SENATE MEETING AGENDA

Tuesday, January 26, 2016

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THE COMMONS - POD 250

4:30 p.m.   Light dinner is available
5:00 p.m.   Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Approval of Agenda
    Motion: *That Senate approve the agenda for the January 26, 2016 meeting*

3. Announcements

Pages 1-5   4. Minutes of Previous Meeting
    Motion: *That Senate approve the minutes of the December 1, 2015 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports
Pages 6-11   7.1   Report of the President
              7.1.1 President's Update

Pages 12-19   7.2 Achievement Report

              7.3 Report of the Secretary
Pages 20-23   7.3.1 Notice of upcoming Senate elections

Page 24   7.3.2 Members of the Designated Decision Makers Council (DDMC) for information, and approval of Tara Burke as DDMC Chair, as described in Policy 60

              Motion: *That Senate approve Tara Burke as Chair of the Designated Decision Makers Council (DDMC)*

7.4 Committee Reports

7.4.1 Report #W2016-1 of the Academic Standards Committee (ASC):
         M. Moshé

             7.4.1.1 Certificate in English as a Second/Additional Language:
             Discontinuation

             Motion: *That Senate approve the discontinuation of the
             Certificate in English as a Second/Additional Language*

7.5 YSGS Report: J. Mactavish

         7.5.1 Periodic Program Review for the graduate program in Media
         Production.

         The PPR was reviewed by the YSGS Program and Planning Committee
         (PPC) on December 3rd, 2015 and forwarded to YSGS Council on
         December 10, 2015 where it was reviewed and recommended for approval
         by Senate.

         Motion: *That Senate approve the Periodic Program Review for the
         graduate program in Media Production*

         7.6 OVPRI Research Strategy Update: W. Cukier

         7.7 Ombudsperson's Report: N. Farrell
         http://ryerson.ca/senate/agenda/2016/Ombudsperson_Report_2014_to_2015.pdf

     8. Old Business
8.1   Policy 60 (*Academic Integrity*) Update on the Procedures, and approval of
     amendments to the Policy: D. Checkland

     Motion: *That Senate approve the changes in the attached draft revision of
     Policy 60*

     9. New Business as Circulated

     10. Members' Business

     11. Consent Agenda
         11.1   Course change forms:
         http://ryerson.ca/senate/agenda/2016/Course_Change_Forms_Jan_26_2016.pdf
         Faculty of Arts – Department of English
         Faculty of Community Services – School of Early Childhood Studies
         Faculty of Science – Chemistry & Biology

     12. Adjournment

SENATE MINUTES OF MEETING
Tuesday, December 1, 2015

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
J. P. Boudreau	C. Antonescu	D. Mason	J. D'Cruz
I. Coe	R. Babin	A. McWilliams	N. Liu
W. Cukier	S. Banerjee	N. Naghibi	J. Machado
C. Evans	R. Botelho	D. Naylor	H. Mulla
C. Falzon	D. Checkland	A. O'Malley	U. Odozor
U. George	Y. Derbal	C. Schryer	B. Sibanda
C. Hack	M. Dionne	B. Tan	K. Slimming
M. Lachemi	A. Ferworn	T. Tenkate	A. Smith Schon
J. Mactavish	A. Goss	K. Tucker Scott	
M. Moshé	F. Gunn	P. Walsh	
S. Murphy	E. Kam	N. Walton	
D. O'Neil Green	L. Kolasa	J. Zboralski	
P. Stenton	K. Kumar		
J. Winton	V. Magness		
S. Zolfaghari	J. Martin		
SENATE ASSOCIATES:			**EX-OFFICIO STUDENTS:**
A. M. Brinsmead			R. Ashraf
M. Zouri			C. McGee
REGRETS:	**ABSENT:**		**ALUMNI:**
M. Bountrogianni	B. Badiuk		M. Rodrigues
T. Duever	P. Danziger		R. Rodrigues
A. Kahan	J. Lisi		
H. Lane Vetere	R. Meldrum		
M. Lefebvre	V. Morton		
A. Matthews David	H. Parada		
A. Pejovic-Milic	O. Ullah		
M. Schalk	C. Zamaria		
C. Yacyshyn			

1. Call to Order/Establishment of Quorum

2. Approval of Agenda
   Motion: *That Senate approve the agenda for the December 1, 2015 meeting*
   It was noted that the motions under Item 7.4.3 will be appropriately numbered in the minutes for this meeting, including the correction of "#1" for the description of Item 7.4.3.6
   A. McWilliams moved; D. Mason seconded
   Motion Approved.

3. Announcements

4. Minutes of Previous Meetings
   Motion: *That Senate approve the minutes of the November 3, 2015 meeting*
   A. Goss moved; D. Mason seconded
   Motion Approved.

5. Matters Arising from the Minutes - None

6. Correspondence - None

7. Reports
7.1 Report of the President
   7.1.1 President's Update
   Interim President M. Lachemi congratulated C. Evans and M. Moshé on their new roles as Interim Provost & Vice President Academic, and Interim Vice Provost Academic, respectively. He also acknowledged outgoing President Sheldon Levy's contributions to Ryerson, and noted that Sheldon's final report to Senate is in the agenda for today's meeting.

   The Interim President announced that Ryerson's DMZ was recently ranked as the #1 University incubator in North American, and #3 in the world. He also noted that Ryerson's MBA program was included in the *Economist's* recent ranking of the world's top 100 MBA programs. He congratulated everyone involved in these major achievements, including Dean Murphy from TRSM.

   He acknowledged the important role of Senate at Ryerson, pointed out that for him "Interim is an action word," and noted that the University is moving ahead with current issues and planning for next year. Finally, he saluted the entire Ryerson community who work to make Ryerson a destination of choice, assured Senate that he encourages discussion among Senators, and thanked Senate for its support.

   7.2   Achievement Report

   7.3 Report of the Secretary
   7.3.1 Update on filling the vacancy for a FEAS faculty representative on Senate: Krishna Kumar was elected in a by-election, and is also the new FEAS representative on the Academic Governance and Policy Committee (AGPC).

7.4   Committee Reports
7.4.1 Report #F2015-3 of the Senate Priorities Committee (SPC). J. Turtle spoke on the following:

7.4.1.1 Update on establishment of an *ad hoc* committee to explore election procedures as described in the SPC report.

7.4.1.2 Description of proposed Committee of the Whole topics for the Winter 2016 Senate term as described in the SPC report

7.4.2 Report #F2015-1 of the Awards and Ceremonials Committee (Convocation Summary Report): J. Turtle informed Senate of the Summary Report and noted that there will be 16 convocation ceremonies in Spring 2016, up from 14 the year before.

7.4.3 Report #F2015-2 of the Academic Standards Committee (ASC): C. Evans moved all motions.

7.4.3.1 Discontinuation of Chang School Certificate in Mining Management
Motion #1: *That Senate approve the discontinuation of the Chang School Certificate in Mining Management*

V. Magness seconded
Motion Approved.

7.4.3.2 Revisions to Chang School Certificate in Business French and Translation
Motion #2: *That Senate approve the attached revisions to the Chang School Certificate in Business French and Translation*

Denise O'Neil Green seconded
Motion Approved.

7.4.3.3 Discontinuation of Chang School Certificate in Global Diasporas, Transnationalism and Migration Cities
Motion #3: *That Senate approve the discontinuation of the Chang School Certificate in Global Diasporas, Transnationalism and Migration Cities*

U. George seconded
Motion Approved.

7.4.3.4 Addition of a CDCE GEN Elective to the Chang School Certificate in Project Management
Motion #4: *That Senate approve the* addition *of a CDCE GEN Elective to the Chang School Certificate in Project Management*

A. McWilliams seconded
Motion Approved.

7.4.3.5 Department of Philosophy – Philosophy Minor
Motion #5: *That Senate approve the Philosophy Minor in the Department of Philosophy*

J. P. Boudreau seconded
C. Evans noted that this is an example of the role of the Academic Standards Committee in ensuring that exclusions for minors (i.e., which program students are not eligible to receive a particular minor) are routinely addressed and noted in the description of a minor.
Motion Approved.

7.4.3.6 School of Child and Youth Care – Major Curriculum Modification
Motion #6: *That Senate approve the Major Curriculum Modification as described in the Academic Standards Committee report - School of Child and Youth Care*

U. George seconded

A. McWilliams asked about the transition plan described on p. 31of the agenda; specifically, whether or not courses from the old curriculum would transfer easily as creditable toward the new curriculum. A faculty representative from the Child & Youth Care program confirmed that provisions are in place to ensure seamless transition of those courses.

Motion Approved.

7.4.3.7 For Information: Periodic Program Review (PPR) Follow-Up Reports for Health Information Management, Business Management, Nutrition and Food, and Arts and Contemporary Studies

C. Evans described that this is a regular component of the PPR process as specified in Ryerson's IQAP policies, as required by the Province's Quality Council.   He also noted that the next Business Management PPR will be due in 2020/2021, instead of the 2018 timeline noted in the Senate agenda.

8.   Old Business

9.   New Business as Circulated

10. Members' Business
A. Ferworn announced an event to celebrate the life of Ada Byron-Lovelace, "essentially the first programmer in existence," whose 200th birthday is in December 2015. C. Evans noted that Dean Coe from the Faculty of Science was interviewed about the event, an audio version of which is available online.

11. Consent Agenda

11.1 Various Calendar (Course) changes:
http://www.ryerson.ca/senate/agenda/2015/Course_change_forms_December_1_2015.pdf
Faculty of Arts: *Department of English*
Faculty of Communication & Design: *RTA School of Media*
Faculty of Community Services: *School of Nutrition and Food*
Faculty of Engineering & Architectural Science: *Department of Computer Science; Department of Electrical & Computer Engineering*
Ted Rogers School of Management: *Entrepreneurship & Strategy; Real Estate Management*

11.2 Open Elective Table changes
http://www.ryerson.ca/senate/agenda/2015/Open_Elective_Table__Changes_Summary_Dec_2015.pdf

12. Adjournment
Interim President Lachemi noted that this is the last Senate meeting of 2015. He expressed his gratitude for all the support he has received during the transition to his new role, and wished all Senators happy holidays and all the best in the new year.

The meeting adjourned at 5:34 p.m.

Ryerson University
Interim President's Update to Senate
January 26, 2016

As the new year begins, I would like to extend very best wishes to the members of Senate for great experiences in teaching, research and community building, and shared leadership that will take the university, and your own goals, forward with joy and progress.

CONGRATULATIONS

- Wendy Cukier, vice-president research and innovation, has been appointed president of Brock University, effective September 1, 2016. Wendy has been a Ryerson builder over three decades, playing a significant role in defining areas of the university's growth – curriculum development, graduate studies, collaborative partnerships, student support, research expansion, and city building – and a leading advocate for social innovation and global citizenship with the renowned Diversity Institute, Ashoka Changemaker Campus, and the Ryerson University Lifeline Syria Challenge. The Ryerson community joins in extending deepest thanks for her exceptional contributions to Ryerson, and all the very best.

- Melanie Panitch, academic co-lead social innovation and strategic outreach in the Faculty of Community Services, and founding director of the School of Disability Studies, has been appointed the John C. Eaton Chair in Social Innovation and Entrepreneurship. Established in 2013 and supported with a $1 million gift from John C. Eaton and Sally Horsfall Eaton, the position was created to effect positive change in the lives of at-risk youth, their families and communities by integrating innovation and entrepreneurship in social, cultural and political systems – and advancing knowledge, ideas and initiatives that strengthen the voices fighting disadvantage, promoting equity, and recognizing discrimination and prejudice.

- Joanne Dallaire, Shadow Hawk Woman of the Wolf Clan (Doctor of Laws *honoris causa* '11), Ryerson Elder and traditional counsellor, has received two prestigious honours: an Award for Courage from the Herbert H. Carnegie Future Aces Foundation presented on November 18th; and the Aboriginal Affairs Award from the City of Toronto's 2015 Access and Human Rights Awards on December 2nd. The awards recognize leadership in counselling, advising and education, and capacity building with Toronto's aboriginal community.

- Deepa Mehta (Doctor of Laws *honoris causa* '12) esteemed filmmaker and director, received the Toronto Film Critics Association's Clyde Gilmour Award honouring Canadians whose work has enriched understanding and appreciation of film in their native country.

- Order of Canada appointments announced on December 30, 2015 include:

  o Jack Cockwell, (Doctor of Commerce *honoris causa* '04), member of the Board of Governors, for civic engagement in education, conservation and history.
  o Atom Egoyan, distinguished scholar in residence in the Faculty of Communication & Design, for internationally respected filmmaking and mentoring Canadian artists.

    o Barbara Hall (Doctor of Laws *honoris causa* '98), former mayor of Toronto, for human rights leadership and commitment to public service.
    o Margaret MacMillan (Doctor of Laws *honoris causa* '05) author and academic, former Ryerson professor, for contributions to public discourse on history and current affairs.
    o Rohinton Mistry (Doctor of Letters *honoris causa* '12), for acclaimed and award-winning work as an author of international renown.
    o Helen Vari, former member of the Board of Governors, for philanthropic and volunteer contributions, and service to education and culture.

2016 Alumni Achievement Awards – Recipients of the awards, announced December 16th, will be honoured at a ceremony on February 11th, 2016. The awards recognize Ryerson graduates who have not only excelled in their careers, but have also made a significant contribution to their profession, community and country. This year's recipients are:

> *Alumni Awards of Distinction:*
>   Lynn Factor, Social Work '80
>   Justin Poy, Radio and Television Arts '93
>   Robert Schauer, Business Management '97
> *Isadore Sharp Outstanding Recent Graduate Award:*
>   Andrew Cividino, Image Arts '06
> *Outstanding International Alumni Award*
>   Zanele Muholi, Master of Fine Arts in Documentary Media '09
> *Outstanding Volunteer Award:*
>   Jillian McKinley, Business Management '07

Student Learning Centre - The SLC designed by Snøhetta with Zeidler Partnership Architects continues to represent the Ryerson edge with a number of year-end accolades including:

- #1 in the Globe and Mail 2015 list showcasing *Urban Renewal: The best of city building in Toronto*, as "a place is wild enough to stimulate creativity, just quiet enough in the streetscape to age well, and a genuine people magnet;"
- Inclusion in the 2015 *Canadian Architect* round-up of headline stories, as a unique environment for students that gives "an iconic presence to Ryerson University;"
- Winner in the material development and innovation category in the 2015 Ontario Concrete Awards for excellence and innovation, for "angled architectural reinforced concrete columns that span many floor levels and feature complex geometric shapes;"
- #8 on Azure Magazine's "10 Best Buildings of 2015" with glowing descriptions of the unique design, and a final paragraph that says it all: "Students were instantly enamoured with the building. When we were invited to wander the interior with Snøhetta principal Craig Dykers for the official inauguration, every desk, seat and beanbag chair in the 14,000-square-metre centre was already spoken for."

DMZ on the podium – UBI Global, which provides performance analysis of university business incubators around the world, has ranked the DMZ third in the world, coming just weeks after naming DMZ the top incubator in North America. Commenting on the decision, UBI cited the fact that "the DMZ performs exceptionally well on a global scale, showing the effect that university-based incubators can have on both local and international startup ecosystems. It

supports small businesses by providing tools and resources that generate unparalleled economic impact, playing a vital role in the development of Canadian startups." The Stockholm-based research organization benchmarks 340 incubators globally, measured against 50 different performance indicators, including talent retention, economy enhancement, post-incubation relationships and startup survival rate.

GTA Top Employer – For the second year in a row Ryerson has been named one of the GTA's top employers. The Greater Toronto Top 2016 Employers competition recognizes employers that lead their industries in offering an exceptional place to work. Winners were announced in a special magazine published in the Globe and Mail on December 8th. Ryerson stood out in a year that saw a record number of employers applying for the competition, with more than 8,000 employers invited to participate. Employers are evaluated by the editors of *Canada's Top 100 Employers*, part of Mediacorp Canada Inc., using the following eight criteria: physical workplace; work atmosphere and social; health, financial and family benefits; vacation and time off; employee communications; performance management; training and skills development; and community involvement. The competition compares employers in similar fields to determine the ones that offer the most progressive programs. This year, the editors praised Ryerson for establishing the Workplace Wellbeing Services unit to assist employees with issues related to health, disability, sick leave, accommodations and return to work, as just one example of Ryerson's people-first culture.

