![Carleton University logo]

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 April 30, 2021 at 2:00 pm
Via Videoconference

AGENDA

Open Session:

1. **Welcome & Approval of Agenda**

2. **Minutes:** March 26, 2021

3. **Matters Arising**

4. **Chair's Remarks**

5. **Question Period**

6. **Administration (Clerk)**

   a. Senate membership ratifications
   b. Senate Survey final appeal
   c. Call for annual committee reports

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

8. **CUSP Recommendations for Fall 2021**

9. **2021-22 Operating Budget Presentation**

10. Reputational Enhancement Project Update

11. Reports for Information:

 a. Senate Executive Minutes (March 20, 2021)
 b. Faculty Gender Equity Report
 c. Academic Colleague Report

12. Other Business

13. Adjournment

Carleton University Senate
Meeting of March 26, 2021 at 2:00 pm
Via Videoconference

MINUTES

Present: S. Ajila, K. AlWazir, V. Asi, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, A. Chandler, M. Close, T. Daniels, J. Dawson, D. Deugo, D. Dragunoiu, D. Edi, M. Gagne, P. Garcia, G. Garland, D. Gillberg, R. Goubran, S. Gulati, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, L. Kostiuk, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, K. Lucas, A. Luko, C. Macdonald, B. MacLeod, S. Maguire, R. McKay, H. Nemiroff, B. O'Neill, J. Paulson, M. Piché, B. Popplewell, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, K. Taylor, N. Tilokani, J. Tomberlin, C. Trudel, L. Tsintsadze, K. von Finckenstein, J. Voordouw, P. Wilson, J. Wolfart, P. Wolff, B. Wright W. Ye
Regrets: J. Kovalio, A. Tremblay, C. Viju
Absent: A. Ahmad, N. Bruni, J. Bruno, C. Davis, O. Hobbs, F. Hosseinian, M. Lundy, J. Milner, J. Moore, J. Stoner, R. S. Sundarraj, J. Taber, J. Wallace, K. Weary
Guest: Steven Levitt
Recording Secretary: K. McKinley

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1. Welcome & Approval of Agenda (Open)

The Chair welcomed Senators to the one-year anniversary of Senate's first virtual meeting due to the pandemic. The Chair began the meeting by acknowledging the recent passing of former Professors Lynn Mytelka and Diane Dubrule, and former staff members Barb Higgins, and Mike Jutting. March 10 also marked the second anniversary of the tragic passing of Professor Pius Adesanmi, who was the Director of the Institute of African Studies. The Chair offered his condolences to family members, colleagues and friends of these individuals.

The Chair acknowledged the March 16th massacre in Atlanta Georgia of eight people, including six Asian-American women. Anti-Asian violence has surged in North America

and around the world since the beginning of the pandemic. The Carleton community stands in sadness and solidarity with members of the Asian diaspora in condemning this and all forms of racism in our community and beyond. The Chair highlighted a recent interview on CBC's All in a Day with Carleton Professor Xiaobei Chen on this matter.

On March 11, 2021, Carleton honoured the *National Day of Observance* to mark the millions of lives lost to COVID-19, including 22,000 Canadians. The Chair acknowledged the contributions of frontline workers.

Senators observed a moment of silence.

Turning to the agenda, the Chair noted that item 11(b) *Faculty Gender Equity Report* should be removed from the current agenda, and that it would be coming to Senate in April.

It was **MOVED** (M. Haines, J. Paulson) that Senate approve the agenda for the meeting of Senate on March 26, 2021, as amended.
The motion **PASSED**.

2. **Minutes: February 26, 2021** (Open Session)

It was **MOVED** (N. Tilokani, J. Sinclair-Palm) that Senate approve the minutes of the Open Session of the Senate meeting of February 26, 2021, as presented.

A Senator noted one error in the SQAPC motions listed in the minutes. The error was noted and corrected by the Assistant University Secretary.

With this correction to the minutes, the motion **PASSED**.

3. **Matters Arising**
There were none.

4. **Chair's Remarks**
The Chair began by reflecting on the current situation with regards to the pandemic. Although Ottawa is in the red (restrict) zone and the third wave continues to rise, the vaccine rollout is accelerating across Canada and by September, the COVID landscape for Ontario universities will be very different than it is now. As a result, Carleton and other universities in Ontario are looking ahead to the Fall of 2021, and starting to plan for a safe and gradual return to campus. In line with this strategy, the Carleton University Scenario Planning (CUSP) working group will be consulting with stakeholders in order to develop recommendations for a progressive return to campus this fall. The goal is to offer a significant number of courses in person, but to include

online options for maximum flexibility. CUSP will consult with Senators at this (March) meeting, and will return in April with detailed recommendations.

The Chair acknowledged the leadership teams in departments and Faculties as well as support teams, including the Registrar's Office, FGPA, Scheduling & Exam Services and Teaching & Learning Services, for their challenging work in designing a course schedule for this complex environment. The Chair also noted that plans are underway to optimize all mitigating factors including ventilation, PPE, signage, cleaning, and traffic flow, to ensure a safe environment for everyone returning to campus. Human Resources also is leading a process to investigate flexible work arrangements, for those who are unable to return to work for a variety of reasons.

The Chair next updated Senators on recent events across campus. The official launch of the EDI Action Plan was held on March 23rd. Over 500 people attended this virtual event. Senators were encouraged to review the final plan, which was included in their meeting package.

The Chair also reminded Senators that the Reputational Enhancement Project will be seeking input on new options for revitalizing Carleton's visual identity. Senators should receive an invitation soon to provide feedback and are encouraged to participate.

On March 8, Carleton celebrated International Women's Day by profiling the stories of 17 outstanding Carleton leaders, including students, staff and faculty members. The Faculty of Engineering and Design also marked the occasion by launching a new program entitled Women in Engineering & IT. This program, the first of its kind in Canada, will shape a more inclusive future in Engineering and IT for women students and professionals. The Chair congratulated the Faculty of Engineering and Design, and everyone involved in this exciting initiative.

In anticipation of the presentation at the end of the meeting, the Chair highlighted Carleton's continued research successes and extended congratulations to Professors Mark Boulay and Adrian Chan, who received a combined $9.3M from the Canada Foundation for Innovation's Innovation Fund, for their researches into, respectively, dark matter exploration, and accessibility.

Finally, the Chair congratulated the Department of Neuroscience on their 10-year anniversary.

5. **Question Period**

Three questions were submitted in advance:

a) Christine Laurendeau – HyFlex Course Delivery Model

The HyFlex course delivery model allows for maximum flexibility for students, by delivering the same course both fully online and fully in person, at the same time, by the same instructor. Our colleagues south of the border, many of whom were forced to adopt the HyFlex model over the past year, are widely in agreement to condemn this mode of course delivery as the worst of both worlds for university instructors. Not only are HyFlex courses even more vulnerable to the usual array of technological issues, they often result in a near doubling of the instructor's workload, especially in the large enrollment courses.

With course delivery plans for the 2021-2022 academic year still uncertain, is the university considering mandating the use of the HyFlex model for our courses? If so, will instructors be given the choice to opt out and adopt a strictly hybrid, non-flex approach (with some in-person components, and other online components, as determined by the instructor)? If HyFlex is mandated, will courses offered under this model count for additional credit as part of instructors' workload, to offset the additional amount of work required?

Response from the Provost: The HyFlex Course Delivery System will be one of several modes of delivery available for instructors. It will not be mandatory. Approximately 30% of our classrooms will be fitted with HyFlex technology for the fall semester, and Carleton is recommending that it be used only for course sections with 60 or fewer students in both face-to-face and remote combined. As an aside, meeting rooms across campus, including those for the Board of Governors and Senate also will be equipped with HyFlex technology. Teaching and Learning Services (TLS) have resources for faculty members who would like to try out this technology. Senators are encouraged to visit the TLS website for details.

b) Sean Maguire - Question re: Appeal of Student Choice Initiative

On March 23 and 24, the Ontario Court of Appeal will be hearing the appeal from the Government of Ontario to reverse a Divisional Court ruling regarding the Student Choice Initiative in November 2019. The Divisional Court quashed the directives on the basis that they are inconsistent with the statutory scheme respecting the governance of universities and colleges. A Coalition of Ontario universities (University of Ottawa, Queen's University, University of Toronto, University of Waterloo, and the University of Western Ontario) are intervening in the appeal. Is there a reason Carleton chose not to be part of this coalition? Does Carleton support the perspective of these universities, who the judge granting them standing noted "claim an impact on their autonomy arising from governmental interference"?

Response from Steven Levitt, General Counsel (guest): The coalition referred to in the question was not a collective action organized through the Council of Ontario Universities, and Carleton was not approached to participate. In addition, the role of the coalition is to provide the court with context and additional detail regarding the principle of university autonomy. The universities participating are not taking a position on the substantive appeal. Carleton is supportive of the principle of university autonomy and as a result supports the action and perspective of these universities.

c) Sean Maguire - Question re: Strategic Mandate Agreement

In August 2020, Senate heard a presentation from the Deputy Provost on Carleton's Strategic Mandate Agreement with the provincial government. Can Senate receive an update on the Agreement and its implementation, and potential impacts on the University's funding from the provincial government in future years?

Response from Chair of Senate: In recognition of the impact of the pandemic on post-secondary institutions, the provincial government has placed on hold any link between metric performance and funding until the 2023-24 budget year. In the meantime, Carleton is tracking well against all metrics, and would have met the conditions for full funding this year, had the program been fully operational.

6. Administration
a) Membership
Two faculty members and five students were ratified as new Senators, with terms beginning on July 1, 2021.

It was **MOVED** (B. Kuzmarov, M. Close) that Senate ratify the following new Senate appointments, as presented, for terms beginning July 1, 2021.
The motion **PASSED**.

b) Senate Survey – Call for Participation
The Clerk urged all Senators to participate in the annual Senate Survey which will be released in early April. An email invitation will be sent to all Senators within the next week. The survey will close on April 30th.

c) Notice of Appointments made Contrary to Policy
The Senate Office received notice of one instance of non-advertised recruitment, which was a spousal hire at the level of Assistant Professor.

7. **Reports**

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

   A memo containing 9 items for approval and 3 items for information was circulated to Senators in advance.

   1. <u>R-ADM-General Section 15, Special Studies</u> (ACE language changes)
      It was **MOVED** (H. Nemiroff, E. Sloan) that Senate approves the revisions to regulations R-ADM General Section 15 special Studies for the 2022/23 Undergraduate Calendar as presented.
      The motion **PASSED**.

   2. <u>Bachelor of Engineering – R-UG-B. Eng</u> (Clarifying "year status")
      It was **MOVED** (H. Nemiroff, S. Ajila) that Senate approves the revisions to regulation R-UG B. Eng. effective for the 2021/22 Undergraduate Calendar, as presented.
      The motion **PASSED**.

   3. <u>TBD-1596: R-ADM-Program-P.B.D. Professional Writing</u> (changes to entry requirements)
      It was **MOVED** (H. Nemiroff, M. Rooney) that Senate approves revisions to regulation R-ADM-Program P.B.D. Professional Writing for the 2021/22 Undergraduate Calendar as presented.
      The motion **PASSED**.

   4. <u>TBD-1598 R-UG-Business</u>
      It was **MOVED** (H. Nemiroff, M. Close) that Senate approves revisions to regulation TBD-1598 R-UG-Business for the 2021/22 Undergraduate Calendar as presented.

      In response to a question it was noted that the language in this item still refers to the Academic Performance Evaluation (instead of the Academic Continuation Evaluation) since the change to ACE does not come into effect until 2022/23.

      The motion **PASSED**.

      <u>An omnibus motion was presented for Items 5 – 9 inclusive.</u> (These items are language entries in the calendar that support the ACE exceptions approved previously by Senate)

It was **MOVED** (H. Nemiroff, J. Wolfart) that Senate approves the revisions to R-UG-3.27 for the following programs: Bachelor of Music, Bachelor of Humanities, Bachelor of Architectural Studies, Bachelor of Industrial Design, Bachelor of International Business.
The motion **PASSED**.

Individual Motions from the Omnibus:

5. R-UG-3.2.7 Bachelor of Music
   MOTION: That Senate approves revisions to TBD-1957 R-UG-3.2.7 Bachelor of Music for the 2022-23 Undergraduate Calendar as presented.

6. R-UG-3.2.7 Bachelor of Humanities
   MOTION: That Senate approves revisions to regulations R-UG-3.2.7 Bachelor of Humanities for the 2022-23 Undergraduate Calendar as presented.

7. R-UG-3.2.7 Bachelor of Architectural Studies
   MOTION: That Senate approves revisions to regulations R-UG-3.2.7 Bachelor of Architectural Studies for the 2022-23 Undergraduate Calendar as presented.

8. R-UG-3.2.7 Bachelor of Industrial Design
   MOTION: That Senate approves revisions to regulations R-UG-3.2.7 Bachelor of Industrial Design for the 2022-23 Undergraduate Calendar as presented.

9. R-UG-3.2.7 Bachelor of International Business
   MOTION: That Senate approves revisions to regulations R-UG-3.2.7 Bachelor of International Business for the 2022-23 Undergraduate Calendar as presented.

The following items were circulated to Senators in advance for information:
- Course Programs - Minor Modifications
- Bachelor of Journalism and Humanities: realignment of History 2304 singular credit
- Additional Information concerning Academic Continuation Evaluation for some degrees

7-Reports, cont'd

    b) **Senate Quality Assurance and Planning Committee (SQAPC)**

A binder containing a series of minor modifications from Dominican University College (DUC) was circulated to Senators in advance for information only. In accordance with the affiliation agreement between Carleton University and Dominican University College, Carleton plays a role in curriculum and program reviews and approvals at DUC. Minor modifications approved at the college are forwarded to Carleton for information.

    c) **Senate Executive Committee**

A memo was circulated to Senators in advance regarding the appointment of a new Clerk of Senate. The Chair summarized that the Committee had received a single nomination, that of Dr. Elinor Sloane, and that it was deemed to be very strong. The Chair briefly summarized the support of the Executive Committee for this nomination.

It was **MOVED** (S. Sivathayalan, P. Smith) that Senate approve the appointment of Elinor Sloan as Clerk of Senate, for a three-year term beginning July 1, 2021.
The motion **PASSED**.

8. **CUSP Fall Planning Update**

CUSP Chair Lorraine Dyke led a presentation and consultation on the CUSP scenario planning for Fall 2021. She began by outlining the current challenges and tasks of the CUSP working group. She also reviewed CUSP's mandate, membership and principles to guide decision making. It was noted that over the next few weeks CUSP will be meeting with as many groups as possible within the Carleton community to receive feedback that will help shape their final recommendations.

The presentation identified five key factors as important considerations in the planning process:

- *COVID case trends* – A rising third wave coupled with the spread of variants is concerning.
- *Vaccination progress* – There is encouraging news regarding effectiveness of vaccines and increased pace of rollout. According to current estimates, all Canadians should have received at least one dose of a vaccine by the end of June.
- *Public Health restrictions* – The timeframe for removal of restrictions is uncertain and will lag behind vaccination progress.

- *Travel restrictions* – 15% of Carleton students are international and will face challenges in returning to campus.
- *Students' willingness to continue online education* – A study in December of 1400 Canadian university students revealed that most are eager to return to F2F learning, and 17% would not be willing to continue online learning even if F2F is not deemed safe.

The most likely scenario over the next 6 months will be reduced case counts and a gradual lifting of public health restrictions due to increased vaccinations. This will allow for significant on-campus activity beginning in the Fall of 2021. By Winter 2022, restrictions should be lifted and a full return to campus should be possible, although online options will be necessary for some students.

The following draft guidelines for academic programming were identified:
- Maximize F2F learning opportunities for students.
- Provide some F2F learning opportunities in all levels of every program.
- Provide online programming options.
- Prepare to implement physical distancing.
- Make strategic decisions regarding mode of course delivery based on program needs and sound pedagogy.
- Provide faculty and staff with accommodations where needed.

It is likely that physical distancing will continue to be recommended and preferred for in-person courses in the fall. CUSP recommends a reduced classroom occupancy that is in line with public health guidelines, setting a maximum capacity for F2F sections of 60 people.

Major considerations in prioritizing courses for F2F delivery include the following:
- Learning outcomes of the course, including experiential learning outcomes, lab components and skill development goals
- Centrality of course to program objectives
- High impact pedagogical practices
- Providing options for students so that for each program and year level at least 1 – 2 courses are F2F and 1 – 2 are online.

Guidelines are being developed to support the transition back to campus in the fall. Faculty and staff who are unable to return to campus for medical or unusual family situations should discuss reasonable accommodations with their manager. In scheduling courses, Chairs and Directors are encouraged to accommodate faculty preferences for online vs. F2F when possible.

The presentation concluded by contextualizing CUSP's role within the overall return-to-campus planning framework which includes, in addition to CUSP, the Return to Campus Committee and the Carleton University Flexible Arrangements Working Group (CUFA).

Discussion:
In response to a question from the floor it was noted that a higher profile for online learning at Carleton in the post-pandemic period is being discussed and considered.

A Senator asked if Carleton would implement a vaccination policy and if there are any guidelines for developing such a policy. General Counsel Steven Levitt responded to the question. All 20 universities in Ontario have agreed to jointly retain external legal counsel to explore this issue. In the absence of any guidelines from the government, this group would develop a sector-wide legal opinion on the appropriate guidelines and principles around vaccinations for post-secondary institutions.

A Senator inquired about how student groups fall into the return-to-campus planning, and when they might have access to their offices on campus. The Vice-President Students and Enrolment replied that the Return to Campus Committee will continue to consider individual proposals from student groups in coordination with public health guidelines and restrictions, and an assessment of mitigating factors in place. In response to a follow-up question it was noted that tunnel access remains a complex issue due to challenges with ventilation, maintaining physical distancing and access to various buildings. The Return to Work Committee is reviewing this issue and will make recommendations on tunnel access and use in accordance with public health guidelines as we approach opening dates.

A Senator asked how the Hyflex model, which is a synchronous model of course delivery, would work for international students in different time zones. The CUSP Chair noted that it is expected that larger courses will be fully online, and units will need to prioritize the smaller courses that will be offered in a F2F format. International students may not have full choice for their courses if some are offered in F2F/Hyflex delivery, but other online options will be available for these students.

A Senator asked how decisions are being made regarding in-person course delivery for Contract Instructors, and tutorial sessions for Teaching Assistants. The CUSP Chair responded that these decisions would be made collegially by the individual units at the program level, and that preferences of individual instructors would be taken into consideration where possible. TA assignments also can be changed and shifted to accommodate individual preferences as needed. In a follow-up question, another Senator asked if a centralized accommodations process could be established for

Contract Instructors and Teaching Assistants. In response, the Chair of CUSP noted that assignments will be made at the unit level and should take the individual's preferences into account. An appeal process for accommodations is available, if necessary.

