



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 3, 2022 at 2:00 pm
Via Videoconference**

AGENDA

Closed Session:

- 1. Welcome & Approval of Agenda (closed)**
- 2. Minutes: February 25, 2022 (closed session)**
- 3. Graduation:**
 - a) Notification of Receipt of Graduation Lists (Clerk)
 - b) Motion to Graduate All Recommended Students (Clerk)
 - c) Request for late graduation (Clerk)
 - d) Posthumous Recognition (Clerk)
 - e) Special Features of the Graduation Classes (Deans)
 - f) Motion to Graduate Recommended Students: Dominican University College (Clerk)
- 4. Report from the Senate Medals & Prizes Committee (Clerk)**
- 5. Procedure on Candidates Presented Late for Graduation (Clerk)**
- 6. Report on the Empowering Motion (Clerk)**
- 7. Other Confidential Business**

Open Session:

- 1. Approval of Agenda (open)**
- 2. Minutes (Open):** April 22, 2022
- 3. Matters Arising**
- 4. Chair's Remarks**
- 5. Question Period**
- 6. Administration (Clerk)**
- 7. Reports:**
 - a) SCCASP (H. Nemiroff)
 - b) SQAPC (D. Deugo)
 - c) SAGC (E. Sloan)
 - d) Senate Review Committee (D. Russell)
- 8. Draft Digital Strategy**
- 9. Academic Plan Consultation**
- 10. Reports for Information:**
 - a) Senate Executive Minutes (April 12, 2022)
 - b) Kinàmàgawin Progress Report
- 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 April 22, 2022 at 2:00 pm
Via Videoconference

Minutes

Present: S. Ajila, B.A. Bacon (Chair), M. Baez, M. Barbeau, O. Baysal, V. Bhatia, S. Blanchard, D. Brown, M. Burns, B. Campbell, A. Chandler, T. Daniels, J. Dawson, C. Del Gaudio, M. DeRosa, D. Deugo, G. Garland, D. Gillberg, F. Goffi, R. Goubran, S. Gulati, M. Haines, L. Hayes, K. Hellemans, M. Huckvale, C. Klein, J. Kovalio, A. Lannon, C. Laurendeau, M. Lundy, A. MacGillivray, B. MacLeod, S. Maguire, J. Malloy, P. Mkandawire, K. Moss, M. Murphy, J. Murray, H. Nemiroff, B. O'Neill (proxy: M. Francoli), A. Park, J. Ramnarine, P. Rankin, M. Rodney, M. Rooney, D. Russell, S. Sadaf, J. Sinclair-Palm, S. Sivathayalan, E. Sloan (Clerk), P. Smith, D. Sprague, C. Taylor, K. Taylor, R. Teather, J. Tomberlin, J. Voordouw, J. Wallace, P. Wilson, B. Wright,

Regrets: J. Milner, B. O'Connor, J. Taber, W. Ye

Absent: P. Andrée, V. Asi, C. Ayalogu, V. Gonzalez, B. Hallgrimsson, A. Hashimi, F. Hosseinian, K. Keller, L. Kostiuk, E. Kwan, R. McKay, D. Okoth, G. Patey, C. Young, P. Wolff,

Recording Secretary: K. McKinley

1. Welcome & Approval of Agenda

The meeting was called to order at 2:02 pm. The Chair began the meeting by acknowledging the recent passing of Dr. James Downey, who served as Dean of the Faculty of Arts & Social Sciences and President Pro-tempore at Carleton, before receiving the Order of Canada in 1996. The Chair also acknowledged the passing of Mr. Glen Kit, an alumnus of Carleton who served for over 40 years as Lab Coordinator in the Department of Biology, before retiring in 2020. A Senator also noted the recent passing of Professor Mohamed El-Tanany, from the Department of Systems and Computer Engineering. The Chair expressed

condolences to those who knew and loved these members of the Carleton community.

The Chair welcomed to Senate Dr. Lorraine Dyke, who began her new position as Vice-President Finance and Administration on April 1st, and acknowledged outgoing student ex officio members Chi-Chi Ayalogu (GSA), Victoria Asi (GSA), Ahmad Hashimi (CUSA) and Jennifer Ramnarine (CASG). New student ex officio members will be joining Senate on June 3rd.

It was **MOVED** (M. Haines, J. Sinclair-Palm) that Senate approve the agenda for the meeting of Senate on April 22, 2022, as presented.

The motion **PASSED**.

2. Minutes: March 25, 2022

It was **MOVED** (S. Sadaf, G. Garland) that Senate approve the minutes of the meeting of Senate of March 25, 2022, as presented.

A Senator asked for a small addition to the minutes to clarify the response to a question in the Question Period section.

With this change, the motion **PASSED**.

3. Matters Arising

There were none.

4. Chair's Remarks

The Chair began his remarks with an update on the Covid pandemic and its impact on Carleton in the coming weeks. He noted that Ottawa is in the middle of a 6th wave. As a result, and in accordance with public health recommendations, Carleton will be maintaining a mandatory mask mandate until further notice. Current modeling indicates that the sixth wave will recede in 4 – 6 weeks.

The Chair informed Senators that Carleton will be celebrating Convocation this June with 2 weeks of in-person ceremonies, the week of June 13 - 17 for returning 2020 and 2021 graduates, and the week of June 20 - 24 for 2022 graduates. The schedule of ceremonies for both weeks has been posted on the Convocation website, and the Chair encouraged Senators to register to attend one or more ceremonies. The deadline to sign up in May 13.

The Chair reminded Senators that April 22nd 2022 is also Earth Day. Carleton has a strong commitment to sustainability and meeting the challenge of climate change through teaching research and campus operations. The Association for Sustainability in Higher Education (AASHE) has recognized Carleton's leadership in this regard by awarding Carleton a Gold Certification in its latest STARS (Sustainability Tracking and Ranking System) assessment.

The Chair noted that Carleton's Campus Master Plan will be updated in 2022. The Master Plan provides vision for the future development of the campus along with associated operational strategies and plans. This third refresh will be led by VP Finance & Administration Lorraine Dyke, and will include opportunities for input from faculty, staff and students. The Chair encouraged all to contribute ideas and suggestions.

The Chair concluded his remarks by highlighting the following recent achievements:

- Rowen Thomson (Medical Physics) and Boris Vukovic (Industrial Design – Accessibility) each have received \$250,000 from the New Frontiers in Research Fund, for interdisciplinary research into new areas.
- EY Canada and Carleton's Sprott School of Business are collaborating to foster leadership and talent development for students in the Sprott Student Consulting Group. Through this partnership, professionals from EY will provide mentorship and coaching to Sprott student consultants.
- The first annual TechTalks Ericsson-Carleton Symposium, focusing on 5G wireless communications research, was held virtually in March. The event showcased the collaboration between Ericsson and Carleton and drew hundreds of attendees from Canada, the United States and Europe.
- The Institute of European, Russian and Eurasian Studies in collaboration with the Jean Monnet Centre of Excellence at Carleton hosted an online roundtable on April 14. The event brought together a panel of experts, including Senator James Milner from the Department of Political Science, to discuss Ukrainian refugees, the responses to the ongoing humanitarian crisis and possible lessons learned from other recent conflicts involving mass migration.
- The first annual Women in Sports Leadership Symposium was held on April 13 via Zoom videoconference. This student-led initiative aims to inspire the next generation of women pursuing careers in the sports industry.
- Finally, the Chair extended congratulations to the Carleton Ravens Men's Basketball team for achieving their 16th national championship. Congratulations were extended to Coach Taffe Charles, and U Sports player of the year Lloyd Pandi, who is entering the MBA draft.

5. Question Period

Senators submitted in advance five questions that fell into four broad topics:

a) Mask Mandate (2 questions)

- *Julia Sinclair-Palm: Covid numbers seem to be on the rise again and I'm worried about the upcoming changes to remove mask mandates on campus. I know that Brock University is keeping their mask mandate and I'm wondering why we wouldn't do the same. With so many students and faculty getting Covid in the last month, it seems crucial that we keep a mask mandate to protect our community. I am also thinking about convocation and the risks associated with being in close quarters with little ventilation, especially if folks aren't wearing masks. I would love to celebrate the success of my students, and I know that I will be hesitant to attend convocation unless masking is required. It would be helpful for me to know more about the arguments against masking on campus when the benefits are so great.*
- *Morgan Rooney: On March 29th, Carleton announced its plan to suspend vaccine and masking requirements on campus starting May 1st. Since that time, as of the date of writing this (April 8th), the following developments have taken place, all of which indicate that the COVID-19 situation in the province is worsening and that we are in the midst of a 6th wave of the pandemic:*

According to its own reporting, Carleton experienced a near-threefold increase in COVID-19 cases on campus for the month of March 2022, with 270 cases reported as of March 31. For all prior months (Sept. – Feb.), Carleton reported approximately 100 cases, meaning that ~73% of all cases since the start of the Return to Campus plan took place in the last month. [As reported by the Ottawa Citizen](#), Carleton has since also [removed all case count figures from its website](#), making it impossible to get updated data.

[According to the Ottawa COVID-19 website](#), Ottawa is experiencing a substantial increase in its COVID wastewater viral signal. Wastewater levels are often described as a "lagging indicator," because they usually rise in advance of surges in reported cases and hospitalizations.

[According to the Science Table COVID-19 Advisory for Ontario](#), Ontario is

experiencing a substantial increase in the COVID “R(t)” (Reproduction) rate. The R(t) rate for Ontario is now well over 1, indicating that the province is experiencing “exponential growth” with respect to COVID cases.

According to the CBC, Ontario is seeing “100,000 to 120,000 new cases of COVID-19 cases daily.” The source for that estimate is Dr. Peter Juni, the director of Ontario’s COVID-19 science advisory table.

According to its own website, Brock University is maintaining its vaccine and masking mandates beyond the Winter 2022 term, showing that it is within the power of other Ontario universities to the same.

Given these factors, will administration assert the authority it has and, in the name of the health and safety of all members of the Carleton community, maintain most or all of the health and safety mandates currently in place—particularly the masking mandate?

These two questions were addressed by the Chair in the Chair’s Remarks. In response to a follow-up question the Chair noted that at this point masks will be required for Convocation; an update will be provided at the next Senate meeting.

b) Covid reporting on website (A Chandler)

As of April 6, the university’s Website was no longer showing COVID cases on campus, despite the numbers being visible earlier for January, February and March of this year; nor was it showing past numbers of reported COVID on campus. What is the reason for the change? Given that classes and exams continued to take place in April, members of the community might welcome this information.

<https://carleton.ca/covid19/updates/cases-on-campus/>

Response by Chair and VPSE Suzanne Blanchard: Because of the nature of the Omicron variant, it is no longer possible to obtain an accurate picture of the progression of the pandemic through case count. Ottawa Public Health is no longer providing data, and the Rapid Antigen tests are not entirely reliable. Members of the Carleton community who are experiencing symptoms are still expected to complete the symptoms reporting via CU Screen, and can expect a follow up by Environmental Health & Safety or by Health and Counselling Services.

c) Summer enrolment (M. Rooney)

What do our enrollment and course cancellation numbers look like for our Summer 2022 in-person course offerings in each of the five faculties? If they are anomalous, do we have any sense as to whether or not student concerns about the health and safety of Carleton classrooms after May 1st may have been a factor in student decision-making? For that matter, what steps has administration taken since March 21st, 2022, to consult with Carleton students regarding the health and safety regulations that they would like to see in place at Carleton moving forward?

Response by VPSE Suzanne Blanchard: Summer enrolment is tracking to meet the expected pre-Covid levels. A mixture of online and in-person courses are offered to balance pedagogical needs and student preferences, but the goal is to bring students back to in-person learning.

In response to a follow-up question, VPSE Blanchard noted that the tunnels are currently not operational as the new ventilation system has not yet been installed. As a result, tunnel access over the summer will remain restricted to authorized personnel only and to those with approval for accessibility reasons.

d) Preparations for the Fall (J. Sinclair-Palm)

Thinking ahead to the fall, I'm interested in how faculty can prepare for the hopeful return to mostly in-person classes. I have heard from a lot of educators in both universities and k-12 classrooms that students are struggling to socialize with each other and to verbally communicate their ideas in class. What can we do as a university to support people in this significant transition to in-person learning?

Response from VPSE Suzanne Blanchard: A team within Students & Enrolment is engaging with this issue, and working on strategies to ease the transition back to in-person teaching and learning. The S&E team is looking at developing an expanded Orientation for 1st, 2nd and 3rd year students that will include information on programs, services, activities and social opportunities for students coming onto campus for the first time. The goal will be to provide additional support for students from all years who may be concerned about the transition to full-time in-person on-campus learning.

6. Administration (Clerk)

a) Alternate Marshals for Convocation

According to the Academic Governance of the University (AGU), the Clerk of Senate may, with approval from Senate, designate a full-time tenured faculty member to act as Marshal of Convocation (AGU Article 6, Section 2). Since the June 2022 Convocation will consist of 40 ceremonies spread out over 2 weeks, the Clerk is requesting that Senate approve the designation of two previous Clerks of Senate to assist and to serve as alternate Marshals for some of these ceremonies.

It was **MOVED** (K. Taylor, S. Ajila) that Senate approve the designation of Professor Donald Russell and Professor Betina Kuzmarov as Marshal of Convocation for ceremonies between June 13 and June 24, 2022, as needed.

The motion **PASSED**.

b) Senate Survey – last call

The Clerk reminded Senators who have not already done so, to participate in this year's Senate Survey. An invitation with link to the survey was sent to Senators in early April; the survey closes on April 30th.

7. Reports

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

Committee Chair Howard Nemiroff presented 3 items for approval and 1 item for information.

Items for approval:

Sprott Streams (re avoiding overlapping newly developed Sprott streams)

It was **MOVED** (H. Nemiroff, S. Maguire) that Senate approves the revisions to Regulations TBD-1598 R-UG-Business effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

3.2.6 Minimum CGPA Requirements (CGPA requirements for continuation adjusted to conform to ACE re credits thresholds)

It was **MOVED** (H. Nemiroff, S. Sivathayalan) that Senate approves the revisions to Regulations TBD_1873 R-UG-3.2.6 Minimum CGPA Requirements effective for the 2022/23 Undergraduate Calendar as presented.

