SENATE MEETING AGENDA

TUESDAY, DECEMBER 1, 2020

SENATE MEETING AGENDA

Tuesday, December 1, 2020

Via ZOOM Video Conference

5:00 p.m.   Committee of the Whole Discussion:
Racism - How do we balance EDI being a top priority but also the need for academic freedom?
Guest Speakers: Jim Turk and Sanjay Ruparelia
Closing Remarks: Denise O'Neil Green

6:00p.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 December 1, 2020 meeting.*

4.   Announcements

5.   Minutes of the Previous Meeting
     Motion: *That Senate approve the minutes of the November 3, 2020 meeting.*

6.   Matters Arising from the Minutes

7.   Correspondence

8.   **Reports**
8.1 Report of the President

8.1.1 President's Update

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8.2 **Communications Report**

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8.3 **Report of the Secretary**

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8.4 **Committee Reports**
8.4.1 Report #F2020-3 of the Academic Standards Committee (ASC): K. MacKay

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8.4.1.1. Modifications to Concentrations in Language and Intercultural Relations – Faculty of Arts

Motion: *That Senate approve the modifications to Concentrations in Language and Intercultural Relations – Faculty of Arts.*

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8.4.2 Report #F2020-3 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

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8.4.2.1. Interim Provost's Update

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8.4.2.2. Revise Policy 168: Grade and Standing Appeals to include the Faculty of Law (K. MacKay)

Motion: *That Senate approve the motion to revise Policy 168: Grade and Standing Appeals to include the Faculty of Law.*

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8.4.2.3. Revise Senate Bylaw #1 to include a Faculty of Law Student Senator (D. Checkland)

Motion: *That Senate approve the motion to revise Senate Bylaw #1 to include a Faculty of Law Student Senator.*

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9.   Old Business

10.   New Business as Circulated

11.   Members' Business

12.   Consent Agenda

13.   Adjournment

<table>
<tr><td colspan="4" align="center">**SENATE MINUTES OF MEETING**
Tuesday, November 3, 2020
Via Zoom Video Conference</td></tr>
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MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	S. Sabatinos	L. Armstrong
D. Brown	S. Benvie	J. Saber	G. Carter
D. Cramb	T. Burke	I. Sakinofsky	N. Chen
G. Craney	D. Checkland	J. Schmidt	M. Hickie
T. Duever	M. Dionne	T. Schneider	F. L. Kakar
C. Falzon	S. Farshadfar	D. Scofield	S. Maitman-Markowski
C. Hack	A. Ferworn	N. Thomlinson	K. Park
G. Hepburn	N. George	M. Vahabi	H. Ramzan
R. Iannacito-Provenzano	J. Girardo	A. Valeo	D. Salman
M. Lachemi	E. Ignagni	I. Young	J. Sekhon
K. MacKay	L. Kolasa	H. Zarrin	S. Slonim
J. McMillen	L. Lavallée		J. Spagnuolo
D. O'Neil Green	E. Liberda		
C. Searcy	A. McWilliams		
C. Shepstone	P. Moore		
P. Sugiman	J. Neil		**EX-OFFICIO STUDENTS:**
D. Taras	R. Noble		J. Rodriguez
D. Young	D. Oguamanam		S. Sanith
S. Zolfaghari	H. Rollwagen		

SENATE ASSOCIATES:	ALUMNI:
A. M. Brinsmead	N. Di Cuia
J. Dallaire	S. Rattan
R. Kucheran	
N. Ponce de Leon Elphick	

REGRETS:	ABSENT:
C. Bannis	G. Bramesfeld
L. Escandon	
S. Liss	
I. Mishkel	
Y. Mistry	
R. Ravindran	
C. Thompson	

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 November 3, 2020 meeting.*

McWilliams moved; N. George seconded.
Motion Approved.

4.   Announcements - None

5.   Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the October 6, 2020 meeting.*

A. McWilliams moved; D. Scofield seconded.
Motion Approved.

6.   Matters Arising from the Minutes - None

7.   Correspondence - None

8.   Reports
8.1   Report of the President
8.1.1 President's Update

The President reported:
1) Changes to in-person activity on campus in response to the latest COVID-19 restrictions announced by the government of Ontario. We have further scaled back in terms of in-person activities on campus. The Mattamy Athletic Centre and the Ryerson Image Centre are both closed temporarily until November 7, but we will evaluate and continue to rely on the advice of government and public health agency in planning next steps. You have seen today that the government has provided an update about the situation in Toronto and Peel Region. They have released some of the sections in the Peel Region but in Toronto they maintain the same level. We will keep the community informed about any changes in activities.

2) Update on a series of meetings I had with faculty from different departments and units: I continue to be grateful to the entire Ryerson community for stepping up and responding to the challenges we face in this particular time. Faculty members, in particular, are doing an excellent

job to continue the work of the university with teaching, research, creative work, service leadership and so much more. I look forward to working with you as we continue to develop outstanding academic programs to our students. Over the past few weeks, I have been holding informal meetings with faculty and other groups/departments to listen to their experiences and discuss how we can all support each other. We have had great conversations and we will continue to hold those discussions for the remainder of this term. I'm really encouraging community members to reach out to my office if they wish to have meetings within their units. My virtual door is open so I'm inviting departments to reach out to me.

3) Launch of Strategic Vision: Last week you all received a copy of the Strategic Vision and I hope you had the chance to review it. I hope it's inspiring our community towards our journey to 2030. I look forward to working with you as we continue to develop our university. We will introduce the vision for the community on November 12, 2020 at 11:00 a.m.

4) Fall convocation ceremony on November 17 at 10:00 a.m. This is going to be a virtual ceremony and I encourage you to attend and celebrate with our graduates.

5) Update about the Search for the next Provost: The search is progressing well, the committee has identified top candidates and we are going through the process to ensure that we recommend the best candidate for the role and for Ryerson at this time. Just a reminder that the committee will make a recommendation to me and I will take that recommendation, if I agree with it, to the Board for approval. The position of the Provost is the responsibility of the Board for such approvals.

6) Update on Egerton Ryerson task force: We had announced at the beginning of this semester that we would put a task force together to work with the community about the relationship that we have as an institution around the legacy of Egerton Ryerson. I am pleased to announced that the task force will be co-chaired by our Elder and Senior Advisor on Indigenous Relations and Reconciliation, Joanne Dallaire, and the Chair of the Department of History, Catherine Ellis. I think it's important to work with two perspectives – the historical aspect of it but also the connection with relation to Indigenous peoples. We have a number of Ryerson community members, including faculty, staff and students, and also alumni in addition to some from Senate joining the task force. We are in the process of finalizing the composition of the task force and we will share it with the community in the next few days. The idea here is for the task force to have extensive consultations with our community, gather input and feedback and provide a recommendation to the University about our relation to Egerton Ryerson. Internally, we have two offices which will be supporting the task force – the VP Equity and Community Inclusion, Denise O'Neil Green, and VP Research and Innovation, Steven Liss, who will provide executive leadership to this initiative.

7) Update on the external expert panel on safety: We shared with the community the composition of the panel, five external experts that will be doing the consultation and will offer their recommendation to Ryerson about the best model for safety and security on our campus. The work of the panel has been going very well. They have completed two tours around campus – one during the day and the other during the evening. They have also had two meetings with our

executive group and they will start extensive community consultations very soon. The consultations of both panels will be inclusive and we will ensure that we reach out to anyone who will be interested to provide input to both panels. That will be through zoom meetings or written submissions to make sure that nobody will be left behind in terms of getting their feedback.

8) The Government of Ontario will be releasing their budget this week on Thursday. On October 15, 2020, I was invited to present to the Minister of Finance as part of the budget consultation. As the Provincial Government is finalizing their budget, I urged them to consider making critical investment in post-secondary education institutions like ours. The responsibility of the government to our sector has not been great so far.

9) Update about a fire that occurred last night on Gerrard between Church and Mutual: We know that a number of our students reside there. I'm asking our Vice Provost Students, Jen McMillen, to give an update about the situation and how Ryerson is also supporting our students that may have been affected by this fire.

    J. McMillen – We have become aware of the fire late overnight and, over the course of the day, we've been reaching out and contacting students that we know to be residents of the building. We've sent out communication via social media and we are working with the Red Cross and the emergency management office of the City to ensure we have as complete a list as possible, as well as asking any students that we do get into contact with to share the information with their colleagues and friends that are in the building, who have not heard from us. We are indicating to students that if they left the building: first and foremost, the building has been declared by the City as safe, students are able to return and access their units. Some are choosing not to as they feel that the condition of the building is not one in which they want to stay, due to smell of smoke, etc. We are offering temporary residence accommodation for students who come forward to us and we are able to accommodate them overnight and for the next little period of time. Any students who are impacted can contact studentcare@ryerson.ca. We are also telling students that the SLC is a place that they can go and staff there are greeting and supporting students. We can get them wi-fi, computers as well as other referrals. Tomorrow, we will start the support plan which includes talking about all of our counselling resources, academic consideration and how we can facilitate with that as well as any longer-term counselling. We are asking faculty who hear of any student in distress to let us know and of course apply any consideration they may be able to in terms of any academic events that students may have missed or be under prepared for because of the significant fire. Typically, that building is occupied 50 to 70% by Ryerson students.

8.2   **Communications Report –** included in the agenda

8.3   **Report of the Secretary**
8.3.1 Membership Updates
      D. Bell updated Senators of two new members: John Girardo, who replaced Mary Green as RFA Senate representative; and Farokh Laqa Kakar, Civil Engineering, Yeates School of Graduate Students.

8.4   **Committee Reports**
8.4.1 Report #F2020-2 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Reduction in co-op work-term requirements from four to three for the School of Occupational and Public Health – Occupational Health and Safety co-op program, and Public Health and Safety co-op program

Motion: *That Senate approve the reduction in co-op work-term requirements from four to three for the School of Occupational and Public Health – Occupational Health and Safety co-op program, and Public Health and Safety co-op program.*

K. MacKay moved; C. Searcy seconded.

Q: What is the logic to changing the work-term sequencing where there are five opportunities for students to get work terms to the proposed four? Although not everybody gets five work terms, but maybe some students do and it is a great financial benefit and potentially professional benefit in those particular circumstances.

