

SENATE MEETING AGENDA

Tuesday, March 5, 2019

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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. **Committee of the Whole Discussion:**

The University Master Plan (Deborah Brown) & the Vision for Ryerson University 2030 (Ian Mishkel)

5:50 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Land Acknowledgement

"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the March 5, 2019 meeting*

4. Announcements

Pages 1-10 5 Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the January 29, 2019 meeting*

6. Matters Arising from the Minutes

7. Correspondence

8. Reports

Pages 11-17 8.1 Report of the President
8.1.1 President's Update

Pages 18-19	8.2 Communications Report 8.3 Report of the Secretary 8.3.1 Senate Elections Update: March 4-7, 2019 Online voting period for students, faculty at large and CE faculty March 11-14, 2019 Online voting period for faculty within the Faculties
Pages 20-37	8.4 Committee Reports 8.4.1 Report #W2019-2 of the Academic Standards Committee (ASC): K. MacKay
Pages 20-32	8.4.1.1 Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program – Faculty of Community Services <u>Motion:</u> <i>That Senate approve the Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program</i>
Pages 32-34	8.4.1.2. School of Nursing Post Diploma Degree Program course grading variations. <u>Motion:</u> <i>That Senate approve the School of Nursing Post Diploma Degree Program course grading variations.</i>
Pages 34-36	8.4.1.3. Department of Chemistry and Biology course grading variations. <u>Motion:</u> <i>That Senate approve the Department of Chemistry and Biology grading variations.</i>
Page 36	8.4.1.4. For information: G. Raymond Chang School of Continuing Education Certificate Revisions <ul style="list-style-type: none"> • Certificate in English Literature and Popular Culture: Course Deletions (Elective; Course Changes) • Certificate in Aging and Gerontology: Course Deletions and Additions • Advanced Certificate in Public Administration and Governance: Course Additions (Electives) • Certificate in Accounting-Finance: Course Deletion (Elective)

- Certificate in Computer Programming Applications: Course Additions (Electives)
- Certificate in Graphic Communications: Course Additions (Electives)
- Certificate in Mental Health and Addictions: Course Addition (Elective)
- Certificate in Publishing: Course Addition (Elective)
- CINT 917 Community Development: Course Title and Description Change
- CINT 920 Community Collaborations: Course Description Change

Pages 38-48 8.4.2 Report #W2019-2 of the Academic Governance and Policy Committee (AGPC): M. Benaroch

Pages 39-48 8.4.2.1 Senate Bylaws #2
Motion: *That Senate approve Senate Bylaws #2 and revoke article #9 of the Senate Bylaw approved by Senate March 3, 2015.*

Amendment to Motion received: [See page 48.](#)

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

13. Adjournment

SENATE MINUTES OF MEETING
Tuesday, January 29, 2019

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:	STUDENTS:
L. Barnoff	R. Babin	R. Ravindran
M. Benarroch	A. Bailey	S. Sabatinos
M. Bountrogianni	D. Checkland	N. Thomlinson
D. Cramb	K. Dermody	J. Tiessen
G. Craney	M. Dionne	M. Vahabi
T. Duever	S. Dolgoy	N. Walton
C. Falzon	A. El-Rabbany	
C. Hack	M. Green	
M. Lachemi	R. Hudyma	
K. MacKay	C. Kular	
J. Mactavish	V. Magness	
I. Mishkel	D. Mason	
D. O'Neil Green	A. McWilliams	
A. Saloojee	R. Meldrum	EX-OFFICIO STUDENTS:
C. Shepstone	P. Moore	R. J. Allick
P. Sugiman	S. Rakhmayil	
S. Zolfaghari		

SENATE ASSOCIATES:

ALUMNI:

A. M. Brinsmead	
M. Zouri	

REGRETS:

ABSENT:

D. Androutsos	S. Benda
C. Antonescu	N. Chen
D. Brown	Y. Derbal
T. Burke	S. Faruqi
E. Ignagni	K. Kumar
S. Liss	J. Makuch
J. McMillen	J. Marriott
C. Tam	A. Miransky
D. Taras	A. Rahunathan
M. Tiessen	P. Shannon
A. Yazdani	A. Sharma

5:00 p.m. Committee of the Whole Discussion:

Topic: The Next Academic Plan

5:50 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Land Acknowledgement

"Toronto is in the 'Dish with One Spoon Territory'. The Dish with One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the January 29, 2019 meeting*

R. Ravindran moved; A. McWilliams seconded.

Motion approved

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the December 4, 2018 meeting*

D. Checkland moved; F. Khan seconded

Senators highlighted some statements in the minutes that required clarification, as well as some typographical errors. The President proposed that the Secretary refer to the recording to get the exact wording, and asked members to vote on the motion in the understanding that the minutes will be corrected as indicated.

Motion approved

6. Matters Arising from the Minutes

Motion: *That Senate approve the minutes of the November 6, 2018 meeting*

A. McWilliams moved; N. Walton seconded.

- A Faculty Senator noted that comments regarding the Urban Health PhD program were not included.
- President Lachemi asked that Secretary of Senate refer to minutes for those comments and add them accordingly.

Motion approved

7. Correspondence - None
8. Reports
 - 8.1 Report of the President
 - 8.1.1 President's Update

The President reported that:

- 1) There has been news from the Ontario provincial government regarding reduction of fees by 10% by September 2019 and freeze on tuition fees for 2021 for all Ontario universities and colleges.
- 2) There will be changes to how ancillary fees are characterized and charged to students. The President will update members when more information is received from the government as to what will be mandatory and what will be optional.
- 3) There will be changes to OSAP and Ontario student loans. These changes will be reported to Senate as they are announced and finalized.
- 4) The 10% reduction in tuition will result, for Ryerson, in a 5% reduction in total operating budget, not 2% as the Minister stated. This reduction changes from university to university, dependent on the number of international students. The Minister is likely taking a specific university as an example and extrapolating to other institutions. It will be a challenge to deliver the highest quality of learning environment to students given these circumstances. There was no consultation with Ryerson prior to announcement of cuts. There will be an assessment of the full impact this will have on the university. Ryerson has begun budget planning for the next fiscal year, as led by the Provost.
- 5) Ryerson takes the recent allegations in the student press regarding financial mismanagement in the Ryerson Student Union (RSU) very seriously. The RSU is a separate entity and they have their own board of directors. However, given the seriousness of these allegations, the President has written to the RSU executive asking to meet and discuss this matter. The meeting is scheduled to occur tomorrow (30th January, 2019) and there will also be a meeting with the full board later in the evening.
- 6) On consultations regarding the Freedom of Expression statement, the Provost has been active in reaching out to Ryerson faculty.

The Provost reported that:

- Consultations regarding budget are about to commence and that he hopes to continue to see active engagement as the process proceeds.
- Consultations about the Freedom of Expression statement has been launched with faculty and students. The President has also held a couple of meetings with Senators.

- As the government asked that the university have a statement in place by January 1, 2019, the current statement, plus a group of existing policies, and the existing 2010 Statement on Freedom of Expression have been uploaded to the webpage named 'Freedom of Expression Policies at Ryerson University'. The policies included are concerned with academic and non-academic misconduct, room booking, harassment and other related topics. Commencing on January 11, he has met with all faculties except for the Faculty of Arts and TRSM, and will be consulting with them in the upcoming two weeks.
- Themes that have arisen in these conversations are concerned with clarity, uncertainty as to what constitutes hate speech, what falls under the policy and what doesn't, autonomy of the University vis-à-vis the government, safety concerns for people who feel they need to be protected, and responsibility to cover the cost of these events. Consultations with student groups will be led by Ian Crookshank throughout February. In the meantime, the government is reviewing Ryerson's Freedom of Expression statement and related policies.
- In response to a question as to whether a new committee will be formed to create a new statement that would come back to Senate, the Provost indicated that it would depend on what the response from the government is and what the conclusion of the process at Ryerson is. Once all feedback has been received, there will then be better opportunity to assess the statement and to see whether a committee needs to make revisions.
- In response to a question as to whether student Senators will be contacted to lead one of these consultations, the Provost advised that the intention is to meet with as many student groups as possible to help lead the consultations, and that if Student Senators are not contacted, they should let him know so the Vice-Provost, Students Office can connect.

7) The President further reported - following a discussion at Senate in December, he has written to the Chamber of Commerce (OCC) to request that they not use Ryerson's name without consulting the University. The President of OCC responded that he will reach out to Ryerson before adding our name to announcements. In terms of membership, Ryerson is a member, but at a low tier. In the past, some very successful work has been achieved with the benefit of the OCC.

8) On the activity of the Ryerson RAMS men's hockey team [with video presentation], who just hosted their First Annual Kids Hockey Day in December at Regent Park, it was reported that there were sixteen RAMS players engaging with approximately fifty children from the community. He also announced that the men's basketball is ranked #1 after defeating Carlton University's team.

Questions arising from the President's Report, and the President's responses:

Q: How does the 20,000 sq. ft. Ryerson will be occupying in the large development on the corner on Yonge and Gerrard streets compare with some existing buildings on campus?

A: The building will contain 85 floors for mixed purpose use; Ryerson will be occupying three floors; type of use has not yet been determined, but it could be a mix of classrooms and office space. The SLC is 150,000 square feet and therefore one floor of the SLC may offer comparable size.

Q: When is the building at Yonge/Gerrard expected to be completed?

A: Demolition of existing structures will commence soon. The expected timeline will likely see completion in 2023-2024.

Q: Given the impending budget cut, does Ryerson expect that any of the current faculty hiring processes that are currently underway will be terminated?

A1: Not at this point, however Ryerson is awaiting an update for the provincial budget. The Minister has expressed that grants will not be cut, however, this has yet to be verified.

A2: The Provost added that in the budget memos that were sent out to Faculties, those positions that were to be protected were mentioned and the searches underway will be protected.

Q: Will there be cuts to contract teachers within the university?

A: The core business of the university will be protected and students will not be without instructors as the objective is the delivery quality programs.

Q: Can clear instructions be provided regarding ancillary fees?

A1: It's important that we protect the engagement of students. The President referred to a recent event where different groups of students participated and discussed the importance of student engagement at Ryerson. He also mentioned the important work of *The Eyeopener* that is funded by these fees, in part. The Ryerson community will be kept informed as to what categories of fees will be protected and what will be voluntary.

A2: The Provost added that the Council of Ontario Universities were asked to prepare a set of questions for the government to answer about how to implement the changes regarding ancillary fees, changes to OSAP, and student tuition. There has been a meeting set to answer questions about tuition and a meeting was just set to discuss ancillary fees which is taking place in February. Regarding OSAP, a meeting has yet to be set. Senate will be further updated moving forward.

Q: Will there be a change in how much students are charged depending on the number of courses taken?

A: Unable to provide an answer now but that will be addressed in coming consultations.

Q: When the proposal for the Law School was being created, there was a committee that provided a great deal of feedback about the process and that led to Senate agreeing to go forward with the Law School under the assumption that it was going to be self-sustaining financially and that there would be government support for it. Has this committee been consulted to see whether they still think it prudent to move forward given the financial changes that the government has imposed on the program?

A1: The Provost responded that this project will be financially sustainable. In the creation of this proposal, the university created two budgets with different tuition fees because there was never agreement from government. Currently, the university is reassessing these budgets to set tuition fees that would not draw resources from the rest of the university, yet remains hopeful that the government will decide to support the Law School before it is launched. Ryerson has also increased its fundraising efforts in an attempt to offset the government imposed budget cuts so that scholarships and offsets may still be provided to students.

A2: The President added that part of the consultation regarding next year's budget will share the full picture of how the Law School is going to be funded.

Q: Has the committee that recommended proceeding with the Law School been consulted again following changes to budget as it was originally stated that the Law School was going to be one of the less expensive law schools in the province and that it was going to address interest in different perspectives. Now that it is going to be the third most expensive law school in the province, does the committee still think that this is a defensible decision?

A: No objection to consulting the committee as many of its members are in favor of the Law School. Reiterated that the program is very enticing to donors and Ryerson has continued to reach out to potential donors which will in turn allow the program to be more affordable to future students.

Q: As the proposed cuts will directly affect low-income students by cutting OSAP grants, instead of raising funds for new programs, could Ryerson work on supporting students in need who are in existing programs?

A1: The Provost indicated that efforts are underway to identify donors, and that scholarship monies have been set aside that will not be cut.

A2: The President said he would be happy to invite the VP Advancement to a meeting regarding fundraising and will hopefully have him make a presentation soon. He then added that a retreat is being held in which the Master Plan will be discussed and perhaps these questions can be addressed as part of this discussion.

Q: Existing new faculty searches will continue, student scholarship will be safe, the new Law School project will proceed, new buildings will be built, and a way will be found to support incidental fees. Where will all the money come from to cover these expenses?

A: In the presentation regarding Ryerson's next campaign, these questions will be addressed. In regards to the Master Plan presentation, the new building is not necessarily out of the operating budget of the university.

8.2 Communications Report – as presented in the report

8.3 Report of the Secretary

8.3.1 Senate Election:

D. Bell stated that Senate elections are coming up. Elected faculty are on a two-year term and elected students are on a one-year term. The proclamation has already gone out.

February 4, 2019 – Call for nominations

March 4-7, 2019 - Online voting period for students, faculty at large and CE faculty

March 11-14, 2019 - Online voting period for faculty within the Faculties

In response to a question, the Secretary clarified that if a student Senator's term starts halfway through the academic term, it is not counted as a term for the purpose of calculating length of service.

8.4 Ombudsperson Report: N. Farrell presented her report.

https://www.ryerson.ca/senate/agenda/2019/Ombuds_Report_2017_2018.pdf

N. Farrell began with the observation that she is pleased to report on accomplishments that have been achieved at Ryerson and areas that require greater work. In particular, at this time, it is very important to utilize feedback from individuals who are working, studying, and contributing to the university. She noted that an ombudsperson is neither an apologist for the university nor an advocate for the student.

