

TORONTO METROPOLITAN UNIVERSITY
(formerly called Ryerson University)

SENATE POLICY FRAMEWORK

1. PURPOSE

To establish a framework for Senate policies that supports the mission, vision, and values of Toronto Metropolitan University (the “University”) as described in the *Ryerson University Act* and the University Academic Plan.

2. APPLICATION AND SCOPE

Applies to all University policies subject to the approval of the University’s Senate. It does not apply to administrative policies.

3. DEFINITIONS

Definitions must be provided in policies where the words are uncommon or have a specific meaning in that policy.

NOTE: Definitions applicable to all Senate policies can be found in the Senate Bylaws or the Glossary in Senate Policy #2: Undergraduate Curriculum Structure.

The following definitions apply to the drafting, revising, approving, consolidating, and retiring of Senate policies.

3.1. Academic Policy

A Senate Policy (see below).

3.2. Contact Person

The person to be contacted with any queries related to the policy or procedures.

3.3. Guideline

General statements, recommendations, administrative instructions, best practices or interpretation of policy or procedures to assist users in carrying out the mandatory processes stipulated in a policy’s procedures.

3.4. Policy

A formal statement of principle or a plan that reflects the University’s values, goals, expectations or desired results related to an area under the purview of Senate. NOTE: *Policy* determines WHAT is to be achieved; *procedures* determine HOW it is to be achieved.

3.5. Policy Consolidation

The process of redrafting and consolidating into one policy a number of policies that address the same issue or subject matter, or are otherwise duplicative.

3.6. Policy Reconciliation

The process of ensuring policy statements do not conflict and that policy duplication is minimized.

3.7. Procedures

The appropriate and necessary steps required to comply with the policy.

NOTE: *Policy* determines WHAT is to be achieved; *procedures* determine HOW it is to be achieved.

3.8. Policy Review

The process undertaken to evaluate whether the stipulated purpose of the policy is still relevant and satisfied by the policy.

3.9. Policy Retirement

The process for bringing to an end the application of a policy.

3.10. Policy Update

The process for making minor amendments to a policy to reflect a change that has taken place in the University, legislation or government directives and policy.

3.11. Procedures Review

The process undertaken to evaluate whether the stipulated procedures are still relevant and satisfactory to fulfill the requirements of the policy.

3.12. Procedures Update

The process for making minor amendments to a procedure to reflect a change that has taken place in the University, legislation or government directives and policy, or process adjustment needed to carry out the requirements of the policy.

3.13. Responsible Office

The office responsible for administering or applying the policy.

3.14. Review Date

The date before which a review of the policy or procedure must commence. A Review Date will be no more than 5 years from the completion of the last Policy Review or approval by Senate of the last Policy Update.

3.15. Senate Policy

A policy that requires the approval of Senate. Senate policies relate to the academic aspects of the University and are sometimes referred to as Academic Policies.

4. VALUES AND PRINCIPLES

*The quotes below have been taken from the University's 2020-2025 Academic Plan. *Future versions of this Framework may need to be updated as the Academic Plan is updated.*