A: When we are looking at other comparative programs within post-secondary institutions, the majority of them follow the same format of a standard one extra work term required. So, if there are four required courses, we have five, so that it gives students an extra chance to find a work term and, similarly, if there are three required courses then the standard is there is one extra. Also, we find from the students in our program that once students actually collect their three or four required work terms, the majority of them don't bother doing the extra one – they got what they needed and they decide to move forward and then graduate.

 Motion Approved.

8.4.1.2. Removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP)

Motion: *That Senate approve the removal of MWF113 from the Post Baccalaureate Program for Health Professionals (PBHP).*

K. MacKay moved; G. Hepburn seconded.
Motion Approved.

8.4.1.3. Admissions changes to the Disability Studies degree program

Motion: *That Senate approve the admissions changes to the Disability Studies degree program.*

K. MacKay moved; A. McWilliams.
Motion Approved.

8.4.1.4. Changes to the Minor in Disability Studies

<u>**Motion**</u>: *That Senate approve the changes to the Minor in Disability Studies.*

K. MacKay moved; C. Searcy seconded.
Motion Approved.

8.4.1.5. New Minor in Innovation and Zone Learning

<u>**Motion**</u>: *That Senate approve the new Minor in Innovation and Zone Learning.*

K. MacKay moved; A. McWilliams seconded.

Q: A faculty Senator stated that they are actually in favour of zones in general, but has some concerns about this proposal. The motion is from extra to degree credit which is what the original zones proposal asked for and received from Senate in 2013. It was clearly stated in that proposal and reiterated at that meeting that the experience in zones was not for credit towards a degree. We are now making the move to credit towards a degree by turning it into a minor and I think we need a rationale for that. I am just asking for a justification for the move to academic especially since the assurance was given in 2013 that there was this limitation. The zones proposal, when it came forward, was thought to be under-described by many people, questions were invited, some of which were answered at the meeting and many others submitted questions that the Vice Provost Academic at the time, Chris Evans, brought answers to in the October meeting.

I think it's an important move, but I say this knowing that there is no strict definition as to what counts as academic. I am asking for a rationale to begin with. It's especially important since the creation of the zones was not-towards-degree equivalent credits that goes on transcripts. We've never gotten a report on the zones. There's never been a periodic review, or if there is, it doesn't come to Senate, even though these are the things that are approved by Senate. People may not be aware of what happened at the 2013 Senate meeting. There are specific questions as well. So, for instance, you become a member of one of these zones, are you then in both the optional specialization or in zone 100 or 200, or you have to make a choice at some point? None of that is in here to specify what the relation is. So, can students get credit for the minor and the extra degree specialization? The extra degree specialization takes up to four terms. Are there four terms only or are they open-ended or longer? I don't know what a stream means here. It looks like a sorting move to put people into potential groups who have similar sorts of interests. Do you progress from that stream or, are you always in that stream? Some of the streams seem to be defined in ways that look like there is a lot of academic content presupposed that it is developed or applied in the stream, others do not. My concern here is for a rationale from a move to credit from non-credit and why that's important since the students already have access to the zones under the motion approved at the October 2013 meeting.
A: This is about a minor in innovation zone learning and there are basically a number of existing credit courses that are part of the minor and then two additional experiential learning courses that would be added as new courses.

A: There are a few reasons why there is an interest to see the interaction with the curriculum. Part of this is a direction from senior administration from the Provost and the President to find ways to grow and a lot of what we are seeing is student demand and student requests. We've conducted interviews with a lot of the students who are in the zones and a lot of them are people who are taking five, six or seven courses in addition to their zone activity, and they find the zone activity related to the lessons they are learning in the degree program. We wanted to find a way to connect this directly with the curriculum and also make space for them for the lessons they are learning.

The second problem we encountered in these interviews is one of equity of access. Not all students can make space for an extra-curricular or co-curricular activity in addition to their course work, caring for their kids or seniors, commuting, and part-time jobs. We found that students were desperate to find more ways to find this but they were not all able to equally access this. I want to address your question about the academic integrity of this. Does it count as what might be in the course work? Yes, the majority of these are existing courses. There are two new courses proposed on this, and they are modeled very much on the kind of capstone course that are in a lot of degree programs. They allow you to focus on an individual project, but you have a lot of interaction with a mentor, a faculty member who is hired and is teaching according to academic standards as approved by the curriculum committee of the school. So, these two new courses, the zone courses, are governed under existing academic structures. They are governed by, in this case, jointly Computer Science and RTA. We are housing the two new courses within RTA. The hiring is done by that school entirely in accordance with all CUPE rules. The curriculum committee has supervision of the actual content of those courses to guarantee the integrity of this, and the content in terms of personal growth, a lot of this is based on the needs that we are finding that students have and the professional skills that are in these degree programs. So, there are a number of courses across RTA that focus on these kinds of skills and some of these are in the table of optional course towards this minor.

A: A lot of what we've seen is that it provides an opportunity to increase equity of access to the zone program and activities. Overall, what we've seen is that the interest is not coming just from students who are already in the zones only to get credit for it, but we have students who are coming to us who haven't been zone members previously and are interested. There are students that want to participate in this but need a way that they can find the time to do it, and especially with our students commuting as they have been under normal circumstances finding the time just to do work, therefore, finding the time to do that outside of their courses is very difficult. I think also we welcome the opportunity to bring the rigor and the structure to some of this that we do within the minor. We fully expect what we're offering here will meet all those academic standards within the structures that exist and we see that as a beneficial addition. I welcome the opportunity to come back to Senate and talk more about what we are doing within the zones and take questions on it. I think you'd be quite pleased to see what work has been happening.

C: Student's work in the zone but they don't have the construct of entrepreneurialism. They are focused on the particular project that they are trying to build, and I see this minor as putting structure around other supportive aspects of a sound curriculum that will support these students and make it more productive going forward and to make it more of an overall

discipline for them rather than just 'I worked on this project and I got some credit for that'.

Q: I don't think anyone has addressed the relationship to the optional specialization where students are getting credit for both of them, and is it two years, four terms, or is it shorter?

A: Based on the lessons we have had over the last seven years of running this, we haven't seen the uptake of the optional specialization that we would like to see, and it's not because students are not doing multiple terms, they are doing the four terms that are required, they are just not bothering to apply to get the designation on their transcript. We do see this minor as a way of structuring their experience in a way that makes sense to the outside world. Optional specialization might not be a term that employers will be as familiar with, but minor has weight. It is possible to do both because the structures are different, the courses you require to do the zone minor are all degree courses, the courses needed to do the optional specialization are the CE and the 100 course that's not a degree course, so theoretically, it is possible to do both.

C: I am for this offering; it's a great idea. However, the groundwork for including zones as an accountable body to Senate has not been done. Because the questions were never answered in their entirety, Senators, at the time, had no real idea what the zone was, and that continues to be the case now. So, if they are not accountable to Senate, I am not sure why we're hearing this. Now, again, this is a great idea, so RTA and Computer Science have better ways for students to learn. I find it somewhat dubious for saying equity of access; you have to apply to be in a zone, what happens if you can't get in? The real gist of the problem is that zones have no real standing in Senate, and I'd like someone to describe what a zone is, and how a zone is accountable to the Senate at Ryerson?

C: President Lachemi – We have two concepts – zone and zone learning. I just want to make sure that we are clear about what we are discussing. The question you ask is about Zones. Zone learning is the one that we are discussing.

C: Zones are co-curricular and provide opportunities to shape initiatives from the ground. Zone learning is interfaced with traditional academic programs (classes, coursework) as it exists with no change to zone learning being itself an academic body. We have another way of doing this where students in the zones might do a project with a class, e.g. the music den as part of the trans-media zone involved in music is a course called Business of Music and the instructor of that course who is a CUPE hire, has his students enrolled and do projects that are strategy documents for the company sector. It's an interface between zone learning and project-backed interface, it's actually done through an existing course with existing curriculum. That's really the way we're considering this minor as well.

C: We have lots of good, strong connections between zone activities and courses and programs that are using access to these zones, whether it's courses that may be tapping into a zone or start-up companies that they come to a course that the students in the course can use as examples of what they can be working on and take those on and interact there. There are opportunities for student placements with either start-ups or working within the zones in that way, and this connection between the zones and faculties has been critical to building the connection with the students as well. The students look to the faculties for guidance or information on what they should be doing and sought recommendations from faculty members in the zones. Zones continue to do what they intended from the original plan, they provide space for incubation of ideas and start-up opportunities; they provide access to

leadership; they connect very much to the outside world. All those zones are open to the outside community and that provides the university with another strong way that they interact, whether they are industries or organizations in the communities.

C: President Lachemi: You mentioned that you would be more than happy to come to Senate with a presentation. I think we need to have that. Regardless of what happens with the motion that we have today, I think we need to have the discussion. Maybe this is a good discussion to have as a Committee-of-the-whole.

C: I would like to reiterate I'm actually all for this proposal, Science and RTA, that would be very useful and zones are fine with me. However, I do agree that we do need to have a committee-of-the-whole discussion to start, resulting, probably, in some kind of sub-committee that formerly ties the zones into some formal definition of Senate policy, because until we have that, I will be asking and I believe some other people will be asking exactly the same questions the next time something like this happens.

C: President Lachemi asked Senators to send their questions to the Secretary of Senate. This will enable the SPC to prepare the discussion and presentation to Senate. The idea of the committee-of-the-whole discussion will be taken to SPC for approval before it comes to Senate.

C: I want to revisit the concept of the optional specialization relationship because something that was said struck me as more of a reason to make sure we know what the relationship is. That was specifically about people not applying for the optional specialization and the fact that it wasn't recognized. The minors also have to be applied for at graduation, so what efforts were made to try and make sure that it is noted on their transcript? What efforts were made to ensure that the students knew they had to apply for the optional specialization in zone learning and because they have to be a member of the zone to be able to pursue courses like the two that are proposed? Should there be a barrier between those students that do have the minor compared to those who have the optional specialization so that we can differentiate how students participate in the zones?

C: President Lachemi suggested these comments and questions come into consideration when we have the discussion at Senate.

Q: As a student I have participated in a zone and do appreciate the importance of zones to students. Will there be a cost to students when they take it as a minor as it was free for me? Is it actually becoming more accessible for them if there is a cost?

