



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

**Carleton University Senate  
Meeting of September 24, 2021 at 2:00 pm  
Via Videoconference**

**AGENDA**

**Open Session:**

- 1. Welcome & Approval of Agenda**
- 2. Minutes:** June 18, 2021 (Open Session)
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
  - a. Membership ratifications
  - b. Senate Survey – summary of results
  - c. Ombuds Advisory Cte membership
  - d. VPFA Advisory Cte membership results (for information)
  - e. Convocation Dates – June 2022
- 7. Reports:**
  - a. SCCASP (H. Nemiroff)
  - b. SQAPC (D. Deugo)
  - c. SAGC (E. Sloan)

**8. SIP Implementation Report**

**9. Digital Strategy Update**

**10. Reports for Information:**

a. Senate Executive Minutes (August 10, 2021)

**11. Other Business**

**12. Adjournment**



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

**Carleton University Senate  
Meeting of June 18, 2021 at 10:00 am  
Via Videoconference**

**Minutes – Open Session**

**Present:** A. Ahmad, S. Ajila, V. Asi, C. Ayalogu, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, S. Blanchard, A. Bowker, D. Brown, N. Bruni, J. Bruno, P. Burch (proxy for J. Ramnarine) A. Chandler, M. Close, T. Daniels, J. Dawson, D. Deugo, D. Dragunoiu, D. Edi, M. Gagne, P. Garcia, G. Garland, D. Gillberg, R. Goubran, M. Haines, C. Joslin, L. Kostiuk, J. Kovalio, B. A. Kuzmarov (Clerk), E. Kwan, A. Lannon, C. Laurendeau, K. Lucas, M. Lundy, B. MacLeod, S. Maguire, H. Nemiroff, B. O'Neill, J. Paulson, P. Rankin, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan, P. Smith, D. Sprague, R. S. Sundarraj, J. Taber, K. Taylor, J. Tomberlin, A. Tremblay, C. Trudel, L. Tsintsadze, C. Viju, K. von Finckenstein, J. Voordouw, J. Wallace, P. Wilson, J. Wolfart, P. Wolff, B. Wright W. Ye

**Regrets:** K. AlWazir, B. Hallgrimsson, K. Hellemans, C. Macdonald, J. Milner, M. Piché, J. Ramnarine

**Absent:** C. Davis, S. Gulati, O. Hobbs, F. Hosseinian, A. Luko, R. McKay, J. Moore, B. Popplewell, J. Stoner

**Recording Secretary:** K. McKinley

---

## **1. Welcome & Approval of Agenda (Open)**

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

It was **MOVED** (D. Dragunoiu, S. Sivathayalan) that Senate approve the open agenda for the meeting of Senate on June 18, 2021, as presented.

The motion **PASSED**.

## **2. Minutes: May 28, 2021**

It was **MOVED** (W. Ye, D. Sprague) that Senate approve the minutes of the Open Session of the Senate meeting of May 28, 2021 as presented.

The motion **PASSED**.

## **3. Matters Arising:**

The Chair provided an update on the situation of PhD student Cihan Erdal, who has been detained in Turkey since September. Cihan has been conditionally released from jail but must remain in Turkey at this time. Carleton continues to work with Global Affairs Canada towards Cihan's safe return to Canada.

## **4. Chair's Remarks**

The Chair began his remarks with an update on the pandemic. Ontario currently is in Phase 1 of its re-opening framework. The outlook for Canadians continues to improve as vaccination rates increase and case numbers continue to decline.

The Chair acknowledged the discovery of 215 Indigenous children's remains at a former residential school site in Kamloops. Carleton stands in solidarity with Indigenous communities, faculty and staff as we remember and honour the victims and survivors of the residential school system. Carleton's flags have been lowered to half-mast to honour these children. The Chair also acknowledged that June is Indigenous History month, and reminded Senators that Carleton must continue to move forward with reconciliation efforts and the recommendations of Kinàmàgawin.

The Chair also condemned the June 6<sup>th</sup> hit-and-run attack in London Ontario, that took the lives of four members of a Muslim family. Terrorism charges have been brought against the driver. Carleton mourns alongside all residents of London Ontario, and stands in solidarity with the Muslim community. Campus flags were lowered to half-mast to honour those who lost their lives.

June is also Pride Month, an opportunity to show support for LGBTQ2S+ members of our community. Carleton is committed to providing a safe space for all on our campus. The Chair encouraged Senators to review the CU News Room for more information on Pride Month features.

Earlier in June, Carleton also celebrated Appreciation Week, a virtual week-long series of events and activities that replaced, this year, the in-person Appreciation Day that normally occurs in mid-June. The Chair thanked all within the community for their creativity and flexibility in successfully completing a long and challenging academic year. In recognition of the hard work and resilience of the Carleton community, an extra Appreciation Day holiday will be offered to faculty and staff on July 2, 2021.

The Chair next noted that twenty-six Senators will be retiring from Senate at the end of this month. He thanked all for their collegiality, hard work, and support of academic governance.

Finally, the Chair extended a warm thank-you to the Clerk of Senate, Betina Appel Kuzmarov, who is leaving her position as of June 30, 2021 after a 3-year tenure. The Chair reminded Senate of Professor Kuzmarov's many accomplishments as Clerk, including her leadership role in the creation of the Free Speech Policy, and her contributions as co-chair of the SIP Task Force. Professor Kuzmarov will be missed for her grace, humility and compassion, and the Chair wished her all the best in her new role as Chair of the Department Law & Legal Studies. Senate welcomes Senator Elinor Sloan as the next Clerk, beginning on July 1, 2021.

## **5. Question Period**

Four questions were submitted in advance by Senators:

### 1) Question from Johannes Wolfart

The University's digital strategy is clearly an academic matter, subject to Senate oversight; however, there are also implications for workloads, technical support, professional development allocations, and the like. Will details of Carleton's digital strategy be bargained with affected unions at Carleton? How will such processes intersect with Senate approval procedure?

*Senator Wolfart agreed to allow this question to be answered during agenda item 8 (Digital Strategy), later in the Senate meeting.*

### 2) Question from Justin Paulson

One of the Kinàmàgawin calls to action was a recommendation that many more classrooms have moveable furniture and the ability to arrange chairs and desks in a circle. Since the calls to action were released, we have now completed an entire academic year in which no classrooms were used at all—surely an excellent time to move forward on this recommendation and renovate the many classrooms (besides lecture halls) that had fixed seating. Was this done, and to how many classrooms? (I ask because I've been told when trying to schedule in-person graduate seminars for the fall that in most cases they will have to be in rooms with fixed seating.) If no such changes were made in the past year, why not?

*Response provided by AVP Teaching & Learning David Hornsby: Teaching & Learning Services, FMP and Scheduling & Exam Services have been working collaboratively on this issue. Out of the 178 general pool classrooms, 105 include movable furniture, but at this time only 50 can enable learning circles as specified in Kinàmàgawin. 20 out of the 21 general classrooms in the new Nicol Building do have movable furniture to this standard, and plans are underway to convert more classrooms, particularly in Southam Hall.*

3) Questions from Morgan Rooney

- a. Many Carleton employees took advantage of the university's considerate offer to receive the AstraZeneca vaccination from Health and Counselling Services between May 5 and May 11. At the time of their original booking, those employees also received a booking for a second shot. Now that Ontario has discontinued the first-shot use of AstraZeneca, **can administration provide those staff members with an update regarding Health and Counselling Services' current/future role in the vaccination campaign? Do we know yet, for instance, if those second-shot bookings will be honoured? And, if so, do we have a sense as to what type of vaccination (AstraZeneca and/or one of the mRNA options) will be available to that group?**

*Response provided by VP Students & Learning Suzanne Blanchard: Health and Counselling Services is able to administer the Covid-19 vaccine and is collaborating with Ottawa Public Health on allocations to ensure adequate supplies are procured for the Carleton community. Individuals who have received the AstraZeneca vaccine at Carleton as their first dose are being contacted individually and will have a choice of either AstraZeneca or mRNA for their second vaccination. Efforts are underway to procure enough vaccinations to service the entire Carleton community for both first and second shots, including individuals who received their first vaccination off-*

campus. Health and Counselling Service anticipates that this additional supply should arrive on campus in early July. Senators are encouraged to visit the Carleton Covid-19 website for the most recent updates to vaccination information.

- b.** Nearly 8 months ago, in response to a question seeking clarity as to what constitutes a reasonable or appropriate workload in a 0.5 credit course, the Provost committed to “exploring options through SCCASP with the advice of pedagogical experts” ([October 30, Senate Meeting Minutes](#), p.7). Without such guidance, individual faculty members will continue to be left to decide for themselves, students will continue to experience different workload expectations from course to course, and in all likelihood faculty and administration will continue to face workload complaints from students. In other words, it is in everyone’s interest—administration, instructors, students—that this question be resolved so that there is a common reference point. **Can the Provost or SCCASP update Senate on any progress on this issue, and/or provide a timeline as to when everyone can expect to gain some clarity on this subject?**

*Response provided by SCCASP Chair Howard Nemiroff: This question has been on SCCASP's radar, but because of other Covid-related priorities it has not yet been addressed by the committee. Understanding the impact of different and inconsistent workloads will require discussions with various stakeholders and potentially a benchmarking study. The issue is on the agenda for the SCCASP Summer Retreat in August, and Senate will be provided with an update in mid to late Fall of 2021.*

## **6. Administration (Clerk)**

### **a. Membership ratifications**

Four faculty members and 2 Board of Governors representatives were ratified for new terms as Senators beginning July 1, 2021.

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

The motion **PASSED**.

## **b. 2021/22 Revised Senate Schedule**

The Clerk noted that the Senate schedule for 2021/22 has been revised to include a possible special meeting, if required, on Friday August 20, 2021 at 2:00 pm. A copy of the revised schedule was included in the Senate meeting package.

## **7. Reports:**

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

Howard Nemiroff, Chair of SCCASP presented three items for Senate approval and one item for information.

#### Items for Approval:

- **Minimum CGPA requirements for graduation – some additions and updates to CGPA requirements for degree programs**

It was **MOVED** (H. Nemiroff, D. Dragunoiu) that Senate approves the revisions to regulation R-UG-3.4.6 Minimum CGPA Requirements for Graduation effective for the 2021/22 Undergraduate Calendar as presented.

The motion **PASSED**.

- **Academic Integrity Policy**

The Chair of SCCASP provided an introduction and broad summary of this item. The last update to the AI Policy was approved by Senate on June 26, 2015. A subcommittee was established over a year ago to work through the policy and to suggest revisions. The policy has been updated to address course-sharing websites (Course Hero, CHEGG) and other new online issues.

Two major concerns were addressed by the committee in this revision. One issue is the large increase in AI allegations which has



resulted in a backlog of cases; the other issue is the lack of policy education among instructors, teaching assistants and students.

The first issue was addressed through the suggestion of a parking ticket approach, which would allow students to plead guilty on their first AI offence in order to receive a lesser, clearly defined sanction. Since most AI allegations are founded, students who acknowledge they have committed an offence can have their file dealt with quickly. For those students who feel that they have been wrongfully accused, the ombuds service pathway still exists, and students also can request a meeting to discuss the allegation(s).

The policy education issue will be addressed in collaboration with TLS and EIC through the development of videos, workshops, AI Orientation Day discussions, and classroom presentations for TAs, Instructors and students.

Next steps for the committee will include data gathering to determine any inherent biases and/or relationship between academic integrity offences and equity-seeking groups.

The committee Chair noted that a clean document was circulated to Senators in advance, without track changes, for clarity.

It was **MOVED** (H. Nemiroff, J. Wolfart) that Senate approves the revisions to the Academic Integrity Policy, as presented.

Discussion:

In response to a question from the floor, it was noted that the new "parking ticket" approach is included in Section VII, Item 3:

*The Dean may provide the student with the option to assume responsibility and forego a formal statement. If such an option is provided, it will clearly outline the sanction to be applied.*

Some Senators expressed concern with the removal from the policy of unauthorized resubmission of work as an academic integrity violation. The Chair noted that the committee decided that this is a grading issue specific to learning outcomes specified by the Instructor. In other words, the onus is on the instructor to specify in the course outline whether or not they will accept a student's previously submitted work. The instructor could then

address an offence against such a condition specified in the syllabus by assigning a lower grade to the student. If nothing is specified in the syllabus, the matter would be taken up by the instructor in consultation with the appropriate Associate Dean, on a case-by-case basis.

In response to another question, the Chair noted that although the committee did not consult specifically with student groups such as GSA, CUSA and CASG, graduate and undergraduate student voices were represented on the committee, and students did contribute to the discussion around the policy revisions.

A Senator asked a question related to the appeal of sanction (Article X) in the policy, specifically, whether the imposition of a penalty not consistent with the offence is grounds for an appeal. The committee Chair confirmed that this would be grounds for an appeal.

The motion **PASSED**.

