton. To map the pathways to stronger EDI outcomes, we require direct information and experience from the community to scope systemic successes, opportunities and gaps.

The EDI Advisory Group was created as part of a mechanism to fulfil this objective. Serving as key informants, the group is characterized by broad institutional and demographic representation with important experiential and scholarly capability among its faculty, staff, students and external member composition.   By these recommendations the group has set the table for conversation and feedback within the larger university community. The value of their service is immeasurable.

The recommendations are structured along ten interconnected strategic actions, each addressing a core organizational facet. Strong and effective EDI planning recognizes that it is difficult to make meaningful advances against a single strategic action without engaging multiple others. In addition, five thematic descriptors emerge from these actions. We cast the document as Innovative, Integrated, Holistic, Flexible and Ambitious.

Innovation appears in the form of positive framing for leadership development throughout the university and the incentivization of pro-social and other EDI-related values and behaviours rather than a cataloguing of corrective measures common to other plans.

We seek to **integrate** related planning documents and structures at Carleton. These recommendations reinforce and complement but do not replicate programmatic initiatives of the Kinàmàgawin Report, the Coordinated Accessibility Strategy, the Sexual Violence Policy, the Trans and Non-Binary Gender Work Plan (under development) or the Healthy Workplace Strategic Plan 2109 - 2022. We also take notice of the venerated legacies represented by the Pauline Jewitt Institute of Women's and Gender Studies, the Centre for Research on Inclusion at Work, the READ Initiative and the Paul Menton Centre. Recognizing this existing EDI infrastructure allowed the group to identify organizational gaps particularly, but not exclusively, as it relates to processes of Racialization and Racial Inequality. Such awareness also permitted

discernment of broader EDI proposals based on the totality of intersectional needs where necessary.

An **holistic** approach to the development of these recommendations was taken, relying on existing multi-disciplinary research, insights from the Advisory Group, and professional experience within the Department (EIC). Following initial drafting and in the subsequent wake of the police-involved killing of George Floyd, we also took notice of petitions and letters from the community. Much of that material resonated with thinking already reflected in these pages. In addition, 40 targeted consultations through the months of June, July and August preceded the approval of these recommendations. It is our expectation that wider consultations will take place through the Fall of 2020.

We have attempted to insert elements of **flexibility** in the document, engaging institutionally central capabilities whenever appropriate while leaving space for faculty, divisional and other local level customization.

Finally, there is an element of **ambition** in these recommendations in that we have traced concrete, and in some respects, granular actions and accountabilities within a comprehensive, interconnected visionary frame.

We hope to further stimulate and engage a robust conversation with the Carleton community on the road to the finalization of an Institutional Plan for EDI Strategic Action.

Glossary

Human Rights. A basic tenet of the Ontario Human Rights system as it applies to the university is to ensure that all members may learn and work with dignity and have equal access to services and opportunities without discrimination or harassment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status and disability. In certain contexts, the prohibited grounds of discrimination and harassment extend to receipt of public assistance, and record of offences. Human Rights in Ontario is a legal and compliance framework.

Equity. Through the removal of barriers and provision of appropriate supports, the principle of equity refers to fair access to opportunity and services for all, recognizing that members come to the university with relative advantages and disadvantages. Equity considerations extend beyond issues of legal human rights compliance, take up issues of demographic representation and underrepresentation, and examine questions of power and resource allocation.

Diversity and Intersectionality. Diversity describes the representation of various demographic segments and dimensions of identity within a population. In this sense, diversity includes the presence of intersectional identities, or the myriad ways in which individuals identify, live through and experience multiple dimensions of difference simultaneously.[13]

Inclusion. Inclusion is the ongoing excercize of ensuring the university values and proactively cultivates difference so that every member can fulfil their potential and bring their whole selves in service of articulated common goals. While inclusion involves and mutually benefits every member of the university, its successful operation is predicated on the fulfilment of human rights and equity objectives.

EDI. Equity, Diversity and Inclusion.

Decolonization. Decolonizing in a university means creating spaces and resources for a critical discourse among all members about the voices, experiences and perspectives represented and unrepresented in received canons of knowledge; and what it means to integrate multiple and intercultural ways of knowing, learning and being into our curricular, pedagogical and governance practices. Decolonization movements find expression worldwide with varying manifestations across national and transnational locations.

Inclusive Communities. For members to bring their whole selves in the pursuit of personal and institutional excellence, as much value must be assigned to their attachments to multiple cultural identities and distinct lived experiences as to their sense of belonging to a common enterprise. This concept of Inclusive Communities therefore extends our understanding of Carleton University as a community of communities.

Inclusive Communities is also a *process and practice* of cultivating the inherent distinctiveness of each of our members while nurturing and growing points of connection and cohesion. It is the enabling of exploration and discovery at the borders of ideas, values and experience. Residing at the heart of innovation, interdisciplinarity, collaboration and engagement, supporting Inclusive Communities is critical to our current and future success in a globalized higher education context.

Systemic Discrimination / Bias. Systemic discrimination and bias refer to patterns of organizational, or societal behaviour, policies and practices that may or may not appear facially neutral but which nonetheless disproportionately disadvantage equity-seeking and Indigenous groups.