A: There is no cost for students to be involved in the zones themselves. There are sometimes desk fees to external community members depending on some of the differences in the zones. You are right, there would be a cost because now if they are using up one of their existing course credits for this, then regular tuition is charged. The difference that we do see is the ability of time to focus. We talked about accessibility of access, it's accessibility of time that we are addressing here. If someone is able to pay their tuition, given all the structures that they are having difficulty, then it fits within that if someone is not able to meet their tuition requirement that is a question under accessibility of access, but that is a university-wide question.

C: I just want to make a few comments in total support of this proposal. The whole concept of zones, it was there in 2013 when we reminded everybody that what it was about was co-curricular, nimbleness, innovation, disruption and figuring things out and that has to be

protected. It's not about the zones offering education here, it's about the educational unit using the zones to offer opportunities that are needed. I highly recommend it because I know for us these zones have been instrumental in shaping the way FCAD is and the way we consider education in all the schools.

C: In 2013, I remember I was part of this story where we had a whole series of questions and note that not all the questions got answered. We're establishing a kind of new trajectory and we are doing it without having the underpinnings in the place first. We should have consideration of the issue of academic control of zones. It is something that needs to be under control. Senate either is or isn't responsible for it. If it is, these things should be subject to the same kinds of reviews and periodic program reviews that all of the other academic programs of the university are subject to, and if they are not, then how do we justify them being academic in nature. We have a double standard here, one that is highly regulated, in terms of doing periodic program reviews and having these be reported back to Senate every time. I would really like to have those things answered before we approve a minor.

C: I think this is a good idea to invite questions/comments. It would be useful if people like Richard and John got the summary of the questions and responses that Senators gave at the October 2013 meeting and that they would accompany the agenda as an addendum for people to catch up on what was answered and what wasn't answered and why. Finally, when it is indicated that it is the academic units using the zones, I am puzzled. There is a social ventures zone, supervised by the Dean, Faculty of Arts. What do they have to do with social ventures and any knowledge of that for hiring. I don't understand, and I want to understand.

C: This minor proposal has gone through both levels of our curriculum committee and our school council and I can guarantee that RTA is properly vetted and supervised, and I also want to point out that for many of our students this is a great opportunity to extend what they're already doing in their curriculum.

C: Many universities do review their minors along with their program reviews and it may be an opportunity for us to do something similar as part of quality assurance procedures.

C: Minors are declared by students upon graduation, so, in essence, delaying this motion wouldn't actually affect somebody wanting to graduate because they will have the time within their program to do their courses. This is a minor which is part of the program, it is within our quality assurance policies. Minors are reviewed so it meets all of our policy requirements. I want to reassure Senators that what Academic Standards Committee brought forward is within the purview of Senate to consider.

Q: President Lachemi asked the chairs of Computer Science and RTA about the importance of timing for this motion?

A: Chair of Computer Science: The actual timing of creating a minor is not that critical, however, the creation of the course in zones 100 and 200 is highly critical because students would need to be registered in them. So, if that doesn't get approved in time for this year's calendar then that would postpone by a year the possibility of someone actually registering for the minor. I suppose the possibility would be to amend the motion to just create the courses but they would have no home. So that is my concern if this is postponed.

A: Chair of RTA: We have already done the approvals, processing would have to be revisited, so that doesn't seem like a good use of our time. I think that the pressing matter is the student interest and demand and I think that meeting that interest in demand is critical.

C: I do move to table this motion. I don't understand the governance structure and I would vote against it tonight even though I think it is an excellent idea.

Motion to Table Motion 8.4.1.5:
P. Moore moved to table; M. Dionne seconded.

C: Speaking as a Dean, and what I see is an unusual move within Ryerson for two Faculties to come together and produce something innovative.,I think the zone part of it is a bit diversionary because we have a larger issue with accountability with Senate and so on, but there is sufficient structure, rigor and oversight to me with the two Faculties and there is sufficient innovation that I would not want to see it diverted and punished. It's very rare at Ryerson to see these sorts of thing come forward and I would prefer in my own way to think of it as going for a minor between two Faculties.

Motion to table Motion 8.4.1.5 Approved.

C: President Lachemi – We need to do some homework and come back to Senate. The discussion about the zones and zone learning has to take place. Also, we will share the questions that were asked in 2013 with the team and we will discuss it at SPC and bring it back to Senate.

8.4.1.6. New Minor in Cyberstudies

Motion: *That Senate approve the new Minor in Cyberstudies.*

K. MacKay moved; D. Cramb seconded.
Motion Approved.

8.4.1.7. Removal of the standing variation in the Urban and Regional Planning degree program

Motion: *That Senate approve the removal of the standing variation in the Urban and Regional Planning degree program.*

K. MacKay moved; N. Di Cuia seconded.
Motion Approved.

8.4.1.8. New Concentration in Video Game Design for the RTA Media Production degree program

Motion: *That Senate approve the new Concentration in Video Game Design for the RTA Media Production degree program.*

K. MacKay moved; N. George seconded.
Motion Approved.

8.4.1.9. Reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Hospitality and Tourism Management degree program

Motion: *That Senate approve the reduction from 41 to 40, in the total number of courses required for the Bachelor of Commerce in Hospitality and Tourism Management degree program.*

K. MacKay moved; G. Hepburn seconded.
Motion Approved.

8.4.1.10. Reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program

Motion: *That Senate approve the reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program.*

K. MacKay moved; D. Scofield seconded.
Motion Approved.

8.4.1.11. Eight new course proposals for addition to the Liberal Studies elective tables

Motion: *That Senate approve the eight new course proposals for addition to the Liberal Studies elective tables.*

K. MacKay moved; L. Lavallée seconded.
Motion Approved.

8.4.1.12. Curriculum modifications to the Juris Doctor program

Motion: *That Senate approve the curriculum modifications to the Juris Doctor program.*

K. MacKay moved; D. Young seconded.
Motion Approved.

8.4.1.13. For information: 1-year follow up reports for Periodic Program Reviews: Architectural Science & Mathematics and Its Applications.

8.4.2 Report #F2020-2 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

8.4.2.1. Interim Provost's Update

The Interim Provost Reported:

1) Update on review/search process for dean, Faculty of Arts, and search for dean, Faculty of Community Services: Elections and appointments have been finalized for the review/search committee for the dean, Faculty of Arts, and search committee for dean, Faculty of Community Services. We announced the committee compositions of these committees on October 27 and we are now in the process of scheduling the first meeting of each one.

2) Enrolment Update: The domestic target was 8,760, and there were 8,936 confirmations, while the international student target was 1,333, and there were 1,120 confirmations. Overall, the figures stand at 10,056 confirmations, compared to a targeted 10,093 — within 0.4%. International enrolments to the first year of degree programs were up by 13.5% over last year, with China, India, Vietnam, United States and South Korean being the top five countries represented by country of citizenship.

C: President Lachemi recognized the efforts of the enrolment team and the Planning Office for doing this job. They encountered difficult circumstances because of CODIV-19. I can share with Senate that many of our sister universities in the province are experiencing huge decline in enrolment because of COVID-19. I give credit to the team for their dedication, hard work and support for our students.

8.4.2.2. Retirement of Policy 156: Removal of Students from Field Placements/Practicums (K. MacKay)

Motion: *That Senate approve the retirement of Policy 156: Removal of Students from Field Placements/Practicums.*

K. MacKay moved; G. Hepburn seconded.
Motion Approved.

8.4.2.3. Amendment to Policy 60: Academic Integrity – definition of advocate (K. MacKay)

Motion: *That Senate approve the amendment to Policy 60: Academic Integrity – definition of advocate.*

K. MacKay moved; A. McWilliams seconded.

C: I would like to make an amendment to the motion to separate the actual definition of Advocate from the rest of the proposed changes in sections 5.5, 10.1, 10.2, 10.3 10.5 of Policy 60 and table the other amendments for later discussion.

C: President Lachemi asked to provide Senators with a rationale for this amendment.

C: We want to keep the definition of Advocate which we agreed to last June, and include the RSU and CESAR. We can work on the language just as we did back in June to work with the appropriateness of the language so that it is clear for any student reaching out to this policy. When students look at policy and search for the word Advocate without it being qualified that it's from RSU or CESAR, they may just go through the whole process and then it would be to their detriment to realize that they have missed the deadline, they did not read the policy correctly; they unknowingly will be going wrong rather than using professional support, someone who is very well versed and experienced in how to manage and navigate the policy and how to support the student. We do this because there are a lot of people involved in this process, instructors, staff, faculty, and whenever students do not receive the proper support, there is chaos and more stress.

C: Suggested that it can include "see section…" which would refer the reader back to the definition of Advocate.

C: What we want is actually more clarification on this language. I am very sorry that the student union has to present this request/amendment clarification at this stage at the Senate because in this policy both names of the student unions have been removed. The persons doing this work did not approach us for any discussion about this. There should be something to clarify that every time the word 'advocate' shows up, if you want to put in parentheses (see definition) you could also put in parentheses (RSU or CESAR) either one is the same, but I don't want to see the names of our institutions deleted because it seems to me that slowly they keep pushing us out, don't include us in the conversations, now they're taking away our names and tomorrow we may not exist.

C: Maybe there's a misunderstanding. At section 3.2, the definition of Advocate is what was agreed to last Spring in the other policy (Policy 168) and it does mention those names. You can always refer back to the definition – you haven't been dropped out. We are just simplifying the wording. It's just a matter of wording it in such a way to make it flow more easily and still be perfectly accessible to students. In referencing back to the definition with CESAR and RSU, I don't see what the problem is once of course we have something leading back to the definition.

C: I just wanted to assure the Union and Senate that there was no intention to not consult with respect to this because it was using the definition that the working group came up with last year (in which CESAR and RSU were consulted) and insertion of that into Policy 168, so it was a follow-up of that into this policy. There are no changes. I would reiterate the point that this is the benefit of having definitions inside of policies so that every time a particular term is mentioned in the policy, it means the same thing every time and it doesn't need explanation. It's a tidying up of the document and we had said in June that we would make the definition that the working group came up with for Policy 168 consistent in other policies.