Law School – An internal consultation and feasibility study is being undertaken at Ryerson on the possibility of launching a Ryerson law school. The proposal is based on the combined experience of the Law Practice Program (LPP) and the recently launched Legal Innovation Zone as indicative of what Ryerson can contribute to the legal sector. Inspired by the Academic Plan, the university is in a unique position to lead an innovative approach to legal education and build a new model that would be attractive to both students and employers. An article in *Canadian Lawyer* magazine indicates that Ryerson's exciting track record in pioneering education suggests it might address one of the issues the Canadian Bar Association touched on in its Futures Report, in terms of teaching the next generation of lawyers differently. The next steps following the internal consultation would be discussions with the Federation of Law Societies of Canada, the Law Society of Upper Canada, and the Ontario government.

City-building – Three varied initiatives are advancing Ryerson leadership defining city-building in ways that might not always be the first to come to mind, but have the potential to make a significant impact:

- *O'Keefe Lane* – a discussion initiated by Stephanie Steriotis, a Ryerson architectural science student, and Sarah De Vries, a resident at neighbouring Covenant House, has led to a design competition and a new appreciation of heritage. Over the summer, Stephanie and Sarah explored their conceptual idea by spending hours in the Ryerson lane, and came to the university with a plan to turn around the feeling of unsafe and neglected space on a campus reinventing its community environment. The key to the plan was its simplicity, devising a handful of "quick-win" projects: a clean-up of the laneway, improved lighting, emergency call stations, winterizing the lane's community garden, and new murals by artist Peru Dayer Jalea. The next phase of the project, the *Reimagining O'Keefe Lane* design competition, is

accepting submissions until January 20th from teams of Ryerson students and/or Covenant House youth. The project is bringing Ryerson and Covenant House closer together and connecting us with our history. As Sarah De Vries has said, "That lane is Mr. O'Keefe's legacy. His brewery is the Image Arts building; his mansion house is now student housing. The laneway deserves to be kept and preserved."

- *Ryerson Public Realm Plan* – The university is undertaking community consultations on a strategy to improve the safety, accessibility and quality of place involving the spaces between buildings on our campus and its surrounding community. The guiding principle is making positive changes in a way that is accessible, engaging, inviting and distinctly Ryerson in look and feel. The online survey asks for responses and ideas in areas such as the design of campus gateways, lighting, public art, materials, wayfinding, open spaces, parks and laneways building on recent development and reflecting the vitality of the university. The Draft Public Realm Plan sets out a flexible toolkit to ensure a consistent approach to improving our public spaces that is distinctly Ryerson. An Open House is being held on January 18th at the SLC (details at http://ryersonbuilds.ryerson.ca/strategic-framework/)

- *Energy storage on hydro poles* – A first-of-its-kind pilot project partnering the Ryerson Centre for Urban Energy with energy storage firm eCamion Inc., Toronto Hydro, and the Ontario government through its Smart Grid Fund, is testing a system that allows energy to be stored in a unit that sits on hydro poles. The eCamion storage unit combined with a smart controller developed by Ryerson researchers and students will enable utilities such as Toronto Hydro to store power, integrate more renewable power and improve the reliability of the system. While hydro utilities do not own much land throughout their distribution network, they own their poles, and on networks starving for energy storage the poles provide utilities with an excellent, rent-free space for upgrades where their distribution systems need them most. The project is providing innovative experiential learning for Ryerson students and has potential benefits for charging electric vehicles, and helping nations such as Brazil, China and India, deal with emissions and electricity supply issues.

from the Interim President's Calendar

December 1, 2015: At the Centre for Urban Energy we met with Juan Macias, the new president of Schneider Electric (Canada) to discuss progress in the Smart Grid laboratory and the potential for expanding collaboration.

December 3, 2015: The Hon. Tracy MacCharles, Minister of Children and Youth Services and Minister Responsible for Women's Issues, joined Ryerson for the Mind & Action panel on violence against women, the first in a series designed to engage our campus and broader communities on the discussion and development of preventive strategies and solutions.

December 4, 2015: Syrian refugee Hany Al-Moliva and American photojournalist Brendan Bannon were at Ryerson for a meeting arranged by Jim Turk, distinguished visiting professor in the School of Journalism, on the humanitarian challenge and the Ryerson response.

December 4, 2015: Ryerson honoured Canada's National Day of Remembrance and Action on Violence Against Women with the annual candlelight vigil at the Tree of Hope, this year dedicated to Missing and Murdered Indigenous Women and the duty we owe their cause.

December 11, 2015: Ryerson hosted Dr. Reha Alkan, Rector of Hitit University in Turkey, to discuss opportunities for academic collaboration.

December 14, 2015: The Hon. Bardish Chagger, Minister of Small Business and Tourism, came to Ryerson to tour the DMZ to explore ideas for growing small enterprise development.

December 14, 2015: Former premier Dalton McGuinty and social innovator Helen Burstyn met with me to discuss their interest in Ryerson's innovation agenda and initiatives.

December 14, 2015: I attended the Council of Ontario Universities (COU) executive heads dinner with Dr. Reza Moridi, Minister of Research and Innovation, and Minister of Training, Colleges and Universities.

December 16, 2015: At the invitation of Malcolm MacKillop, Shields O'Donnell MacKillop LLP, Abdullah Snobar and Fil Varino of the DMZ joined me in a meeting to discuss sponsorship and engagement opportunities.

December 17, 2015: Mark Garner, Executive Director and Chief Staff Officer of the Downtown Yonge BIA came to campus for an introductory meeting with me as interim president, to express support for our shared dedication to city building and community progress.

December 17, 2015: Ryerson hosted the York Region Rapid Transit team for a tour of the Student Learning Centre and a discussion at the DMZ about our innovation agenda.

December 18, 2015: We met with the Hon. Bill Morneau, Finance Minister and MP Toronto Centre, to offer greetings and begin to make the case for funding for capital and startups.

December 21, 2015: Chitwant Kohli, senior vice-president enterprise operations and payments, Royal Bank of Canada, came to campus to discuss potential collaboration in big data.

December 22, 2015: Ryerson met at City Hall with Mayor John Tory, his team and city councillors to follow up on the proposal for new accommodations for the Ryerson Theatre School.

December 22, 2015: Alan MacGibbon, vice chair and strategic advisor, Osler, Hoskin & Harcourt LLP met with me to express the firm's interest in collaboration on our innovation initiatives.

December 23, 2015: Sara Azimi, first year engineering, consulted with me regarding her project on concrete for a student competition.

December 23, 2015: Martin Cohn, Queen's Park columnist for the Toronto Star, asked for a meeting to discuss Ryerson's distinctive approach to learning, and his interest in mentoring.

January 11, 2016: I attended a 'four presidents dinner' with Sara Diamond, Meric Gertler, and Mamdouh Shoukri, to explore shared priorities and opportunities among GTA institutions for collaborative projects on student issues such as transportation and affordable housing.

January 13, 2015: With the release of *Focus on Outcomes, Centre on Students: Perspectives on Evolving Ontario's University Funding Model,* Ryerson participated in the executive heads teleconference with report author Sue Herbert arranged by COU.

January 13, 2016: At the invitation of Torys LLP, I attended an event for recently elected MPs to extend greetings, and have the chance to share Ryerson achievements and priorities.

January 14, 2016: It was wonderful to offer a welcome at the new faculty orientation, and to recognize the contributions our academic colleagues are making on a continuing basis to advance Ryerson teaching, scholarship, partnership and global impact.

January 14, 2015: At the Joe Fresh Centre innovator meet-and-greet, Ryerson's culture of experiential learning and industry partnership was exemplified in the new environment and the first cohort taking the model forward with access to 360-mentorship for fashion startups.

January 14, 2016: I attended an evening with the Rt. Hon. Justin Trudeau, prime minister of Canada, co-chaired by Board of Governors member Mitch Frazer, Malcolm McKillop of Shields O'Donnell MacKillop LLP, and CBC commentator and entrepreneur Amanda Alvaro.

January 15, 2016: Ryerson was pleased to host Jim Milway, COO of the Archdiocese of Toronto, regarding our student residence initiative, preparatory to my meeting with His Eminence Thomas Cardinal Collins later this month.

January 15, 2016: Dr. Dante Morra, Trillium Health Partners new Chief of Medical Staff, and a professor of both medicine and business, met with me to discuss our partnership and learning models and our collaboration with St. Michael's Hospital.

RYERSON ACHIEVEMENT REPORT

A sampling of appearances in the media by members of the Ryerson community for the January 2016 meeting of the Ryerson Senate.

University Affairs featured the appointment of **Mohamed Lachemi** as interim president and vice-chancellor http://bit.ly/1OQp1bB.

A Huffington Post article on sponsoring refugees reported on Ryerson's Lifeline Syria Challenge, quoting Interim President **Mohamed Lachemi** http://huff.to/1OKSKhJ. **Ratna Omidvar**, chair of Lifeline Syria, contributed a piece to the Globe and Mail about putting Canada's new refugees to work http://bit.ly/1mfzJwU. A University Affairs piece on effecting change in universities reported that "Ryerson University was the most proactive of the Canadian universities when it had the vision to begin its Lifeline Syria Challenge..."

CBC News featured Ryerson PhD candidate **Samantha Jackson**, who, along with her fiancé, canceled her big wedding to help sponsor Syrian refugees through Project Lifeline Syria http://bit.ly/1T3veRc. Similar coverage included ABC News http://abcn.ws/1MWndfZ, TIME http://ti.me/1Iaugfk Cosmopolitan http://bit.ly/1PJOjcC, the Huffington Post, MSN News, Toronto Star, CNN Indonesia, the Times of India, Canada AM, and Metro News.

Metro News reported on the Church Street Development and the $8-million donation by Jack Cockwell and family, and the Brookfield Partners Foundation, in support of student innovation and entrepreneurship. Other coverage included Academica.ca http://bit.ly/1WQCBkp, Inside Toronto http://bit.ly/1l5x748, and Urban Toronto, quoting **Janice Fukakusa**, Chair of the Board, and then-**President Sheldon Levy** http://bit.ly/1RTwFAA.

The Globe and Mail featured the Ryerson Student Learning Centre http://bit.ly/1TWJT0a as did Canadian Architect http://bit.ly/1QLkKro and AYE Spain http://bit.ly/1QIk1aC. Azure magazine named the SLC among the 10 Best Buildings of 2015 http://bit.ly/1NtRPSU. Architectural Record featured the SLC http://bit.ly/1GLf1yk. Similar items appeared in Wallpaper Magazine http://bit.ly/1OOVVY4, World Architecture News http://bit.ly/1IPkK1B, Monocle Magazine, inhabitat http://bit.ly/1NTOZvL, and Tech Investor News http://bit.ly/1XVSCpG.

Global UBI ranked the DMZ as the top incubator in North America http://bit.ly/1NrmtQz. The item was picked up by Global University Venturing http://bit.ly/1GNbkbH, Chicago Inno http://bit.ly/20uIvak, Ottawa Business Journal, Bloomberg Business http://bloom.bg/1KZeuno, Wall Street Online http://bit.ly/1XQo7Ov, Digital Journal Yahoo! Finance, and Tech Vibes.

Business Matters Magazine (UK) reported on the DMZ's partnership with Innovation Birmingham to launch the Next Big Idea Contest http://bit.ly/1O3jJY5. Similar items appeared in Beta Kit http://bit.ly/1kMrXd0 and Birmingham Post http://bit.ly/1NPz2Fw.

The Globe and Mail reported on the appointment of **Wendy Cukier**, vice-president, research and innovation, as Brock's next president, http://bit.ly/1mcdMPa. The item was also covered in Niagara this Week, St. Catharines Standard and News Talk 610.

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The New York Times featured a new book on perilous fashion designs by Fashion's **Alison Matthews David** http://nyti.ms/1KT12BF.

The Ottawa Business Journal reported on Prince Edward's visit to the DMZ http://bit.ly/1YrHLnZ. Entrevestor profiled MedStack, a DMZ-based startup http://bit.ly/1RAOwze. Global News spoke with DMZ-based entrepreneur **Robert Reichmann** about his company VISR, video: http://bit.ly/1ObDhwP. OMNI TV featured DMZ startup The Rumie Initiative http://bit.ly/1QuPVaC.

The Wall Street Journal reported on the appointment of **Navdeep Singh-Bains**, distinguished visiting professor, as the new federal minister of innovation, science and economic development. Related stories appeared in the Hindustan Times http://bit.ly/1Q6Nieg, Times of India http://bit.ly/1MKn555, CTV News, India Today http://bit.ly/1kvQtyU, Yahoo! India http://bit.ly/1QfMIdk, and Gulf News http://bit.ly/1Nu7ANn.

The Economist reported on the personal lift assist device designed by **Mohammad Abdoli-Eramaki**, Occupational and Public Health http://econ.st/1QF8mJF.

Matthias Sweet, Urban and Regional Planning, spoke to SCPR.org about traffic as a sign the economy is improving http://bit.ly/1Zk6wPI.

blogTO featured the Ryerson Winter Exhibitions opening party at the Ryerson Image Centre.

Morton Beiser, Psychology, spoke to CBC News about refugee resettlement http://bit.ly/1m61yIb. Related items appeared in the Orleans Star http://bit.ly/1QpWDgb and CBC: The Morning Edition http://bit.ly/1jJ6y3D.

Imogen Coe, dean, faculty of science, contributed a piece to the Huffington Post on the topic of women and men learning to code http://huff.to/1lWjVzy

A Medical News Today article on research regarding children of substance-abusing parents referenced Ryerson research, quoting lead researcher **Amelia Usher** http://bit.ly/1QRcRiR.

The Toronto Star reported on the fatal stabbing of **Mark Ernsting,** quoting **Interim President Mohamed Lachemi**'s email to students http://on.thestar.com/1QNfwK9.

Ramona Pringle, RTA, contributed a piece to CBC.ca on the top app of 2015 http://bit.ly/1JdUZrW. She also contributed a piece to CBC News about apps and tips to help people focus http://bit.ly/1Y7YMOv.

DIE WELT (Germany) referenced sleep research by **Colleen Carney**, Psychology http://bit.ly/1P8UYKl.

Hayden King, Politics. co-authored a piece on truth and reconciliation for the Globe and Mail. **Pamela Palmater**, Politics, spoke to CBC News about the TRC report.

The Ottawa Citizen reported that hitchBOT will be part of the permanent collection at the Canada Science and Technology Museum, an item pitched by Public Affairs http://bit.ly/1T0xh86.

A Phoenix New Times piece on old school photography techniques making a comeback quoted **Robert Burley,** Image Arts http://bit.ly/1I8KKuj.

Patrice Dutil, Politics, spoke to the Tyee about a referendum on electoral reform http://bit.ly/1P6GTgF. The item was picked up by 24Hrs Vancouver. He also contributed a piece on the topic to the Toronto Star http://on.thestar.com/1IUAmkk.

IRDC Canada reported on funding to boost food security for Vietnamese children and mentioned funding support for researchers at Ryerson http://bit.ly/1NmWwA5.

Radio Canada International quoted **Ann Cavoukian**, executive director of the Privacy and Big Data Institute, on balancing civic rights and data security http://bit.ly/1YhpQec. She also spoke to CBC's The National about data encryption and security. She was featured in a Maclean's piece on what 2016 will hold http://bit.ly/1SS3y13.

TechVibes reported on Ryerson's Sport Innovation Hub, quoting **Steven Murphy and Cheri Bradish**, TRSM, http://bit.ly/1RJ8LtH. Similar items appeared in BlogTO, Betakit, and Sportscaster.

Business2Community featured a TED talk by **Ivan Joseph**, athletic director http://bit.ly/1J6L47J

Distinguished visiting practitioner **Cathy Crowe** spoke to the Hamilton Spectator about vulnerable children needing support http://bit.ly/1QGuaCX.

The Weyburn Review quoted **Camille Hernandez-Ramdwar**, Sociology in an article on the gender gap in the Caribbean workforce http://bit.ly/1jY6JYZ.

Durham Region reported on the Ryerson International Experiential Learning program http://bit.ly/1McPiKU.

Ontario News reported on the Premier's Highly Skilled Workforce Strategy Expert Panel that includes Chair **Sean Conway**, visiting fellow with Ryerson's Centre for Urban Energy http://bit.ly/1U7d9Sx.

AZURE magazine featured Canada's team for the 2016 Venice Architecture Biennale, including **Nina-Marie Lister** of Ryerson's Ecological Design Lab http://bit.ly/1XYO1TZ. Similar items appeared in Archinect http://bit.ly/1NI4SUc and the Globe and Mail.

Notable profiled DMZ executive director **Abdullah Snobar** http://bit.ly/1XW6yjI.