The motion **PASSED**.

3.4.6 Minimum CGPA Requirements for Graduation (CGPA requirements for graduation – explains how students are moved into a non-honours equivalent)

If was **MOVED** (H. Nemiroff, K. Moss) that Senate approves the revisions to Regulations TBD-1882 R_UG_3.4.6 Minimum CGPA Requirements for Graduation effective for the 2022/23 Undergraduate Calendar as presented.

In response to a question from a Senator, the committee Chair noted that the movement out of an honours program is one option to help a student to complete the degree, if the CGPA requirements for graduation in an honours program cannot be met. Generally, this is automatically done if the CGPA is under 6.0 and the student has completed 15.5 credits or more. The committee Chair noted that regular ACE evaluation each semester can alert students to issues and provide them with chances to catch up, but if necessary, this “off ramp” can provide a way forward if it is not possible to continue in the honours program. In response to a follow-up question, it was noted that there could be other options for students whose CGPA is very close to 6.5, such as retaking a course or two, but these would be decided on a case-by-case basis.

The motion **PASSED**.

Item for Information:

- Minor modifications for April 2022

7-Reports, cont'd

b) Senate Quality Assurance and Planning Committee

Committee Chair Dwight Deugo presented one major modification for approval.

It was **MOVED** (D. Deugo, M. DeRosa) that Senate approve the introduction of the 15.0 credit BSc program in Physics as presented with effect from Fall 2023.

The motion **PASSED**.

c) Senate Executive Committee

The Clerk of Senate presented this item. The Senate Executive committee is responsible for nominating Special Appointments to Senate, including the COU Academic Colleague and the Alumni Representative. Senate then votes to recommend these to the Board of Governors for approval.

It was **MOVED** (E. Sloan, L. Dyke) that Senate recommends to the Board of Governors the nomination of Kim Hellemans as Senate COU Academic Colleague, to serve a 3-year term of service beginning July 1, 2022. The motion **PASSED**.

It was **MOVED** (E. Sloan, K. Taylor) that Senate recommends to the Board of Governors the nomination of Margaret Haines as Senate Alumni Representative, to serve a 3-year term of service beginning July 1, 2022. The motion **PASSED**.

7-Reports, cont'd

d) Senate Academic Governance Committee (SAGC) (Clerk)

The Senate Academic Governance Committee is responsible for directing the nomination and election process for Senate committee membership. On an annual basis, SAGC members review Senate faculty and student committee nominations to make recommendations to Senate on the allotment of membership positions, based on a number of established protocols, including nominee preference, background and experience.

The committee received nominations from 5 faculty members and 17 students, and presented the following recommendations to Senate:

Senate Executive Committee

- Root Gorelik – Faculty member
- Sean Maguire - Undergraduate student (incumbent)

Senate Quality Assurance and Planning Committee

- Pamela Wolff – faculty member (Science)
- Sara Berkes – Graduate student
- Jeff Frank – Undergraduate student

Senate Committee on Curriculum Admissions and Studies Policy

- Laura Hnatiw – Graduate student
- Jennifer Ramnarine – Undergraduate student

Senate Academic Governance Committee

- Georgette Morris - Graduate student
- Karl Alary – Undergraduate student (incumbent)

Senate Library Committee

- Ally Krueger-Kischak – Undergraduate student

Honorary Degrees Committee

- Asha Berbeck - Undergraduate student

Senate Academic Integrity Appeals Committee

- Julie Murray – faculty member (FASS)
- Chelsie Smith – Graduate student (incumbent)
- Jesse Monteith – Undergraduate student (incumbent)

Senate Committee on Undergraduate Student Awards

- Edward Cyr – faculty member (FED)
- Shaolin-Rose Gawat – Undergraduate student
- Sean Cruz – Undergraduate student

Graduate Student Appeals Committee

- Christiane Wilke - Faculty member (FPA)
- Mason Rodney – Graduate student (incumbent)

Senate Review Committee

- Kaniz Sinethyah – Undergraduate student
- Anthony Valenti – Undergraduate student

It was **MOVED** (E. Sloan, S. Ajila) that Senate ratify the new Senate committee appointments, as presented, for terms of service beginning July 1, 2022. The motion **PASSED**.

8. Draft 2022-23 Operating Budget Presentation

Provost Jerry Tomberlin presented a report to Senators on the draft Operating Budget for 2022-23. Following the presentation to Senate, the Operating Budget will be presented to the Board of Governors for approval on April 28, 2022.

The Provost began by reviewing the planning cycle, planning principles and prioritization process that is involved in drafting the annual operating budget.

The planning cycle spans almost an entire year, beginning in the fall with the establishment of guidelines and the planning framework. Budget planning principles include enhancing Carleton's academic mission, supporting the goals of the Strategic Integrated Plan, and achieving the performance targets of the current Strategic Mandate Agreement. In general, the goals are financial stability and sustainability, with a conservative budget that will ensure continued success following the health crisis of the past few years.

Over the longer term, the university will seek to diversify and increase revenue from non-government sources while investing in strategies to promote the strategic use of limited resources.

The proposed budget is based on the assumption that the corridor model and performance-based funding will continue, and that enrolment will remain stable over the current planning horizon. Domestic tuition fees also are assumed to remain frozen for 2022-23 and 2023-24, with the possibility of modest increases thereafter. Financial risk will be mitigated by conservative base budget allocations, and by encouraging RPCs to use existing carry-forward funds.

The revenue and expenses of the proposed 2022-23 operating are \$521M which shows a modest increase of \$6M from the previous year's budget. Government related income, including government grants and domestic tuition accounts for approximately 2/3 of revenues. Approximately 74% of expenses are devoted to salaries and benefits with an additional 12% for infrastructure and 8% for student support.

New allocations of \$9.8M in base and \$21.9M in fiscal are recommended for RPCs, university budgets and contingencies. The Provost provided a detailed breakdown of budget priorities for these allocations.

A Senator asked the Provost to comment on the potential impact of inflation on the university budget, considering as well the continued tuition freeze and 1% salary cap. The Chair noted that inflation will have an impact on operating costs and other expenses, but it is unclear how long the spike will last. It is also unclear how long the tuition freeze will continue, but this may be clarified after the provincial election later this year. The legislated 1% salary cap will begin to lift this year, which will further impact the university budget. However, Carleton continues to budget conservatively to protect the financial health of our institution.

The Chair thanked the Provost for the thorough presentation.

9. Reports for Information

- a) Report from COU Academic Colleague
- b) Faculty Gender Report
- c) Senate Executive Committee Minutes (March 15, 2022)

A Senator asked for clarification on the *Walls to Bridges* program referenced in the Report from the COU Academic Colleague. In response, it was noted that this initiative is run from the University of Ottawa, as an example of effective community outreach.

10. Other Business

There was none.

11. Adjournment – The meeting was adjourned (S. Ajila, J. Sinclair-Palm) at 3:30 pm.

Senate Question Period – June 2022

Question submitted by Senator Pamela Wolff:

Will someone investigate whether the 01 May heating/cooling changeover date is still appropriate, given climate shift? Heat waves are not unusual in April, and once students are back to writing in-person exams, particularly in the gym and fieldhouse, having room temperatures surge is a pedagogical and health issue, not just a facilities and maintenance one. In exceptional cold, it's always possible bring in portable heaters, but indoor temperatures have hit 26 degrees during the final exam period in the past, and this prevents students from demonstrating their learning effectively, and could affect their academic progression. The climate has changed, but the changeover dates have not.

MEMORANDUM

From The Senate Committee on Curriculum, Admission and Studies Policy (SCCASP)

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: June 3, 2022
Subject: Regulation Changes 2022-23

For Senate approval

1. TBD-1576 R-UG-COOP-Geography B.A. and B.Sc.

Motion: That Senate approves the revisions to Regulations TBD-1576 R-UG-COOP-Geography B.A. and B.Sc. effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1576 R-UG-Geography*

2. *TBD-1760 R-UG-COOP-B.Sc. Geomatics co-op admission and continuation requirements*

Motion: That Senate approves the revisions to Regulations TBD-1760 R-UG-COOP-B.Sc. Geomatics co-op admission and continuation requirements effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-1760 R UG COOP B.Sc. Geomatics*

3. TBD-2093 R-ADM-Program-C.Science Policy

Motion: That Senate approves the revisions to Regulations TBD-2093 R-ADM-Program-C.Science Policy effective for the 2022/23 Undergraduate Calendar as presented.

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

4. TBD-2036 Certificate in Science and Policy

Motion: That Senate approves the revisions to Regulations TBD-2036 Certificate in Science and Policy effective for the 2022/23 Undergraduate Calendar as presented.

Attachment: *TBD-2036 Certificate in Science and Policy*

5. TBD-R-GR-23 The Course Outline

Motion: That Senate approves the revisions to Regulations TBD-R-GR-23 The Course Outline effective for the 2022/23 Graduate Calendar as presented.

Attachment: *TBD-R-GR-23 The Course Outline*

6. *TBD-R-GR-24-Early Feedback Guideline*

Motion: That Senate approves the revisions to Regulations TBD-R-GR-24-Early Feedback Guideline effective for the 2022/23 Graduate Calendar as presented.

Attachment: *TBD-R-GR-24 Early Feedback Guideline*

For Information

1. TBD-2002 R-UG-3.2.2 Three Attempts of A Course (Engineering)
2. UG_G_2122_MinorMods_for_SCCASP_May 03



DATE: May 27, 2022

TO: Senate

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

RE: Social Statistics and Data Analysis graduate diplomas (Type 2 & 3)
New Program Approval

SAPC Motion

THAT SQAPC recommends to SENATE the approval of the GDIPs in Social Statistics and Data Analysis as presented with effect from Fall 2023.

Senate Motion

THAT Senate approve the Graduate Diplomas in Social Statistics and Data Analysis as presented with effect from Fall 2023.

Background

The program is a graduate diploma in Social Statistics and Data Analysis in the Department of Sociology and Anthropology. The principal goal is to provide a single open environment to educate students in an array of statistical modelling techniques, attracting individuals from a variety of academic backgrounds inside and outside of Carleton.

Attachments

- Self-Study with Appendices
- Faculty CVs (volume II)
- Courseleaf entries

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

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the graduate diplomas (Type 2 & 3) in Social Statistics and Data Analysis will be authorized to commence.

DATE: May 27, 2022

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

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from cyclical program review of the Graduate Programs in Earth Sciences.

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 April 14, 2022:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Joint Graduate Programs in Earth Sciences.

The Final Assessment Reports and Executive Summary is provided pursuant to article 5.4.1. of the provincial Quality Assurance Framework and article 7.2.24 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.24.3 of Carleton's IQAP (passed by Senate in November 2021 and ratified by the Ontario Universities Council on Quality Assurance in April 2022) 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 recommendations 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 Plans, contained within the Final Assessment Reports, 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 7.4.1 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 June 3, 2022:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Joint Graduate programs in Earth Sciences.



MEMORANDUM

From: Senate Academic Governance Committee
To: Senate
Date: June 3, 2022
Subject: Senate committee ratification

MOTION: That Senate ratify the new Senate committee appointment, as presented, for a 3-year term of service beginning July 1, 2022.

Senate Executive Committee

- Jonathan Malloy – Faculty member

Senate Review Committee

Review of 2022-23 Proposed Operating Budget

May 12, 2022

Questions from the Committee:

1) How is the provincial government able to dictate a tuition freeze to Ontario universities while simultaneously reducing its investment in our sector?

We cannot answer this question at this time as it is the result of decisions made by government.

2) What is the difference between “Carleton total applications” and “Carleton applicants” (re application targets)?

Prospective students can apply to more than one program. “Carleton applicants” counts each student once, regardless of how many programs they applied for, which at the institution level is the more reliable statistic to project the size of the first-year intake. This year, the number of applications in Ontario increased considerably, which is an interesting phenomenon (prospective students were more likely to apply to more programs), however the number of individual prospective students only increased modestly (in line with projected demographic growth). Both statistics were provided for your information.

3) What are the stats for 18-year olds in Ottawa (vs. the GTA)?

The current figures we have are that Ottawa’s growth in 18-year olds is roughly 1% a year. The GTA’s growth is closer to 2% a year.

Ontario Universities tend to rely on the Ministry of Finance population projections to determine this, however the projections they have developed are still based on the 2016 Census. The portion of this statistic that is based on domestic births 18 year ago is probably fairly robust, but trends in immigration (including international students studying in Ontario high schools) may be quite different over the last few years compared to what was modelled. Some of that will be resolved when they re-release based on the 2021 Census (hopefully sometime this year).

4) What is the amount of the total contingency fund?

\$23.4 million

Total budget	Base	Fiscal
Salary & Other General Contingencies	\$ 13.9 M	\$ 13.5 M
Unfunded Base Set Aside	\$ 2.0 M	\$ - M
Enrolment Incentive (ELBA)	\$ 1.3 M	\$ 1.3 M
Debt Servicing	\$ 5.7M	\$ 5.7 M
Strategic Allocation – reserve for future year	\$ - M	\$ 2.9 M
Total Provisions & Contingencies	\$ 22.9 M	\$ 23.4 M

5) Will there be an assessment of and report on the financial impact of the pandemic for Carleton?

We have not planned such an assessment at this time.

6) What are “fringe benefits” (mentioned in Allocations)

Cost of benefits include the employer portion of statutory deductions such as CPP, EI, EHT (employer health tax), & WSIB, as well as contributions towards the pension plan, health & dental plans, life insurance and long-term disability. Other benefit costs include professional development allowances, tuition waivers, access to athletic & health facilities, and retiree health and dental plans.

Shaping the Digital Future

Carleton University's Inaugural Digital Strategy & Roadmap

DRAFT

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DRAFT

Introduction

In an increasingly connected world, Carleton University has an opportunity to enhance our digital practices. Our inaugural Digital Strategy is a roadmap for this evolution—one guided by intention, responsibility, and innovation.