C: I appreciate the suggestion but want to make sure that when the students navigate they get proper reference. We work very hard to have full-time student advocates, knowledgeable and available, so the students have the best outcome, but also everyone in the process doesn't get entangled with a student who doesn't know how to navigate this and miss the deadlines. We feel that as a student union, we want what is best for the student and every time Ryerson says we are here for inclusion and the student, we are exploited. We hear two different languages. I would like everybody to remember what happened in June, and this definition of advocate is not what the group assigned worked on. They worked on it

separately. They did not include us, we had to fight to be included. That's why at every step there was not the common courtesy to say, 'hey we're going do this change and take your name away'. If the clarification is to a reference to the definition to advocacy, then that's OK.

C: Our Academic Integrity Office works to update their communication to ensure that students are aware of advocacy as they administer the policy as well.

C: It sounds like there is a miscommunication somewhere along the way. As someone who has been involved in the revision processes of Policy 60 and Policy 168 and the advocate process for many years, our whole emphasis was to actually try to entrench as best as we could that the advocates should be from RSU and CESAR for reasons that they know what they are doing. There have been no additional meetings that have been going on behind the scenes. This was something that we all worked on after this was brought to us several months ago to update the definition for advocate so it's consistent everywhere. It is not that anything has been changed after, or that people were trying to slide something through. We had both RSU and the CESAR student advocates as part of the Policy review process as well, so I do want to make the point that there was no excluding anyone, and in fact it was quite the opposite.

Friendly Amendment to Motion 8.4.2.3 to include "as defined in section…" after each indication of Advocate.

Motion Approved.

C: President Lachemi clarified that we have two organizations providing advocacy for students (CESAR and RSU) and that there will be a new organization formed to represent graduate students.

8.4.2.4. For information: Update on Open Electives (K. MacKay and C. Hack).

9.   Old Business - None

10.   New Business as Circulated - None

11.   Members' Business –

C: Proposal from Senator Riley Kucheran – In informal conversations with my students and colleagues, we have agreed that COVID-19 has placed immense pressure on our time. A task that might have taken an hour pre-pandemic, takes hours or days in virtual formats. We are working evenings and weekends. Our wellbeing and the academic quality of courses have suffered. I would, therefore, propose that the Academic Planning Group explore an emergency reduction of the course term length from 12 to 11 weeks and add an additional reading week in the Winter term. I know this might be a daunting administrative hurdle in such a short timeframe to change the academic calendar, but Ryerson is innovative, nimble and bold and I believe this would enhance our reputation as a leading university that cares for our students and community. I would also suggest that SPC explore a committee-of-the-whole discussion on specific time-management strategies in recognition that their hands might be tied financially.

C: President Lachemi: The committee-of-the-whole discussion, we would be happy to include this in the next SPC meeting. The reduction of the number of weeks per term is the responsibility of Senate. APG can discuss this. I can tell you that I was in the Fashion department today and I indicated that 2/3 of our students at Ryerson are in accredited programs. It's not just the decision of the leadership or Senate, but also, we have the framework for many of the programs which follow accreditation guidelines. When Senators were part of the discussion when we reduced the number of weeks per term from 13 to 12, Engineering was not able to do it because of their accreditation program. The other concern is the time. We are in November and you are asking this to be done by January. I think it is important to have this discussion, but we have to do our homework.

12.   Consent Agenda - None

13.   Adjournment
The meeting adjourned at 7:23 p.m.

Ryerson University
President's Update to Senate
December 1, 2020

CONGRATULATIONS

A project led by psychology professor *Alexandra Fiocco* and another co-led by nursing professors *Josephine Wong* and *Mandana Vahabi* have received project grants from the Canadian Institutes of Health Research (CIHR) totalling $2.7 million. Prof. Fiocco's project, "Bringing relief to caregivers," will study the benefits of daily mindfulness practice for family caregivers of people with dementia. Profs. Wong and Vahabi's project, "Acceptance and Commitment to Empowerment (ACE) Intervention," will study the effectiveness of Acceptance and Commitment Therapy and collective empowerment strategies at reducing HIV-and-related stigmas and building community resilience.

Marwa Al-Saqqar and *Maya Higeli*, both co-op students in Architectural Science, working in collaboration with Ryerson civil engineering students, have won first place in the student category of the Micromobility Sandbox Design Challenge run by the Institute of Transportation Engineers (ITE), an international organization with members in 75 countries. The team's winning design reimagines an existing traffic corridor in Las Vegas, Nevada, enhancing safety and "micromobility" (i.e., getting around an urban setting without a car) with features such as two-way lanes, paved with bioluminescent materials that glow at night, for bicycles, scooters, and walkers. The team's design is also intended to be workable in other municipalities--for example, in Toronto on Front Street West.

Dorotea Bajic and *Laura Rendell-Dean*, both students in the undergraduate Graphic Communications Management program, have won first place in the Paperboard Packaging Alliance (PPA)'s 2020 Student Design Challenge. The PPA, which is run by the American Forest & Paper Association and the Paperboard Packing Council, asked entrants to design innovative packaging toolkits for educators to use in the Trees into Cartons, Cartons into Trees program for primary school students, which highlights the sustainability of paperboard packaging. Bajic and Rendell-Dean's design, a hexagonal box filled with educational activities, will be put into production for use in the program.

Christopher Cleland and *Armando Macias*, both fourth-year students in Architectural Science, have won joint second prize in the Canadian Institute of Steel Construction's Architectural Student Design Awards. They received an Award of Merit consisting of $2,000 for their project Windswept, a design for a tower in Killarney Provincial Park. The project was advised by Prof. Vincent Hui.

Former Board member *Marci Ien* has been elected Member of Parliament for Toronto Centre in a by-election to fill the seat previously held by former finance minister Bill Morneau.

Curtiss Randolph, who studied Image Arts at Ryerson, has received one of three 2020 New Generation Photography Awards for lens-based artists under the age of 35. The award, given by the National Gallery of Canada in collaboration with Scotiabank, includes $10,000, mentorship from the gallery's curatorial team, and exhibitions at the gallery and the Scotiabank CONTACT Photography Festival.

Maria Fernanda Riano, a final-year student in the School of Performance's BFA Performance Dance program, has won this year's Hnatyshyn Foundation Developing Artist Grant for contemporary dance. The $10,000 prize, awarded by jury members from Quebec, Ontario, and British Columbia, is one of seven such grants awarded to performing artists with exceptional talent across Canada.

The Ryerson Review of Journalism (RRJ) has received four awards in the 2020 Association for Education in Journalism and Mass Communication (AEJMC) Student Magazine Contest. The Review itself has won first place in the Online Magazine category, for which staff members Catherine Abes, Hannah Alberga, Emily Latimer, and Carly Lewis were cited, as well as their adviser, Sonya Fatah. Julia Simioni has won second place in the category Articles—First Person for "Show of Hand," about reporting on people with disabilities. Emily Latimer has won second place in the categories Articles—Feature and Articles—Reporting for "The Long, Dark Trail," about true crime podcasts. Sabina Seyidova has won third place in the category Articles—People for "The American Literary Journalist Who Had a Passion for Canada," about Edith Iglauer, who passed away at 101 last year.

Julia Shin Doi, Ryerson's secretary of the Board of Governors, general counsel, and university privacy officer, has won the Chambers Diversity & Inclusion Award (North America 2020) for Outstanding Contribution in the In-House – Individual category. The award recognizes her achievements in fostering diversity and inclusion at Ryerson.

PARTNERSHIPS

PURCHASING AND SOCIAL VALUE – On November 5, Financial Services, in collaboration with the Office of the Vice-President, Equity and Community Inclusion, announced a partnership with the Canadian Aboriginal and Minority Supplier Council (CAMSC). This partnership will give Ryerson access to a new range of products and services from 450 Indigenous and racialized-owned businesses operating in Canada. The premise of the partnership is that every purchase the university makes has an economic, an environmental, and a social impact, and Ryerson is committing to placing social value alongside economic value in its decision-making process. Purchasing Services will proactively prioritize suppliers from the CAMSC network on behalf of Ryerson and thereby ensure that the university is investing in the advancement of Indigenous and racialized communities.

EVENTS AND INITIATIVES

DIVE: STUDENT AID – On October 5, the Ryerson Leadership Lab officially launched the innovative online learning tool *Dive: Student Aid*, which is based on documentary filmmaking, to teach the history of the 2016 decision by the then-Ontario government to make tuition free for lower-income students. Developed from a 2019 course in the Department of Politics and Public Administration and filmed by Toronto production agency Sandbox, the platform features interviews with people involved in the decision-making process, such as former premier Kathleen Wynne and former deputy premier Deb Matthews, as well as analysts representing different political parties and perspectives. Throughout the learning experience, learners are encouraged to "dive" deeper, accessing infographics, definitions of key terms, related videos that give further context, and additional reading material. The tool has already

been used in some Ontario post-secondary programs and adult learning settings, and discussions are underway to use *Dive: Student Aid* as a model for further such learning tools.

LEADING THE CHARGE – On October 8, the Centre for Urban Energy virtually hosted its fifth annual Leading the Charge conference, with the theme "Storage, Renewables and Transactive Energy." The conference was part of the Natural Sciences and Engineering Research Council of Canada (NSERC) Energy Storage Technology Network initiative, through which Ryerson and NSERC have been leading 15 universities and 26 industry and government partners focused on finding and securing ways to store and distribute excess renewable energy. This year's conference, once again bringing together academics, NSERC representatives, and decision-makers from energy companies and electricity operators, focused on transactive energy, a market-based system for peer-to-peer electricity distribution.

DEMOCRACY SUMMIT AND FESTIVAL – From October 13 to 15, the Ryerson Leadership Lab, in collaboration with the Open Democracy Project, hosted the third annual DemocracyXChange summit. This year's edition was online, with nearly 700 registrants and 67 speakers including *Capital* author Thomas Piketty, federal Minister of Intergovernmental Affairs Dominic Leblanc, and new Green Party leader Annamie Paul. Keynote addresses about democracy and democratic institutions were followed by panels of experts discussing the topics. The summit also presented a screening of the disinformation documentary *People You May Know* and a conversation with co-directors Charles Kriel and Katharina Gellein Viken. After the summit, from October 16 to 22, Ryerson and a number of partner institutions hosted the DemocracyXChange festival, featuring workshops and discussions that explored the intersections between democracy and areas such as faith, climate change, diversity, and the law.