4.1 Values:

- 4.1.1. **Academic Excellence:** We aspire to excellence in all our work, both inside and outside the classroom, in a way that is positive and authentic. Inclusive excellence means that a commitment to inclusion is infused throughout the University, from recruiting and admissions to curriculum development, faculty and staff hiring, administrative structures and leadership. At the same time, a focus on inclusion informs the ways in which we measure or assess excellence. Overall, the University's commitment to providing an exceptional postsecondary experience depends on the actions and accomplishments of the entire university community.
- 4.1.2. **Equity, Diversity & Inclusion:** Equity and diversity are essential components of a modern, accessible post-secondary institution. Teaching, learning and SRC at the University are influenced by the diversity of ideas and experiences that members of our community bring. A major strength of our university comes from the diversity in our University family, which reflects the very essence of Toronto, the diverse, multicultural community we call home. Additionally, we recognize the relationship between the social and physical environment and disability, focusing on solutions to remove barriers. All students, staff and faculty are respected and appreciated as valuable members of the University community, and a commitment to equity is embedded in our everyday thinking and actions.
- 4.1.3. **Mutual Respect and Shared Success:** Respect and a commitment to shared success underpin how we work together and how we treat one another. Collaboration for mutual success shapes our work and the ways in which we measure achievement. While our daily activities might be largely independent, there is value in working toward common goals. Mutual respect must be evident in the way we communicate our ideas, how we debate and listen to each other, how we lead and make decisions, how we conduct ourselves, and how we articulate and comprehend our identities in all their diverse forms. Learning can be transformative but can also, naturally, generate discomfort – it is important, therefore, to create safe spaces for difficult conversations. Healthy discussion, where differing viewpoints are expressed, is a cornerstone of higher education. That discussion is most effective when it occurs with integrity, responsibility and respect.
- 4.1.4. **Sustainability:** Sustainability involves behaving in ways that reflect our responsibility to future generations. Sustainability also means taking meaningful action to protect the environment and being fiscally responsible while ensuring a high-quality, student-centred experience. The University is committed to pursuing environmental, social and economic sustainability through our academic programs, SRC activities,

built environment, operations and policies. We recognize our individual and collective responsibility for our campus, our community and our planet.

- 4.1.5. **Boldness:** The University champions creativity, innovation and ingenuity, encouraging students, faculty and staff to think boldly, take initiative and demonstrate resourcefulness. This includes civic, cultural and social advancements that enrich society's fabric, improve quality of life and drive responsible change. This is how we approach all our work, from how curriculum is developed and taught, to how services and systems are delivered to support the operation of the university.
- 4.1.6. **Wellbeing:** The University is committed to the success of its community by creating a safe, secure, collegial, healthy, and inclusive environment that puts people first, is supportive of the whole person and enhances the development of physical, mental, emotional, and spiritual wellbeing. Wellbeing is fundamental to positive social and academic outcomes and healthy communities. It focuses on the strengths individuals bring to our community, honouring and learning from each person's lived experiences. It involves creating welcoming, accessible and accommodating work, learning, and social environments.
- 4.1.7. **Access:** Access to education can transform lives and communities. The University is committed to providing access to education and employment opportunities for students, faculty and staff, particularly those from marginalized, under-represented and equity-seeking groups. Access includes lifelong learning, expanding our individual and collective horizons through professional development and learning opportunities that meet students' needs. Building on a principle of shared responsibilities, the University continues to create an environment where barriers to participation can be removed. We foster partnerships across the institution that make education more accessible to all students.

4.2. Operational Principles

- 4.2.1. **Procedural Justice and Fairness:** Perhaps the most basic operational principle is that policy and procedure should reflect procedural justice and fairness, which, in turn, involves:
- 4.2.2. **Clarity:** Policy and procedures should be clear, easy to understand, *implement*, and navigate, written in plain language and presented in a way that promotes clear communication.
- 4.2.2.1. **Transparency:** Academic policies and the decisions derived from them should be transparent; all stakeholders involved or interacting with the policy should be able to see and understand what actions are being performed and why, and see and understand how and why outcomes are arrived at, and decisions are made.

- 4.2.2.2. **The right to be heard:** Policy should ensure that there is opportunity to present one's case and to make arguments for one's case before decisions are made.
- 4.2.2.3. **Timeliness:** Processes should be both timely and include practical timelines.
- 4.2.2.4. **Consistency:** Within a framework of equity and *flexibility by design* policy should support and advance consistency of rules and procedures, and their application.
- 4.2.3. **Collaborative:** Policy should promote a collaborative approach in which informal resolution and problem-solving are encouraged; this collaborative approach should involve mutuality and respect.
- 4.2.4. **Accountable:** Policy should provide rules and processes that promote the acceptance of both rights and responsibilities that, therefore, lead to accountability and hold all parties answerable for their actions.
- 4.2.5. **Educational:** A central value motivating policy is to provide the best possible educational environment and policy itself should provide for the principles, rules, and practices involved in policy being well taught and well known and understood by all stakeholders.