The Chair thanked the Deputy Provost and the CUSP team for their work on this file, and noted that CUSP will return to Senate in April with a full report and recommendations for Senate review.

9. **Carnegie Classification of Community Engagement**

Deputy Provost Lorraine Dyke and Associate Vice-President Research & International Karen Schwartz presented a brief update on the Canadian pilot of the Carnegie Classification of Community Engagement. Following a review of the Carnegie application process and the current status of the application, the presentation focussed on the results of the March 15th Carnegie site visit.

The purpose of the site visit was to receive feedback on the pilot application and to engage with Carnegie to benefit from their experience. The three-hour virtual visit included discussions with Carleton faculty and staff directly involved in community engagement, Deans and AVPs, and senior leadership as well as the Carleton Carnegie team.

Areas of strength for Carleton University identified through the site visit include:
- Commitment to community engagement
- Engagement with Indigenous peoples
- Co-curricular record

Areas of reflection in order to bring community engagement at Carleton to the next level include:

- Identifying exemplary CE practices across the university
- Training faculty and students in CE exemplary practices
- Evaluating social impact of CE with community partners

Moving forward, Carleton will incorporate lessons from the Carnegie process and will consider the development of a Canadian Carnegie process.

The Chair thanked the presenters for their update on this project.

10. Research Update

Vice-President Research and International Rafik Goubran presented an overview of Carleton's research achievements and successes.

Dr. Goubran began by noting the importance of research to Carleton's academic mission. Research has a major impact on reputation and ranking, and helps to attract top students and faculty members. Research at Carleton is funded by several sources, including federal and provincial governments, corporations and industry partners, the Tri-Agency (SSHRC, NSERC, CIHR), international sources and foundations.

Tri-agency funding is particularly important for Carleton as it supports central research infrastructure in the form of Research Support Funds (RSF) and Incremental Project Grants (IPG), and it is correlated with the number of Canada Research Chairs (CRCs), the funding envelope from Canada Foundation for Innovation (CFI) and some scholarships and funding from other agencies. Successes in these national competitions are a testament to the excellence of Carleton's researchers and the outstanding quality of their research projects.

Dr. Goubran provided examples of Carleton's core research strengths in many disciplines, including Physics, Public Affairs, Autonomous Systems, Information and Communication Technology, Aerospace, Indigenous Studies, Conservation Biology, Refugees, African Studies and Forensic Psychology. Many of these are world class projects with multiple international collaborations and Carleton in a leading role.

Dr. Goubran also provided two examples of well-known multidisciplinary research clusters at Carleton. Carleton's Wellness cluster includes pioneering work by Carleton researchers in accessibility, plus research contributions from several other disciplines and collaborations and partnerships with regional and national social health networks and hospitals. Carleton's Sustainability cluster includes research in climate change, renewable energy and communities, with well funded initiatives from Efficiency Canada, the NSERC Flare Strategic Network and NSERC Permafrost Strategic Network.

Dr. Goubran then outlined Carleton's research performance metrics. The most common research metrics used by granting agencies, governments and ranking agencies are external research funding (tri-agency, government, corporate), publications, impact on the field (including citations) and impact on society.

Several examples of recent successes in research and tri-agency funding were provided including the prestigious SSHRC Partnership Grants, SSHRC Insight Grants, NSERC CREATE grants, NSERC Strategic Networks grants and CIHR Project Grants.

The presentation then demonstrated Carleton's strong research performance over the past several years, as measured by the following metrics:
- Significant increase in *external research funding* over the past three years, from a plateau of approximately $55M in 2016-17 to $86.5M in 2019-20.
- *Tri-agency funding* increase from $22.2M in 2016/17 to $30.9M in 2019/20.
- Increase in *Industry Funding* from $4.1M in 2017/18 to $13.8M in 2019/20.
- Steady increase in *publications*. Three researchers at Carleton have been recognized as some of the world's most highly cited researchers.

Finally, a number of key research priorities for research in 2021/22 were identified. These include:
- Increasing research productivity
- Expanding industry partnerships
- Promoting and celebrating research successes
- Reputation building through rankings and nominations
- Strengthening of Carleton International
- Empowering strategic multidisciplinary research clusters

A Senator asked how the pandemic has impacted funding at Carleton. Dr. Goubran noted in response that multi-year projects have not been affected. Although some decline was seen in government contracts, these were balanced by additional opportunities for funding, particularly in research related to COVID. Estimates are that the overall level of research should be approximately the same as the previous year.

The Chair thanked Dr. Goubran for the comprehensive overview and congratulated all researchers at Carleton for the impressive surge in research funding, productivity and impact over the past few years.

11. Reports for Information
a) Senate Executive Minutes (February 16, 2021)

12. Other Business
There was no other business.

13. Adjournment

The meeting was adjourned (J. Tomberlin, N. Tilokani) at 4:00 p.m.

Senate Question Period – April 30, 2021

Morgan Rooney – Questions Related to CUSP Fall Planning

1. The [CUSP "Planning for Fall 2021" document](#) promises to "place the health and wellbeing of students, staff, and faculty above all other considerations" (slide 5), but the plan itself doesn't address the most pressing concern on the minds of every faculty member, CI, and staff member I know: the fact that most, if not all of us, will not be fully vaccinated by the start of September. The publicly available information from the federal and provincial governments makes it clear that this outcome is unavoidable. One of the top recommendations from the [National Advisory Committee on Immunization (NACI) report](#) is that "jurisdictions should maximize the number of individuals benefitting from the first dose of vaccine by extending the second dose of COVID-19 vaccine up to 4 months after the first," and even the most optimistic projections suggest [Ontarians will have to wait 1.5-2 months between doses](#). Meanwhile, the [Ontario government](#) will not begin "phase 3" until July, at which point the vaccines will be "available widely across Ontario for anyone who wants to be immunized." That is, while there is a chance that many faculty, CIs, and staff will have received their first dose prior to September, it looks almost certain that, given the wait period between doses, many will not have had a second dose by that time. That is, our plan for a "[gradual, safe and successful return to campus](#)" could potentially *require some employees who are not fully vaccinated (or who have family members who are not fully vaccinated) to return to work on campus*, in spite of having safely and successfully done the work of the university remotely for a year and a half. While the CUSP document does note that the university will "provide individual faculty and staff with reasonable accommodations where needed" (slide 16), it is vague about what that means, listing only "medical or unusual family reasons" as grounds for "possible accommodations" (slide 19). In addition, recent comments at Senate from the Provost and the Deputy Provost make it clear that such requests will be handled at the level of the individual unit, thereby increasing the chances of unequal application of such accommodations; and they have also not confirmed whether or not incomplete vaccination status will be considered as grounds for such accommodations. **Will the President put the anxious minds of Carleton's faculty members, contract instructors, and staff at ease by confirming, clearly and unequivocally, that as a matter of uniform policy Carleton management will accept *employees' concerns about their and/or their family members' incomplete vaccination status* as grounds for granting all requests for accommodation to continue working remotely?**

2. The CUSP document also assures us that "in the scheduling of courses, Chairs and Directors should accommodate faculty preferences for online or F2F when possible" (slide 19), but the wording of that statement ("faculty" and not the broader category of "instructors") makes it unclear if CIs will also be able to have such preferences accommodated. In addition, the timetable included in the document (slide 3) makes it clear that, as a matter of course, CIs will be excluded from any decision-making about modality for the courses they will apply to teach. Because the due date for departments to post courses for application is May 1, because such postings [must be "posted for at least twenty-one (21) calendar days"](#) (article 15.2.f), and because departments will need to submit final plans for the Fall schedule on May 24, the current

plan ensures that CIs will not be consulted about their preferred course modality in advance of the departmental deadline for submitting final decisions or, in all likelihood, the deadline for making the timetable available to students (May 31). This timeline thus raises the very real possibility that CIs will have to accept or decline a contract for a course whose modality was pre-determined for them, without any prior consultation about their preferences. A departmental chair with a high number of full-time faculty who have already indicated a desire to avoid F2F teaching may well end up in a deeply unethical position, having to download to CIs the work of fulfilling CUSP's announced mandate to "maximize F2F learning opportunities for students" and "provide some F2F learning opportunities at all levels of every program" (slide 16). Who must bear the burden of fulfilling those mandates of increased F2F learning opportunities for students, in other words, is an equity question, and right now, the current plan would appear to make it all too likely that that burden will fall disproportionately on CIs who have been excluded from the decision-making process about the modality of the courses that they will teach. **Can the Provost or Deputy Provost confirm that the commitment to "accommodating faculty preferences" promised in the CUSP report extends to CIs, so that they will not be forced to choose between a pay cheque and their health or that of their family? And can you confirm that CIs, in consultation with their chairs, will be able to change the modality of a course from F2F to online (and not vice versa) after May 24 (i.e., after they are offered a course contract), and that, as above, their and/or their family's incomplete vaccination status will be accepted by all academic units as a valid reason for doing so?**

Senate Membership Ratifications

April 30, 2021

> MOTION: That Senate ratify the following new Senate appointments, as presented, for terms beginning July 1, 2021.

Faculty Members (FASS)

- Julie Murray
- Bernadette Campbell
- Paul Mkandawire
- Mike Murphy

Students (Undergraduate)

- Gemma Patey (FPA)

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

To:	Senate
From:	Howard Nemiroff, Chair of SCCASP
Date:	April 30, 2021
Subject:	**Regulation Changes 2021-22**

For Senate approval

1. R-ADM-Program-C. Science Policy

   > **Motion: That Senate approves the regulations for R-ADM Certificate in Science Policy effective for the 2021/22 Undergraduate Calendar as presented**

   Attachment: TBD-2093 *R-ADM-Program-C. Science Policy*

2. R-ADM-Program-B.Com

   > **Motion: That Senate approves the revisions to regulations R-ADM-Program-B.Com effective for the 2021/22 Undergraduate Calendar as Presented**

   Attachment: TBD-1363 *R-ADM-Program-B.Com*

For Information

1. Course Programs _Minor Mods

   Attachment: *UG_G_2122_CoursesPrograms_MinorMods_for_SCCASP_April6*
   UG_G_2122_CoursesPrograms_MinorMods_for_SCCASP_Apr20

2. TBD-2052 R-UG-Academic Year Winter 2022
3. Glossary definition of Honours Bachelor Program

Date Submitted: 11/30/20 11:51 am

Viewing: **TBD-1363 : R-ADM-Program-B.Com.**

Last approved: 02/12/20 1:26 pm

Last edit: 04/20/21 3:32 pm

Last modified by: nataliephelan

Changes proposed by: sarahcleary

In Workflow

1. **REGS ADM Review**
2. **PRE SCCASP**
3. **SCCASP**
4. **Senate**
5. PRE CalEditor
6. CalEditor

Approval Path

1. 11/30/20 11:55 am
   Jen Sugar (jensugar):
   Approved for REGS ADM
   Review
2. 12/01/20 10:56 am
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP
3. 12/04/20 4:00 pm
   Erika Strathearn
   (erikastrathearn):
   Approved for SCCASP
4. 01/29/21 3:23 pm
   Dotty Nwakanma
   (dottynwakanma):
   Approved for Senate
5. 04/16/21 3:26 pm
   Natalie Phelan
   (nataliephelan): Rollback
   to REGS ADM Review for
   PRE CalEditor
6. 04/16/21 4:07 pm
   Jen Sugar (jensugar):
   Approved for REGS ADM
   Review
7. 04/16/21 4:12 pm
   Natalie Phelan
   (nataliephelan):
   Approved for PRE
   SCCASP
8. 04/22/21 10:31 am
   Erika Strathearn
   (erikastrathearn):
   Approved for SCCASP

History

1. Jan 21, 2016 by Sandra Bauer (sandrabauer)
2. Apr 4, 2016 by Janice O'Farrell (janiceofarrell)
3. Oct 17, 2016 by Sandra Bauer (sandrabauer)
4. Mar 30, 2017 by Sandra Bauer (sandrabauer)
5. Feb 12, 2020 by Jen Sugar (jensugar)

Calendar Pages Using this Program	**Business Commerce**
Effective Date	2021-22
Workflow	majormod
Program Code	TBD-1363
Level	Undergraduate
Faculty	Sprott School of Business
Academic Unit	School of Business Regulations: Admissions
Degree	
Title	R-ADM-Program-B.Com.

Program Requirements

Degree

- **Bachelor of Commerce (B.Com.) (Honours)**
- Bachelor of Commerce (B.Com.)

Admission Requirements

First Year

Bachelor of Commerce (B.Com.) (Honours) ~~Admission RequirementsFirst Year~~
The Ontario Secondary School Diploma (OSSD) or equivalent including a minimum **of** ~~of~~ six 4U or M courses. The six 4U or M courses must include English, Advanced Functions, and Calculus and Vectors. Applicants who do not present with Calculus and Vectors must successfully complete MATH 0009 at Carleton in the Fall semester of first year in order to be eligible to continue.

For applicants whose first language is not English, the requirement of 4U English can also be met under the conditions outlined in the English Language Requirements of the Admissions Requirements and Procedures section of this Calendar.

Bachelor of Commerce (B.Com.)
No direct entry, access is restricted.

Advanced Standing

Bachelor of Commerce (B.Com.) (Honours)
Applications for admission to the second or subsequent years will be assessed on their merits. Students must present a major CGPA of 6.50 (C+/B-) or higher, and an overall CGPA of 8.00 (B) or higher. Advanced standing will be granted only for those courses that are determined to be appropriate. Students will not receive credit for courses graded below C-.

Current Carleton students may also be assessed for admission to second and subsequent years if they present BUSI 1001 and BUSI 1002 with an average of 8.0 or higher (with no individual grade below C +) and a major CGPA of 6.50 (C+/B-) or higher.

Applications by B.I.B. **(Honours)** students for admission to the second or subsequent years of B.Com. **(Honours)** will be assessed on their merits. Students must present a major CGPA and an overall CGPA consistent with the Academic Performance Evaluation requirements for B.Com. **(Honours)** students. Advanced standing will be granted for those courses determined to be appropriate.

Bachelor of Commerce (B.Com.)
No direct entry. Access is restricted to students in the Bachelor of Commerce (Honours) and Bachelor of International Business (Honours). (See Regulations for Business.)

Co-op Option

Direct Admission to the First Year of the Co-op Option

Applicants must:

1. meet the required overall admission cut-off average and prerequisite course average. These averages may be higher than the stated minimum requirements;
2. be registered as a full-time student in the Bachelor of Commerce **(Honours)** program;
3. be eligible to work in Canada (for off-campus work placements).

Meeting the above requirements only establishes eligibility for admission to the program. The prevailing job market may limit enrolment in the co-op option.

Note: continuation requirements for students previously admitted to the co-op option and admission requirements for the co-op option after beginning the program are described in the Co-operative Education Regulations section of this Calendar.

New Resources	No New Resources
Summary	Adding information regarding the minimum CGPA requirements for BUSI 1001 and 1002 in the advanced standing area.
Rationale for change	Sprott would like to open an additional pathway to the BComm for current Carleton students. Strong grades in BUSI 1001/1002 are a good predictor of success in the BComm and so Sprott would like to include this as a way for students to transfer into upper year.
Transition/Implementation	
Program reviewer comments	**nataliephelan (04/15/21 4:24 pm):** Added wording for BCom non-hons admission, per SCCASP Chair. **nataliephelan (04/16/21 3:26 pm):** Rollback: Return to ADM now that B.Com. non-hons wording added. **nataliephelan (04/20/21 10:47 am):** Adjusted B.Com. wording per SCCASP April 20 request.

Key: 1363

New Program Proposal

Date Submitted: 04/07/21 9:33 am

Viewing: **TBD-2093 : R-ADM-Program-C.Science Policy**

Last edit: 04/16/21 2:34 pm

Last modified by: nataliephelan

Changes proposed by: sarahcleary

In Workflow

1. **REGS ADM Review**
2. **PRE SCCASP**
3. **SCCASP**
4. **Senate**
5. PRE CalEditor
6. CalEditor

Approval Path

1. 04/07/21 12:21 pm
Jen Sugar (jensugar):
Approved for REGS ADM
Review
2. 04/14/21 1:20 pm
Natalie Phelan
(nataliephelan):
Approved for PRE
SCCASP
3. 04/16/21 1:32 pm
Natalie Phelan
(nataliephelan): Rollback
to REGS ADM Review for
SCCASP
4. 04/16/21 4:08 pm
Jen Sugar (jensugar):
Approved for REGS ADM
Review
5. 04/16/21 4:12 pm
Natalie Phelan
(nataliephelan):
Approved for PRE
SCCASP
6. 04/22/21 10:32 am
Erika Strathearn
(erikastrathearn):
Approved for SCCASP

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2093
Level	Undergraduate
Faculty	Not Applicable

Academic Unit   Regulations: Admissions

Degree

Title   R-ADM-Program-C.Science Policy

Program Requirements

Admission Requirements

To be eligible for admission to the Certificate in Science and Policy, applicants must have:

- Successfully completed a college diploma or equivalent with a minimum average grade of B, or;
- Current enrolment in an Honours degree or Bachelor of Engineering degree, with completion of a minimum of 4.0 credits, and a minimum CGPA of 7.0.

Placement in the Science or non-Science pathway will be assessed at the time of admission.

New Resources	No New Resources
Summary	Created separate admission regulations for new certificate in Science Policy.
Rationale	
Transition/Implementation	
Program reviewer comments	**nataliephelan (04/16/21 1:31 pm):** Re-worded requirements to reflect what Senate approved wrt the program requirements, after discussion with Jen Sugar. **nataliephelan (04/16/21 1:32 pm):** Rollback: Need to rollback to this stage after rewording the admissions text.

Key: 2093

DATE: April 23, 2021

TO: Senate

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

RE: 2021-22 Calendar Curriculum Proposals
        Undergraduate Major Modifications

Background

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

Library Reports (as required)

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

Documentation

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

Omnibus Motion

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

THAT Senate approve the major modifications as presented below with effect from Fall 2022

Major Modifications

1. **Artificial Intelligence and Machine Learning Stream**
    SCCASP approval: March 16, 2021
    SQAPC approval: April 8, 2021

Senate Motion April 30, 2021

THAT Senate approve the introduction of the Artificial Intelligence and Machine Learning Stream to the BCS Honours program as presented with effect from Fall 2022.

2. **Certificate in Science Communication**
   SCCASP approval: April 20, 2021
   SQAPC approval: April 22, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of the Certificate in Science Communication as presented with effect from Fall 2022.

DATE: April 22, 2021

TO: Senate

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

RE: Graduate Programs in Building Engineering (MASc, MEng, PhD)
              New Program Approval

_____

SQAPC Motion

THAT SQAPC recommends to SENATE the approval of the proposed new graduate programs in Building
Engineering.