WORLD OF INNOVATION – On October 15, Ryerson launched the new marketing campaign "World of Innovation," which was created by University Relations. It features a website – innovation.ryerson.ca – that focuses on six key areas where Ryerson is innovating: urban design and infrastructure, urban health and wellbeing, governance and social justice, economic development, creativity and culture, and migration and integration. The site offers stories outlining exciting research by renowned Ryerson faculty working in each of these areas, as well as 15-second animated videos narrated by actor and Ryerson honorary doctor (2019) Eric McCormack.

WASTE REDUCTION WEEK – From October 19 to 25, the Sustainability Office hosted Ryerson's participation in the 19th annual Canadian Waste Reduction Week. The week's virtual events were focused on ways of ensuring proper waste disposal and finding sustainable alternatives to consumption and waste habits, despite increased societal dependency on single-use plastics during the pandemic. One highlight was the two-day Sustainability Fair, hosted virtually on Instagram by the Environment and Urban Sustainability Students' Association, which informed and educated students as well as introduced them to extracurricular opportunities.

SOCIAL JUSTICE WEEK – From October 26 to 30, the Unifor National Chair in Social Justice and Democracy virtually hosted Ryerson's tenth annual Social Justice Week, with the theme "Beyond Walls, Beyond Borders." This year's events addressed issues of isolation and confinement during the pandemic as well as ways to support communities and their struggles across geographic borders. Local and international speakers discussed global issues such as workers' rights, Black resistance, food justice, and

gender inequality. Innovation was also a focus, with a workshop on game design, access intimacy, and disability justice, as well as a panel organized by the Social Ventures Zone and the Legal Innovation Zone on using technology to help increase access to justice.

LAB2MARKET – On October 28, the federal government announced $1.3 million of support for the research commercialization program Lab2Market (L2M), an initiative designed to help the Canadian economy recover from the impact of COVID-19. Ryerson led the program's first cohort, focused on health innovation, in the spring, and it will continue to lead the program in southern Ontario. Over the next two years, 40 participating teams of students, researchers, and experienced advisors will develop, test, and commercialize innovative ideas. L2M will supply funding to explore their work's commercial potential as well as access to world-class mentors and like-minded entrepreneurs.

TRANS AWARENESS MONTH – November was Ryerson's annual Trans Awareness Month. Led by Positive Space, the university hosted a series of online events for Ryerson students, faculty, and staff that included a virtual kickoff on November 2; Trans Awareness Month Storytime, a reading of inclusive picture books; a talk by Prof. Marty Fink (Professional Communication) on trans women's archives and strategies for harm reduction and caregiving in response to COVID-19; a screening of and conversation about Sam Feder's documentary *Disclosure*; a panel discussion on trans and non-binary inclusion in the workplace; a conversation with author Jiaqing Wilson-Yang about her novel *Small Beauty*; and on November 20, Trans Day of Remembrance, which encouraged reflection on trans lives lost and on ways to create systemic change.

SANCTUARY SERIES – On November 5, the international webinar series *Sanctuary: What Next?*, which is co-presented by the Ryerson Faculty of Law along with organizations in the United Kingdom and the United States, kicked off with the Ryerson-hosted discussion "Race, Migration, and Policing." Chaired by Unifor National Chair in Social Justice and Democracy Kikélola Roach, the webinar explored issues surrounding the policing of migrants as well as their access to criminal justice and other public institutions. Speakers hailed from the London, UK-based Institute of Race Relations, the University of San Francisco, the Barnard Center for Research on Women in New York City, and the University of Toronto. *Sanctuary* was co-organized by Ryerson Criminology professor Graham Hudson and funded by his Social Science and Humanities Research Council Insight Grant on sanctuary cities in Canada. The series' six webinars, each hosted by a different institution, drew connections between the political economy of cities, the security practices of contemporary racial and colonial capitalism, and the migration apparatus.

HEALTH SCREENING AND COVID-19 TRACKING AND MONITORING – On November 6, Ryerson adopted a new process for health screening, whereby faculty, staff, and essential visitors approved by senior leadership to access campus are required to complete a health screening form each time they seek to visit campus. The process is not required for students, and it is temporary, as Ryerson continues to explore a more sophisticated technological solution for health screening. In addition, Ryerson has developed a robust tracking and monitoring process for reporting COVID-19 cases on campus, in order to assess and manage possible risk to community members, assist public health agencies in contact tracing, and prevent any potential spread of the novel coronavirus. Ryerson is working under the

direction of Toronto Public Health, which will conduct contact tracing of all positive cases and advise Ryerson of any additional measures needed to reduce the risk of transmission.

REMEMBRANCE DAY – On November 11, members of the Ryerson community joined in reflection online for a virtual Remembrance Day ceremony. In her opening remarks, Elder (Ke Shay Hayo) and Senior Advisor – Indigenous Relations and Reconciliation Joanne Dallaire spoke about the role of Indigenous men and women in World Wars I and II and the Korean War. The Toronto Concert Choir, featuring members of the Ryerson community, sang "O Canada," and Vice-President, Administration and Operations Deborah Brown read John McRae's poem "In Flanders Fields." In her closing remarks, Vice-President, Equity and Community Inclusion Denise O'Neil Green saluted the doctors, nurses, and healthcare providers who heal the wounded, as well as the people of different races who serve in the military but are often left out of history books. Video footage was provided by Veterans Affairs Canada, including a performance of The Last Post.

STRATEGIC VISION LAUNCH – On November 12, Ryerson virtually launched its Strategic Vision, which will guide the university through to 2030. The online event was hosted by Assistant Vice-President, Engagement Krishan Mehta, and it featured a panel discussion between Dean of the Faculty of Community Services Lisa Barnoff; Vice-Provost, Students Jen McMillen; Chief Human Resources Officer Jenny O'Donnell; and myself. We discussed the significance of the vision for steering our recovery from the COVID-19 pandemic; how the values it puts forward align with academic programs and student life initiatives; how Ryerson will support its workforce in delivering the vision; and how the university will maintain its momentum as we adapt to new ways of teaching, learning, and creating the best student experience possible.

FALL GRADUATION CELEBRATION – On November 17, Ryerson held a virtual Graduation Celebration for members of the Class of Fall 2020, which includes 2,156 graduates, of whom 1,003 received undergraduate degrees, 743 received graduate degrees, and 410 received continuing education certificates. Graduands were able to register for Graduation Celebration Boxes, each of which included a blue mortarboard, a "2020" tassel, and an alumni welcome package. In addition, graduands were encouraged to contribute photos and special messages to the Online Yearbook. I was delighted to host the celebration, and Mohamad Fakih (honorary doctorate '19) delivered a special address. The event was presented by NexTech AR Solutions, which was founded by Ryerson 2019 Alumni Achievement Award winner Paul Duffy.

INTERNATIONAL STUDENT SUPPORT – During the fall term, Ryerson's International Student Support (ISS) office has partnered with the Recreation and Athletic Centre to deliver the program Strong Body Strong Minds, which provides exercises and strategies for the university's more than 4,000 international students to engage their bodies and minds together. The initiative is part of the ongoing support offered by ISS under the direction of Lyn-Marie Farley throughout the pandemic. This support has included providing more than $87,000 in relief funding and $34,000 in bursaries, creating a COVID-19 FAQ page and communicating with international students to help them understand the pandemic's impact on their status in Canada, welcoming new international students to campus with a virtual scavenger hunt and tips from ISS staff and current students, and running peer social programs to build community. A new partnership with the Tri-Mentoring program is introducing international graduate student

mentoring. In the works is a winter survival session, as well as a partnership with the Career and Co-op Centre to help students navigate the current job market and get to know Canadian workplace culture.

from the **President's Calendar**

October 5, 2020: I was pleased to deliver remarks for the online launch of *Dive: Student Aid*, an innovative documentary-style digital learning tool about student financial aid reform in Ontario created by the Ryerson Leadership Lab.

October 6, 2020: I met virtually with Premier Doug Ford to discuss Ryerson initiatives and ways in which the university can support the government's priorities. Following our meeting, I delivered remarks to welcome Premier Ford to the Ryerson Democracy Forum online event "Premier Doug Ford at Ryerson: Recovery in the Time of COVID-19."

October 8, 2020: I hosted a virtual meeting with a group of new faculty members to welcome them to Ryerson and discuss their experiences at the university so far.

October 8, 2020: Along with Associate Vice-President, Research and Innovation Naomi Adelson, I had an introductory meeting online with John Hepburn, newly appointed CEO and scientific director of innovation research organization Mitacs.

October 9, 2020: I spoke with psychiatrist David Goldbloom, senior medical advisor at the Centre for Addiction and Mental Health, to seek his advice on how Ryerson can best help its community members deal with the challenges posed by the pandemic.

October 13, 2020: I spoke with Janet Morrison, president and vice-chancellor of Sheridan College, as part of our ongoing discussion about our institutions' collaboration in Brampton.

October 13, 2020: I attended the Globe and Mail webcast "Skills for the New Economy." Speakers included Joe Cox, Canada Research Chair in Digital Disruption and Organizational Transformation at Athabasca University; Claudette McGowan, global executive officer for cybersecurity at TD Bank; and Nicole Verkindt, founder and CEO of the procurement platform OMX.

October 14, 2020: Along with representatives from the City of Brampton, I met with provincial Minister of Small Business and Red Tape Reduction Prabmeet Sarkaria. We discussed Ryerson's planned endeavours in the city.

October 15, 2020: I participated in the province's budget consultation, during which I made a presentation to Minister of Finance Rod Phillips about the importance of government support for post-secondary institutions.

October 16, 2020: As chair of council, I participated in a regular meeting of the Council of Ontario Universities (COU).

October 16, 2020: I met online with faculty members in the Department of Sociology, checking in on how they are dealing with the challenges posed by the pandemic.

October 19, 2020: At Brampton City Hall, I met with Mayor Patrick Brown and Janet Morrison, president and vice-chancellor of Sheridan College, to continue our discussion about our institutions' current and potential future collaborative projects in Brampton.

October 19, 2020: I had an introductory conversation with Willowdale MPP Stan Cho, parliamentary assistant to the minister of finance. We discuss how Ryerson has responded to the pandemic.