4.3. General Principles

A policy should:

- 4.2.1. contain focused statements of the University's intent, governing principles or desired results related to the subject;
- 4.2.2. include use of the Equity, Diversity and Inclusion Policy Lens, included as an Appendix to the Procedures;
- 4.2.3. be developed and reviewed through a consultation process;
- 4.2.4. be reviewed on a regular basis;
- 4.2.5. give substance to the University's mission, vision, and values statements and the Academic Plan;
- 4.2.6. comply with legislation, government directives, and policy requirements;
- 4.2.7. provide a basis for communicating operational expectations;
- 4.2.8. specify the person/office to be contacted if queries related to the policy or procedures arise.

5. ROLES AND RESPONSIBILITIES

5.3. Academic Governance and Policy Committee (AGPC) is responsible for:

- 5.2.1. proposing, overseeing, and periodically reviewing Senate bylaws, policies, and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned, to the SRCAC;
- 5.2.2. recommending to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policy area;
- 5.2.3. proposing new Senate policy in areas when and where the absence of policy is demonstrably necessary or prudent, and to propose, when advisable, the formation of a Policy Development Committee to draft such policies;
- 5.2.4. requesting reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University;

5.4. Policy Development Committee (*ad hoc*) is responsible for:

drafting new policies in areas when and where the absence of policy is demonstrably necessary or prudent as determined and mandated by AGPC.

5.5. Policy Review Committee (*ad hoc*) is responsible for:

undertaking a periodic review or special review of an existing policy or policy area, as mandated by Senate;

5.6. Scholarly Research and Creative Activity Committee (SRCAC) is responsible for:

- 5.2.1. recommending to Senate, when necessary, the establishment of policies to promote, support, and regulate SRC activity involving the University, and to review any such existing policies;
- 5.2.2. initiating periodic review of the terms of reference and policies governing the Research Ethics Board by establishing a Review Committee and bringing proposed changes in such policies forward to Senate for approval.

5.7. Responsible Office is responsible for:

- 5.2.1. ensuring the content of policies and procedures is up-to-date and valid with respect to the stipulated purpose of the policy;
- 5.2.2. interpreting policies and procedures;

- 5.2.3. regularly reviewing policies and procedures, which includes reconciliation of the Responsible Office's policies and procedures where applicable;
- 5.2.4. ensuring coordination of policies within the Responsible Office's area of responsibility.

5.8. Secretary of Senate is responsible for managing Senate policies, including:

- 5.2.1. assisting with development, drafting, legal review, consolidation, and retirement of policies;
- 5.2.2. identifying policy gaps;
- 5.2.3. coordinating requests for legal advice related to the drafting, revising, approving, consolidating, and retiring of Senate policies;
- 5.2.4. overseeing and providing advice on Senate policies and procedures, including the appropriate process to be followed for drafting, revising, approving, consolidating, and retiring of Senate policies and procedures;
- 5.2.5. referring inquiries about specific policies to the Responsible Office or Contact Person;
- 5.2.6. maintaining a directory of the current policies and procedures of Senate on the Senate website;
- 5.2.7. maintaining an Archive of retired Senate policies;
- 5.2.8. managing the Policy Review process to ensure that Senate policies are reviewed by the stipulated Review Date, or reporting to Senate reasons for scheduled reviews not occurring;
- 5.2.9. developing and overseeing processes for informing the University community about policies being developed, reviewed, consolidated, retired, and policies that have been approved;
- 5.2.10. undertaking any other policy management administration that is required.

6. DISTRIBUTION AND COMMUNICATION

All Senate policies are posted on the Senate website. The version posted on this website is the official version.

7. PROCEDURES

The procedures for drafting, revising, approving, consolidating, and retiring Senate policies and procedures can be found in the following Senate Policy Framework Procedures and in the attached Policy Template.



TORONTO METROPOLITAN UNIVERSITY

(formerly called Ryerson University)

SENATE POLICY FRAMEWORK – PROCEDURES

The Toronto Metropolitan University Senate Policy Framework Procedures (the “Procedures”) establishes the processes by which Senate policies and procedures are developed, reviewed, updated, approved, consolidated, and retired.