- **R UG 5.4 Grading System – GNA (Grade Not Approved)**

This revision removes the reference to Academic Integrity violation as a reason for the GNA, due to privacy concerns.

It was **MOVED** (H. Nemiroff, A. Bowker) that Senate approves the revisions to regulation R-UG-5.4 Grading System effective for the 2021/22 Undergraduate Calendar as presented.

A Senator asked whether it might be better for the student to know why they have been assigned the GNA. The Chair responded that the intent is to use the GNA as a general comment. Specific reasons for the GNA should be communicated to students via letter/email from the Associate Dean, and students should be in receipt of the letter before the GNA appears on their record. Any potential issues with communications procedures can be addressed through workshops or consultations with the department(s).

The motion **PASSED**.

Item for information:

- Course Programs – Minor Modifications (June 1, June 15) were presented for information only.

## **7-Reports (cont'd):**

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

Committee Chair Dwight Deugo presented one new program and one cyclical review report for Senate approval.

#### **Graduate Programs in Data Science and Analytics (new program approval)**

Masters (MASc, MEng, MCS, MIT, MSc) and PhD

It was **MOVED** (D. Deugo, M. Gagne) that Senate approve the proposed graduate programs in Data Science and Analytics as presented.

The motion **PASSED**.

#### **FARES – Computer Science**

It was **MOVED** (D. Deugo, C. Laurendeau) that Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Computer Science.

The motion **PASSED**.

## **7-Reports (cont'd):**

### **c) Senate Academic Governance Committee (SAGC) (B. Kuzmarov)**

The Clerk presented two items for Senate approval.

#### **Committee membership ratifications**

A memo recommending the ratification of new committee members for the Senate Executive Committee, SCCASP, the Senate Academic Integrity Appeals Committee and the Senate Review Committee, for terms beginning in July 1, 2021 was circulated in advance.

It was **MOVED** (B. Kuzmarov, S. Ajila) that Senate ratify the new Senate committee appointments, as presented.

The motion **PASSED**.

### **Senate Review Committee Terms of Reference Update**

Revised Terms of Reference for the Senate Review Committee were circulated in advance. Changes made as a result of reformatting included the addition of quorum/voting information, reporting structure and review schedule. No substantive changes to the content of the TOR were made in the revision.

It was **MOVED** (B. Kuzmarov, D. Russell) that Senate approve the changes to the Terms of Reference for the Senate Review Committee, as presented.

The motion **PASSED**.

## **7-Reports (cont'd):**

### **d) Senate Review Committee (D. Russell)**

The committee Chair, Donald Russell spoke to this item. The Senate Review Committee met on May 11, 2021 to review the Operating Budget that was presented to Senate in April. The committee presented a number of questions to the Provost as a result of its review of the budget. A report containing the questions and the responses from the Provost was circulated to Senators in advance with the meeting binder.

There were no further questions from Senators, and there was no discussion.

## 8. Digital Strategy

AVP Teaching & Learning David Hornsby (guest) presented a summary of the new Digital Strategy for Carleton. The purpose of the Digital Strategy is to highlight the role of digital technologies in achieving the goals of Carleton's Strategic Integrated Plan, while also presenting a vision for strengthening teaching and learning practices, building critical research capacity and modernizing the operational context.

The Digital Strategy Advisory Committee, composed of a cross-section of faculty, staff and students, began meeting in the Fall of 2020. In March of 2021, the project was announced and the Carleton community was invited to provide feedback via an online form. The Digital Strategy project is now in Phase Two, which includes a series of broad consultations with a variety of stakeholders across the university. The following six themes have emerged from feedback received so far:

- Simplicity
- Access and flexibility
- Collaboration
- Support
- Ethical decision making
- Automatization and virtualization

Senators were asked to identify key words associated with the digital strategy (via Poll Everywhere), while contributing questions and comments for discussion.

A Senator thanked AVP Hornsby for the presentation and for the philosophical approach, but noted that if the digital strategy results in course delivery changes, labour issues will inevitably occur. The Hyflex Teaching Model, for example, has resulted in numerous cases of workload issues that have not yet been addressed according to CUASA standards. There are many other examples of previous initiatives that were grieved and/or abandoned because of similar labour issues. The Senator noted that to ensure buy-in from teaching staff, these issues should be bargained with CUASA proactively, so that the Digital Strategy is a lasting initiative. AVP David Hornsby thanked the Senator for the input and noted that the Advisory Group will take these views into consideration in their deliberations. Any changes to provisions and conditions outlined in

collective agreements will mandate negotiations through formal mechanisms.

A Senator commented on the use of terms like holistic, integrated, synthesis, and university-wide in describing this project. The concern is that these terms direct faculty members to assimilate into a single system. Conformity and unity may serve a purpose at the administrative level, but they are at odds with the academic dimension that values and celebrates diversity, freedom and experimentation in teaching and research. The Chair responded that a holistic consideration of systems need not result in monolithic strategies, and he agreed that solutions need to remain local in the research and academic spheres. AVP Hornsby added that the Digital Strategy should be an enabling document that can incorporate diversity of research and pedagogies.

In response to a question from the floor it was noted that the Hyflex technology will be here to stay in classrooms as they are renovated, since it enables a range of engagement activities. Hyflex pedagogy, however, is not mandated and will remain a choice available for instructors.

The Chair thanked AVP David Hornsby and the Digital Strategy Advisory Group for their work on this initiative, and reminded Senators that the Digital Strategy team will return in the Fall for an additional fulsome consultation with Senate.

## 9. SIP Implementation Report

Due to time limitations, the Chair suggested that this item be tabled until the next Senate meeting.

It was **MOVED** (M. Rooney, J. Sinclair-Palm) that the SIP Implementation Report be tabled until the next Senate meeting.

The motion **PASSED**.

## 10. Reports for Information

- a) Senate Executive Minutes (May 18, 2021)
- b) Senate Committee Annual Reports (Library, SAIAC, Student Awards)

A Senator noted some inconsistencies in the Student Academic Integrity Appeals Committee (SAIAC) report regarding appeals and sanctions. Since the Chair of SAIAC was not present at the meeting to respond to the question, the Senator was advised to submit the question in writing to the Senate Office, to be forwarded to the Chair of SAIAC, then reported back to Senate at its next meeting via Matters Arising.

## 11. Other Business

- The Chair addressed a question from Senator Justin Paulson regarding the implementation of the recommendations from Kinàmàgawin. Senator Paulson's question had been submitted in time for Question Period but due to a filing error was not circulated within the meeting package:

*It has been more than a year since Senate endorsed the Kinàmàgawin report and its 41 calls to action. The children's remains discovered at the Kamloops IRS is a harsh reminder of the urgency and importance of the implementation of these calls to action as a bare-minimum commitment by an educational institution built on unceded land. Can we please have an update from the administration as to how many of these calls have been addressed (and recommendations implemented) to date, which are being prioritized, and what the roadmap for full implementation looks like?*

The Provost noted that the annual report is being prepared and will be presented to Senate in the Fall.

- The Chair noted that a motion has been proposed to recognize Betina Kuzmarov's outstanding contributions to Senate throughout her three-year term as Clerk of Senate from 2018 – 2021.

It was **MOVED** (M. Rooney, S. Maguire) that Senate waive the notice of motion for a motion of thanks to the outgoing Clerk of Senate. The motion **PASSED**.

It was **MOVED** (J. Paulson, D. Dragunoiu) that Senate thank Betina Kuzmarov for her outstanding contributions to Senate during her three-year term as Clerk of Senate from 2018-2021.

The motion **PASSED UNANIMOUSLY**.

## **12. Adjournment**

The meeting was adjourned at 12:12 pm.

DRAFT



## Senate Meeting – September 24, 2021 – Matters Arising

### **Question for Chair of SSAIAC:**

Near the end of the Senate Meeting on June 18, 2021, I noted what I believe to be an inconsistency between the Annual Report of the Student Academic Integrity Appeals Committee and the Academic Integrity Policy. The section from the Annual Report of SAIAC which concerns me reads as follows:

"Despite extensive advice and guidance, students do not seem to understand the grounds for an appeal. Most students appeal the sanction applied for their particular violation of the AI Policy. However, there is a clearly-written list of sanctions available to the Associate Deans in the AI Policy. If an Associate Dean applied a sanction that is not on the list, like making a student wash her car, for example, then the appeal would be granted. If the sanction is on the list, then there are no grounds for the appeal of the sanction. It is not up to this committee to decide an appropriate sanction, that is the job of the Associate Deans. This committee is tasked with ensuring the sanction applied is allowable under the AI Policy."

With respect, I do not believe this is correct. Below is an excerpt from the Academic Integrity Policy ([Academic-Integrity-policy-June-2021.pdf \(carleton.ca\)](#) )

### "X APPEAL OF SANCTION

All students have the right to appeal a sanction imposed pursuant to the Policy to the Senate Student Academic Integrity Appeals Committee.

An appeal shall be based on:

- new information and facts not considered by the original decision maker
- a claim that this policy and related procedures were not properly followed
- a claim that the sanction imposed was not consistent with the offence"

The last bullet suggests that an appeal can be successful if the sanction imposed is inconsistently harsh when compared with previous sanctions imposed for similar offences - even if that harsher sanction is on the list of sanctions.

Indeed, I had asked a question earlier in the same meeting as the Senate was considering changes to the Academic Integrity Policy that SCCASP had brought forward. The SCCASP Committee Chair confirmed for me that the imposition of a penalty not consistent with the offence is grounds for an appeal.

My question is: If a student appeals a sanction on the basis that the sanction imposed is not consistent with the offence (i.e. excessively harsh when compared to other sanctions imposed for similar AI Policy violations), would the SAIAC accept the appeal - even if the harsher penalty imposed was listed in the Policy?

Sean Maguire

### **Response from Chair of SSAIAC, James Cheetham**

All appeals submitted to SSAIAC are evaluated thoroughly by the committee. If an appellant indicates concern over the severity of the sanction, the Committee members determine if the sanction is allowable under the policy, evaluate the seriousness of the violation, the number of previous violations of the policy, and prior case history in the relevant Faculty to determine if the sanction is appropriate.

In my experience of the SSAIAC, the Faculty Deans make extraordinary efforts to ensure the sanctions applied are consistent with the Policy, and appropriate for the violation in question, and that the sanctions are educational and rehabilitative rather than punitive.

I will go into more detail and make a few points.

#### **First Point**

When a violation of the Academic Integrity Policy occurs the Policy clearly states that the choice of sanction is the decision of the relevant Faculty Dean. It is not the function of the SSAIC to decide the sanction to be applied. The SSAIC determines if the sanction is consistent with the Policy, and appropriate for the violation in question.

“Based on a review of all of the provided relevant evidence including the student’s and the instructor’s statements, ***the Faculty Dean shall determine whether a violation of the Policy has been committed, and if so, an appropriate sanction.***”

#### **Second Point**

The way the Policy is written gives the Faculty Deans quite a bit of room in determining a sanction since **any single violation of the Policy may be sanctioned by any one or any combination of the allowable sanctions**. Essentially, this seems to mean that as long as the sanction is in the list, it is allowable.

“1. Sanctions may be imposed by the Faculty Dean, or in severe cases, the Faculty Dean may recommend additional sanctions to the Provost, who may further recommend sanctions to the

Senate Executive. ***Any single violation of the Policy may be sanctioned by any one or any combination of the following: (see Appendix 1).***

To be clear; a first violation of the Policy normally receives a lesser sanction than a third or fourth violation of the policy. However, some violations are taken to be more serious and result in a stronger sanction (even for a first violation), at the discretion of the Faculty Dean, as allowed in the Policy. An example of a serious violation would be forged admission transcripts.

In practice, it is incredibly rare that any committee member argues that a sanction is too harsh. Rather, the opposite is true, and committee members sometimes argue that the sanction applied is too light compared to similar cases in a given Faculty. This is usually noted in the letter sent to the student. We did send one appeal back to a Dean because the sanction was very light compared to similar cases, and we thought it was a typo.

### **Conclusion**

To conclude, all appeals submitted to SSAIAC are evaluated thoroughly by the committee. If an appellant indicates concern over the severity of the sanction, the Committee members determine if the sanction is allowable under the policy, evaluate the seriousness of the violation, the number of previous violations of the policy, and prior case history in the relevant Faculty to determine if the sanction is appropriate.

### **Suggestion**

Now, if Senate and SCCASP want to make this process more objective, consistent, and transparent, they could ask other Faculties to follow the lead of the Faculty of Science.

The Faculty of Science has made the standard sanctions (previously minimum sanctions) applied for violations of the Policy explicit on their website. I could not find any explicit statements of standard sanctions on the websites of any other Faculties at Carleton.

<https://science.carleton.ca/academic-integrity/>

### **Faculty of Science - Standard Penalty Guidelines**

Penalties for violations of Carleton's Policy on Academic Integrity will normally be applied as follows:

First offence, first-year students (< 4.0 credits completed): No credit for assessment(s) in question, or a final grade reduction of one full letter grade (e.g., A- becomes B-), whichever is a greater reduction

First offence (anyone else): A grade of F in the course

Second offence (anyone): A grade of F in the course and a one-term suspension from studies

Third offence: Expulsion from the University

Note: While these are the standard penalties, more severe penalties may be applied when warranted.