October 19, 2020: I met online with faculty members in the Department of Psychology, checking in on how they are dealing with the challenges posed by the pandemic.

October 20, 2020: Vice-President, Research and Innovation Steven Liss and I met online with Alejandro Adem, president of the Natural Sciences and Engineering Research Council of Canada (NSERC), for an update on how NSERC is collaborating and partnering with universities.

October 20, 2020: Alongside other leaders in education as well as business, I sat on a panel organized by the France Canada Chamber of Commerce for the online event "Future of Education Post-COVID-19." We discussed ways to positively transform the education sector during and after the pandemic.

October 20, 2020: I hosted a virtual meeting with a group of new faculty members to welcome them to Ryerson and discuss their experiences at the university so far.

October 20, 2020: As a board member, I attended a regular meeting of the Hackergal board.

October 21, 2020: I spoke with Walied Soliman, chair of Norton Rose Fulbright Canada LLP, to welcome him as a new member of the Board.

October 21, 2020: I met online with faculty members in the School of Hospitality and Tourism Management, checking in on how they are dealing with the challenges posed by the pandemic.

October 22, 2020: I met online with faculty members in the Department of Marketing Management, checking in on how they are dealing with the challenges posed by the pandemic.

October 22, 2020: Along with COU President and CEO Steve Orsini and a number of the COU's executive heads, I had an introductory meeting with Minister of Infrastructure Laurie Scott to explain the role of universities in the recovery from the pandemic and discuss areas of potential collaboration with the government.

October 22, 2020: I attended the virtual Leadership Council Summit hosted by Toronto venture capital firm ScaleUP Ventures. The keynote address was delivered by *Third Industrial Revolution* author Jeremy Rifkin.

October 26, 2020: I attended a virtual retreat for the Universities Canada board.

October 26, 2020: Along with Steve Orsini and some executive heads of the COU, I met online with Minister of Finance Rod Phillips to discuss the importance of government support for the post-secondary sector.

October 27, 2020: I attended the Globe and Mail webinar "The Future of Learning: Skills and Education for the New Economy," at which speakers from Athabasca University, the Brookfield Institute for Innovation and Entrepreneurship, Toronto Finance International, and the digital experience platform Flybits discussed ways to equip the workforce for the post-pandemic era.

October 27, 2020: I was a panellist in the Universities Canada online discussion "Cross-Country Check-Up: Examining the Issues Facing University Executive Heads," which covered challenges in leadership and institutional governance, as well as potential opportunities, during the global pandemic.

October 28, 2020: Along with Steve Orsini and several executive heads of the COU, I met online with Peter Bethlenfalvy, president of the Treasury Board Secretariat of Ontario, to discuss the importance of government support for the post-secondary sector.

October 28, 2020: I participated in Universities Canada membership meetings.

October 29, 2020: I moderated the Toronto Region Board of Trade's online panel discussion "Transformation and the Future of Work." Panellists included Susan Black, CEO of the Conference Board of Canada; Laurie Pezzente, senior vice-president of technology risk within Technology & Operations at RBC; John Hepburn, CEO and Scientific Director of Mitacs; and Armughan Ahmad, president and managing partner of digital at KPMG. The panellists discussed trends, challenges, and opportunities for organizations to rebound from the pandemic and do business differently.

October 29, 2020: I met online with faculty members in the Department of Computer Science, checking in on how they are dealing with the challenges posed by the pandemic.

October 30, 2020: I met online with Janet Morrison and Asima Vezina, president and vice-chancellor of Algoma University, to discuss our ongoing collaboration in Brampton.

October 30, 2020: I chaired a regular meeting of the COU Strategy and Planning Working Group.

October 30, 2020: I attended a virtual Canadian Club event during which Conservative Party Leader Erin O'Toole gave a speech about his political vision and then discussed it with Toronto Sun journalist Adrienne Batra.

November 2, 2020: I was a panellist for the online event "Re-thinking Governance in Times of Uncertainty" organized by the Dubai-based Center of Learning Innovations and Customized Knowledge Solutions. We discussed how the pandemic has affected management and governance structures of higher education institutions and how to rethink these structures in times of uncertainty. The discussion was chaired by Mohamed Zairi, senior advisor at the United Arab Emirates Prime Minister's Office. The other panellists were Ahmed Bawa, CEO of Universities South Africa; Riyad Y Hamzah, president of the University of Bahrain; and Henry Stoever, president and CEO of The Association of Governing Boards of Universities and Colleges.

November 2, 2020: I delivered remarks at a Ryerson-hosted virtual celebration of the Canadian launch of former Jamaican prime minister P.J. Patterson's memoir, *My Political Journey*.

November 3, 2020: I met online with faculty members in the Department of Electrical, Computer and Biomedical Engineering, checking in on how they are dealing with the challenges posed by the pandemic.

November 3, 2020: I met online with faculty members in the School of Fashion, checking in on how they are dealing with the challenges posed by the pandemic.

November 4, 2020: Along with Assistant Vice-President, International Anver Saloojee, I met online with the new consul general of Jamaica, Lincoln Downer, to welcome him to Toronto and discuss Ryerson's ongoing partnership with institutions in Jamaica.

November 4, 2020: I attended a virtual meeting of Universities Canada that offered an update on geopolitical realities in the university sector.

November 4, 2020: At the first meeting of the Presidential Implementation Committee to Confront Anti-Black Racism, which was held online, I delivered introductory remarks thanking committee members for agreeing to take on this important and challenging work.

November 4, 2020: I attended the Ryerson International Issues Discussion series online event "The Day After: Making Sense of the U.S. Election." The discussion was moderated by Jo-Ann Davis, president of the Toronto branch of the Canadian International Council, and the speakers were Pulitzer Prize-winning journalist David M. Shribman and former Canadian ambassadors Jon Allen and Jeremy Kinsman.

November 5, 2020: Along with Deputy Provost and Vice-Provost, University Planning Glenn Craney and Assistant Vice-President, University Relations Jennifer Grass, I attended a meeting of the COU to discuss the new Ontario budget.
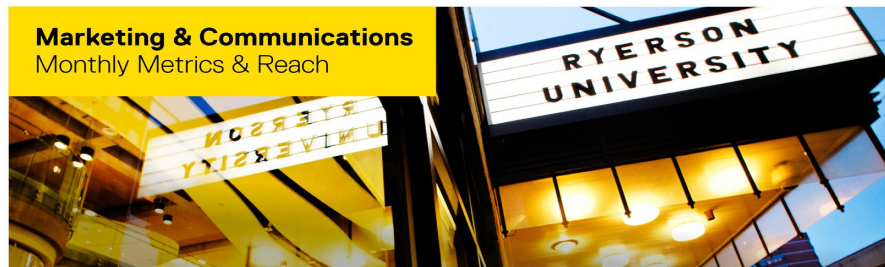
October 2020

Media Relations

- Secured coverage on "the future of learning" for Gary Hepburn and The Chang School in the Toronto Star.
- Successfully placed "Are the robots coming to take your job?" op ed written by Pedro Barata, Wendy Cukier, and Andrew Parkin (FSC) in Ottawa Citizen, Montreal Gazette and The Province.
- Planned and conducted media outreach for the Democracy Xchange Summit hosted by the Ryerson Leadership Lab and co-presented by the Faculty of Arts, as well as the Democracy Forum series hosted by the Faculty of Arts.
- Secured coverage in Lawyer's Daily for official Law School launch.
- Media trained Idil Abdillahi, assistant professor from the School of Disability Studies.
- Completed faculty expert database maintenance: reaching out to over 80 existing faculty members in the database to thank them for their support and request profile updates; added several new experts to the database.
- Generated extensive media coverage by compiling and pitching faculty experts to speak on various breaking news topics including COVID-19's impact on the economy and Trump testing positive for the illness, the Nagorno-Karabakh conflict, and the U.S. presidential election.

Publications

- Ryerson Today produced 12 editions.
- Most opened edition with 44.6% was the Oct. 7 RT with story on the new Brampton Zone open for business.
- New Brampton Zone open for business story has highest clicks at 1,203.
- The story 5 Daily Non-Negotiables to Stay Resilient had the most pageviews with 2,657.
- Ryerson University Magazine Winter 2021 edition is nearing completion. Edition is focused on equity and social justice.

Marketing

- Launched "A World of Innovation" 2020 Ryerson Reputation Campaign (Oct 1). Developed by Marketing & Creative Services, in collaboration with OVPRI, this integrated advertising campaign positions Ryerson as a leader in research that has meaningful impacts on the city of the future. The campaign showcases an immersive website (featuring 22 articles), a 1-minute animated video and six 15-second animated videos. Channels include: broadcast, pre-roll, display ads, native ads, social (paid and organic) and some print media.
- Worked with the Office of the Registrar (RO) on a fun and informative video and teaser to help promote Ryerson's Virtual Fall Open House (Nov. 9-20).

- Created and launched a campaign for TRSM's MBA program (launched October 28). Currently developing retargeting assets.
- Led the creative development and execution for University Advancement's Fall Appeal digital campaign targeting alumni who are donors and non-donors (launched beginning of October).
- Launched a digital campaign for Alumni promoting the new Forefront Podcast.
- Finalized the Toward Ryerson 2030 plan with Advancement and the International Strategy plan with Ryerson International (end of October).
- Launched Phase 1 of the 2020/21 YSGS Recruitment Campaign. This year's campaign features an evolved creative approach from last year's campaign which ended early due to COVID-19.
- Led the creation of eight ads for the upcoming Alumni Magazine including ads for University Advancement, YSGS, the Chang School, and more.
- Working with International Enrolment to develop and launch an awareness campaign for the end of November.
- Developing a West Coast digital campaign for the Chang School, which will build off learnings and interest from the fall campaign.

Website
- Last month we saw a loss year-over-year for the first time ever. Comparing October 2020 to 2019, we have equalled last year's traffic. 0.10% more visits, 0.62% more visitors, and 1.68% fewer pages viewed.
- Visits from desktop increased year-over-year from 61.1% in 2019 to 68.9% in 2020, while there were decreases in mobile from 36.9% in 2019 to 29.8% in 2020, and tablet from 2.1% in 2019 to 1.3% in 2020.