1. POLICY REVIEW DETERMINATION

- 1.1 All policies (and their related procedures) must be reviewed every 5 years, or sooner if requested by the Responsible Office, AGPC or Senate. The review is to commence within 5 years of last review or update.
- 1.2 The Secretary of Senate will prepare a list of all policies within the purview of AGPC that are due for review in the coming year and present it to AGPC. AGPC will consult with the Responsible Office for each policy on the list to ascertain if it is up-to-date, meeting its purpose, and that the Procedures are an accurate reflection of what is actually occurring, or if a Policy Review Committee should be established.
- 1.3 If AGPC determines that a review is NOT necessary, a new review date will be determined, and Senate will be informed.
- 1.4 If AGPC determines that a review IS necessary, a Policy Review Committee (PRC) will be established.

2. POLICY REVIEW PROCESS

- 2.1 If a PRC is required, the Responsible Office for that policy will recommend to AGPC the membership of the PRC, including a recommended number of people to ensure an effective, efficient, and timely process, and including whether the PRC Chair will be the Responsible Office, a designate from the Responsible Office, an AGPC member or another appropriate person.
- 2.2 At least one member of the PRC will be a liaison from AGPC, nominated by AGPC.
- 2.3 The Responsible Office may identify Resource People whose expertise may be required for the deliberations of the PRC. Resource People will not be required to attend all meetings of the PRC, but may be consulted by the Committee or invited to those meetings when their expertise is required.

- 2.4 Policy Review Committees will normally report to AGPC in order to ensure that appropriate coordination with other existing policies occurs, but AGPC may direct that a PRC report directly to Senate.
- 2.5 The PRC will gather feedback from the Responsible Office, related offices, and community stakeholders to identify policy gaps or needs (which may include recommendations for policy reconciliation and/or policy retirement). They may request support as described in the Policy, including but not limited to requesting legal advice, drafting and research assistance, and advice from the Office of the Vice President Equity and Community Inclusion.

3. POLICY DEVELOPMENT PROCESS

- 3.1 Part of AGPC's mandate is "To propose new Senate policy in areas when and where the absence of policy is demonstrably necessary or prudent, and to propose, when advisable, the formation of a special task force or sub-committee to draft such policies."
- 3.2 Such Policy Development Committees will be created following the same principles that guide the formation of Policy Review Committees.

4. INCIDENTAL AMENDMENTS

- 4.1 The Secretary of Senate may make incidental amendments to University Senate policies and procedures, such as typographical and grammatical errors, adding definitions for clarity or making secondary changes resulting from other related policy decisions, without a full policy review, provided it does not significantly alter the meaning of the policy.
- 4.2 Incidental amendments are reported to AGPC, and thereafter to Senate, for information.

5. PROCEDURES UPDATE PROCESS

- 5.1 Recommending procedural updates is normally the responsibility of the Responsible Office. Such updates will typically not alter the meaning of the policy, significantly change the procedures, or place additional responsibilities on students. Where the updates are within the purview of the Responsible Office, that office will determine the most appropriate process to draft the updates required.
- 5.2 Procedural updates will be recommended to AGPC, typically through the Secretary of Senate. If AGPC is satisfied that the changes are truly procedural, these will be recommended for Senate's consent agenda (i.e. they will only be discussed at the Senate meeting if a Senate member requests a discussion). As an additional safeguard to ensure that procedural updates are not an attempt to change a policy or to make significant procedural changes without consideration by Senate, the Senate Priorities Committee (SPC) makes the final determination about what goes on the consent agenda versus what should be included for discussion and approval by Senate.

- 5.3 If AGPC determines that the proposed changes go beyond procedural updates, AGPC will present an appropriate motion to Senate for its consideration, one outcome of which could be that Senate establishes a Policy Review Committee to address the proposed changes.

6. SCHOLARLY RESEARCH AND CREATIVE ACTIVITY COMMITTEE (SRCAC)

The SRCAC performs the same functions as stipulated for AGPC in these Procedures in relation to the area of responsibility specified in the Senate Policy Framework, Section 5.4.

DRAFT Senate Policy Template

This template will assist with drafting and formatting Senate policies. It contains descriptions of what information should be provided for each section of a policy.