Michael F. Charles
Chair, EIC Advisory Group

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[13] Crenshaw, K., Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43(6), 1241-1299, 1991.

EIC Advisory Group Recommendations for Institutional Strategic Action

PHASE 1 STRATEGIC ACTIONS (YEARS 1 AND 2)

SA1 – Curriculum and Pedagogy

1. Faculties will explore potential for program creation including interdisciplinary programs with a focus on decolonized, EDI-centred knowledge production. Among examples at Carleton, we acknowledge the planning currently underway within FASS for the creation of an interdisciplinary Critical Race Studies Degree Program.

2. A Deans EDI Working Group shall be convened to explore best practices for decolonized and EDI-centred curriculum reviews that may be applied in their respective areas and will work towards ensuring that EDI principles and objectives are reflected in all degree programs, specifically in gateway or core courses. Among examples at Carleton, we acknowledge the curriculum review process underway at the Sprott School of Business.

3. Working in conjunction with AVP Teaching and Learning and OIRP, CU will explore the relationship between EDI and student success in academic programming, in particular, gateway courses. Gateway courses include large first-year courses and degree requirement courses.

4. CU will initiate a process to ensure Quality Assurance Reviews for new programs require proponents to demonstrate how the proposed program contributes to the expansion of decolonization, equity, diversity and inclusivity at the university.

5. The criteria for Provost's Scholar Award will be published for transparency and shall include EDI elements.

6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to deliver EDI advisory programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development. (For more see SA10 – EDI Infrastructure below)

Attention to EDI enriches learning through integration of diverse and global experience and critiques in curriculum and pedagogy.

There is a lack of Disabled, Racialized and Indigenous scholars invited into the classroom (distinct from permanent hiring efforts)

Eurocentrism is present across the university curricula.

COVID-19 poses risk to EDI infusion.

(EIC Advisory Group Survey May 26, 2020)

We support the ongoing calls to revise the format and role of teaching evaluations in tenure and promotions and establish clear and transparent tenure and promotion standards across the university that permit departments and faculty boards to use multi-modal evaluations when reviewing a file.

(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

SA2 – Student Supports

1. Reporting to the Director Health & Counselling, CU will establish the permanent role of a Racialized-Specific Counsellor with expertise in race-based trauma, anti-racism and anti-Black racism, resilience and success as a means of prioritizing the mental health needs of Racialized students who are said to represent approximately 47% of the student population.
2. The Office of the Vice-President Students and Enrolment (OVPSE) will ensure information about the augmented counselling services is communicated broadly to students and student groups.
3. At the end of Phase 1, the OVPSE will commence a review of the adequacy of the counselling service complement in light of expressed student requests for additional Racialized-Specific Counsellors and / or a designated counsellor for graduate students.
4. All Counsellors in Health and Counselling will participate in annual professional development to incorporate EDI and anti-racism, and anti-Black racism best approaches into departmental practices.
5. Reporting to the Director Student Affairs and Student Life, a Diversity, Equity & Community Programs Coordinator will be created to support the implementation of EDI (Equity, Diversity and Inclusivity) frameworks within existing Student Life departmental programs and initiatives.
6. The Associate Deans will jointly explore means to ascertain the relationship, if any, between academic integrity and equity-seeking groups and make appropriate recommendations.
7. Goals in paragraphs 1, 2, 4 and 5 shall be completed in Phase 1 (OVPSE on the advice of EIC).

SA3 – Research

1. CU will create an interdisciplinary research cluster focussed on processes of racialization and racial inequality. A non-exhaustive list of research area examples may include cross-cultural histories in STEM, Racial Inequality and STEM education, Racial Inequality and Corporate Governance, Racialization and Justice etc. (Vice-President Research and Innovation (VPRI) and Deans).
2. CU will promote EDI related interdisciplinary collaboration. The Provost and Vice-President (Academic) and the VPRI will form a Committee to conduct a census of faculty members whose scholarship reflects, or has the potential to reflect, EDI concerns. The Committee will publish this EDI Scholars Index for the benefit of the community. Faculty members may peruse the Index to identify potential interdisciplinary research partners and collaborate in unique scholarship. Completed research will be eligible for an annual Award for Distinguished EDI Scholarship. The Committee will devise and publish the award criteria and will be empowered to evaluate submissions and select annual recipients.
   Phase 1 goal: publication of the Index and confirmation of related research proposals.
3. The Deans Working Group in SA1 will also become a forum for the sharing of best practices EDI resources research proposal development.
4. CU will create two Awards for Graduate Student EDI scholarship and Undergraduate Student EDI Scholarship respectively to be granted annually through a competitive selection process. The relevant criteria for selection will be developed and published by the Committee referenced in SA3-2 above.