We live in an age of easy access to information, on-demand and personalized service, and instantaneous global communication. All sectors—including higher education—have had to adapt to these expectations. Today's students ask for a digital environment that is cutting-edge and flexible, and they expect equitable, inclusive, and secure access to education. At the same time, the workplace is changing. Technology is transforming collaboration, communication, and service delivery on campus and within the community. While the COVID-19 pandemic rapidly accelerated these changes—Carleton, like all other institutions, pivoted to online delivery and working from home almost overnight—the digital evolution was already underway.

These are external pressures, imposed by changes in the world around us. But Carleton also has an impressive record of innovation, whether through the discoveries and solutions of researchers, or the unique ideas of staff and students. In research, student experience, teaching and learning, and organizational excellence, the Carleton community can develop, adopt and lead meaningful technological change.

While these changes are exciting and dynamic in nature, we must proceed with care. In the Strategic Integrated Plan (SIP), we are reminded of the role of technology in our past and our future; our western edge, the Rideau Canal is an engineering marvel and an ever-present example of ingenuity and perseverance. But its complex history and symbolism is a reminder that the cost of progress is not borne equally by all people. As we embark upon a new digital path, we must bear in mind the varying impact of technology, the need to act with ethics and compassion, and the extraordinary social responsibility we bear.

It is with this spirit—of being active, intentional and responsible drivers of change—that we must set a course for the digital future. It is a path laid out in the SIP, and one that will be accelerated by the Digital Strategy.

Over the past year, we embarked on a series of consultations with the Carleton community. We gathered a diverse range of perspectives inclusive of faculty, staff, and students, as well as the Senate, IT governance committees and senior leadership. In total, we engaged with more than 600 members of the Carleton community about how to use digital technology to build on the footprint of the SIP. We also tapped into our in-house expertise by striking a cross-institutional [Advisory Committee](#) to provide guidance and input into the interpretation of the consultation feedback and complement it with more specialized areas of knowledge.

Throughout the consultation process, we learned that our capacity for a digital evolution relies on a culture that can adapt to change, while grounding ourselves in people-focused principles. This was consistent with our research, which emphasized the critical role of culture in facilitating a digital evolution. As a recognized leader in organizational excellence, Carleton is poised for a step change that challenges us to embrace digital technology. We must all be part of creating the conditions that will allow this ethos to flourish, including a dedicated focus on process improvement and people-centred leadership of change.

We have created a framework comprised of five guiding principles and associated objectives that intends to support the growth of a digital culture. Based on this framework, a cross-cutting Digital Roadmap has been developed that will support and accelerate the three directions of the SIP.

Setting the tone for the Digital Strategy and Digital Roadmap, the Aspiration Statement encapsulates the vision; one that reflects a focus on people, while harnessing the power of digital technology. Together, our inaugural Digital Strategy, Digital Roadmap, and Aspiration Statement lay the foundation for a thriving digital culture that will enable a digital evolution.

Aspiration Statement

Carleton University will leverage digital technology to empower our collective capabilities to be a force for good in our communities.

In this strategy, we see technology as an enabler—a mechanism to enhance the ingenuity and potential of our students, staff, researchers, instructors, and community partners. It helps each of us in our daily lives and work: whether in pursuit of our core mission (research, student experience, teaching and learning, and organizational excellence) or in alignment with Carleton’s original sense of purpose and founding story—to create, apply, mobilize, and share knowledge that serves our community and the world.

Guiding Principles and Objectives

The principles and related objectives are the building blocks of our digital culture. By internalizing the Digital Strategy principles and objectives as an institution, we will deepen our alignment to the directions of the SIP and bolster our capacity for change.

While the principles and objectives can be implemented in a variety of ways by faculties, divisions, departments, and individuals, they will also drive large-scale initiatives within and across the mission pillars of Research, Student Experience, Teaching and Learning, and Organizational Excellence.

USER FOCUSED

We will translate our people-focus to the digital user experience. We will provide personalized, intuitive digital user experiences that strengthen and complement our core services, and ensure our community has the support they need to embrace these digital experiences.

User-Focused Objectives

- Implement interoperable platforms that provide cohesive end-to-end user experiences.
- Streamline operations by reducing duplicated functionality, automating the transactional and realizing process efficiencies.
- Offer the training, resources, and support that meets our community needs.

INCLUSIVE

The voices of our communities are our most important asset. We will seek out diverse perspectives and make choices concerning digital technology with stakeholders that create inclusive and equitable physical and virtual spaces, allowing access for all.

Inclusive Objectives

- Adopt strategies for mitigating barriers to access.
- Develop a university-wide approach to digital accessibility.
- Establish an ongoing system review process to collect feedback on system use.

COLLABORATIVE

We value constructive relationships and understand that collaboration drives our successes. We will expand our boundaries by utilizing digital technology to empower community engagement and knowledge mobilization.

Collaborative Objectives

- Foster and enable meaningful collaboration through online platforms.
- Launch internal communities of practice and networks of expertise focused on inclusive technology.
- Adopt open access in policy and in practice.

RESPONSIBLE

We will be a leader in security, privacy, and ethical decision-making, working together as a community to create safe and secure digital environments.

Responsible Objectives

- Implement and maintain industry standard security practices to safeguard institutional data, student data, and collaborator data that we hold in trust.
- Establish a university-wide understanding of data stewardship.
- Set transparent policies and practices that allow users to make informed decisions about their data.

AGILE

We will elevate our foundations, preparing ourselves for unanticipated changes, continuously improving and creating space for innovation.

Agile Objectives

- Establish strong, transparent IT governance.
- Proactively and holistically build for the future, strategically considering technology, process, and people.
- Foster digital innovation.

Sharpening our Focus

The guiding principles and objectives provide a framework to navigate decisions involving digital technology at Carleton. While they represent broader perspectives affecting the university as a whole, other feedback gathered from our community inspired more specific strategic priorities.

These strategic priorities buttress the mission pillars of the university (Research, Student Experience, Teaching and Learning, and Organizational Excellence), bringing alignment with the SIP, while reflecting the varied experiences that make up the Carleton community.

Progress of the Digital Strategy will be evaluated against a set of measurable outcomes, developed through the IT governance committees, and reported on at regular intervals.

Anticipated measures are likely to include a combination of annual benchmarking surveys and system analytics (i.e. usage statistics, “Did this answer your question?” page footers, etc.).

RESEARCH

Strategic Priorities

- Researchers experience a seamless end-to-end process and are well supported by interoperable, integrated systems.
- Easy to use administrative systems help researchers better manage research projects.
- Research computing is accessible and secure and takes into consideration the needs of data-intensive and non-data intensive researchers.
- We have the digital environment needed to promote Carleton as a hub of research communications, including research into digital areas.
- There is a shared understanding of the resources and tools we have available.

STUDENT EXPERIENCE

Strategic Priorities

- Tools are intuitive and easy to use.
- Students can participate and interact from anywhere.
- Tools facilitate consistent interactions from recruitment through graduation and beyond.
- Accessibility is embedded in all aspects of the digital student experience.
- Student feedback informs our decisions concerning digital technology.
- Our tools and structures reinforce communication and relationship-building, both virtually and in person.

TEACHING AND LEARNING

Strategic Priorities

- Educators and learners across Canada and the world can easily engage with one another.
- Digital tools support universal design for learning and accommodate diverse pedagogical needs.
- Digital tools enable teaching and learning across a range of modalities.
- Digital tools foster relationship-rich education between instructors, students, and their peers.
- Learning analytics are used ethically to enhance student success and learning.
- There is an ongoing commitment to experimenting and innovating with digital tools for teaching and learning.

ORGANIZATIONAL EXCELLENCE

Strategic Priorities

- Organizational Excellence is optimized by intuitive, easy-to-use systems.
- Systems are in alignment with processes and policies.
- Integrated systems reduce duplication and realize process efficiencies.
- We have the systems, policies, procedures, and training needed to make data-informed decisions.
- Equity, diversity, inclusion, and accessibility are inherent.
- Digital technology enables a productive, flexible work environment.

Follow Our Journey

We want to ensure that as progress is made on the Digital Strategy, we take the time to reflect and identify lessons learned at regular intervals throughout implementation. This is to accommodate the changing circumstances encountered in real time, despite the best-laid plans. Our strategy must be flexible and adaptable enough to adjust to the real world. Reviews by appropriate governance bodies will be conducted to provide the feedback necessary to keep our plans on track.

We are excited to embark on this journey. In order to keep the Carleton community informed, periodic updates will be shared through the Digital Strategy website. You are invited to follow our journey at Carleton.ca/DigitalStrategy.

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Digital Roadmap

Overview

The Digital Roadmap outlines our action plan to support the Digital Strategy and Strategic Integrated Plan (SIP), and was informed by the guiding principles, objectives and strategic priorities described in the Digital Strategy. It further describes our plan for how we will keep the Digital Roadmap current, as we must remain adaptable to changing circumstances.

We envision a digital future at Carleton University that includes:

- 1) A nimble Enterprise Architecture Framework that will allow us to define sustainable high-level architectural standards to enable optimized, business-aligned technology processes.
- 2) A robust IT Governance and Policy Framework which prioritizes initiatives that support and align with our Digital Strategy and Strategic Integrated Plan.
- 3) A revitalized Enterprise Resource Planning environment that is representative of, and responsive to, the diverse needs of our community.

By creating this shared vision for what the future of digital technology will look like at Carleton University, the Digital Strategy and Roadmap will inform and guide divisional and unit-level plans across the university.

Digital Roadmap Planning Process

We will institute an annual fall digital planning and alignment session with the Information Systems Steering Committee (ISSC). This session will dovetail the portfolio of digital initiatives selected for the coming fiscal year with the university's existing budget and resourcing cycle, institutionalizing predictable, annual 12-18 month planning horizons for the Digital Roadmap. Though budgets and resources have already been committed for the current fiscal year with respect to digital initiatives and projects, fall 2022 is the first opportunity for our IT governance, the ISSC and supporting committees, to apply our Digital Strategy's principles and priorities to the selection of initiatives and projects for the university's upcoming planning and budgeting cycle for 2023/2024.

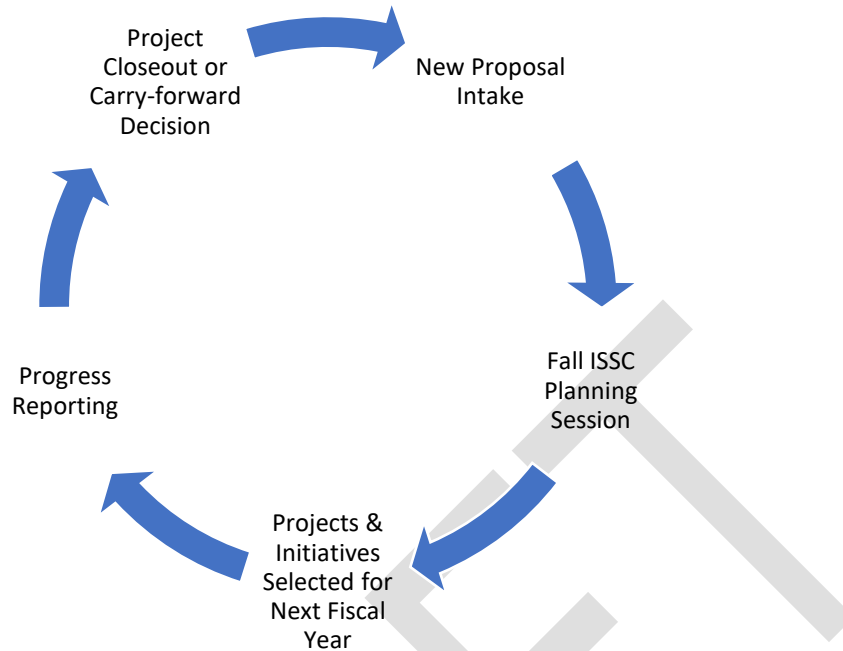


Figure 1: Strategic Initiatives Planning Lifecycle

Through a systematic and strategic review process, the ISSC will strive for a balanced portfolio that aligns with the principles and priorities identified in the Digital Strategy, while ensuring that we are always pursuing a blend of strategic, enterprise, and organizational initiatives.

Digital Roadmap

Projects and initiatives at Carleton vary greatly in focus and scope. To achieve a balanced portfolio of digital initiatives that align with the Digital Strategy's principles and priorities, while supporting the direction of the SIP, the Digital Roadmap provides three focus areas:

1. Strategic Initiatives

These initiatives take a long-term view of digital investments, have the potential to impact and influence all mission pillars of the university, and represent all of our Digital Strategy guiding principles. They are digital enablers, laying the groundwork that will make all other projects and initiatives possible, fostering systems thinking, integration, and architectural standards, and typically have no defined end-date.

2. Enterprise Initiatives

These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.

3. Organizational Initiatives

These are divisional or departmental projects funded and resourced internally and thus do not necessarily require funding decisions, but which the university would benefit from having visibility at the ISSC. The reasons will vary but the underlying strategy and intent is to improve the level of transparency and collaboration within the university.

The Digital Roadmap presents planned initiatives within their respective category, as well as noting their alignment with the Digital Strategy's principles and mission pillars. Going forward, it will be the role of IT governance to determine what is the optimal balance between Strategic, Enterprise, and Organizational, as well as alignment with the Digital Strategy and SIP.

Through Carleton's annual planning and budget cycle, many of the Digital Roadmap initiatives listed below for fiscal year 2022/23 have already been budgeted with resources committed by the various units, departments, and faculties. But work on the Digital Roadmap will continue beyond this time period. For the purposes of the Digital Strategy, 2022/23 is essentially Year Zero of the Digital Roadmap. Subsequent fiscal year initiatives will be submitted and prioritized at the annual ISSC fall planning session.