## Senate Question Period Submissions – September 2021

### Andrea Chandler:

1. In the last eighteen months, faculty, contract instructors and students have put considerable effort into make online classes interactive and engaging. Yet as of August 2021, Senate was still operating under the same conditions as early in the pandemic: Zoom sessions with cameras off except when speaking, allowing for less dialogue than when Senate met in person. Given that Senate meetings are likely to remain virtual for the time being, will steps be taken to make meetings more interactive? Is it necessary to keep cameras off when many of us have become accustomed to virtual conferences and classes?
2. Are there any circumstances that could arise that could compel an individual in-person course to be moved online? (for example, if a person in the class tests positive for COVID despite being fully vaccinated?)

### Morgan Rooney:

1. This fall, Carleton is piloting a series of new course modalities, most significantly HyFlex. The cost to equip Carleton's classrooms to be able to teach bimodally was not insignificant, which raises the issue of the institution's long-term interest and plans on this front. While the appeal of this modality to students is easy to understand—i.e., it is more convenient to Zoom in than it is to commute to campus—the efficacy of this modality for student learning remains unknown: it is, frankly, too recent of an innovation to have much research backing it whatsoever. Moreover, the institution has recently discovered that what students like and what works for learning do not always align (see: the recent fate of CUOL, a bimodal approach to teaching that is being phased out due to concerns about poor student learning outcomes). What research, surveys, or other inquiries is Carleton planning to conduct into HyFlex this coming term so that we can begin to assess whether or not this new modality is any more effective for producing student learning than CUOL was?
2. Precisely two years ago, Senators started inquiring about the need to add additional Senators from underrepresented university constituencies (Contract Instructors and Indigenous Graduate Students, respectively). For the original questions, see pp. 3-4 of the September 2019 minutes and pp. 4-5 of the January 2020 minutes. In September 2019, the Clerk informed Senate that these requests “will be taken to the Senate Academic Governance Committee for review and discussion” (p 4). In January 2020, the Clerk provided another update, saying that these suggestions “have been referred to the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP) for consideration and addition to their work plan as appropriate” (p. 5). Of course, the pandemic has intervened in the interval, but that has not stopped the university

from making progress on other agendas deemed high priority. Can the Clerk inform Senate as to the progress made on this item, and when Senate can expect to see a resolution? When will Senate's membership be expanded to include representation more in alignment with the actual constituencies that make up the university?

3. The Globe and Mail reported on September 3rd, 2021, that Canada's Federal Public Health Officer Dr. Teresa Tam expects that Canada will see "more than 15,000 new COVID-19 cases a day by October." In light of this news, what is Carleton's plan for the future of in-person learning and work on campus if and when we find ourselves in the midst of the largest wave of the pandemic yet? Do we have internal metrics that would trigger a closure of campus, or are we relying on guidance from a provincial government that, two days prior, made the dubious announcement that it no longer requires colleges and universities "to enforce physical distancing or capacity limits in most classrooms"?

---

**Senate Membership Ratifications**

**September 24, 2021**

---

MOTION: That Senate ratify the following new Senate appointments, as presented, for terms beginning immediately.

**Faculty Members**

- Augustine Park (FASS)

**Students (Undergraduate)**

- Valentina Vera Gonzalez (Sprott)

**Board Representatives on Senate**

- Louise Hayes
- Brenda O'Connor



# 2021 Senate Survey Results

September 24, 2021



**Carleton**  
UNIVERSITY



# Overview

- April 2021: Third annual Senate Survey distributed to Senators
- Goals:
  - Receive informative feedback from Senators on their experience serving in academic governance
  - Facilitate development of best practices in academic governance
  - Continue to develop a more open and responsive Senate

# Overview

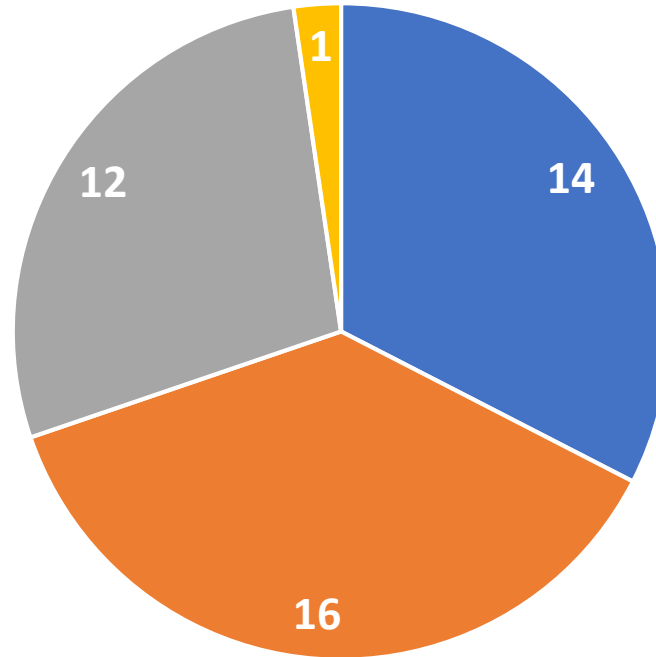
- Invitations sent April 7, 2021
- Survey closed April 30, 2021 at 11:59 pm
- Response rate: 52.4% (43/82 Senators responded)

# Overview

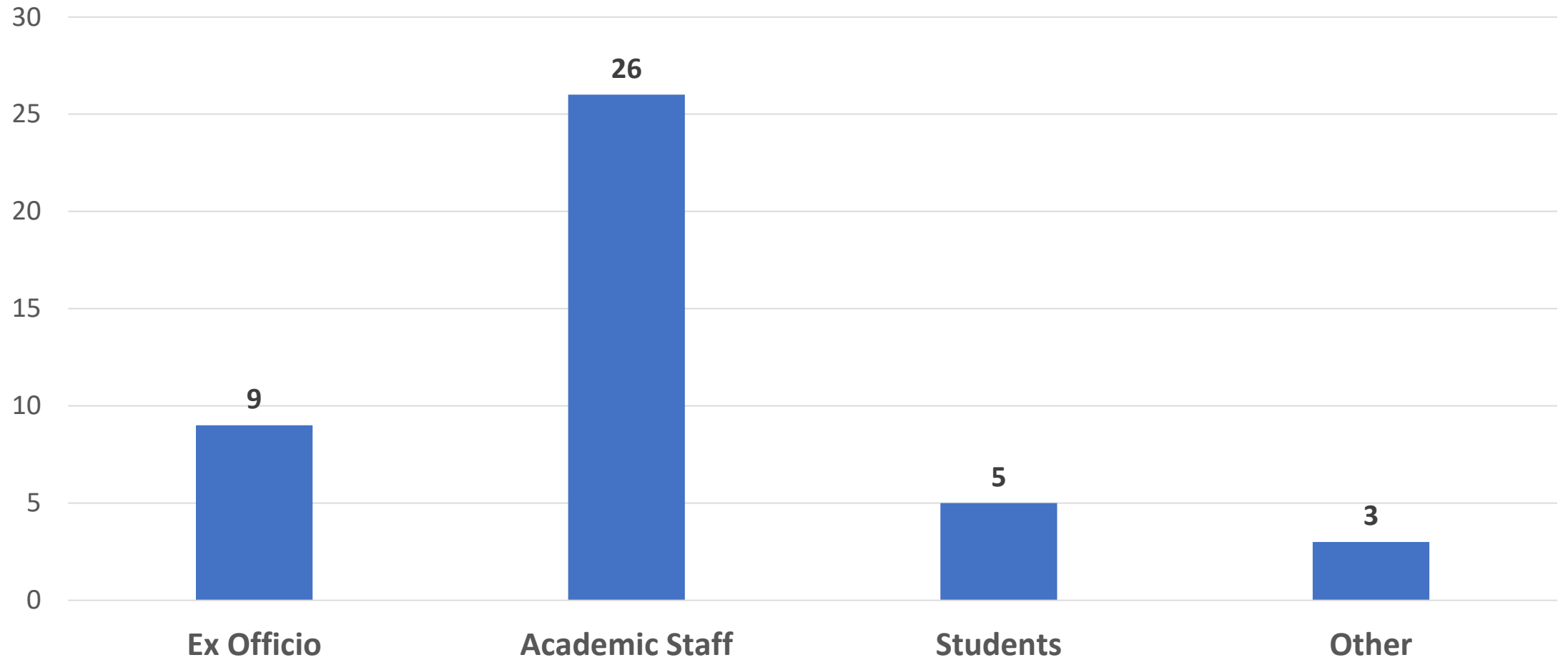
- Content: 11 questions + Additional Comments Fields
- Categories:
  - Self-Evaluation - constituency, attendance, preparedness, engagement
  - Orientation
  - Meetings - structure, length, tone
  - Committees
  - Communications and Documents
  - Comments