Myer Siemiatycki, Politics, spoke to CityTV News about Donald Trump's presidential campaign.

CityNews reported on 10-year-old entrepreneur **Ameena Sheikh** and the help she received from the DMZ for her idea of a 3D doll that teaches children to accept themselves http://bit.ly/1jOb3tI. A similar item appeared on Global News.

Canadian Lawyer Magazine quoted **Chris Bentley**, executive director, Law Practice Program, on a possible law school at Ryerson http://bit.ly/1R8Dykr.

Hotelier reported that Steve Gupta would donate $1,000 from every suite sold in a mixed-use development to Ryerson, for a potential donation of $1 million http://bit.ly/1M2Pw7m.

A National Post article on toll lanes in Ontario quoted **Raktim Mitra**, Urban and Regional Planning http://bit.ly/1NfBrFo. **Cherise Burda**, Ryerson City Building Institute, spoke to the Toronto Star about tolls and transit expansion http://on.thestar.com/1Qk048h.

Henry A. Giroux, distinguished visiting professor, contributed a piece to MEHR News on fascism, Donald Trump, and America http://bit.ly/1TyhU6U.

The Toronto Star reported that Ryerson's criminology department is part of a coalition calling on the province to change draft carding regulations http://on.thestar.com/1ILM7Eq.

A Toronto Star piece on climate change quoted **Deborah de Lange**, TRSM, http://on.thestar.com/1Q9JBoF. The item also appeared in the Hamilton Spectator and Our Windsor.

The National Post quoted **Lisa Taylor** and **Paul Knox**, Journalism, in a story about reporters digging through terror suspects' home and personal items http://bit.ly/1N5uWHk.

Ming Pao Daily quoted **Arne Kislenko,** History, in a piece on receiving refugees http://bit.ly/1R46k5x.

Marie Bountrogianni, dean, The Chang School, spoke to TCH Ukraine, providing advice on how to integrate special needs children into regular classes. Video: http://bit.ly/1OcKkiU. She also contributed a piece to the Huffington Post on skills employees need today http://huff.to/1QpvSKX.

The Canadian Press published expert tips by **Martin Antony**, Psychology, on easing social anxiety at holiday parties. The item was picked up by CTV News http://bit.ly/1NLy2Ue, HR Reporter, EZ Rock 105.7, Blackburn News and the National Post.

Sean Wise, TRSM, spoke to Profit Guide on accelerating startups http://bit.ly/1NvTVAE.

Bamidele Adekunle, TRSM, contributed a piece to the World Economic Forum on encouraging entrepreneurship in Africa http://bit.ly/1OIkGFq.

Avner Levin, TRSM, spoke to Global News about children and identity theft http://bit.ly/1QglJyf.

The Globe and Mail reported on Enactus Ryerson and the greenhouse project, quoting TRSM dean **Steven Murphy** and **Abdullah Snobar**, executive director of DMZ http://bit.ly/1SwhtJY

BBC World Discussion on climate change featured **David Atkinson**, Psychology http://bbc.in/1QRsYhp.

SOL Portugues reported on the appointment of **Mario Silva** as a distinguished visiting professor http://bit.ly/1YG5ygy.

Anne Golden, distinguished visiting scholar at Ryerson, was featured as Women's Post's Woman of the Week http://bit.ly/1IVlsFy.

Canadian Lawyer Magazine featured Infrastructure Ontario's **Marni Dicker**, a visiting scholar at FEAS and LPP http://bit.ly/1Su6X62.

Chemistry World quoted **Dérick Rousseau**, Chemistry and Biology, in a piece on well-tempered chocolate http://rsc.li/1QaYMwd.

Canada AM reported on the joint investigation by Toronto Star and Ryerson on medical malpractices in Ontario. Similar items appeared in the Toronto Star http://on.thestar.com/1Om0SJF, CP24 Dayside, Metro, Hamilton Spectator, MSN News, Our Windsor and Durham Region.

Randy Boyagoda, English, published a review of "The Giveness of Things" in the Globe and Mail http://bit.ly/1OytLR8.

Ryerson dance instructor **Kenny Pearl** spoke to the Globe and Mail about the Raptors Dance Pak.

150 kW Battery Energy Storage System Installed In Canada To Prove That Batteries Can Stabilize Grid (Inside EV) quotes **Bhanu Opathella**, post doctorate research fellow at CUE http://bit.ly/1Q8eqsn

A Toronto Star article on self-defense courses empowering Muslim women quoted **Farrah Khan**, Ryerson's sexual violence education and support co-ordinator http://on.thestar.com/1NRFcAA.

Metro News reported on a collaboration between the School of Fashion and Purina PawsWay http://bit.ly/1Ng1waW. The item was also picked up by Inside Toronto.

Business News Network spoke with **Gabor Forgacs**, Hospitality, on the sharing economy and how regulators can keep up with technological innovation, video: http://bit.ly/1XjPKmm.

University Affairs reported on the work of **Blake Fitzpatrick** and **Vid Ingelevics**, Image Arts, who are tracking down pieces of the Berlin Wall and documenting the afterlife of the iconic ruin http://bit.ly/1Xijf82.

The Toronto Star featured Ryerson research by PhD student **Rachel Bar** on the benefits of dance for dementia patients http://on.thestar.com/21eMXKD.

Yahoo! News reported on research by **Chris Gibbs**, TRSM, on the most mobile-friendly airport for passengers http://yhoo.it/1T3rVsq. A similar item was picked up by Military Technologies.

The Toronto Star reported a project to redesign O'Keefe Lane http://on.thestar.com/1LzaDhg. Similar items appeared in Metro News and Hamilton News.

A Toronto Star article on reversing Canada's brain drain featured **Candice Monson**, Psychology, http://on.thestar.com/1R03MVj. Similar items appeared in Our Windsor and Mississauga.com.

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Ratna Omidvar, founding executive director of Ryerson's Global Diversity Exchange, was named among Toronto Life's 50 Most Influential people http://bit.ly/1XlbPMa.

The Globe and Mail reported on untethered learning, mentioning Ryerson Mobile and quoting **Nancy Walton**, director of e-learning http://bit.ly/1YiGs77.

Nick Bellissimo, director of the Nutrition Discovery Labs at Ryerson, spoke to the Toronto Star about Fitbits http://bit.ly/1T9SKMq.

Richard Meldrum, Occupational and Public Health, spoke to the Windsor Star about Ontario cities and restaurant ratings http://bit.ly/1R06FW5.

CBC News reported on Ryerson students spreading positive messages and fighting Islamophobia. Video: http://bit.ly/1R08en1. A similar item appeared on CP24.

Caroline Konrad, director, Career Centre, spoke to the Globe and Mail about universities and a fresh start for refugees http://bit.ly/1O7B8ka. She was also quoted in Yonge Street regarding how Ryerson is tackling post-graduation unemployment rates http://bit.ly/1RQvZMs.

Canadian Manufacturing reported on Ryerson's collaboration with eCamion Inc. with research on new urban energy storage systems, quoting **Bala Venkatesh**, director of Ryerson's Centre of Urban Energy http://bit.ly/1MDDRxa. Other coverage included Electrical Business and the Globe and Mail.

Phys.org featured Master of Digital Media alumnus **Maayan Ziv**, who is developing an accessibility mapping app http://bit.ly/1HWKgHf.

Brent Stirling, social media strategist, DMZ, spoke to Global News about the emoji being named the Word of the Year http://bit.ly/1SXYecS.

Tech in Asia reported on the five winners of the Next Big Idea Contest to be incubated at Ryerson's DMZ http://bit.ly/1S19DrE. Similar items appeared in the Times of India http://bit.ly/1WXaa4n, IT Voice http://bit.ly/1S1bJl0, and Cyber India Online http://bit.ly/1PLWZgT.

Ann Cavoukian, Executive Director, Privacy and Big Data Institute, was named among Canadian Business's most powerful business people of 2016, "The Power 50" http://bit.ly/1MjQM9N.

John Shields, Politics, was quoted in a Toronto Star article on research fueling funding for the United Way http://on.thestar.com/1MRx6Hm.

Organic Panic TV spoke with **Sonya Graci**, TRSM, about the benefits of sustainable tourism. Video: http://bit.ly/1l2aPjw.

James Tiessen, director, School of Health Services Management, spoke to the Globe and Mail about Japan "changing the system" http://bit.ly/1Yd0BM2.

CTV News spoke to **Arne Kislenko**, History, on Canadian border security. He also appeared on CBC News http://bit.ly/1ceiBCq.

Michael Coutanche, RTA, spoke to the Toronto Sun about binge viewing on Netflix http://bit.ly/1RTwxBh.

Global News spoke with **Alok Mukherjee**, distinguished visiting professor, about the City of Toronto's police budget http://bit.ly/1iWMtXk.

Anne-Marie Singh, Criminology, spoke to the Torontoist about the police station as a community centre http://bit.ly/1HHGJXC

IT World Canada reported on Ryerson research on the big data talent gap http://bit.ly/1M6dq5f.

Print Action reported on the Graphic Communications Management awards night http://bit.ly/1WN3Yqp. A similar item appeared in Graphic Arts Magazine.

The Toronto Star reported on the Think to Thing 3D lab at Ryerson and Image Arts alumnus **Ed Burtynsky** http://bit.ly/1MuAegx.

The Globe and Mail quoted **Cheri Bradish**, TRSM, on car makers and sports sponsorship http://bit.ly/1RIc7uL. The item was also picked up by La Tribune.

Canadian Architect ran a story on a panel at the Department of Architectural Science on the challenges facing female designers http://bit.ly/1MG3CMA.

The Hamilton Spectator reported on Shameless magazine and how it started as a class project by Ryerson journalism students http://bit.ly/1PwLXMo.

EBS News Korea reported on Ryerson's Centre for Urban Energy CUE and its 150 KW Li-ion battery installation. Video: http://youtu.be/ebTPzxZuKBU.

A Macleans.ca article on the university experience featured Ryerson graduates **Rodney Diverlus** and **Damian Matheson** http://bit.ly/1NgdRYD.

Wawatay News reported on the social work program offered through a Ryerson-First Nations Technical Institute partnership http://bit.ly/1MCt9pU.

Yahoo! News reported on pet therapy at Ryerson in an article on in-residence therapy animals at Canadian universities http://yhoo.it/1LTo9zY.

The Toronto Observer reported on HeartWatch, mentioning the Base Camp program at Ryerson, and quoting **Linda Maxwell**, head of the Biomedical Zone http://bit.ly/1HbAIwR.

The Toronto Star reported on the first recipient of the Barbara Turnbull Award: sports media student **Matt Vocino** http://on.thestar.com/1Mc2tNi.

CBC News quoted **Ron Stagg**, History, on the swearing-in of the new Liberal cabinet.

University Affairs reported on the History of Madness course at Ryerson, quoting instructors **Jijian Voronka, Jennifer Poole and Kathryn Church** http://bit.ly/1Mh8uvN.

University Affairs reported on Ryerson's Tri-Mentoring Program http://bit.ly/1So5EpJ.

Toronto Observer reported on Ryerson's eSports club http://bit.ly/1PqHo6x.

CityNews spoke with **Pnina Alon-Shenker**, TRSM, about a case against the federal government on the grounds of reverse discrimination.

Biotechnology Focus profiled research on anti-nerve-agent enzymes by **Warren Wakarchuk,** Chemistry and Biology http://bit.ly/1NOD2UF

The National Post quoted **Hayden King**, Politics, in a piece on the first indigenous Aboriginal Affairs minister http://bit.ly/1WvJguZ. The item also appeared in the Calgary Herald, Leader-Post, Vancouver Sun, Edmonton Journal, and 24 News.

Pamela Sugiman, Sociology, spoke to NOW Magazine about sexualizing restaurant staff http://bit.ly/1SldRLl.

Frank Russo, Psychology, spoke to Yahoo! Health about what happens in the brain and body when listening to music http://yhoo.it/1koU9SY.

Distinguished Visiting Professor **Tony Burman** contributed a piece to the Tehran Times on Iran's role in ending the civil war in Syria http://bit.ly/1MEuJxz.

Distinguished Visiting Professor **James Turk** spoke to CBC Radio's The Current about the relationship between Enbridge and the University of Calgary http://bit.ly/1WtqEkC. He also addressed the topic in the Calgary Herald and Financial Post.

The Globe and Mail quoted **Steven Murphy**, Dean, TRSM, on the Ryerson MBA program ranking among the top 100 by The Economist http://bit.ly/1WnU6mG

David Amborski and **Frank Clayton**, Centre for Urban Research and Land Development, contributed a piece to the Globe and Mail on the topic of rising house prices http://bit.ly/1M6FraC.

John Shields, Politics, spoke to the Regina Leader-Post about immigration http://bit.ly/1ixGfwC. The item also appeared in the Calgary Herald, Edmonton Journal, National Post, and Vancouver Sun.

Novae Res Urbis reported on the Hack-cessibility competition at Ryerson, quoting **Sean Mullin**, executive director, Brookfield Institute of Innovation and Entrepreneurship.

Prepared by Communications, Government and Community Engagement

2016 SENATE ELECTION TIMELINE

Nominations open for all positions (completed faculty forms to be submitted to Dean) (student forms to be submitted to the Senate office)	Monday, February 1, 2016
Information session for potential candidates	Friday, February 5, 2016 (12:00-1:00 p.m. – JOR-1410)
Nominations close	Wednesday, February 10, 2016 (12:00 noon)
Mandatory student candidate session	Thursday, February 11, 2016 (4:00 p.m. – JOR-1410)
Faculty nomination forms forwarded to Senate by Deans	Friday, February 12, 2016
Student nomination forms forwarded to Deans by Senate	Friday, February 12, 2016
Candidate profiles due to Senate for posting	Friday, February 12, 2016
E-mail message announcing student, faculty-at-large and Chang School faculty candidates Candidate profiles posted online	Tuesday, February 16, 2016
Student-voter eligibility lists verified by Registrar's Office	Friday, February 26, 2016
Online voting for students, faculty-at-large, and Chang School faculty positions	Monday, February 29 to Thursday, March 3, 2016
Verification of online votes for students, faculty-at-large, and Chang School faculty	Thursday, March 3, 2016
Announcement of election results for students, faculty-at-large, and Chang School faculty positions	Friday, March 4, 2016
E-mail messages announcing Faculty candidates	Friday, March 4, 2016
On-line voting (Faculty)	Monday, March 7 to Thursday, March 10, 2016
Verification of on-line votes (Faculty)	Thursday, March 10, 2016
Election results for Chairs/Directors, Librarian and Senate Associates (Chang School and CUPE) forwarded to Senate by Chang School and CUPE	Friday, March 11, 2016
Election report to Senate	Tuesday, April 5, 2016

SENATE MEMBERSHIP (2015-2016) - FACULTY

*Senators who CAN be nominated for an additional term in the same position.
**Senators who can NOT be nominated for an additional term in the same position.

	TERM NUMBER	YEAR IN TERM	DEPARTMENT
Arts			
David Checkland	(2)	(1st)	Philosophy
*Michelle Dionne	(1)	(2nd)	Psychology
**Eric Kam	(2)	(2nd)	Economics
*Nima Naghibi	(1)	(2nd)	Chair, English
Communication and Design			
*Jason Lisi	(1)	(2nd)	Graphic Communications Management
Alison Mathews David	(1)	(1st)	Fashion
Catherine Schryer	(1)	(1st)	Chair, Professional Communication
**Charles Zamaria	(2)	(2nd)	RTA School of Media
Community Services			
*Richard Meldrum	(1)	(2nd)	Occupational & Public Health
*Henry Parada	(1)	(2nd)	Social Work
Thomas Tenkate	(1)	(1st)	Director, Occupational and Public Health
**Kileen Tucker Scott	(2)	(2nd)	Nursing
Engineering and Architectural Science			
*Krishna Kumar	(1)	(2nd)	Aerospace Engineering
*David Naylor	(1)	(2nd)	Mechanical & Industrial Engineering
*Bo Tan	(1)	(2nd)	Aerospace Engineering
**Paul Walsh	(2)	(2nd)	Chair, Aerospace Engineering
Science			
*Robert Botelho	(1)	(2nd)	Chemistry and Biology
*Ana Pejovic-Milic	(1)	(2nd)	Chair, Physics
Dave Mason	(1)	(1st)	Computer Science
Lawrence Kolasa	(1)	(1st)	Mathematics
Ted Rogers School of Management			
*Ron Babin	(1)	(2nd)	Business Technology Management
*Allen Goss	(1)	(2nd)	Chair, Finance
**Frances Gunn	(2)	(2nd)	Retail Management
**Vanessa Magness	(2)	(2nd)	Accounting
G. Raymond Chang School of Continuing Education			
Costin Antonescu	(1)	(1st)	Chemistry & Biology
Youcef Derbal	(1)	(1st)	Business Technology Management
Librarian			
*Sonny Banerjee	(1)	(2nd)	
At-Large			
*Alex Ferworn	(1)	(2nd)	Computer Science
Andrew McWilliams	(1)	(1st)	Chemistry and Biology
*Andrew O'Malley	(1)	(2nd)	English
Nancy Walton	(1)	(1st)	Nursing

Canadian Union of Public Employees (CUPE Local 3094)
Joe Zboralski

Ryerson Faculty Association
Peter Danziger

SENATE MEMBERSHIP (2015-2016) - STUDENTS AND ALUMNI

*Senators who CAN be nominated for an additional term in the same position.
**Senators who can NOT be nominated for an additional term in the same position.