Senate Motion

THAT Senate approve the proposed graduate programs in Building Engineering.

Background

The programs being proposed in Building Engineering include a Master of Applied Science, Master of
Engineering, and a Doctorate. All three degrees will offer optional concentrations in Building
Performance, Fire Safety, and Heritage Conservation.

Attachments

Discussant Report
External Reviewers report
Internal reviewer's report
Unit response to External report and Implementation Plan
Dean's response to External report
External Biographies
Courseleaf entry
Volume I with SQAPC revisions
Volume II with SQAPC revisions

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the following motion being passed by Senate, the required documentation will be submitted to the Ontario Universities' Council on Quality Assurance for approval. A submission to the Ministry for approval will follow. These approvals are required before the programs can commence.

MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: April 30, 2021
Subject: Senate committee ratifications

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

SENATE COMMITTES:

Senate Executive Committee

- Sean Maguire - Undergraduate student

Senate Quality Assurance and Planning Committee

- Anil Maheshwari – faculty member (Science)

Senate Committee on Curriculum Admissions and Studies Policy

- Tina Beynen – Graduate student
- Anne Bastin – Undergraduate student
- Raven Miller – Undergraduate student

Senate Academic Governance Committee

- Kaushal Panchal - Graduate student

Senate Library Committee

- Fidel Khouli – faculty member (FED)
- David Mould – faculty member (Science)
- Jurek Sasiadek – faculty member (FED)
- Kim Stratton – faculty member (FASS)
- Patrick Allen - Undergraduate student
- Jessica Chapman – Graduate student

Honorary Degrees Committee

- Yanling Wang – faculty member (FPA)
- Alexander Pardo - Undergraduate student

Senate Academic Integrity Appeals Committee

- Troy Anderson – faculty member (Sprott)
- Cristina Ruiz-Martin – faculty member (FED)
- Jesse Monteith - Undergraduate student
- Chelsie Smith – Graduate student

Senate Review Committee

- Michael Sadono – Undergraduate student

MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: April 30, 2021
Subject: Senate Policy on Hosting Student Elections

The *Senate Policy on Hosting Student Elections* consists of a set of procedures for tasks undertaken within the Secretariat Office in supporting the elections of student academic societies. As part of its regular review of all Senate policies, the *Senate Academic Governance Committee* observed that this policy is properly a procedures document for the Office of the Secretariat. Therefore, the committee recommends that this policy be transferred to the Office of the Secretariat and be removed from the list of Senate policies.

MOTION: That Senate approve the transfer of the *Senate Policy on Hosting Student Elections* to the Office of the Secretariat.

Policy Name: Policy for Hosting Student Elections
Originating/Responsible Department: Senate Office
Approval Authority: Senate
Date of Original Policy: February 17, 2012
Last Updated: March 12, 2021
Mandatory Revision Date: March 2028
Contact: Senate Office

I PREAMBLE

In partnership with the Office of Institutional Research and Planning (OIRP), the Senate Office provides an online election service to Carleton University student academic societies. This policy defines the scope and conditions of this service to student societies, plus the timelines and deliverables the Senate Office requires in order to run their elections effectively.

II SCOPE

The Senate Office will support academic student society elections at the Faculty, Department or Unit level. Academic student societies must be recognized by the relevant Chair, Director or Faculty Dean. Non-academic student society elections (CUSA, for example) will not be supported by the Senate Office and are not included in this policy. The Senate Office has a limited capacity to run elections. As a result, student groups should build some flexibility into their timelines to accommodate this reality.

III POLICY / PROCEDURES

This document outlines the following steps in the online election process:

    (a) Requesting assistance with an online election
    (b) The communication process – using a Chief Returning Officer;
    (c) Information required for the Senate Office to run an election;
    (d) The role of the Senate Office; and
    (e) An overview of the election process.

    1. **Requesting assistance - how does a group seeking to run an on-line election register with the Senate Office?**

Student Academic Societies planning an election should contact the Senate Office (senate.office@carleton.ca) as soon as the approximate time period and/or dates of the election have been confirmed, even if the election is months away.

It is best to consult with the Senate Office before fixing voting dates, to confirm that the Senate Office is able to run an election during that time period.

At minimum, the Senate Office must be notified of the upcoming election <u>one month prior to the proposed election date(s)</u>; more notice is preferred if possible. Information and documentation contained in the *Writ of Elections* (see below) also should be received by the Senate Office one month prior to the election date(s). If these timelines are not observed, the Senate Office cannot guarantee that the election can be held on the proposed date(s).

2. **What is a Chief Returning Officer (CRO)?**

The Chief Returning Officer is a person appointed by the student organization in question to exercise (for the group having the election) direction and supervision over the preparation of the election. The CRO is responsible for ensuring that all documentation reaches the Senate Office in a timely manner. The Senate Office will communicate with the CRO for clarification on all issues related to the election, and once the election has concluded, the Senate Office will provide an official report of the election results to the CRO.

3. **What information should the CRO provide?**

The following information must be provided to the Senate Office:

- Documentation to prove status of the appointed CRO for the organization (e.g. letter from the executive, meeting minutes documenting motion for and approval of appointment, etc.). This should be sent to the Senate Office <u>at least one month prior to the election</u>.
- A copy of the *Writ of Elections*, outlining the positions up for election, the election timeline (including dates for the nomination period, campaign period, and voting period), eligibility criteria for candidates and voters, and the name and contact information of the CRO. This information should be provided to the Senate Office as soon as possible and <u>at least one month prior to the election date(s)</u>.
- A summary of the nomination process and a description of the process used for advertising the election to potential candidates and constituent voters.
- Once the nomination period closes, a list of candidates with student identification numbers must be sent to the Senate Office. This information should be provided <u>as soon as possible after the nomination period closes</u> and at least one week prior to the election.

4. **The Role of Senate Office**

Once the CRO has provided the required documentation, the Senate Office will review the material to ensure that all of the information is complete and that the election timeline and

process meet best practice standards. The Senate Office will contact the OIRP to pull the voter list(s) for the election. Once candidate eligibility has been confirmed, the Senate Office will use the election software to create the ballots and connect them with the voting list(s). A draft of the ballot(s) will be provided to the CRO for review.

Note that ballots cannot be created until the list of candidates has been confirmed and their eligibility status has been verified. For this reason, the Senate Office requests that student societies provide the candidate list(s) to the Senate Office at the close of the nomination period, and allow at least one week between the end of the nomination period and the beginning of the election proper.

5. **The Election Process – an overview**

The Senate Office will ensure that the ballots are electronically distributed to the constituency via the election software. An invitation to vote with a link to the online ballot will be emailed to constituent students at their Carleton Connect account. This link, unique to the student, can be used only once and cannot be used by any other account. The Senate Office will ensure that the voting site opens and closes on the designated dates and will monitor the election for any issues. The CRO must also notify the Senate Office immediately if they perceive any irregularities or issues with the election once it has begun.

After the conclusion of the election, the results will be presented to the CRO in the form of an official election report, signed by the Clerk of Senate. It is essential that results are then reported as provided to the electorate by the CRO.

IV LINKS TO RELATED POLICIES

N/A

Carleton
UNIVERSITY
Canada's Capital University

Office of the Provost and
Vice-President (Academic)

memorandum

DATE: April 21, 2021

TO: Senate

FROM: Provost and Vice-President (Academic)

RE: Academic Programming in Fall 2021

The Carleton University Scenario Planning (CUSP) Working Group has developed recommendations for academic program planning for the 2021-22 academic year. The health and wellbeing of students, staff, faculty and the broader community remains the key principle guiding these discussions. In developing these recommendations, CUSP considered five key situational factors including COVID case trends, vaccination progress, public health restrictions, travel restrictions, and students' willingness to continue online education.

Based on analysis of these factors, CUSP concluded that the COVID landscape will look quite different in September 2021, compared to April 2021. The most likely scenario for Fall 2021 is that increasing rates of vaccination will lead to reductions in cases, hospitalizations, and deaths. Public health restrictions – based on cases and health care system capacity – should progressively be lifted as the number of cases fall. This will allow for a significant return to on-campus activity in Fall 2021. By Winter 2022, vaccination programs should be complete, allowing a return to normal campus activity.

Most students are eager for a return to face-to-face learning. Face-to-face courses will only be delivered, however, if public health authorities deem them to be safe. Further, international students may not be able to participate in on-campus activities due to delays in student visa processing. Consequently, enhanced online options will be needed to accommodate this group.

The guidelines that CUSP recommends for academic program planning can be summarized as follows:

- Ensure that there are both face-to-face and online learning opportunities at all levels of every program.
- Plan classroom capacities in line with physical distancing requirements for face-to-face learning, and online delivery for all class sections with more than 60 students.
- Prioritize courses for face-to-face delivery based on learning outcomes, pedagogy and choice for students.
- Provide individual faculty and staff with reasonable accommodations where needed for medical, family status or other human rights grounds.

The key principle underlying these guidelines is flexibility to adapt to the situation as it evolves. Pivoting from face-to-face classes to online learning is significantly easier than trying to add in-person learning to courses that have been planned for online. Preparing our academic program in this way will allow us to deliver safe on-campus learning by implementing physical distancing as required or pivoting to fully online delivery if necessary. These guidelines are also meant to provide flexibility for individual students, faculty and staff.

MOTION: That Senate confirm that Fall 2021 courses at Carleton be offered through a mix of face-to-face and online delivery in line with the recommendations of the Carleton University Scenario Planning Working Group.

Planning for Fall 2021:
A Gradual and Safe Return to Campus

Carleton University Scenario Planning (CUSP) Working Group

April 2021

Table of Contents

Executive Summary

The Carleton University Scenario Planning (CUSP) Working Group has developed recommendations for academic program planning for the 2021-22 academic year. The health and wellbeing of students, staff, faculty and the broader community remains the key principle guiding these discussions. In developing these recommendations, CUSP considered five key situational factors including COVID case trends, vaccination progress, public health restrictions, travel restrictions, and students' willingness to continue online education.

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CUSP is part of a broader planning ecosystem that has developed at Carleton over the course of the pandemic. The Return to Campus Committee is responsible for managing the safe and gradual return to campus. The Carleton University Flexibility Arrangements Working Group is developing guidelines for flexible work arrangements during the transition back to campus and post-pandemic. These three groups are working in close coordination in order to ensure that Carleton's transition back to campus is safe and successful.

Introduction

CUSP Working Group Mandate

Reporting to the Provost and Vice-President (Academic) and the President and Vice-Chancellor, the Carleton University Scenario Planning (CUSP) Working Group was tasked with looking at all options for a successful Fall term in light of the current public health crisis.

CUSP Working Group Members

- Lorraine Dyke, Deputy Provost (Academic Operations and Planning) – Chair
- Benoit-Antoine Bacon, President and Vice-Chancellor (Ex officio)
- Jerry Tomberlin, Provost and Vice-President (Academic) (Ex officio)
- Chuck Macdonald, Dean of the Faculty of Science
- Pauline Rankin, Dean of the Faculty of Arts and Social Sciences
- Patrice Smith, Dean of the Faculty of Graduate and Postdoctoral Affairs
- Sandra Crocker, Associate Vice-President, Strategic Initiatives and Operations (Research)
- David Hornsby, Associate Vice-President (Teaching and Learning)
- Janice O'Farrell, Associate Vice-President (Enrolment Management)
- Bruce Winer, Assistant Vice-President (Institutional Research and Planning)
- Kim Hellemans, Chair, Neuroscience and Academic Colleague, Council of Ontario Universities (COU)
- Jamie Carmichael, Associate Registrar, Scheduling and Systems
- Angela Marcotte, Controller, Financial Services
- Justin Mihalic, Planning Manager, Office of the Deputy Provost

CUSP Consultations

An important part of CUSP's mandate was to engage in consultations with a broad forum of stakeholders including, among others, academic leaders, faculty, unions and student leaders. CUSP's consultations and analysis focused primarily on academic programming as distinct from the steps required for a return to campus.

CUSP's analysis and recommendations were shared with the following groups throughout the process of developing this report. The committee appreciates the thorough and thoughtful feedback provided by:

- Academic Heads Roundtable
- Board of Governors
- Board of Governors Executive Committee
- COVID-19 Operations Committee
- COVID-19 Steering Committee
- CUASA
- CUPE 4600, Units 1 and 2
- CUPE 2424

- Departmental Administrators' Round Table
- Office of the Vice-President (Finance and Administration), Leaders
- Office of the Vice-President (Students and Enrolment), Managers and Directors
- PSAC 77000
- Senate
- Sprott Faculty Board
- Student Government Leaders
- Undergraduate Affairs

Planning for Fall 2021

We often look to the past to predict the future. This is problematic during turbulent times such as the current public health crisis. Fall 2021 will probably look quite different from Fall 2019 or Fall 2020. It will also likely be quite different from our present situation. Carleton needs to plan for where we will be in September – not where we are now.

As we contemplate the third wave of COVID, it can be difficult to imagine how the situation and our mindsets will have evolved by September. But as the COVID landscape continues to change, our mindsets will also evolve. For instance, prior to March 2020, few of us would have readily worn a face mask but now it is standard practice. Last spring, many of us were sanitizing our groceries until we learned that surface transmission is rare. Last summer when case counts were lower, many of us were going to restaurants. As has happened throughout the pandemic, our mindsets will continue to adapt as the situation evolves.

One of the challenges in planning for September is that the situation is constantly changing and in ways that are not always predictable. Despite this uncertainty, we need to plan for the fall now for three key reasons:

- To create our course timetable so that students can register in a timely fashion,
- To provide faculty with enough time to prepare fall courses, and
- To provide enough time to fully plan a gradual and safe return to campus.

The guidelines that CUSP is providing in this report are predicated on projections about the evolution of the public health crisis over the coming months. If the pandemic evolves in unanticipated ways that make it unsafe to return to campus, fall plans will need to be adjusted accordingly.

Principles to Guide Decision-Making

We remain committed to the following principles, which were first articulated last year as we contemplated planning for the Fall 2020 term. Since that time, these principles have continued to guide Carleton's decisions.

1. **We will place the health and wellbeing of students, staff, and faculty above all other considerations.**
2. We will continue to provide the best possible learning experience for our students throughout the pandemic.
3. Decisions regarding modes of learning within given constraints will be driven by learning outcomes.
4. Student support services will continue to be delivered in accordance with our Service Excellence standards.
5. Equity across student groups will be a key factor in decisions.
6. Research activity will be maximized to the extent possible.
7. We will foster collaboration within the university and with peer institutions to create and share academic programming where possible to enhance academic quality.
8. Decisions will support the long-term success of the university.
9. We will provide as much certainty as possible to students, faculty and staff by making and communicating decisions as early as possible.

Key Factors Considered in Planning

CUSP considered five key situational factors in developing program guidelines. This section will cover the following key factors in more detail.

COVID-19 case trends	Vaccination progress	Public health restrictions	Travel restrictions	Students' willingness to continue online education

COVID Case Trends

Canada has already experienced two waves of COVID-19 and is now experiencing a third. We are currently in a race between new variants of concern and immunization programs. The short-term picture is concerning; however, as more people are vaccinated, transmission and case numbers will drop.

Daily reported cases & 7-day rolling average in Canada (n = 1,094,749)
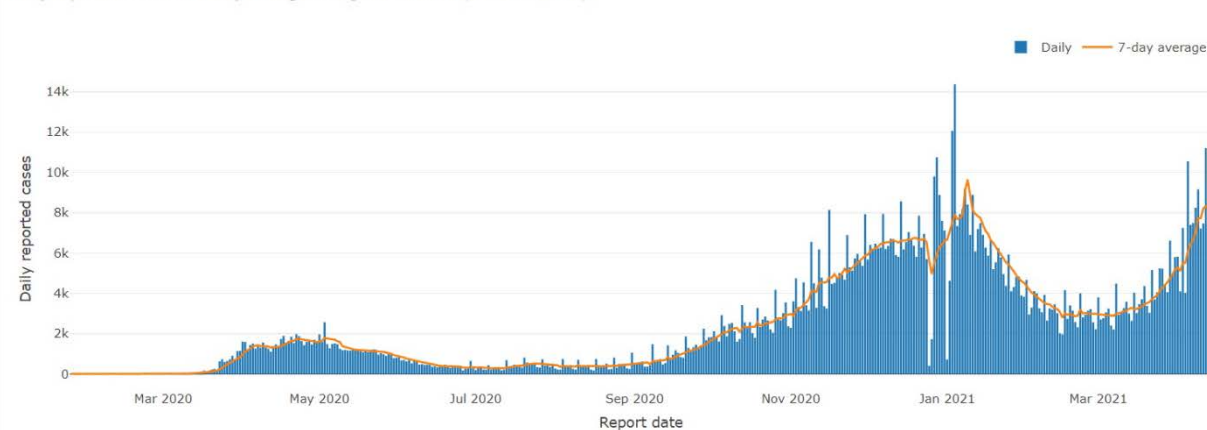
The course of the COVID-19 pandemic is, in many ways, not dissimilar to that of the 1918-19 Spanish flu pandemic. That epidemic went through three waves of widespread illness and then the flu became endemic.

The flu is still with us today but its impact is less extensive. This evolution happened without the benefit of vaccines. Then too, people's mindsets evolved and the pandemic was followed by the Roaring '20s.

Fortunately, there are presently four vaccines approved for use in Canada – all with high rates of efficacy. The Canadian government has ordered up to 180 million doses of these four vaccines – enough to vaccinate all Canadians several times over.