# Question 1: Length of Service

- 1 year or less
- 2 - 3 years
- More than 3 years
- Not answered



# Question 2: Constituency



# Question 3: Self Evaluation

■ Always ■ Mostly ■ Sometimes ■ Rarely ■ Never

I UNDERSTAND SENATE POLICIES AND PROCEDURES



I PARTICIPATE EFFECTIVELY IN MEETINGS



I REVIEW DOCUMENTATION IN ADVANCE

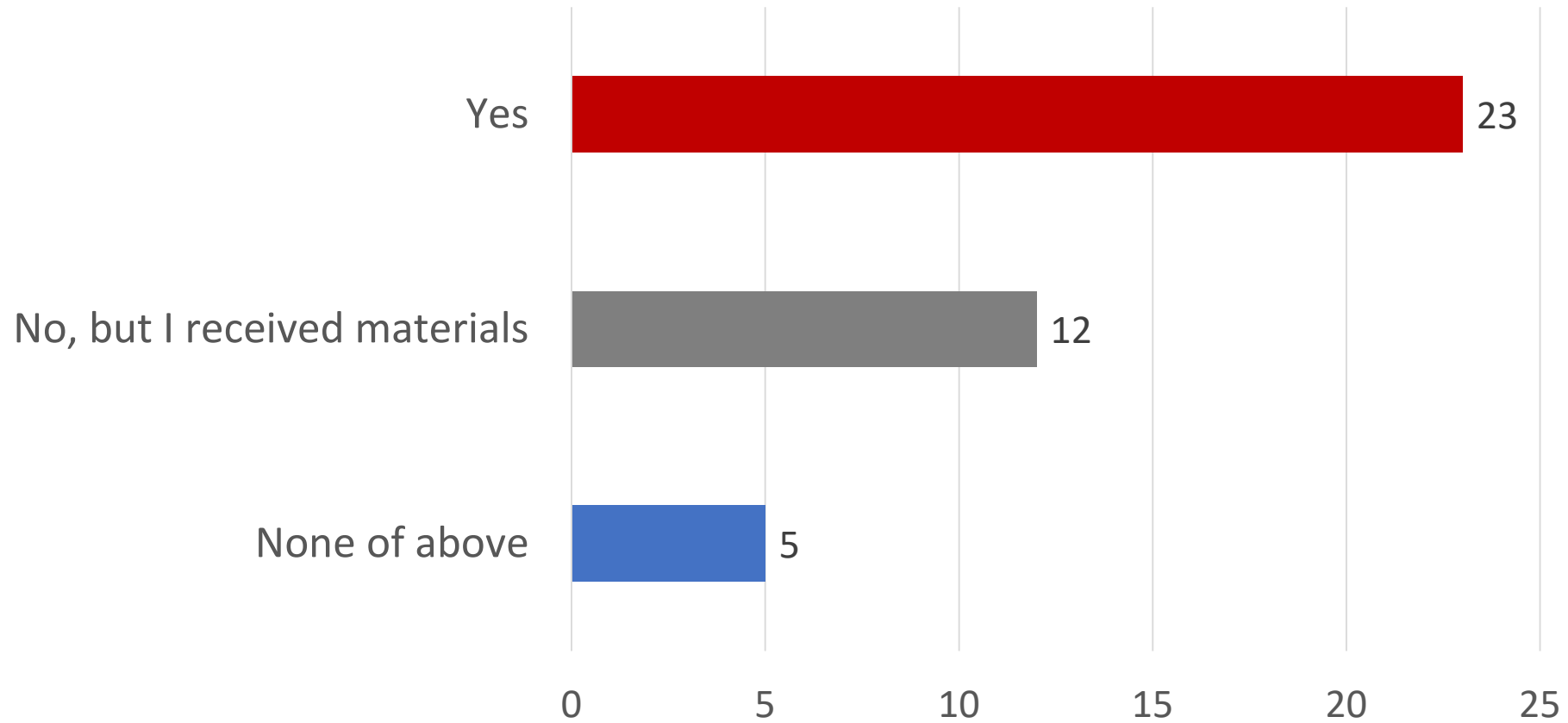


I ATTEND ALL MEETINGS OR SEND REGRETS



# Question 4: Orientation

## Did you attend orientation?





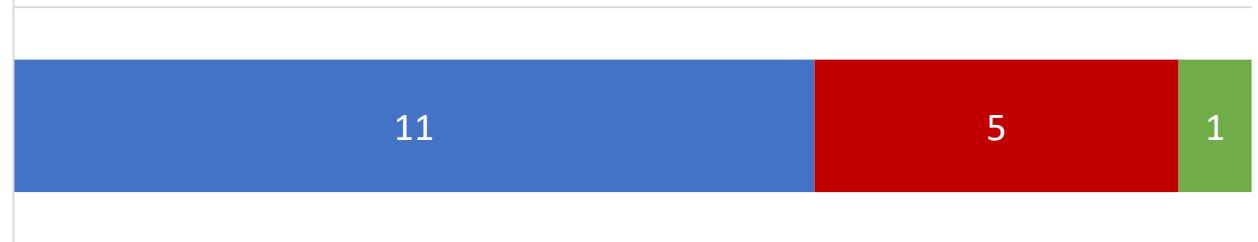
# Question 5: Orientation Evaluation

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

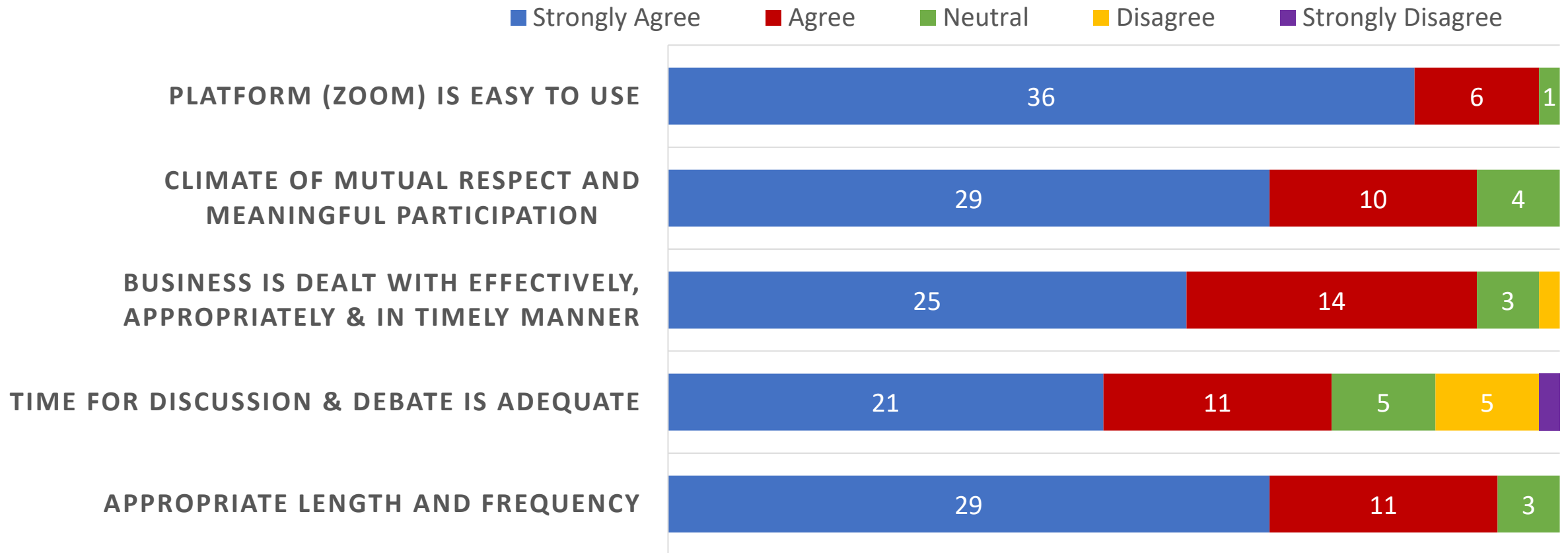
ORIENTATION HELPED ME UNDERSTAND MY  
ROLE AS SENATOR



ORIENTATION WAS APPROPRIATE AND  
ADEQUATE

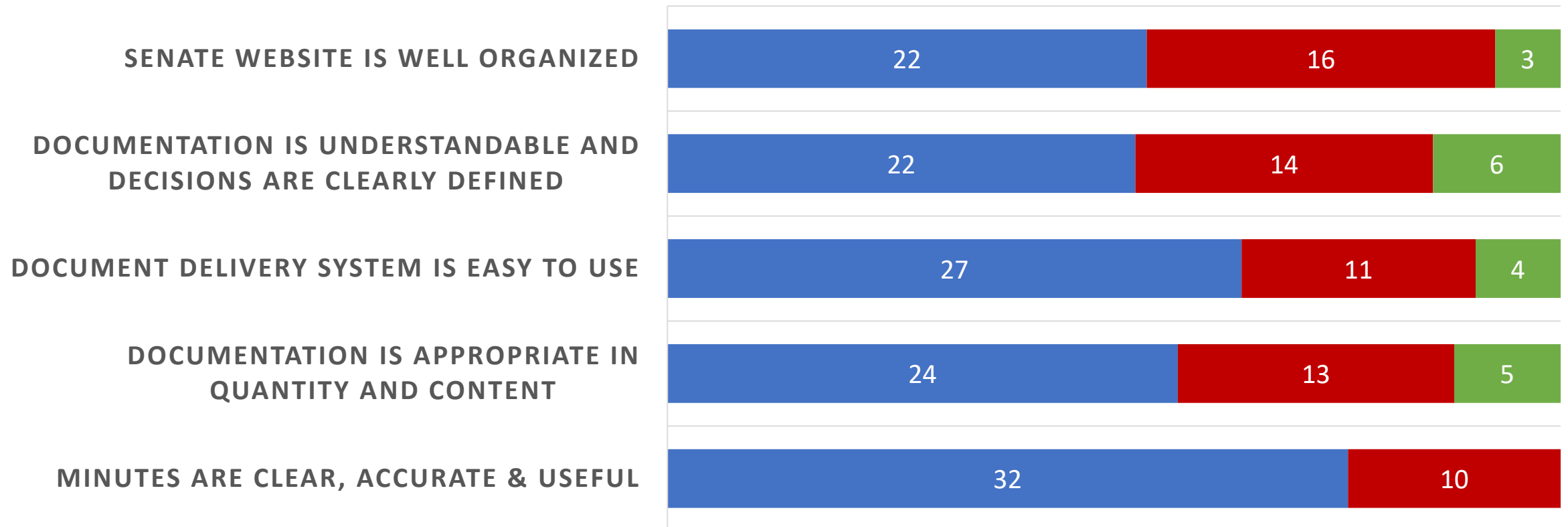


# Question 6: Meetings

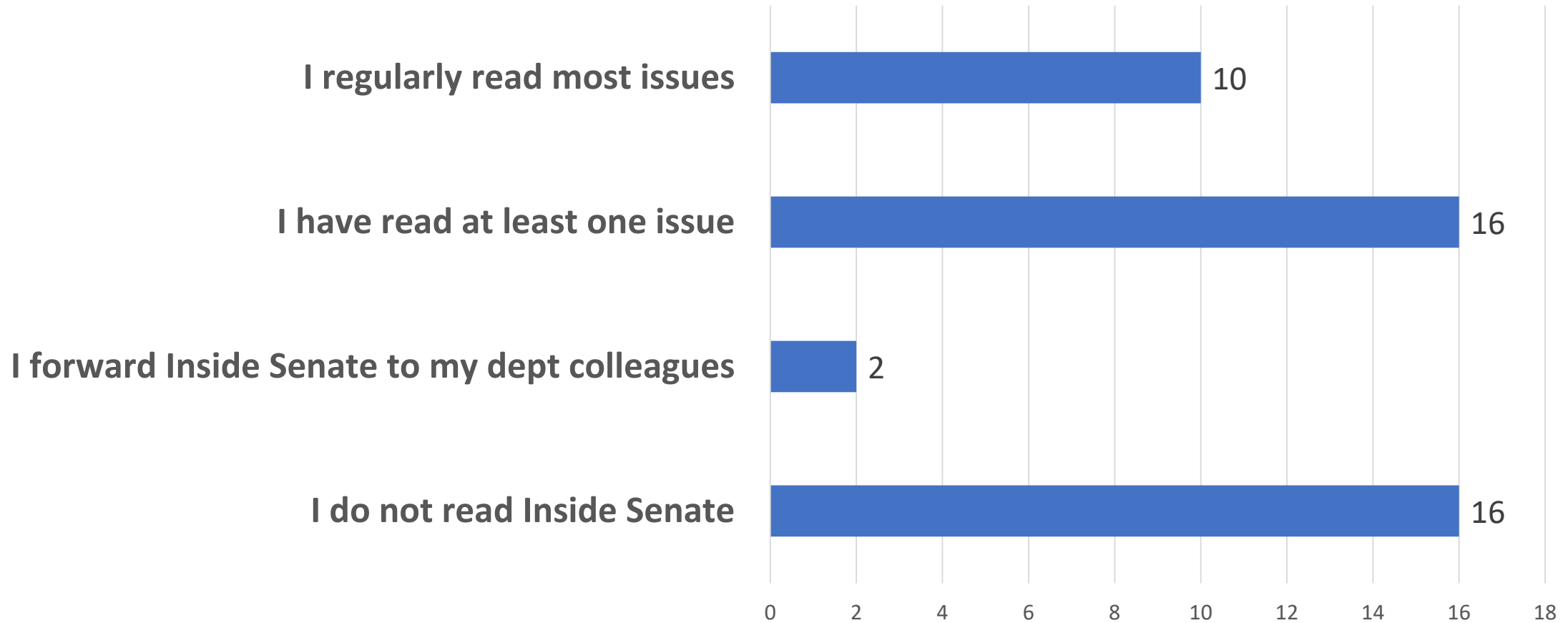


# Question 7: Communications & Documents

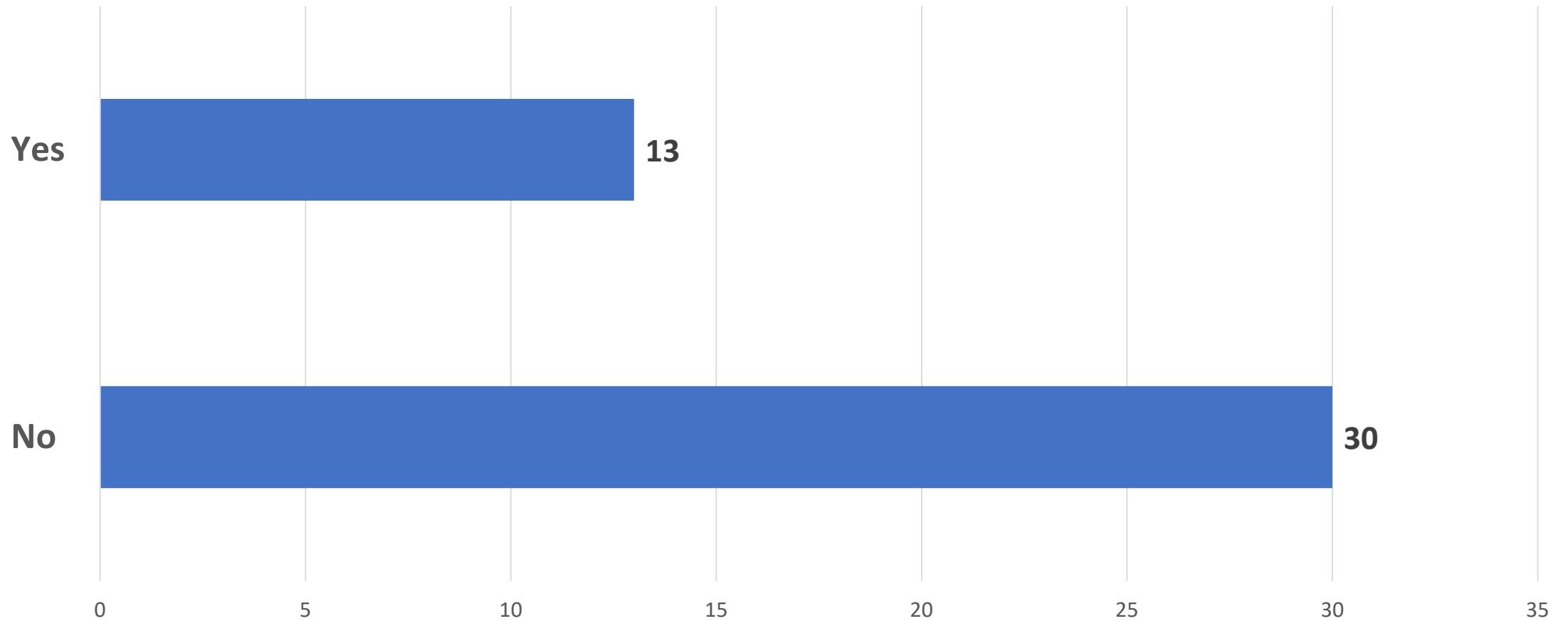
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