The Ombudsperson's office is to be an advocate for fairness for all those concerned. Ryerson has excellent terms of reference for ombudspersons and, as other institutions across the province implement offices for ombudspersons, they frequently consult Ryerson. N. Farrell then emphasized the importance of incorporating the principles of fairness and the principles of natural justice into all decision-making at Ryerson. She noted that ombudspersons try to prevent problems from occurring, they do individual casework, and they do systemic and system-wide analysis.

The office has been in existence for twenty-one years with over 11,000 cases handled, more than 200 investigations, and thousands of recommendations given on a regular basis. In regards to recommendations, she brings forward three.

Recommendation #1: Accommodating students with disabilities – Senate Policy 159 be reviewed as soon as possible.

Recommendation #2: Review of Academic Consideration and Appeals Policies (underway)

Recommendation #3: That staff and faculty see their role as collegial not only with one another but with students as well and advocate for student's success in all of their functions.

N. Farrell then thanked the university for its continued support of ombudsperson recommendations and gave a few examples of the specific actions Ryerson has taken to support academic accommodation and success.

General Inquiries/Comments on the Ombudspersons Report:

1) In response to a question as to whether there is a lack of knowledge regarding the appeals process and student rights, N. Farrell agreed that there is a great lack of knowledge concerning the academic appeals policy because the only time when students tend to think about it is when they seek it out because something has gone wrong. Many aspects of the appeal process can be inaccessible to students, particularly in times of crisis. It should be a topic discussed actively with students to make them more comfortable with it. For example, it could be mentioned/discussed in course syllabi.

2) A Senator thanked N. Farrell on behalf of Senate for all her work, as he acknowledged that this would be her last report as Ombudsperson. He stated that he has always enjoyed reading her report over the years because it given a longitudinal understanding of concerns being raised at Ryerson. He remarked on some interesting changes in the concerns. For example, there has been a decrease in academic appeals. He then asked if she had any comments as to the reason for the decrease in appeals or increase in other areas.

N. Farrell mentioned that the introduction of the Fresh Start program helped to reduce appeals as it allows students to be reinstated more smoothly following required to withdraw status from a program.

3) A Senator remarked that the reports have been compelling in a variety of ways in terms of seeing what people are grappling with. For example, the recommendations for students with diverse abilities and challenges would fit ideally in a discussion of what kind of values the university wants to bring up in the Academic Plan. She thanked N. Farrell for the advice she has given her and students over the years.

4) A Senator thanked N. Farrell for her contribution as Ombudsperson. He said he has learned a lot from her recommendations and mentioned the success of his inviting her to the orientation of his graduate Program. He suggested that she visit different departments so that an orientation be given to each faculty informing individuals of the resources available to them.

5) M. Lachemi reminded Senate of N. Farrell's departure from her role as Ombudsperson, and advised that those recommendations can be passed on to her replacement. He also thanked her for everything she has done at Ryerson, including contributing to the positive change here. He stated that he has enjoyed her commitment to students and fairness. He presented a bouquet of flowers to N. Farrell on behalf of Senate.

8.5 Committee Reports

8.5.1 Report #W2019-1 of the Academic Standards Committee (ASC): Vice Provost Academic K. MacKay

8.5.1.1 SOPHe Major Curriculum Modification

Motion: *That Senate approve the amendment to the SOPHe Major Curriculum Modification.*

K. MacKay moved; A. McWilliams seconded.

K. MacKay reminded Senate that it approved major curriculum modifications last November. When the committee was looking at their implementation plan they discovered some issues concerning course sequencing and spoke with both the Registrar and Academic Standards about making the corrections to the sequencing before the implementation of the modifications as shown in the agenda package.

Motion approved.

8.5.2 Report #W2019-1 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

8.5.2.1 Senate Bylaws

Motion: *That Senate approve the proposed Bylaw #1 be adopted, replacing Articles 1 through 8 of the existing Senate Bylaw as described in the Senate agenda.*

D. Checkland moved; N. Walton seconded

D. Checkland indicated that the procedures section replacing the current Bylaw's section 9 will be coming forward to the next Senate meeting in a new Bylaw #2 once it is approved by AGPC.

Motion to amend:

D. Checkland moved; N Thomlinson seconded:

That Article 2.2.1.4 be amended to read:

Indigenous faculty: There shall be one (1) indigenous faculty member elected by the Aboriginal Education Council (AEC) from all indigenous faculty using procedures developed by the AEC in consultation with the AGPC and the wider Indigenous community.

Amendment approved

In response to a question about what happens to Article 9 in the current Senate Bylaw, David Checkland indicated it is still in forced and will be replaced with Bylaw #2 in March if approved.

Motion as amended: approved

9. Old Business- None
10. New Business as Circulated- None
11. Members' Business- None
12. Consent Agenda
 - 12.1 Annual report from the Academic Integrity Office (AIO)
 - 12.2 Course Change forms from:
https://www.ryerson.ca/senate/agenda/2019/Course_Change_Forms_January_15_2019.pdf

Faculty of Arts: Politics & Public Administration
Faculty of Communication & Design: Creative Industries; Professional Communication
Faculty of Community Services: Child & Youth; Occupational & Public Health
Faculty of Science: Chemistry & Biology; Mathematics; Medical Physics
Ted Rogers School of Management: Accounting Co-op; Law and Business; Retail Management
13. Adjournment 7:31 p.m.

Ryerson University
President's Update to Senate
March 5, 2019



APPOINTMENTS

Melanie Panitch and *Kim Bailey* have been appointed to the Office of Social Innovation as, respectively, executive director and director, strategic initiatives. Both join the office from the Faculty of Community Services (FCS). There, Melanie was the John C. Eaton Chair in Social Innovation and Entrepreneurship; previously, she was founding director of Ryerson's School of Disability Studies. At FCS, Kim was director, outreach, community engagement and partnership. Together, they will devise strategy for the social innovation unit and work with the Office of the Vice-President of Research and Innovation on scholarly, research, and creative projects.

CONGRATULATIONS

The Faculty of Engineering and Architectural Science (FEAS), the *Centre for Urban Energy* (CUE), and the *Yeates School of Graduate Studies* have each won Accolades Awards from the Council for Advancement and Support of Education (CASE), District II. FEAS won gold for Student Recruitment Individual Pieces and Bronze for Publications Design: Multi-page, both for *Be Greater Than*, the Ryerson Engineering Admissions Handbook 2019. CUE won silver for its 2017 annual report, and Graduate Studies won bronze for its *2017–18 Year in Review, Catalysts for Change*—both in the Annual or Institutional Reports category. The awards will be given out at the District II Conference in Philadelphia, PA in March.

Maayan Ziv (RTA '12, M.A., MDM '15), founder and CEO of the app, AccessNow—which crowdsources and maps accessibility in 35 countries—has been named Communicator of the Year for 2018 by the International Association of Business Communicators/Toronto. The award recognizes an executive's leadership, communication skills, and contributions to the community. The judging panel called Maayan "a strong, effective leader" and "an incredible storyteller" and praised the positive impact she has made worldwide.

Argentum Electronics, a Clean Energy Zone company founded by Ryerson electrical engineering students Bolis Ibrahim (CEO) and Oleh Zhyhin (CTO), has won the 2019 biennial N100 Evolution technology startup competition. Argentum develops Power-over-Ethernet (PoE) technology, which allows devices to receive both data and power via a secure connection. The N1000 prize comes with \$250,000 in investment from Northumberland Community Futures Development Corporation, which will help Argentum prepare their Smart Power over Ethernet Controller products for manufacturing and market entry.

EVENTS

CONSULTATIONS ON BUDGET, RESEARCH, AND SENATE POLICY – In January and February, Ryerson consulted the university community about three important ongoing processes of review and renewal. First, Provost and Vice-President, Academic Michael Benarroch has been leading an open and consultative budget process for 2019–20. Three open town halls were held between February 11 and February 25, and the Ideas Campaign is currently encouraging students, staff, and faculty to contribute innovative suggestions about how best to balance the budget.

Second, with Ryerson’s Strategic Research Plan coming up for renewal, the university has established a Strategic Research Plan Development Steering Committee, chaired by Naomi Adelson, associate vice-president, research and innovation. Eight town halls—six faculty-specific and two open to all Ryerson community members—were held between January 14 and February 5, and feedback was solicited online.

Third, the Senate Policy 60: Academic Integrity, is up for review, and a Policy Review Committee (PRC) has been established, co-chaired by John Paul Foxe, director, Academic Integrity Office and Kelly MacKay, vice-provost, academic. The PRC held town halls for students, faculty, and staff to provide feedback between January 29 and February 11.

REZONING APPLICATION – The university has submitted a rezoning application for the Ryerson-owned parking lot at 202 Jarvis Street, with the aim to build a 41-storey tower on the site. Designed by Zeidler Partnership Architects (Toronto) and Henning Larsen Architects (Copenhagen), the tower is slated to comprise 30 storeys of student residence space atop an 11-storey academic base for use by the Faculty of Science, with retail at street level; the project’s plans also include a new public square to accompany the tower.

RAMS HOCKEY DONATION – Deborah Wilcock, president of Jet Ice Limited and a member of the Ryerson Athletics advisory council, has given a \$1 million donation to Ryerson Athletics in honour of her father, the late Doug Moore. Moore was nicknamed “Canada’s Ice Man” for inventing a water-purification system used by the National Hockey League, as well as amateur and community rinks, to make better ice. A large portion of the donation is earmarked for the Men’s and Women’s Hockey teams, funding scholarships, travel, coaching enhancement, and other opportunities; additionally, the donation will benefit all student athletes through mental health and wellness initiatives as well as enable the creation of co-op experiential learning positions and partnerships across the university.

PREVENTING GENDER-BASED VIOLENCE – Farrah Khan, manager of Consent Comes First, Ryerson’s Office of Sexual Violence Support and Education, is drafting a “Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions” together with CJ Rowe, director of the Sexual Violence and Support and Prevention Office at Simon Fraser University. The framework is being funded by the federal government and supervised by Maryam Monsef, minister for women and gender equality. It will be developed by an advisory committee including Dr. Jesmen Mendoza, a psychologist at Ryerson’s Centre for Student Development and Counselling, as well as Canadian college and university students and administrators, community organizations, survivor advocates, and service workers. The committee held its first meeting on January 16 in Montreal.

ARCHITECTURAL INSTALLATION – From January 19 through February 24, *Tripix*, a sculptural installation by five Ryerson architecture students, was displayed at HTO Park on Queens Quay, as part of the Toronto waterfront's second annual Ice Breakers exhibition. Together, Tatiana Estrina, Tommy Gomez, Vivian Kinuthia, Florencio IV (Vince) Tameta, and Gloria Zhou were the first student group to have their work featured in Ice Breakers; they joined design studios in Germany, Greece, and Toronto in responding to the competition's theme, *Signal Transmission*. *Tripix* resembled the Ontario trillium, with three petal-like white acrylic arches emanating from a central red column, which featured mirrored panels allowing spectators to take pictures of themselves framed by views of the city.

TANENBAUM PHOTOGRAPHY EXHIBITION – On January 23, *True to the Eyes: The Howard and Carole Tanenbaum Photography Collection* opened at the Ryerson Image Centre. The exhibition showcases 200 works from the extensive four-decade private collection held by the Tanenbaums, both philanthropists and holders of honorary doctorates from Ryerson. It spans the history of photography, ranging from the 19th century to the present day, and taking in a broad international sweep, including the work of Canadian masters such as Vincenzo Pietropaolo and Edward Burtynsky. The exhibition, which runs until April 7, was curated by Paul Roth, Gaëlle Morel, and Charlene Heath, and it is accompanied by a book produced in partnership with renowned German publishers Hirmer Verlag.

TERENCE W. GRIER GATE – On January 15, the Ryerson community celebrated the renaming of the quad's south archway as the Terence W. Grier Gate, after president emeritus, Terry Grier. Terry's name is inscribed on the archway, and a plaque below it honours his exceptional leadership from 1988 to 1995, during which time Ryerson was accorded full university status. We were honoured that Terry could be with us to celebrate, along with his wife, Ruth Grier, formerly environment minister and health minister in Ontario's provincial government.

DISABILITY AND THE ARTS – From January 24 to 26, Ryerson's School of Disability Studies, in collaboration with the British Council, Creative Users Projects, and Tangled Art + Disability, presented the second Crippling the Arts event at Harbourfront Centre. With exhibitions and performances as well as creative workshops and panel discussions, the event brought together a diverse range of Canadian and international performers and speakers who are creatively disrupting their disciplines and battling ableism—as well as colonialism and racism – within them.

TECH-WORKER GENDER GAP REPORT – On January 23, Ryerson's Brookfield Institute for Innovation and Entrepreneurship published the report *Who Are Canada's Tech Workers?*, which reveals the significant gap between women and men who work in technology in Canada. The report, written by economist Viet Vu, senior policy analyst Creig Lamb, and data science project lead Asher Zafar, was picked up by over 80 media outlets. It also details how other groups are underrepresented and underpaid, including Black, Hispanic, and Indigenous workers, and concludes that creating a more inclusive environment in the tech economy is essential “to fuel the discovery [of] new technological frontiers, to help Canada’s companies succeed, and to drive economic growth.”