Vaccination Progress

Vaccines are effective – particularly at reducing the worst outcomes (hospitalization, admission to an intensive care unit and death). Immune response after one dose of vaccine is substantial. Extending the time between vaccine doses has been deemed safe and will allow people to be vaccinated more quickly. Rare bu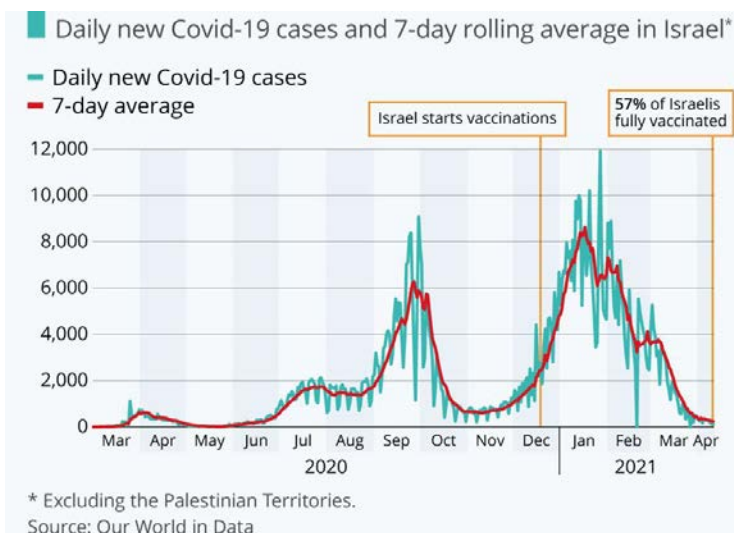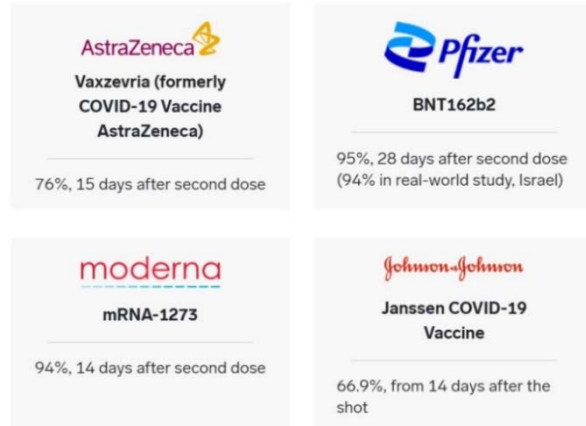t serious blood clots have been associated with two of the vaccines; however, Health Canada continues to assure Canadians of vaccine safety and experts indicate that the risk of such blood clots is 8-times higher from

AstraZeneca
Vaxzevria (formerly COVID-19 Vaccine AstraZeneca)
76%, 15 days after second dose

Pfizer
BNT162b2
95%, 28 days after second dose (94% in real-world study, Israel)

moderna
mRNA-1273
94%, 14 days after second dose

Johnson&Johnson
Janssen COVID-19 Vaccine
66.9%, from 14 days after the shot

COVID than from the vaccine. Data is still accumulating regarding the efficacy of the vaccines against the new variants of concern, however, evidence is emerging that these vaccines can provide significant protection against illness and transmission of the variants.

Vaccine delivery is ramping up. On March 17, 2021, the federal government announced that it expects to receive enough vaccine for every Canadian to receive a single dose by the end of June. Despite changes in delivery schedules, the federal government maintains this commitment.

The United Kingdom has pursued a strategy of giving a single dose to as many people as possible. As of March 19, 2021, they had administered at least one dose to 38% of adults. As a result, cases in the UK fell by over 90%. This is despite the more contagious B.1.1.7 "UK" variant now being the dominant strain there. Similarly, Israel saw a dramatic decline in new COVID cases as their vaccination program has progressed.

While the expected immunity is not achieved until two weeks after the second dose of vaccine, significant immunity is achieved with the first dose. There will be a time lag for other indicators. However, we can expect to see significant reductions in illness prior to complete vaccination as

Daily new Covid-19 cases and 7-day rolling average in Israel*
— Daily new Covid-19 cases
— 7-day average

Israel starts vaccinations
57% of Israelis fully vaccinated

* Excluding the Palestinian Territories.
Source: Our World in Data

in the UK and Israeli experience. Medical experts are already preparing for the possibility that booster shots may be required to maintain immunity.

Public Health Restrictions

Public health restrictions have been essential in reducing the spread of the virus and demands on the health care system. They also entail significant economic and social costs – for instance, with respect to mental health.

Adjustments to Ontario public health restrictions are based on:

- Number of COVID-19 cases
- Health care system capacity (e.g., Intensive Care Unit beds, ventilators)
- Public health system capacity (e.g., testing, tracing)

Vaccination programs are being rolled out in such a way as to first protect those who are at highest risk. Public health restrictions have been put in place to protect the most vulnerable and prevent the health care system from being overwhelmed. As vaccination proceeds, the number of cases will fall and allow for a gradual lifting of restrictions over the latter part of 2021.

The timeframe for the removal of public health restrictions is uncertain and will lag vaccination progress to some degree. Nevertheless, we are already seeing changes to guidelines in the U.S. as vaccination programs in that jurisdiction progress. Recently, the Centers for Disease Control in the U.S. issued new guidelines indicating that those who have been fully vaccinated can gather unmasked with others who have been vaccinated, or even with those who are unvaccinated, if they have no underlying health conditions. Once restrictions are relaxed, however, some people may need a period of psychological adjustment before they are comfortable in close contact with other people, due to the lingering effect of having been advised to maintain physical distancing for many months.

Travel Restrictions

Approximately 15% of Carleton students are international students. International student mobility is currently constrained by a number of factors. As a result of the pandemic, there are very significant delays in the processing of international student visas.

Other challenges affecting travel include testing and quarantine requirements and their associated costs. In addition, there may be vaccination issues as the vaccination rollout will be slower in other parts of the world and some countries are using vaccines that have not been approved in Canada – both of which will add complications and uncertainty. Consequently, some new (and possibly returning) international students may not be able to come to Canada.

Students' Willingness to Continue Online Education

The Strategic Counsel, in conjunction with Higher Education Strategy Associates, recently released the results of a study they conducted with almost 1,400 university students in early December. The results of this study show that students want to return to campus. Some key findings include:

- 20% were dissatisfied with their Fall 2020 experience
- 77% missed the campus experience
- Only 40% reported being satisfied with online education

In Carleton's own Fall 2020 survey, more than 70% of students identified the following as challenges in the online environment:

- Lack of in-person contact with classmates
- Lack of motivation for online learning
- Lack of in-person contact with instructors

Of course, Carleton will only deliver face-to-face courses if it is deemed safe. The most likely scenario is that it will indeed be safe to progressively return to face-to-face teaching and as such we must ensure that we can meet students' expectations. This is especially important in a competitive landscape where all Canadian universities are preparing for a significant return to campus.

Most Likely Scenario

Fall 2021

Increasing rates of vaccination will lead to a significant reduction in the number of COVID-19 cases, hospitalizations and deaths. This will allow for a progressive lifting of public health restrictions and the resumption of substantial on-campus activity. Returning to campus may be difficult for international (and some domestic) students; therefore, some online course options will be needed for these students. In that context, neither a fully online nor a fully in-person term makes sense, and a mixed model of program delivery offers the most sensible option for transitioning back to campus in a safe and gradual manner.

Winter 2022

Vaccination programs should be complete and restrictions should be lifted. This will allow for an essentially complete return to normal campus activities. However, enhanced online course options will still be needed for students who are not able to return to Ottawa in a timely manner.

Guidelines for Academic Program Planning for Fall 2021

In light of the factors noted and in consultation with various groups across the university, we recommend that Carleton structures the academic timetable in a way that will facilitate flexible planning. Pivoting from face-to-face classes to online learning is significantly easier than trying to add in-person learning to courses that have been planned for online. The recommended guidelines will allow the university to provide face-to-face options for students who are eager to return to campus and online options for students who cannot be in Ottawa, as well as the ability to pivot to online learning if necessary. The CUSP Working Group recommends the following guidelines for preparing the academic timetable:

- Maximize face-to-face learning opportunities for students

- Provide some face-to-face learning opportunities at all levels of every program
- Provide some online programming options for those students who cannot come to campus (Note: Not all courses will be available in online format.)
- Prepare to implement physical distancing without redoing the course schedule
- Make strategic decisions regarding the mode of course delivery based on program needs and sound pedagogy
- Provide individual faculty and staff with reasonable accommodations where needed for medical, family status or other human rights grounds

Capacity Constraints

The return to campus in the Fall 2021 term will not be a return to full capacity. If physical distancing guidelines are in place, classroom capacity will be reduced. Even if physical distancing requirements are relaxed, people may not initially feel comfortable in close contact. Consequently, we recommend that the university:

- Plans for reduced classroom occupancy in line with public health restrictions
- Sets a maximum capacity of 60 people for face-to-face sections

Prioritizing Courses for Face-to-Face Delivery

Courses should be prioritized for face-to-face delivery based on the following considerations:

Learning Outcomes
Experiential learning, lab components, skill development and centrality to program objectives

Pedagogy
High-impact practices and graduate programs

Options for Students
For each program and year level, at least one to two course sections that are face-to-face and one to two that are online (Note: in some cases, this may require collaboration across units.)

Accommodations for Faculty and Staff

Faculty and staff members who are unable to return to campus due to medical or unusual family reasons should speak to their manager about possible accommodations. These accommodations will follow existing protocols and processes. Managers should reach out to Human Resources – or in the case of academic employees, to the Office of the Deputy Provost – for guidance on these processes.

Guidelines are also being developed to support the transition back to campus in the fall and flexible work arrangements post-pandemic. In the scheduling of courses, Chairs and Directors should try to accommodate faculty preferences for online or face-to-face teaching where these can be aligned with program delivery requirements.

The Planning Ecosystem

While CUSP's mandate is to make recommendations for academic programming, other Carleton committees are developing related protocols. The Return to Campus Committee is looking at all aspects of a safe return to campus. The Carleton University Flexible Arrangements Working Group is developing flexible workplace policies. All three of these committees work in collaboration and report to the COVID-19 Steering Committee.
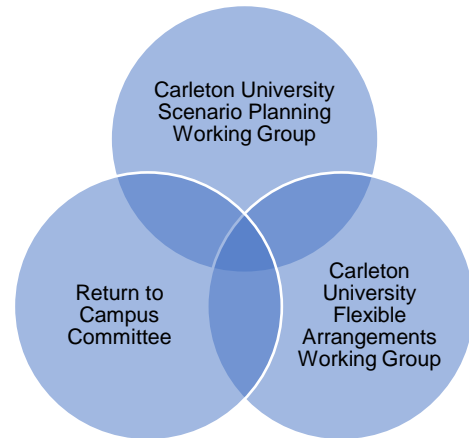
Return to Campus (RTC) Principles

The return to campus will be gradual and phased. Community health and safety will be the primary concern and guiding principle behind the return to campus. The return will abide by Provincial Government Orders and the Occupational Health and Safety Act. Required staff will return in phases prior to the return of students and classes, to prepare offices, buildings and other areas.

Areas should return in priority sequence as follows:

- Core services that remained on campus include Facilities Management and Planning, Campus Safety, Campus Services, Health and Counselling Services, Residence and Athletics
- Areas that support labs and research, including the library (already on campus)
- Research – for those with approved research plans (already on campus)
- Areas that directly support students (e.g., Registrar, Financial Aid, Faculty of Graduate and Postdoctoral Affairs, Academic Management, Student Accounts, Academic Departments, etc.) and Teaching and Learning Services
- Administrative and governance areas (e.g., Information Technology Services, Financial Services, Human Resources, Business Office (excluding Student Accounts), University Secretariat, etc.) and other areas as required

There may be some deviations from this plan. For instance, some Information Technology Services staff may need to return sooner than their colleagues in order to support student-facing units.

Return to Campus Committee Responsibilities

RTC has broad responsibilities for setting and monitoring the parameters of a safe return to campus. RTC works closely with Ottawa Public Health in determining the most appropriate safety protocols for various campus activities such as classroom conduct and tunnel usage. RTC is also responsible for ensuring that these protocols are supported with appropriate resources. All departments will need to prepare detailed plans for their own return to campus. Departmental plans will be reviewed and recommended by RTC before final approval from the COVID-19 Steering Committee. Key RTC responsibilities are summarized below followed by departmental responsibilities in preparing for a safe return to campus.

RTC Issue	RTC Actions
Preparation of buildings, common areas, tunnels	- Cleaning protocols, supplies and staffing - Screening protocols and building access issues - Symptom reporting, contact tracing and isolation requirements - Physical distancing and room capacity - Mask and sanitizer use - Signage, crowd control, barriers and traffic flow - Remote work where appropriate - Non-academic space utilization
Supplies	- Procurement of necessary supplies for departments - Signage and directional markers - Cleaning supplies - Plexiglass barriers and related requirements
Vaccinations	- Work with Ottawa Public Health to develop a strategy for Carleton community and community at large (e.g., possible clinic) - Develop a vaccination policy and guidelines based on legal advice and government recommendations

Departmental Responsibilities

Department Issue	Department Actions
Develop or update return to campus plan	- Prepare or update the unit's return to campus plan using guidelines and templates provided by RTC - Submit plan (or revised plan) to RTC for review - Revise plans as needed (RTC will contact departments as needed)
Review staffing requirements and schedules	- Assess staff capacity and prepare schedules based on space capacity and resources - Consider desk location, physical distancing requirements and traffic flow - Consider barriers needed for frontline services
Order supplies from eShop	- Cleaning supplies - Plexiglass barriers - Signage - Personal care kits

The Return to Campus Committee will be conducting a series of consultations to share plans and identify all issues related to a safe and gradual return to campus. They will also work closely with departments to ensure that departmental plans meet all safety standards.

CU Flexible Arrangements Working Group (CUFA)

The Carleton University Flexible Arrangements Working Group has been created to develop flexible work arrangement frameworks for administrative staff and managers for the gradual

return to campus as well as post-pandemic. It includes membership from across the university, working in partnership with RTC and CUSP. Guidelines are being developed to help managers make decisions that prioritize organizational needs while providing some flexibility for staff. The guidelines will be distinct from processes of medical accommodation or accommodation on human rights grounds such as family status.

CUFA is currently engaged in consultations with key stakeholders and has already met with over 20 groups and 400 people. CUFA's guiding principles indicate that flexible work arrangements should be developed in an equitable manner, in accordance with academic needs, and reviewed on a regular basis. CUFA's guidelines – which will be released in May 2021 – will play a key role in helping managers to support a gradual, phased return to campus and flexibility for staff post-pandemic. Human Resources will provide support to managers in developing these arrangements.

Moving Forward in the Planning Process

Planning for the 2021-22 academic year is a dynamic process. CUSP's recommendations provide the basis for planning by RTC and CUFA. Consultations for each of these groups overlap and inform each other. As public health guidelines evolve and we get closer to September, adjustments to these plans may be necessary. To access the latest plans for each of these groups, please consult the following websites:

- Carleton University Scenario Planning Working Group
- Return to Campus Committee
- Carleton University Flexible Arrangements Working Group

Senate Executive Committee
March 16, 2021
Via MS Teams Videoconference

MINUTES

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

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1. **Welcome & Approval of the Agenda:**
   The meeting was called to order at 11:03 am.
   It was **MOVED** (B. Kuzmarov, S. Sivathayalan) that the committee approve the agenda for the meeting. The motion **PASSED**.

2. **Approval of Senate Executive Minutes: February 16, 2021 + E-poll March 10, 2021**
   It was **MOVED** (W. Ye, A. Bowker) that the committee approve the minutes of the Senate Executive Committee meeting on February 16, 2021, and the minutes of the Senate Executive Committee e-poll on March 10, 2021, as presented.
   The motion **PASSED**.

3. **Approval of Senate agenda: March 26, 2021**
   The Senate agenda was reviewed by the committee. The Clerk indicated that the SAGC Report (Item 7-c) should be removed from the agenda and the report from the Senate Executive Committee (Item 7-d) should then move up to become Item 7-c. No further changes to the agenda were suggested by committee members.

   It was **MOVED** (W. Ye, B. Kuzmarov) that the committee approve the Senate agenda for the meeting on March 26, 2021, as amended.
   The motion **PASSED**.

4. Clerk of Senate Nomination
   The Senate Office received one nomination from Elinor Sloan for the Clerk of Senate position, for a term beginning July 1, 2021. The nomination package, which included two letters of support, was distributed in advance to Senate Executive Committee members for review.

   It was **MOVED** (J. Tomberlin, A. Bowker) that the Senate Executive Committee recommends to Senate the nomination of Elinor Sloan as Clerk of Senate, for a three-year term beginning July 1, 2021.
   The motion **PASSED**.

5. Review of Senate Minutes: February 26, 2021
   The committee reviewed the draft minutes of the Closed and Open sessions of the Senate meeting on February 26 2021. The Assistant University Secretary noted one error in the Closed Session minutes, which has been corrected. The committee had no further edits to either set of minutes. The minutes, thus amended, were approved by consensus.