FACULTY	DEPARTMENT	TERM
Arts		
*Axel Smith Schon	International Economics & Finance	1st
Communication & Design		
*Victoria Morton	RTA School of Media (Media Production)	1st
Community Services		
*Kimberley Slimming	Child and Youth Care	1st
Engineering and Architectural Science		
*Nicole Liu	Aerospace Engineering	1st
Science		
*Jessica Machado	Biology	1st
Ted Rogers School of Management		
*Benjamin Badiuk	Business Management	1st
School of Graduate Studies		
*Michael Schalk	Communication and Culture	1st
*Bakisanani Sibanda	Aerospace Engineering	1st
G. Raymond Chang School of Continuing Education		
*Clare Yacyshyn		1st
Vacant		
At-Large		
**Joshua D'Cruz	Mechanical Engineering	2nd
*Husain Mulla	Business Management	1st
*Uzo Odozor	Business Management	1st
*Obaid Ullah	Mechanical Engineering	1st
RSU and CESAR Representatives		
*Cormac McGee	Vice-President Education, Ryerson Students Union (RSU)	1st
*Rabbia Ashraf	Vice-President Internal, Continuing Education Students Association of Ryerson (CESAR)	1st
Alumni		
Meghan Rodrigues		1st year of 1st term
Ryan Rodrigues		1st year of 1st term

SENATE MEMBERSHIP (2015-2016) – *EX OFFICIO*

Lawrence S. Bloomberg	Chancellor
Mohamed Lachemi	Interim President and Vice-Chancellor
Chris Evans	Interim Provost and Vice President Academic
Janice Winton	Vice President, Administration and Finance
Wendy Cukier	Vice President, Research and Innovation
Rivi Frankle	Interim Vice President, University Advancement
Marcia Moshé	Interim Vice Provost, Academic
Saeed Zolfaghari	Vice Provost, Faculty Affairs
Heather Lane Vetere	Vice Provost, Students
Paul Stenton	Deputy Provost & Vice Provost, University Planning
Denise O'Neil Green	Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Jean-Paul Boudreau	Dean, Arts
Charles Falzon	Dean, Communication and Design
Usha George	Dean, Community Services
Thomas Duever	Dean, Engineering and Architectural Science
Imogen Coe	Dean, Science
Steven Murphy	Dean, Ted Rogers School of Management
Jennifer Mactavish	Dean, Yeates School of Graduate Studies
Marie Bountrogianni	Dean, G. Raymond Chang School of Continuing Education
Charmaine Hack	Registrar
Madeleine Lefebvre	Chief Librarian

SENATE ASSOCIATES (non-voting)
*Senators who CAN be nominated for an additional term in the same position.

The Chang School of Continuing Education
*Anne-Marie Brinsmead   **(3rd term)**   **(2nd year)**
*Muthana Zouri   **(3rd term)**   **(2nd year)**

Canadian Union of Public Employees (CUPE Local 3094)
Vacant
Vacant

DESIGNATED DECISION MAKERS COUNCIL (DDMC)

DDMC MEMBERS

Policy 60, Section 4.1.1 states that, "A list of current DDMs shall be maintained by the Academic Integrity Office (AIO) and forwarded annually to Senate as information."

The inaugural DDMC members are:

Annette Bailey
Tara Burke
Richard Deklerk
Chris Gore
Steve Joyce
Chris MacDonald
Richard McMaster
Richard Meldrum
Andrea Robertson
Eric Da Silva
Carl Kumaradas

DDMC CHAIR

Policy 60, Section 4.2.3 states that, "There shall be a Chair of the DDMC who shall be elected by and from the DDMs, and approved by Senate for a two-year term (renewable)."

The election process for the Chair of the DDMC has taken place and Tara Burke has been elected – for approval by Senate.

Robyn Jacobson (PhD)
Acting Director - Academic Integrity Office
January 14, 2016

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2016–1; January 2016

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
   • **Chang School Certificate in English as a Second/Additional Language: Discontinuation**
   • **For Information: Chang School Certificates – Revisions (6)**

A) CHANG SCHOOL CERTIFICATE IN ENGLISH AS A SECOND/ADDITIONAL LANGUAGE: DISCONTINUATION

Between 1989 and 2015, an average of five students a year registered in the six-course Certificate in ESL, and fewer than two students graduated per year. In recent years, there has been a marked decline in certificate registrants. Since 2013, only two students have registered in the certificate and there have been no graduates since 2014.

There has also been a significant enrolment decline in the CLNG and COEN courses in the last several years due to increased competition in post-secondary ESL and a preference for different delivery modes. This has resulted in fewer ESL course offerings and regular course cancellations every semester in The Chang School.

The Chang School and the Department of Languages, Literatures, and Cultures recognize the importance and need for revitalized and newly designed ESL courses and programs. Some of the existing online and classroom ESL curriculum has been recently revised, including CLNG 111 and CLNG 113; all the CLNG courses will continue to be offered in The Chang School. The Director of EAL Programs is planning to re-tool the existing curriculum in the COEN courses and is creating entirely new ESL curriculum for strategic initiatives, other delivery modes, and different client groups, such as high school students (i.e., prospective Ryerson students), undergraduates, international students, and continuing education students. One such strategic initiative is the Ryerson ESL Foundation Program (RESLFP), now in its third year with 82 international undergraduate students; next year 100 students are expected to enrol.

Students enroled in the Certificate in English as a Second/Additional Language will be contacted to determine a viable plan for their completion and graduation.

Recommendation
   • Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in English as a Second/Additional Language: Discontinuation.*

B) *For Information*: CHANG SCHOOL CERTIFICATES – REVISIONS (6)

   i. Certificate in Social Sciences and Humanities Foundations: Addition of Elective Courses
   ii. Certificate in Strategic Marketing: Course Additions to Marketing Innovation Stream
   iii. Certificate Enterprise Architecture and Infrastructure Management: Deletion of Elective Courses
   iv. Certificate in Ethics; Certificate in Health Studies: Deletion of CPHL 334
   v. Certificate in Project Management: Addition of Elective Course (CKPM 218)
   vi. Department of Mathematics: Course Addition (CMTH 380)

Respectfully Submitted,

 Marcia Moshe, Chair for the Committee

ASC Members:
Charmaine Hack, Registrar
John Turtle, Secretary of Senate
Marcia Moshe, Chair and Interim Vice Provost Academic
Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Anne Marie Singh, Faculty of Arts, Criminology
Kinga Zawada, Faculty of Arts, Languages, Literatures and Cultures
Jean Bruce, Faculty of Communication & Design, Image Arts
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Nick Bellissimo, Faculty of Community Services, Nutrition
Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
Eric Harley, Faculty of Science, Computer Science
Vadim Bostan, Faculty of Science, Chemistry & Biology
Tina West, Ted Rogers School of Management, Business Management
Jim Tiessen, Ted Rogers School of Management, Health Services Management
Jay Wolofsky, Library
Nenita Elphick, Chang School of Continuing Education
Des Glynn, Chang School of Continuing Education

RYERSON UNIVERSITY

Yeates School of Graduate Studies

Final Assessment Report (FAR) and Implementation Plan
for the Periodic Review of the Graduate Program in
Media Production (MP)

In accordance with the University Institutional Quality Assurance Process (IQAP), a final assessment report (FAR) is required to provide an institutional synthesis of the external evaluation and internal responses and assessments of the Periodic Program Review of the graduate program in Media Production (MP). This report identifies significant strengths of the program and opportunities for program improvement and enhancement. It also sets out and prioritizes recommendations selected for implementation.

This report includes an Implementation Plan that identifies:
- Who will be responsible for approving the recommendations outlined in the final assessment report; Who will be responsible for providing any resources made necessary by the recommendations; Who will be responsible for acting on the recommendations;
- Timelines for acting on and monitoring the implementation of the recommendations.

Summary of the Periodic Program Review of the Graduate Program in MP

The graduate program in Media Production submitted a self-study report to YSGS in 2014. The report outlined the program descriptions and learning outcomes, an analytical assessment for the program, program data and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Three external reviewers were selected:
- Douglas Barrett, BellMedia Professor of Media Management
  Schulich School of Business, York University

- Amnon Buchbinder, Associate Professor of Screenwriting
  Faculty of the Arts, Media, Performance and Design, York University

- David Ogborn, Associate Professor of Multimedia
  Department of Communication Studies and Multimedia, McMaster University

Upon review of the MP self-study documentation they conducted a site visit to Ryerson on April 8 and 9, 2015. The Peer Review Team (PRT) interviewed a cross-section of individuals and groups, including the Provost and VP Academic, Vice-Provost Academic; Dean and Associate Dean of the Yeates School of Graduate Studies (YSGS); Associate Dean of Faculty of Communication and Design (FCAD); Graduate Program Director, School of Media Chair,; and meetings with program faculty members; students; support staff; alumni; and graduates.

The PRT report was submitted to YSGS on May 11, 2015. The PRT cited several strengths of the program in their report, ranging from the strength of the program scope, and the depth of faculty and facilities; Engagement, articulation, leadership potential, and employment of the program students and graduates; And strongly engaged and committed faculty. The PRT report includes several recommendations, which are discussed below.

<u>**Summary of the Reviewers' Recommendations with Responses from MP and YSGS**</u>

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report of MP. We summarize below the recommendations and responses. We divide recommendations into two broad categories: academic and administrative. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative matters. Each section begins with an overview of the major PRT recommendations. Note: the recommendations are numbered in the order that they appeared in the PRT report (in order as bullet items), and do not reflect a priority rank in ordering.

Academic Recommendations

Recommendation
The MMP's objectives be re-articulated to go beyond physical media production to encompass MEDIA LEADERSHIP as defined by:
a) storytelling;
b) collaboration;
c) contextual insight; and,
d) creative management (best practices for harnessing financial and personal resources to develop and create creative products).

The Steering Committee wholeheartedly supports this recommendation. We note that this idea emerged from the discussions between the Review Committee and MPP faculty, students and alumni during the Site Visit. The Steering Committee agrees with the Review Committee that re-visioning the MMP to emphasize media leadership will best serve the goals of the program's academic community. Further, we note that the Committee finds that the MMP "has the appropriate resources, an ideal mix of faculty and facilities, and much of the curriculum already in place" to meet the need of advanced education in creative media leadership in Canada. As the program redefines itself we plan to take, as the Review Committee recommends, a fresh look at its curriculum (see below).

In light of this, the Steering Committee agrees with the Review Committee's finding that consideration be given to rebranding the MMP. A new name could more accurately reflect and communicate the MMP's curriculum and academic goals. It could also help differentiate the MMP from the undergraduate media production program and other master programs (e.g. MDM) for applicants, graduates and their potential employers in the media industry. However, the Steering Committee is mindful that such rebranding must be done in consultation with the Graduate School, FCAD and the University.

YSGS supports the recommendation of rebranding of the MMP to focus on media leadership. We think this will strengthen the program, and provided additional differentiation with other Ryerson graduate programs (such as the Masters of Digital Media) and across the sector.

Recommendation
The program's core curriculum should emphasize the leadership aspects noted above through the conceptual, managerial, aesthetic and narrative development of student projects.

> *Pure production technique should be the "elective" aspect that serves the project's needs and not be the sole focus of the program. Therefore, we are persuaded by the Review Committee's reasoning that bootcamps/workshops on technical subjects to compensate students' uneven production backgrounds should not be expanded. At most, workshops should target specific technical challenges of individual student projects.*

Recommendation

The MRPs should continue.

> *The MP program embraces the PRTs finding that "research projects that address significant media leadership challenges could readily and profitably take the shape of substantial written documents" (emphasis added). The faculty does remain convinced that some MRP proposals (and some projects) may be better served by other masters programs. Towards this, the MMP Director will consult with other Ryerson masters programs notably ComCult and Masters of Digital Media to ensure that applicants finds the best home for their research and creativity.*

> *YSGS agrees that the MRPs should continue. While it may be a less popular option that a project, the MRP provides an avenue to pursue research on topics of relevance to the field of Media Production.*

Recommendation

A sharper focus in the core curriculum on media leadership is needed.

> *Whether a student completes a project or an MRP, the program curriculum should emphasize the student's process and how that enables her to grow into a media leader. Towards this goal, instructors of the Core courses are meeting late this summer and will work with Curriculum Committee to redevelop the core curriculum.*

> *YSGS supports the site team and program's responses. We will work with the program to redevelop its core curriculum.*

Recommendation

The MMP should maintain a strong theoretical/contextual dimension in the curriculum with an emphasis on media practice.

> *The program and YSGS agree with the PRT recommendation.*

Recommendation

The projects be best considered as PROOF OF CONCEPT of the students' skills in creative media leadership.

> *Given the mixed level of technical skills the students have on entering the program, we agree with the Review Committee's assessment that it is ambitious for students to aspire to complete a professional caliber project is only three terms.*

> *Therefore, the program's emphasis should not be to achieve a specific level of technical competence in physical media production. We fully agree with the Review Committee that the MMP should develop students' ability to collaborate and communicate with creative people who do have those skills. We share the Review Committee's concern that the students tend to work in relative isolation. To encourage collaboration within the cohort the Director and the professor teaching the Project development course will place*

this year's cohort into formal small groups who will be required to complete assignments together. This draws on the model of small groups in first year of law school and certain one year MBA programs. Through this, we hope that all students, including those doing more solitary projects like writing screenplays and MRPs, will collaborate, learn from each other and offer each other support. The Committee pointed out that collaboration with other current students "on their projects was either voluntary or self-organized." We feel there is a benefit in learning how to organize a project on your own. One of the most difficult skills to master is how to draw in other creative people to share your vision.

YSGS supports the program response. We emphasize the importance of student engagement in the program. Further, students should be encouraged to enroll in Future Smart, which is our suite of essential skills programs. Learning with relevance is a hallmark of Ryerson graduate education.

Administrative Recommendations

Recommendation

Financial assistance offered to MMP students is low relative to other similar programs across Ontario and Canada. Their Report notes that the baseline funding offered in media-related graduate programs to be upwards of $14,000 per year including standardized teaching assistant packages for all incoming graduate students.

Funding to students presents a challenge to the MMP to attract the top candidates and we plan to work with FCAD, the Graduate School and the University to find ways to level the playing field. YSGS supports the program response and encourage faculty associated with the MPP to seek external funding that could provide stipendiary support for students in the program.

Recommendation

The program should work with Ryerson library to ensure that wherever possible the final projects and MRPs are preserved, archived digitally and available for future study.

The program and YSGS agree with this recommendation, and the program is taking steps to ensure it is accomplished.

Implementation Plan

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
Academic			
The MMP's objectives be re-articulated to go beyond physical media production to encompass MEDIA LEADERSHIP as defined by: a) storytelling; b) collaboration; c) contextual insight; and, d) creative management (best practices for harnessing financial and personal resources to develop and create creative products).	MP and YSGS support the recommendation of rebranding of the MMP to focus on media leadership as this will strengthen the program, and provided additional differentiation with other Ryerson graduate programs (such as the Masters of Digital Media) and across the sector. The Program Director working with the MMP's curriculum Steering Committee will continue to tweak the Program's courses and objectives in line with the PR recommendations. A more substantive reconsideration of the Program's objectives (and possible rebranding) meeting with MMP, YSGS, RTA Chair, the Dean of FCAD or his representative, and when appropriate **the Director, Curriculum Quality Assurance of the University** to discuss how this can occur, what needs to be in place, what needs to be considered.	Graduate Program Director, MMP	Winter 2016.
The program core curriculum should emphasize the leadership aspects noted through the conceptual, managerial, aesthetic and narrative development of student projects.	Pure production technique should be the "elective" aspect that serves the project's needs and not be the sole focus of the program. Therefore, we are persuaded by the PRT reasoning that boot camps / workshops on technical subjects to compensate students' uneven production backgrounds should not be expanded.	On an ongoing basis, *the Instructors* of required courses MP8102 Media Production MP8100 Project/MRP Development are already addressing this. The *Graduate Program Director and Chair of RTA School of Media* will	Fall 2015 – already in progress.