DEMOCRACYXCHANGE SUMMIT – From January 25 to 27, Ryerson hosted the second DemocracyXChange Summit. A joint initiative of Ryerson's Leadership Lab and the Open Democracy Project, the summit featured an inspirational keynote address about propaganda and “toxic”

misinformation online by Maria Ressa, Filipino-American journalist and crusader for freedom of the press, one of Time's Persons of the Year 2018, who would be controversially arrested in Manila on February 15 for "cyber libel." Other speakers included members of provincial parliament, political strategists, speechwriters, activists, academics, and filmmaker Astra Taylor, who screened her new feature documentary, *What Is Democracy?*

DECOLONIZING RYERSON'S CAMPUS – Starting on January 31, at the Oakham Lounge, the office of the vice-president, Equity and Community Inclusion has been hosting the Decolonization Series of its Soup and Substance discussions. In each of the four sessions, the participants—Indigenous elders, students, faculty, and staff from Ryerson and other Ontario academic institutions—are being invited to share stories and experiences in a safe space and open atmosphere informed by the Nisga'a philosophy "in the pursuit of knowledge, therein you will find life." The series was developed by Monica McKay, director of Aboriginal Initiatives, and its goal is to build relationships and promote understanding that will help decolonize the campus.

CONVERSATION WITH THE CROWN – On February 5, Ryerson's Democracy Forum hosted Ontario's Lieutenant Governor, Elizabeth Dowdeswell, and her predecessor, David C. Onley, for a conversation about the meaning and nature of their public service. The event was the first such public discussion in which both Dowdeswell and Onley have participated, and the university community was treated to a rare opportunity to hear both heads of state reflect on their experience as non-partisan—yet sometimes controversial—custodians of Ontario's democracy. Distinguished visitor Martin Regg Cohn hosted the discussion, which ended with a spirited question-and-answer session with the audience.

FUTURE SKILLS CENTRE – On February 14, the Canadian government announced that Ryerson has been selected to partner with the Conference Board of Canada and Blueprint in leading the new Canada-wide initiative The Future Skills Centre – Centre des Compétences (FSC-CCF). The Centre is designed to ensure Canadian workers are trained and prepared for the jobs of tomorrow in a rapidly changing economy. It will build a network of partners and stakeholders across the country, linking service providers, employers, governments, community groups, academic and practitioner researchers, and millions of Canadians to enhance access to in-demand skills and training.

CENTRE FOR URBAN INNOVATION – On February 14, Minister of Finance Bill Morneau officially opened Ryerson's new Centre for Urban Innovation (CUI). Funded by a \$19.8 million investment from the federal government's Strategic Investment Fund, the CUI incorporates the original 1891 Ontario College of Pharmacy building on Gerrard Street as well as sympathetic and sustainable additions. It offers 60,000 square feet of research, incubation, and commercialization space for faculty and students working to solve critical urban infrastructure issues. Within the CUI are housed The Centre for Urban Energy, The Smart Urban Infrastructure Hub, the Urban Water Institute, the Data Analytics Lab, the Food Research Lab, and the NeXt Lab.

GAMIFYING NURSING – With funding from eCampus Ontario and input from five other academic institutions, The Chang School's Digital Education Strategies team has created EQUIPS: Educational Quality Improvement Process Simulation, a game that trains nursing students in process improvement. Professors Nancy Purdy (School of Nursing) and Patrick Neumann (Mechanical and Industrial

Engineering) co-led the project, which they developed in conjunction with educators and researchers from Queen's University, Trent University, Western University, Centennial College, and George Brown College. The game went live on February 15 and is available as open access to all.

from the President's Calendar

January 9, 2019: I attended the Economic Club of Canada's annual economic outlook meeting, at which the chief economists for Canada's six major banks offered financial forecasts for the year ahead.

January 9, 2019: I met with Karim Chelli, president of Canadian University Dubai (CUD), to discuss the progress of our partnership, which has given rise to a Faculty of Communication and Design at CUD modeled on Ryerson's own.

January 10, 2019: I spoke with Andrew Petter, president of Simon Fraser University, about our ongoing collaboration on Zone Startups India.

January 11, 2019: Along with Charles Finlay, executive director, Cybersecure Catalyst, as well as Krishan Mehta, assistant vice-president, engagement, I met with representatives from RBC including Bruce Ross, group head, technology and operations, to discuss potential partnership with Cybersecure Catalyst.

January 11, 2019: I met with Chief Justice of Ontario George Strathy to discuss the law school and Ryerson's approach to legal education.

January 14, 2019: I was pleased to give closing remarks at the President's Circle of Scholars Reception, which was attended by new and renewing Ryerson Student Scholars, their parents, and their faculties' deans.

January 15, 2019: At a ceremony in the quad, the south archway was officially renamed the Terence W. Grier Gate, after the president emeritus under whose watch Ryerson attained university status. I was honoured to give remarks to the gathering, which was attended by Terry Grier and his wife, former Ontario cabinet minister Ruth Grier.

January 16, 2019: I participated in a special teleconference of the executive heads of the Council of Ontario Universities (COU) to discuss tuition.

January 17, 2019: I delivered introductory remarks for the sixth annual Esch Day at Ryerson. We honoured the decade of support the Esch Foundation has given to the Faculty of Engineering and Architectural Science, bolstering its culture of innovation and entrepreneurship.

January 18, 2019: I attended a meeting with the executive committee of the COU.

January 18, 2019: Along with vice-president, university advancement and alumni relations Ian Mishkel and board vice-chair Tony Staffieri, I met with Edward Rogers, chairman of Rogers Communications, to discuss the ongoing partnership between Ryerson and the Rogers family and organization.

January 18, 2019: I had an introductory conversation with Isabelle Moundou, associate deputy minister of Canadian Heritage, who is Ryerson's new deputy minister university champion.

January 18, 2019: I brought greetings to the Ryerson University Alumni Association (RUAA)'s annual meeting.

January 22, 2019: Along with Michael Benarroch, provost and vice-president, academic, I gave remarks at the second annual student showcase event, which celebrates student achievement in co-curricular projects and experiential learning.

January 23, 2019: I welcomed Andrea Johnston, assistant deputy minister of Innovation, Science and Economic Development Canada and her team, as they visited the DMZ.

January 23, 2019: Along with Ian Mishkel and board chair Mitch Frazer, I met with Ron Schmeichel, chairman of JJR Private Capital, to update him on the progress of the law school.

January 23, 2019: I was pleased to bring welcoming remarks to the opening reception of the Ryerson Image Centre's winter exhibitions, including *True to the Eyes: The Howard and Carole Tanenbaum Photography Collection*, *Laura Henno: M'Tsamboro*, and *Kodak Canada: The Early Years 1899–1939*.

January 24, 2019: Along with Charles Falzon, I met with Magdy Elkady, president of Canadian International College and chair and CEO of Cairo-based engineering and marketing consultancy Canwell, regarding potential partnership with Ryerson in Egypt.

January 25, 2019: I met with David Collenette, former federal minister of Transport and current chairman of The Chartered Institute of Logistics and Transport (North America), to discuss cybersecurity in the area of transportation and logistics.

January 28, 2019: I met with Heather Munroe-Blum, former principal and vice-chancellor of McGill University and currently serving on the boards of directors of the Royal Bank of Canada and CGI Group, to discuss the current state of the post-secondary sector.

January 29, 2019: I attended a talk at Canadian Club Toronto by Rana Sarkar, consul general of Canada in San Francisco, entitled "Canada, Silicon Valley & The Bay Area: What's Next For Canada?"

January 30, 2019: Jonathan Simmons, the CFO of the Ontario Municipal Employees Retirement System (OMERS), gave me an update on Ryerson's pensions fund, which OMERS manages.

January 30, 2019: I had an introductory meeting with Fay Wu, managing director of the venture capital and private equity firm Never Fu@#ing Quit (NFQ) Ventures, who has recently joined the DMZ's advisory council.

February 1, 2019: Along with general counsel and secretary of the Board of Governors Julia Shin Doi, I met with William Robins and V. Bland Proctor, president and board chair, respectively, of Victoria College at the University of Toronto, to share information.

February 1, 2019: I had an introductory meeting with Canadian Representative to the Palestinian Authority Douglas Proudfoot.

February 4, 2019: Ian Mishkel and I met with Toronto city councillor and chair of the Economic and Community Development Committee Michael Thompson to discuss Ryerson's role in city building and the next Master Plan.

February 4, 2019: Along with Ian Mishkel and Deborah Brown, vice-president, administration and operations, I met with Mayor John Tory to discuss Ryerson's next Master Plan and its role in the city of Toronto.

February 5, 2019: At the Faculty Service Awards, I was very pleased to deliver remarks recognizing faculty members, librarians and counsellors' outstanding achievements and contributions to our university.

February 5, 2019: I delivered introductory remarks at the Ryerson Democracy Forum's event *A Conversation with the Crown*, at which Ontario's Lieutenant Governor, Elizabeth Dowdeswell, and her predecessor, David C. Onley, sat down with moderator and distinguished visitor Martin Regg Cohn to discuss the meaning and impact of their public service.

February 5, 2019: Along with Steven Liss, vice-president, research and innovation, I had a conference call with an executive team from Laval University including rector Sophie D'Amour and vice-rector, Research, Creation and Innovation Eugénie Brouillet, to discuss Laval's involvement in the Future Skills Centre.

February 7, 2019: I attended a meeting with the chairs and executive heads of the COU.

February 8, 2019: Ian Mishkel, Deborah Brown, and I met with city councillor and chair of the Toronto Accessibility Advisory Committee Kristyn Wong-Tam to discuss Ryerson's next Master Plan.

February 8, 2019: Mitch Frazer hosted a Faculty of Law roundtable for the legal community at Torys LLP, at which I, Mitch, Julia Shin Doi, Michael Benarroch, and Faculty of Law interim dean Anver Saloojee updated Toronto lawyers on our plans for the law school and solicited feedback.

February 8, 2019: I met with Cargojet CIO Anju Virmani to thank her for her considerable, ongoing support for the President's Awards to Champion Excellence (PACE).

February 8, 2019: I was privileged to co-host a multi-faith Shabbat dinner for members of the Ryerson community with Hillel Ryerson, to promote multiculturalism at the university.

February 11, 2019: I welcomed Ruby Sahota, member of Parliament for Brampton North, to the DMZ, where we discussed Ryerson's cybersecurity initiative.

February 13, 2019: Ian Mishkel, Deborah Brown, and I met with Julie Di Lorenzo, president of Diamante Urban Corporation, to update her about Ryerson's law school and our next Master Plan.

February 13, 2019: Steven Liss and I met with Sidewalk Labs' chairman and CEO Dan Doctoroff to discuss Ryerson's innovation strategy.

February 14, 2019: I was proud to host, in the company of Minister of Finance Bill Morneau and Minister of Employment, Workforce Development and Labour Patricia A. Hajdu, their announcement that Ryerson, along with Blueprint and the Conference Board of Canada, will lead the Canada-wide consortium charged by the federal government with delivering The Future Skills Centre – Centre des Compétences (FSC-CCF).

February 14, 2019: I was delighted to host researchers, staff, and students from Ryerson's new Centre for Urban Innovation (CUI) as Minister Morneau officially opened the building. The CUI houses faculty and students researching such areas as data analytics, energy, food, transportation, and water, and it offers new space for Ryerson's network of Zones.

University Relations

Monthly Metrics & Reach



UR Highlights: January 2019

Media Relations

- Ryerson's Department of Architectural Science's participation in the Ice Breakers waterfront project was featured by CTV, CP24, Metro Morning, Toronto Life and Arch Daily.
- Generated coverage in outlets across Canada including the Globe and Mail, Canadian Press, Global News and The Financial Post for Brookfield Institute's latest report, "Who are Canada's Tech Workers?"
- On-going communications planning for Future Skills funding announcement and CUI grand opening
- Women's National Basketball Championship announcement was attended by sports media including Sportsnet, Tim & Sid and CityTV.
- Ryerson faculty experts were quoted widely on various topics including the Huawei executive detention, homelessness in Toronto, the business of cannabis and the federal cabinet shuffle.

Publications

- January 2019 edition of Ryerson University Magazine featured a cover story about film grads succeeding in a tough market.
- This edition was sent to more than 120,000 alumni and stakeholders; digital edition distributed to 2,000
- Magazine stories were also posted on Ryerson's news site and distributed through Ryerson Today, Ryerson.ca and Ryerson's social media channels.
- Ryerson Today (RT) currently has 58,705 subscribers.

- January's most-read Ryerson Today issue featured the President's message on Ontario's changes to tuition and OSAP, with a 38 percent open rate. Also popular was the story about Ryerson awards with 37 percent open rate.

Marketing

- Produced more than 15 print projects including the new Ryerson at a Glance publication, a series of posters for the Nelson Mandela Walkway, sponsorship marketing materials for First Robotics, and Student Showcase event materials.
- Developed a new positioning platform for the Learning and Teaching Office.
- Analyzed and presented final results (internally) of fall Access to Higher Education campaign.
- Developed marketing plan for USPORTS national Women's Basketball championships.
- Completed photo shoots and photo-retouching for Ryerson at a Glance publication.
- More than 300 photos were downloaded from the DAM.

Website

- Comparing January 2018 to January 2019, we saw an 8.61% increase in visits to ryerson.ca.
- Mobile traffic to our website increased by 34% this January as compared to last, and now represents 35% of all visits.



Social Media

- **Instagram:** Gained 808 followers to reach a max of 20K. The most popular post in the history of our Instagram page was published this January – a video that reached 2.1K likes and had 8.9K views.
- **Facebook:** Followers increased by 589 to reach a new benchmark of 71K. Engagement increased by 589 to reach 2.3K
- **Twitter:** Followers have increased by 1.4K to reach 52K. Engagement has increased by 1.7K to reach 2.4K.
- **LinkedIn:** Followers down by 196 (platform-wide decrease in organic followers across LinkedIn); 1.6K social engagements (likes, comments, shares); our content had 378K impressions
- **Giphy:** 868K views of gifs and stickers

Digital Marketing

- Led digital campaigns for YSGS (multi-channel, managed in-house) and working with agency partners to support campaigns for MBA, TRSM (domestic undergrad recruitment), FCAD (undergrad recruitment in key U.S. markets), and Science (domestic grad recruitment).
- Planning digital campaign with agency partner to promote Ryerson Rams hosting USPORTS national Women's Basketball championships
- Planning digital campaign to support FEAS - MEIE (domestic grad recruitment).
- Completed new website for Biomedical Zone.