6. Other Business
   There was no other business.

8. Adjournment
   The meeting was adjourned at 11:21 a.m.

Faculty/Contract Instructors

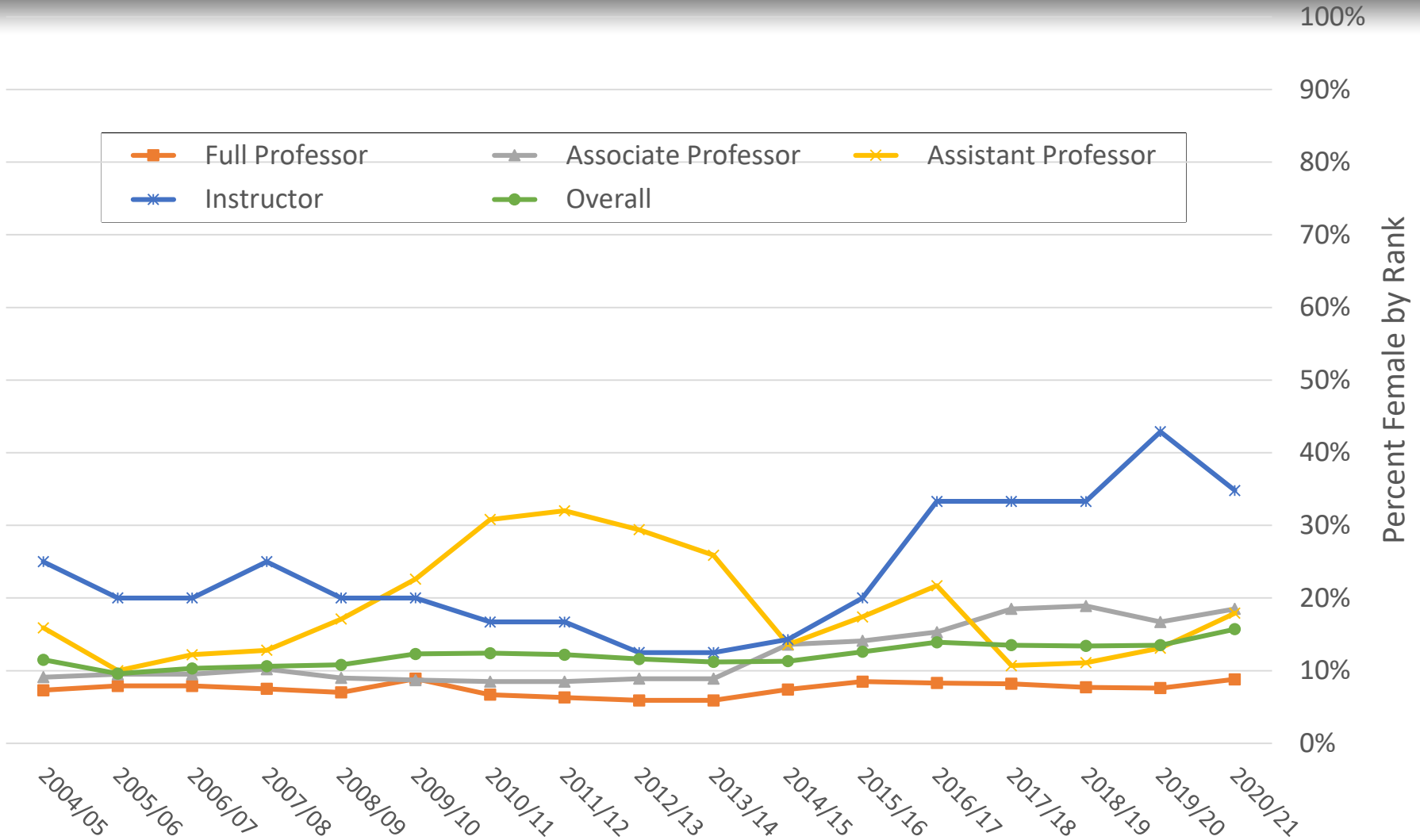**Percent Female**

Percent Female by Faculty and Rank – 2018/19

1. Positions are measured as full-time equivalent weights in each Faculty.
Office of Institutional Research and Planning - April 15, 2021
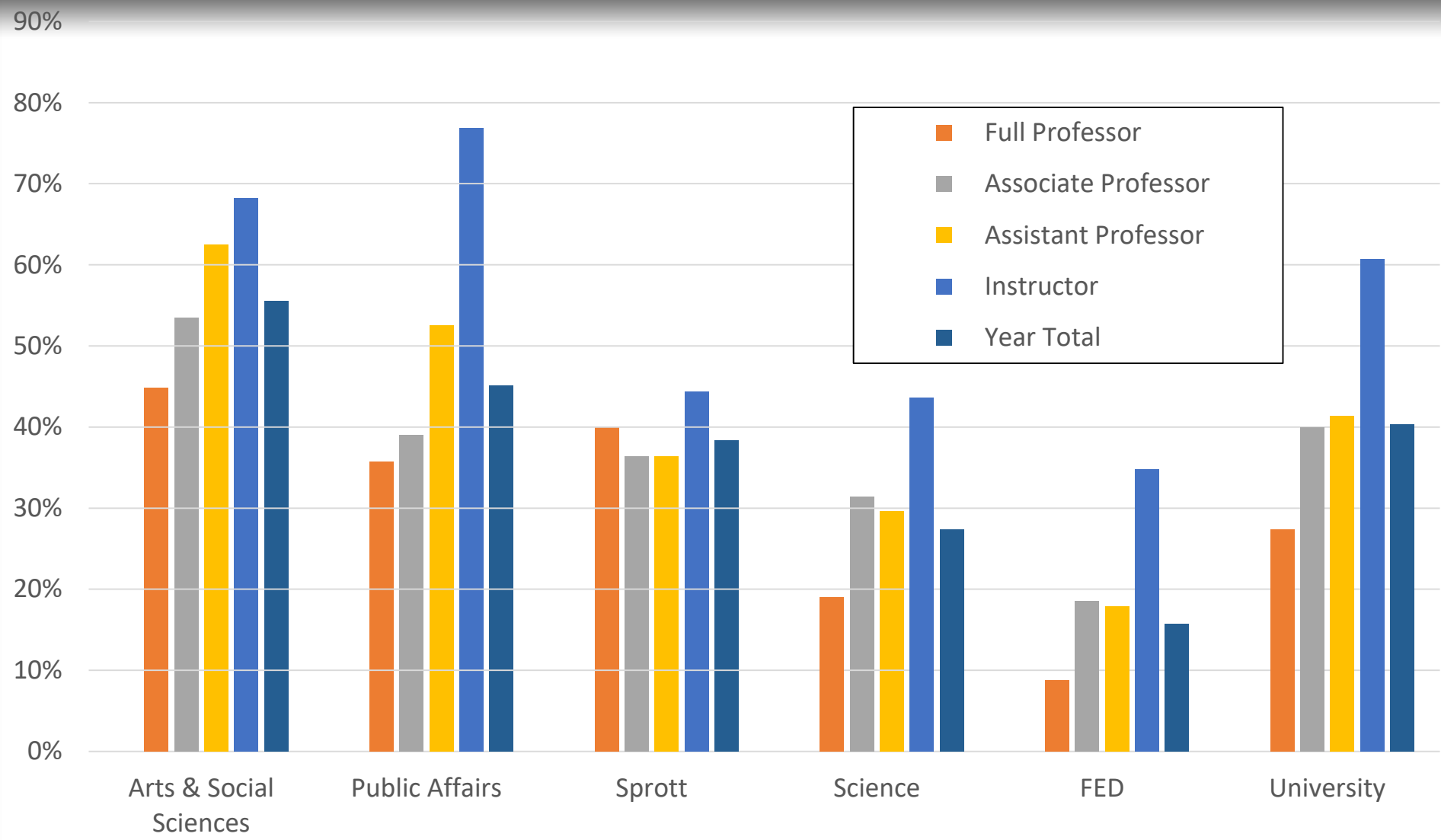
Librarians are 74% Female.

Faculty of Arts & Social Sciences

Canada's Capital University

Percent Female by Rank

Legend:
- Arts & Social Sciences
- Full Professor
- Associate Professor
- Assistant Professor
- Instructor
- Overall

X-axis: 2004/05, 2005/06, 2006/07, 2007/08, 2008/09, 2009/10, 2010/11, 2011/12, 2012/13, 2013/14, 2014/15, 2015/16, 2016/17, 2017/18, 2018/19, 2019/20, 2020/21

1. Positions are measured as full-time equivalent weights in each Faculty.
Office of Institutional Research and Planning - April 15, 2021

1. Positions are measured as full-time equivalent weights in each Faculty.
Office of Institutional Research and Planning - April 15, 2021

Faculty of Engineering and Design

Carleton University - Overall

Legend: Full Professor · Associate Professor · Assistant Professor · Instructor · Librarian · Overall

1. Positions are measured as full-time equivalent weights in each Faculty.

Office of Institutional Research and Planning - April 15, 2021
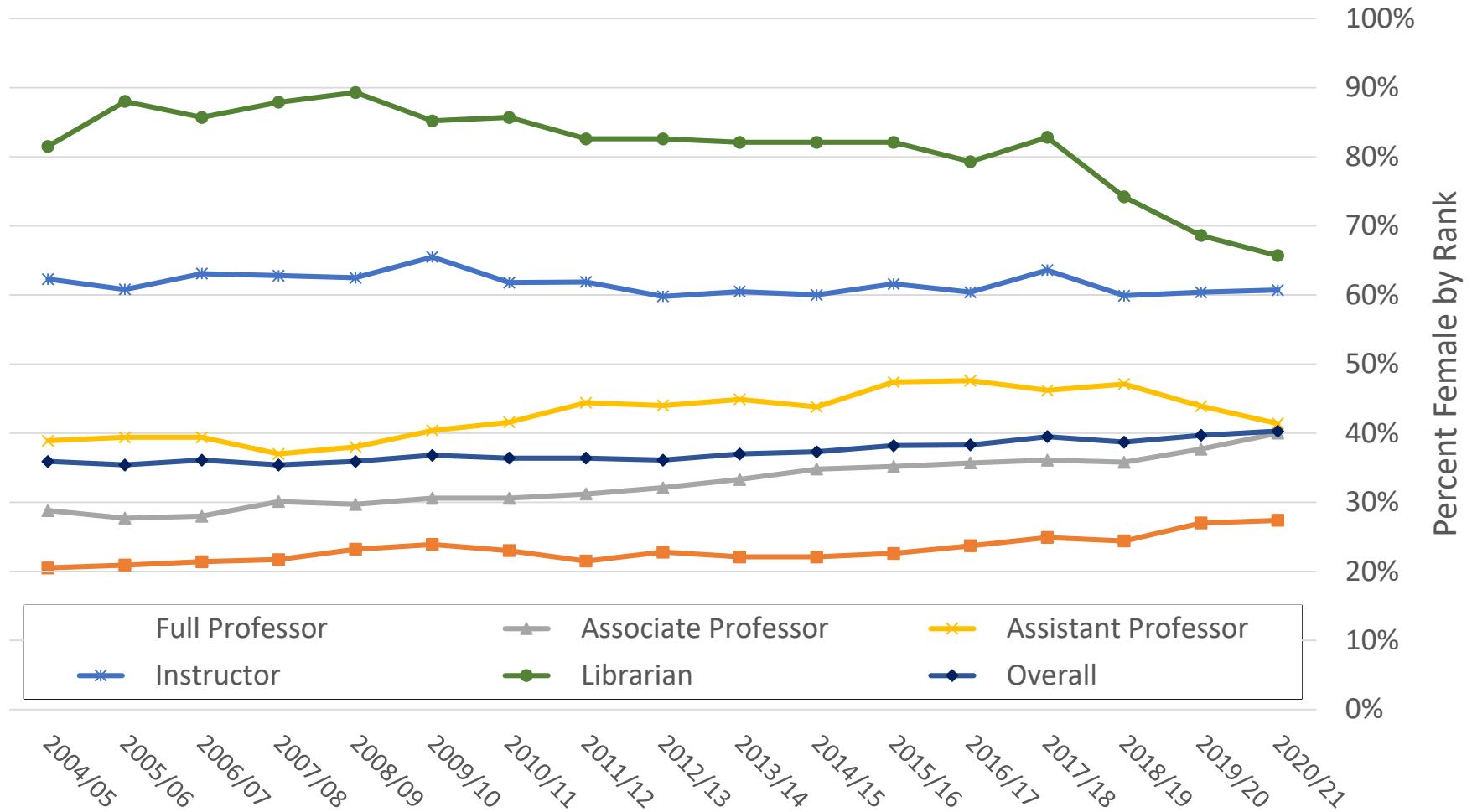
Percent Female Contract Instructors by Faculty
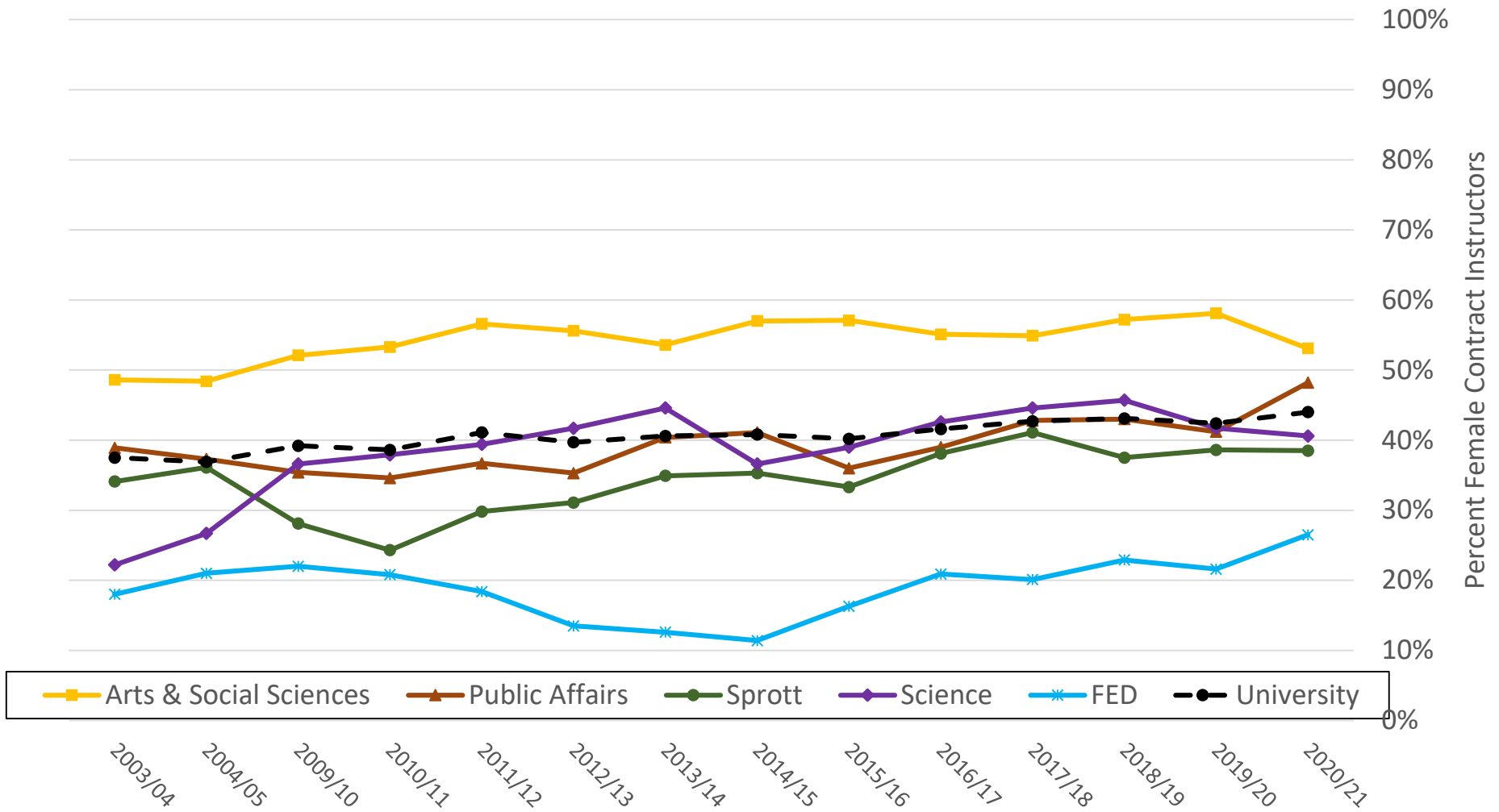
1. 'Contract Instructors' count all those instructors entered in the Course Instructor system who were not, at time of measurement, regular Carleton faculty (including retired faculty).

Carleton
UNIVERSITY
Canada's Capital University

	2020/21		2019/20		2018/19		2017/18		2016/17	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full Professor	217	82	215	80	211	68	200	66	191	59
Associate Professor	224	149	236	143	245	137	244	138	251	138
Assistant	92	65	84	66	78	70	88	76	86	76
Lecturer/ Instructors	55	85	56	85	53	79	46	75	36	56
Contract Instructors	502	394	524	385	510	387	497	370	486	348

Carleton
UNIVERSITY

Canada's Capital University

	2020/21		2019/20		2018/19		2017/18		2016/17	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Full Professor	72.6%	27.4%	73.0%	27.0%	75.6%	24.4%	75.1%	24.9%	76.3%	23.7%
Associate Professor	60.0%	40.0%	62.3%	37.7%	64.2%	35.8%	63.9%	36.1%	64.2%	35.8%
Assistant	58.6%	41.4%	56.1%	43.9%	52.9%	47.1%	53.8%	46.2%	52.3%	47.7%
Lecturer/ Instructors	39.3%	60.7%	39.6%	60.4%	40.1%	59.9%	36.4%	63.6%	39.6%	60.4%
Contract Instructors	56.0%	44.0%	57.6%	42.4%	56.9%	43.1%	57.3%	42.7%	58.3%	41.7%