	At most, workshops should target specific technical challenges of individual student projects. This will be done as part of the existing required courses on an as needed basis.	ensure that necessary resources for additional workshops beyond these two courses will be allocated.	
The MRPs should continue.	Both YSGS and MP also agree that the MRPs should continue. The faculty does remain convinced that some MRP proposals (and some projects) may be better served by other masters programs. Towards this, the MMP Director will consult with other Ryerson masters programs notably ComCult and Masters of Digital Media to ensure that applicants finds the best home for their research and creativity.	Graduate Program Director, MP	Ongoing.
A sharper focus in the core curriculum on media leadership is needed.	Whether a student completes a project or an MRP, the program curriculum should emphasize the student's process and how that enables her to grow into a media leader. Towards this goal, instructors of the Core courses are meeting late this summer and will work with Curriculum Committee to redevelop the core curriculum.	Graduate Program Director, MP	Initial meetings between the Graduate Program Director and the Instructors occurred in late August and early September 2015. The Graduate Program Director plans to schedule a follow up meeting (debrief) in January 2016 on the Fall term. The Curriculum Steering Committee for the MP will meet in January 2016 to begin Core course redevelopment.
The MMP should maintain a strong theoretical / contextual dimension in the curriculum with an emphasis on media practice.	The program and YSGS agree with this recommendation.	*n/a*	*n/a*

The projects be best considered as PROOF OF CONCEPT of the students' skills in creative media leadership.	Given the mixed level of technical skills the students have on entering the program, we agree with the Review Committee's assessment that it is ambitious for students to aspire to complete a professional caliber project is only three terms. Therefore, the program's emphasis should not be to achieve a specific level of technical competence in physical media production. We fully agree with the PRT that the MMP should develop students' ability to collaborate and communicate with creative people who do have those skills. We share the Review Committee's concern that the students tend to work in relative isolation. To encourage collaboration within the cohort the Director and the professor teaching the Project Development Course will place this year's cohort into formal small groups who will be required to complete assignments together. This draws on the model of small groups in first year of law school and certain one year MBA programs. Through this, we hope that all students, including those doing more solitary projects like writing screenplays and MRPs, will collaborate, learn from each other and offer each other support. The Committee pointed out that collaboration with other current students "on their projects was either voluntary or self-organized." We feel there is a	Graduate Program Director, MP and faculty member teaching Project Development Course.	The current cohort were placed into three formal small groups starting September 2015 and Instructors of the required core courses agreed to where possible have them complete any group work together in those small groups.

	benefit in learning how to organize a project on your own. One of the most difficult skills to master is how to draw in other creative people to share your vision.		
Administrative			
Financial assistance offered to MMP students is low relative to other similar programs across Ontario and Canada. Their Report notes that the baseline funding offered in media-related graduate programs to be upwards of $14,000 per year including standardized teaching assistant packages for all incoming graduate students.	Funding to students presents a challenge to the MMP to attract the top candidates and MMP plan to work with FCAD, the Graduate School and the University to find ways to level the playing field. The initial step is set up a meeting with YSGS and the Dean of FCAD (or their appropriate representatives) to discuss potential mechanisms and necessary resources to provide more scholarship support to MP students. YSGS support the program's response and encourage faculty associated with the MPP to seek external funding that could provide stipendiary support for students in the program.	Graduate Program Director, MP	In Fall of 2015 The MP Graduate Program Director met with the FCAD Graduate Program Directors to discuss best practices for recruiting top candidates. Winter 2016. Work with / lobby Chair of RTA School of Media to directly tie GA positions to Masters of Media Production. (August 2015 Voluntary requests of RTA faculty to give priority to MP students not successful.) Winter 2016. Set initial meeting with YSGS, FCAD, RTA & MP to discuss increased stipends / scholarships.
The program should work with Ryerson library to ensure that wherever possible the final projects and MRPs are preserved, archived digitally and available for future study.	The program agrees with this recommendation, and is taking steps to ensure it is accomplished. MP will be making a specific proposal to FCAD deanery outlining costs and resources necessary to accomplish this. MP intends to use monies promised to MP by YSGS and the University for going over target this year in enrolment.	Graduate Program Director, MP	December 2015 – proposal to FCAD Dean. Winter 2016 – meet with library. Hire students to convert past projects to digital files.

MP PERIODIC PROGRAM REVIEW REPORT EXECUTIVE SUMMARY
Submitted Dec 2014 with MP Self Study Report

The Masters of Arts in Media Production has successfully completely its first seven years. In the surveys conducted for this Periodic Performance Review we found that student satisfaction with the Program was fairly positive with the majority of respondents agreeing that the Program is of high quality. The students have access to excellent faculty with a wide range of experience and expertise. They use top of the line equipment for their projects. The Program's curriculum offers more choice and research opportunities for the students now than when it began. The majority of respondents felt that their masters project or paper helped further their career goals**.** The Masters of Arts in Media Production builds on the sixty year tradition of excellence and industry connection of the RTA School of Media (RTA). We are proud of the Program and its progress to date. But we note that there is more work to be done.

We have identified a number of areas where we can improve the Program. The Program drifted away from its original intention to be a Masters of **Media Production**. We propose to reinvigorate the program's commitment to **project-based** content creation (and phase out the major research paper option). The one-year, project-based approach is what made the Program distinct in Canada and what will sustain it in the future in the face of increased competition for highly qualified applicants. Our goal is to start with proficient media makers in September and graduate **masters** of media production a year later.

The current wide range of student skill sets remains a challenge for the Program. This may lead to unfocused teaching because students have such a wide range of needs and interests. We continue to define media broadly. However, we plan to address this concern in part by reaching out again to a more experienced applicant pool. The number of experienced media practitioners in the Program has dropped since the early years due to the renewed strength of the media industry in Ontario (although this may change with the latest wave of corporate consolidation).   We have already adjusted our application process and launched a new communications strategy to reach these applicants.   We are also exploring the possibility of offering a limited number of part-time spots in the Program to allow media practitioners to complete the degree in two years / six semesters. The media practitioners will bring a maturity and additional media production skills to the classroom and their colleagues' projects.

Second, all incoming students will be required to have or obtain the media production skills necessary to complete their projects. Applicants will be required to identify the skills they need to strengthen in order to complete their proposed projects in their application. Incoming students may be required to take August "bootcamps" (workshops designed to bring their skills up to speed) and additional courses in the Fall term.
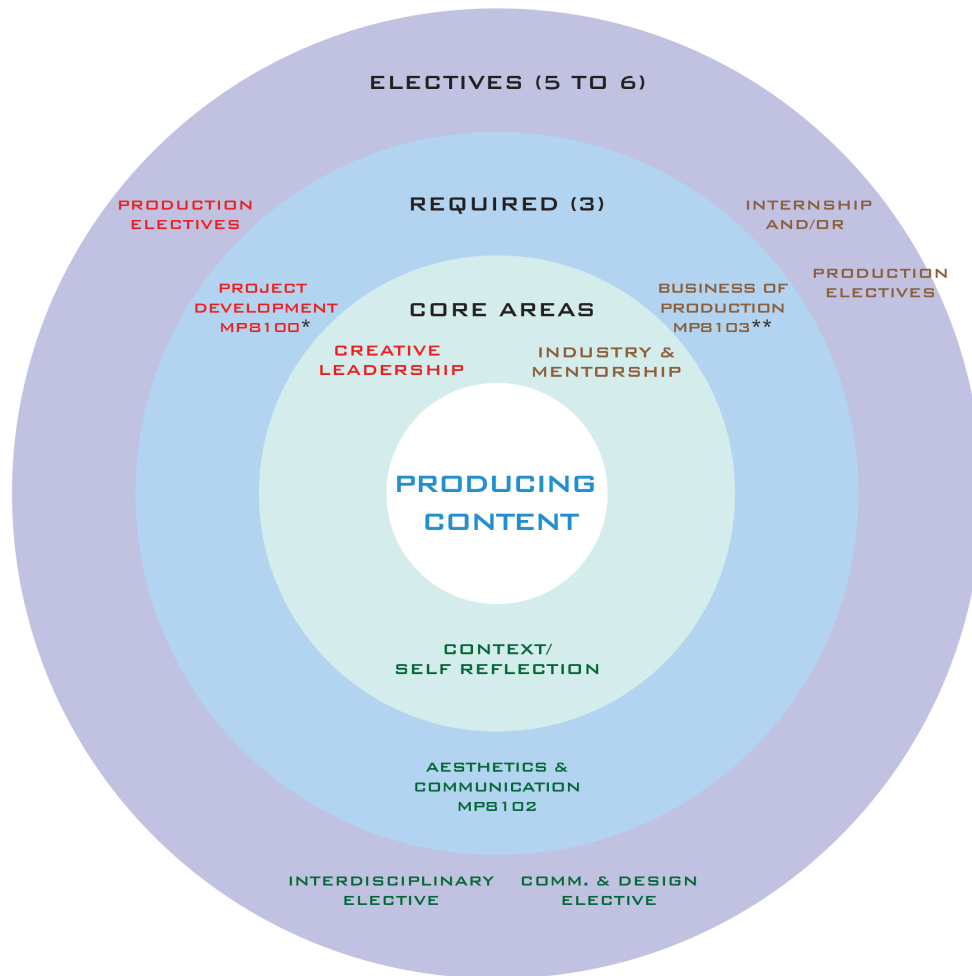
As an intense, one year, three semester Program, we must take every step necessary to enable the students to conceptualize research and physically execute their project efficiently.   Required core courses and their assignments must be scrupulously geared towards the students' projects. For this reason we are combining Research Methods with the Project Development and Production courses so that the research methods learned and the resulting assignments apply directly to the students' projects. Further, by combining these courses we open up room for students to take an additional Table 3 (RTA production oriented course) to build the skills and theories they need to complete their final project. We are also considering requiring a ninth course and exploring more opportunities for students to audit additional courses to ensure that the student can drawn on all the academic resources they need to complete their project.

Finally, within the Program we are closely reviewing how faculty Supervisors work with the students and are taking concrete steps to further improve that key relationship.

In conclusion, our proposals intend to put producing media content back at the heart of the Program. We have re-imagined the Program as having three core values for its students as seen in the chart below.

1. **Creative Leadership**. We intend to graduate future leaders in content creation. Our graduates will lead the way creatively and in terms of media industry management.

2. **Context / Self Reflection**. We reconfirm that our masters students must take the Communication and Design and Interdisciplinary electives to provide them with the theory and thought to put their work in wider and deeper contexts. We plan to reexamine the available electives on an ongoing basis to ensure that the theories and topics they offer are both challenging and relevant to current content creators.

3. **Industry & Mentorship** we plan to build stronger access for our students to the media industry with more experiential learning, formal industry mentorship and an Internship elective. This addresses in large part students' desire that the program advance their career aspirations more.

MASTERS OF ARTS IN MEDIA PRODUCTION
CONCEPTUAL DIAGRAM

ELECTIVES (5 TO 6)

REQUIRED (3)

PRODUCTION
ELECTIVES

INTERNSHIP
AND/OR

PROJECT
DEVELOPMENT
MP8100*

PRODUCTION
ELECTIVES

CORE AREAS

BUSINESS OF
PRODUCTION
MP8103**

CREATIVE
LEADERSHIP

INDUSTRY &
MENTORSHIP

**PRODUCING
CONTENT**

CONTEXT/
SELF REFLECTION

AESTHETICS &
COMMUNICATION
MP8102

INTERDISCIPLINARY
ELECTIVE

COMM. & DESIGN
ELECTIVE

* INCLUDES QUALITATIVE
RESEARCH METHODS

** INCLUDES QUANTITATIVE
RESEARCH METHODS

RYERSON UNIVERSITY
SENATE POLICY

ACADEMIC INTEGRITY

Policy Number:	60
Approval Date:	June 2, 2015
Original Approval Dates:	March 4, 2003 (Amended October 2003, January 2004, April 2006, April 1, 2008, June 4, 2013)
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Policy Review Date:	2018
Responsible Office:	Provost and Vice President Academic

RYERSON SENATE POLICY 60:   ACADEMIC INTEGRITY

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RYERSON SENATE POLICY 60:   ACADEMIC INTEGRITY

GLOSSARY OF TERMS

AGPC	Academic Governance and Policy Committee
AIC	Academic Integrity Council
AIO	Academic Integrity Office
ARUCC	Association of Registrars of Universities and Colleges of Canada
CE	The G. Raymond Chang School of Continuing Education
CESAR	Continuing Education Students' Association of Ryerson
DDM	Designated Decision Maker
DDMC	Designated Decision Makers' Council
HRS	Human Rights Services
DN	Disciplinary Notation
DS	Disciplinary Suspension
DW	Disciplinary Withdrawal
FAI	Fundamentals of Academic Integrity
FD	Facilitated Discussion
GA	Graduate Assistant
GAAC	Graduate Admissions Appeals Committee
GPD	Graduate Program Director
NFD	Non-Facilitated Discussion
OVPRI	Office of the Vice President Research and Innovation
PD	Program Director
RAC	Registrar's Appeals Committee
RSU	Ryerson Students' Union
SAC	Senate Appeals Committee
TA	Teaching Assistant
VPRI	Vice President Research and Innovation
YSGS	Yeates School of Graduate Studies

1. ACADEMIC INTEGRITY

1.1 The Purpose of the Academic Integrity Policy

The purpose of this policy is to guide the Ryerson community in understanding i) what academic integrity and misconduct are for students; ii) the processes the University will follow when there is a suspicion of student academic misconduct; and iii) the academic penalties and other consequences that may be imposed if students are found to have engaged in academic misconduct.

1.2 Scope

This policy applies to all current and former Ryerson students (undergraduate, graduate, and continuing education) and applies to all academic activities, whether on or off campus, whether within or outside of a course. Research misconduct not associated in any way with academic advantage or benefit at Ryerson University is to be dealt with under Policy 118 (see Section 2.7).

1.3 Fundamental Values of Academic Integrity

This policy is premised on the commitment of Ryerson University (the "University") to foster and uphold the highest standards of *academic integrity,* the fundamental values of which are *honesty, trust, fairness, respect, responsibility, courage[1], as well as trustworthiness*. These values are central to the development and sharing of knowledge. All members of the Ryerson community, including faculty, students, graduate assistants and staff, have a responsibility to adhere to and uphold them in their teaching, learning, evaluation, scholarly research and creative activity. This includes a responsibility to take action if they have reasonable grounds for thinking that academic misconduct has occurred.

1.4 Educational Emphasis

One of the central values motivating this policy is that of education. Ryerson University recognizes it has a role in fostering academic integrity by providing students and faculty with information and learning opportunities about the nature and importance of academic integrity. Those involved in applying this policy are to keep this emphasis in mind at all stages of the processes described in this policy and the accompanying Procedures.

1.5 Fair Process

The University recognizes that it is a serious matter for students to be involved in an academic misconduct investigation and is therefore committed to handling these matters in a respectful, timely and thoughtful manner. The University will apply the policy in a non-adversarial, investigative manner that is consistent with the principles of natural justice, including the right to be heard and the right to a timely and fair decision based on the merits of each individual case. Within the decision-making processes associated with the implementation of this policy, as well as any related Procedures, all decision makers will make reasonable efforts to acquire all the information needed to make a fair decision, and will do so in an unbiased manner. The onus is on the University to establish that misconduct has occurred. The standard of proof is the balance of probabilities. This means that, for a finding of misconduct to be supported, based on the information presented, it is more likely than not that the student committed academic misconduct.

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[1] *International Centre for Academic Integrity (2013)*

1.6 Awareness of Academic Integrity

All members of the Ryerson community have a responsibility to inform themselves about academic integrity and misconduct, including the contents of this policy. Anyone with concerns or questions about academic integrity should feel free to consult with the Academic Integrity Office (AIO) or, in the case of students unsure about a particular matter, the appropriate instructor or academic supervisor. The AIO provides educational material and information about this policy for the use of faculty, staff and students.