Awards

- Won CASE District II Accolades Awards for the Centre for Urban Energy 2017 annual report (silver) and the Yeates School of Graduate Studies *Catalysts for Change* year in review (bronze).

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #W2019-2; March 2019**

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:

- PERIODIC PROGRAM REVIEW – School of Nursing Collaborative Program and Post Diploma Degree Program, Faculty of Community Services
- SCHOOL OF NURSING – Post Diploma Degree Program Course Grading Variations
- DEPARTMENT OF CHEMISTRY AND BIOLOGY – Course Grading Variations
- *For Information:* Chang School Certificates – Revisions (December 2017)

A. PERIODIC PROGRAM REVIEW – SCHOOL OF NURSING COLLABORATIVE PROGRAM AND POST DIPLOMA DEGREE PROGRAM, FACULTY OF COMMUNITY SERVICES**FINAL ASSESSMENT REPORT (FAR)**

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Collaborative Program and Post Diploma Degree Program in Nursing**. The report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE NURSING COLLABORATIVE PROGRAM AND THE POST DIPLOMA DEGREE PROGRAM (PDDP)

The Collaborative and PDDP programs submitted a joint self-study report to the Vice Provost Academic on April 11, 2017. The self-study presented the respective program descriptions and learning outcomes, an analytical assessment of each program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all RFA faculty members in the School of Nursing and of all other RFA faculty who have recently taught core courses (required and/or elective).

Two arm's-length reviewers, one external (Veronique M. Boscart, CIHR/Schlegel Industrial Research Chair for Colleges in Seniors Care, Conestoga College/McMaster University) and one internal (Richard Meldrum, School of Occupational and Public Health, Ryerson), were appointed by the Dean of the Faculty of Community Services from a set of proposed reviewers. They reviewed the self-study documentation and then conducted site visits to Ryerson University on December 5, 2017 and January 18, 2018.

The visits included meetings with the Provost and Vice-President Academic; Vice Provost Academic; Dean, Faculty of Community Services; Director, Daphne Cockwell School of Nursing; Associate Director, Collaborative Nursing Program; Associate Director, Post Diploma Degree Program, and Collaborative Program Chairs from partner sites Centennial College and George Brown college. The PRT also met with

several members of the School of Nursing including staff, students, and faculty members. A general tour of the campus was provided, with emphasis on the Daphne Cockwell School of Nursing building, the Nursing Simulation Lab and the Library.

In their report, dated March 20, 2018, the Peer Review Team (PRT) provided feedback that describes how the Collaborative and PDDP programs meet the IQAP evaluation criteria and are consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also described the Collaborative Nursing Degree Program's and the Post-Diploma Nursing Degree Program's requirements and learning outcomes as clearly described, mapped appropriately, and in alignment with the School's statement of undergraduate Degree Level Expectations. Overall, they found the curriculum reflects the current state of nursing, with some recommendations listed to further enhance the curriculum in both programs.

The main areas of strength identified by the PRT include:

- A solid reputation;
- High entrance averages and the highest GPA admission within Ryerson University;
- Well-established relationships with partners of other organizations;
- Partner sites are highly involved in a strong collaborative;
- A well-developed Office of Simulation, Student Placement and Advising (OSSPA);
- Strong Student Affairs Office;
- Faculty and staff are perceived as very knowledgeable and approachable by students;
- Students are satisfied with the quality of learning and the program; and
- Strong academic services and resources are in place.

Strengths specific to the Collaborative Nursing Degree Program:

- Highly sought after program;
- Early integration of clinical practice;
- A 7-year accreditation (received 2013) for the units, a 5-year accreditation for the curriculum;
- Strong focus on community and primary care, and
- Course lead model for delivery consistency and quality.

Strengths specific to the Post-Diploma Nursing Degree Program:

- High number of admissions;
- Received accreditation for curriculum in 2013;
- Hybrid course offering; and
- Program is offered full- and part-time to accommodate students.

The PRT also identified opportunities for improvement. The most significant recommendation for the undergraduate program is to continue the redevelopment of the Collaborative and Post-Diploma Nursing Degree Program curricula to address emerging areas; thread course concepts through the entire curricula; balance course loads and distribution; address availability of electives and core courses; and create visibility of NCLEX competencies throughout the programs.

The PRT also noted a need to engage and optimize the program design for the Post-Diploma Nursing Degree Program; collaborate with the Office of Simulation, Student Placement and Advising to design an integrated curricula framework for innovative and complementary simulated learning opportunities; and create opportunities for Faculty collaboration with Academic Services to better support students.

The Director of the Daphne Cockwell School of Nursing submitted a response to the PRT Report on May 14, 2018. The response to both the PRT Report and the Program's Response was submitted by the Dean of Community Services on September 10, 2018.

The Academic Standards Committee completed its assessment of the School of Nursing Collaborative Program and Post Diploma Degree Program Review on January 31, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the programs continue, as well as provide a one-year follow-up report by **June 30, 2020**, as follows:

1. A report on the status of the initiatives outlined in the Developmental Plan.
2. An update on the refinement of the programs' learning outcomes.
3. The results of an updated student survey and graduate survey.
4. Updated Tables to 2016/17 for data that were not available at time of submission.
5. An updated library report.

Presented to Senate for Approval: March 5, 2019

Start date of next Periodic Program Review: **2022-23**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1. Continue the redevelopment of the Collaborative and Post-Diploma Nursing Degree Program curricula to:

1. Address emerging areas (mental health, gerontology, cultural sensitive care and prevention and management of chronic disease);
2. Thread course concepts through the entire curricula;
3. Balance course loads and distribution;
4. Address availability of electives and core courses; and
5. Create visibility of NCLEX competencies throughout the programs.

School's Response: (Collaborative Program) 1. In our ongoing curriculum redevelopment work, as recommended by CASN, we have addressed these areas. We submitted an interim response to CASN in Fall 2017 to update the association on our curriculum redevelopment progress. These changes will be evident in our upcoming curriculum modification proposal.

2. + 3. Collaborative students have identified that a 7-course workload, especially in Year One of the program, is overwhelming. At this point in our curriculum redevelopment work, a 5-course workload is proposed in Years One and Two to address this concern. This was informed by an extensive mapping of course content, learning objectives and nursing competencies. This process gave rise to the identification of the need for theoretical foundational courses (Professional Practice in Nursing [PPIN] courses) in each semester to support similar course content and allow for better integration and application of theoretical knowledge across the curriculum. In addition, we believe that these modifications, through the reduction in course workload and a better integration of knowledge, will allow for increased overall student success.

Information gained from NCLEX curriculum mapping and discussions with students showed that pathophysiology knowledge and content was not balanced across the curriculum. In the proposed curriculum modification, Professional Practice in Nursing (PPIN) courses are positioned in each semester to help ensure integration, application, and leveling of theoretical knowledge across four years of the program.

4. Given the small number of collaborative students involved in the PRT interviews, the extent of this concern is, at this point, unclear. We have identified this concern to the Chairs of the Collaborative nursing program at each of our college partner sites and have discussed the possibility of conducting an assessment. However, given that we are endeavoring to explore the full extent of this concern, no adjustment can be made to the Developmental Plan at this point in time.

5. We have an NCLEX Working Group in place at the School, tasked with the responsibility of analyzing NCLEX needs and deciding how resources should be spread over four years to support students' success on the NCLEX, as well as planning and implementing remediation support for students. This group has informed curriculum revisions underway to further support students preparing for the NCLEX. We believe that our proposed changes for the upcoming curriculum modification will help us to further support our students in their NCLEX preparation.

(PDDP): 1. We recognize a need to increase student access to course content in the area of gerontology, chronic disease management and prevention, culturally sensitive care and mental health. To date, we have redeveloped one of our program courses to increase the focus on mental health, on both chronic and acute disease and disorder management and on culturally sensitive care within the older adult population. In the PDDP curriculum redevelopment, we will be adding courses on Older Adult Health, and on Mental Health and Addictions. We will also be integrating three pathotherapeutics courses across the curriculum as part of the required core nursing courses.

One of the priorities in the curriculum redevelopment is to integrate a number of new, redeveloped science-based courses, including three pathotherapeutics courses, an epidemiology and a microbiology course, a course with a focus on mental health and addictions and a course with a focus on care of the family, with a focus on maternal and child care.

5. This year, we took a more proactive approach to ensuring that our PDDP students engaged in the individualized, predictive and responsive practice tests in preparation for the NCLEX.

Dean's Response:

1. Address emerging areas: The PRT identified mental health, gerontology, cultural sensitive care and prevention and chronic disease management as areas of weakness in the curriculum and recommended prioritization of these areas in course content. In its self-study, the School identified these areas for curriculum improvement and has made this explicit in the Developmental Plan. In the Post Diploma Program curriculum redevelopment, the School will be adding courses on Older Adult Health and on Mental Health and Addictions as well a greater focus on science-based courses in the program. The Dean's Office supports this response.

2. Thread course concepts through the entire curricula: The PRT offered a series of recommendations specific to curriculum mapping and leveling of concepts across the curriculum. The School acknowledged that curriculum redesign had thus far focused on leveling concepts of theory-practice-pathophysiology across the curriculum. In response to the PRTs recommendations, the School indicated that the revised Developmental Plan had been modified to prioritize integration, application and leveling of theoretical

knowledge across four years of the program. The Dean's Office supports these modifications to the Developmental Plan.

3. Balance course loads and distribution: The PRT identified concern that seven courses in the first semester of Year One in the Collaborative Program was very heavy. The School, in its response, noted that students determined similar concerns and indicated that the Developmental Plan includes many actions, including the reduction from seven to five courses, to respond to this concern. The Dean's Office supports these actions.

4. Address availability of electives and core courses: The PRT flagged concern that College students lack access to electives offered at Ryerson. The School has discussed this concern with their College partners and is committed to do more work to explore this concern, including conducting an assessment to determine best responses. The Dean's Office deems these actions as reasonable. If there is a way for College students to take Ryerson electives, the Dean's Office reminds the School of the new degree credit courses that are being added under the Interdisciplinary Studies program effective Fall 2019 as part of the Certificate of Aging and Gerontology. As an example, the new electives would be in line with the PRTs concern regarding "emerging areas".

5. Create visibility of NCLEX competencies throughout the programs: The PRT noted gaps in visibility of curricula mapping for NCLEX competencies across programs and recommended the strengthening and integration of NCLEX competencies across four years to better support students in preparation for the exam. The Dean's Office acknowledges all the work that the School has undertaken to increase the NCLEX pass rates. The Dean's Office finds reasonable, and supports, the School's implementation of a NCLEX Working Group that will continue to develop further plans for remediation support for students.

RECOMMENDATION 2. Engage and optimize the program design for the PDDP to:

1. Thread course concepts throughout the entire program;
2. Balance course load, availability and appropriate assessment;
3. Offer a variety of simulated and clinical learning opportunities;
4. Consider the appropriateness of a fully online offering of the program;
5. Promote appropriate and timely completion of the program; and
6. Assess if learning needs of Internationally Educated Nurses are fully addressed (English language, cultural proficiency, academic readiness, overall learning strategies).

School's Response: 1. In our curriculum redevelopment, we are threading concepts both vertically and horizontally across courses, e.g., content related to gerontology, content related to Indigenous health, history and culture. Other content foci that will be threaded throughout courses include equity, diversity and inclusion, care of vulnerable populations, ethics, leadership, communication, nursing assessment and strategies for care, risk management, patient and nurse safety. Specific content related to maternal and child health, mental health and addictions will continue to be threaded across courses as relevant and will also be included as stand-alone courses.

Currently there are two practice courses that allow students to experience more than one practice setting in their program. The second practice course that students take require more clinical hours and allow students to further integrate their skills and knowledge in an additional clinical setting. This also allows students to be exposed to two different clinical placement settings in the program, which we feel is beneficial. At this point and in curriculum redevelopment, we are not planning on merging the two practice courses into one course.

2. We aim to provide optimal flexibility in terms of course load and availability, in both the full time and part time programs. Students in our full-time program attend classes scheduled over three weekdays for four semesters over two years, and are provided with the opportunity to extend their time in the full-time program up to four years, if required. The part-time program is offered in partnership with The G. Raymond Chang School of Continuing Education in hybrid delivery format (with classes on campus) as well as a completely online format. Students can complete the part-time degree in a minimum of two and a half years and a maximum of seven years, allowing them to manage their course load as they wish at a pace that fits with the complexity of their professional and personal lives.

We will continue to provide both full-time and part-time options for completion of the program. The redeveloped curriculum will consist of 18 one-semester courses: 13 core nursing courses and 5 open electives. This may include in-class and online deliveries and courses that have a condensed delivery method. We are also examining assessment methods and their appropriateness, course load and availability of courses in the academic year.

3. We are integrating simulation into our curriculum redevelopment, through the inclusion of “open lab sessions”. The open lab sessions will provide students with the opportunity to practice and integrate their clinical skills. This can only be realized with additional human resources (lab and simulation specialists) in order to optimize these experiences. Ensuring we can optimize our new simulation and lab facilities is a priority.

We experience challenges finding placements for students across both programs (as well as our college partner sites’ Collaborative students), given our size and the demand from other university and college programs for clinical placement opportunities. Given this, we recognize the need for securing new clinical placements and maintaining strong relationships with our clinical partners on an ongoing basis. Our Central Placement Office works to ensure that existing placement opportunities are optimized and relationships sustained through collaborative problem solving and responsiveness to clinical partner requirements - and that potential new clinical placement opportunities are explored. Students may be placed in a variety of units including acute care settings, such as medical and surgical units, emergency and urgent care and dialysis units. Students also may be placed in occupational health units, and community settings such as clinics, public health units, long-term care settings, in regulatory body settings and agencies.