The following slides compare Carleton faculty to the rest of Ontario by major subject areas
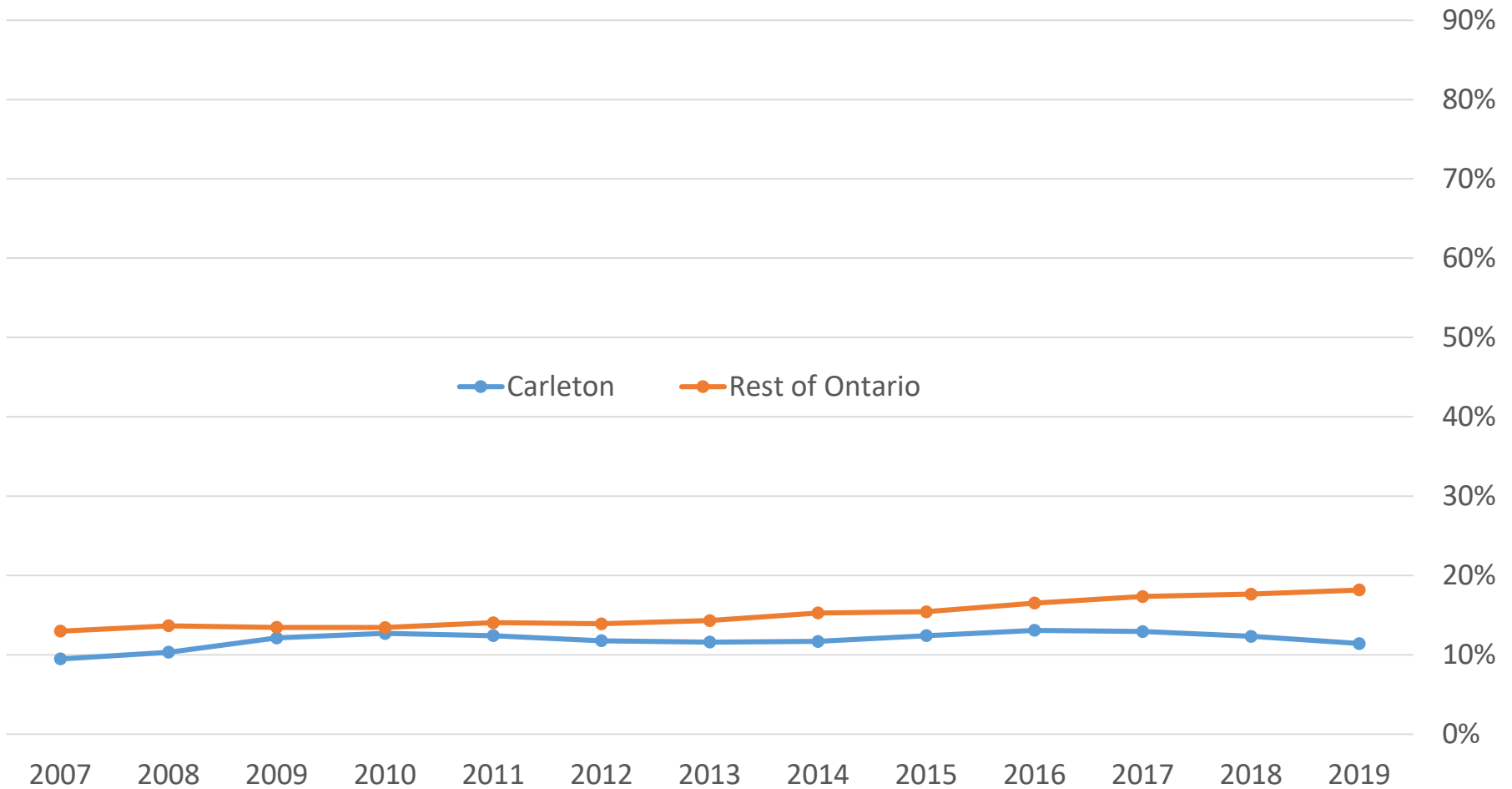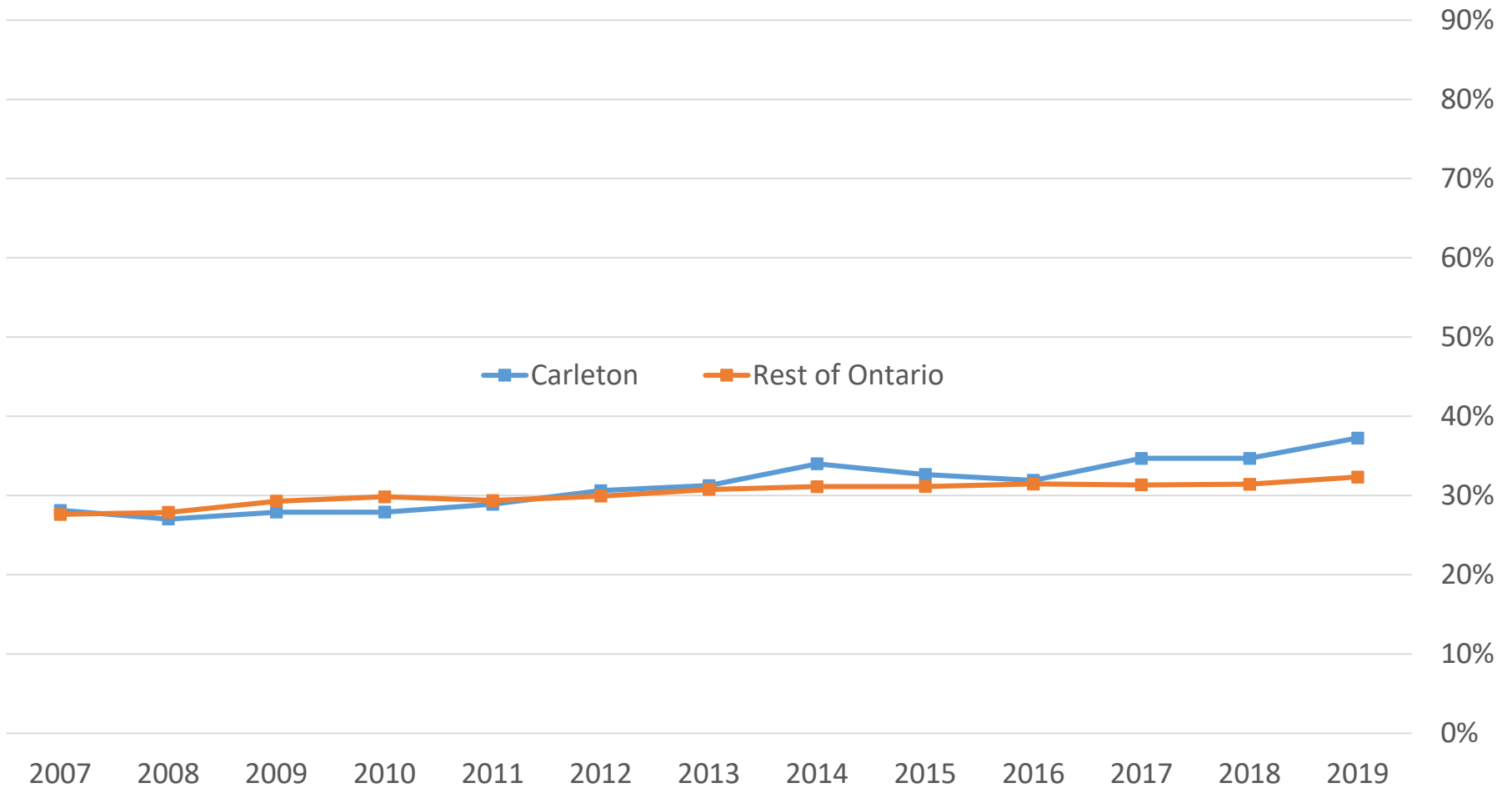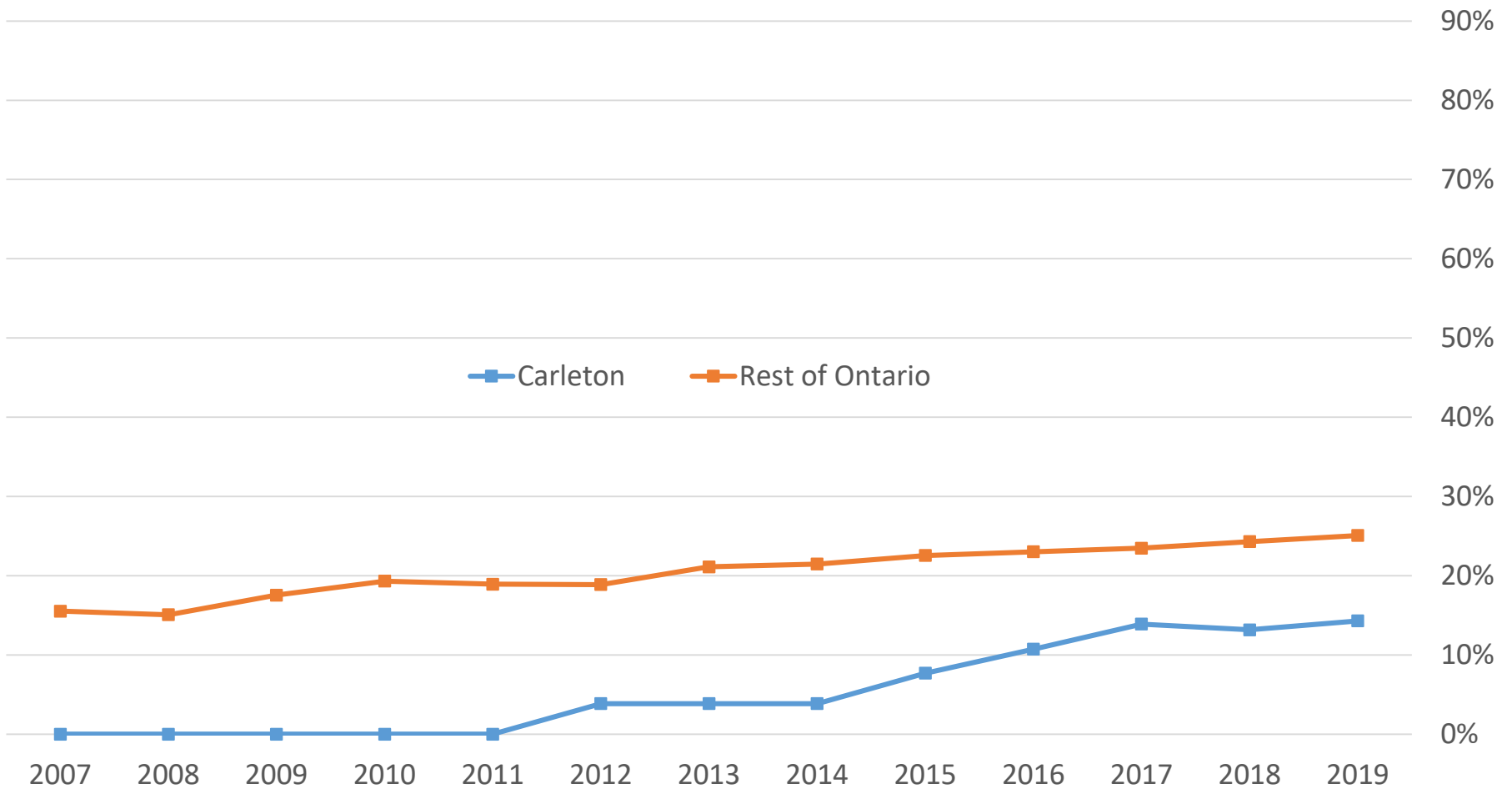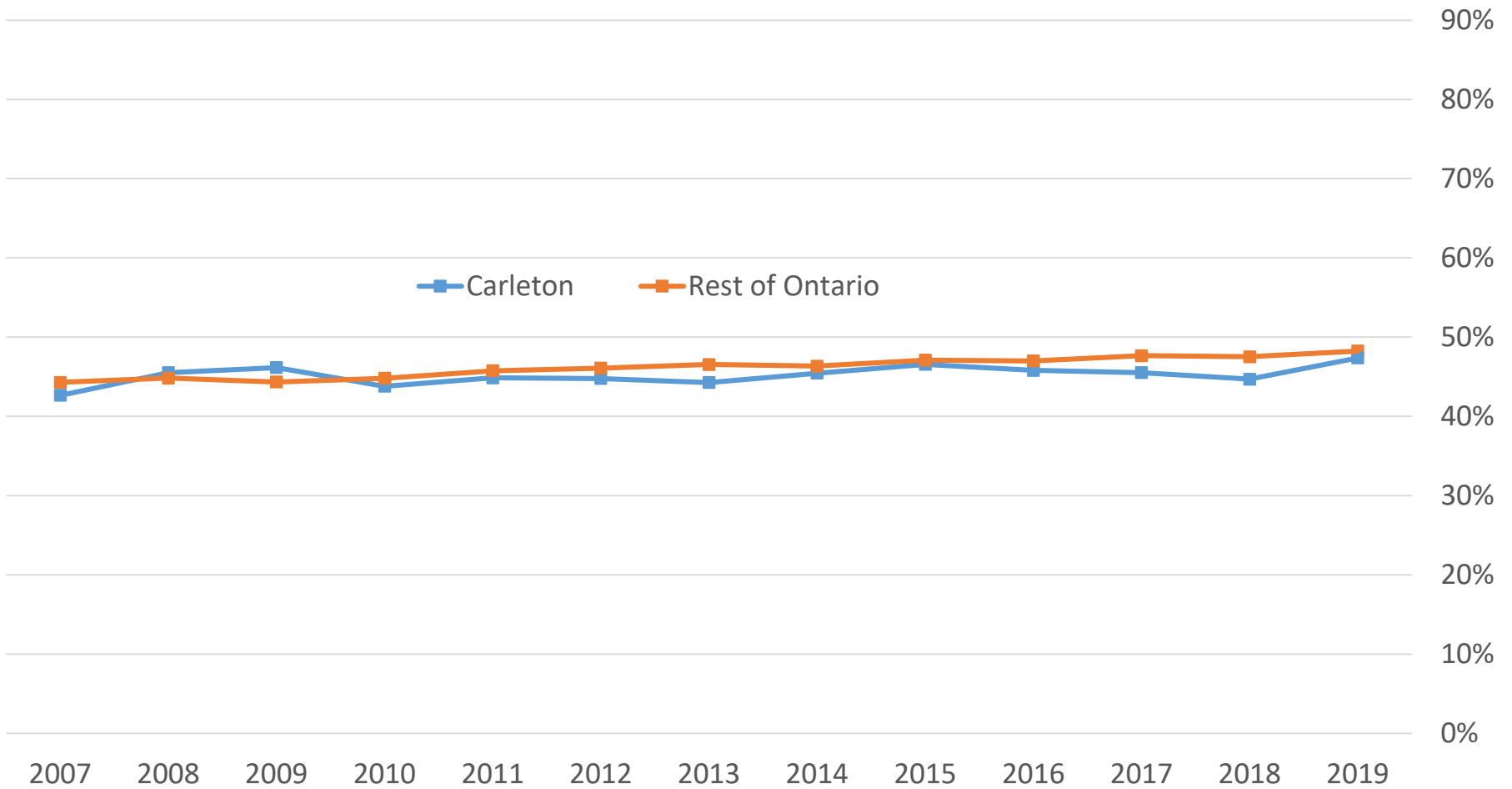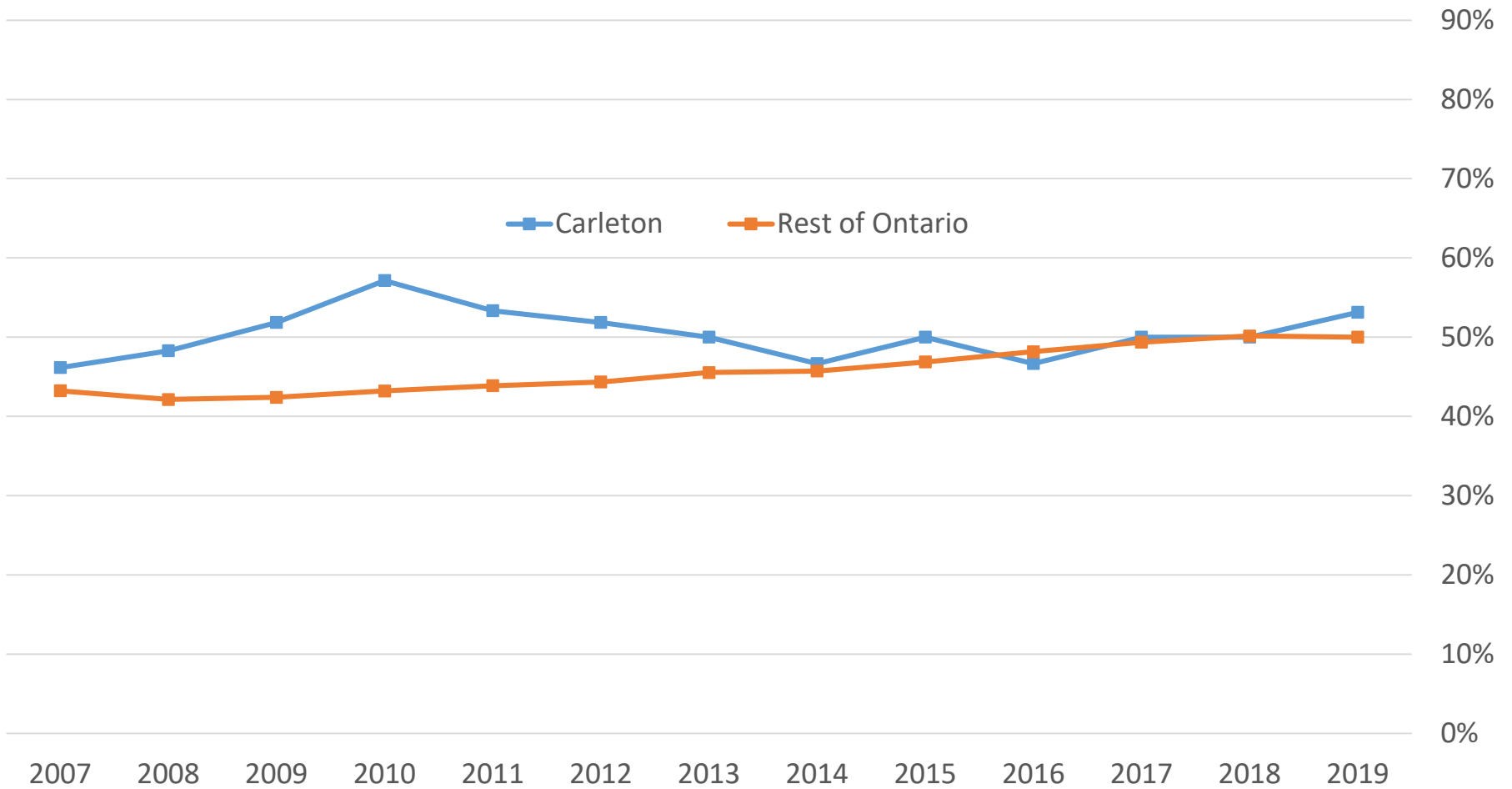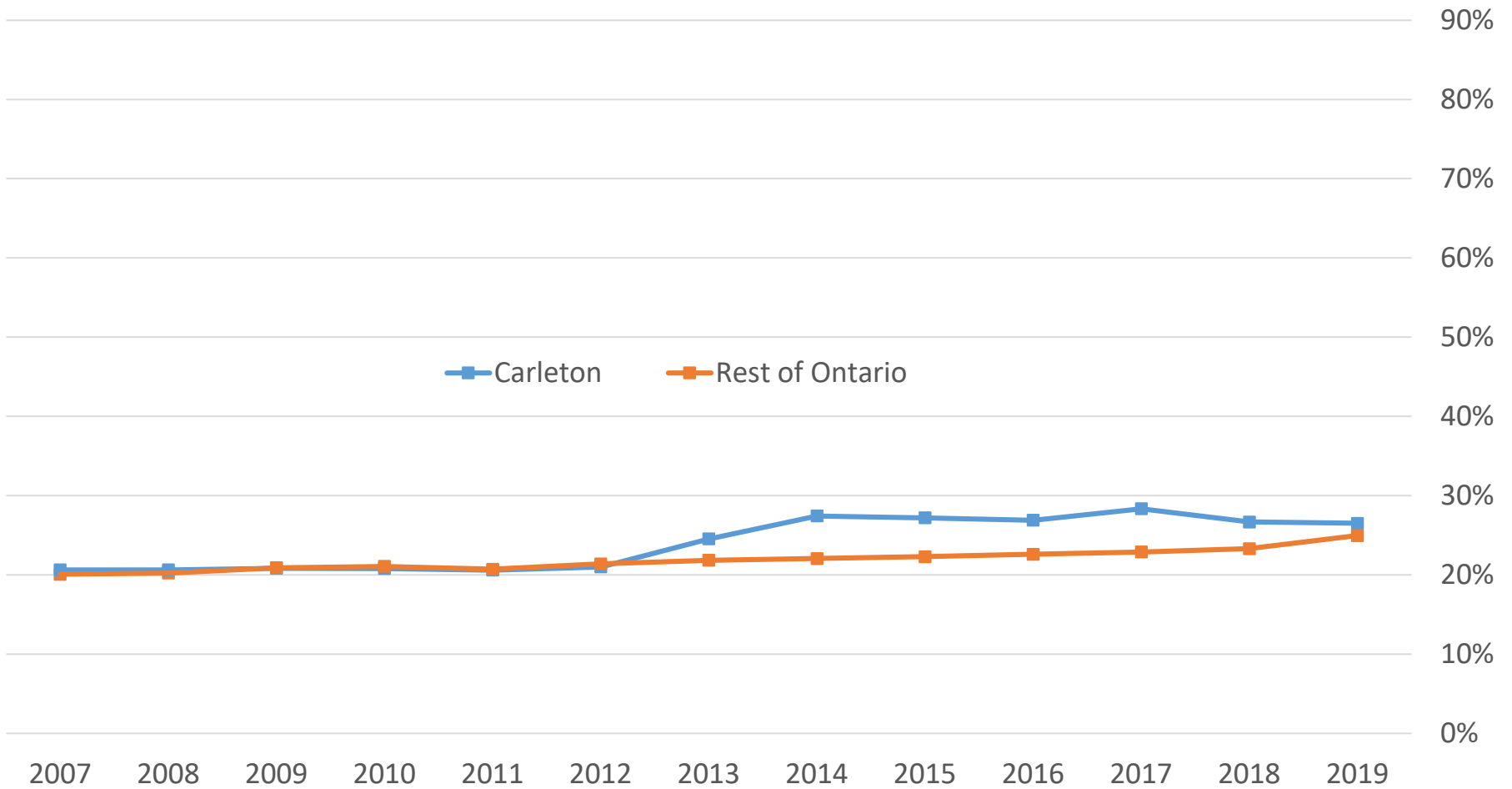