> *Attention to EDI enhances the quality, creativity and innovation in teaching, research.*
> *(EIC Advisory Group Survey May 26, 2020)*
>
> *We call on Carleton to enhance its interdisciplinary and cross-faculty research, teaching, and program development in Black Studies and Critical Race Studies.*
> *(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)*
>
> *We call for a commitment to funding anti-racist research at Carleton, including the creation of $250,000 in new scholarships for Black undergraduate and graduate students, new research grants and assistantships geared toward Black undergraduate and graduate students, and the creation of a pre-doctoral fellowship in Critical Race Studies for Black scholars doing transformative work. Black scholars and research with Black communities are chronically underfunded across Canadian institutions. Research on Black communities is rarely community-based, which means scholarship seldom benefits the very communities on which that research is conducted.*
> *(Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)*

SA4 – Senior Leadership Team and BoG Inspiration and Development (Phase 1 and 2)

1. Inspiration and Accountability:
   a. The Senior Leadership Team and Board of Governors (BoG) will actively model best practices by completing and endorsing training, education and professional development programs integrating inclusive leadership values, principles and practices, as well as human rights and equity and EDI informed recruitment.
   b. The Senior Leadership Team and the BoG will make themselves accountable by requesting annual reports, supporting and resourcing efforts to realize progress against the strategic actions set out in this document.
2. Representation:
   a. The Senior Leadership Team and BoG will reflect on the composition of all senior decision-making tables and work to increase demographic representativeness.
   b. At the application stage, the Senior Leadership Team and BoG will consider demographic representation when selecting for positions and vacancies at senior decision-making tables.
   The Board Equity, Diversity and Inclusion Statement (https://carleton.ca/secretariat/boardofgovernors/about/edi-statement/) amplifies the values and approaches essential to realizing this action.
3. Communications:
   a. The Senior Leadership Team and BoG will be conversant in the benefits of EDI and be prepared to communicate its value from highly visible platforms to further engage and inspire inclusive communities at Carleton.
   b. The Senior Leadership Team and BoG will ensure these Strategic Actions are communicated through various university platforms and formats to achieve widest reach.

   Attention to EDI:

   ➢ *improves engagement and sense of belonging and wellness for employees and students*

   ➢ *strengthens decision-making by integrating broader spectrum of perspectives*

   ➢ *removes physical and other barriers to performance and success*

   (EIC Advisory Group Survey May 26, 2020)

   We call for proactive investments in anti-racist education and resources for Carleton faculty, administrators, governors, and employees. Such investments should expand diversity training measures beyond a psychological emphasis on problems such as unconscious bias. (Community Letter – Addressing Systemic Racism at Carleton, July 8 2020)

SA5 – General Leadership Development (Non-Academic Employees)

1. CU will support the ongoing implementation of the Campus Safety Services Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities (https://carleton.ca/safety/wp-content/uploads/Action-Plan-CSS-Service-Excellence-and-Community-Engagement.pdf) as well as the Engagement and Inclusion Officer (EIO) Program, https://students.carleton.ca/2020/01/campus-safety-services-pilot-program-to-foster-inclusion/).

2. CU will acquire / design and make available education and professional development to all academic and non-academic employees in the areas of Unconscious Bias, Inclusive Leadership / Management Development, Recruiting for Difference and human rights and equity. This will also be reflected in refreshed offerings of Carleton Leader. (AVP EIC, Provost and VP Academic, Deputy Provost Operations and Planning (DPAOP) AVP Human Resources, OQI)

3. Human Resource processes for identifying and fostering talent will recognize and integrate EDI education and professional development as described in paragraph 2.

4. A collaborative process led by the AVP Human Resources will be struck to develop and socialize a set of institutional EDI best practices and criteria in recruitment, performance management (including merit-based compensation), retention and promotion. These will align and incorporate the EDI education and professional development set out in paragraph 2 and will seek to apply the learnings from the Campus Safety Services EDI Employment Systems Review.

5. The Service Excellence Standards shall be expanded to include EDI elements to be developed and published for eligibility for the Service Excellence Award.
(AVP HR, OQI, AVP EIC)

6. A separate working group led by the Community Engagement Steering Committee (CESC) will develop and publish EDI-informed criteria for the establishment of an annual Community Engaged Leader Award for non-academic employees.
(CESC with support from AVP EIC)

*CU possesses a caring culture is a hallmark for many but "pervasive microaggressions" experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

CU's EDI reputation is linked to more prosperous communities generally:
  ➤ *Virtuous circle of increased access to diverse stakeholders with business / organizational outcomes*
  ➤ *reflecting increasing diversity of wider society is approved as responsible organizational behaviour*
  ➤ *fosters social cohesion*

(EIC Advisory Group Survey May 26, 2020)

SA6 – General Leadership Development (Academic employees)

1. Led by the Provost and VP Academic, a Working Group on recruitment in collaboration with the relevant bargaining units shall be created to recommend institutional guidance for best practices. Such practices will reflect:

    a. principles of transparency,

    b. EDI-informed interpretations of undefined language and terms including "best" candidate, candidate "excellence", candidate "fit", and "service". This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.

    c. the desirability of collecting employment equity disaggregated demographic data at the application stage in accordance with leading sector standards that comply with privacy and human rights standards.

    d. An assessment of additional human and financial resources necessary to realize best practices.