4. As we redevelop our curriculum, delivery formats have been discussed, based on student feedback. We will continue to seek and use feedback from students to guide decision-making re course delivery methods that best address students’ learning needs in our new curriculum.

5. We are aware of the concern regarding the mandatory research course, as students have previously identified that they find it challenging. In our redeveloped curriculum, the revised research course will explore philosophical, methodological, and analytical aspects of research, with a focus on the critical appraisal of healthcare literature. As this course is developed the faculty will also be focusing on the development of appropriate methods of evaluation, as well as best pedagogical practices.

6. We recognize the unique needs of the IEN cohort of students in the School and also acknowledge that our program has a diverse and multicultural group of students with a variety of backgrounds, who come to our program as RNs with diploma status, as RPNs and as IENs. We direct our students to a variety of resources available to students at Ryerson including but not limited to ESL resources, writing resources and other resources in the Student Success Centre.

As we continue to redevelop the curriculum, we are aiming to integrate additional content on Canadian society and health, healthcare ethics and relevant policy and legislation across the nursing courses. The integration of even more targeted content on the Canadian context of care will be beneficial to all students, and we hope will provide additional and important context for learning, for our IEN students.

Dean's Response:

1. Thread course concepts throughout the entire program: The PRT noted the work of the School in threading emerging issues throughout the curriculum and recommended that the School continue to develop learning opportunities and well-defined concepts throughout all courses in the program. As part of their curriculum redevelopment, the School is threading concepts related to Indigenous health, history and culture; EDI; and care of vulnerable populations. The FCS Dean's Office supports increased EDI related curriculum. We recommend that the School partner with the office of the Vice President Equity and Community Engagement to seek guidance on these issues. As well, we recommend the School consider applying to Ryerson's Aboriginal Education Council for funding to assist with curriculum development in relation to inclusion of Indigenous content.
2. Balance course load, availability and appropriate assessment: The PRT expressed a number of course-specific concerns related to methods of assessment, and achievement of learning outcomes. The School, in its response, indicated that while curriculum redevelopment is a key activity the goals of ensuring that course loads are balanced, courses are available as feasible, and assessments are appropriate were not explicated in the Redevelopment Plan. The School has committed to making these goals explicit in the Revised Redevelopment Plan. The Dean's Office is in support of the School's goals and of their revisions.
3. Offer a variety of simulated and clinical learning opportunities: The challenge of finding sufficient and high quality clinical placements, the limited demonstration of student remediation through simulation and the absence of clinical skill testing in simulation lab prior to entering clinical placement were concerns of the PRT. The Dean's Office supports the School's call for additional human resources and, in January 2018, unsuccessfully lobbied for these positions in our strategic reallocation budget proposal. The Dean's Office is committed to proposing these positions again in our annual budget submission in January 2019 however no guarantees can be made at this time. The School acknowledges the need to secure new clinical placements and maintain strong sustained relationships with clinical partners. The Dean's Office provides support for experiential learning opportunities and interprofessional education opportunities within FCS-affiliated schools. The Dean's Office suggests that the School contact Nadia Bello, Manager, Experiential Learning Strategy and Sanne Kaas-Mason, Academic Initiatives Coordinator to support the School's efforts.
4. Consider the appropriateness of a fully online offering of the program: The PRT raised concerns regarding the programs fully online delivery. The School's response included a detailed rationale and actions that have been taken as part of their curriculum redevelopment. The Dean's Office is satisfied with the School's response to the question of developing a fully online program.
5. Promote appropriate and timely completion of the program: The PRT raised concerns expressed by students regarding the mandatory research course. In their response, the School expressed commitment to being responsive to student concerns, including the engagement of students as co-creators in the learning experience, and to engage in course revisions with an aim to both address these concerns and ensure integrity of the course and learning outcomes for students. The Dean's Office supports this inclusive and engaging approach proposed by the School.

6. Assess if learning needs of Internationally Educated Nurses are fully addressed (English language, cultural proficiency, academic readiness, overall learning strategies): In their review, the PRT reported concern that the needs of the Internationally Educated Nurses are not adequately addressed in the program. The School, in its response, noted that the Developmental Plan includes many actions to respond to this concern. The Dean's Office supports this response by the School.

RECOMMENDATION 3. Collaborate with the Office of Simulation, Student Placement and Advising to design an integrated curricula framework for innovative and complementary simulated learning opportunities, supported by a resource infrastructure.

School's Response: (Collaborative) The Daphne Cockwell Health Sciences Complex building, set to open in 2018, will provide additional lab spaces to accommodate larger group sizes, and allow us to be competitive with other comparative nursing programs in the province who have access to highly developed and well-staffed labs and simulation spaces. However, it is necessary to hire more simulationists and lab staff in order for us to be able to both realize and optimize these new facilities. Additional staff are necessary for us to provide key simulation and lab opportunities for undergraduate students across both programs. A human resource plan/proposal has been submitted to our Dean that addresses the clear need for more resources to staff the expanded space appropriately. It also includes buffers for new programming and for dealing with the unexpected (such as outbreak contingencies, etc.).

We will continue to seek opportunities to enhance students' experience in the simulation lab, and support the use of virtual simulation in the classroom through the development of gaming-based simulations.

The Central Placement Office (CPO) is creative, responsive/flexible and effective at securing clinical placements for student across all practice courses. At this time, we are not in the position of requiring simulation as a means of replacing clinical placements. However, the reality remains that it is optimal that the two modalities (clinical placement, simulation) can function in a complementary way.

Simulation opportunities should be enhanced and increased in the curriculum irrespective of the availability of clinical placements. This is our intention with the new DCC complex - and we will continue to advocate for additional staff in order to be able to effectively use these new simulation spaces and labs optimally, for all our students.

Dean's Response: The PRT raised the issue of the need for more staff to be able to run more simulated learning experiences. FCS agrees that simulated learning is not the same as an actual clinical placement. The Dean's Office will continue to energetically lobby for additional supports and full-time positions from the University.

RECOMMENDATION 4. Expand upon the support and create opportunities for Faculty collaboration with Academic Services, including the Student Affairs Office, the library, and the Writing Centre, to promote student transitions, to support learning needs, and to encourage academic success.

School's Response: (Collaborative) We agree that a coordinated structure of support involving Academic Services is most ideal to facilitate students transitioning from our college partner sites to Ryerson. We will begin discussions with students to understand their specific needs for transitioning successfully to Ryerson. We will then invite discussions with the relevant academic services to determine a strategy for supporting students. We will also engage our student groups (Nursing Course Union and Canadian Nursing Students

Association representatives) to work with us on targeted collaborative orientation activities and initiatives to support our Year Three incoming students from the college partner sites.

(PDDP) We recognize the challenge that transitioning from a college Bridging Program to a university for our Registered Practical Nursing students face. One of our goals, this year, was to increase the level of service provided to our PDDP applicants and current students and the availability of the advising team (the Associate Director and the Student Affairs Coordinators) in addressing students' needs and questions in a timely and responsive manner.

We will continue to ensure that the Associate Director and our advising team engages in frequent outreach, including in-class visits, to encourage students to seek in-person academic advice, when it is required, throughout the program. Finally, we will continue to engage with incoming students at the colleges prior to their arrival at Ryerson through our scheduled in-person visits from the Associate Director, our academic advising team, and our admissions team, to provide information and answer questions.

Dean's Response: The PRT recommended that the students coming from College to Ryerson need additional transition support. The FCS Dean's Office acknowledges the importance of smooth transitions into our programs and provides a series of supports and services, including FCS Student Connect, FCS Academic Support and RU Positioning for Success, to enhance student engagement and success and to support learning needs and student transitions. The Dean's Office recommends that the School plan to utilize their student engagement funds to accomplish the goals that they set out in their response to the recommendations of the PRT.

ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY

In addition to the recommendations outlined in the PRT, the program identified the following additional areas of priority:

- Increased SRC output; and
- Faculty and staff relational development.
- Data management and analysis.

IMPLEMENTATION PLAN

Recommendation/Priority #1: Curriculum Redevelopment

Objective: To build a comprehensive, socially accountable and innovative curriculum that actively involves students, faculty, external partners, and community members to promote health equity and social justice. The objectives are:

- Integrate social responsiveness and social innovation as core threads throughout all programs
- Facilitate socially innovative practice placements for students
- Enhance curriculum with respect to emerging issues and learning opportunities (i.e., NCLEX, simulation, Indigenous health) in order to prepare nurses to practice in 2020 and beyond
- Conduct and enhance continuous program evaluation for both undergraduate programs, with shared- and program-specific metrics

Actions:

Collaborate with internal and external partners to design new courses and policies

- Working groups consisting of multi-site and multi-program faculty and staff continue their work
- Professional development sessions are held as required

<ul style="list-style-type: none"> • Establish relationship with Aboriginal Education Council <p>Collect and analyze data</p> <ul style="list-style-type: none"> • Identify NCLEX competency gaps with HESI aggregate data; share this information with educational partners in support of robust relationships • Employ data analyst (See priority 5) <p>Increase integration of simulation and Indigenous health, improve writing skills development and build social innovation into the curriculum (See priorities 1.a, b, c, and d)</p> <p>These four areas are priorities in their own right, but also closely interrelated to the curriculum redevelopment project – implementing these actions will be an iterative process over years</p>
Timeline: Aiming for September 2020 implementation of new curriculum
Responsibility for leading initiative: Director, DCSN; Associate Directors for Collaborative and PDDP programs; Curriculum Redevelopment Steering Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #1a: Integrate simulation into program curricula
Objective: Full integration of simulation across the Collaborative and PDDP curriculum
Actions:
<ul style="list-style-type: none"> • Develop a plan to balance the use of the lab between the two programs. • Build faculty expertise in simulation. This may include providing training opportunities and simulation professional development days, and participating in simulation workshops/conferences. Currently, there is a Collaborative Simulation Committee. Renewing the role of this committee will be a priority to support simulation integration. • Support research within the school to develop virtual gaming simulation as an evidence-informed alternative for real-life clinical experiences. For example, maternal and infant health assessment is a high demand content area, for which strategies for curriculum development is continually sought. We are currently supporting research by members of the Collaborative program to develop and integrated virtual gaming for this content into our two undergraduate nursing programs. • Develop a simulation course(s) specific to individual RPN and IEN competency requirements.
Timeline: Short term, Fall 2019
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1b: Respond to the Truth and Reconciliation Calls to Action
Objective: Incorporate Indigenous health content throughout the curriculum.
Actions:
<ul style="list-style-type: none"> • Identify existing Indigenous curricular content within course teams • Hire a tenure-stream professor with a research background in Indigenous health • Partner with Aboriginal Initiatives to development curriculum content
Timeline: Short term (1-2 years)
Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1c: Writing Skills

Objective: Improve students' critical reading and writing skills to foster their learning and academic engagement

Actions:

- Explore the inclusion of a critical writing/professional communication course into the new curriculum.
- Facilitate faculty professional development in online delivery for IENs with English language barriers, and who require an enhanced understanding of the Canadian context of care.
- Invest in writing initiatives outside of the classroom for students in both programs such, as writings workshops. These workshops may be planned and facilitated by faculty members who are currently engaged in unstructured writing mentorship with students, and who have produced publications, conference presentations and research studies, specific to critical writing development. Evidence from these writing mentorship relationships will be used to guide future writing initiatives.

Timeline: Immediate, in place

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1d: Building Social Innovation into the Curriculum

Objective: Use flexible and innovative delivery options for a socially responsive, innovative curriculum

Actions:

- Create a shared definition of curriculum innovation and determine how to integrate innovative concepts across our curriculum and be attentive to emerging opportunities and technologies.
 - In the spring of 2017, we will conduct a forum with faculty and FCS' John C. Eaton Chair in Social Innovation and Entrepreneurship.
- Explore preceptor development strategy to enhance the incorporation of social responsiveness and innovation into clinical practice.
- Explore innovative technologies with the Chang School to advance online learning and socialization of RPNs and IENs to BScN role.

Timeline: Longer term, within 3 years)

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #2: Increase SRC Output

Objective: The DCSN goal for SRC is to be a national leader in innovative research that promotes health and well-being for individuals, families and communities.

Actions:

- Create a shared vision for SRC across faculty.
 - Plan and implement visionary research day to promote dialogue about a shared vision for SRC across DCSN faculty
- Support individual programs of research through SRC infrastructure.
 - Facilitated by the office of Associate Director, SRC, develop a long-term plan to create sustainable human and material infrastructure that supports day-to-day SRC work and influences the direction of individual programs of research. This plan may include allocating departmental administrative support for literature search, grant editing, budget development, and creating linkages to

community research networks. This may also include strategies to renew the influence and contribution of our school's SRC committee.

- Build internal and external partnerships to further socially innovative initiatives
 - Support and facilitate collaborations to increase prospects for interdisciplinary grants and research studies, and provide experiential SRC opportunities for students in international universities and/or internship programs. Building partnerships and relationships inside and outside Ryerson that lead us to socially innovative initiatives is well aligned with the university' academic plan.
- Strengthen the culture of discovery among faculty and students
 - Currently, SRC achievements of our faculty and students are communicated/shared through a monthly SRC newsletter and FCS magazine. We feel it is important to comprehensively promote the SRC work of our faculty, students and collaborators, using innovative and broadly accessible means. The school will explore the development of a DCSN Online Journal that features the creative and scholarly work of faculty, students, and products of intellectual mentorships between faculty and students. This is an opportunity to expose our expertise to attract collaborators nationally and internationally

Timeline: Short term

Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs; Associate Director, Scholarly Research and Creative Activities, DCSN.

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #3: Student engagement and experience

Objective: Develop students as "full people" who have a sense of purpose about nursing, see education and learning as part of their ongoing practice, and who feel empowered to take actions.