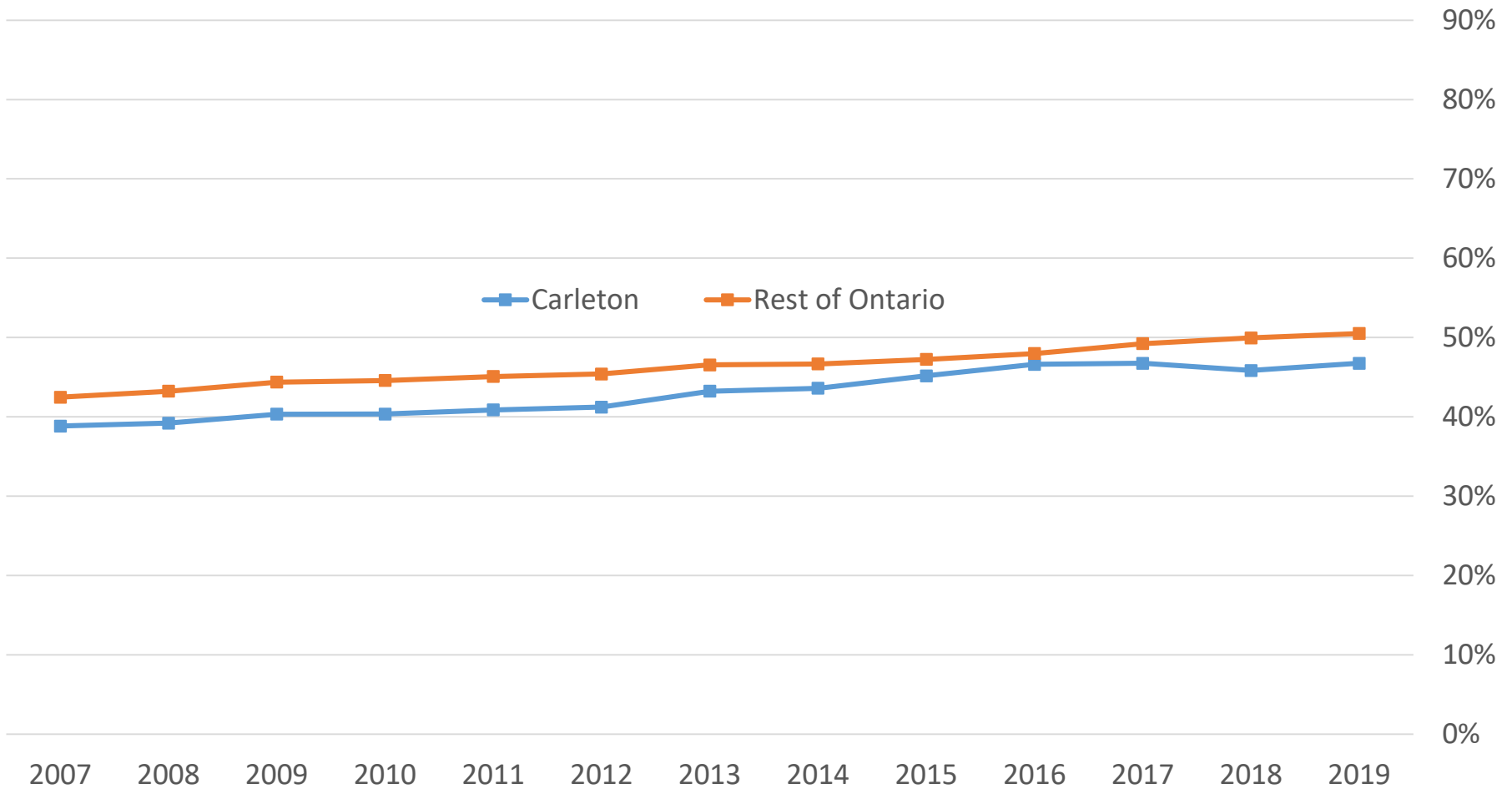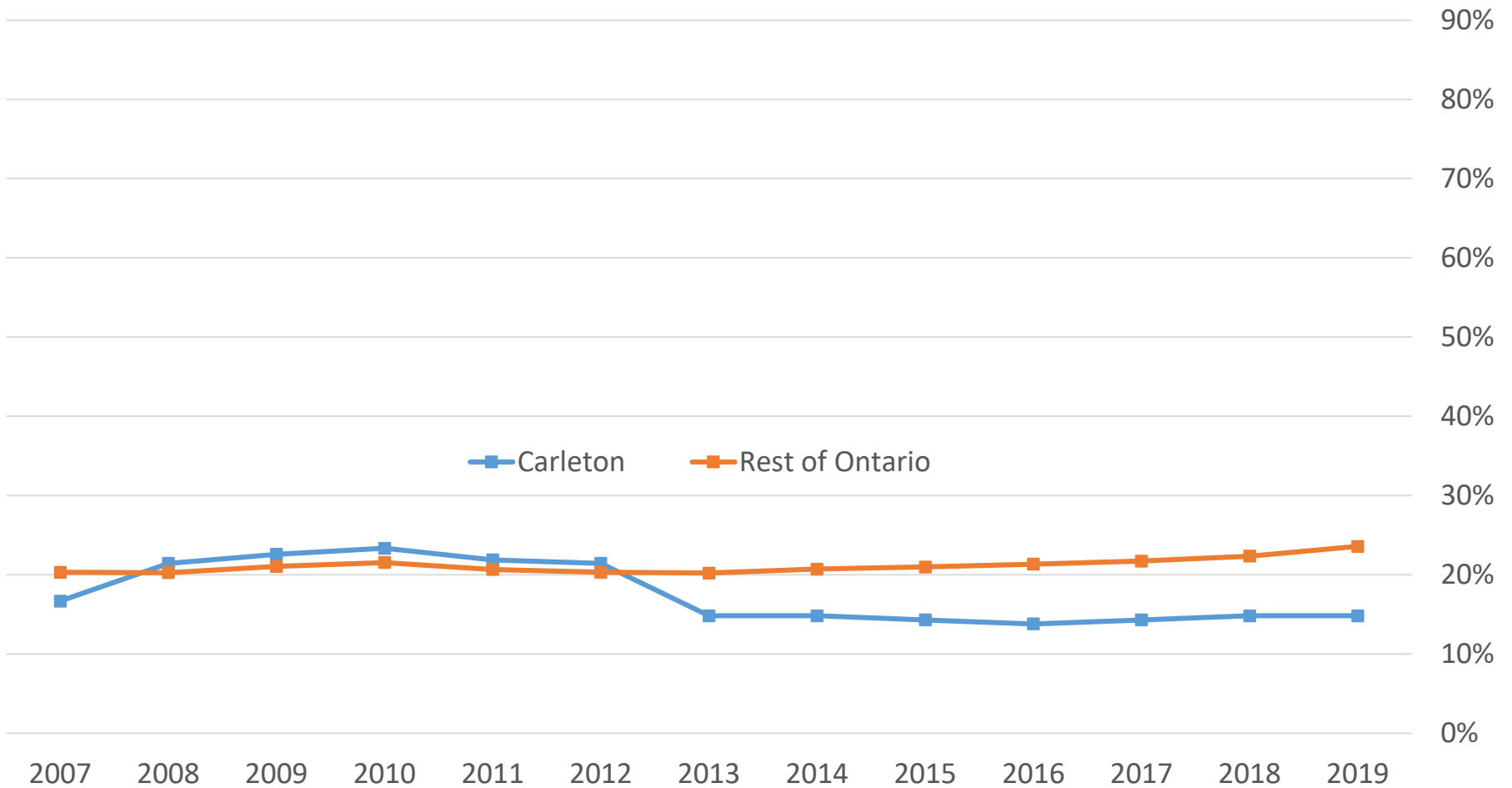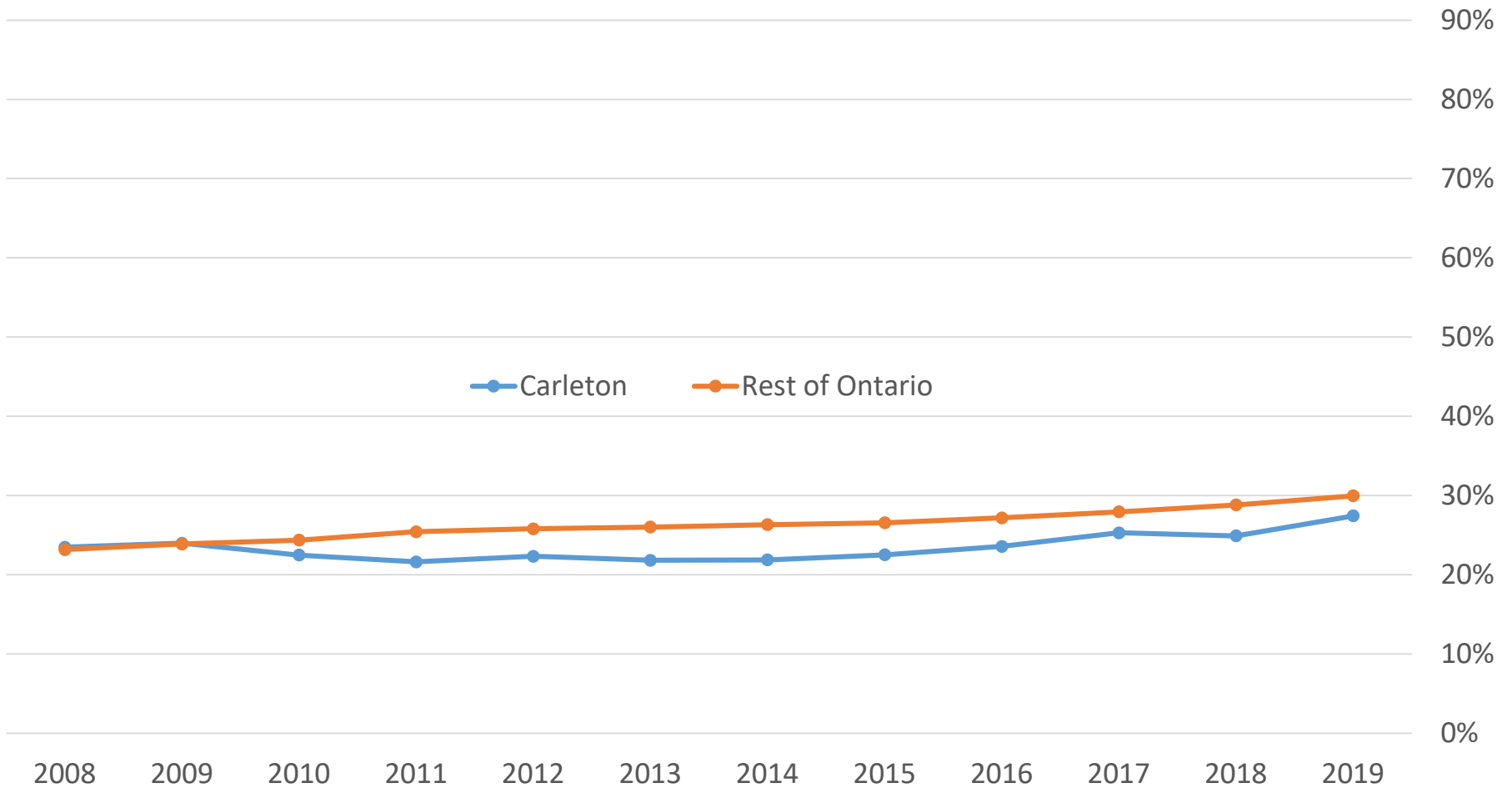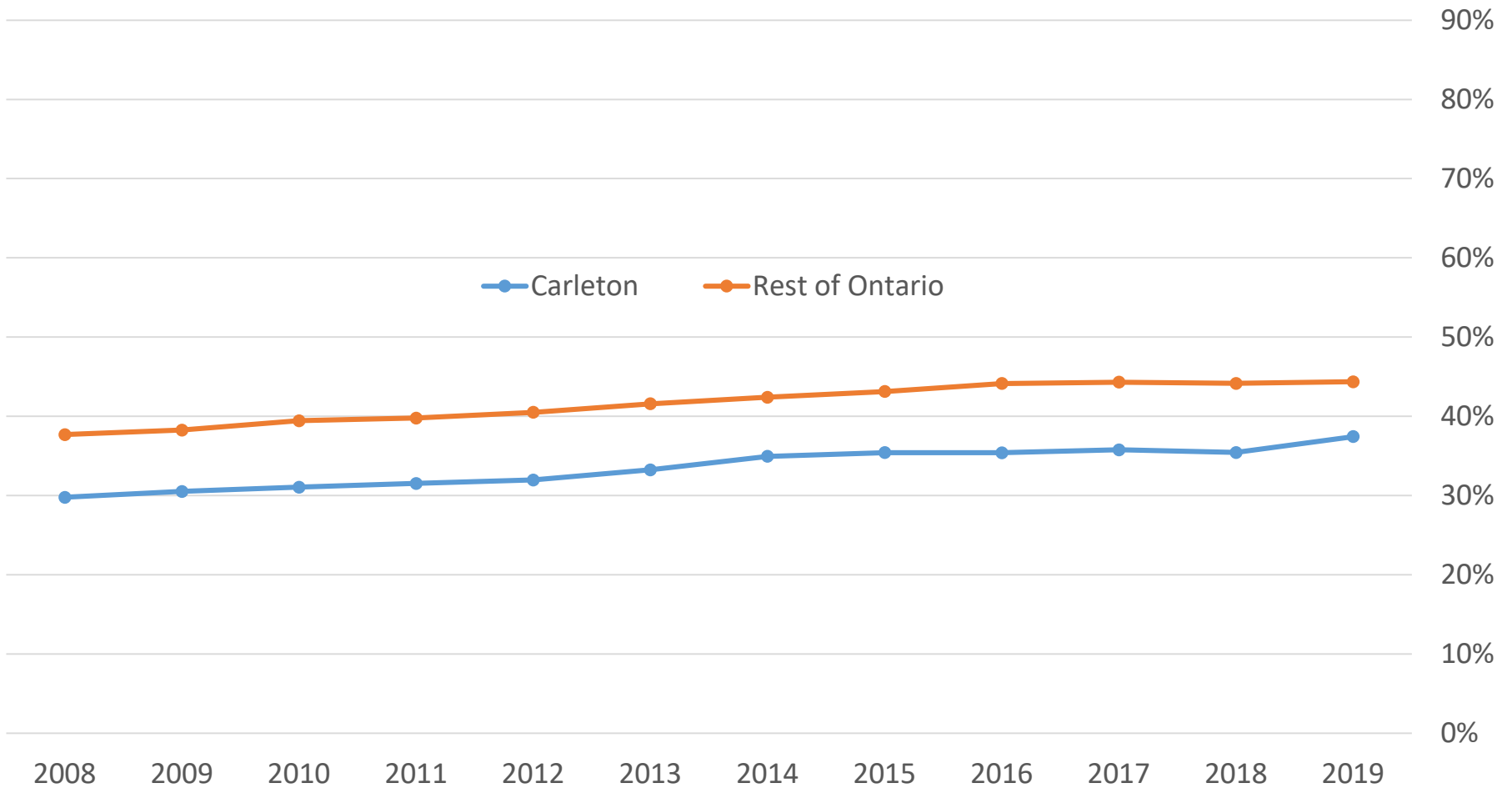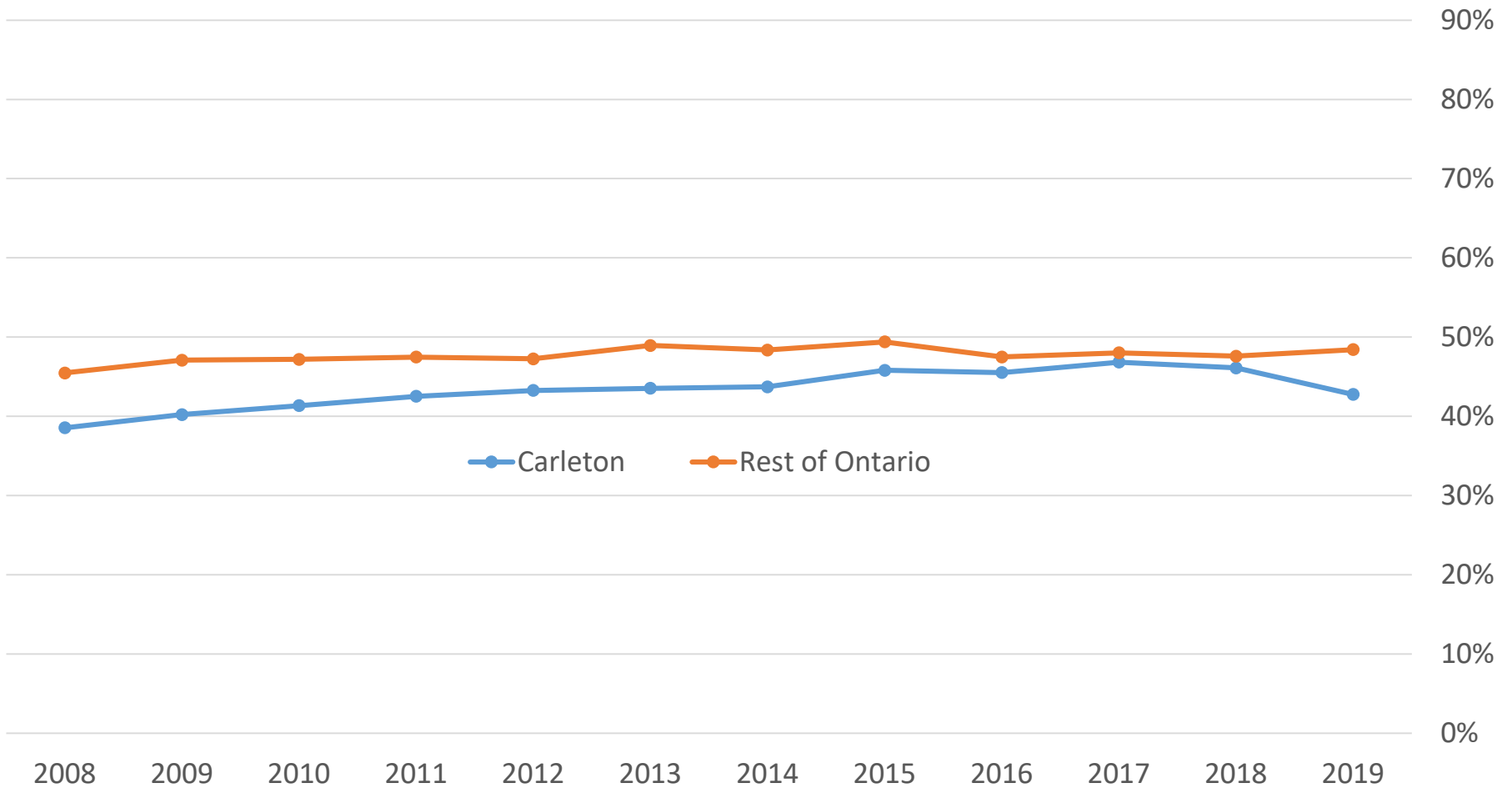
Office of Institutional Research and Planning, April 15, 2021
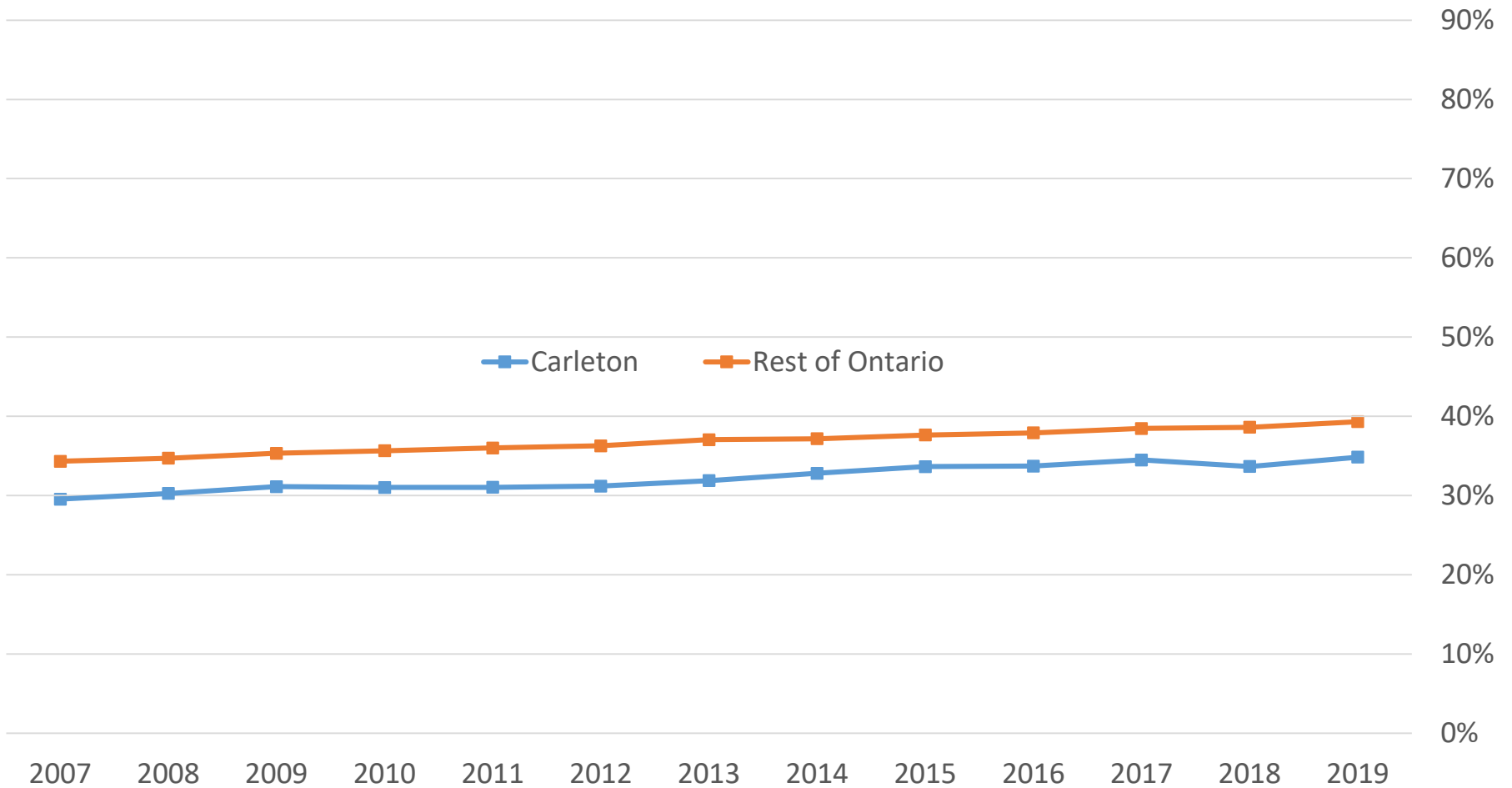
Office of Institutional Research and Planning, April 15, 2021