3.1 Strategic Initiatives – FY 2022/23 (Year Zero)

STRATEGIC	INITIATIVES	PRINCIPLES/PILLARS
<p><i>These initiatives take a long-term view of digital investments, have the potential to impact and influence all mission pillars of the university, and represent all of our Digital Strategy guiding principles. They are digital enablers, laying the groundwork that will make all other projects and initiatives possible, fostering systems thinking, integration, and architectural standards, and typically have no defined end-date.</i></p>		
<p>IT Governance Renewal and IT Policy Framework</p>	<p>Renew our governance framework and confirm our IT governance committees and their mandates. Add a Technical Advisory Group (TAG) that will provide information, expert advice and recommendations on technical matters as required to other governance committees.</p> <p>Our Digital Policy Framework will provide a single IT policy that clearly defines the policy instrument structure for IT and the boundaries within which IT at the university operates. The new policy will be supported by functional and technical standards, to be developed and approved within the IT governance framework.</p>	<p>ALL PRINCIPLES AND PILLARS</p>
<p>Enterprise Architecture Framework</p>	<p>Establish the Technical Advisory Group (TAG) to develop functional, technical standards for ISSC approval for:</p> <ul style="list-style-type: none"> • Cloud Computing Standard • Information Security Incident Response Standard • Information Protection Standard <p>Develop an Enterprise Architecture Framework.</p> <p>Implement a Data Centre analysis to determine current data centre footage across all units and identify if there is a need for additional data centre capacity (i.e. a third data centre) to accommodate growth while providing reliability, as well as safeguarding service availability and data integrity against continually increasing levels of cyberattack.</p>	<p>ALL PRINCIPLES AND PILLARS</p>
<p>Enterprise Resource Planning (ERP) Revitalization</p>	<p>Conduct an options analysis of expenditures and opportunity costs to develop renewal options and a multi-year investment plan for Carleton’s ERP (BANNER, FAST, HR, etc.), which is increasingly diverting resources to maintain, secure, and upgrade due to technological debt incurred from years of customization.</p>	<p>ALL PRINCIPLES AND PILLARS</p>

3.2 Enterprise Initiatives – FY 2022/23 (Year Zero)

ENTERPRISE	INITIATIVES	PRINCIPLES/PILLARS
<p><i>These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.</i></p>		
Research Administration	<p>Research Management System (RMS) Modernization: Consolidation of research administrative systems and data sources, improving the current researcher experience, which requires knowledge of multiple systems as well as administrative support.</p>	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE =====</p> <p>✓ RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE</p>
Student Experience	<p>Micro-credential initiatives: Phase 1: Business analysis for registration, using Banner for implementing capture and recording. Future phases: ISSC fall 2022 planning session will consider larger institutional context, including open educational resources, modules, and non-credit initiatives beyond current student registration processes and semesters.</p> <p>cuMobile: Improved student self-service capability, including anytime/anywhere access via a new cuMobile app, to which new services can be more readily added.</p>	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE =====</p> <p>RESEARCH ✓ STUDENT EXPERIENCE TEACHING & LEARNING ORG EXCELLENCE</p>
Student Administration	<p>Ongoing Banner related projects and enhancements to meet legislative and operational requirements, including:</p> <ul style="list-style-type: none"> • u-Achieve (Academic Audit) • OUAC-to-XML (Ontario Application Centre requirements) • Academic Continuation Evaluation (ACE) • Carleton 360 with Student Admin, etc. 	<p>✓ USER FOCUSED INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE =====</p> <p>RESEARCH ✓ STUDENT EXPERIENCE TEACHING & LEARNING ORG EXCELLENCE</p>
Teaching & Learning	<p>TLS integrations enhancements:</p> <ul style="list-style-type: none"> • Ongoing Brightspace integrations—peer assessment, grading workflows, anti-plagiarism, remote proctoring, collaborative tools, and learning analytics—to consolidate access to tools for instructors and students through a single portal. • More technology-enabled learning spaces. • XR Space for Future Learning Lab will support experimenting and innovating with digital tools for teaching and learning. • Increase number of multimodal student-centred learning spaces across campus. 	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE =====</p> <p>RESEARCH STUDENT EXPERIENCE ✓ TEACHING & LEARNING ORG EXCELLENCE</p>

ENTERPRISE	INITIATIVES	PRINCIPLES/PILLARS
<p><i>These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.</i></p>		
<p>Organizational Excellence</p>	<p>Ongoing administrative Banner projects and enhancements to meet operational requirements, including:</p> <ul style="list-style-type: none"> • HR Enterprise Review • HR Digital Imaging (Banner Document Management for HR) • HR Job Requisition • HR Seclon Pension System Replacement • Banner 8 retirement (including Carleton Central) • Banner 8 Admin Pages Turndown <p>Enterprise communications: Campaign Monitor email marketing system for meeting operational requirements by university departments, including the Department of University Communications and the Department of University Advancement.</p>	<p>✓ USER FOCUSED INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE =====</p> <p>RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE</p>
<p>IT Infrastructure Modernization</p>	<p>Evergreening and capacity: Annual replacement of 20 percent of campus digital infrastructure, comprising thousands of network components and hundreds of servers as they reach their lifespan of four to five years. This requirement reduces equipment failures, addresses performance issues due to demand growth, and avoids prolonged outages and degraded user experience.</p> <p>Identity and Access Management (IAM): IAM is a cornerstone for all services. Modernization will improve security, simplify access, provide better management of multiple roles, and more robust and scalable authentication. This is a prerequisite for improvements to on-boarding (and off-boarding) of students, staff, and faculty. Developed organically over several decades, Carleton’s existing IAM systems and processes are not well positioned to support the university’s current scale (hundreds of thousands of accounts), future growth, or the increasing frequency of multiple roles per person (e.g. employee, faculty, teaching assistant, student, alumni, affiliate.)</p> <p>Digital Access Management: Security-patching, life-cycle management, strategic procurement, and evergreening all depend on knowing what digital assets the university has. Provisioning of a campus-wide IT Asset Management (ITAM) system, available to all units to permit inventorying digital assets (hardware, operating systems, applications, services) is a prerequisite first step.</p>	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE =====</p> <p>✓ RESEARCH ✓ STUDENT EXPERIENCE ✓ TEACHING & LEARNING ✓ ORG EXCELLENCE</p>

3.3 Organizational Initiatives – FY 2022/23 (Year Zero)

ORGANIZATIONAL	INITIATIVES	PRINCIPLES/ PILLARS
<p><i>These are divisional or departmental projects which are being funded and resourced internally and thus do not necessarily require funding decisions, but which would benefit from visibility at the ISSC. The reasons will vary but the underlying strategy and intent is to improve the level of transparency and collaboration within the university.</i></p>		
<p>Emergency Notification System Renewal</p>	<p>Office of Risk Management (ORM): The Emergency Notification System (ENS) project seeks to replace the current ENS to enhance internal and external communications and messaging to the Carleton community in an emergency. The new ENS will allow the university to reach thousands of community members across various mediums (mobile app, desktop computer, and email), with an ability to integrate and expand messaging to social media, digital signage, campus phones, and additional technologies as our community grows.</p>	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ===== RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE</p>
<p>Maximo</p>	<p>Facilities Management and Planning (FMP): This project will upgrade the current on-premise enterprise asset management system, IBM Maximo, with the latest, cloud-based version on this system. Anticipated benefits are a more modern, user-friendly interface with less maintenance and support activities required by FMP, simplifying future upgrade activities.</p>	<p>USER FOCUSED INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ===== RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE</p>
<p>Faculty Tenure, Promotion, and Awards System</p>	<p>Provost’s Office: The outcome of the project will be a new centrally managed system to support confirmation, tenure, promotion, and awards processes efficiently, effectively, and securely that will be used by five faculties, 50 academic units and approximately 125 applicants per year.</p>	<p>✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ===== RESEARCH ✓ STUDENT EXPERIENCE ✓ TEACHING & LEARNING ✓ ORG EXCELLENCE</p>

Appendix A – Contributors

The creation of the Digital Strategy and Roadmap was a collaborative effort involving many individuals whose dedication and commitment were critical to this endeavour.

Project Sponsorship

Information Systems Executive Committee (ISEC)

Lorraine Dyke, Vice-President (Finance and Administration)
Suzanne Blanchard, Vice-President (Students and Enrolment)
Jerry Tomberlin, Provost and Vice-President (Academic)
Rafik Goubran, Vice-President (Research and International)
Marc Dabros, Assistant Vice-President (Information Technology Services) and Chief Information Officer

Project Oversight

Information Systems Steering Committee (ISSC)

Lorraine Dyke, Vice-President (Finance and Administration)
Marc Dabros, Assistant VP (ITS) and Chief Information Officer – Chair
Jerry Tomberlin, Provost and Vice-President (Academic)
Suzanne Blanchard, Vice-President (Students and Enrolment)
Rafik Goubran, Vice-President (Research and International)
Dwight Deugo, Vice-Provost and Associate VP (Academic)
Dana Brown, Dean, Sprott School of Business
Patrice Smith, Dean, Faculty of Graduate and Postdoctoral Affairs
Larry Kostiuk, Dean, Faculty of Engineering and Design
Sandra Crocker, Associate VP (Strategic Initiatives and Operations)
Amber Lannon, University Librarian
David Hornsby, Associate VP (Teaching and Learning)
Cindy Taylor, Assistant VP (Human Resources)
Tim Sullivan, Assistant VP (Financial Services)
Janice O'Farrell, Assistant VP (Enrolment Management)
Sandra Nelson, Director, Strategic Procurement
Nancy Arnold, Director, Office of Quality Initiatives
Tony Lackey, Director, Risk and Insurance Services
Danny Brown, Director, Enterprise Applications
Gary Nower, Asst VP, Facilities Management & Planning
Betty Baxter, Manager, Project Management Office, ITS
Advisory Committee
David Hornsby (Co-chair) – AVP, Teaching and Learning
Nancy Arnold (Co-chair) – Director, Office of Quality Initiatives
Marc Dabros (Co-chair) – AVP, ITS and CIO
Ryan Davies – Director, Digital Transformation, University Advancement
Terry Odin – Assistant Director, Infrastructure and Renewal, Human Resources
Jamie Carmichael – Associate Registrar, Scheduling and Examination Services
Janice O'Farrell – AVP, Enrolment Management
Hemant Gupta – PhD Graduate Student, Computer Science

Nairah Ahmed – Third-Year Undergraduate Student, Journalism
Larry Kostiuk – Dean, Faculty of Engineering and Design
Sue Bertram – Associate Dean, Recruitment and Retention, Faculty of Science
Sandra Crocker – AVP, Strategic Initiatives and Operations, Industry and Partnership Services, Research and International
Amber Lannon – University Librarian, MacOdrum Library
Kasia Muldner – Associate Professor, Institute of Cognitive Science, Faculty of Arts and Social Sciences
Gerry Grant – Professor, Information Systems, Sprott School of Business
Tracey Lauriault – Associate Professor, School of Journalism and Communication, The Faculty of Public Affairs

Digital Strategy Project Team

Marc Dabros, Assistant Vice-President (Information Technology Services) and Chief Information Officer
Nancy Arnold, Director, Office of Quality Initiatives
David J. Hornsby, Associate Vice-President (Teaching and Learning)
Ben Schmidt, Manager, IT Strategic Initiatives, Information Technology Services
Amanda Bennett, Senior Business Analyst, Information Technology Services
Dragana Polovina-Vukovic, Research and Strategic Initiatives Officer, Teaching and Learning Services
Elspeth McCulloch, Assistant Director, Digital Learning, Teaching and Learning Services

Digital Roadmap Team

Danny Brown, Director Enterprise Applications,
Bruce Clemmer, Director, Operations & Infrastructure, Information Technology Services
Steve Fraser, Director Information Security, Information Technology Services
Patrick Lyons, Director, Teaching and Learning Services
Cameron Metcalf, Head, Library Tech Services
Steve Sweeney, Director Client Services, Information Technology Services
Amanda Bennett, Senior Business Analyst, Information Technology Services
Ben Schmidt, Manager, IT Strategic Initiatives, Information Technology Services

Communications Support

Christopher Cline, Communications Advisor, Information Technology Services
Maria McClintock, Manager of Strategic Communication, Office of Quality Initiatives
Charlotte Bradley, Web Coordinator, ITS

Appendix B – Sources Consulted

[Digital Strategy & Roadmap Sources Consulted](#)

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Senate Executive Committee
April 12, 2022
TB503C + Zoom videoconference (Hybrid)

MINUTES

Attending in person: B. A. Bacon (Chair), D. Deugo, S. Maguire, E. Sloan, J. Tomberlin

Attending via Zoom: S. Sivathayalan, P. Wolff, W. Ye

Regrets: C. Ayalogu

Recording Secretary: K. McKinley

1. Welcome & Approval of the Agenda

The meeting was called to order at 11:01 am.

It was **MOVED** (S. Maguire, E. Sloan) that the committee approve the agenda for the meeting, as presented.

S. Maguire requested the addition of 1 item under "Other Business."

With this addition, the motion **PASSED**.

2. Approval of Senate Executive Minutes – March 15, 2022

It was **MOVED** (W. Ye, E. Sloan) that the committee approve the minutes of the Senate Executive Committee meeting on March 15 2022, as presented. The motion **PASSED**.

3. Senate Minutes – March 25, 2022

Committee members approved by consensus (P. Wolff, S. Maguire) the draft minutes of the Senate meeting on March 25, 2022.

4. **Nomination of COU Academic Colleague and Alumni Representative**

According to the AGU, the Senate Executive committee is responsible for bringing forward to Senate, nominees for Special Appointments to Senate, including the COU Academic Colleague and the Alumni Representative.

The current COU Academic Colleague and Alumni Representative have indicated that they would like to renew their appointments, and the appropriate approvals have been obtained for them to do so.

It was **MOVED** (J. Tomberlin, P. Wolff) that the Senate Executive Committee nominates Kim Hellemans as Senate COU Academic Colleague, to serve a 3-year term of service beginning July 1, 2022.

The motion **PASSED**.