Actions:

- Increase the support and infrastructure necessary to develop nursing champions who can think critically, broadly, creatively and make respectful connections with others in the classroom and in practice.
 - Provide ongoing development on socially responsive and innovative teaching; assess creative teaching methodologies across the programs; and create a reservoir of diverse approaches to student engagement to be shared with both part-time and full-time faculties, and to inform the curriculum design. This process will be important to help us define and integrate higher level critical skills across the new curriculum – e.g. critical thinking, problem solving, collaboration, and advocacy.
- Engage students in co-creating the learning environments they want, in classrooms and across the school.
 - Students from all years will be invited to a critical dialogue forum focused on defining their learning. Students will be asked for their input on the most engaging ways to spend their time in the classroom. This discussion will help to inform teaching methodologies across the program.
- Increase the integration of dynamic teaching elements and assignments into curriculum redevelopment.
- Support faculty-student intellectual mentorship for engagement, research and innovation.
 - Explore and formalize opportunities for pairing lower and higher level students for student mentorship and support. This could involve upper years' students supporting orientation activities, being classroom guest speakers, and providing tutoring opportunities. The school will also initiate a student mentorship focus for part-time and internationally educated nurses that is unique to their learning needs, as these student cohorts have typically been marginalized by generic approaches, designed for domestic full-time students.
 - Explore and formalize an approach that enables greater SRC collaboration and shared learning between faculty and students. This would involve intellectual mentorship outside of the classroom – e.g. co-publishing or doing research with students, providing opportunities to support students to

<p>pursue scholarly work/going to conferences. A more formalized process will help shape a learning environment that enables deeper practice/learning links. Discussions and decisions relating to defining this process will be conducted with representatives of Nursing Student Union (NSU) and the Canadian Nursing Student Association (CNSA).</p> <ul style="list-style-type: none"> • Continue engaging students via Town Hall meetings, curriculum development, school council meetings <p>Timeline: Short term</p> <p>Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs</p> <p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>
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<p>Recommendation/Priority #4: Relational Development</p> <p>Objective: Build strong and respectful relationships among faculty and staff at all levels.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Address silos between RFA, CUPE Instructors and Administrative staff • Support opportunities that encourage dialogue and interactions between faculty members e.g., retreats, lunches, birthday celebrations • Encourage research collaborations between RFA and CUPE Instructors • Support joint student and faculty recognition award ceremonies <p>Timeline: Short term</p> <p>Responsibility for leading initiative: Director, DCSN; Associate Directors, Collaborative and PDDP programs</p> <p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

<p>Recommendation/Priority #5: Data Management and Analysis</p> <p>Objective: The development of a data management infrastructure to inform program evaluation in real time to respond to changing student demographics</p> <p>Actions:</p> <ul style="list-style-type: none"> • Advocate for resources to support the creation of a full-time, permanent data analyst position whose role will be specific to data collection, storage and analysis. It will include the development of an accessible forum for data storage for both programs. Data will be used broadly for curriculum redevelopment, accreditation, periodic program review, and program evaluation opportunities. <p>Timeline: Immediate</p> <p>Responsibility for leading initiative: Director, DCSN; Administrative Officer, DCSN</p> <p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the School of Nursing Collaborative Program and Post Diploma Degree Program - Faculty of Community Services.*

B. SCHOOL OF NURSING – PDDP Course Grading Variations

1. Introduction

It is proposed that the two 'nursing practice' courses in the Post Diploma Degree Program include course grade variations, as follows:

In addition to the current standing variation of a 'C' grade or above in all nursing courses, it is proposed that each of the two nursing practice courses include grade variations as stated below:

- I. A minimum cumulative grade of C (63%) across all graded components and,
- II. A satisfactory final nursing practice evaluation (which includes satisfactory standing in all CNO standards) and,
- III. Completion of the non-graded mandatory requirements, which include school and practice setting orientation and 165 hours of direct nursing practice for each course.

C/NCL700 - The passing grade is comprised of the following:

- A cumulative grade of C (63%) in all course assignments:
 - Learning Plan (20%),
 - Critical Reflective Analysis (40%),
 - Final Evaluation (15%),
 - Presentation (25%)
- A satisfactory standing in all CNO standards in nursing practice. Indirect supervision of nursing practice occurs using a triad model. Preceptors provide feedback to the student and Faculty Advisor regarding the student's performance as outlined in the College of Nurses Standards of Practice (2002) and the course outcomes. Feedback is provided to the student throughout the term by the preceptor and Faculty Advisor, and formally at the end of term, in the written final evaluation.
- Non-graded mandatory requirements include:
 - Completion of practice hours including: school and practice setting orientation and 165 hours of direct nursing practice.

Students who do not meet any one of the above three requirements will receive an 'F' final course grade, regardless of their cumulative numerical course grade.

C/NCL800 - The passing grade is comprised of the following:

- A cumulative grade of C (63%) in all course assignments:
 - Learning Plan (20%),
 - Discourse Analysis (40%),
 - Final Evaluation (15%),
 - Presentation (25%)
- A satisfactory standing in all CNO standards in nursing practice. Indirect supervision of clinical practice occurs using a triad model. Preceptors provide feedback to the student and Faculty Advisor regarding the student's performance as outlined in the College of Nurses Standards of Practice (2002) and the course outcomes. Feedback is provided to the student throughout the term by the preceptor and Faculty Advisor, and formally at the end of term, in the written final evaluation.
- Non-graded mandatory requirements include:
 - Completion of mandatory practice hours including: school and practice setting orientation and 165 hours of direct nursing practice.

Students who do not meet any one of the above three requirements will receive an 'F' final course grade, regardless of their cumulative numerical course grade.

2. Rationale provided for grading variations in C/NCL700 and 800

Accreditation and program review by the College of Nurses of Ontario baccalaureate nursing programs requires students in C/NCL700 and C/NCL800 to demonstrate competency based on the College of Nurses Standards of Practice. Passing both the written and clinical practice component of C/NCL 700 & 800 are important.

- Practice itself is hard to quantify, therefore it is a pass/fail grade.
- Practice demonstrates the "doing" aspect of this course. Students work with preceptors/ mentors and engage in a wide range of activities. These differ from placement to placement/ work study to work study depending on the specific needs of the agency/ organization.
- There is no uniform set of activities overall, as practice is, as it should be, contextual to the setting. As result, these activities are not conducive to a quantitative grading process, but rather are reflected in a "pass or fail" designation. This designation is the result of feedback from the preceptor, Faculty advisor and student self-evaluation. To try to assign numerical grades would be inappropriate as it would be impossible to use the grading grid as an evaluative tool (both because of the more qualitative nature of practice, and because of the lack of uniformity in what students do - you would be grading apples against oranges).
- At the same time, students need to demonstrate that they are integrating and applying the theoretical concepts, through written assignments, and the facilitation of conference groups/ presentations.
- The written assignments show both the "thinking" and the application.
- The written assignments illustrate and are used to assess how students apply theoretical principles, how they think critically and theoretically about their practice, and how they articulate their knowledge, synthesis and integration of concepts and their own self-reflexivity.
- Written assignments in these courses (as in all courses) lend themselves to numerical grades, using the Ryerson grading grid.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Nursing PDDP course grading variations.*

C. DEPARTMENT OF CHEMISTRY AND BIOLOGY – Course Grading Variations**1. Introduction and Background**

The Department of Chemistry and Biology is requesting that grading variations continue in all courses with a laboratory component offered by the Department, as follows:

CHY113, CHY123, CHY142, CHY200, CHY203, CHY204, CHY211, CHY213, CHY223, CHY224, CHY307, CHY330, CHY331, CHY339, CHY 344, CHY382, CHY399, CHY422, CHY431, CHY434, CHY449, BCH261, BCH361, BLG143, BLG144, BLG151, BLG230, BLG251, BLG315, BLG316, BLG340, BLG411 and BLG888

In these courses with both lecture and laboratory components, any combination of the following criteria may be implemented, as appropriate for the course:

1. Students must pass lecture and laboratory components independently in order to pass course.
2. For courses that are listed as three or more hours of lab per week a student must complete and submit reports for at least all but two graded experimental sessions in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should

immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

3. For courses that include a laboratory component of less than 3 hours of laboratory per week a student must complete and submit reports for at least all but one graded experimental sessions in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

Moreover, the following experimental laboratory-based courses that have learning objectives related to experimental design, time management and scientific writing will have the following grading variations:

Course	Grading Variation
CHY 307	Laboratory Research Project Course. Students must complete at least all but two laboratory experiment sessions and must submit all laboratory reports and writing assignments in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.
BLG888	Students must complete at least all but two laboratory experiment sessions and must submit all laboratory reports and writing assignments in order to obtain a passing grade in the course. Students who are, or potentially will be, in violation of this condition should immediately contact the course instructor to discuss extenuating circumstances and possible academic consideration.

The Department of Chemistry and Biology offers undergraduate programs in the disciplines of Biology, Biomedical Sciences, and Chemistry. The learning goals in each of the departmental programs require that students develop professional competencies in both the theoretical skills covered in lectures and the practical skills fostered in experimental laboratories. In addition, the accreditation requirements of the Chemistry program state that the program must include at least 1000 hours of instruction time, of which a minimum of 400 hours must come from each of the lecture and laboratory components of the program.

The assessment of practical, laboratory-based learning objectives occurs both within the laboratory itself (where students are evaluated on experimental techniques, experimental design, proper data collection practices, safe working practices, etc.) and in the related laboratory reports and assignments (where students demonstrate the ability to analyze and interpret data, and the data collected by the students can be assessed for reproducibility and accuracy to a known true value). In an ideal world, all students would complete each experiment, as well as each related assignment and/or laboratory report, especially as the safe working practices and experimental skills students are expected to possess and build upon in upper year courses are skills introduced in the corresponding foundational prerequisite courses.

However, the Department of Chemistry and Biology, like many comparator programs throughout Canada, does not have the resources to guarantee make-up experiment sessions should a student miss an experimental laboratory session due to exceptional circumstances beyond their control. The Department is proposing to continue its practice of requiring a minimum number of experimental sessions (and related reports/assignments) that must be completed by students in order to demonstrate that sufficient proficiency of laboratory-based course learning objectives has been achieved.

Setting this limit takes into account the practices of comparator programs and attempts to strike a reasonable compromise between requiring students to demonstrate proficiency in all practical skill based

learning objectives, safety considerations for the student (and their peers) in subsequent laboratory courses should the learning objectives in a prerequisite course not be met, safety concerns for the student (and their peers) if they were required to complete experiments even when circumstances beyond their control might leave them ill prepared or unfit to safely work in a laboratory environment, and the Department's resource and scheduling challenges that prevent the ability to guarantee an opportunity to make-up a missed experiment. The language selected also provides the Department with the ability to assess the unique circumstances of each student.

2. Rationale to Appear in Departmental Student Handbook, Laboratory Manuals, Orientation and Course Outlines:

The Department of Chemistry and Biology offers undergraduate programs in the disciplines of Biology, Biomedical Sciences and Chemistry. The learning goals in each of the programs require that students develop professional competencies in both theoretical skills covered in lecture and practical skills fostered in experimental laboratories. The assessment of practical, laboratory-based learning objectives occurs both within the laboratory itself (where students are evaluated on experimental techniques, experimental design, proper data collection practices, safe working practices, etc.) and in the related laboratory reports and assignments (where students demonstrate the ability to analyze and interpret data, and the data collected by the students can be assessed for reproducibility and accuracy to a known true value). In an ideal world, all students would complete each experiment, as well as each related assignment and/or laboratory report, especially as the safe working practices and experimental skills students are expected to possess and build upon in upper year courses are skills introduced in the corresponding foundational prerequisite courses. In alignment with these principles, the Department requires a minimum number of experimental sessions (and related reports/assignments) that must be completed in courses with laboratory components by students in order to demonstrate that sufficient proficiency of laboratory-based course learning objectives has been achieved. These practices also ensure that the Chemistry program meets the minimum number of required lecture and laboratory instruction hours required for accreditation.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Department of Chemistry and Biology course grading variations.*

D. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (December 2018)

- i. Certificate in English Literature and Popular Culture: Course Deletions (Elective; Course Changes)
- ii. Certificate in Aging and Gerontology: Course Deletions and Additions
- iii. Advanced Certificate in Public Administration and Governance: Course Additions (Electives)
- iv. Certificate in Accounting-Finance: Course Deletion (Elective)
- v. Certificate in Computer Programming Applications: Course Additions (Electives)
- vi. Certificate in Graphic Communications: Course Additions (Electives)
- vii. Certificate in Mental Health and Addictions: Course Addition (Elective)
- viii. Certificate in Publishing: Course Addition (Elective)
- ix. CINT 917 Community Development: Course Title and Description Change
- x. CINT 920 Community Collaborations: Course Description Change

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice Provost Academic

Denise O-Neil Green, Vice President/Vice Provost, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Dan Horner, Faculty of Arts, Criminology

Stephanie Walsh-Matthews, Faculty of Arts, Arts & Contemporary Studies

Bob Clapperton, Faculty of Communication & Design, Professional Communication

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Annette Bailey, Faculty of Community Services, Nursing

Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering

Noel George, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

Christopher Gibbs, Ted Rogers School of Management, Hospitality and Tourism Management

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Huda Hajjaj, Student

Jacob Circo, Student



Academic Governance and Policy Committee (AGPC)
Report #W2019-2

1. Senate Bylaw #2

Motion: *That Senate approve Senate Bylaws #2 and revoke article #9 of the Senate Bylaw approved by Senate March 3, 2015.*

Amendment to Motion received. [See Page 48.](#)



SENATE BYLAW #2 Meetings and Procedures

1. **Principles:** These principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles.
 - 1.1. Senate has a responsibility to conduct its business and carry forward its mandate of academic governance as described in the *Ryerson University Act*.
 - 1.2. Senators shall be provided with due notice of matters to be decided at a meeting.
 - 1.3. Senate meetings are open unless:
 - 1.3.1. persons are excluded for improper conduct, defined, in this context, as failing to observe the rules specified in this Bylaw and/or in *Bourinot's Rules of Order* that govern the conduct of meetings of Senate (see also Article 7.3 and Article 7.21.10.3); or
 - 1.3.2. the criteria for an *in camera* meeting specified by the *Ryerson University Act* are met and Senate moves into closed session, pursuant to Article 3.9 of this Bylaw.
 - 1.4. Senators have a duty to attend meetings of the Senate and to vote on resolutions that come before the Senate
 - 1.4.1. Senators may not appoint a proxy if they are unable to attend, except as provided for by Article 2.2.1.2.1 of Bylaw 1.
 - 1.5. Senators shall have the opportunity to debate issues under consideration before a decision is made.
 - 1.6. All Senators have the same rights and obligations under Senate's rules.
 - 1.7. The Chair of all meetings of Senate and its committees shall enforce the rules in the spirit of these principles and, in so doing, will act fairly and impartially.
 - 1.7.1. Senators, Associates, guests, and observers have an obligation to act with civility and decorum and to observe the rules specified in this Bylaw and in *Bourinot's Rules of Order*.
2. **Authority, Approval and Codification of the Rules and Procedures**
 - 2.1. Any Change (additions, deletions, alterations) to the rules of Senate shall be considered an amendment to this Bylaw.
 - 2.2. No rule governing the procedure of Senate or its Committees shall be suspended unless two-thirds of the members present and voting consent thereto.
 - 2.3. In issues not covered by these rules, the provisions of *Bourinot's Rules of Order* shall apply.
3. **Meetings of Senate**
 - 3.1. **Notice of Meetings:**
 - 3.1.1. The accidental omission of notice to a member shall not invalidate a meeting that has otherwise been duly convened.
 - 3.1.2. *Regular Meetings:*
A schedule of dates of regular meetings and the deadlines for the submission of materials shall normally be published by the Secretary on the Senate website by the final meeting of the previous

session. The Secretary shall distribute an agenda package to all Senators and Senate Associates at least four (4) business days in advance of any regular meeting.