# Question 8: Inside Senate

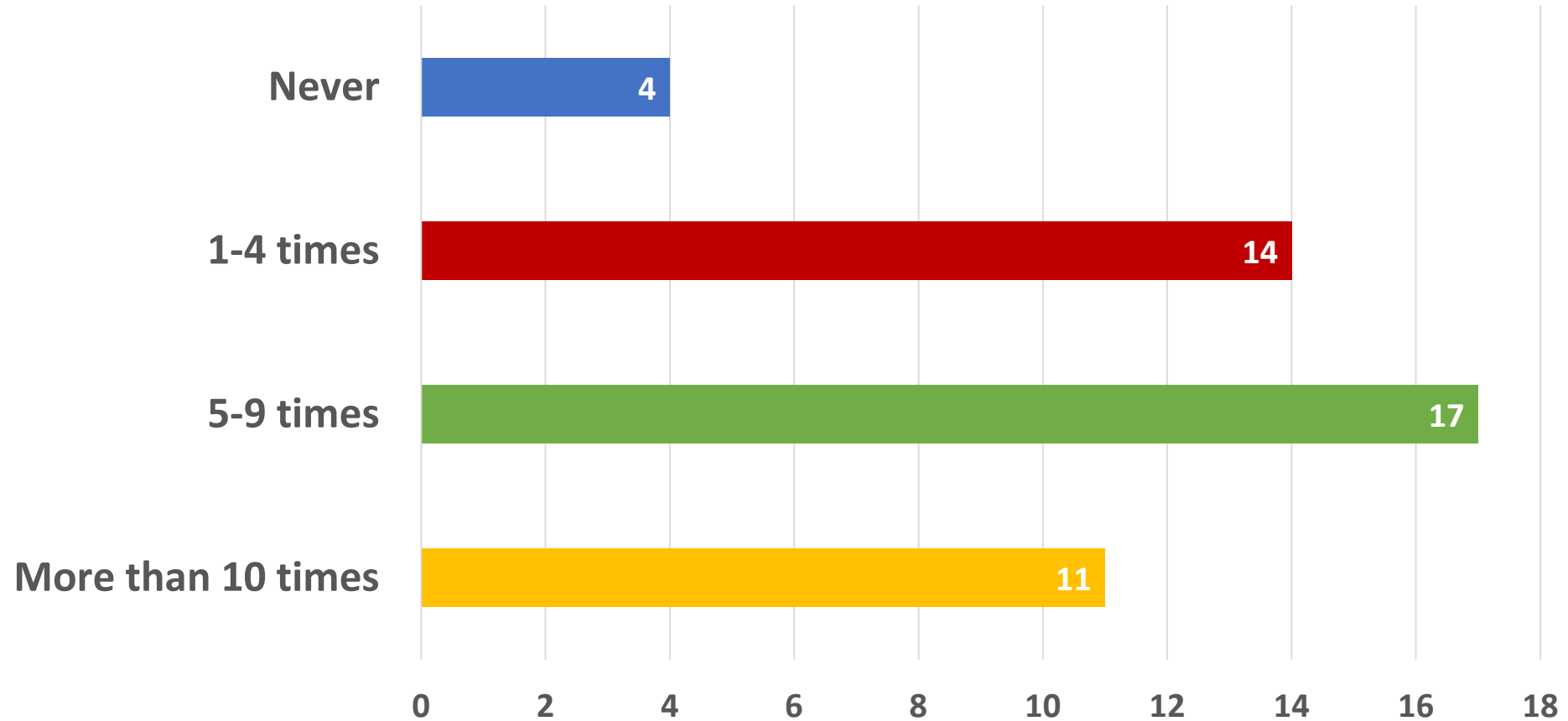


# Question 9: Did you serve on a Senate Committee?

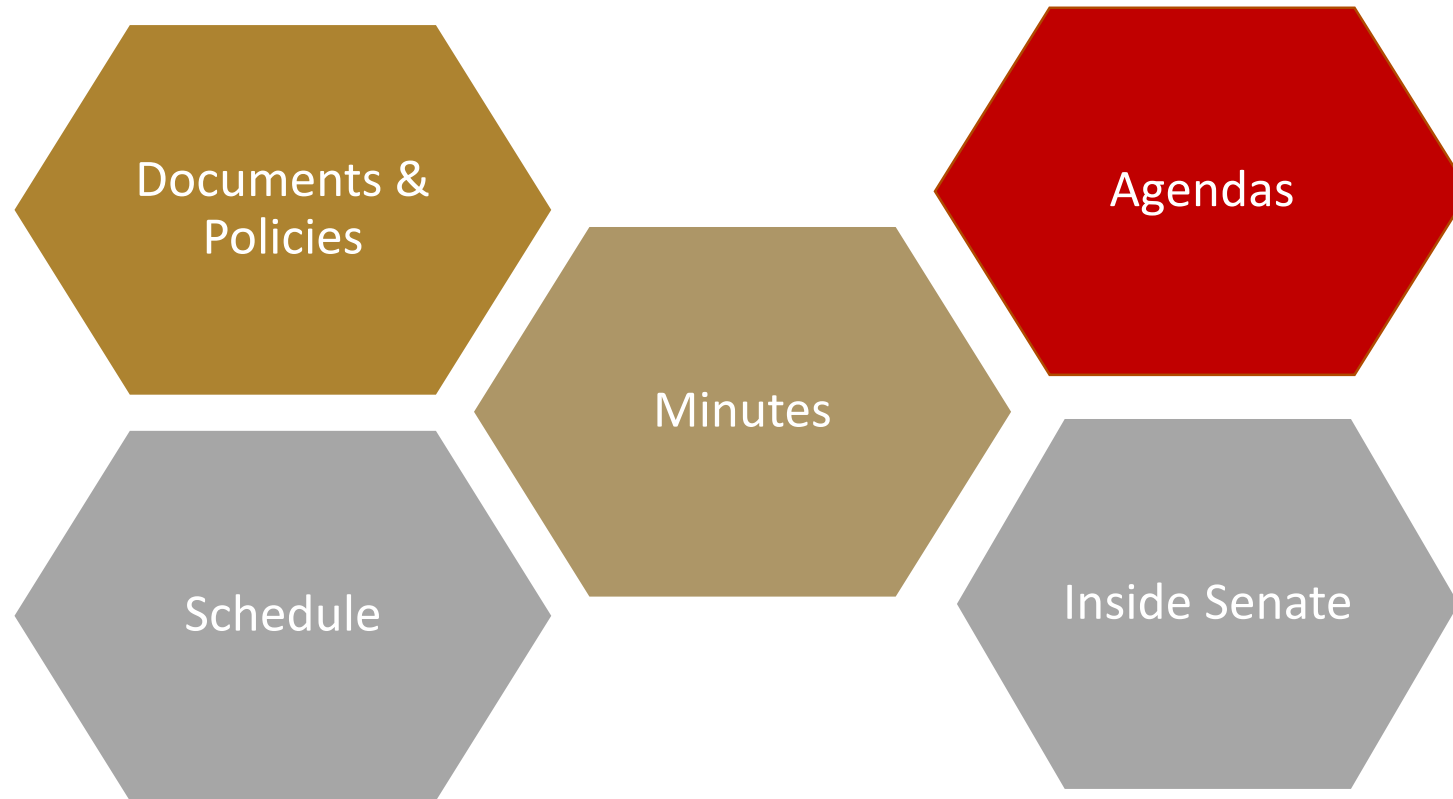


# Question 10: Website Use

How many times did you visit the Senate website this year?



# Question 10: Why you visited the website



# Question 11: Senate's Strengths

- Inclusive, welcoming, collegial
- Transparent
- Efficient and well organized
- Question Period
- Strong leadership team
- Seamless online pivot; no interruption of core business
- Discussion and Debate



# Additional Comments

- Areas of Improvement:
  - More time needed for discussion
  - Too many presentations of a marginally academic nature
  - Discussions dominated by a few outspoken Senators
  - Less documentation or
  - More executive summaries from committees
  - Orientation – explain roles of the committees

# Conclusions

- Senators are engaged and are prepared for meetings
- Senators are satisfied with the tone, structure and length of Senate meetings
- Senators are satisfied with the quality and accuracy of the minutes
- Senators have no major criticisms of the website and/or *Inside Senate* summaries, but more Senators could be using these tools

# Conclusions

- Meeting materials could be more accessible
  - Memos summarizing documents could be improved for clarity
- Orientation and onboarding of Senators could be improved
  - More information could be provided on how Senate committees function
- Presentations
  - Some presentations could be circulated in advance or pre-recorded to save time in meetings for questions and discussion

# Questions and Further Comments

- Elinor Sloan, Clerk of Senate
  - [clerkofsenate@Carleton.ca](mailto:clerkofsenate@Carleton.ca)
- Kathy McKinley, Assistant University Secretary
  - [Kathy.mckinley@Carleton.ca](mailto:Kathy.mckinley@Carleton.ca)



## MEMORANDUM

**From:** Clerk of Senate  
**To:** Senate  
**Date:** September 24, 2021  
**Subject:** Ombuds Coordinating Committee – membership ratification

The *Ombuds Coordinating Committee* is one of several advisory committees within the university that includes some membership from Senate. In the case of the *Ombuds Coordinating Committee*, there is one position for a Senator and traditionally this position has been filled by the Clerk of Senate, for a two-year term.

MOTION: That Senate ratify the appointment of Clerk of Senate Elinor Sloan as the Senate representative on the Ombuds Coordinating Committee.

**Senate Elected Representatives  
to the *Vice-President Finance & Administration Advisory Committee***

**1. Undergraduate Representative (one position)**

- Andy Burns (FASS) - elected

**2. Graduate Representative (one position)**

- Chi-Chi Ayalogu (FASS) - acclaimed

**3. Faculty/Instructor/Librarian Representatives (2 positions)**

- Professor Jonathan Malloy (FPA) - acclaimed
- Professor Winnie Ye (FED)- acclaimed



## MEMORANDUM

**From:** Clerk of Senate  
**To:** Senate  
**Date:** September 24, 2021  
**Subject:** 2022 Convocation Dates

Convocation for June 2022 is currently scheduled for June 6 – 10, 2022. Normally, the Senate Office allows for 10 days between the Senate meeting at which graduates are approved and the first day of Convocation. Because Senate is meeting on June 3, 2022 this year, the timelines for Convocation need to be adjusted to allow for this 10-day preparation period.

MOTION: That Senate approve the change of dates for June 2022 Convocation from June 6 – 10, 2022 to June 13 – 17, 2022.



MEMORANDUM

From the Senate Committee on  
Curriculum, Admission and Studies Policy

**To:** Senate  
**From:** Howard Nemiroff, Chair of SCCASP  
**Date:** September 24, 2021  
**Subject:** Regulation Changes 2021-22

---

**For Senate approval**

1. R UG 3.1.6 Types of Programs

**Motion: That Senate approves the revisions to regulation R-UG-3.1.6 Types of Programs effective for the 2021/22 Undergraduate Calendar as presented**

Attachment: TBD-1857 R-UG-3.1.6 Types of Programs

2. R-UG-3.1.7 Program Structure

**Motion: That Senate approves the revisions to regulation R-UG-3.1.7 Program Structure effective for the 2021/22 Undergraduate Calendar as presented**

Attachment: TBD-1858 R-UG-3.1.7 Program Structure

3. R-GR-General Regulations: 10 Grading System

**Motion: That Senate approves the addition of GNA as a grading notation effective for the 2021/22 Graduate Calendar as presented**

Attachment: TBD-1800 R-GR-General Regulations 10 Grading System

4. Compassionate Grading

**Motion: That Senate approve a UG emergency response for the FALL 2021 term only, to allow undergraduate students to designate 0.5 credit courses SAT if a passing grade was earned, and for all undergraduate F grades to be automatically converted to UNS. This excludes grades that are assigned due to an Academic Integrity Offence.**

Attachment: Compassionate Grading COVID UG Grading Response FALL 2021

5. Academic Performance Evaluation

**THAT Senate approve the proposal to allow the amendment of the Academic Performance evaluation rules for the Fall/Winter 2021-2022 academic year as presented.**

Attachment: Memo\_APE\_Sept 2021



Date Submitted: 05/26/21 10:43 am

## Viewing: **TBD-1857 : R-UG-3.1.6 Types of Programs**

Last approved: 05/07/21 10:57 am

Last edit: 06/15/21 10:03 am

Last modified by: nataliephelan

**Changes proposed by: nataliephelan**

### In Workflow

1. REGS RO UG Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. PRE CalEditor
6. CalEditor

### Approval Path

1. 05/27/21 3:47 pm  
Natalie Phelan  
(nataliephelan):  
Approved for REGS RO  
UG Review
2. 05/27/21 3:48 pm  
Natalie Phelan  
(nataliephelan):  
Approved for PRE  
SCCASP
3. 06/17/21 4:32 pm  
Erika Strathearn  
(erikastrathearn):  
Approved for SCCASP

### History

1. May 3, 2019 by Mike  
Labreque (mikelabreque)
2. May 7, 2021 by Natalie  
Phelan (nataliephelan)

Calendar Pages Using this Program [Academic Regulations for Degree Students](#)

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-1857
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO

Degree

Title R-UG-3.1.6 Types of Programs

## Program Requirements

---

### 3.1.6 Types of Programs

The undergraduate programs of the University are divided into the following categories:

~~Honours Programs Honours programs require a minimum of 20.0 credits. Honours programs are usually completed in four years (assuming 2.5 credits per term of study).~~ Honours **Programs**

**Honours** programs ~~require demand~~ a **minimum of 20.0 credits, and demand a** higher academic standard than non-honours programs.