2. CU will acquire / design and make available education and professional development to all academic and non-academic staff in the areas of Unconscious Bias, Inclusive Leadership, Recruiting for Difference, and human rights and equity. This will also be reflected in refreshed offerings of Carleton Leader.
3. CU will encourage uptake of education and professional development as described in paragraph 2 by integrating and connecting these offerings to criteria used to appoint Directors, Deans, Associate Vice-Presidents, and Vice-Presidents. EDI-based criteria including specific professional development programs used to appoint other academic leadership positions within the collective agreement will be approved through bargaining processes.
4. Each faculty will be invited to establish and formalize sponsorship programs for faculty members from underrepresented demographic groups in the early stages of their career. Sponsorship programs pair a leader or a more senior faculty member with someone at an early stage in their career to provide professional development and career advancement advice and advocacy.

    (Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, Deans, AVP EIC)
    Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

    CU possesses a caring culture is a hallmark for many but "pervasive microaggressions" experienced by all equity-seeking groups among faculty and staff estates indicates ***need***

for systematic EDI education and professional development across campus for staff and faculty

There are disadvantages for equity-seeking faculty members in the application of tenure and promotion processes.

(EIC Advisory Group Survey May 26, 2020)

SA7 – Disaggregated Demographic Data Collection

1. CU will prepare Implementation Plans for the collection of demographic data relating to Gender Identity, Racialized Persons, Indigenous Persons, Persons with Disabilities and Sexual Orientation on a disaggregated, intersectional basis. The Plans shall consider current and proposed changes to disaggregated data collection by Statistics Canada and higher education sector best practices while also respecting privacy considerations. Office of Institutional Research and Planning (OIRP) support is anticipated but 3rd party contracted data collection may also be considered. The support of Information Technology Services will be critical.
   a. The plan for students will be proposed, socialized, and approved in Phase 1
      (Equity Policy Committee, President and Vice-Chancellor)
   b. The plan for employees will be proposed, socialized, approved and piloted as a voluntary initiative in Phase 1.
      (President and Vice-Chancellor, Joint Committee on Employment Equity, Equity Policy Committee)

   EDI data collection is limited at CU and accompanied by institutional resistance to ask deeper questions and engage in more honest conversations. (EIC Advisory Group Survey May 26, 2020)

   Carleton University is a public institution with a duty to its constituents. We thus call for a commitment to generate accurate disaggregated data on the racial backgrounds of <u>students</u>, faculty members, and other employees. This data is essential to identify any systemic problems that may inform the recruitment, retention, and graduation rates of Black, Indigenous, and People of Colour at Carleton. (Community Letter – Addressing Systemic Racism, July 8, 2020)

   In a November 2019 Universities Canada survey of EDI practices among member institutions, 77% collected self-ID data with more than two options for gender, 56% collected disaggregated data on ethnicity or origin, 54% collected disaggregated data on Indigenous identity, 58% collected disaggregated data on disability, and 33% indicated they collect disaggregated data on sexual orientation.
   > *"To understand the current context and set targets to improve, institutions need to collect self-identification data… It is important to collect disaggregated data to understand differences and potential inequalities within a group."*

   In May 2020, Carleton's Equity Policy Committee has committed to developing an operational proposal to bring disaggregated data collection for students and employees at the university.

SA8 – Representation and Outreach

1. For employees. CU will socialize its intention to establish and publish employment equity goals having regard to labour market availability and Carleton student disaggregated demographic representation.
This will not preclude faculties and administrative divisions from proactively initiating EDI-related hiring and outreach initiatives.
Among examples at Carleton, we acknowledge the approval within FASS for the intended academic posting in Human Rights for a specialist in Blackness, precarity and labour.
Interdependencies: SA7

2. For students. CU will socialize its intention to establish and publish recruitment and retention goals for underrepresented student populations having regard to the population proportions in the most recent National Household Survey (disaggregated demographic information) as well as circumstances of historical and present marginalization.
This will not preclude faculties and administrative Divisions from proactively initiating EDI-related recruitment and outreach initiatives.
Interdependencies: SA7

   CU should pursue greater diverse representation at decision-making tables + work to resolve disconnect between student demography on the one hand and representation among staff / faculty on the other.

   Attention to EDI, in the form of increased diversity of representation among instructors, heightens student success through role-modeling.

   (EIC Advisory Group Survey May 26, 2020)

SA9 – Culture

1. CU will develop "Understanding Human Rights and the CU Human Rights Complaints Procedure" workshops and infographics for the benefit of faculty and non-academic employees. The subject-matter scope of this initiative will include anti-racism and microaggressions. The workshop will be integrated into Human Resource processes fostering and identifying talent as described in SA5 and SA6. (Deputy Provost Academic Operations and Planning, AVP Human Resources, OQI and AVP, EIC).

2. As part of undergraduate course registration or alternatively, through the orientation process, all first-year students will complete an online module in EDI and human rights. The module will take an intersectional approach to concerns of oppression and marginalization as it relates to gender identity and expression, Racialization including Anti-Black racism, religious belief, ability, sexual orientation and Indigeneity. Further discussion with graduate students will be held to determine the appropriateness of the module as part of their orientation. The module will be acquired and customized as necessary to meet the needs of the university. The acquisition together with any prior consultation will be approved in Phase 1. (Office of Vice-President Students and Enrollment, Vice-President Finance and Administration, Information Technology Services, with content support from EIC).