3.1.3. *Special Meetings:*

A special meeting requires at least seventy-two (72) hours notice.

3.2. *Regular Meetings:* At least seven (7) regular meetings of Senate shall be held between 01 October and 15 June according to the schedule published pursuant to Article 3.1.2 of this Bylaw, except where the Secretary, in consultation with the SPC, determines that circumstances warrant a change from the normal schedule.

3.3. *Summer Authority:* Between the last scheduled Senate meeting of a Session (normally in June) and the first regular meeting of Senate in the next Session (normally in October), the SPC may act on behalf of Senate, if needed, but shall report to Senate, at the first meeting of the following Session, any actions taken on its behalf.

3.4. *Special Meetings:* A special meeting may be called by the Chair, the Provost, the SPC, or by any twenty (20) members writing a requisition to the Secretary. Any Senate meeting may pass a resolution calling a special meeting. Only such business as is specified in the notice of the meeting may be transacted at a special meeting.

3.5. *Quorum at Start:* A quorum of any meeting from September 1 to June 15 shall be one-half of the members. The quorum for a special meeting from June 16 to August 31 shall be twenty-five (25) members. If, after a lapse of thirty (30) minutes from the announced starting time, the Chair decides there is still not a quorum, the Secretary shall call the roll. If the members present do not constitute a quorum, the Senate shall adjourn until the next meeting.

3.6. *Calling Quorum:* If, during any meeting, the number of members present should drop below a quorum, business shall not be interrupted nor the passage or rejection of any motion questioned at subsequent meetings, unless a Senator requests, while the meeting is proceeding, that the presence of a quorum be verified. At such a call by any Senator, the Secretary shall call the roll.

3.7. *Meeting Duration:* No meeting of Senate shall be of more than four (4) hours duration, except by the affirmative vote of two-thirds of those present and voting to extend for a specific period of time pursuant to Articles 6.4.2 and 7.21.9. All outstanding business shall be deferred until the next meeting unless a special meeting is called.

3.8. *Visitors:* Visitors may attend Senate meetings, and should be seated in the section reserved for observers. Such visitors may address Senate after being recognized by the Chair but may not vote on any matter.

3.9. *Meeting *in camera* (closed session):*

3.9.1. A motion to conduct part of any meeting *in camera* requires the assent of a majority of Senators present and voting.

3.9.2. When Senate meets *in camera*, only Senators, Senate Associates, the Secretary, and others specified by the Chair or specified in the Senate motion to go *in camera*, may be present.

3.9.3. Minutes of *in camera* sessions shall record all motions and decisions and shall be appended to the Minutes of the regular meeting of which the *in camera* session is a part.

3.9.4. If arranged in advance, and approved by motion of the *in camera* session, the session may be recorded and/or webcast.

4. *Agenda*

4.1. *Formation and Circulation:* Items for the consideration of Senate must normally be submitted to the Secretary by the deadline published on the Senate website (normally two weeks in advance of the meeting). The Secretary, in consultation with the SPC, will publish an agenda, which shall be circulated with the meeting package.

4.2. *Order:* The SPC may alter the order of the agenda for a particular meeting in order to prioritise matters coming before Senate provided that the order of business appears on the notice of meeting. The items of business considered at a regular meeting of Senate will normally follow this order, however Senate, by a vote of two-thirds of Senators present and voting, may resolve to alter the published agenda:

4.2.1. Call to Order and Establishment of Quorum

4.2.2. Approval of Agenda

- 4.2.3. Announcements
- 4.2.4. Minutes of the Previous Meeting
- 4.2.5. Matters Arising from the Minutes
- 4.2.6. Correspondence
- 4.2.7. Reports
 - 4.2.7.1. Report of the President
 - 4.2.7.2. Report of the Secretary
 - 4.2.7.3. Committee Reports
- 4.2.8. Old Business
- 4.2.9. New Business as circulated
- 4.2.10. Members' Business
- 4.2.11. Adjournment

- 4.3. **Consent Agenda:** The notice of meeting may identify items to be dealt with by consent. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more Senators advises the Chair or Secretary of a request to debate it.

5. Documentation

5.1. **Distribution/Circulation**

- 5.1.1. Documentation related to agenda items will normally be included in the agenda package.
- 5.1.2. Documents approved for circulation by the SPC, the Chair, or the Secretary, but not part of the circulated agenda package, will be available at the Registration Table, the operation of which shall be the responsibility of the Secretary of Senate.
- 5.1.3. Any Senator may request that material not approved for circulation by the SPC, the Chair, or the Secretary be made available for the information of other Senators by submitting such request to the Secretary of Senate in writing before the meeting is called to order. Such material may be placed at an Information Table, the operation of which shall be the responsibility of the Secretary of Senate.

5.2. **Minutes**

- 5.2.1. All formal actions and decisions by Senate and its standing committees shall be recorded in the minutes,¹ which shall be prepared and kept by the Secretary.
- 5.2.2. Audio recordings of Senate meetings may be made by the Secretary. Such recordings shall be used only to aid in the preparation of minutes and shall be maintained only until a motion approving the minutes is passed by Senate, at which time the recording will be erased.
- 5.2.3. Draft minutes of each Senate meeting shall be circulated to Senators, as part of the agenda package of the subsequent meeting.
- 5.2.4. Once approved by Senate, minutes of each Senate meeting shall be posted on the Senate website.

6. Debates and Votes

- 6.1. **Recognition:** Members or visitors who wishes to speak shall raise their hand, await recognition by the Chair and then address the Chair.

6.2. **Voting:**

- 6.2.1. All Senators – and only Senators – may vote at Senate meetings.
- 6.2.2. The Chair may vote only to break a tie.
- 6.2.3. Votes must be cast in person
- 6.2.4. When the Chair is satisfied that the debate on an item has covered the full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.

¹ *Bourinot's Rules of Order*, 4th revised edition, provides: "The minutes should accurately record the actions taken and decisions made by the meeting in regard to the items of business it considered. They should not attempt to be a verbatim account of the meeting, but can include references to the major points made in the course of debate. Usually, speakers are not identified, but their names can be recorded if that information is directly relevant to the issue being debated. The minute-taker should aim for completeness, clarity, and succinctness" (p. 59).

- 6.2.5. When a question has been called, no motion can be made and no other intervention is permitted until the tally is completed and the results announced.
- 6.2.6. Questions shall be decided by a show of name placards or, where facilities exist, by electronic voting. The Chair shall determine the aggregate outcome and announce the outcome as "carried" or "defeated."
- 6.2.7. Any Senator may make a motion that the issue on the floor be decided by ballot. The motion is not debatable and requires only a simple majority to be passed.
- 6.2.8. Any Senator may request that the numbers, or that his/her own vote, be recorded in the Minutes.
- 6.2.9. Except in cases where a decision has already been made to vote by ballot, any Senator may make a motion requiring a "roll call vote" in which the vote of each Senator is recorded by name. The motion is not debatable and requires only a simple majority to be passed.

6.3. **Majorities:** Questions shall be decided by a simple majority of those present and voting, except those questions specified in this Bylaw as requiring a two-thirds majority. Motions that shall require a two-thirds majority are:

- 6.3.1. A motion to revise or augment the Agenda for the meeting;
- 6.3.2. A motion to extend sitting beyond four (4) hours duration;
- 6.3.3. A motion to amend the Senate Bylaw; and
- 6.3.4. Any matter a simple majority designates, in a decision taken without debate, as a major question.

7. Conduct of Proceedings

7.1. **Quorum:** For Senate, see Articles 3.5 and 3.6 of this Bylaw. For all Committees and Councils of Senate, quorum shall be 50% of the total membership plus one.

7.2. **Speakers Address the Chair:**

- 7.2.1. All matters coming before Senate are to be addressed to the Chair who will ensure that Senate's business is conducted in an orderly manner consistent with the principles and procedures outlined in this document.
- 7.2.2. Every member of Senate shall use a microphone, when provided, when addressing the Chair.
- 7.2.3. No item of business is on the floor of Senate unless it has been recognized by the Chair.

7.3. **Decorum:** Decorum is to be observed at all Senate meetings. If a Senator or an observer does not respect the Chair's request to observe decorum, the Chair may require that the Senator(s), Associate(s), or observer(s) leave the meeting.

7.4. **Order:** If the Chair or any other Senator calls to order a member or visitor, the member or visitor shall yield the floor. At the discretion of the Chair, the member or visitor who has been called to order may be permitted to make an explanation. The Chair shall decide the point of order, subject to appeal to Senate whose decision shall be final and made without debate.

7.5. **Appealing a Ruling of the Chair:** Any ruling by the Chair may be appealed and that appeal must be seconded. The Vice-Chair (or in the absence of the Vice-Chair, the Secretary) shall conduct the appeal. The appellant may state succinctly the reason for the appeal, and the Chair may state succinctly the rationale for his/her ruling. With no further debate, a vote shall be taken on whether the Chair's ruling will be sustained. Senate's decision shall be by a simple majority of members present, and the vote shall be final. At the conclusion of a vote involving an appeal, the Chair shall resume the chair.

7.6. **Senate Policies and Associated Procedures (Definition and Authority):**

- 7.6.1. Policies are subject to the approval of Senate, and may not be enacted or amended without Senate's approval.
- 7.6.2. Procedures for the implementation of policies do not normally require Senate approval, unless such approval is required by the related policy, but shall be reported to Senate for information when they are adopted or amended.

7.7. **Motions and Rationales:** Matters requiring decision are normally to be framed in the form of a motion accompanied by a rationale or report. However, when a matter seems to have received the assent of Senate, and is not seen to be a matter of such substance or consequence that a detailed motion is needed, the Chair may seek consensus and briefly state the matter upon which s/he perceives agreement. If no Senator

dissents, the Chair's statement shall be taken to be a decision of Senate and the minutes shall simply record, "It was agreed that"

7.8. Types of Motions: Motions are categorised as follows:

- 7.8.1. *Substantive* motions propose that Senate exercise its authority to achieve a specified substantive objective. Substantive motions shall normally be in writing with due notice to Senate as per Article 7.9 of this Bylaw. Substantive motions may be referred to a committee for study and report.
- 7.8.2. *Procedural* motions (see Articles 7.21 and 7.22) relate only to process and not to substance (e.g. adjournment, referral, point of order, point of privilege, etc.).
- 7.8.3. *Hortative* motions (see Article 7.23) express Senate's opinion on matters lying outside its jurisdiction.
- 7.8.4. Motions to approve "in principle" are not in order.

7.9. Notices of Motion: No notice is required for a procedural motion. All other motions and resolutions shall be preceded by a notice of motion, which shall be given in writing at a previous meeting of Senate, or submitted to the SPC for consideration at its regular meeting prior to the meeting of Senate at which the matter is expected to be considered, or submitted to the Secretary in time to be included in the agenda circulated for the meeting of Senate at which the matter is expected to be considered. Otherwise, motions and resolutions are not in order, except as provided for in Article 7.10 of this Bylaw.

7.10. Introducing Business for Which Due Notice Has Not Been Given:

- 7.10.1. A motion to consider matters for which due notice has not been given shall normally be treated as a notice of motion pursuant to Article 7.9 but may be considered under the agenda item of "Members' Business" if urgency warrants, and if the normal requirements of notice provided by Article 7.9 are waived by a majority vote of Senators present.
- 7.10.2. Senators may, under the agenda item of "Members' Business," raise questions or concerns related to the academic mission of the university without making a motion to direct any particular action. Further disposition of such matters will be up to the meeting to decide, with options including, but not restricted to, the following:
 - if the member wishes to have a discussion of the matter, the Chair may test the meeting to determine whether discussion may take place; or
 - the matter may be added to the next meeting's agenda; or
 - the matter may be referred to a committee; or
 - if a question is involved, an appropriate Senator may undertake to answer the question, or may take it under advisement and undertake to provide an answer at a subsequent meeting and/or to the Senator raising the matter.