Social Media
- **Facebook:** Gained 375 fans to reach 77,840. Most engaging post was an autumn campus beauty shot of Lake Devo full of yellow leaves, with 1,323 engagements.
- **Instagram:** Gained 480 followers to reach 35,001. Most engaging post was autumn campus beauty shot of Lake Devo, with 4,340 engagements.
- **Twitter:** Gained 170 followers to reach 59,301. Most engaging organic tweet was a Halloween-themed video featuring CUI, with 201 engagements.
- **LinkedIn:** Gained 2,374 followers to reach 249,552. Most engaging post congratulated MP-Elect and alumna Marci Ien, and had a total of 1,200 engagements.

Digital Marketing
- Launched the Fall Appeal alumni fundraising campaign for Advancement, a campaign for the Alumni P.J. Patterson virtual event, and a campaign for Arts Democracy Forum events.
- Launched the large-scale Reputation campaign, the Yeates School of Graduate Studies recruitment campaign and The Chang School's winter enrolment campaign with agency partners.
- Continued working with agency partners on the Faculty of Law recruitment campaign, TRSM's BComm recruitment campaign and the MBA recruitment campaign.
- Wrapped a digital campaign promoting the new podcast from Alumni - *The Forefront.*
- Recent changes to Facebook advertising back-end management (stronger security and personal identification measures, more scrutiny of social and political issue ads) have required many hours of troubleshooting across most campaigns for the digital team, but moving forward we're hoping to see some benefits from these changes.

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2020–3; December 2020

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **FACULTY OF ARTS – Language and Intercultural Relations – Modification to Concentrations**

A. FACULTY OF ARTS – LANGUAGE AND INTERCULTURAL RELATIONS – MODIFICATION TO CONCENTRATIONS
The Department of Languages, Literatures, and Cultures proposes removal of the current Concentration requirement to complete the BA in Language and Intercultural Relations (LIR), and instead make its Concentrations optional. Any student graduating at the end of Winter 2021 or later will not be required to complete a concentration.

Rationale:
1. **Alignment with Policy #2 -** The BA in Language and Intercultural Relations (LIR) was launched in 2016/2017 with a program structure that required the completion of a Concentration to graduate. The 2019 revised Policy # 2 Undergraduate Curriculum Structure states that the "completion of a Concentration cannot be made mandatory and the program's curriculum must allow for a student to complete the program requirements without a Concentration if they so choose." The Department of Languages, Literatures and Cultures is therefore asking to remove the mandatory completion of a Concentration in LIR and make the completion of a Concentration optional.

2. Flexibility for students - To make the concentrations optional would allow students to graduate with or without a Concentration and be able to change their mind along the way. This will be an advantage for students who take a few Table V courses and then decide to abandon a Concentration, since they would not have to take extra courses to complete their Table V requirements. They will simply graduate from the program without a concentration.

3. **Provide access to minors -** Due to the mandatory nature of the current concentrations in LIR, students have relatively limited access to minors. The removal of mandatory concentrations will solve a key issue with LIR students trying to complete a minor, particularly where courses count toward both the concentration and minor. Policy 2 and the Minors policy do not allow students to use the same course(s) for both a minor and a concentration. For example, students cannot currently graduate with a concentration in Language and Cognition and a Minor in Psychology. Removing the concentration requirement will give students flexibility in choosing to complete either the minor or the concentration, where there is overlap, rather than being forced to maintain only the concentration.

The Minors Policy was revised and published in the 2018 -2019 UGRD Calendar to state that as per #7 in the minors policy: "Any course used to satisfy a requirement of a minor cannot also be used to satisfy a requirement of a concentration." The Minors Policy published in the 2017-2018 UGRD Calendar made no mention of the fact that courses cannot be 'double counted' towards both a concentration and a minor. This change was introduced in the 2018/19 academic calendar, so our concern is for students who joined the program in both 2016/17 and 2017/18 academic years, as we do still have some students in their 4th and 5th year of the program who were planning to graduate with a minor and a concentration.

Current Curriculum Structure:	Proposed Revised Curriculum Structure:
Students **must** select and complete a Concentration (from Professional Table V) from the list below:	**TABLE V** **Group 1: Four of the following:** ACS 106 Introduction to Language CLD 206 Language Development CLD 307 Cognitive Development LIR 207 Translation as a Cultural Bridge MHR 405 Organizational Behaviour and Interpersonal Skills MHR 523 Human Resources Management MHR 700 Cross-Cultural Dimensions of Organizational Behaviour MHR 721 Negotiation and Conflict Resolution PSY 102 Introduction to Psychology I PSY 202 Introduction to Psychology II **Group 2: Two courses based on your stream, as indicated** **French Stream, two of the following:** FRE 502 Advanced Business French I FRE 602 Advanced Business French II FRE 507 English-French Translation I FRE 607 English-French Translation II FRE 505 Language and Culture I FRE 605 Language and Culture II FRE 515 Introduction to Business French FRE 706 The Life and Times of the French Language FRE 707 Introduction to French-English Translation FRE 709 Children's Literature in French FRE 805 French Language Teaching Methodologies LIR 900 Directed Readings **Spanish Stream, two of the following:** SPN 507 English-Spanish Translation I SPN 607 English-Spanish Translation II SPN 515 Introduction to Business Spanish SPN 702 Advanced Business Spanish SPN 802 Advanced Business Spanish II SPN 704 Introduction to Latin American Culture I SPN 804 Introduction to Latin American Culture II SPN 707 Spanish-English Translation SPN 710 Spanish of Spain and Latin America SPN 805 Spanish Language Teaching Methodologies LIR 900 Directed Readings **OPTIONAL 6-COURSE CONCENTRATIONS**

	The following optional 6-course concentrations may be selected from Table V:
Concentration in Organizational Behaviour Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language. REQUIRED: MHR 405 Organizational Behaviour and Interpersonal Skills MHR 523 Human Resources Management MHR 700 Cross-Cultural Dimensions of Organizational Behaviour MHR 721 Negotiation and Conflict Resolution French Stream - Two of the following: FRE 515 Introduction to Business French FRE 502 Advanced Business French I FRE 602 Advanced Business French II LIR 900 Directed Readings (taken in French) Spanish Stream - Two of the following: SPN 515 Introduction to Business Spanish SPN 702 Advanced Business Spanish SPN 802 Advanced Business Spanish II LIR 900 Directed Readings (taken in Spanish)	**Concentration in Organizational Behaviour** Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language. REQUIRED: MHR 405 Organizational Behaviour and Interpersonal Skills MHR 523 Human Resources Management MHR 700 Cross-Cultural Dimensions of Organizational Behaviour MHR 721 Negotiation and Conflict Resolution French Stream - Two of the following: FRE 515 Introduction to Business French FRE 502 Advanced Business French I FRE 602 Advanced Business French II LIR 900 Directed Readings (taken in French) Spanish Stream - Two of the following: SPN 515 Introduction to Business Spanish SPN 702 Advanced Business Spanish SPN 802 Advanced Business Spanish II LIR 900 Directed Readings (taken in Spanish)
Concentration in Language and Cognition Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language. REQUIRED: PSY 102 Introduction to Psychology I PSY 202 Introduction to Psychology II CLD 206 Language Development CLD 307 Cognitive Development French Stream - Two of the following: FRE 505 Language and Culture I FRE 605 Language and Culture II FRE 709 Children's Literature in French FRE 805 French Language Teaching Methodologies LIR 900 Directed Readings (taken in French) Spanish Stream - Two of the following: SPN 805 Spanish Language Teaching Methodologies SPN 704 Introduction to Latin American Culture I SPN 804 Introduction to Latin American Culture II	**Concentration in Language and Cognition** Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language. REQUIRED: PSY 102 Introduction to Psychology I PSY 202 Introduction to Psychology II CLD 206 Language Development CLD 307 Cognitive Development French Stream - Two of the following: FRE 505 Language and Culture I FRE 605 Language and Culture II FRE 709 Children's Literature in French FRE 805 French Language Teaching Methodologies LIR 900 Directed Readings (taken in French) Spanish Stream - Two of the following: SPN 805 Spanish Language Teaching Methodologies SPN 704 Introduction to Latin American Culture I SPN 804 Introduction to Latin American Culture II

LIR 900 Directed Readings (taken in Spanish)	LIR 900 Directed Readings (taken in Spanish)
Concentration in Translation Studies Students take six of the following courses. Four of these courses must be in French or Spanish depending on their target language. REQUIRED: ACS 106 Introduction to Language LIR 207 Translation as a Cultural Bridge French Stream - Four of the following: FRE 507 English-French Translation I FRE 607 English-French Translation II FRE 706 The Life and Times of the French Language FRE 707 Introduction to French-English Translation LIR 900 Directed Readings (taken in French) Spanish Stream - Four of the following: SPN 507 English-Spanish Translation I SPN 607 English-Spanish Translation II SPN 707 Spanish-English Translation SPN 710 Spanish of Spain and Latin America LIR 900 Directed Readings (taken in Spanish)	**Concentration in Translation Studies** Students take six of the following courses. Four of these courses must be in French or Spanish depending on their target language. REQUIRED: ACS 106 Introduction to Language LIR 207 Translation as a Cultural Bridge French Stream - Four of the following: FRE 507 English-French Translation I FRE 607 English-French Translation II FRE 706 The Life and Times of the French Language FRE 707 Introduction to French-English Translation LIR 900 Directed Readings (taken in French) Spanish Stream - Four of the following: SPN 507 English-Spanish Translation I SPN 607 English-Spanish Translation II SPN 707 Spanish-English Translation SPN 710 Spanish of Spain and Latin America LIR 900 Directed Readings (taken in Spanish)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the modification to Concentrations in Language and Intercultural Relations – Faculty of Arts.*

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, Equity and Community Inclusion
Bettina West, Director, Curriculum Quality Assurance
Amy Peng, Faculty of Arts, Economics
Dale Smith, Faculty of Arts, English
Gavin Adamson, Faculty of Communication and Design, Journalism
Robert Clapperton, Faculty of Communication and Design, Professional Communication
Thomas Tenakate, Faculty of Community Services, Occupational & Public Health
Ian Young, Faculty of Community Services, Occupational & Public Health
Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering

Miranda Kirby, Faculty of Science, Physics
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Julia Spagnuolo, Student
Yazad Mistry, Student