3. The President, VPFA, Provost and VP Academic, General Counsel, University Secretary and the AVP EIC shall meet to establish a process to strike a working group to review and revise the CU Human Rights Policy. The Working Group shall be created in Phase 1.

4. As an interim measure and pending review of the Human Rights Policy, the following Interpretative Guidance shall be provided forthwith to selected provisions of Part V of the policy relating to conflict resolution and complaint. The selected provisions are attached as Schedule A.

    a. Paragraphs 8 and 27 may have been historically interpreted as requiring informal resolution in all cases prior to the making of a formal complaint. However, contemporary theories of Alternate Dispute Resolution (ADR) do not support the use of informal resolution or mediation in circumstances where consent to the process has not been freely given.

        INTERPRETATIVE GUIDANCE (paragraphs 8 and 27): An informal resolution shall be deemed attempted when the person affected by impugned conduct or behaviour indicates in writing to the appropriate university official that they have reviewed the provisions related to informal resolution and wish to proceed to a formal complaint.

    b. By virtue of their functional roles at Carleton University, Paragraph 31 establishes nine Complaint Managers. Complaint Managers assume file responsibilities once the matter has been determined as satisfying jurisdictional and substantive criteria set in paragraphs 11 and 13 ("initial determination"). These file responsibilities include the management of the complaint and response document exchange process as well as the authority to determine whether a formal complaint should be investigated. It is notable that Complaint Managers are not required to have human rights or administrative law expertise; and further that they are required to, in effect, review their own factual

analysis when deciding to refer for investigation. In addition, the existence of nine complaint managers heightens the prospect for inconsistencies in approach and decision-making. The overall effect of this process design tends to unfairly burden the complaint manager and constrains the full independent assessment of complaints on the merits.

INTERPRETATIVE GUIDANCE (paragraphs 31 and 33): Having met the criteria for an initial determination, the complaints manager is strongly urged in all cases to appoint an internal or external investigator with human rights and administrative law experience at the expiry of the time to exchange complaint and response. This is consistent with best practices and other university process design under the Sexual Violence Policy. General Counsel and the AVP EIC will work together to create a list of qualified investigators.

5. Separate Training should be developed to offer complaint managers, Chairs and Deans on the procedure within the Human Rights Policy having regard to the Interpretive Guidance set out above.

*Caring culture is a hallmark for many at CU, but the "pervasive microaggressions" experienced by all equity-seeking groups among faculty and staff estates indicates **need for systematic EDI education and professional development across campus for staff and faculty***

*"Shocking bias and attitudes" are overheard by students even in women's studies and human rights courses. The "bigotry and inequity" in the broader culture brought to campus by students indicates **need for mandatory EDI training for all first years***

"Established institutions like Carleton face challenges acknowledging the existence of systemic racism leading to inequities."

"We call for mandatory course in Indigenous Studies within all programs."

There is a need for an EDI review of all policies.

Attention to EDI:

➢ *reduces discrimination / harassment and advances movement towards social justice in which all have fair opportunity*

➢ *increases sense of physical and psychological safety*

   (EIC Advisory Group Survey May 26, 2020)

Call for an anti-racism mandatory educational requirement to be completed by all first-year students. (Anti-Racism on Campuses Collective June 6, 2020)

SA10 – EDI Planning, Infrastructure and Reporting

1. At the request of the President and Provost, the AVP EIC will lead a process of consultation surrounding these strategic actions among, staff, faculty, students and the Board of Governors with a view to securing community, and ultimately university, approval for an EDI Strategic Plan.
2. The Faculties (including the Library) and Administrative Service Divisions (VPSE, VPFA, VPRI, Provost and Vice-President (Academic) will designate a representative to collect information and report on progress towards these strategic actions as applicable to their respective areas on an annual basis.
3. CU will establish the permanent role of Senior Advisor, Strategic Initiatives reporting to the Assistant Vice-President, Equity and Inclusive Communities to support the implementation and measurement of these Strategic Actions, conduct internal and external environmental scans, literature reviews, co-lead consultations and undertake applied research.
4. CU will establish the permanent role of Communications Specialist within Department of University Communications to, among other responsibilities, create an EDI communications plan including the creation of a social media and other digital presence / platforms for the university / EIC, and support the launch of an Annual EDI report on the progress of the university against the Strategic Actions.
5. CU will fund the maintenance of a contract graduate student Information Officer position reporting the AVP EIC to gather and organize EDI-related research and data into an ongoing literature review.
6. CU will recruit an EDI Learning Specialist reporting to the AVP EIC with a structured relationship to the AVP Teaching and Learning to:
   a. Deliver advisory EDI programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development.
   b. Provide support and advice in the creation, enhancement and evaluation of EDI professional development and leadership programs for non-academic employees and students.
7. The selection, design, use and construction of all physical spaces shall consider EDI at planning and execution stages. The provision reinforces the relevant provisions of the Coordinated Accessibility Strategy and the Kinàmàgawin Report.
8. Others infrastructural needs as described in and required by these Strategic Actions.