1.7 Academic Integrity and Graduate Education

In graduate education it is essential that an environment exist where faculty and students have the utmost regard for academic integrity. Graduate students often engage in research with a large degree of independence. Therefore, they are expected to and must pursue their academic and research activities in a manner that is consistent with the highest standards of ethical and scholarly practice.

1.8 Academic Misconduct and Professional Codes of Ethics/Conduct

In some programs, students may be required to abide by the standards of a professional code of ethics or code of conduct as a condition of successful completion of a practicum or field placement. Where such professional codes substantively differ from or impose requirements at variance with this policy, violations of such codes are not to be pursued under this policy.

1.9 Procedures

Procedures related to this policy shall be established by the Office of the Provost and Vice President Academic in consultation with the Academic Integrity Office, the Designated Decision Makers' Council (DDMC), the Academic Integrity Council (AIC), the Senate Appeals Committee (SAC), and student representatives from RSU and CESAR. These shall be published annually at the start of the academic year. Any recommendations for changes will be submitted to the Secretary of Senate no later than the end of the spring semester. Interpretation of the Procedures shall be the responsibility of the Academic Integrity Office.

1.10 Accommodation

All processes and procedures associated with this policy are to be carried out in accord with relevant law and Ryerson policy concerning the accommodation of students.

2. ACADEMIC MISCONDUCT

Any behaviour that undermines the University's ability to evaluate fairly students' academic achievements, or any behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit, counts as academic misconduct. While the following list of examples characterizes the most common instances of academic misconduct, it is not intended to be exhaustive.

2.1 Plagiarism – includes but is not limited to:
   2.1.1 claiming, submitting or presenting the words, ideas, artistry, drawings, images or data of another person, including information found on the Internet and unpublished materials, as if they are one's own, without appropriate referencing;
   2.1.2 claiming, submitting or presenting someone else's work, ideas, opinions or theories as if they are one's own, without proper referencing;
   2.1.3 claiming, submitting or presenting another person's substantial compositional contributions, assistance, edits or changes to an assignment as one's own;
   2.1.4 claiming, submitting or presenting collaborative work as if it were created solely by oneself or one's group;
   2.1.5 submitting the same work, in whole or in part, for credit in two or more courses, or in the same

course more than once, without the prior written permission of the instructor;

2.1.6. minimally paraphrasing someone else's work by changing only a few words and not citing the original source.

2.2 Cheating - includes but is not limited to:

2.2.1 having ready access to and/or using aids or devices (including wireless communication devices) not expressly allowed by the instructor during an examination, test, quiz, or other evaluation;

2.2.2 copying another person's answer(s) on a test, exam, quiz, lab report, or other work to be evaluated;

2.2.3 copying another person's answers, with or without their permission, to individually assigned projects;

2.2.4 consulting with another person or with unauthorized materials outside of an examination room during the examination period (e.g. discussing an exam or consulting materials during an emergency evacuation or when permitted to use a washroom);

2.2.5 improperly submitting an answer to a test or examination question completed, in whole or part, outside the examination room unless expressly permitted by the instructor;

2.2.6 resubmitting altered test or examination work after it has already been evaluated;

2.2.7 presenting falsified or fabricated material, including research results;

2.2.8 improperly obtaining, through deceit, theft, bribery, collusion or otherwise, access to examination paper(s) or set of questions, or other confidential information;

2.2.9 collaborating on work to be evaluated where such collaboration has been expressly forbidden by the instructor.

2.3 Misrepresentation of Personal Identity or Performance - includes but is not limited to:

2.3.1 submitting stolen or purchased assignments or research;

2.3.2 impersonating someone or having someone impersonate you in person, in writing, or electronically (both the impersonator and the individual impersonated, if aware of the impersonation, may be subject to a penalty);

2.3.3 falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts or documents);

2.3.4 withholding or altering academic information, portfolios, essays, transcripts or documents, including during the admissions process.

2.4 Submission of False Information - includes but is not limited to:

2.4.1 submitting altered, forged or falsified medical or other certificates or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the academic misconduct process;

2.4.2 submitting false academic credentials to the University;

2.4.3 altering, in any way, official documents issued by the University;

2.4.4 submitting falsified letters of reference.

2.5 Contributing to Academic Misconduct - includes but is not limited to:

2.5.1 offering, giving, sharing or selling essays, questions and/or answers to tests or exams, quizzes or other assignments unless authorized to do so;

2.5.2 allowing work to be copied during an examination, test or for other assignments.

2.6 Damaging, Tampering or Interfering with the Scholarly Environment - includes but is not limited to:

2.6.1 obstructing and/or disturbing the academic activities of others;

2.6.2 altering the academic work of others in order to gain academic advantage;

2.6.3 tampering with experiments or laboratory assignments;

2.6.4 altering or destroying artistic or creative works such as drawings or films;

2.6.5 removing, altering, misusing or destroying University property to obstruct the work of others;

2.6.6 unauthorized access to, stealing, or tampering with any course-related material;

2.6.7 unauthorized access to, or tampering with, library materials, including hiding them in a place where they will not readily be found by other members of the Ryerson community.

2.7 Applicability to Research-Related Activities

For purposes of this policy, "supervised research" is treated as a separate category to accord with the *Tri-Agency Framework: Responsible Conduct of Research,* and normally includes academic milestones such as Comprehensive Examinations, Major Research Papers, Research or Thesis Proposals, Theses and Dissertations, as well as the research and associated writing carried out towards any of these at either the undergraduate or graduate level. (See Section 3.4.2 regarding the process to be followed in addressing suspicions of misconduct in these areas.) Suspicions of research misconduct that may have occurred under the auspices of Ryerson University, but are in no way directed towards academic advantage or benefit, are to be addressed under Policy 118 (Scholarly, Research and Creative Activity (SRC) Integrity) rather than Policy 60.

2.8 Unauthorized Use of Intellectual Property

Use of the intellectual property of others for distribution, sale or profit without the authorization of the owner of that material. This includes slides and presentation materials used in a class wherever the owner of those materials has not authorized further use.

2.9 Misconduct in Re-graded/Re-submitted Work

All of the provisions of this policy will apply to work that is re-assessed (See *Undergraduate Academic Consideration and Appeals Policy 134, and Graduate Student Academic Appeals Policy 152.)*

2.10 Violations of Specific Departmental or Course Requirements

Instructors may, in order to encourage Academic Integrity, include additional specific requirements as long as these are consistent with this policy. Any additional requirements must be published in the course outline (see also Section 5.2.3).

3. INVESTIGATING A SUSPICION OF MISCONDUCT

3.1 Authority to Investigate Suspected Misconduct

The formal processes to investigate suspicions of academic misconduct may be initiated by any one of the following:

3.1.1 Ryerson employees holding an academic position at Ryerson University, which includes Designated Decision Makers (DDMs, see below)

3.1.2 course instructors employed by Ryerson University

3.1.3 the Registrar (or designate).

All others, including but not limited to, students, graduate assistants, other staff, associate members of the Yeates School of Graduate Studies and external examiners, who become aware of possible misconduct should report the basis for their concern to an appropriate eligible person as listed above.

3.2. Dealing with Allegations of Discrimination or Harassment

If there are concerns or allegations of prejudice, discrimination or harassment related to a suspicion that a student has engaged in academic misconduct, the student must consult with Human Rights Services (HRS). RS Discrimination and Harassment Prevention Office (DHPO). Normally, any such allegations should be dealt with before a Facilitated or Non-Facilitated Discussion (FD/NFD) occurs.

3.3 Verification

The University or any of its agents persons eligible under Section 3.1 may verify documents submitted under this policy and its Procedures at any stage of the proceedings. Any evidence involving personal information relating to individuals other than the student who is the subject of the investigation or proceeding, must be accompanied by the consent of those individuals authorizing the University to collect, verify or share that information.

3.4 Proceeding with an Investigation

A person eligible under n investigator/decision-maker under Section 3.1 to investigate and/or decide regarding a suspicion of academic misconduct must first make a determination as to whether or not the suspected misconduct in question is specific to course related or supervised research activities of the student. If the suspected misconduct falls under **academic misconduct in course related activities**, decision makers are to follow the process in Section 3.4.1. For **academic misconduct in supervised research activities**, the process to be followed is described in Section 3.4.2.

3.4.1 Academic misconduct in course related activities

3.4.1.1 An eligible appropriate investigator (see Section 3.1) should proceed if they suspect misconduct by a student or students, unless informing another person of the suspicion is more appropriate (e.g. the suspected misconduct took place in relation to a course or examination where another faculty member is the instructor or supervisor, etc.). This preliminary inquiry is conducted prior to contacting the student, and will be completed in such a fashion that the student's identity is protected. The purpose is to see whether there is a sufficient basis to support a reasonable belief that misconduct may have occurred. This involves collecting information regarding the suspected offence by means such as examining work submitted or checking work for originality by various means (e.g. Internet searches, text comparison, use of originality detection tools, web sites, clarifying what an invigilator may have observed or discovered, etc.). In unusual cases, or where investigators have questions or concerns regarding how to proceed, they should consult with the AIO.

3.4.1.2 A faculty member who has formed a reasonable belief that misconduct has occurred has two options or routes regarding how to proceed, and may follow only one of these options:

OPTION A: The faculty member may continue with the matter as the decision maker (in which case, skip to Section 3.4.1.5); or

OPTION B: If the faculty member does not wish or is unable to pursue the matter, they may he/she may refer the basis for the suspicion of misconduct (i.e. all the relevant information known to them) to the Academic Integrity Office (AIO) (see Procedures) and request that another decision maker be appointed. A Designated Decision Maker (DDM) will then be assigned, by the Chair of the Designated Decision Makers' Council (DDMC), in conjunction with the AIO, to pursue the matter and be the decision maker with respect to any finding regarding academic misconduct. The DDM may subsequently will contact the faculty member to ask for all information relevant to the suspicion, and may need to clarify the forwarded information. if need be. The referring faculty member will also be asked may also at this time to submit a recommendation regarding an appropriate penalty, should the DDM make a finding of academic misconduct.

3.4.1.3 NOTE: Once a faculty member refers the matter to a DDM, they have given all decision-making authority with respect to whether academic misconduct has occurred to the DDM. The referring faculty member may not appeal either the decision of the DDM or any penalty or consequences assigned or recommended. The referring faculty member may, however, still be called as a witness in the event of an appeal.

3.4.1.4 In cases where a DDM has decided not to proceed with formally registering a suspicion and further information relevant to the matter later becomes known, the faculty member can forward this to the AIO. A DDM will be assigned (the same or other) to re-assess the matter and proceed if they decide proceeding is warranted.

3.4.1.5 Once the faculty member or DDM decides to proceed, they will then arrange to have either a Facilitated Discussion (FD) or Non-Facilitated Discussion (NFD) with the student. This must be arranged through the AIO in accord with the accompanying Procedures. Students must be notified of a suspicion of academic misconduct in a confidential and timely manner. The student has the right to an FD if they prefer that option to an NFD. Students will receive all notifications via their Ryerson email address in accordance with the Procedures accompanying this policy.

3.4.1.6 The notification of a suspicion to the student must include a detailed summary of the basis for the suspicion to enable the student to prepare for the FD/NFD.

3.4.1.7 The purpose of the FD/NFD is to inquire into the basis of the suspicion(s), and to give the student an opportunity to answer questions and to articulate their perspective on the facts. The meeting is not to be accusatory in nature, but investigative and non-adversarial. Students may bring, or be asked to bring, rough notes, drafts or other documents. Students are entitled to have an advocate from the RSU or CESAR accompany them to either type of discussion. The advocate may raise questions of the decision maker and speak during the FD/NFD, but students are expected to speak for themselves with respect to matters of fact. A support person may be present but may not participate in an FD/NFD. They remain silent and do not sit at the table or take notes. They may confer with the student or the respondent only outside the FD/NFD ~~The student may be accompanied by a support person and/or an RSUCESAR student's advocate. Students are, however, expected to speak on their own behalf whenever reasonably possible.~~ (See Procedures).

3.4.1.8 If a student fails to attend an FD/NFD and fails to notify the AIO in a timely way to re-schedule, the decision maker may proceed without the student's input. If a faculty member/DDM fails to attend the FD/NFD, and fails to notify the AIO in a timely way, the matter shall be dismissed and a "no finding of misconduct" registered through the AIO.

3.4.1.9 After the FD/NFD, the faculty member or DDM will decide, based on the information available and applying a "balance of probabilities" standard of proof, whether academic misconduct has occurred. If it is found that misconduct has occurred, prior to assigning any penalty or consequences the faculty member or DDM may wish to consult with the AIO regarding the general practice regarding penalty for similar violations.

3.4.1.10 Normally, once a finding has been made that the suspicion is not supported and misconduct has not occurred, no further proceedings related to the suspicion as set out in notice to the student may be initiated. Any work in question will be assessed/re-assessed/re-graded in accord with the processes outlined in Policy 134. ~~submitted for assessment/re-assessment/re-grading in accordance with the accompanying Procedures.~~Notwithstanding the above, in exceptional cases further information that becomes known may be so serious as to require review. All such

information shall be forwarded to the AIO. The Chair of the DDMC (or designate) will jointly review the new information with the AIO to decide whether it warrants re-opening proceedings.

3.4.1.11 If a final grade for the course must be submitted while a suspicion of misconduct is under investigation, the instructor will assign a grade of DEF. ~~if it hasn't already been placed on the record by the Registrar's Office.~~ Once the matter is resolved, a final grade must be assigned by the instructor (or designate) as soon as reasonably possible.

3.4.1.12 If evidence of misconduct is discovered more than 20 business days after a final grade in a course has been assigned, the instructor may forward that evidence to the AIO requesting permission to proceed with an investigation. The Chair of the DDMC (or designate) will decide whether formally proceeding is warranted given the circumstances, including the basis for the suspicion, the amount of time that has passed, and nature of the alleged violation. The Chair of the DDMC (or designate) will notify the instructor of the decision in a timely manner.

3.4.2 Academic misconduct in supervised research activities

3.4.2.1 The following process applies to all allegations or suspicions of misconduct in academic work done towards the completion of supervised research, which normally includes academic "milestones" such as Comprehensive Examinations, Major Research Papers, Research or Thesis Proposals, Theses and Dissertations, as well as the research and associated writing carried out towards any of these at the undergraduate or graduate level. Normally, papers and assignments produced in relation to undergraduate or graduate courses are covered by the process in Section 3.4.1.

3.4.2.2 Before registering a suspicion of misconduct involving the supervised research activities of a student, an eligible person ~~investigator~~ under Section 3.1 must consult with the relevant Program Director (PD) or designate, who will determine who should act as the investigator/decision maker.

3.4.2.3 In cases where the person (or persons) raising the suspicion is ~~an~~ eligible ~~decision maker~~ under Section 3.1 (and in a case involving a graduate student, is also a member of the Yeates School of Graduate Studies) they may continue as the decision maker provided the PD is in agreement. The PD or their faculty designate may act as a co-respondent.

3.4.2.4 In cases where the person (or persons) under Section 3.1 raising the suspicion does not wish to proceed, or is in a conflict of interest, or is not ~~an~~ eligible ~~decision maker~~ under Section 3.1, the PD may choose to pursue the case themselves (with or without a co-respondent), or to assign a faculty designate. If there is disagreement between the Program Director and the person raising the suspicion regarding how to proceed, the matter will be referred to the relevant Dean (i.e. the Dean of the student's Faculty for undergraduates, or the Dean of YSGS in the case of a graduate student). The Dean shall, in consultation with the AIO, decide who shall be the decision maker(s).

3.4.2.5 This decision maker will investigate the basis of the suspicion. Prior to requesting a Facilitated or Non-Facilitated Discussion (FD/NFD) and, therefore, prior to contacting the student, the decision maker may ask one or more faculty members with subject matter expertise to review the evidence in order to clarify the import of the evidence and identify areas where further evidence or clarification should be sought. This must be done making all reasonable efforts to protect confidentiality, including the identity of the student(s) in question. The decision maker must also determine whether the student receives tri-agency funding in support of their supervised research activities

3.4.2.6 If the decision maker(s) determines there is reasonable belief that misconduct has occurred, they must formally register a suspicion with the AIO and an FD/NFD must be scheduled as per Section 3.1.4.5.

3.4.2.7 In recognition of the severity of the potential impact of even a formal suspicion upon students at the graduate level, there is no option of a Non-Facilitated Discussion (NFD) with these students.

3.4.2.8 In all cases of suspected research misconduct, the Vice President Research and Innovation (VPRI) must be notified by the AIO. In the case of graduate student misconduct, the Dean of YSGS must also be notified of the suspicion.