~~15.0 Credit Programs Non-honours programs requiring 15.0 credits, and usually completed in three years (assuming 2.5 credits per term of study).~~ **Non-Honours Major** Programs

**Non-honours Major** programs require **15.0 or 20.0 credits. Major Honours Programs Honours programs require a minimum of 20.0 credits.**

~~Major programs are usually completed in four years (assuming 2.5 credits per term of study).~~ Engineering and Design programs

**Accredited** ~~These accredited~~ programs offered by the Faculty of Engineering and Design are in Engineering, in Industrial **Design, Design** and in Architecture. These programs require at least 20.0 credits **and assume and, with a credit normal course load of at least 2.5 credits per term of study. and full time study, require four years for completion. Some programs within the Faculty of Engineering and Design have time limits for completion.**

All of the above programs may include additional elements.

**See also [Section 2.1.4 Credit Load](#).**

---

New Resources	No New Resources
Summary	NP May 26/21: rewriting this section to better account for the differences between Honours and non-Honours.
Rationale for change	
Transition/Implementation	
Program reviewer comments	<p><b>nataliephelan (05/27/21 3:47 pm):</b> After discussion at SCCASP planning May 27/21, approving so it can go to the main SCCASP meeting on June 1.</p> <p><b>nataliephelan (06/02/21 2:46 pm):</b> NP June 2/21: updated wording after consultation with H. Nemiroff and D. Duego, for review at the next SCCASP.</p> <p><b>nataliephelan (06/08/21 3:39 pm):</b> Changed to 21-22 as this is connected to the removal of General and addition of 20 credit Bcom non-hons, both of which affect the 21-22 cycle.</p>

Date Submitted: 06/08/21 4:26 pm

## Viewing: **TBD-1858 : R-UG-3.1.7 Program Structure**

Last approved: 05/03/19 10:43 am

Last edit: 06/08/21 4:26 pm

Last modified by: nataliephelan

**Changes proposed by: nataliephelan**

### In Workflow

1. REGS RO UG Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. PRE CalEditor
6. CalEditor

### Approval Path

1. 06/08/21 4:27 pm  
Natalie Phelan  
(nataliephelan):  
Approved for REGS RO  
UG Review
2. 06/08/21 4:28 pm  
Natalie Phelan  
(nataliephelan):  
Approved for PRE  
SCCASP
3. 06/17/21 4:32 pm  
Erika Strathearn  
(erikastrathearn):  
Approved for SCCASP

### History

1. May 3, 2019 by Mike  
Labreque (mikelabreque)

Calendar Pages Using this Program [Academic Regulations for Degree Students](#)

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-1858
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	

Title

R-UG-3.1.7 Program Structure

## Program Requirements

---

### 3.1.7 Program Structure

#### Program Elements

The courses that make up a program are separated into certain standard categories that give the program its structure, allow effective assessment of the student's progress and permit the inclusion of additional notations on the transcript and diploma.

#### Major

In most programs certain course credits are identified as constituting the Major. The Major specifies the required course credits in one or more defined disciplines, themes, or fields that are the principal focus of a student's program. The Academic Performance Evaluation described ~~in Section 3.2 below makes use of this~~ **Calendar makes use of this** distinction by calculating a Major average as well as an Overall average. A Combined Honours program may be structured with two Majors, one in each contributing discipline or, in some cases, as a single Major. A multidisciplinary program is structured as a single Major drawing together courses from several disciplines.

Note that the use of the term Major as a program element, above, is distinct from the degree program called Major (e.g. B.Sc.Major).

#### Core

Some programs specify a limited set of credits that constitute a Core. These are courses of special importance to the program and are subject to specific CGPA requirements.

#### Concentration or Specialization

A Concentration or Specialization is a defined set of courses which provides a student with specific expertise, knowledge and/or practice and so further distinguishes the program in a recognizable way. The credits in the concentration or specialization may or may not be part of the Major. The minimum number of credits for a concentration or specialization at the undergraduate level is **3.5 credits**. ~~3-5:~~

~~Successful completion of a concentration or specialization is recorded on the diploma.~~Stream

A Stream is a pattern of courses within the program that guides the student's studies and is distinctive from other **patterns**. ~~patterns, but does not result in a designation on the diploma.~~

#### Additions to a Program

#### Option

An Option is an addition to a program, the pursuit of which does not affect eligibility for the degree without the Option. Registration in the Option does not change the degree requirements. An example is the Co-operative Education Option.

Other additions to a program that do interact with program requirements include: *Mention : français* (see the Academic Regulations for the Bachelor of Arts), concurrent certificates and concurrent diplomas.

#### Minor

A Minor is a defined set of courses in a discipline or field that either introduces or extends knowledge of that discipline or field. A Minor may have its own admission requirements. Minors are only available to students already registered as Carleton degree students. Each Minor requires at least 4.0 and at most 5.0 credits. In some circumstances, credits in excess of those required for the main degree may be required to complete the **Minor**.

~~Minor. A maximum of two credits may count toward both the Minor and the Major or Majors of a student's program.~~

---

New Resources	No New Resources
Summary	NP June 8/21: a number of minor wording changes to this regulation in accordance with recent updates.
Rationale for change	NP June 8/21: -removed sentence about double counting under Minor subheading, as full double counting is now permitted for 21-22 onwards; -inserted link to Section 3.2 for better usability; -removed references to conc/spec/streams appearing on the diploma, as this info has been moved to the Glossary definitions.

#### Transition/Implementation

---

Program reviewer comments	<b>nataliephelan (06/08/21 4:27 pm):</b> Approved for RO after conversation with DN and ES.
---------------------------	---

Key: 1858

Date Submitted: 08/26/21 10:37 am

Viewing: **TBD-1800 : R-GR-General  
Regulations: 10. Grading System**

Last approved: 08/26/21 10:32 am

Last edit: 08/26/21 10:37 am

Last modified by: sandrabauer

**Changes proposed by: sandrabauer**

## In Workflow

1. REGS RO GR Review
2. GRAD FBoard
3. PRE SCCASP
4. SCCASP
5. Senate
6. PRE CalEditor
7. CalEditor

## Approval Path

1. 08/26/21 10:47 am  
Sandra Bauer  
(sandrabauer): Approved  
for REGS RO GR Review
2. 08/26/21 10:52 am  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FBoard
3. 08/26/21 1:55 pm  
Natalie Phelan  
(nataliephelan):  
Approved for PRE  
SCCASP
4. 09/02/21 4:29 pm  
Erika Strathearn  
(erikastrathearn):  
Approved for SCCASP

## History

1. Nov 15, 2017 by Sandra Bauer (sandrabauer)
2. Nov 15, 2017 by Sandra Bauer (sandrabauer)
3. Dec 22, 2017 by Mike Labreque (mikelabreque)
4. Feb 21, 2020 by Dotty Nwakanma (dottynwakanma)
5. Aug 24, 2021 by Sandra Bauer (sandrabauer)
6. Aug 26, 2021 by Sandra Bauer (sandrabauer)

Calendar Pages Using this [General Regulations](#)  
Program

Effective Date	2021-22
Workflow	<b>majormod</b> <b>minormod</b>
Program Code	TBD-1800
Level	Graduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-GR-General Regulations: 10. Grading System

## Program Requirements

---

### 10. Grading System

#### 10.1 Letter Grades

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Grade	Point Equivalence	Grades	
			Percentage Conversion
A+	12		90-100
A	11		85-89
A-	10		80-84
B+	9		77-79
B	8		73-76
B-	7		70-72
C+	6		67-69
C	5		63-66
C-	4		60-62
D+	3		57-59
D	2		53-56
D-	1		50-52
F	0		less than 50

In cases where the final examination is not written and was not explicitly a requirement to successfully complete the course, the cumulative grade earned on term work without the missing examination will be assigned.

If the grade conversion deviates from the percentage conversion presented above, the faculty member must notify the class in the course outline.

#### 10.2 Other Grading Notations

Other grades and notations in current use by the university are as follows:

## Notations

Notation	Description
AUD	AUD. No Academic Credit, no impact on CGPA. Audit indicates the course was taken for interest and not for academic credit.
CEX	Current International Exchange. An interim notation.
CLP	Current Letter of Permission. An interim notation.
CTN	Continuing. No academic credit and no impact on the CGPA. Assigned by the Registrar's Office to the first half of a course taught consecutively over two terms.
CUR	Current registration. An interim notation assigned by the Registrar's Office to indicate the student is currently registered in the course.
DEF	Deferred Final Examination and/or final course work. An interim notation administratively assigned by the Registrar's Office upon approval of a request to write a deferred final examination or defer submission of final course work. DEF must be replaced by a final grade within the prescribed time or be replaced with F.
F	Failure. The grade of F is assigned when the student has failed to meet the conditions of "satisfactory performance" defined in the Course Outline. F carries 0.0 grade points.
<b>GNA</b>	<b>Grade not available. An interim notation administratively assigned by the Faculty when a grade is not available, and must be replaced with a final grade.</b> In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration. At the graduate level, a graduate thesis, research essay, independent research project or comprehensive examination has not been completed by the end of the period of registration. The IP notation may also be used at the graduate level when a research seminar has not been completed by the end of the period of registration provided the research seminar has been approved by Graduate Faculty Board as being eligible for the use of this notation. In the case of re-registration in any of the above courses, the IP notation will remain; a final grade will normally be assigned in the final period of registration. Where there is no re-registration in any of the above courses, the IP notation must be replaced with an appropriate notation or grade within the prescribed time period, or be replaced by a notation of WDN.
IP	
SAT	Satisfactory performance in an ungraded program requirement, option or course taken on Letter of Permission or International Exchange. SAT has no impact on the CGPA calculation.
UNS	Unsatisfactory performance in an ungraded program requirement, option or course taken on a Letter of Permission or International Exchange. UNS has no impact on the CGPA calculation.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

### 10.3 Release of Grades

Students may access grades through the Carleton Central Student registration system at <http://carleton.ca/registrar/registration> as soon as the grades are available after the end of the fall and winter terms of the fall/winter session and after the end of the spring/summer session.

### 10.4 Change of Grade

Final grades are posted after grades are approved. Once posted, final grades may only be changed through informal or formal appeals of grade processes (see General Regulation 15 of the Graduate calendar).

Any instructor-initiated changes beyond the formal and informal appeal process must be completed by the instructor and approved by the faculty dean, or designate within 6 months of the last day of the exam period.

Any changes beyond this 6 month period must be initiated after consultation with the faculty dean or designate.

Unless an appeal has been initiated prior to the awarding of a degree, grades that have been used towards the awarding of a degree are not eligible for a change of grade.



## 10.5 Transcripts

Students are advised that no official transcripts will be released by the University until all outstanding accounts have been paid.

---

New Resources	No New Resources
Summary	Add GNA to list of Other Grading Notations.
Rationale for change	To accompany the updated AI Policy, the definition of GNA is being revised.
Transition/Implementation	Effective 21-22.

---

Program reviewer  
comments

Key: 1800



## MEMORANDUM

From: Howard Nemiroff, Chair of SCCASP  
To: Senate  
Date: September 24, 2021  
Subject: Conversion to SAT/UNS - Fall 2021

---

### **Introduction:**

As all students continue to adjust to the unique challenges posed by COVID-19, in terms of technology, workspace, financial concerns, health, and other stressful elements, it is important to ensure that students are not unduly disadvantaged. To that end, SCCASP is proposing for the Fall 2021 semester ONLY, the ability to continue the practice to convert 0.5 credit to SAT for undergraduate students for any course for which the student earned a passing grade and for the automatic conversion of UNS for any undergraduate student who receives an F for their final grade.

For SAT grades, students will be required to opt in by notifying the Registrar after receiving their final grade in order to receive the SAT grade on their transcript. As was the case in Winter 2021, the actual grade earned will be retained by the Registrar should it be required for other purposes (prerequisites, awards, etc.).