NOTE: All policy documents should use Arial font, size 12. Main headings should use Arial, size 13, followed by 6pt spacing.

Format:

1. PARAGRAPH HEADER

1.1 Sub-section Header

1.1.1 Sub-sub section Header

1.1.1.1 Sub-sub-sub section Header

Policy Document Title

Include the following information in the Policy Document:

Related Documents: Title of all related document(s) such as procedures, schedules, or forms, and links to the document(s). If there are more than a few items that need to be listed, consider moving this section at the end of the policy.

Responsible Office: Title, role, and/or department.

Approval: Senate.

Approval Dates: Date of initial approval followed by date(s) of policy reviews when Senate approved the changes.

1. Purpose

Describe the policy's objective(s).

2. Application and Scope

Describe to whom or to what the policy applies. Note any excluded groups or areas if relevant.

3. Definitions

Provide key terms, abbreviations, and acronyms associated with the policy. Include specific terms that are important to understand the policy. If appropriate, consider providing a link to the glossary of [Policy #2: Undergraduate Curriculum Structure](#).

4. Values and Principles

Identify the values and governing principles for the policy. You may choose to separate the substantial and operational principles, examples of which are provided in Sections 4.2 and 4.3 of the Policy Framework.

5. Policy

Provide focused statements. Use simple, straightforward language. Include reference to applicable policy principles, glossaries, appendices, etc. from other relevant policies.

6. Procedures

Provide details on the appropriate and necessary steps required to comply with the policy.

NOTE: Whereas *policy* determines WHAT is to be achieved, *procedure* determines HOW it is to be achieved.

Optional Sections

1. Roles and Responsibilities

Identifies the roles and responsibilities of employees, students or others, as related to the policy. Does not include a repetition of who the Approver is, unless the role has additional and specific responsibilities as related to the policy.

2. Rescinded Policies or Related documents

Highlight any policies that are rescinded as a result of this policy coming into effect OR any other policies/documents that are related and/or relevant to this policy

3. Glossary/Appendices

If the list of definitions and terms is too long to be included at the start of the beginning of the policy, consider creating a glossary and include it as an appendix to the policy.

Any other information that is relevant to the policy, but not appropriate for the policy or procedures section, may be included as an appendix e.g. guidelines, flowcharts, etc.

APPENDIX

THE EQUITY, DIVERSITY AND INCLUSION LENS FOR POLICY DEVELOPMENT AND POLICY REVIEW

Introduction

Policies may inadvertently create barriers for individuals or groups. The following worksheets are intended to provide a lens that will engage policymakers to consider the potential impact of Policies and procedures for diverse peoples. Policies should not have unequal impact, services provided should be accessible and decisions should be fair and flexible.

Toronto Metropolitan University Academic Plan – Community and Inclusion Values

Community: The University sustains its commitment to ensuring a strong sense of belonging and engagement for students, alumni, faculty and staff, and values mutual and reciprocal relationships with the broader community.

Inclusion: The University values the equitable, intentional and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive and respectful learning, teaching, research and work environment.

Equity: The University values the fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for under-represented and marginalized groups.

Diversity: The University values and respects diversity of knowledge, worldviews and experiences that come from membership in different groups, and the contribution that diversity makes to the learning, teaching, research and work environment.

Respect for Aboriginal Perspectives: The University will continue to cultivate and develop relationships with Aboriginal communities, both within and outside the university. The campus environment will embrace and support Aboriginal learners, faculty and staff, and ensure Aboriginal people take a leading role in the advancement of Aboriginal education at the University .

Access: The University is committed to providing access to education and employment opportunities at the University for students, faculty and staff of all backgrounds, in particular those from marginalized and under-represented groups.

EDI Considerations

SYSTEMIC BARRIERS

Consider how the Policy and procedures reflect the University's values and might be inclusive or exclusive for women, Aboriginal peoples, persons with disabilities and LGBTQ and racialized people. Also consider impacts based on religion and socio- economic status, and for those who are new to Canada.