Mounting an adequate institutional response to the challenges of EDI requires investment of additional resources (human and financial) and long-term commitment.

➢ *Communications:*

   ➢ *Newsroom content doesn't reflect diversity either by topics or individuals featured*

   ➢ *students are not regularly or adequately informed as to EDI progress or steps taken to address issues*

There is uneven attention to EDI across campus as well as disconnects and silos among those who are attentive to its requirements.

(EIC Advisory Group Survey May 26, 2020)

PHASE 2 (YEARS 3 TO 5)

SA1 – Pedagogy and Curriculum

1. Subject to approval in the collective bargaining process, criteria for the selection of Annual Achievement Awards for faculty members and librarians will be developed and published including EDI-related criteria such as evidence of inclusive pedagogical and curricular practice.
2. CU in collaboration with relevant bargaining unit committees will review Teaching Evaluations with a view to reflecting key indicators of instructor attention to EDI in accordance with their Collective Agreements. These indicators may include efforts to incorporate various cultural perspectives on the subject matter within syllabi, diverse guest speakers, fair and equitable promotion of in class participation regardless of student demographic identity etc.
3. Learning Analytics primary goal is to better understand and improve the learning experiences of students through the collection and analysis of relevant data. Recognizing the growing literature around the experiences of racialized students in higher education, it will be important to link disaggregated and learning analytics data to assist in ensuring curricular and pedagogical approaches are sensitive to EDI.
4. CU will continue implementing a process to ensure Quality Reviews for new programs require proponents to demonstrate how the proposed program contributes to the expansion of equity, diversity and inclusivity at the university.

SA3 – Research

1. The research cluster will be established by the end of Year 4.
2. CU will promote EDI related interdisciplinary collaboration. The Provost and VP Academic and the Vice President Research and International will form a Committee to conduct a census of faculty members whose scholarship reflects, or has the potential to reflect, EDI concerns. The Committee will publish this EDI Scholars Index for the benefit of the community. Faculty members may peruse the Index to identify potential interdisciplinary research partners and collaborate in unique scholarship. Completed research will be eligible for an annual Award for Distinguished EDI Scholarship. The Committee will devise and publish the award criteria and will be empowered evaluate submissions and select annual recipients.
   The first Award for Distinguished EDI Scholarship shall be announced at the end of Year 5.
3. The first Graduate and Undergraduate EDI Scholarship Awards shall be announced at the end of Year 3.

SA5 – General Leadership Development (Non-Academic Employees)

1. Implement institutional EDI best practices and criteria in recruitment, retention and promotion procedures and practices, SA5(4).

SA6 – General Leadership Development (Academic Employees)

1. Led by the Provost and VP Academic, a Working Group on tenure, promotion and confirmation in collaboration with the Faculty Association shall be created to recommend institutional guidance for best practices. Such practices will reflect:

    a. principles of transparency,

    b. EDI-informed interpretations of undefined language and terms including "best" candidate, candidate "excellence", candidate "fit" and "service". This may include but is not limited to reference to definitions within the Tri-Council Dimensions Charter and the San Francisco Dora Declaration.

    c. the desirability of collecting employment equity disaggregated demographic data on progression through the academic ranks in accordance with leading sector standards that comply with privacy and human rights standards.

    d. An assessment of additional human and financial resources necessary to realize best practices.

    This is subject to approval through the bargaining process.

    (Provost and VP Academic, AVP Teaching and Learning, Deputy Provost Academic Operations and Planning, AVP EIC)
    Interdependencies: Policy and Procedure on Academic Hiring, CUASA Executive, CUPE 4600 Executive.

SA7 – Disaggregated Demographic Data Collection

1. The implementation Plan for employees at SA7 will be complete and the census made mandatory by the start of Year 4 (with the option that employees may indicate their preference not to answer all individual questions).
2. The implementation plan for students at SA7 will be complete and a pilot census launched by the start of Year 3 (with the option that students may indicate their preference not to answer all individual questions). The student census will become mandatory at the start of Year 4 (with the option that students may indicate their preference not to answer all individual questions). Privacy around the data shall be maintained kept confidential and anonymized data sets may only be used by OIRP and EIC to inform the development of student equity programs and supports.

SA8 – Representation and Outreach

1. Employment equity goals will be reviewed and revised by the beginning of Year 4 having regard to representation gaps identified in disaggregated demographic data from SA7. Goals will be assessed having regard to Statistics Canada labour market availability and demographic representation among Carleton students.   In year 5, progress towards this

strategic action may be evaluated. Goals should be set at the institutional level as well as at faculty and Divisional levels.

2. For students. Recruitment and retention goals for underrepresented groups will be established by the end of Year 5 having regard to disaggregated demographic data in the most recent Statistics Canada National Household Survey as well as circumstances of historical and present marginalization. In collaboration with OVPSE, each faculty will establish Outreach Plans to achieve Year 5 goals. In later years, progress towards this strategic action may be evaluated.