7.11. Determining that Motions Are in Order:

- 7.11.1. The Chair, with the advice of the SPC and the Secretary, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators, and others are in order.
- 7.11.2. All motions circulated with the agenda are deemed to be in order.
- 7.11.3. All rulings that a motion is out of order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal as per Article 7.5.
- 7.11.4. Substantive and hortative motions for which notice has not been given must be delivered to the Chair in writing for a determination of whether the motion is in order.
- 7.11.5. No motion or other intervention is in order when a vote is in progress.

7.12. Motions that are Debatable: The following motions are debatable:

- 7.12.1. substantive and hortative motions (as defined in Article 7.8);
- 7.12.2. amendments to substantive and hortative motions and sub-amendments thereto;
- 7.12.3. referral [debate is limited to the issues raised by referral (see Article 7.21.4 below)];
- 7.12.4. changes to the order of the agenda;
- 7.12.5. rescinding previous actions;
- 7.12.6. limitations on the duration of a debate or on the length of time Senators may speak.

7.13. **Debating a Motion:** Senators may speak to any debatable motion but normally may speak no more than twice during the same meeting to the same motion or matter, for not more than ten (10) minutes in total. Exceptions are as follows:

- 7.13.1. the mover of a motion is entitled to speak first and last;
- 7.13.2. the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues; and
- 7.13.3. the time limit may be extended with the consent of a simple majority of Senators present and voting.

7.14. **Dividing a Motion:**

- 7.14.1. If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner that will help Senate deal effectively with the issues.
- 7.14.2. A motion may also be divided by means of a procedural motion to do so.
- 7.14.3. A motion to divide shall take precedence over the substantive or hortative motion under debate.
- 7.14.4. No debate is permitted on a motion to divide.

7.15. **Amendments:**

- 7.15.1. An amendment to a substantive or hortative motion may be moved without notice during debate on the main motion.
- 7.15.2. Whenever feasible, the mover of an amendment should provide a written version of the amendment to the Chair.
- 7.15.3. If a motion to amend is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the amendment until the amendment is resolved.
- 7.15.4. Only one amendment to a motion may be on the floor at one time.
- 7.15.5. Each amendment must be resolved before another amendment or the main motion may be considered.

7.16. **Scope of Amendments:** An amendment is designed to alter the main motion without substantially changing its intent and shall be strictly relevant to the business under consideration. The Chair shall rule out of order any amendment that would negate or substantially alter the main motion.

7.17. **Sub-Amendments:**

- 7.17.1. A sub-amendment is intended to amend an amendment under consideration.
- 7.17.2. A sub-amendment can only be moved when an amendment is on the floor.
- 7.17.3. A sub-amendment is out of order if it has the effect of negating the amendment or altering the amendment to such an extent that it significantly frustrates the purpose of the amendment.
- 7.17.4. If a sub-amendment is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the sub-amendment until such time as the sub-amendment is resolved.
- 7.17.5. Only one sub-amendment may be on the floor at one time and must be resolved before another may be considered.
- 7.17.6. Sub-amendments must be resolved before the amendment can be resolved.

7.18. **“Friendly” Amendments:**

- 7.18.1. During the course of debate, the mover and seconder may receive suggestions from the floor about the wording of motions. If the mover and seconder of a motion agree that the intent of the motion would be clarified by a change of wording, they may, with the agreement of the Chair, alter the wording of the motion accordingly.
- 7.18.2. Any proposed change to the wording that significantly alters the intent of a motion is not a friendly amendment and may be ruled out of order by the Chair.

7.19. **Reading the Question:** Any member may require the question under discussion to be read at any time during its debate. The Secretary shall also read the question immediately before a vote is taken.

7.20. Resolving a Motion, Amendment, or Sub-Amendment:

- 7.20.1. Motions, amendments, or sub-amendments that are moved, seconded, and recognized by the Chair to be on the floor of Senate for discussion must be brought to a vote unless debate is ended by an intervening and overriding procedural motion.
- 7.20.2. A motion may be withdrawn by the mover and seconder if no Senator objects. If there is an objection the question of withdrawal may be put to a vote.
- 7.20.3. The Chair may request that the mover and seconder withdraw a motion – or direct that the motion be referred to a Standing Committee – if it appears that further debate is not in the best interests of Senate.

7.21. Procedural Motions:

- 7.21.1. Most procedural motions are not debatable.
- 7.21.2. If a non-debatable motion has been moved, the Chair may invite the mover of the motion to explain in brief the reason for the motion.
- 7.21.3. Procedural motions require a mover and seconder, and take precedence over the substantive or hortative motions that are under discussion at the time they are moved.
- 7.21.4. *Motion to Adjourn Debate:* A motion to adjourn debate is always in order. If a motion to adjourn debate is carried, Senate shall move immediately to the next item of business. The Chair, with the advice of the SPC shall determine when and how the debate will be resumed.
- 7.21.5. *Motion to Refer* (Debatable in part):
 - 7.21.5.1. Although procedural in nature, a motion to refer has substantive elements that are debatable. In particular, a motion to refer must identify the person or body to whom the reference is made.
 - 7.21.5.2. A motion to refer is in order when a substantive or hortative motion is on the floor of Senate for discussion. A motion to refer is not in order when an amendment or sub-amendment is on the floor.
 - 7.21.5.3. When a motion to refer is on the floor, only issues relating to the nature of the proposed referral may be debated (e.g., to whom the reference is made, the advisability of referral, when a report should be expected, etc.).
 - 7.21.5.4. If a motion to refer is defeated, no further motion to refer may be considered with respect to the specific substantive or hortative motion being considered unless, in the opinion of the Chair, significant new information has been provided in the debate that would warrant the re-consideration of a referral.
- 7.21.6. *Motion to Table or to Defer:* Motions to postpone to a specified time, or indefinitely, are admissible
 - 7.21.6.1. A motion to defer consideration of an issue is usually a response to insufficient information. If the motion carries, the motion to which it applies is removed from debate – along with any amendments that have been moved – and is reintroduced either at the time specified in the motion to defer or when it is revived on a specific motion.
 - 7.21.6.2. A motion to table is usually used to put aside a question so that more urgent business can be considered. If the motion carries, the motion to which it applies is laid aside – along with any amendments that have been moved – but consideration may be resumed at any time on a motion that the matter be taken from the table.
- 7.21.7. *Motion to Put the Question:*
 - 7.21.7.1. A motion to put the question may be considered when a main motion, amendment, sub-amendment, or a debatable procedural motion is on the floor.
 - 7.21.7.2. If a motion to put the question is resolved in the affirmative, the Chair invites the mover of the main motion to make concluding remarks and then puts the question to Senate.
 - 7.21.7.3. If a motion to put the question is resolved in the negative, debate on the main motion resumes.
 - 7.21.7.4. No further motion to put the question can be considered regarding the same motion unless, in the opinion of the Chair, the nature of the subsequent debate warrants the consideration of such motion.

7.21.8. *Motion to Move into Committee of the Whole:* A motion to move into Committee of the Whole is in order when any substantive or hortative motion, amendment, or sub-amendment is under consideration.

7.21.9. *Motion to Extend and Further Extend the Meeting:* A motion to extend a meeting is always in order. A motion to extend a meeting shall specify the new time by which the meeting will conclude. If a motion to extend a meeting is defeated, only one other such motion to extend may be considered subsequently. See also Articles 3.7 and 6.4.2.

7.21.10. *Closing the Meeting:*

7.21.10.1. A *Motion to Recess the Meeting* to a specified time and/or place is always in order. The agenda, including any motion(s) on the floor, remain under consideration when the meeting resumes.

7.21.10.2. A *Motion to Adjourn the Meeting* is always in order. If a motion to adjourn the meeting is carried, the meeting ends immediately following the vote. All unresolved items on the agenda, including any motion(s) on the floor, die, but may be re-introduced via a subsequent agenda.

7.21.10.3. As per *Bourinot's Rules of Order* (46.d), "the Chair may, on his or her own initiative, recess or adjourn a disorderly meeting he or she cannot call to order."

7.21.10.3.1. Where a meeting has been recessed as a result of disorder, the meeting shall resume, invoking Article 1.3.1 of this Bylaw to exclude those persons whose conduct has been improper.

7.21.10.3.2. Where it is not possible to identify and exclude any or all of those whose improper conduct has caused the meeting to be recessed, the meeting may, at the discretion of the Chair, resume *in camera*, with the first order of business being a motion pursuant to Article 3.9.1 of this Bylaw

7.22. Other Procedural Motions: The Chair may recognize other procedural motions (such as a motion to recess for a specified time) in circumstances where the implementation of such a motion would assist Senate in conducting its business effectively.

7.23. Hortative Motions: The Senate cannot properly make a decision on any matter that does not fall within the Powers of Senate as defined by the *Ryerson University Act*. Senate may, from time to time, consider motions of congratulation, thanks, or persuasion (i.e., urging a particular action by another decision-making body on a matter related to the educational policy of the University). Such motions are subject to the notice provisions of Articles 7.9 and 7.10 of this Bylaw, and do not take precedence over any substantive or procedural motion.

7.24. Motions to Adopt/Accept/Approve vs. Motions to Receive
In dealing with substantive reports that may contain recommendations, Senate may consider:

7.24.1. individual substantive motions dealing with each recommendation in the report; or

7.24.2. a Motion to Adopt (or Accept or Approve) which, if passed, means that Senate is accepting any and all recommendations contained in the report with the same force and effect as if individual motions were made and passed for each recommendation; or

7.24.3. a Motion to Receive which, if passed, simply puts the document in the record of the meeting, but does not indicate approval or disapproval of – not does it authorize any action on – any recommendations contained therein.

7.25. Precedence of Motions: The Chair shall give precedence to motions as follows (from highest precedence to lowest):

7.25.1. to adjourn the meeting;

7.25.2. to recess to a specified time and/or place;

7.25.3. to adjourn debate (or to "table" or "defer" the motion under consideration);

7.25.4. to refer;

7.25.5. to put the question;

7.25.6. to move *in camera*;

7.25.7. to move into Committee of the Whole;

- 7.25.8. to permit a non-member of Senate to speak;
- 7.25.9. to amend an amendment;
- 7.25.10. to amend.

7.26. Points of Order, Information, and Privilege:

7.26.1. *Points of Order:*

- 7.26.1.1. Points of order are made when it is alleged that there has been a breach of the rules of Senate.
- 7.26.1.2. Senators have a right and responsibility to rise on a point of order if they believe that the proceedings of a meeting are not consistent with these rules.
- 7.26.1.3. A point of order should be made as soon as the alleged irregularity occurs and should not be dealt with if other matters have intervened.
- 7.26.1.4. The Chair shall rule on a point of order without debate, with the ruling open to appeal as per Article 7.5.

7.26.2. *Points of Information*

- 7.26.2.1. A point of information is a request directed to the Chair, or through the Chair to another officer or member, for information relevant to the business at hand but not related to any procedural matter.
- 7.26.2.2. Senators may not interrupt a speaker to raise a point of information, however the Chair may permit it to take precedence on the Speakers' List.

7.26.3. *Points of Personal Privilege:*

- 7.26.3.1. Senators may raise a point of privilege based on the belief that the integrity of Senate or a Senator has been compromised.
- 7.26.3.2. If the Chair agrees that a privilege has been violated, the Chair's ruling may include remedies such as requesting an apology or the withdrawal of a remark, correction of a document, or other actions consistent with the principles of Senate membership.
- 7.26.3.3. The Chair shall rule without debate. However, the Chair may seek the advice of Senators, and may also consult with the SPC for disposition at a later time, but no later than the next regular meeting of Senate.

7.27. Items for Information: Information published in the agenda for a meeting of Senate, or any matter distributed via the Registration Table at a meeting of Senate, is deemed to have been received by Senate.

8. Committee of the Whole: From time to time Senate may – and shall normally at least twice each year pursuant to Article 6.2.2.2 of Bylaw #1 – meet as the Committee of the Whole. The purpose of meeting as the Committee of the Whole is to facilitate discussion by relaxing some rules. Normal rules apply to proceedings in Committee of the Whole with the following exceptions:

- 8.1. The Vice-Chair of Senate (or, in the absence of the Vice-Chair, an elected member of Senate elected by Senate) is the Chair of the Committee of the Whole.
- 8.2. Limits of time and discussion of the Committee of the Whole can only be made at the time of the motion to establish.
- 8.3. Senators are not limited in the numbers of times they may speak to a particular issue under consideration, however Senators who have not spoken will be given preference over those who have.
- 8.4. The only motions allowed in the Committee of the Whole are motions to adopt, amend, or "rise and report." Motions do not require a seconder.
- 8.5. The text of a resolution referred to the Committee cannot be altered by the Committee, but amendments can be presented to the Senate.
- 8.6. Proceedings of the Committee of the Whole are concluded by a non-debatable motion "to rise and report." The presiding officer then reports to the Chair on the outcome of the proceedings.

Amendment to motion approving the version of Senate Bylaw #2 recommended by AGPC

Be it Resolved: That Article 9.6.3 of the existing bylaw be re-inserted in the proposed Bylaw #2 as Article 6.3:

6.3. Abstentions: Senators may choose not to vote. Abstentions are not votes, are not recorded, and are not factored in the tallying of votes (although Senators who are present and who choose not to vote are counted as part of quorum).

and

Be it Further Resolved: That Article 6.3 of proposed Bylaw #2 be renumbered as Article 6.4 (as follows):

6.4. Majorities: Questions shall be decided by a simple majority of those present and voting, except those questions specified in this Bylaw as requiring a two-thirds majority. Motions that shall require a two-thirds majority are:

- 6.4.1. A motion to revise or augment the Agenda for the meeting;
- 6.4.2. A motion to extend sitting beyond four (4) hours duration;
- 6.4.3. A motion to amend the Senate Bylaw; and
- 6.4.4. Any matter a simple majority designates, in a decision taken without debate, as a major question.