It was **MOVED** (E. Sloan, S. Sivathayalan) that the Senate Executive Committee nominates Margaret Haines as Senate Alumni Representative, to serve a 3-year term of service beginning July 1, 2022.

The motion **PASSED**.

5. **Senate Agenda – April 22, 2022**

Committee members reviewed the draft agenda for the April 22, 2022 Senate meeting. One item under information, 9c – EDI Report, was removed from the agenda.

It was **MOVED** (J. Tomberlin, P. Wolff) that the Senate Executive Committee approve the agenda for the Senate meeting of April 22, 2022, as amended.

The motion **PASSED**.

6. **Other Business**

Senator Maguire asked about undergraduate student participation on Faculty Boards and Departmental Boards, and whether Senate should be involved in tracking this. It was noted first that student Senators are not necessarily automatically members of these boards, but can be if they are also elected departmental representatives on CASG. The coordination between CASG members and faculty/department boards is handled through CASG and not through Senate. Senator Maguire agreed to ask the CASG executive team to clarify how the list of students elected by CASG is shared with faculty/department boards.

It was noted that the additional meeting of Senate tentatively scheduled for June 17th likely will be cancelled, since it conflicts with Convocation. Senator

Deugo observed that without an extra meeting in June, it may be challenging to bring pending quality assurance approvals to Senate this Spring and that some may have to wait until September 2022.

8. Adjournment

The meeting was adjourned at 11:35 am.



KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE

PROGRESS REPORT • APRIL 2022



{ FIRST WORDS }

NITAM IKIDOWIN`N

When we think of the medicine wheel, adulthood is the time to share knowledge we have learned. Our hard work has brought us to this point. This year has given us challenges, has tested our patience. It may have caused us some tears, some fears, some self-doubt, however, it has not won. We started this work together and we will finish this work together. Our teachings give us the ability to keep moving forward.

At the end of every darkness, there is light, and we together are building a future of hope. We have heard the songs of our ancestors from the birds in the trees singing the songs that tell us we are not alone. That we will end this year on a positive note. 🙏

Barbara Dumont-Hill

Kitigan Zibi Anishinabeg

{ GIVING GRATITUDE }

MÌGWECHIWENINDAMOWIN

The co-chairs of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) would like to extend a great deal of thanks to members of CUSIIC, the Indigenous Education Council and the Algonquin and Inuit Advisory Councils. These committees consist of exceptional individuals deeply committed to supporting Indigenous students and integrating Indigenous knowledge and teaching and learning practices. We are immensely grateful for your guidance and support in this important work. 🙏

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MÀMAWO KINÀMÀGAWIN

LEARNING TOGETHER: A GOOD WAY FORWARD



In May 2020, Carleton launched its revitalized Indigenous initiatives strategy, Kinàmàgawin, marking the culmination of an 18-month broad and consultative process. We are pleased to offer this progress report to the Carleton community as a way to communicate and showcase the collective work that has been undertaken to address the 41 Calls to Action outlined in Kinàmàgawin.

In March 2020, the COVID-19 pandemic immediately and significantly impacted the health and wellbeing of people around the world. Post-secondary education institutions quickly transitioned to remote course delivery and the way in which students, staff and faculty participated in education, learning and personal growth was considerably changed.

Classrooms no longer served as the venue for gathering and exchanging ideas, and for many learners, studying and writing became the primary activities at home. The pandemic caused many to live in fear of the very two elements that have historically sustained Indigenous Peoples during challenging times – community and connection.

Over the last two years, the disparities experienced by Indigenous Peoples in relation to financial stability, access to resources, and connection to culture have only been amplified. Beyond having to access post-secondary learning differently, Indigenous students have had to navigate significant loss in their families and communities, often while feeling lonely and disconnected. For students who began their studies at Carleton virtually, it was more challenging than ever before to feel part of the campus community and to find a sense of belonging.

The past two years have been a time for learning and re-learning how to meaningfully connect with each other. Staff and faculty have demonstrated innovation in the ways in which they have nurtured relationships, supported personal and academic growth and motivated students from afar. Conversely,

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The past two years have been a time for learning and re-learning how to meaningfully connect with each other.

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students have adapted and found new ways to connect with their cultures and communities—all while feeling anxious about what might come next.

Today, as we begin to look forward to returning to campus, we are acutely aware of what we have learned since the Kinàmàgawin strategy was first released: the importance of fostering an on-campus environment where the foundational principles of belonging—and that of connection to Indigenous knowledge

traditions—are prioritized. In many ways, we have been reminded that only by teaching, learning and working together will we find a way forward where everyone is valued for the unique gifts that they bring: this is the essence of kinàmàgawin.

This report represents a significant amount of collective work that has been undertaken by our colleagues across the university to address the calls to action outlined in the Kinàmàgawin strategy, all with the overarching goal of making Carleton a safe and welcoming space for Indigenous students, staff and faculty. These actions have been complemented by a \$2.5 million donation from the Joyce Family Foundation—matched by an additional \$2.5 million from the university—which has allowed us to mobilize many of our intentions. We wish to thank all members of the Carleton community for their work in this important area and to reinforce our commitment to continuing to make progress on the work that remains to be done. 

Benny Michaud, Director, Centre for Indigenous Support and Community Engagement

Kahente Horn-Miller, Assistant Vice-President, Indigenous Teaching, Learning and Research

Jerry Tomberlin, Provost and Vice-President (Academic)

Benoit-Antoine Bacon, President and Vice-Chancellor

KED IJI IJICHIGENÀNIWANG KIKINÀMÀGENÀNIWANG

THE KINÀMÀGAWIN STRATEGY



Following the release of the Truth and Reconciliation Commission's final report in 2015, post-secondary education institutions across Canada have committed to furthering reconciliation by renewing efforts to support Indigenous learners and bring Indigenous knowledge into classrooms.

Carleton actively joined this collective movement in 2018 by establishing the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) to revitalize Carleton's Indigenous strategy and re-energize relationships with Indigenous communities in Algonquin territory and across the country. Kinàmàgawin is the product of the 18-month collaborative process undertaken by CUSIIC.

Co-chaired by Benny Michaud (Director, Centre for Indigenous Support and Community Engagement), Kahente Horn-Miller (Assistant Vice-President, Indigenous Research, Teaching and Learning) and Jerry Tomberlin, Provost and Vice-President (Academic), this broad and inclusive committee included First Nations, Métis and Inuit members from local communities, as well as Carleton faculty, professional services staff and students.

Acknowledging and confronting difficult truths were foundational practices to the committee's work, which provided a way of moving forward with institutional humility.

Throughout the 2018-19 year, more than 600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community in and out of Ottawa participated in more than 40 consultations. This process yielded

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Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines.

”


extensive qualitative data, which formed the basis of the final strategy.

The report is interspersed with poignant sentiments gathered during the consultation phase, including: “Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines.” Although the quotes are not attributed, they represent the significant conversations that took place during these engagement sessions.

Kinàmàgawin outlines 41 Calls to Action, which are a collective call for the university to take all necessary steps to

make the Carleton campus a safer and more welcoming space for current and future Indigenous students and Indigenous faculty members.

Importantly, the title Kinàmàgawin, which translates to “learning together,” is a powerful statement that reflects both the work that the university has undertaken to learn difficult truths, and in continuing to fully implement the 41 Calls to Action.

Spanning seven themes—Community Engagement; Indigenous Student Support; Student Experience; Ways of Teaching and Learning; Culture, Systems and Structure; Research and Innovation; and Metrics—the Calls to Action detail specific requests for implementation. They conclude with a call for each Faculty and support unit on campus to develop their own strategies in support of Kinàmàgawin to further our collective journey. 

NIDESININDJITÀGEMIN WÀ AYIJÌYÀNG
OFFERING OUR INTENTIONS





{ STUDENTS AND ENROLMENT }

Since Kinàmàgawin was published in 2020, the Students and Enrolment division has worked towards implementing several key calls to action related to convocation, housing and residence life, and undergraduate recruitment and admissions.

The Convocation Working Group has collaborated to learn about and adhere to cultural protocols and has created ways in which to include Indigenous traditions into Convocation ceremonies.

In collaboration with the Centre for Indigenous Support and Community Engagement, we have hired an Indigenous Recruitment Officer who will lead the development of an Indigenous recruitment strategy and be critical in the development of recruitment resources. We have also worked closely with partners on campus on Indigenous undergraduate recruitment strategies.

In terms of housing and residence life, we have worked collaboratively to provide an emergency residence space for Indigenous students who are facing housing insecurity and to designate a new space to be converted into a smudge-friendly medicine room for Indigenous students living in residence.

We look forward to continuing our work to further the university's progress on the Calls to Action to help make Carleton a more welcoming for all students.

Suzanne Blanchard

Vice-President (Students and Enrolment)



{ FINANCE AND ADMINISTRATION }

Since the Kinàmàgawin report was published, Carleton's Finance and Administration division has been working to incorporate Indigenous initiatives into our work, particularly as it relates to physical spaces on campus and safety services.

We are working with the Centre for Indigenous Support and Community Engagement on several aspects of the Outdoor Space Master Plan, which includes the redevelopment of the outdoor amphitheatre space near Paterson Hall into an Indigenous-focused teaching and learning space. Together, we are identifying places on campus that can become "smudge-friendly" locations with appropriate signage. Renovations are also planned for Paterson Hall—the future location of Indigenous-focused offices on campus. The future Sustainability and Research Centre, Wellness Hub and Bronson Avenue entrance have been planned in collaboration and in consultation with the Centre for Indigenous Support and Community Engagement.

Campus Safety Services has hired an Engagement and Inclusion Officer, who supports the building of mutual respect and trust between Carleton community members and safety officers. In addition, we have established the Community Engagement Table, in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities, to enhance safety for people who experience marginalization on campus.

We look forward to continuing to build on this momentum as we work together to address the calls to action outlined in Kinàmàgawin.

Lorraine Dyke

Vice-President (Finance and Administration)



{ RESEARCH AND INTERNATIONAL }

The Office of the Vice-President (Research and International) has been working collaboratively with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to develop the supports and structures required to establish the Indigenous Research Ethics Board. This board, comprised of Indigenous Faculty based on their specific areas of expertise, will play a critical role in ensuring that ethical research practices and cultural protocols are followed, understood, and valued by faculty, students, and staff. In addition, the Carleton University Research Ethics Boards will continue to include Indigenous representation to serve as a liaison between the two boards.

We look forward to the formal establishment of the Indigenous Research Ethics Board and to our continued collaborations with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and with the Anako Indigenous Research Institute.

Rafik Goubran

Vice-President (Research and International)



{ FACULTY OF GRADUATE AND POSTDOCTORAL AFFAIRS }

The Faculty of Graduate and Postdoctoral Affairs (FGPA) is currently re-focussing efforts to emphasize and elevate graduate student experience and we look forward to working with the offices supporting Indigenous initiatives as we move forward with these efforts. While there are several ongoing initiatives at the graduate level to improve funding opportunities for Indigenous graduate students, there is a broader approach toward enhancing inclusiveness in recruitment and efforts toward enhanced student experience for underrepresented members of the graduate population. These efforts include the revision of supervision policies to allow non-traditional Knowledge Keepers to contribute to supporting the acquisition of a wealth of knowledge from unconventional sources for our graduate students. Additional efforts around redefining the dissertation are underway. We are also working with relevant internal partners to ensure effective information sharing with Indigenous students.

Collaborating with Indigenous partners on campus, we are looking into ways of enhancing Indigenous graduate student recruitment and considering the unique circumstances of students, including those associated with learning across the lifespan and mature learners. In the long term, there are plans to provide community member-led webinars on how to effectively engage with Indigenous communities in research. The intent is to offer this training to graduate students and faculty members who express an interest in initiating research with Indigenous communities. We will continue to collaborate with Indigenous colleagues and other internal and external partners toward promoting inclusive graduate education at Carleton.

Patrice Smith

Dean, Faculty of Graduate and Postdoctoral Affairs



{ FACULTY OF ARTS AND SOCIAL SCIENCES }

As a long-standing member of the School for Indigenous and Canadian Studies, implementation of the Kinàmàgawin Calls to Action has been a personal priority. Since the report was released, the Faculty of Arts and Social Sciences (FASS) has added new Indigenous scholars in Sociology-Anthropology, Psychology, and Indigenous Studies. I am particularly pleased to have welcomed a new Indigenous scholar appointed to the Department of Psychology as a Canada Research Chair in Children and Youth Mental Health and Well-being. Plans are well underway to introduce a Major program that will expand our curricular offerings and create a full Bachelor of Arts in Indigenous Studies. Summer 2022 will see our Faculty offer Carleton's first land-based learning course in collaboration with Kitigan Zibi. Several departments within FASS have formed committees tasked with overseeing unit-level goals to implement several of the Calls to Action. In terms of professional staff, FASS has been very fortunate to hire an Indigenous Cultural Coordinator for the Carleton University Art Gallery and an Indigenous Initiatives Administrator to coordinate reconciliation activities across the Faculty. Our implementation progress has strong momentum and I look forward to responding to other Calls to Action in the year ahead.

Pauline Rankin
Dean, Faculty of Arts and Social Sciences



{ FACULTY OF ENGINEERING AND DESIGN }

For the Faculty of Engineering and Design (FED), Kinàmàgawin has been the bridge that ensures we are walking the path of reconciliation. Since the strategy was released in May 2020, as Dean I have focused FED's intentions on implementing the Calls to Action as they relate to the student experience, ways of teaching and learning, and research and innovation.

FED's Virtual Ventures summer camps and programs offer an INSTEAM Outreach program for Indigenous youth – first-hand experiences on the land incorporating Indigenous Ways of Knowing with Western science, technology, engineering and math (STEM) knowledge. Inside the classroom, our students are learning how to collaborate with Indigenous Peoples and new resourcing has been dedicated to creating pathways in STEM, led by an Indigenous faculty member.

An example: In June 2021, FED published a story about students and researchers from the Azrieli School of Architecture and Urbanism and Carleton's Immersive Media Studio who worked together with the Muskowekwan First Nation and other partners to give the Muskowekwan Residential School new life. Together, designs and modellings were created to reclaim the building into a place that reflects Indigenous values and culture.