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

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

To this end, I move:

THAT Senate approve a UG emergency response for the FALL 2021 term only, to allow undergraduate students to designate 0.5 credit courses SAT if a passing grade was earned, and for all undergraduate F grades to be automatically converted to UNS. This excludes grades that are assigned due to an Academic Integrity Offence.
---



## MEMORANDUM

From: Howard Nemiroff, Chair of SCCASP  
To: Senate  
Date: September 24, 2021  
Subject: Academic Performance Evaluation – Fall/Winter 2021-2022

---

### Introduction:

As our community continues to respond to the unprecedented challenge posed by COVID-19 by adapting our teaching to this new reality, it is important to ensure that our students will not be unduly disadvantaged by these changes. With the continued use of SAT/UNS grading mode, SCCASP is proposing an amendment to the Academic Performance Evaluation rules for the 2021-2022 academic year ONLY, **on an exceptional basis and without prejudice**, where students will be assessed as follows:

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

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

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

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

To this end, I move:

THAT Senate approve the proposal to allow the amendment of the Academic Performance evaluation rules for the Fall/Winter 2021-2022 academic year as presented.
--

DATE: September 13, 2021

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Graduate Programs in Biology

---

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of September 9, 2021:

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

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

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

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

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

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to Carleton's Board of Governors for information. The Executive Summary and Implementation Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's

IQAP.

**Senate Motion September 24, 2021**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Biology.

## MEMORANDUM

**From:** Senate Academic Governance Committee  
**To:** Senate  
**Date:** September 24, 2021  
**Subject:** Senate committee ratifications

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

### **SENATE COMMITTEES:**

#### **Senate Executive Committee**

- Chi-Chi Ayalogu – graduate student

#### **Senate Quality Assurance and Planning Committee**

- Augustine Park – faculty member (FASS)

#### **Senate Honorary Degrees Committee**

- Alex Wong – faculty member (Science)

#### **Senate Academic Governance Committee**

- Rodney Nelson - faculty member (Spratt)

#### **Senate Student Awards Committee**

- Rodney Nelson – faculty member (Spratt)

#### **Graduate Student Appeal Committee**

- Ian Lee (Spratt)
- Siva Sivathayalan (FED)
- Bernadette Campbell (FASS)
- Paul Wilson (FPA)
- Mike Murphy (FASS)
- Mason Rodney (Graduate Student)



# Strategic Integrated Plan 2020-2025 Implementation – Year 1

Senate

September 24, 2021






# Strategic Integrated Plan 2020 - 2025

**Carleton University**  
**Strategic Integrated Plan**

2020-2025



**Shape the future.**



**The western edge**  
follows the path of the iconic Rideau Canal—a hint at the ingenuity and innovation that helped establish this city and a waterway that tells a story of the creation, application and mobilization of knowledge.

**To our east,**  
we border an important arterial road—an axis that creates our connection to the community, to this city's cultural heart and the country's political centre, and ultimately leading to the gateway to the world.

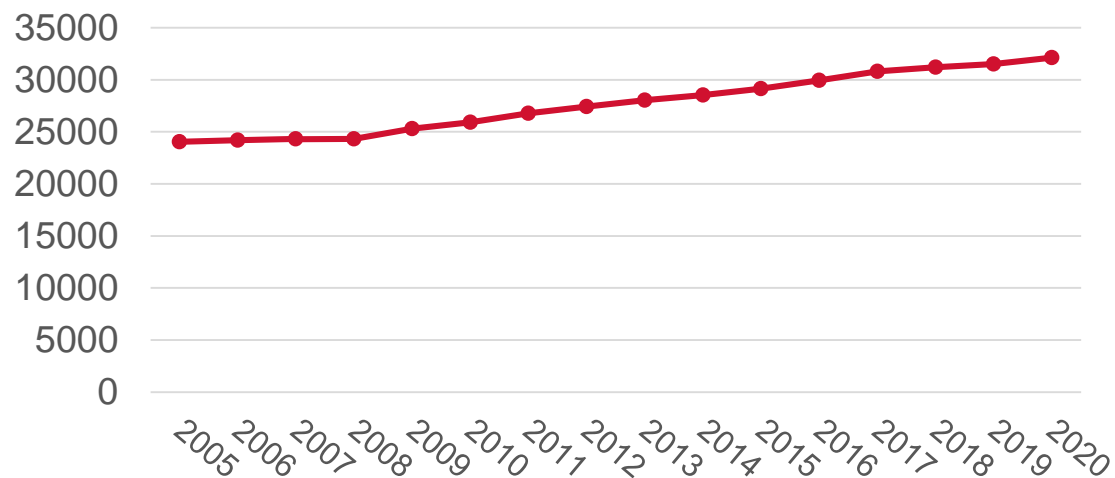
**To our south,**  
we travel along the Pasapkedjinauwong (Rideau) River—moving forward to a prosperous future with momentum and resilience, reminding us of our connection to the natural world.

# Share Knowledge, Shape the Future



# We will prepare students for success in an ever-changing future

## Total Enrolment Growth



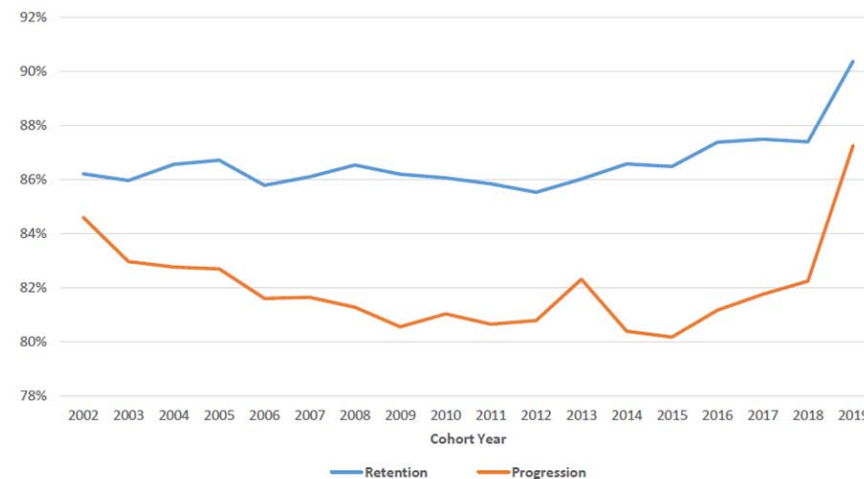
Office of Institutional Research and Planning March 25, 2021



## New Employability Framework



## One-Year Retention Rate and Progression Rate



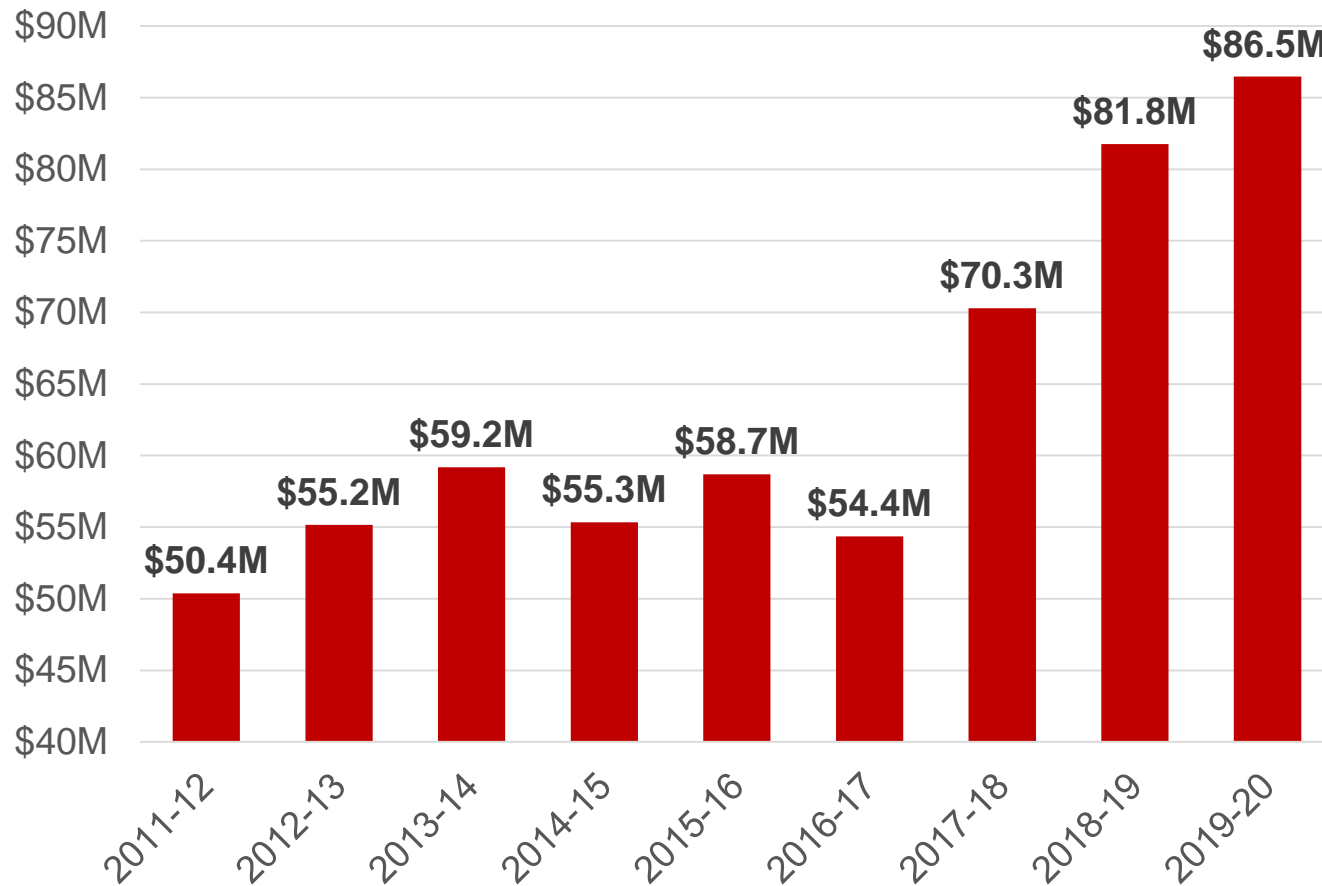
Source: Retention Perspectives, OIRP, Oct. 2020

Note: Retention= # of students who registered one year after their starting (cohort) year/# of all students in their cohort year  
 Progression= # of students who were promoted to second year/# of all continuing students in year 2

# We will leverage the power of research to solve critical issues

## External Research Revenue

Source: COFO (Council of Ontario Finance Officers)



- Grant writing support
- Leading large grants
- Industry Partnerships
- Multidisciplinary Clusters
- Post-grant support

# We will embed interdisciplinarity and collaboration in our culture

- Interdisciplinary programs as “area of institutional strength” in SMA-3
- Multidisciplinary research clusters
- Students as partners program (300 courses)
- Cross-University “think tanks”
  - Indigenous, Equity, REP-C, International, etc.



# We will approach teaching and pedagogy with imagination and new expectations



Collaborative Indigenous Learning Bundles



Students as Partners Program (SaPP)



Co-operative  
Education  
CARLETON UNIVERSITY

# We will model a culture of organizational excellence

- Culture of fiscal responsibility
- Balanced budgets
- Appropriate reserves
- Long-term stability
  
- Healthy Workplace
- Mental Health at Work
- Leadership Development
  
- EDI, Indigenous Initiatives, Accessibility & Sustainability



Healthy Workplace  
Platinum Certification

Carleton  Leader



# Serve Ottawa, Serve the World





# We will open our doors to the community



# We will encourage community engagement in research and learning



- Designed to assess and inform how institutions are aligning their institutional activities and infrastructure to enable and facilitate community-engaged work
- Gathering information and gap analysis, Implementing best practices and assessing the quality/outcomes
- Creation and development of a Community Engagement Centre – Inaugural Director: Prof. Chantal Trudel

# We will develop and foster partnerships with purpose

- **Holistic Integrated Partnerships strategy**
- Ericsson
- IBM
- BlackBerry QNX
- Bruyere Research Institute
- TVO
- Much more to come...



# We will build bridges to the world and embrace our role as a global institution



## STRATEGIC VISION:

Serve the World, Nurture Global Citizens

## STRATEGIC MISSION:

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



**International Research & Funding**



**International Students**



**International Teaching, Knowledge & Expertise**



**International Mobility & Experiential Learning**



**Internationalization at Home**

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

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

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

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

Cultivate a campus culture that supports internationalization and global learning among students, faculty, and staff, and that fosters the integration of diverse perspectives and strategies to address global challenges.