SA9 – Culture

1. The Working Group will begin and complete the review of the Human Rights Policy by the end of year 5. Pending its completion, the Interpretation Guidance in Phase 1, SA9 will continue.
2. The mandatory online module for all first-year students referenced in Phase 1, SA9 will be delivered to the first cohort by the start of year 3.
3. CU will devise and conduct a university-wide EDI employment systems and culture review based on, but not limited to the process undertaken by Campus Safety Services referred to in SA5 with a view to supporting the development of inclusive communities for faculty, staff and students at Carleton. (AVP HR, AVP EIC, DPAOP, Bargaining Unit heads)

SA10 – EDI Infrastructure

1. Phase 1, SA10 will be completed by the start of Year 3.
2. Each faculty and VP Division will be invited to design and implement individual EDI Area Action Plans that reflect area circumstances. Area EDI plans should consider the Strategic Action items identified in phase 1 above, customized as applicable to meet specific area needs.

EIC Advisory Group
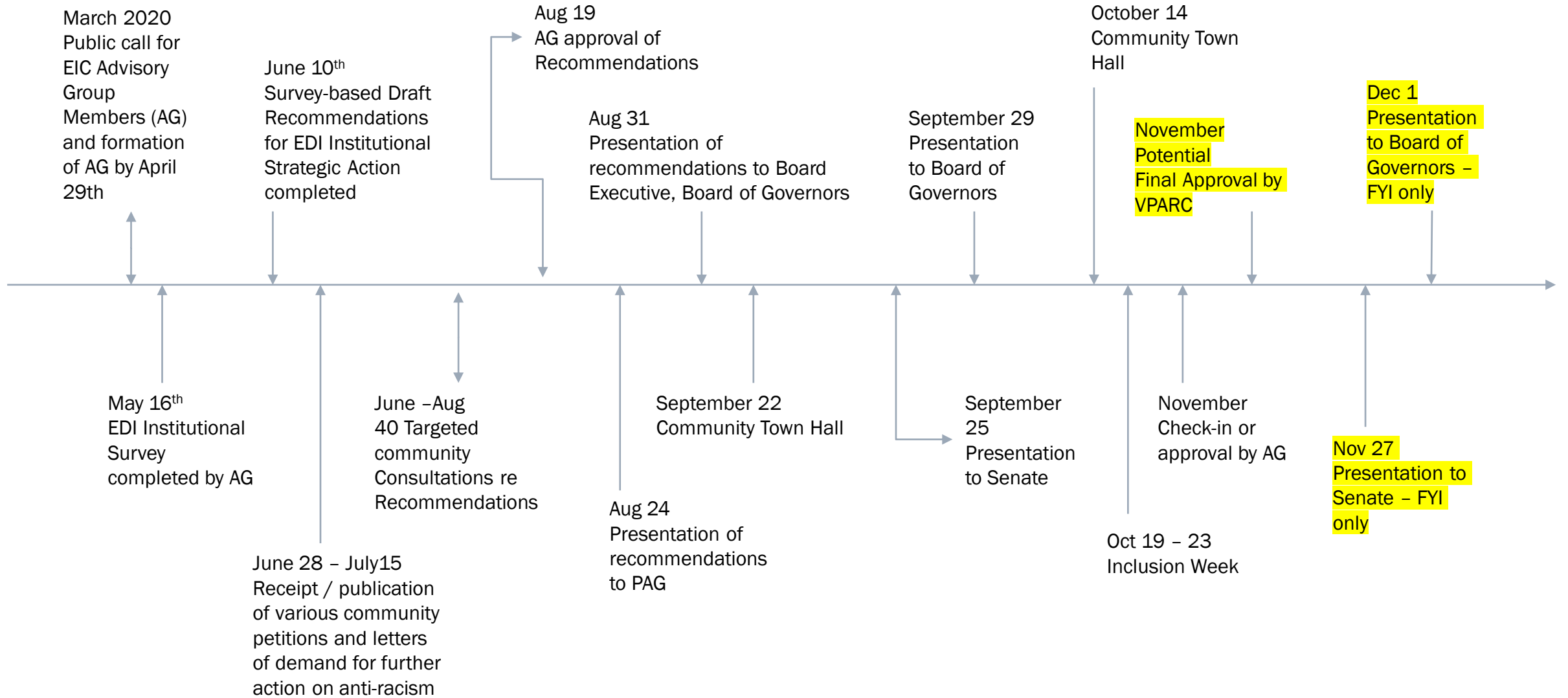
EDI RECOMMENDATIONS FOR INSTITUTIONAL STRATEGIC ACTION

Equity, Diversity and Inclusion (EDI) have been identified by Carleton's Board of Governors, Federal Tri-Agency Research Funders, faculty, staff, students, public and private sector employers, and other members of the external community as critical to the future success of the university.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

We seek to flesh out an institutional strategic vision for EDI at Carleton and propose an operational framework of essential actions. These strategic actions will build upon efforts to integrate EDI in the core activities and the academic mission of the university to accelerate positive institutional and societal outcomes.