3.4.2.9 In the case of a student in receipt of tri-agency funding, the VPRI will assign an additional investigator, external (i.e. arms-length) to the university, who will also attend and participate in the FD as an investigator and decision maker and will sign a confidentiality agreement registered with the OVPRI.

3.4.2.10 The purpose of the FD is to inquire into the basis of the suspicions, to give the student an opportunity to answer questions, and to articulate their perspective on the facts. The meeting is not to be accusatory in nature, but investigative and non-adversarial. Students are entitled to have an advocate from the RSU or CESAR accompany them to either type of discussion. The advocate may raise questions of the decision maker and speak during the FD/NFD, but students are expected to speak for themselves with respect to matters of fact. A support person may be present but may not participate in an FD/NFD. They remain silent and do not sit at the table or take notes. They may confer with the student or the respondent only outside the FD/NFD.

3.4.2.11 If a student fails to attend an FD/NFD and fails to notify the AIO in a timely way to re-schedule, the decision maker may proceed without the student's input. If a faculty member/DDM fails to attend the FD/NFD, and fails to notify the AIO in a timely way, the matter shall be dismissed and a "no finding of misconduct" registered through the AIO.

3.4.2.12 If the initial investigation has not established whether a breach has occurred or additional issues are identified at this stage, more than one FD/NFD may be required.

3.4.2.13 After the FD/NFD, the decision maker(s) will decide whether there are sufficient grounds for a finding of academic misconduct. They will then also assign and/or recommend penalties (see Section 5) for breaches of this policy. and will communicate the finding and penalties assigned/recommended in the prescribed manner to the AIO.

3.4.2.14 This entire process should be conducted in a timely manner (as per)and concluded, if at all possible, as per Policy 118, within six months. If circumstances warrant and appropriate justification is provided, this timeline may be extended.

3.5 Communicating the Decision

3.5.1 Once a decision has been made, the faculty member or DDM will notify the AIO (see Procedures). via the methods outlined in the Procedures of the finding, and any penalties, consequences or educational remedies assigned.

3.5.2 The student will receive, via the AIO, a decision letter outlining whether or not there has been a finding of misconduct, the reason(s) for the decision, and, when there has been a finding of

misconduct, information regarding any penalties, consequences or educational remedies assigned, as well as appeals procedures.

3.5.3 The faculty member or DDM are not to notify the student or discuss the matter with the student while the student awaits the formal decision.

3.5.4 The AIO is also responsible for ensuring that the Registrar's Office ~~Student Records~~ is notified of any finding of academic misconduct, as they must place a Disciplinary Notation~~ice~~ (DN) (see Section 5.1) on the student's academic record. For a list of all those who will be notified, see Procedures.

3.6   Enrolment Status

3.6.1 Dropping a Course**:** Students may not drop a course in which there is ~~once~~ a suspicion of academic misconduct. ~~has been registered with the AIO until the matter is resolved~~ The Registrar's Office, at the start of this process, will place a DEF on the student's academic record.

3.6.1.1 If the student drops the course before the matter is resolved, the Registrar's Office will re-enroll the student in that course and will notify the student and the AIO of the re-enrollment.

3.6.1.2 If there is no finding of academic misconduct, and the decision is sent *on or prior to* the published deadline to drop a course, the student may drop the course. See Procedures regarding how to proceed, particularly when the decision is sent less than 3 days prior to the published drop date. ~~If there is no finding of academic misconduct, the student has up to two business days from the date/time of the decision being sent to request to drop the course.~~

~~and the decision is received before the published drop deadline, the student may then drop the course if they wish to do so. If the decision is received within two days of the drop date, the student has up to 48 hours from receipt of the decision to drop the course, even if this extends beyond the drop date.~~

3.6.1.3 If there is no finding of academic misconduct and the decision is sent *after* the published deadline to drop a course has passed, but (normally) prior to the official last day of the term, the student has up to two days from the date/time of the decision being sent to request to drop the course. See Procedures regarding how to proceed with such a request. ~~3.6.1.3. If there is no finding of academic misconduct and the decision is received after the published drop date has passed, but (normally) prior to the official last day of the term, the student has up to two business days from the date/time of the decision being sent to request to drop the course. e (see Procedures).~~

3.6.1.4 If there is a finding of misconduct and the decision is sent *on or prior to* the published deadline to drop a course, and any penalty assigned is less than an "F" in the course, the student may drop the course. See Procedures regarding how to proceed, particularly when the decision is sent less than 3 days prior to the published drop date. In such a case, a Disciplinary Notation (DN) will still be placed on the student's academic record. ~~3.6.1.4. If there is a finding of misconduct prior to the published deadline to drop a course, and any penalty assigned is less than an "F" in the course, the student may drop the course in accordance with the published deadline dates." In such a case, a Disciplinary Notation ice (DN) will still be placed on the student's academic record.~~

3.6.1.5 If there is a finding of misconduct and a grade of "F" is assigned for the course, whether before or after the published drop deadline, the student may not drop the course. That grade of "F" shall remain on the student's transcript and a DN will be placed on the student's academic record.

3.6.1.6 If there is a finding of misconduct and the decision is sent after the published deadline to drop a course, and a penalty of less than an "F" is assigned, the student may normally *not request* a late course drop.

4. DECISION MAKING BODIES: TERMS OF REFERENCE

4.1 General
In acting under this policy all members of each of the decision-making bodies must ensure that they are acting in an unbiased and fair manner at all times.

4.1.1 Whenever possible, each decision-making body should be representative of all teaching Faculties (including the Yeates School of Graduate Studies). Faculty shall be appointed to a term of two years (renewable) as a member of any of decision-making body and will receive adequate training in this policy, the principles of natural justice and the accompanying Procedures. Students shall be appointed for a term of one year (renewable) and will receive adequate training in this Policy, the principles of natural justice and the accompanying Procedures.

4.1.2 Each body will convene as a whole *at least* once each academic year to discuss relevant issues that have arisen in cases, to receive ongoing in-service training, and to make any policy recommendations they may wish to make to Senate through the Academic Governance and Policy Committee (AGPC).

4.1.3 Members shall be selected via a recruitment process that aims for a high level of diversity with respect to subject expertise, social demographics and academic discipline. Members of each body are expected to exemplify commitment to fair decision-making and academic integrity.

4.1.4 Decision makers and Panel Chairs are further responsible for communicating the basis for their findings in a timely way and as clearly as possible, in accord with the educational emphasis of this policy and the accompanying Procedures.

4.2 Designated Decision Makers' Council (DDMC)
4.2.1 To ensure that there is an available, trained group of faculty Designated Decision Makers (DDMs) to pursue referred suspicions of academic misconduct, there shall be a Designated Decision Makers' Council (DDMC). A list of current DDMs shall be maintained by the AIO and forwarded annually to Senate as information.

4.2.2 Faculty members wishing to serve as DDMs may apply through the AIO.

4.2.3 There shall be a Chair of the DDMC who shall be elected by and from the DDMs, and approved by Senate for a two-year term (renewable). The Chair will work collaboratively with the Academic Integrity Office to oversee the functioning of the DDM process, including:

4.2.3.1 recruitment and training (both initial and ongoing) of DDMs;

4.2.3.2 monitoring DDM workload and appropriate assignment of cases;

4.2.3.3 identifying issues emerging from cases which need to be addressed;

4.2.3.4 reviewing cases involving a second Disciplinary Notation with respect to calling a penalty hearing regarding Progressive Discipline.

4.3 Academic Integrity Council (AIC)

4.3.1 To implement this policy, the AIO shall establish an Academic Integrity Council, comprised of faculty and student representatives from each of the Faculties. The AIC will conduct appeal and penalty hearings (see Procedures) subsequent to an initial finding of misconduct.

4.3.2 AIC panels shall consist of two (2) faculty members and one (1) student. One faculty member should, where possible, be from the Faculty in which the finding of misconduct has been made. For graduate student hearings, the student panel member shall be a graduate student and normally, for an undergraduate hearing, the student panel member shall be an undergraduate student. The AIO shall name in advance which faculty member will chair the hearing and write the decision letter.

4.3.3 Students and faculty may apply to be appointed to the AIC through the AIO.

4.3.4 The role of an AIC panel is an inquiring or inquisitorial one. That is, the primary responsibilities of an AIC panel are to ensure that any hearing is conducted in accord with this policy and Procedures, and to make all reasonable efforts to ensure that it has received all available relevant information regarding the facts of the case prior to making a finding as to whether or not misconduct has occurred in accord with this policy. (See Procedures for further details regarding AIC Hearings.)

4.4 Registrar's Appeals Committee (RAC):

The Registrar shall establish an Appeals Committee comprised of a minimum of three (3) members of the Registrar's Office for appeals outside of a course that are deemed to be the responsibility of the Registrar's Office. The Registrar will be a permanent member of this committee and will appoint a designate and/or other members as needed based on the issue. The Director of the AIO, or designate, will be present to provide advice on policy and procedure. (See Procedures).

4.5 Graduate Admissions Appeals Committee (GAAC):

The Dean of YSGS shall establish an Appeals Committee comprised of a minimum of three (3) members of the Graduate Admissions Office for appeals outside of a course that are deemed to be the responsibility of the Graduate Admissions Office. The Dean of YSGS will be a permanent member of this committee and will appoint a designate and/or other members as needed based on the issue. The Director of the AIO, or Designate, will be present to provide advice on policy and procedure. (See Procedures).

4.6 Senate Appeals Committee (SAC)

4.6.1 The Senate Appeals Committee is established by the Senate By-Law. It shall consider appeals of the decisions of the AIC, RAC, GAAC ~~Academic Integrity Council,~~ or other hearings as specified within this policy. (See the specific grounds for appeals to SAC in Section 6.1.3.)

4.6.2 Students and faculty may apply to be appointed to the SAC through the Senate Office.

4.64.3 SAC panels shall consist of two (2) faculty members and one (1) student. For graduate student hearings, the student panel member shall be a graduate student and normally, for an undergraduate hearing, the student panel member shall be an undergraduate student. The Senate Office shall decide in advance which faculty member will chair the hearing and write the decision.

4.64.4 The role of an SAC panel is an inquiring or inquisitorial one.   That is, the primary responsibilities of an SAC panel are to ensure that any appeal hearing is conducted in accord with this policy and, and to make all reasonable efforts to ensure that it has received all available relevant information regarding the facts of the case prior to making a finding regarding misconduct in accord with this policy. (See Procedures for further details regarding SAC Hearings.)

4.5 Registrar's Appeals Committee (RAC):
The Registrar shall establish an Appeals Committee comprised of a minimum of three (3) members of the Registrar's Office for appeals outside of a course that are deemed to be the responsibility of the Registrar's Office. The Registrar will be a permanent member of this committee and will appoint a designate and/or other members of the Registrar's Office as needed based on the issue. The Director of the AIO, or designate, will be present to provide advice on policy and procedure. (See Procedures).

4.6 Graduate Admissions Appeals Committee (GAAC):
The Dean of YSGS shall establish an Appeals Committee comprised of a minimum of three (3) members of the Graduate Admissions Office for appeals outside of a course that are deemed to be the responsibility of the Graduate Admissions Office. The Dean of YSGS will be a permanent member of this committee and will appoint a designate and/or other members as needed based on the issue. The Director of the AIO, or Designate, will be present to provide advice on policy and procedure. (See Procedures).

5. PENALTIES AND OTHER OUTCOMES FOR ACADEMIC MISCONDUCT

Once a decision maker has made a finding that academic misconduct has occurred the decision maker must assign an appropriate penalty and the Registrar's Office will place a Disciplinary Notationice (DN) on their academic record. In conjunction with any penalty, students may also be assigned one or more academic integrity quizzes or workshops.

5.1 Disciplinary Notice

5.1.1 Students who have been found to have committed academic misconduct will have a Disciplinary Notationice (DN) placed on their academic record. The DN will not appear on the official transcript. The assignment of a DN may not be appealed as it is a consequence of a finding of misconduct whose principal purpose is to track findings of misconduct and implement the Principle of Progressive Discipline. (See Section 5.4)

5.1.2 For undergraduate and Chang School students, a DN notation shall remain until a student graduates, at which time it shall be removed[2]. If a student does not graduate in the normal maximum time (8 years for full-time undergraduate programs, 14 years for part-time programs) they may request, via their former Chair/Director to have the DN removed from their academic record. For graduate students, the DN will normally remain on their academic record.

5.2 Penalties that may be *Assigned* by an Initial Decision Maker

5.2.1 The minimum penalty for undergraduate or continuing education students is a grade reduction on any academic work, ranging in severity up to and including a grade of "zero" (0) on the work.

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[2] Students who received a DN on their transcript under the previous policy, in the first half of their program or certificate, are now in the final year of their program, and who have no subsequent misconducts, may request, via their Chair/Director to have the DN removed from their transcript. Part-time undergraduate program students who received a DN on their transcript under the previous Policy may request the removal of the DN from their transcript one calendar year after completing the first half of their program. The removal of the DN is at the discretion of the Chair/Director and this decision may not be appealed. If the student commits subsequent academic misconduct, the DN will be reinstated.

5.2.2 The minimum penalty for misconduct with respect to work submitted in a course by a graduate student is a grade of "zero" (0) on the work.

5.2.3 A course-grade reduction greater than a grade of "zero" (0) on the work but less than an "F" in the course may be assigned. Note: This can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. on the course outline, on the assignment handout, etc.) Information explaining that such a penalty will be assigned must be included on the course outline or otherwise posted and called to the attention of students by the end of the second week of classes.

5.2.4 A grade of "F" in the course may be assigned.

5.2.5 Temporary or permanent removal from a co-op program option, placement, internship or practicum in which the student is currently enrolled may be assigned.

5.2.6 For academic misconduct outside of a course, the minimum consequencepenalty is a DN on the academic record, but an initial decision maker may *recommend* additional penalties as outlined in Section 5.3.

5.2.7 When appropriate, a decision maker may assign a "Fail" or "Unsatisfactory".

5.2.8 Other penalties may be *recommended* by an initial decision maker (see Section 5.3).

5.3 Penalties that may be *Recommended* by the or *Assigned* by the Initial Decision Maker, *Recommended or Assigned* by the AIC, or *Assigned* by the SAC. , or the AIC or SAC

5.3.1 Disciplinary Suspension (DS)

A Disciplinary Suspension is an academic standing wherein a student is removed from a program for a specified period, normally for one term to two years, after which the student will be automatically reinstated. For undergraduate or continuing education students a penalty hearing may arise due to Progressive Discipline (see Section 5.4) or due to a *recommended* penalty of suspension by an initial decision maker or Program Director (or Designate).
Note: **Graduate students cannot be assigned a DS.**

5.3.1.1 While an initial decision maker may recommend a DS, it may only be assigned by the AIC or SAC.

5.3.1.2 The length of the suspension, normally between one term and two years, is *determined* by the AIC or the SAC and may be *recommended* by the initial decision maker, DDM, or Program Director, or Chair/Director.

5.3.1.3 The DS designation shall be placed on both the academic record and official transcript, and remain there until a student graduates. In cases where a student does not graduate in the normal period during which a program is to be completed, or the student has not enrolled in a course at Ryerson University for at least five years, a written request to the Chair/Director of the program can be made to remove the DS from the transcript. If there is a subsequent finding of misconduct prior to graduation the DS will be re-instated on the transcript.

5.3.1.4 Course work taken elsewhere during the period of Disciplinary Suspension will not be credited towards GPA calculations, Academic Standing or graduation requirements within the student's program.

5.3.1.5 The DS will normally begin in the term following the one in which the misconduct which led to the DS recommendation occurred. For students in full-time programs, ~~students~~ this will normally be a fall or winter term or terms, as the spring/summer is not considered an academic term ~~for purposes of DS~~

5.3.1.6 A student who is assigned a DS is automatically reinstated into their ~~his or her~~ program, or may apply to any other program or certificate after serving the specified period of suspension and after meeting any specified conditions established by the AIC or SAC.

5.3.1.7 No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education, during the period of Disciplinary Suspension.

5.3.2 Disciplinary Withdrawal (DW)

5.3.2.1 Disciplinary Withdrawal is an academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least two years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at Ryerson after meeting any specific conditions established by the SAC.

5.3.2.2 While a DW may be recommended by an initial decision maker, or the AIC, it may only be assigned by the SAC.

5.3.2.3 A student with a previous DS who has a further finding of academic misconduct will normally have a penalty hearing regarding DW (see Section 5.4 regarding Progressive Discipline).