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Carleton University — Canada's Capital University

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

RE: Report of the Academic Colleague from the Council of Ontario Universities meetings in December 2020, February 2021

Dear Members of Senate,

On December 8th and 9th, 2020, the Academic Colleagues met to discuss the issues facing Ontario's universities in light of the COVID-19 public health crisis.

On the evening of December 8th, the colleagues heard a presentation from with Dr. Scott Henderson, Dean and Head of Trent University on the topic of misinformation and the role of universities. Dr. Henderson joined the colleagues for a conversation on the role of universities in combating misinformation. He framed the conversation around three questions: (1) What role can universities play in combatting misinformation? (2) How and where can faculty become part of the public discourse by actively sharing information and ideas? and (3) How can academia stay relevant and timely while respecting the importance of peer review?

The morning meeting of December 9th, we heard updates from COU, and debriefed over the previous "dinner" conversation. Some of the main takeaways are appended below:

Budget

The Ontario government tabled its 2020 budget on November 5. The province estimates that spending in 2020-21 will be $22 billion higher than in 2019-20 and that the deficit for this year will be $38 billion. It also projects deficits over the next two years of $33 billion and $28 billion, respectively. University and college base budgets remained essentially unchanged.

Capital and Infrastructure

The government's decision to allocate the same amount of capital and infrastructure funds to universities and colleges will result in less funding for universities than under the previous allocation model. Universities account for three-fourths of buildings and two-thirds of enrollment. COU continues to advocate for more capital and infrastructure funding for universities.

Micro-credentials

The province has committed $60M over the next three years to the development of micro-credentials. The government defines micro-credentials as programs that "recognize granular, specific skills and competencies, are tied to a labour market need, and typically require less time to complete than traditional credentials."

This funding will be used for, among other things, an online portal, to fund and incent the development of micro-credentials, launch a public awareness campaign, expand OSAP

eligibility to include students in "ministry approved, quality-assured" micro-credential programs and to develop a virtual passport that issues and tracks a person's learning experience.

eCampusOntario will play a major role in supporting this initiative by developing a virtual passport that issues and tracks a person's learning experiences.

Research

A small amount of new money, about $9M, was allocated to research, including $2M for Ontario Health Data Platform, which will explore opportunities to integrate datasets and support research projects related to the COVID-19 response, $3.5M to support the operations and maintenance related to Advanced Research Computing in Ontario (co-funded with CFI), and up to $2 million in funding to enhance collaboration across the research sector.

Financial Sustainability Advocacy

In the context of COVID-19, COU has been advocating for adequate revenue as well as affordability and access for students. COVID-19 costs and lost revenues are estimated to be more than $1B for this fiscal year. Most of the costs are for upgrades to remote learning, student supports and health and safety. The lost revenue is mainly on the ancillary services side (parking, residences, conference services) – which continue to have costs but are not generating revenues.

SMA3

Strategic Management Agreements are now publicly posted. The government has agreed to de-couple funding from performance for the first two years of SMA3 because of de-stabilizing effects of COVID-19.

FEBRUARY 2021:

On the evening of February 16th, 2021, the colleagues heard from Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of online learning.

Dr. Alison Flynn joined the colleagues for a conversation on the topic of "Online Learning: Lessons Learned and the Future of Education after the Pandemic." As a relatively new medium for education that has expanded rapidly in response to pandemic-related school closures, online learning presents several key challenges that Dr. Flynn believes should be addressed: 1) Ensuring equitable access to technology and making online spaces fair and inclusive; 2) Maintaining a sense of community both inside and outside of class; 3) Focusing on the desired goals and outcomes of online learning and tailoring the experience in a way that makes the most of the online setting, while promoting academic integrity.
The following day, Wednesday February 17th, we received an update from Steve Orsini (COU President) on the Strategic Plan, followed by a COU update. The details are appended below:

COVID-19

COU is doing a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel that can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

COU continues to advocate to expand the number of university health programs that can be exempt from the 10-person limit for in-person training. There is confusion about the criteria that was used to select programs. For example, nutrition and speech language pathology are exempt from the 10-person limit, but dentistry and optometry are not.

Strategic Management Agreements

Early in the pandemic, the ministry agreed to de-couple SMA3 performance-based evaluations from funding to respond to the instability created by COVID. The government also indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation.

The Year 1 evaluations for SMA3 have concluded and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the ministry's website in late-Spring 2021.

Mental Health

On February 9, the ministry announced that it will provide an additional $7 million in one-time funding to support Ontario's students in publicly assisted colleges and universities. Institutions will receive a fixed base amount of $100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs but the government notes the importance of virtually delivered mental health services and other hybrid models and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups (Indigenous, racialized, LGBTQ students and students with disabilities) are met through these supports.

Equity, Diversity and Inclusion

The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

Micro-credentials

On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-ministry technical working group to develop micro-credential policy and programming.
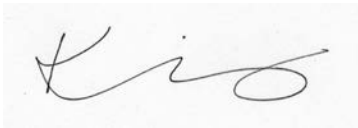
Financial Sustainability

The ministry has recently increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is one of the most transparent. Publicly available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO) and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students.

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

Sincerely,

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

Department of Neuroscience
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RE: Report of the Academic Colleague from the Council of Ontario Universities meetings in March and April 2021

Dear Members of Senate,

On March 31st and April 1st, the Academic Colleagues met to discuss the top concerns facing Ontario Universities for the Fall 2021 term, in light of COVID-19. Three major themes emerged: Equity, Diversity, and Inclusion, Online and Blended Learning, and Student Mental health; three colleagues prepared a brief presentation to full council on the afternoon of April 1st. We also received updates from COU. The details are below:

Fall 2020 Enrolment

Overall total Fall full-time enrolment increased by 2.1% across the sector. There were, however, strong differences across the sector, level of study and immigration status.

Undergraduate

Total undergraduate enrolment increased by 2.3%—with domestic increasing by 1.7% and international by 5.3%.

Domestic undergraduate

Growth in domestic undergraduate enrolment is primarily due to the sector experiencing the highest transition rates in at least the last 10 years. We also know that there has been an increase in the number of students moving from part-time to full-time studies and students in three-year programs continuing to complete a four-year degree. Enrolment in the summer, which is not included in these numbers was also significantly higher than in previous years.

International undergraduate

Growth in international undergraduate enrolment was not due to higher transitions but by flow-through enrolment. Over the last 6 years, international enrolment has increased by between 9% and 18%. Fall 2020 transition rates at their lowest in the past 6 years.

Graduate enrolment

Graduate enrolment increased by 1.4%, with domestic increasing by 3.6% and international decreasing by 3.7%. The drop in international enrolment was at the master's level, which experienced an 8.1% decrease in enrolment. Doctoral enrolment increased by 8.7%.

Budget

Budget 2021 centers on two key pillars: Protecting People's Health and Protecting Our Economy. The Budget focuses on "defeating COVID-19" through a series of actions and increases COVID-19-related funding to $51 billion over four years.

The ministry did not provide detailed information about funding for universities and colleges. COU has reached out to the ministry and is waiting for a response.

There were also no announcements related to tuition.

COVID-19 Relief Funding (re-announcement)

On March 19, government announced $106.4 million for COVID-19 funding for PSE "directed to those institutions facing the greatest financial impacts from COVID and [taking] into account size and relative financial health/availability of resources."

Ontario Jobs Training Tax Credit

The Budget announced the temporary Ontario Jobs Training Tax Credit to help individuals aged 25 to 65 upskill as a response to the pandemic. This temporary, refundable tax credit applies to the 2021 tax year and applies to individuals earning an income of between $10,000 and approximately $150,000. The credit is designed to cover 50% of eligible tuition and course fees (e.g. ancillary fees and charges, examination fees) from an eligible educational institution (e.g. university, college) up to a maximum of $2,000.

Mitacs internships (re-announcement)

On March 10, the government announced an investment of $39.5 million to help Mitacs create up to 8,000 paid innovative research internships and upskilling opportunities for postsecondary students

Digital Learning and Micro-credentials

Budget 2021 announced a new investment of $21.4 million ($10.7 million in each of 2021-22 and 2022-23) toward the Virtual Learning Strategy. This builds on the previously announced $50 million in funding available to PSE institutions through eCampusOntario (December 11, 2020)

Budget 2021 announced a new $2 million allocation for a platform that will support the Virtual Learning Passport, building on and integrated with the micro-credential and Virtual Learning Strategy. The platform will be designed to issue digital credentials for life-long learners.

On March 18, the government confirmed the expansion of the Ontario Student Assistance Program (OSAP) to include nearly 600 micro-credential programs. This follows the previous announcement of a $59.5 million investment over three years in a micro-credential strategy as part of the government's overall virtual learning strategy.

Mental Health

The Budget re-announced funding of $7 million to help increase access to mental health and addiction services for postsecondary students during COVID-19 that was announced on February 9, 2021.

This funding builds on the $19.25 million investment announced in October 2020 to support mental health supports for postsecondary students in 2020–21, an increase of $3.25 million over last year. This one-time funding will provide services to those studying on campus or virtually and is expected to focus on the needs of vulnerable and diverse groups, such as Indigenous students, LGBTQ+ students and students with disabilities.

The budget announced that Ontario is providing additional funding of $175 million in 2021–22 as part of the investment of $3.8 billion over 10 years to develop and implement a comprehensive and connected mental health and addictions strategy.

Capital & Facilities Renewal

The Budget announced $493 million over three years for postsecondary facilities renewal building on the Budget 2020 facilities renewal announcement.

$90 million in funding was announced to support the College Equipment Renewal Fund (CERF) and a new universities' Training Equipment Renewal Fund (TERF).

This new funding for universities is $30 million over three years ($10 million per year) and will be application-based with expanded project eligibility.

While MCU is not yet in a position to confirm institutional allocations to COU members for 2022-23 or 2023-34 for the FRP envelope, over the three years, universities are expected to receive approximately 64.4%of the envelope, which is an increase compared to the share allocated to universities in 2020.

Intellectual Property (IP)

The Budget stated that the government is working with universities, colleges and research institutes to clarify the commercialization mandates of postsecondary institutions with the objective of ensuring that IP generated through taxpayer-funded research will have social and economic benefits for Ontario. MCU has communicated to COU that they are currently planning consultations on this item in the spring and more information will be available shortly.

Government announced a new investment of $1.5 million in funding to support the Special Implementation Team on Intellectual Property. This funding will support the advancement of web-based IP curriculum, as well the development of a centralized Ontario resource and creation of a robust IP policy to help protect home-grown ideas and prioritize commercialization to drive Ontario's innovation ecosystem.

Shared in the lock-up, but not reflected in the budget document, is that the government will provide $6.16 million in funding over two years ($3.16 million in 2021-22 and $3 million in 2022-23) to develop an Ontario Health Data Platform IP Policy, which will create rapid access pathways to data for researchers. The government has committed to working closely with the sector on development and implementation.

Other Research Items

The Budget announced a $56.4 million investment over the next four years to create the Ontario Vehicle Innovation Network (OVIN). OVIN will accelerate the development of electric, connected and autonomous vehicles by fostering collaboration and partnerships between small and medium-sized enterprises (SMEs), academia, the auto industry and battery sector.

College Investments

The government is investing $121 million to support almost 9,000 personal support workers (PSWs), including $115 million to train up to 8,200 PSWs through publicly funded colleges.

In February 2021, the government announced an investment of $4.1 million for eight training projects, including in regions hardest hit by the pandemic, to support the training of 373 new PSWs. The government also provided up to $2.4 million through a pilot scholarship program to fund the training costs of up to 300 students for PSW positions in the Ottawa area.

Colleges (but not universities) are included along with community organizations and training providers in the $60.8 million to upgrade internet and digital infrastructure under employment and training supports.

Digital Main Street Platform

The government is investing an additional $10 million in the Digital Main Street platform for 2021-22. This follows an initial $57 million investment announced in June 2020 in partnership with the federal government. This platform is designed to help SMEs in Ontario improve their online presence and achieve digital transformation. To date, this platform has hired over 600 students to work on projects with independent businesses. These investments will generate up to 1,400 new jobs for students and recent graduates.

Invest Ontario

The Budget announced a $400 million investment over four years to create the Invest Ontario Fund, which will support Invest Ontario, the new provincial agency focused on promoting the province as a key investment destination, and encourage investments in the advanced manufacturing, technology and life sciences sectors. The agency will provide expertise and customizable investor services to support investment opportunities, such as available financial assistance, talent support, advisory supports and concierge services. One of the objectives of Invest Ontario is to leverage "the expertise of the business community, regional partners and other levels of government to inform the Corporation and the Minister on investment priorities and to enhance co-ordination with regional partners on investment opportunities in Ontario," where regional partners are postsecondary institutions.

Anti-Racism and Anti-Hate Grant

Ontario is investing $1.6 million over two years to support the Anti-Racism and Anti-Hate Grant program, which will support community-based anti-racism initiatives focusing on anti-Black racism, anti-Indigenous racism, anti-Semitism and Islamophobia.
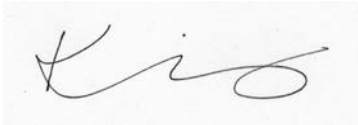
Employment and training support

The Budget announced an investment of an additional $614.3 million for 2020-21 and 2021-22 to provide targeted employment and training supports. This includes up to:

- $85.0 million to support the Skills Development Fund to help training and employment organizations assist workers during the province's economic recovery.

- $117.3 million to assist women, racialized individuals, Indigenous peoples, youth and people with disabilities who are facing the highest rates of unemployment during the pandemic.

- $157.2 million to provide workers in the hardest-hit sectors with career counselling and urgent training to find new careers and good jobs.

- $60.8 million to upgrade and expand high-speed internet and other digital infrastructure.

- $194 million to support Ontario workers with additional employment and training programs.

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

Sincerely,

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