- TERMS OF REFERENCE, EIC ADVISORY GROUP

March 2020
Public call for
EIC Advisory
Group
Members (AG)
and formation
of AG by April
29th

June 10th
Survey-based Draft
Recommendations
for EDI Institutional
Strategic Action
completed

Aug 19
AG approval of
Recommendations

Aug 31
Presentation of
recommendations to Board
Executive, Board of Governors

September 29
Presentation
to Board of
Governors

October 14
Community Town
Hall

November
Potential
Final Approval by
VPARC

Dec 1
Presentation
to Board of
Governors –
FYI only

May 16th
EDI Institutional
Survey
completed by AG

June –Aug
40 Targeted
community
Consultations re
Recommendations

September 22
Community Town Hall

September
25
Presentation
to Senate

November
Check-in or
approval by AG

Nov 27
Presentation to
Senate – FYI
only

June 28 – July15
Receipt / publication
of various community
petitions and letters
of demand for further
action on anti-racism

Aug 24
Presentation of
recommendations
to PAG

Oct 19 – 23
Inclusion Week

Areas Identified for EDI Strategic Action

1. Curriculum and Pedagogy

2. Student Supports

3. Research

4. Senior Leadership Team and Board of Governors

5. Leadership Development General (Non-Academic Employees)

6. Leadership Development General (Academic Employees)

7. Disaggregated Demographic Data Collection

8. Representation and Outreach

9. Culture

10. EDI Planning Infrastructure and Reporting

EDI Strategic Actions

RECOMMENDATION FEATURES

➢ Innovative
  ➢ Positively framed around value creation and leadership development
  ➢ Beneficial behaviours are incentivized

➢ Integrated
  ➢ Reinforces and supplements the work of other university plans

➢ Holistic
  ➢ Community engaged
  ➢ Data driven and evidence-based

➢ Flexible
  ➢ Leaves room for local customization

➢ Ambitious
  ➢ Comprehensive vision in addition to technical specificity

Areas of Convergence: SAs and Kinàmàgawin

SA5 Campus Safety Services Action Plan: Service Excellence and Engagement with Carleton's Diverse Communities

SA9(3) All first-year students will complete an online module in EDI and human rights

SA9(1) CU will develop "Understanding Human Rights and the CU Human Rights Complaints Procedure" workshops and infographics for the benefit of faculty and non-academic employees.

#14 establish a CU Safety Relations Table involving CSS, CII and EIC

#21 develop appropriate measures to ensure every student graduating from CU achieves basic learning outcomes concerning Indigenous history and culture

#25 professional development and education for faculty, staff and administration re Indigenous / CDN histories and experiences

Areas of Convergence SAs & Coordinated Accessibility

➢SA1. (4) EDI-centred curriculum review working Group. (7) EDI Learning Specialist. SA9. (1) human rights workshop for faculty and staff. (3) mandatory 1st year training in EDI and human rights.

➢SA7 Disaggregated Demographic Data.

➢SA3. Creation of EDI Scholars Index.

➢2. Education and Training. (a) Increase in-depth opportunities for campus members. (c) Provide educators with resources for better inclusive design.

➢5. Employment and Employee Support. (e) Review representation of PWD.

➢7. Research. (b) create university-wide network of researchers in accessibility & disability.

EIC Advisory Group

Department of Equity and
Inclusive Communities

Carleton University

Thank you

Agenda Item 10

Senate Executive Committee
August 11, 2020
Via MS Teams Videoconference

MINUTES

Attending: K. AlWazir**,** B. Appel Kuzmarov, B. A. Bacon (Chair), N. Bruni, D. Deugo, L. Dyke (proxy for J. Tomberlin), S. Sivathayalan, W. Ye, K. McKinley (recording secretary)
Regrets: A. Bowker, J. Tomberlin

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1. **Approval of the Agenda:** The meeting began at 11:01 am. The Chair welcomed new members Kareem AlWazir, Nathan Bruni and Siva Sivathayalan to the committee. It was **MOVED** (S. Sivathayalan, L. Dyke) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. **Approval of the Minutes:**

   a. **June 9, 2020**

      It was **MOVED** (B. Kuzmarov, D. Deugo) that the committee approve the minutes of the Senate Executive Committee meeting on June 9, 2020, as presented. The motion **PASSED**.

   b. **July 15, 2020 E-poll**

      It was **MOVED** (W. Ye, B. Kuzmarov) that the committee approve the minutes of the Senate Executive Committee e-poll on July 15 2020, as presented.
      A member noted some errors in the attendance list for this meeting; the minutes were amended to correct this error.
      With these corrections to the minutes, the motion **PASSED**.

3. **Approval of Senate agenda: August 21, 2020**
   The Senate agenda was reviewed the by committee. The following changes were requested:

- Agenda Item #9 (Preparing for Fall 2020 and Winter 2021) is to be split into two items: #9 – Preparing for Fall 2020 and #10 - Planning for Winter 2021.

It was noted that responses for some of the questions submitted for the Question Period will be provided under these two agenda items.

It was **MOVED** (L. Dyke, S. Sivathayalan) that the committee approve the Senate agenda for the meeting on August 21, 2020, as amended. The motion **PASSED**.

4. **Review of Senate Minutes: June 19, 2020**
A member suggested minor editorial changes under agenda item #8(b).

5. **Other Business**
There was none.

6. **Adjournment:** The meeting was adjourned at 11:43 am.