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

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

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

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

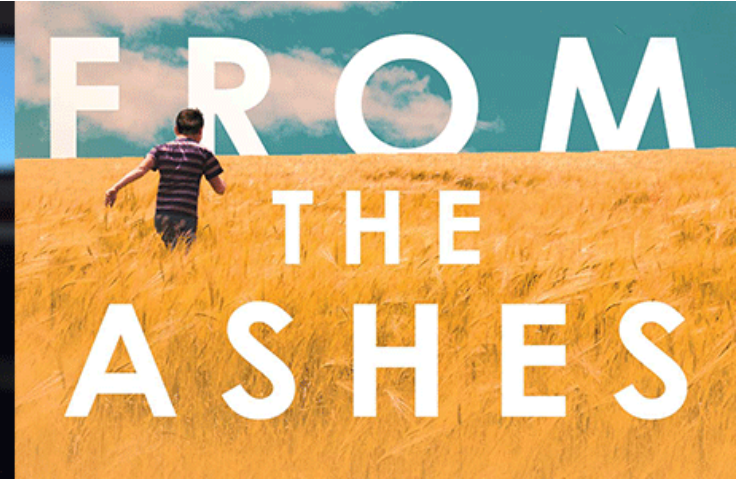
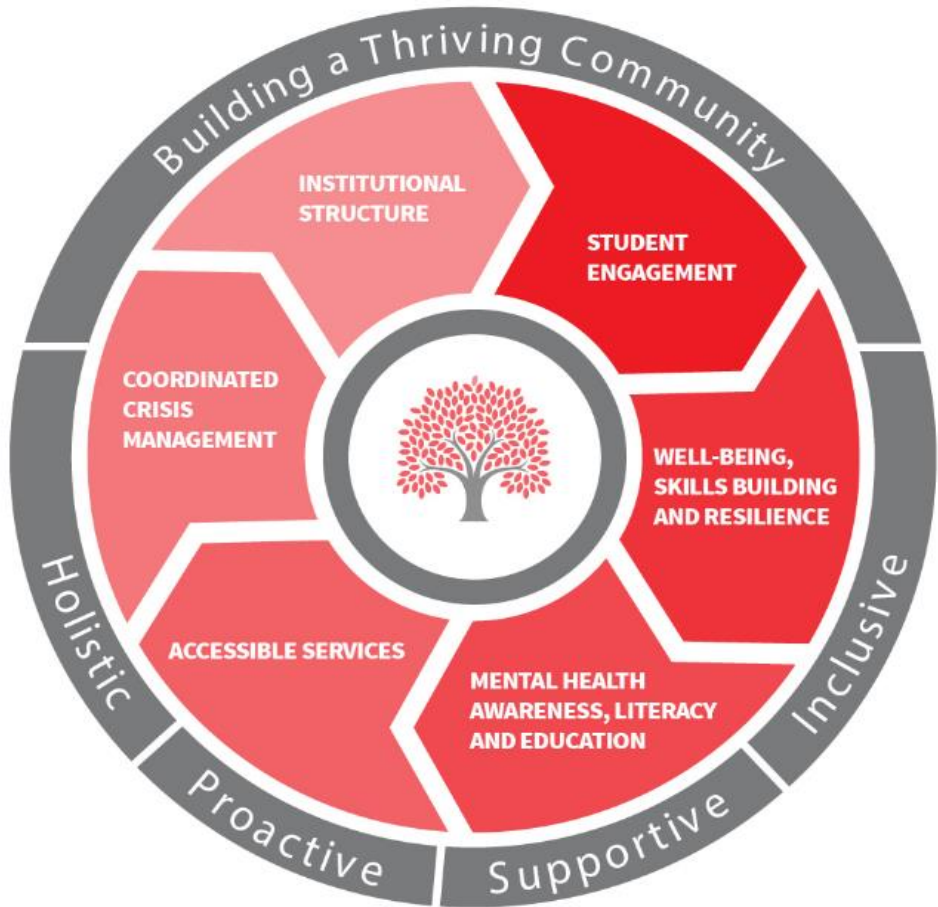
- Leverage our location in the nation's capital
- Promote intercultural learning events
- Develop global engagement certificate



# Strive for Wellness, Strive for Sustainability



# We will strive to enhance personal wellness and health



**NEW**  
**EMPOWER ME**

Connect with consultants, counsellors, and life coaches 24/7 from anywhere in North America.

Powered by Aspira

Toll-free: 1 844 741-6389

**MeWeRTH**  
Mental Health and Well-Being  
Research and Training Hub

Mental Health Framework 2.0 – going to 3.0

# We will be a national and international leader in sustainability

## STRIVE FOR SUSTAINABILITY

Comprehensive Sustainability Plan 2020-25



SUSTAINABLE CAMPUS  
**Carleton University**

**#1**  
Ontario

**#2**  
Canada



UI GreenMetric World University Ranking, 2020



- Teaching and Learning
- Research
- Energy and emissions
- Buildings and Infrastructures
- Waste and recycling
- Travel and transport etc.

# We will learn and take action together to achieve reconciliation

## KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE  
FINAL REPORT  
MAY 2020



Kinàmàgawin – 41 Calls to Action towards long-lasting, positive change





# We will strive to make our campus, our country and our world accessible for all



## Coordinated Accessibility Strategy



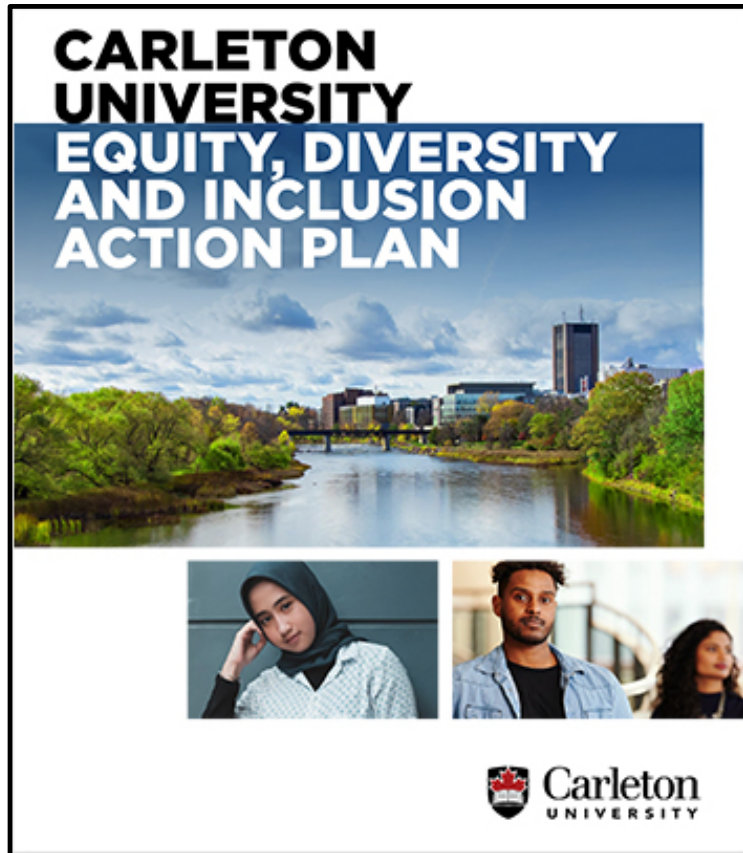
Rick Hansen Accessibility  
Certification



Canadian Accessibility Network  
(CAN)

- Coordination and leadership
- Education and training
- Information and communication
- Physical campus
- Employment and employee support
- Student support services
- Research and development

# We will foster individual distinctiveness and a sense of belonging



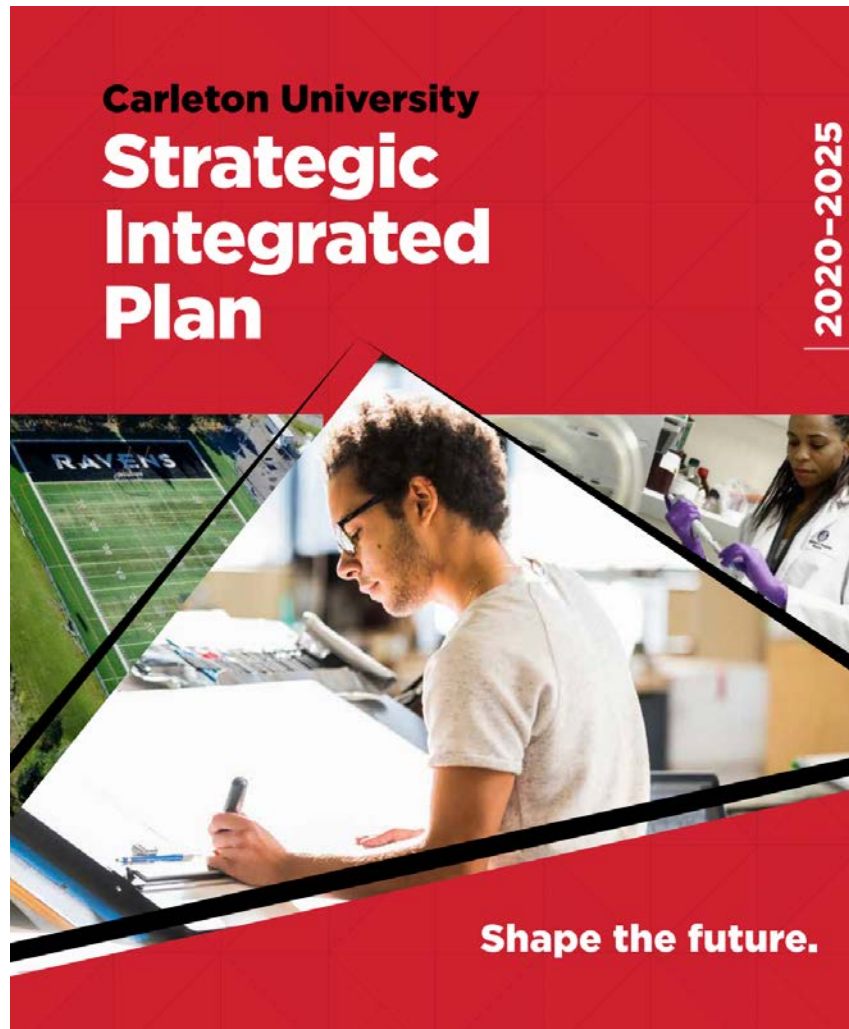
- Curriculum and pedagogy
- Student supports
- Research
- Leadership



- Data
- Representation
- Culture
- Planning and reporting

“Renewing our commitment to leadership in anti-racism, and in equity, diversity and inclusion”

# SIP implementation – Next Steps



- Kinàmàgawin (Learning Together)
  - EDI Action Plan
  - Sustainability Strategy
  - Healthy Workplace Strategy
  - International Plan, etc.
- 
- Academic and Research Plan
  - Mental Health Framework 3.0
  - Digital Strategy
  - Community Engagement Strategy
  - **Faculty and unit plans**

The background image shows a modern, multi-story building with a prominent tower section at the top, situated behind a bridge. A train is crossing the bridge, which spans over a body of water. In the foreground, there are tall, golden-brown reeds. The entire scene is overlaid with a semi-transparent red filter.

Thank You!



**Senate Executive Committee  
August 10, 2021  
Via MS Teams Videoconference**

**MINUTES**

**Attending:** B. A. Bacon (Chair), D. Deugo, S. Sivathayalan, E. Sloan, J. Tomberlin, W. Ye, K. McKinley (recording secretary),

**Regrets:** S. Maguire, P. Wolff

---

**1. Welcome & Approval of the Agenda**

The meeting was called to order at 11:01 am. The Chair welcomed new Clerk of Senate Elinor Sloan to the committee.

It was **MOVED** (W. Ye, J. Tomberlin) that the committee approve the agenda for the meeting. The motion **PASSED**.

**2. Approval of Senate Executive Minutes**

**a) June 8, 2021**

It was **MOVED** (J. Tomberlin, S. Sivathayalan) that the committee approve the minutes of the Senate Executive Committee meeting on June 8, 2021, as presented. The motion **PASSED**.

**b) July 7, 2021 (e-poll)**

It was **MOVED** (E. Sloan, S. Sivathayalan) that the committee approve the minutes of the Senate Executive Committee e-poll on July 7, 2021, as presented. The motion **PASSED**.

### 3. Review of Senate Minutes: June 18, 2021

#### a) Closed Session

The committee approved by consensus the minutes of the Closed Session of the Senate meeting on June 18, 2021.

#### b) Open Session

The committee approved by consensus the minutes of the Open Session of the Senate meeting on June 18, 2021.

### 4. Senate Agenda – August 20, 2021

The committee reviewed a draft agenda for the optional Senate meeting on August 20<sup>th</sup> and noted that there were no reports from standing committees, and no pressing business for the meeting. Committee members agreed that the meeting is not necessary and therefore should not be held.

It was **MOVED** (J. Tomberlin, S. Sivathayalan) that the committee recommends that the optional meeting of Senate on August 20, 2021 not be held.

The motion **PASSED**.

The Chair proposed that if the Return to Campus Committee was able to hold a consultation session on the afternoon of August 20<sup>th</sup>, at the time being held for Senate, the Clerk could invite all Senators to attend.

### 5. Other Business

There was no other business.

### 8. Adjournment

The meeting was adjourned at 11:12 a.m.