A new teaching space is being built for students to learn in a non-hierarchical spatial setting that facilitates a collaborative and shared environment. This work is being done in consultation with an Indigenous sub-consultant.

As Dean, I sit on advisory and hiring committees where my position is a vehicle to advocate for the advancement of new research positions for Indigenous research, knowledge translation, and community-building, specifically in the area of conservation, sustainability, climate change, and adaptation – a research strength for FED.

Over the coming years, this work will continue to be guided by myself and the rest of FED's leadership team in close collaboration and consultation with our newly established equity, diversity, and inclusion working group, the Centre for Indigenous Support and Community Engagement, and others.

Larry Kostiuik
Dean, Faculty of Engineering and Design



{ FACULTY OF PUBLIC AFFAIRS }

Carleton University's Faculty of Public Affairs (FPA) continues to work towards fulfilling the Kinàmàgawin Calls to Action to address the systemic racism that has harmed—and continues to disenfranchise—Indigenous Peoples in Canada.

In particular, Kinàmàgawin calls for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture. After assisting the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) in the development of Carleton University's Collaborative Indigenous Learning Bundles, FPA faculty members have begun integrating these learnings into their courses.

FPA has sought to support the increasing desire for Indigenous perspectives in higher education with plans to hire an Indigenous faculty member. In addition, we will be joined this summer by a new Associate Dean of Equity and Inclusive Communities who will be tasked with the implementation of Kinàmàgawin Indigenous initiatives.

Looking to the future, our School of Social Work will be hiring an Indigenous program co-ordinator to work with two local Indigenous communities to design relevant social work curricula that can be offered in partnership with those communities.

We are also planning a special recognition of Orange Shirt Day on Sept. 30, 2022. Social Work PhD student Deborah Young has collected 215 baby moccasin vamps to commemorate the discovery of 215 graves of children who died at the Kamloops Residential School in British Columbia. She has worked with a local artist to incorporate the vamps into an art display that will be unveiled on Orange Shirt Day this year.

Brenda O'Neill
Dean, Faculty of Public Affairs



{ FACULTY OF SCIENCE }

In collaboration with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning), we have prepared two collaborative learning bundles that are targeted for science students. In our recent strategic planning exercise and in response to Call to Action 21, we have identified a goal that by 2025, every science student will engage with at least one Collaborative Indigenous Learning Bundle within their program. Ideas for implementing this goal include working with existing bundles in our revamped First Year Science Seminar and funding the development of new bundles. We are planning to financially support two more bundles this year.

Call to Action 22 seeks ways to develop courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities. We are investigating how we can leverage everything we have learned from our pivot to online/remote science education during the pandemic that could help us answer this call to action.

Earth Sciences in particular is interested (but there are opportunities in other units) in Call to Action 16 regarding including the expertise of Indigenous Knowledge Keepers in their research and teaching. Science is allotting budget for the compensation of these experts. We are currently doing an audit to confirm how many courses and research projects in our Faculty are currently engaged with (or are working on engaging with) Knowledge Keepers.

Our March Chairs and Directors meeting has been set aside for a planning session relating to Indigenous initiatives in the Faculty of Science. Among others, we will be discussing Calls to Action 19 (land-based learning opportunities) and 20 (pathways for Indigenous students in STEM).

In 2021, we created an Indigenous-specific tenure track position to support the integration of Indigenous knowledge systems into our faculty. We are currently working with a recruitment firm to fill this position.

Maria DeRosa
Dean, Faculty of Science



{ SPROTT SCHOOL OF BUSINESS }

The Spratt School of Business is committed to and made it a priority in their strategic plan (Vision 2025) to engage with Indigenous communities and to support Carleton's Kinàmàgawin Indigenous Reconciliation Strategy.

Spratt has created alternative pathways into the business school that will enable us to accept promising Indigenous students who may be weak on the more technical side of our requirements (i.e., math) and then provide additional course support to strengthen their skills and capabilities.

We recently announced the new Humphrey Laws Bursary, an endowment that provides two awards of \$5,000 each to first year Indigenous students enrolled in the Spratt School of Business and renewed and extended the TE Wealth Scholarship to provide three awards of \$1,000 per year for Indigenous students for the next 5 years. In partnership with EcoCanada, the Innovation Hub and Future Edge, Spratt has developed and launched a four-week Indigenous entrepreneurship leadership program designed for Indigenous entrepreneurs, professionals, students, and community members.

We are working with Indigenext and the Innovation Hub to raise funds to support an Indigenous incubator with programming for Indigenous students and community entrepreneurs and supported by an Indigenous Entrepreneur-in-Residence.

Spratt developed a cross-Faculty partnership (Spratt, TIM, Neuroscience, Environmental Sciences, Journalism/Communications and Biology) that brings together Indigenous youth in three communities across Canada and students across those Faculties to co-deliver an Indigenous community/youth-led and co-generated/co-created digital, multimedia storytelling projects. We supported six students through the Mitacs BSI initiative to work with the Arctic Youth Network to build organizational resources and networks.

Finally, the Spratt School of Business is working to facilitate national and international Indigenous-led research initiatives through our MOU with Indigenous Works and as founding signatory to their Luminary Initiative. We have signed MOUs with the University of Melbourne's Dilin Duwa Centre for Indigenous Business Leadership and Massey University's Te Au

Rangahau Maori Business Research Centre to collaborate on research, teaching, pedagogy and curriculum design and were recently awarded a Spencer Foundation Grant for a collaborative research project - Decolonizing Education: Challenging Racist and Colonial Practices in Post Secondary Graduate Business Programs.

Most recently, Samuel Ojo Olorunfoba, Institute of African Studies and Rick Colbourne were awarded a Mastercard Foundation Grant to develop a five-year research proposal - African Indigenous Youth: Sustainable careers, employment, and self-employment (entrepreneurship). All of this is in addition to SSHRC grants that feature community-based participatory action research initiatives co-generated / co-created and led by Indigenous communities and/or organizations to promote community socioeconomic health and well-being, sovereignty, self-determination and self-governance.

All of this work has been achieved by one Indigenous faculty member and is not sustainable over the long term without hiring additional Indigenous business faculty. In addition, the lack of Indigenous faculty at Spratt also results in a lack of Indigenous graduate and post-graduate students which could participate as research assistants in our community engagement and research initiatives. Additional Indigenous faculty would add new breadth and depth of Indigenous knowledge and knowing crucial for recruiting and growing the number of Indigenous students in the Spratt School of Business and to building out a wider range of Indigenous-led and mutually beneficial research initiatives that will contribute to socioeconomic health and well-being of Indigenous communities.

Dana Brown
Dean, Spratt School of Business



{ MACODRUM LIBRARY }

A priority of Carleton's MacOdrum Library is the hiring of an Indigenous services librarian. This librarian will lead key initiatives, such as the assessment and enhancement of the various collections of Indigenous literature, stories, language resources and visual arts, as well as the development and implementation of an Indigenous Student Internship Program. They will also contribute significantly to our exploration of opportunities that arise from integrating descriptive systems based on Indigenous knowledge organization into our cataloguing and metadata practices.

I believe that the creation of this new role positions the Carleton University Library as an active contributor to Carleton's commitment to Indigenous communities. Collectively, we are committed to growing and strengthening our capacity to support Indigenous learners and researchers and to ensuring that students graduating from Carleton University have an understanding of Indigenous Peoples, histories and world views.

We wish to make substantive progress on this initial step forward; however, our progress has been slower than desired. Because of operational issues that have arisen from the pandemic, our focus has shifted temporarily from this work. In addition, past employment practices and policies have slowed the hiring process and thus our ability to acquire this much-needed Indigenous leadership in the Library.

As much as we wish to move ahead swiftly, we also understand that we need to proceed carefully and respectfully. We recognize that we will need to grow both the knowledge and understanding of our current leadership team as well as our capacity to build good relationships with both Indigenous and non-Indigenous groups outside the Carleton community. For example, we will need to work with Indigenous and non-Indigenous librarians who have needed expertise in descriptive systems.

As the University Librarian, I am aware that our team has a singular opportunity to effect real change in our institutional culture and how we are in relationship with Indigenous Peoples. This new role is only our first step towards achieving much needed transformation in library-based practices.

Amber Lannon
University Librarian, MacOdrum Library



{ CARLETON UNIVERSITY ART GALLERY }

Following the release of Kinàmàgawin in 2020, the Carleton University Art Gallery (CUAG) has carried out significant activities that respond directly to its calls to action.

In early 2022, CUAG hired Dani Printup (Algonquin / Onondaga) for the new continuing position of Indigenous Cultural Engagement Coordinator. We are so excited to work with Dani, who will focus on learning, outreach and relationship building activities grounded in the work of First Nations, Inuit and Métis artists.

CUAG provides emerging Indigenous cultural workers with professional development opportunities. In late 2021, we presented Nuvisi: Threading Our Beads at Qatiktalik, an exhibition curated by Krista Ulujuk Zawadski, a Carleton PhD candidate.

First Nations, Inuit and Métis artists are featured prominently and consistently in CUAG's exhibition, publication, educational and public programs. This has continued throughout the pandemic, both virtually and in person. The artists featured include Barry Ace, Elwood Jimmy, Caroline Monnet, Rosalie Favell, Katherine Takpannie, Craig Commanda, Dana Claxton and Taqralik Partridge.

In 2021, CUAG released Christi Belcourt, the first book on the internationally renowned Métis artist and activist. CUAG led the production of the bilingual (English and Anishinaabemowin) book, co-published with Thunder Bay Art Gallery and MacKenzie Art Gallery.

During the pandemic, CUAG shifted in-person pedagogical initiatives to virtual spaces. Dani Printup leads sessions about Indigenous contemporary art for Carleton classes across disciplines, grounded in Indigenous ways of knowing, seeing and being.

Other digital innovations include "To Be Continued: A Stonecroft Symposium Podcast," a 13-episode project produced by Cara Tierney and Anna Shah Hoque and featuring such artists as Howard Adler, Benny Michaud and Larissa Desrosiers.

In summer 2021, Dani Printup designed and delivered the Future Rivers Arts Incubator, an online series of five workshops linking Indigenous youth to renowned Indigenous arts professionals, providing entry points and pathways to future careers in the arts.

Sandra Dyck
Director, Carleton University Art Gallery



{ STUDENT BODY }

In 2017, I moved to Ottawa from my community of Garden River First Nation in Northern Ontario to attend Carleton and immediately fell in love with the university experience. In my first year, I was shy and stuck to my peers in residence or in my program, but was too nervous to participate in the Indigenous student services and programming offered at the Ojigkwanong Centre on campus. In my second year, I knew that I wanted to get more involved in Indigenous events and I started working at the Ojigkwanong Centre in a student position. By spending time in this supportive environment, I began to come out of my shell and meet other Indigenous students. I learned a lot about other communities and nations and broadened my worldview, which will always stay with me.

I met wonderful students of all ages. Some had families and some had found their family at the school. Beyond the lifelong connections I made, I have also experienced positive student supports even during a global pandemic. One of the best things that came from the Indigenous student supports offered by the Centre for Indigenous Support and Community Engagement was the opportunity to begin therapy with an Indigenous counsellor. Gaining supports designed by and for Indigenous individuals is integral to our success in school, comfort on campus, and overall wellbeing. I will always be grateful for this experience. Access to culturally relevant supports should be the standard as it has become at Carleton.

Shaylin Allison

Fourth year student, Humanities and Art History Major

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Access to culturally relevant supports should be the standard as it has become at Carleton.

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NIDAWEHIGEMIN KAYE NIGANAWENDÀNÀNÀN ISHKODE
CLEARING A PATH AND KEEPING THE FIRE





{ ENGAGING COMMUNITIES }

1 We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities.

- In 2020, the position of Algonquin Community Liaison Officer was established within the Centre for Indigenous Support and Community Engagement. This position is unique within Ontario and will support current and future relationships between Carleton and the Algonquin Anishinaabeg.
- In 2021, the Centre for Indigenous Support and Community Engagement partnered with the newly established Centre for Community Engagement to discuss the development of Carleton's Strategic Plan for Community Engagement, and the parallel creation of an Indigenous Community Engagement Policy. In early 2022, an Indigenous-led committee was established to begin this work with the intention of finalizing a collaboratively developed policy in 2023.
- In 2022, the Centre for Indigenous Initiatives was renamed the Centre for Indigenous Support and Community Engagement. This change articulates the critical role that community engagement has in relation to providing culturally responsive supports to Indigenous students, staff and faculty.
- To strengthen engagement within certain Indigenous communities, the Centre for Indigenous Support and Community Engagement established two additional advisory bodies. The Algonquin Advisory Council and the Inuit Advisory Council are comprised of community partners who provide direction on various Indigenous-specific initiatives. These tables work closely with the Indigenous Education Council that continues to provide critical guidance.
- Towards enhancing engagement with Indigenous peoples, various tables have been established within Faculties and departments, such as the Equity, Diversity and Inclusion Council in the Faculty of Engineering and Design.



2

We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary.

- Ensuring a healthy transition from high school to post-secondary education is part of Carleton’s commitment to Indigenous communities. This can only be achieved through meaningful partnerships with local school boards. To this end, the Centre for Indigenous Support and Community Engagement maintains and nurtures relationships with the Ottawa-Carleton District School Board and the Ottawa Catholic School Board. The Algonquin Community Liaison Officer currently participates in monthly meetings of the Original Voices Youth Council, which is comprised of secondary school students from across the Ottawa-Carleton District School Board.
- Eight to 10 Indigenous Carleton students are employed each year through the High School Student Mentorship Program. These students mentor secondary school students and provide a direct connection to someone currently enrolled in an undergraduate program at Carleton. By offering guidance and sharing their experiences at Carleton, these students provide a safe and supportive environment where high school students can learn about pathways to post-secondary education. Carleton students provide mentorship at the Urban Aboriginal High School Program, Gloucester High School and Queen Elizabeth Elementary School.
- The Centre for Indigenous Support and Community Engagement launched the Indigenous Peer Mentorship Program in the fall of 2021. The program matches students in their first year at Carleton with upper year students to help connect them with appropriate supports. The program emphasizes ongoing skills development, open communication and a strong connection with Indigenous student supports.
- The Sprott School of Business has partnered with the Ottawa-Carleton District School Board to host Indigenous high school students from across the region. The intention is to diminish barriers for Indigenous students by promoting programs and scholarship opportunities.