5.3.2.4 An initial decision maker, Program Director (or designate), or AIC may recommend that the length of the DW be longer than two years; however, the SAC will make a final decision as to how long the withdrawal period will be.

5.3.2.5 Students may not re-apply to any other Ryerson program, or take courses, including at The G. Raymond Chang School of Continuing Education, during the period of Disciplinary Withdrawal.

5.3.2.6 Coursework taken elsewhere during this period will not be credited towards GPA calculations, Academic Standing or graduation requirements within any Ryerson program.

5.3.2.7 A DW shall be permanently noted on a student's academic record and official transcript.

5.3.3 Expulsion

5.3.3.1 Expulsion is an academic standing involving permanent removal from Ryerson University. Expulsion may be assigned only by the SAC, though it may be recommended by the initial decision maker or the AIC.

5.3.3.2 A student with a previous DW who has a further finding of academic misconduct will normally have a penalty hearing regarding Expulsion (see Section 5.4).

5.3.3.3 Students who are expelled from the University shall not be allowed to register or enrol in any course, program or certificate offered by Ryerson University, including through The G. Raymond Chang School of Continuing Education.

5.3.3.4 An Expulsion is effective immediately upon the Senate Appeals Committee decision.

5.3.3.5 Expulsion shall be permanently noted on a student's academic record and official transcript.

5.3.4 Revocation of a Degree, Diploma or Certificate

5.3.4.1 Revocation of a degree, diploma or certificate may be recommended by the initial decision maker, the Program Director, Chair/Director, the relevant Dean (or designate) or the AIC.

5.3.4.2 Revocation may be assigned only by the SAC.

5.3.4.3 Revocation of a Degree, Diploma or Certificate shall be permanently noted on a student's academic record and official transcript.

5.4 Progressive Discipline and Repeated Misconduct

5.4.1 The Principle of Progressive Discipline increases the penalties/consequences assigned with repeated violations. To that end, the past record of a student will be reviewed by the AIO when a DN is placed on the student's academic record to determine if there has been a prior DN (or DS/DW) assigned.

5.4.2 In the case of undergraduate or continuing education students who receive a second DN, the Chair of the DDMC (or designate), Director of the AIO (or designate), and the relevant Program Director (or designate) will jointly decide whether a penalty hearing is warranted given the nature of the violations. In such cases, the Program Director (or designate) shall recommend a penalty, normally a Disciplinary Suspension ranging from one term to two years.

5.4.3 If the decision is that the nature of the violations leading to these two DNs does *not* merit a penalty hearing, the AIO will notify the student that any further findings of misconduct *will* result in such a hearing. A third violation will automatically result in a penalty hearing and the Program Director (or designate) shall recommend a penalty, normally a Disciplinary Suspension ranging from one term to two years.

5.4.4 Once a decision to convene a penalty hearing is made, the AIO will notify the student of the hearing, including the type and length of the penalty recommended. The AIO will notify the Registrar's Office to place a hold on the student's record until the matter is resolved.

5.4.5 With respect to graduate students, a second finding of academic misconduct in coursework, or a single finding of academic misconduct in supervised graduate research, shall automatically require a penalty hearing regarding DW or, if recommended, Expulsion (see Section 5.3).

5.5 Other Consequences

Should a decision maker or AIC/SAC panel impose other consequences and/or require that a student fulfill any conditions, the Academic Integrity Office will monitor the implementation and completion of such conditions.

5.5.1 An initial decision maker or an AIC/SAC panel may require a student who has engaged in academic misconduct to replace any damaged or destroyed materials.

5.5.2 Whether or not there is a finding of academic misconduct, a decision maker and/or panel may assign an educational requirement such as an Academic Integrity workshop or online quiz. The AIO will monitor the attendance/completion of an assigned educational requirement. remedy

5.5.3 Students in receipt of scholarships, bursaries, etc., may, where external funders require the University to report to them any cases of academic misconduct, face consequences related to funding.

5.5.4 Previously assigned grades may be adjusted.

5.5.5 A student's graduation may be delayed until all relevant academic misconduct matters have concluded.

5.5.6 The University may be required to inform outside parties whose interests may have been adversely affected by the academic misconduct.

5.5.7 In the case of forged documents, official or otherwise, the Registrar's Office or Director of Admissions will normally share the information with counterparts who are members of the Association of Registrar's of Universities and Colleges of Canada (ARUCC).

5.5.8 In cases where official documents or pertinent information is discovered after the student has been admitted to Ryerson, that were omitted by the student in the application/admission process, the student will normally be withdrawn from their program and the university on the grounds of academic misconduct regardless of their current level of study (see Procedures).

5.5.9 In some instances, criminal charges may be sought. Where warranted, students may also be charged with Non-Academic Misconduct under Policy 61.

6. APPEAL HEARINGS AND PENALTY HEARINGS

An appeal hearing is initiated by the student and is convened to hear the student's reasons why a finding of academic misconduct and/or a penalty ought to be overturned or altered. A penalty hearing is not initiated by the student, but can arise due to a recommendation of a severe penalty, or in accord with various aspects of Progressive Discipline (see Section 5.4).

6.1 Appeal Hearings

6.1.1 A student assigned the *minimum penalty* on an assignment, test, or exam *may appeal the finding of misconduct but not the penalty* to the AIC.

6.1.1.1 If the appeal is granted, the penalty will be removed and the work shall be assessed/re-assessed/re-graded (see Section 3.4.1.10).

6.1.1.2 If the appeal is denied, the student may appeal to the SAC on specific grounds (see Section 6.1.3).

6.1.2 If the penalty is an assigned grade of "F" in the course, or if there is a *recommendation* for a penalty of DS, DW, Expulsion or Revocation of degree, a student may appeal the penalty, in addition to the finding, to the Academic Integrity Council (AIC). Normally, the appeal of the penalty will be heard in conjunction with the appeal of the finding.

6.1.2.1 If the appeal of the finding is granted, the penalty will be removed and the work shall be assessed/re-assessed/re-graded (see Section 3.4.1.10).

6.1.2.2 If the appeal is denied, whether or not the penalty is revised, the student may appeal to the SAC on specific grounds (see Section 6.1.3).

6.1.3 A student may appeal the decision made by the AIC, RAC or GAAC to the Senate Appeals Committee (SAC). SAC hearings will normally deal with both the finding and penalty. The onus is on student to make a case in the submitted documents as to why the appeal should be heard based on one or more of the following four (4) grounds.

6.1.3.1 New Evidence: there is new evidence submitted with the Senate package that was not presented at the AIC, RAC or GAAC hearing and which has a reasonable possibility of affecting the decision;

6.1.3.2 Substantial Procedural Error: when it is believed there has been a substantial error in how this policy was applied, which could have affected the decision reached by the AIC, RAC or GAAC;

6.1.3.3 Evidence Not Previously Considered: evidence submitted as part of the AIC, RAC or GAAC package was not considered by the panel;

6.1.3.4 Higher penalty: if a higher penalty has been assigned by the AIC than what was recommended by the initial decision maker.

6.1.4 SAC hearings are not normally *de novo*, but an appellant may make a case in their submission as to why in a given case the hearing should be (see Procedures). The SAC panel will decide prior to the hearing whether or not the grounds for an appeal hearing have been met, and if so, whether it will be held *de novo*. The student and responding faculty member will be notified of these decisions.

6.2 Penalty Hearings

6.2.1 In cases where the recommended or assigned penalty (including in cases of Progressive Discipline) is a DS, DW, Expulsion, or Revocation of a Degree, Diploma or Certificate and a student does not wish to appeal the finding to the AIC, a penalty hearing of the AIC will still be convened. However, as only the SAC can assign penalties for DW, Expulsion or Revocation, the student has the right to waive the AIC penalty hearing and proceed to an SAC penalty hearing if they wish.

6.2.2 A penalty hearing of the AIC regarding a DW will be convened where a graduate student has, after all appeal(s) are resolved, been assigned a first DN on the basis of misconduct in supervised research activities (see Section 3.45.2), or a second DN related to academic misconduct in course-related work (see Section 3.4.15.3.1), or where a DW has been recommended regarding misconduct in their course-related work.

6.2.3 If the AIC upholds the initial finding and/or recommends a penalty of DW, Expulsion or Revocation of a Degree, Diploma or Certificate and the student does not appeal to the SAC, there will be a further penalty hearing of the SAC. If the student does appeal to the SAC, then the SAC hearing will deal with both the finding and penalty.

6.3 Enrolment During the Appeal Process

Students may remain in class and may enrol for courses while their case is under appeal. If a suspicion is registered at a time such that an appeal hearing cannot be scheduled until the next semester, students may enrol for courses and continue in their program until a final decision is rendered. A student will not, however, be able to register in a course where a pre-requisite is the course which is under appeal. If the decision results in a DS, a DW or Expulsion being imposed, the student will normally be dropped from all courses and the fees refunded. However, the AIC/SAC panel will have the discretion to determine whether

a DS or DW will come into effect at the end of the previous term or at the end of the term in which the student is currently enrolled.

6.4 Filing an Appeal

6.4.1 Appeals must normally be submitted in person (see Procedures). Only complete appeals will be accepted.

6.4.2 Students must receive advance notification of the scheduling of the appeal hearing, as well as all documentation that will be considered at the hearing, from the Academic Integrity Office (AIC hearings) or the Secretary of Senate (SAC hearing).

6.4.3 Students are required to provide a written response to the notification of hearing using the appropriate form. If the student does not submit the form, the hearing will proceed based on the available information.

6.5 Conflict of Interest and Perceptions of Bias

It is of the utmost importance that appeal and penalty hearings both be, and be perceived to be, fair.

6.5.1 No member of a hearing panel shall have had any prior involvement with the case under appeal.

6.5.2 No member of a panel which has heard a previous appeal under this policy may serve on a subsequent panel regarding another finding against the same student. No member of a panel hearing an appeal shall have been the initial decision maker in a prior case involving a suspicion of misconduct by the same student.

6.5.3 No panel members shall be selected from the student's home department. If specific subject area expertise is required, witnesses can be called.

6.5.4 Any person participating in an appeal or other hearing must disclose any potential conflict of interest, if known, no less than five (5) days before the hearing. If the perceived conflict is with a panel member, unless the conflict of interest is resolved, the panel member shall be replaced.

6.5.5 If either party raises a conflict of interest concern regarding any panel member(s) once the hearing has begun, the hearing panel will, in camera, judge the extent and validity of the conflict, and the panel Chair will make a decision as to whether the panel member may sit on the appeal. The panel member(s) that is/are challenged may offer a statement but may not take part in the panel's decision on the conflict. If the panel member is excused, the hearing may be adjourned and a new hearing scheduled, or may be held without that panel member if the student, responding faculty member(s) and remaining panel members agree.

6.6 Sequence of Hearings

6.6.1 As noted in Section 3.2, if there are concerns or allegations of prejudice, discrimination or harassment related to a suspicion or determination that a student has engaged in academic misconduct, these shall be dealt with before the issue of misconduct is heard. While the appeal or penalty hearing will not be heard until an investigation has been done by Human Rights Services (HRS)the DHPO and a decision made as per the Discrimination and Harassment Prevention Policyy, any the misconduct appeal should still be submitted to meet any deadlines.

6.6.2 If there is both an appeal of a finding or penalty *and* a pending hearing based on progressive discipline (see Section 5.4), the appeal must be heard and decided before the second hearing can take place.

6.6.3 If there is an appeal of a finding of academic misconduct which affects a grade or academic standing appeal, the misconduct appeal will be heard before the academic appeal. Once a decision has been reached on the misconduct, the appropriate School/Department/Program should be notified so that the academic appeal can proceed. (Note: The academic appeal should not proceed until changes to the academic record resulting from the misconduct hearing, if any, are made.)

6.6.4 If there is group misconduct at issue, related appeals shall normally be heard by the same panel, either individually or in a group. Students may request an opportunity to be heard separately.

6.7 Representation/Support at Hearings

6.7.1 Students at an AIC hearing may be accompanied and represented by an RSU/CESAR student advocate, but not by legal counsel. The advocate may raise questions of the decision maker and speak during the hearing, but students are expected to be present, and speak for themselves with respect to matters of fact. INSERT>>>>The advocate may speak on behalf of the student and confer with the student as necessary. The student is expected to be present and answer questions, especially with respect to matters of fact.

6.7.2 At an SAC hearing students may be accompanied and represented by an RSU/CESAR student advocate or by legal counsel (see Procedures). The advocate or legal counsel, who may speak at the Hearing on behalf of the student, and confer with the student as necessary. may raise questions of the decision maker during the hearing, but students are expected to be present, and speak for themselves with respect to matters of fact.   The student is expected to be present and answer questions, especially with respect to matters of fact. A support person may also attend, but may not participate in the Hearing.

6.7.3 At an SAC hearing, tThe University may retain legal counsel to represent the responding faculty member. Legal counsel at the Senate level who may speak on behalf of the respondent faculty member, and may confer with the respondent as necessary. The respondent is expected to be present and answer questions, especially with respect to matters of fact.

6.7.4 Students and responding faculty members may bring witnesses to an AIC or SAC hearing, but these must be declared in advance on the appeal or penalty hearing form.

6.7.5 Assistance in preparing for a hearing: Faculty may seek assistance from the Faculty Advisor whose role is to provide support and guidance to faculty on issues related to academic integrity and appeal package/hearing preparation. Students are strongly encouraged to contact the RSU/CESAR student advocate for assistance/advice regarding appeal and penalty hearing submissions.

6.7.6 In addition to the aforementioned persons, students and responding faculty members may be accompanied by an advisor/support person in an AIC, RAC, GAAC or SAC hearing. However, a support person may not participate in a hearing. They remain silent and do not sit at the table or take notes. They may confer with the student or the respondent only outside the hearing. this person may not participate in the hearing in any way. They may confer with the student or the respondent only outside of the hearing.

6.7.7 In unusual circumstances the Panel Chair, as an agent of the University, may request advice from, or the presence of, legal counsel prior to or during the hearing with respect to matters of process.

6.7.8 A member of the Academic Integrity Office or Secretary of Senate (or designate) will normally be present at the hearing for the purpose of providing advice on procedural issues and/or responding to questions concerning the student's academic record.

6.7.9 For further information about preparation for and conduct of hearings please see the accompanying Procedures.

6.8 Procedural Decisions by the Panel

6.8.1 The Panel Chair may adjourn the hearing when it is required for a fair process.

6.8.2 If either the appellant or the respondent fails to attend the hearing, and there are no extenuating circumstances, the hearing may proceed in his or her absence. Hearings will not normally be postponed if a witness, advocate or counsel fails to appear.

6.8.3 Hearings are closed to the public.

6.8.4 Hearings may not be audio or video recorded by anyone, and no minutes of the proceedings are taken. The decision letter is considered the official record of the proceedings.

6.8.5 All witnesses called by either side should be present at the start of the hearing to be introduced, and then, unless the panel decides otherwise, only while giving testimony.

6.8.6 If either party brings witnesses not listed in the appeal form or the notice of hearing, the panel must decide if those witnesses are to be heard.

6.8.7 If new documentation is presented, the panel must determine if that documentation is to be considered. If there is no objection from the other party, the documentation should normally be accepted. The hearing may be adjourned to allow the other party time to review the new documents. However, the panel may determine that the documentation is not relevant and is not to be accepted.

6.8.8 In exceptional circumstances when a member of the panel cannot attend, the hearing can still continue if both the appellant and respondent agree.

6.9 Appeal Hearing and Penalty Hearing Decisions

6.9.1 The onus is on the University to establish that misconduct has occurred and the standard of proof is the balance of probabilities. This means that, for a finding of misconduct to be supported, based on the information presented, it is more likely than not that the student committed academic misconduct. The standard of proof in all decisions shall be "a balance of probabilities."

6.9.2 The Chair of an AIC panel must forward a copy of the panel's decision to the AIO. The AIO will forward the decision to the student, the respondent, and such others as required by the accompanying Procedures. Decisions of SAC panels will be forwarded to the Senate Office. The Senate Office will then forward the decision to the student, the respondent, the Chair of any AIC panel that heard the case, and such others as required by the Procedures.

6.9.3 An AIC or SAC panel may, where it is based on new evidence presented, or is more consistent with prior decisions, assign a penalty higher than that assigned by the initial decision maker, or the penalty recommended to it.

6.9.4 The Academic Integrity Office will maintain statistics on Academic Misconduct, reporting these, in a non-identifying manner, annually to Senate.