Consider including EDI principles and values in the Policy. For example, in a section about principles or values that are the foundation of the Policy.

Consider power imbalances and attempt to address them in the Policy and associated procedures. Those with power, because they are in leadership roles and/or because they are in the dominant social group, often have advantages over those who are not in leadership roles and/or are not in the dominant social group. Those with power often get to determine what is acceptable and appropriate in a given set of circumstances.

Recommended Actions and Examples

- Consult broadly with individuals and groups who are interested or active in advancing equity, diversity and inclusion for the aforementioned groups and can consult with individuals from those groups (e.g. Chairs of Access Toronto Metropolitan University working groups and Positive Space).
- Ensure processes address power differentials, such as when student makes a complaint about an instructor or an employee disagrees with the decision of their manager or supervisor. For example, provide for a third-party decision maker or advisor role to be involved in the process.
- Obtain demographic data to be informed about how specific Policies and procedures may have a disproportionate impact on some groups (e.g. higher percentage of smokers amongst Aboriginal peoples and immigrants from some countries compared to the general population).
- Review academic research articles, relevant to the subject matter, from an equity, diversity and inclusion perspective (e.g. when developing security and safety related Policies, review literature related to how those Policies might create barriers for racialized people).

Resources

- [Access Toronto Metropolitan University principles](#);
- [Toronto Metropolitan University Library](#) (use live chat to find sources about a topic, or search Articles and Databases)
- Ontario Human Rights Commission [definitions of Indirect/Constructive Discrimination and Systemic Discrimination](#).

Policy Considerations

(Note any considerations specific to the Policy under review or being developed.)

INCLUSIVE LANGUAGE

Consider whether the language of the Policy reflects the values of equity, diversity and inclusion, particularly in examples and guidelines.

Specifically, consider whether the language is gender neutral, refrains from reflecting stereotypes and biases, and acknowledges differences.

Recommended Actions and Examples

- Use language that promotes inclusion and avoids bias (e.g., use the term ‘mental well-being’ or ‘mental health condition,’ which is more inclusive compared with the term ‘mental illness.’ Use the term person who ‘uses a wheelchair’ or ‘wheelchair user’ instead of person ‘confined to a wheelchair’).
- Use plain language and avoid idiomatic expressions (e.g. ‘waiting in the wings’) or colloquialisms (e.g. ‘blacklist’) that may have negative connotations for some groups and/or may not be understood by people from different ethnic backgrounds or for whom English is not a first language.
- Avoid terminology such as ‘man-made’ or ‘man hours’ (can use ‘machine made’ or ‘synthetic’, and ‘hours of work’ or ‘person hours’).
- Use gender inclusive language such as ‘they’ instead of ‘he/she’ and use ‘spouse’ or ‘partner’ instead of ‘husband/wife’. When providing examples that involve relationships include same sex relationship examples.
- Use ‘person(s) with a disability’ instead of ‘disabled person or people’
- Avoid terminology such as ‘suffers from’ when referring to a person with a particular type of condition.
- Capitalize the proper names of peoples such as First Nations, South Asian, Trans, etc.

Resources

- Toronto Metropolitan University [Human Rights Services](#);
- Toronto Metropolitan University Marketing and Communications [style guide](#); and
- [Ontario Human Rights Commission](#) material. Material related to language can sometimes be found in sections on the protected grounds of the Ontario *Human Rights Code*.

Policy Considerations

(Note any considerations specific to the Policy under review or being developed)

FAIRNESS AND FLEXIBILITY

Consider whether the Policy and associated processes support fair decision making and provide a flexible framework, in which decisions are made based on specific facts and circumstances.

The focus should be on fair outcomes and not on having everyone necessarily follow the same process. Consider whether the Policy reflects the principle that treating people fairly does not necessarily mean treating them the same.

Processes under the Policy should be transparent and allow for individuals to participate in the decisions that impact them. Further, providing alternatives and acknowledging different paths or processes will increase a Policy's transparency and accessibility for all individuals.