3

We call for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed.

- In December 2021, a new website was established at carleton.ca/indigenous to house the websites for both the Centre for Indigenous Support and Community Engagements and the Office of the Assistant Vice-President (Indigenous Teaching, Learning and Research). The new landing page establishes a digital relationship between resources to promote ethical research with Indigenous peoples and services to support the wellbeing of Indigenous students, staff and faculty on campus.

4

We call for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples.

- During the Kinàmàgawin consultations, participants indicated the need for a communications resource that would support the use of respectful and consistent language when writing or speaking about Indigenous peoples. The Department of University Communications has since committed to the development of a resource that would reflect the diversity of Indigenous Peoples and support respectful communication as it pertains to Indigenous content. In January 2022, Indigenous media training was provided to the staff in the Department of University Communications and communications professionals across the university. This was the first training session in a series of professional development opportunities that are intended to support learning around Indigenous storytelling traditions and Indigenous philosophies related to caring for stories.



{ SUPPORTING INDIGENOUS STUDENTS }

5

We call for targeted fundraising towards the creation of additional Indigenous focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty.

- In 2020, Housing and Residence Life Services designated a new space to be converted into a medicine room for Indigenous students living in residence. This will be a place where students can smudge and access medicines at any time throughout the day or night. The medicine room will be available to students in September 2022.
- The university is planning a major capital investment for the new Sustainability Research Centre for the Faculty of Engineering and Design. During engagement sessions in 2021, it was determined that a space in this new building would be dedicated to showcase Indigenous engineering and design philosophies.
- The new Nicol Building and Innovation Hub were conceived to support experiential learning-based pedagogies. They feature rooms with non-hierarchical seating and facilitate collaboration and sharing. In addition, the lobby of the Nicol Building now features artwork in multiple locations to acknowledge Indigenous Peoples.

6

We call for the identification of a designated space for all Indigenous programs and services within the university, including, but not limited to, the Centre for Indigenous Initiatives, the Indigenous Enriched Support Program, the School of Indigenous and Canadian Studies, and the Indigenous Research Institute.

- Discussions are underway to designate Paterson Hall as the new home of the Centre for Indigenous Support and Community Engagement, the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning), the Ānako Indigenous Research Institute and the School of Indigenous and Canadian Studies. Currently scheduled for significant renovations in the summer of 2023, the building will be retrofitted and renovated to reflect the distinctive work that these offices advance. This building will serve as a hub for Indigenous students, and will nurture the interconnected nature of each of these offices. It will also feature a dedicated Indigenous teaching space. Paterson Hall was chosen in order to maintain connection with an Indigenous-focused Outdoor Learning Space slated to be constructed in 2023.

7 We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff.

- In 2020, Facilities Management and Planning worked with consultants and stakeholders to develop a refreshed Outdoor Space Master Plan for Carleton University. This regenerative campus design plan took great care to ensure that design elements reflected that Carleton is situated within the unceded and unsundered territory of the Algonquin Anishinaabeg.
- Through consultation and engagement sessions with Indigenous students, staff, faculty and community members, a plan was developed that identified the amphitheatre location outside of Paterson Hall as an ideal spot for redevelopment into an Indigenous outdoor learning space. Based on feedback provided by Indigenous teaching staff, learners and community members, it was decided that the current space will be transformed into a gathering space that includes an arbor, medicine garden, teaching lodge, and sacred fire. This space will be managed by the Centre for Indigenous Support and Community Engagement and will serve students by allowing them to participate in ceremony during their time on campus. The teaching lodge will be accessible year round and will support the wellbeing of both students, staff and faculty by providing a space to connect to Spirit.
- In 2020, it was decided that land (which Carleton purchased in the 1950s) could serve to support incorporating Indigenous pedagogies into learning. The purchased land is approximately 300 acres and is located outside of what is now Manotick. Given the relatively close proximity to campus, it will serve as an excellent location for land-based learning initiatives and can support the building of seasonal sweat lodges. In 2022, an Indigenous Land Use Study will be completed to determine next steps.

8 We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Initiatives, Health and Counseling Services, and the Office of Student Affairs.

- The COVID-19 pandemic impacted the offices identified in this call to action significantly over the course of the last two years. Not only was there a staggering increase in the number of students requiring support, the capacity of these offices was fluid as staff were impacted personally by the virus. Given this reality, there was an awareness that communication between these teams is critical to meet the mental health, medical and overall support needs of students. Accordingly, these offices have strengthened their relationships with one another and are currently engaged in process mapping. The various existing pathways to care are being examined to identify how to ensure more comprehensive support for Indigenous students who have complex needs.
- In 2020, the Centre for Indigenous Support and Community Engagement hired an Indigenous Cultural Counselor, who has provided critical feedback towards the enhancement of Carleton's Student Mental Health Framework in relation to culturally responsive supports.

9 We call for appropriate resources to be developed to support the needs of Indigenous students with young families.

- In September 2021, Carleton announced the establishment of a \$2.5 million endowment supported by the Joyce Family Foundation. The university then announced it would match these funds with an additional \$2.5 million. Part of these funds will be available in September 2022 and will be used to create a bursary program for Indigenous students who have young children.
- The Centre for Indigenous Support and Community Engagement is developing a resource for faculty and staff that outlines best practices in supporting Indigenous students with dependents.



{ IMPROVING INDIGENOUS EXPERIENCES AT CARLETON }

10 We call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of Kitigan Zibi Anishinabeg and Algonquins of Pikwakanagan First Nation.

- In 2022, the Undergraduate Recruitment Office created and filled the position of Indigenous Recruitment Officer. This position will lead the development of an Indigenous recruitment strategy and be critical in the development of recruitment resources.
- The Undergraduate Recruitment Office and the Faculty of Graduate and Postdoctoral Affairs are working jointly with the Centre for Indigenous Support and Community Engagement and the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to attract Indigenous students to undergraduate and graduate programs.
- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is undertaking an assessment of competitive programs at Carleton, which will underpin future conversations in relation to reserved seats.

11 We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.

- In July 2021, the Indigenous Enriched Support Program was transitioned from the Centre for Initiatives in Education to the Centre for Indigenous Support and Community Engagement to provide students with direct access to culturally responsive supports and services.
- In addition to an organizational structure change, the Indigenous Enriched Support Program underwent a program review and restructuring, which resulted in the development of two new support workshops.
- Carleton created and filled an Indigenous Enriched Support Program Specialist and Counselor position, an Indigenous-specific position that requires accreditation by the Canadian Counseling and Psychotherapy Association.
- The Office of Admissions has revised notices of acceptance to ensure that all Indigenous applicants are aware of the Indigenous Enriched Support Program as an alternative pathway program if entrance to an undergraduate degree program is unsuccessful.
- All application fees for the Indigenous Enriched Support Program have been discontinued to reduce barriers to entry.

12

We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university.

- In 2021, the Office of the Provost and Vice-President (Academic) provided \$25,000 in funding to ensure the continuation of the Kinàmàgawin Symposium. This annual event is intended to support the learning needs of students, staff, faculty at Carleton and is open to external community members.
- Hosted by the Centre for Indigenous Support and Community Engagement, the Kinàmàgawin Symposium is planned collaboratively with students who choose the annual theme. Since 2019, the symposium has provided a platform for dialogue on issues such as the appropriation of Indigenous identities by non-Indigenous people, the forced relocation of Inuit in the arctic and Indigenous approaches to wellness.

13

We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.

- The Office of Housing and Residence Life Services has committed to reserving 10 rooms for first-year Indigenous students who are coming from remote locations. This is in addition to guaranteed housing for students who are entering their first year of studies at Carleton directly from high school.
- Each September, the Office of Housing and Residence Life Services will designate two rooms for students who are in need of housing and are admitted to the Indigenous Enriched Support Program.
- Indigenous students who are facing housing insecurity and are in need of short-term shelter can access an emergency residence space.

14

We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Initiatives, Carleton Safety Services and the Department of Equity and Inclusive Communities.

- In January 2020, Campus Safety Services created and filled the position of Engagement and Inclusion Officer, a unique position that serves to support the building of mutual respect and trust between Carleton community members and safety officers. Since 2020, the Engagement and Inclusion Officer has participated in numerous Indigenous-led trainings to help raise awareness among fellow officers of the lived experiences of Indigenous students, staff and faculty.
- Campus Safety Services has established the Community Engagement Table in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities. The work of this committee will be guided by a commitment to understanding the impacts of settler-colonialism on Indigenous Peoples, as well as equity, diversity, inclusion, transparency and humility. A primary function of this table will be to enhance safety for people who experience marginalization on campus.



{ INDIGENOUS WAYS OF TEACHING AND LEARNING }

15

We call for a best practices review of co-teaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts and those with lived experience in the teaching process.

- The knowledge of Indigenous Elders, fluent speakers of Indigenous languages, and those community members with particular lived experiences are increasingly being valued within academic institutions. At Carleton, these individuals are often invited into classrooms to share important insights and perspectives that non-Indigenous faculty cannot provide.
- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is in the initial stages of reviewing best practices for co-teaching models. This review will provide direction for academic departments

looking to partner with Indigenous community members who would bring immense knowledge into classrooms. In order to ensure Knowledge Keepers, Indigenous language experts, and other co-teaching partners are compensated appropriately, job descriptions will need to reflect and recognize Indigenous knowledge traditions as equivalent to western knowledge traditions. Funding will also need to be made available through departmental budgets for the inclusion of such co-teaching models.

16

We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.

- In September 2021, Carleton committed \$2.5 million for the express purpose of incorporating Indigenous knowledge traditions into curricula and supporting Indigenous students. A portion of these funds will be made available to compensate Knowledge Keepers, Indigenous language experts, and community members who have provided expertise in the form of classroom presentations, program development, or resource development. While honoraria are one method of compensation, many community members provide

ongoing support for various programs and learning initiatives. In these instances, it is critical that appropriate funding be allocated within departments for short-term positions that identify expectations. This is to ensure that community members are not over-burdened and under-compensated.

17

We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.

- Discussions are underway to designate Paterson Hall as the future home of the Centre for Indigenous Support and Community Engagement, and the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning). As part of the renovations, a unique teaching space will be created to provide students, staff and faculty with the opportunity to learn and teach in a culturally-specific setting.
- Carleton continues to enhance efforts to support Indigenous models of teaching and learning through efforts in space organization. This can be seen in the Nicol Building and the Innovation Hub, both of which were conceived of to support experiential learning-based pedagogies. Both spaces feature non-hierarchical rooms to facilitate collaboration, resource sharing and innovative teaching methods.
- Flexible room booking arrangements have been considered to allow Indigenous faculty the opportunity to teach in spaces conducive to Indigenous teaching and learning models.

18

We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.

- For several years, the School of Linguistics and Applied Language Studies (SLaLS) has offered an Anishnaabemowin course for during the summer term. This introductory course includes reserved seats for Indigenous community members as well as Carleton students. In partnership with the School of Indigenous and Canadian Studies, SLaLS is working towards offering an Algonquin language course during the Fall and Winter term beginning in September 2023. Virtual options are being explored for Indigenous language instruction to allow speakers to remain in their home communities.

19

We call for opportunities for Indigenous students to participate in land-based learning.

- The School of Indigenous and Canadian Studies is offering an Indigenous Land-Based Learning course entitled “Land as Relation,” which will provide students with the opportunity to learn about the Anishinaabe worldview and the critical element of interconnectivity.
- In 2022, the Centre for Indigenous Support and Community Engagement launched the Land-Based Wellness Program for Indigenous students. Indigenous therapists facilitate land-based learning retreats focused on Indigenous approaches to wellness. This program complements existing culturally responsive wellness supports.
- In 2021, the Centre for Indigenous Support and Community Engagement partnered with Nunavut Arctic College to begin developing the Nunavut Arctic College Exchange Program. This exchange will bring Arctic College students in their final year to Carleton to learn about programs and services. Each academic year, four to six Inuit students at Carleton will have the opportunity to participate in an on-the-land intensive course in Nunavut.
- Carleton currently owns approximately 300 acres of land near Manotick, Ont. It has recently been identified as the potential site of a future lodge that could support the wellness needs of Indigenous students, staff and faculty. An Indigenous Land Use Study is scheduled to be completed in 2023.

20

We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.

- As Indigenous knowledge systems are integrated into the disciplines of science, technology, engineering, the arts and mathematics (STEAM) and linguistics, there is an increasing desire for appropriate resources. To this end, learning modules focused on Indigenous science have been created through the Collaborative Indigenous Learning Bundle initiative. These bundles are intended to support the learning of students and faculty, while also serving as the foundation through which a cultural shift can occur within these disciplines.
- The Faculty of Engineering and Design offers nationally recognized technology and engineering programs for youth through the not-for-profit organization Virtual Ventures. Programs are designed to support the learning needs of students from kindergarten to grade 12 and seeks to instill interest in science, technology, engineering and mathematics (STEM) at a young age. Each year, Indigenous facilitators are hired to integrate Indigenous scientific traditions into the curricula.
- The Garay Family Award for Indigenous Students in Science is intended to reduce the financial burden of post-secondary education. Awarded to an outstanding Indigenous student who demonstrates financial need, this award can be continued for three subsequent years of full-time enrollment.
- The Faculty of Engineering and Design offers nationally recognized technology and engineering programs for youth through the not-for-profit organization Virtual

21

We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.