Recommended Actions and Examples

- Ensure the Policy informs individuals of the basis for making decisions that impact them.
- Allow for the consideration of specific circumstances when making decisions and avoid rigid rules that do not permit discretion to be applied in different situations. For example, a person relying on Wheeltrans to get to work may need flexibility to accommodate the unpredictability of arrival times that others who have more transportation options do not.
- Ensure forms and documents are in accessible formats (see link to Access Toronto Metropolitan University resources below).
- Outline how the Policy provides for: a) input into decisions by the person(s) affected by the decision; and b) appeals of decisions that impact individual(s).
- Include provisions for individual needs to be accommodated.

Resources

- [Access Toronto Metropolitan University tools](#) (including checklists and guides to creating accessible document);
- Your HR article on Universal Design principles and practices;
- Your HR article on different definitions of fairness; and
- Toronto Metropolitan University Ombud's office information on [fairness and natural justice](#).

Policy Considerations

(Note any considerations specific to the Policy under review or being developed)

HUMAN RIGHTS AND COMPETING INTERESTS

Consider whether the Policy is consistent with Human Rights principles, treats individuals with dignity and respect and does not have an inequitable impact based on protected grounds under the Ontario *Human Rights Code* (the *Code*).

The *Code* prohibits discrimination against people based on protected *grounds* in protected *social areas*. Protected grounds include:

- Age
- Ancestry
- Colour
- Race
- Citizenship
- Ethnic Origin
- Place of Origin
- Creed
- Disability
- Family Status
- Marital Status
(including single status)
- Gender Identity
- Gender Expression
- Receipt of Public Assistance (housing only)
- Record of Offences (employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual Orientation

Protected Social areas include accommodation (housing), contracts, employment, goods, services and facilities (including education), and membership in unions, trade or professional associations.

Consider whether the Policy recognizes, and provides mechanisms, to resolve potential competing interests.

An example of competing rights can be seen in cases involving rights based on sex and based on religion. Some people in Western society consider wearing a niqab or veil to cover one's face to be oppression of women. In some countries, such as France, niqabs are completely banned in public.

Recommended Actions and Examples

- Include a process for situations where there are competing rights, which allows for the parties to determine appropriate action through discussion or negotiation before more formal resolution processes take place;
- Consult broadly with constituents who will likely have different points of view about a Policy, such as those who use service animals and those who have concerns about animals on campus, those who want all gender washrooms and those who want separate washrooms for men and women, and people from different faith/creed groups.

Resources

- [Ontario Human Rights Code](#);
- [Ontario Human Rights Commission Policies and guidelines on relevant topics](#);
and
- [Ontario Human Rights Commission Policy on competing human rights](#)

Policy Considerations Related to Human Rights and Competing Interests

(Note any considerations specific to the Policy under review or being developed)

POLICY CHECKLIST**Section 1: General Info**

Policy name (e.g. Examinations Policy):

Responsible Office (Please state role or department):

Approval: Senate

Approval/Review Dates:

Section 2: Policy Action (Please check appropriate box)

- Develop New Policy
- Review Existing Policy
- Consolidate and Combine Policies
*List affected policies
- Remove and Rescind Policy
- Other (Please explain)

This checklist is an exercise to assist the policy owner in considering how policies align with Toronto Metropolitan University’s priorities and values. We note that some academic policies may not reflect the items listed below, but are necessary and proper policies.

These terms are taken from Toronto Metropolitan University's priorities and values as described in the "Academic Plan: Toronto Metropolitan University 2020-2025." For more information on these terms, please review the Academic Plan at:

<https://www.ryerson.ca/provost/strategic-plans/academic-plan/>

****Please check all that apply****

Our Priorities:

- The Student Experience
- Scholarly, Research and Creative Activity, Graduate Studies
- Advancing Indigenous Initiatives
- Innovation, Continuing to Challenge the Status Quo
- Community and Urban Partnerships

Our Values:

- Equity, Diversity and Inclusion
- Excellence
- Mutual Respect and Shared Success
- Sustainability
- Wellbeing
- Boldness
- Access

Please explain how the policy supports/reflects the priorities and values selected.

Name and Signature of Responsible Office: _____

Date: _____

Name and Signature of Secretary of Senate: _____

Date: _____