- The Collaborative Indigenous Learning Bundles were developed to integrate Indigenous knowledge into various areas of study. Each bundle includes a lesson from an Indigenous expert, followed by an audio or video interview with an Indigenous knowledge keeper. The bundles are both a resource for instructors and a learning tool for students. They provide the theoretical basis for understanding Indigenous history and politics in Canada. There are currently 18 bundles available through Teaching and Learning Services with varying topics, including but not limited to: Decolonization is for Everyone, Indigenous-Canada Relations, and Engaging with Indigenous Communities, Indigenous Law and Conceptions of Human Rights.
- The Kinàmàgawin Indigenous Learning Certificate is an interactive workshop series offered through the Centre for Indigenous Support and Community Engagement. Launched in September 2021, this certificate is open to students, staff and faculty, and covers topics such as Anti-Indigenous Racism in Canada; Institutional Anti-Indigenous Racism and Education; Indigenous Student Experiences; and Practicing Allyship and Righting Relations.
- In 2023, the School of Indigenous and Canadian Studies will launch four new courses, including Anishinaabe Studies, Haudenosaunee Studies, Michif Studies and Inuit Studies.

22

We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.

- Due to the ongoing COVID-19 pandemic, universities have been able to offer distance learning in ways that had not been previously explored. As a result, many courses are now accessible to students in remote communities that otherwise would not have been. This has led to a re-imagining of what is possible in relation to virtual learning.
- The School of Social Work is partnering with the communities of Kitigan Zibi and Akwesasne to begin offering programming in each community. This will allow students who have families or who play important roles within their communities to obtain a social work degree without leaving their support systems.



{ MAKING ROOM IN THE CULTURE, SYSTEMS AND STRUCTURE OF ACADEMIA }

23

We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Initiatives, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.

- In July 2020 the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement were established to support Indigenous students and further the integration of Indigenous knowledge into curricula.
- The position of Assistant Vice-President of Indigenous Research, Teaching and Learning was created to support the implementation of the Kinàmàgawin Strategy and Indigenous knowledge integration.
- The position of Director, Centre for Indigenous Support and Community Engagement was created to lead the centre's team and operations.
- In 2022, a new temporary space was designated in the Carleton Technology and Training Centre to house both offices until the future renovation of Paterson Hall is completed.



24

We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.

- In 2021, Carleton launched the New Names for New Times Initiative with the intention of renaming certain buildings on campus to better reflect the diversity of the campus community. In unison with this initiative, the Algonquin and Inuit Advisory Councils were established to provide guidance in renaming the University Centre and Robertson Hall buildings. Through engagement with Elders and community members, the buildings are scheduled to be renamed in 2023.
- As the university continues to develop and redefine spaces on campus, the Indigenous community has been engaged in numerous processes relating to the Outdoor Space Master Plan. One aspect of this plan is the redevelopment of the outdoor amphitheatre space near Paterson Hall into an Indigenous-focused teaching and learning space. This will include a location for sacred fires, gathering space, medicine gardens and a teaching lodge that will be managed by the Centre for Indigenous Support and Community Engagement.
- The eventual renovation of Paterson Hall will include comprehensive engagement with Indigenous students, staff and faculty as it will be the future location of Indigenous-focused offices on campus.
- Facilities Management and Planning is working with the Centre for Indigenous Support and Community Engagement on ongoing development projects, such as the Sustainability and Research Centre, the Wellness Hub and the Bronson entrance renovations.
- The new Nicol Building prominently features works by First Nations, Métis and Inuit artists from across Canada, among others who were chosen to ensure that all our spaces are inclusive, welcoming and open to all.

25

We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.

- In addition to the Kinàmàgawin Indigenous Learning Certificate, the Centre for Indigenous Support and Community Engagement provides Indigenous Awareness Training through the Student Support Certificate offered by the Office of the Vice-President (Students and Enrolment).
- In 2021, Carleton created and filled the position of Indigenous Curricula Specialist, which works closely with the Equity, Diversity and Inclusion Learning Specialist in the Department of Equity and Inclusive Communities to create resources, provide weekly office hours for instructors, review curricula and offer student and faculty mediation.
- A Racism and Mental Health Speaker Series has been offered since 2021 by the Department of Equity and Inclusive Communities, the Office of Quality Initiatives, and the Centre for Indigenous Support and Community Engagement. This series has featured speakers who examine the impact of experiencing racism and maintaining wellbeing.
- In collaboration with the Office of the Provost and Vice-President (Academic) and the Centre for Indigenous Support and Community Engagement, the Department of University Communications has developed communication plans for Indigenous days of significance throughout the calendar year. These plans promote and communicate contextual information to support these public acknowledgements.

26

We call for close collaboration between the university and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.

- Since the original Kinàmàgawin strategy was released, the Indigenous Education Council has undergone significant restructuring. The membership has been reviewed and the Terms of Reference are currently being updated and will be adopted in 2023.
- To strengthen the impact of postsecondary Indigenous Education Councils in Ottawa, a coalition Indigenous Education Council has been formed by councils at the University of Ottawa, Carleton University and Algonquin College. This is to ensure community guidance and direction are coordinated and provide a city-wide perspective on various initiatives, programs and policies.

27

We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.

- The Board of Governors has had Indigenous representation for several years and is aiming to appoint a new Indigenous Board member in the summer of 2023. The Senate Academic Governance Committee is undertaking a review of Indigenous representation within the overall context of Senate membership. This will occur with the express intention of increasing Indigenous involvement in Senate business.

28

We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.

- The Traditional Medicine Use Policy is currently under revision to ensure that it aligns with the Ontario Human Rights Code.
- In partnership with Facilities Management and Planning and the Office of Risk Management, the Centre for Indigenous Support and Community Engagement is working to identify units in buildings on campus that can become “smudge friendly” places. This would allow Indigenous students, staff and faculty to use medicines when necessary and without the need to provide advance notice. Universal signage is being developed to acknowledge these spaces.

29

We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.

- In 2022, the Centre for Indigenous Support and Community Engagement was gifted a ceremonial eagle staff to be present at, and carried by, Indigenous students at convocation ceremonies. The staff was feasted and will be cared for according to specific protocols that will ensure it can support students well into the future.
- An Indigenous attire policy has been developed to support Indigenous students who wish to wear traditional Indigenous attire to Convocation ceremonies in lieu of the formal black gown.

- The Academic and Cultural Program Officer is a member of the Convocation Working Group and provides guidance on the incorporation of Indigenous traditions into the Convocation ceremony. In addition, they support the Working Group in learning about and adhering to cultural protocols in relation to honorary degree recipients, engaging Indigenous Elders and working with community members.
- For several years, Carleton has hosted a First Nations big drum group as part of all Convocation ceremonies. This group is present to sing honour songs for all students who have recently completed their post-secondary degree. Each ceremony also begins with opening remarks from an Algonquin Elder as part of acknowledging Algonquin territory.

30

We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.

- In 2020, Carleton released *Strive for Sustainability: A Comprehensive Sustainability Plan*. This five-year plan acknowledges the responsibility that Carleton has as Canada’s second most environmentally sustainable university as ranked by the UI Green Metric Sustainability Ranking.
- Carleton is currently investing in a new Sustainability and Research Centre that will house the Faculty of Engineering and Design. This facility will feature innovative technology that will support sustainability research and instill a sense of collective responsibility for the environment among future students.
- To demonstrate Carleton’s commitment to sustainability, the university recently became a signatory to the Principles for Responsible Investment. Carleton has also updated its responsible investment policies for the endowment and non-endowed operating funds and committed to not hold any direct fossil fuel investments for these two funds.





{ ENHANCING RESEARCH AND INNOVATION }

31 We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.

- In 2022, the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) established the Ānako Indigenous Research Institute, which brings together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous peoples and in Indigenous territories. The institute supports emerging and established scholars in their development of Indigenous-focused research projects, methodologies and ethics. It also fosters partnerships with local Indigenous communities to identify appropriate research projects.
- The position of Research Facilitator has been developed and filled for the Ānako Indigenous Research Institute. This position will support partnerships, events and administration.
- In its inaugural year of operation, the Ānako Institute welcomed its first Indigenous visiting scholar. Each year, a new visiting scholar will teach at Carleton and work with students, staff and faculty to promote Indigenous knowledge in research.

32 We call for the development of a policy that would allow for Indigenous Knowledge Keepers to advise and sit on thesis committees when appropriate.

- The Faculty of Graduate and Postdoctoral Affairs (FGPA) has revised supervision policies to allow Knowledge Keepers who do not have doctoral degrees to sit on graduate thesis committees and advisory boards. In 2023, FGPA will work with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to develop a process to accommodate these revised policies. FGPA is also using this initiative towards the broader goal of redefining what constitutes a dissertation.

33

We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous specific faculty and staff positions.

- Towards the development of an Indigenous Hiring Policy for Indigenous-specific faculty positions, Carleton has established an external advisory table of Indigenous legal experts. These experts are working with university leadership to plan a series of consultations with Indigenous students, staff and faculty in April 2022. The Indigenous Education Council has created a working draft policy that will be used to inform these conversations and may serve as the basis for the final hiring policy.
- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement have worked with hiring committees to provide best practices in interviewing for Indigenous-specific positions.
- Carleton has committed to hiring five Indigenous faculty members by 2023 in addition to 10 Indigenous-specific faculty positions created in 2020.
- The Centre for Indigenous Support and Community Engagement has hired two additional Indigenous-specific positions and currently employs 15 Indigenous students.

34

We call for the enhancement of MacOdrum Library’s collection of Indigenous literature, stories, language resources and visual arts, following a review of the current Indigenous collection.

- Carleton has committed to the creation of a new Indigenous-specific librarian position that would support research and cataloguing.
- The library is currently working towards enhancing its collection of Indigenous literature, stories, language resources and visual arts, having recently completed a review of the current collection.
- As well as being engaged in a national conversation around decolonizing meta data, MacOdrum Library staff are in the process of adopting a descriptive system based on Indigenous knowledge organization.
- Beginning in 2023, the library will launch an Indigenous student internship program aimed at increasing interest among students in library studies.

35

We call for the creation of an Indigenous Faculty Council.

- In 2022, a Carleton University Indigenous Faculty Council was established by the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning). Congruent with Indigenous worldviews that emphasize shared responsibilities and equitable opportunities for all community members to contribute to decision-making, the Indigenous Faculty Council is inclusive of Indigenous contract instructors. The council holds regular meetings to nurture meaningful relationships within the Indigenous teaching community at Carleton, consult on relevant issues, and to establish a collective presence.

36

We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation and community-building.

- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is working with the Department of University Advancement to acquire endowed funds for the purpose of creating additional Research Chair positions.

37

We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.

- In 2021, initial work began on the eventual establishment of an Indigenous Research Ethics Board, which will be comprised of various Indigenous faculty based on their specific areas of expertise. There will be Indigenous representation who will sit on the Carleton University Research Ethics Board and will serve as a liaison between these two important tables. The Indigenous Research Ethics Board will ensure that ethical research practices and cultural protocols are being adhered to by students, staff and faculty.





{ MEASURING OUR SUCCESS }

38 We call for the performance evaluation of senior administrators to explicitly take into account Carleton University's mandate around Indigenous Initiatives and reconciliation.

- As an ongoing process, every senior administrator is evaluated in relation to how well they are implementing directives from Carleton's Strategic Integrated Plan and provided guidance and feedback by senior Indigenous administrators. This plan incorporates the Calls to Action in the Kinàmàgawin strategy.

39 We call for annual reporting on the recruitment, retention and graduation of Indigenous students.

- In 2021 Carleton formed a table to develop a university-wide survey intended to gather disaggregated demographic data to better serve our campus community. This survey is in the final stages of development and will be disseminated in September 2023.
- In 2020, the Office of Institutional Research and Planning created an Indigenous student success report that is shared with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement.

40 We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.

- Since the initial release of the Kinàmàgawin strategy, Faculties and professional services departments have been making great strides in relation to fulfilling the 41 Calls to Action. Each year there will be an opportunity presented for Deans, Directors and Chairs to highlight achievements and model various paths forward.
- The Faculty of Arts and Social Sciences has established a Kinàmàgawin committee to undertake the implementation of certain calls to action.
- The Sprott School of Business has developed a Sustainability and Responsible Management Plan that includes a focus on environment, social impact and ethical management.

41 We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee's Calls to Action.

- When Kinàmàgawin was first released in May 2020, the COVID-19 pandemic had just begun. Despite a commitment to have the first annual progress report provided in 2021, the pivot towards providing increased support services to students, staff and faculty did not allow for this. Moving forward, there will be annual reporting on each Call to Action and opportunities for further engagement in relation to Indigenous research, teaching and learning.



NÌGÀN NIDIJÌ MÀDJÌSHKÀMIN NIBWÀKÀYÀNG
MOVING FORWARD WITH HUMILITY



When the work began towards developing the Kinàmàgawin strategy in 2018, it was acknowledged that institutional humility would be critical in creating a respectful path forward. Through practicing humility, it was acknowledged early on that the work that it was necessary to frame the work that was about to be undertaken within the context of settler-colonialism. This framing recognized that existing relationships have been inextricably influenced by the use of educational institutions as a tool to eliminate Indigenous peoples by Canada. It was acknowledged that there needed to be a departure from distinctly Canadian approaches to education.


This departure from colonial pedagogies and shift in Western intellectual traditions requires courage on the part of members of the university community. It requires a shift in

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Building upon the foundation of truth ensures that Carleton will continue to move forward with humility.

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institutional culture and current leadership approaches, which will undoubtedly cause discomfort for some. The status quo has perpetuated the mission of colonizing Indigenous peoples in Canada and must be disrupted to allow for institutional growth and true conciliation. Decisions will need to be made that protect and promote Indigenous knowledge traditions and this will require a great deal of humility.

There is already momentum that has been gained through the numerous initiatives being undertaken by faculty, staff and students across campus. There are actions being taken by Faculties, professional services offices, and the greater student collective. Building upon the foundation of truth ensures that Carleton will continue to move forward with humility. And that will benefit students, staff and faculty long into the future. 



Carleton
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Centre for
Indigenous Support
and Community Engagement

carleton.ca/indigenous