Academic Governance and Policy Committee (AGPC)
Report #F2020-3 to Senate

Academic Governance and Policy Committee Report – S. Zolfaghari

1.   Interim Provost's Update

2.   Revise Policy 168: Grade and Standing Appeals to include the Faculty of Law (K. MacKay)

   Motion: *That Senate approve the motion to revise Policy 168: Grade and Standing Appeals to include the Faculty of Law.*

3.   Revise Senate Bylaw #1 to include a Faculty of Law Student Senator (D. Checkland)

   Motion: *That Senate approve the motion to revise Senate Bylaw #1 to include a Faculty of Law Student Senator.*

4.   For information: Update on Open Electives (K. MacKay & C. Hack)

Respectfully submitted,

S. Zolfaghari, Chair,
Interim Provost and Vice-President, Academic

On behalf of the Committee:
K. MacKay, Vice-Provost, Academic
J. McMillen, Vice-Provost, Students
C. Hack, Registrar
D. Bell, Secretary of Senate
P. Sugiman, Dean, Faculty of Arts
D. Checkland, Faculty Senator, Faculty of Arts
J. Neil, Faculty Senator, Faculty of Communication & Design
I. Young, Faculty Senator, Faculty of Community Services
R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
A. Ferworn, Faculty Senator, Faculty of Science
A. McWilliams, Senate Chairs' Representative
J. Saber, Faculty Senator, Ted Rogers School of Management
A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
G. Carter, Undergraduate Student Senator
J. Spagnuolo, Undergraduate Student Senator
F. L. Kakar, Yeates School of Graduate Studies Student Senator

RYERSON UNIVERSITY
POLICY OF SENATE

GRADE AND STANDING APPEALS

Policy Number: 168

Policy Revision Date: Winter 2020

Approval Date: June 2, 2020

Implementation Date: Fall 2020

Next Policy Review Date: Fall 2025

Responsible Office: Provost and Vice President Academic

1.   PURPOSE

The purpose of this policy is to set out the framework, principles, regulations, and procedures governing all appeals of academic standing and final academic grades when all options for an informal resolution have been exhausted.

2.   APPLICATION AND SCOPE

2.1   This policy applies to all full-time, part-time, undergraduate, graduate, law, and The G. Raymond Chang School of Continuing Education ("The Chang School") students and any others to whom this policy may apply at Ryerson University (the "University").

This policy also applies to all faculty, staff, and administrators involved in the grading and appeal process. It describes the grounds and processes by which students may appeal academic standings and final academic grades when all options for an informal resolution have been exhausted.

2.2   Recognizing that the appeal process may be stressful, time intensive, and have high stakes for students, significant effort should be made to informally resolve issues relating to final academic grades before the submission of an appeal.

2.3   Any informal resolution must satisfy Senate academic policy and procedure requirements.

2.4   Grade reassessment and grade recalculation are not grounds for an academic appeal (see Policy 162: Grade Reassessment and Grade Recalculation).

2.5   Religious, Aboriginal, and spiritual observance is not a ground for appeal if the appropriate forms were not filed on time (see Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance).

3.   DEFINITIONS

3.1   Burden of Proof
In a grade appeal and standing appeal, the burden of proof is on the student to show that, on a balance of probabilities, it is more likely than not that the decision relating to final grade or academic standing is incorrect.

3.2   Decision Maker
The person(s) within the department, program, Faculty, Senate Office, or Senate Appeals Committee (SAC) Panel authorized to make a decision regarding the appeal of a grade or standing.

3.3   Final Grade
For the purposes of this policy final grade includes Progress Report designations for graduate students. Final grades are also referred to as official grades.

3.4   Grade Appeal
A grade appeal is a request for a final grade to be reviewed or changed based on the presence of grounds for appeal and evidence supplied by the student to support their case.

3.5   Hearing
The appeal proceeding in which the student presents their case to an SAC Panel (the decision makers) which will result in a final decision outcome.

3.6   Natural Justice
This is composed of four (4) principles: the right to know the case against you; the right to an impartial and unbiased decision maker; the opportunity to be heard; the right to a decision and rationale for that decision.

3.7   Remedy
This is the resolution requested by the student or the outcome from the decision maker to address a student's final grade or academic standing appeal. Possible remedies can be found in Procedures – Section 4.

3.8   Senate Appeal Committee (SAC) Panel
The panel established by the Secretary of Senate, responsible for reviewing appeal submissions and/or Senate dismissal recommendations and that upon evaluating the evidence provided, makes a decision on the appeal. Senate Appeal Committee decisions are final and not appealable.

3.9   Standing Appeal
A standing appeal is a request for a standing of Required to Withdraw (RTW) or Permanent Program Withdrawal (PPW) in the case of undergraduate students, and Withdrawn in the case of graduate students, to be reviewed or changed based on the grounds for appeal and evidence supplied by the student to support their case.

4.   PRINCIPLES

4.1. Academic Success
Ryerson University is committed to promoting academic success and to ensuring that students' academic records reflect their academic abilities and accomplishments. The University expects that grades will reflect demonstrated knowledge of course material, and that academic decisions concerning final grades and academic standings will be fair, consistent, and objective.

4.2. Senate Policy Framework
The values stipulated in the University's Senate Policy Framework are applicable and fundamental to this policy.

4.3. Fair Process
The policy should be applied in a way that is consistent with the principles of natural justice, including, but not limited to the right to have one's perspective heard, to be

informed about other perspectives and relevant information, and to receive a timely and fair decision based on the merits of each individual case.

4.4. Non-Adversarial Approach
The University is committed to resolving academic disputes in a mutually respectful, and timely way, rather than from an adversarial standpoint.

4.5. Right to Support
Both students and instructors have the right to seek and receive support and advice concerning participation in the appeals process.

4.6. Accommodation
All processes and procedures associated with this policy are to be carried out in accordance with relevant law and University policy concerning the accommodation of students (see Policy 159: Academic Accommodation of Students with Disabilities and Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance).

4.7 Timeliness
It is in the best interest of the student and the University for the timely resolution of any appeals under this Policy. Both the University and the student must work together to ensure the timely resolution of any appeals.

5.   GENERAL REGULATIONS

5.1. Students earn grades that reflect their ability to demonstrate their knowledge of the course material through the means of evaluation.

5.2. It is the student's responsibility to raise concerns with the instructor about issues related to grades as soon as they arise and attempt to informally resolve these issues.

5.3. Where there is no response from the instructor regarding the concerns raised by the student relating to the final grade, or if the student does not feel that they can discuss the matter with the instructor, or if no resolution is reached, the Chair/Director of the teaching department must be consulted regarding an informal resolution.

5.4. Failure to attempt an informal resolution to the concern related to a final grade may jeopardize the success of an appeal made at a later date.

5.5. Grade appeals are for issues related to final grades that could not be informally resolved with an instructor, Chair/Director or designate.

5.6. Students may only appeal a final grade or academic standing if one or more grounds for appeal exist. The four (4) grounds for appeal are: Course Management; Extenuating Circumstances; Procedural Error; and Prejudice (see Policy – Section 6 for details).

5.7. In a standing appeal, sStudents can only appeal their Required to Withdraw (RTW) or Permanently Withdrawn (PPW) standing (for undergraduate students), or Withdrawn (for graduate students) and "Failed" (Faculty of Law students) in a standing appeal.

5.8. There are three (3) levels to which an undergraduate and graduate student can progressively appeal a final grade or their academic standing:
- 1st Level – Department/School/Program
- 2nd Level – Faculty
- 3rd Level – Senate

For all Faculties that do not have multiple Departments/Schools/Programs, there are two (2) levels to which a student can progressively appeal a final grade or their academic standing:

- 1st Level – Faculty
- 2nd Level - Senate

A student may only appeal to the next level if they disagree with the decision of the previous level and if grounds for appeal exist or if they do not accept the remedy proposed by the previous level decision maker.

5.9. The burden of proof is on the student to show on a "balance of probabilities" that the decision relating to the final grade or academic standing is incorrect. Thus, to show that:

5.9.1 the final grade incorrectly reflects their demonstrated knowledge of the course material; or

5.9.2 their current academic standing should be changed; as academic standing is determined by a students' overall cumulative academic performance; students must provide substantial reasons why their current standing is not appropriate.

5.10. Students must submit all documentation necessary to support their appeal.

5.11. Students have ten (10) business days from the date of receiving their official final grade/standing to submit the 1st Level appeal. All other levels of appeal must be submitted within ten (10) business days of receiving the decision letter.

5.12. Decision makers at every level will receive mandatory online training via the Senate Office to maintain currency in the appeals policy and procedures.

5.13. Decision makers must acquire and consider information on all perspectives before reaching a decision.

5.14. Appeals may only be dismissed at the Senate Level by a Senate Appeals Committee (SAC) Review Panel where the appeal either fails to meet the definition of one of the required grounds for appeal or fails to describe a clear reason when the student disagrees with the Faculty Level decision. If new evidence is submitted at the Senate Level, it must have a reasonable possibility of affecting the decision in order to proceed to a hearing. The decision of the SAC Review Panel is final and not appealable. For

details on the Senate Level dismissal process, see Procedures – Section 5.

5.15   If the appeal is granted and the student proceeds with the remedy proposed, a grade appeal outcome may result in the final grade being increased, decreased, or unchanged and cannot be further appealed (see Policy 162: Grade Reassessment and Grade Recalculation).

5.16   Students may continue in their program and can be registered in courses on the basis of a probationary contract (undergraduate) or provisional plan (graduate) for up to one term while their standing appeal is being considered. Exceptions may be made when the decision timeline is delayed due to the University.

5.17   Students on a probationary contract or a provisional plan and are appealing their standing, must pay all appropriate fees. If the standing appeal is denied and the student remains RTW/PPW or Withdrawn, they will be given a full refund of the fees charged for the courses in which they enrolled in that semester. Refunds will not be considered for past semesters that have already been completed.

5.18   Students must be mindful of the time allotted by the University to complete their degree/ certificate. If, during the appeal process, the student exceeds their time allotted or a time extension has been exceeded and the process to request an additional extension is either not followed or not granted: the grade appeal and standing appeal may no longer be required/considered as the person appealing is no longer a student in that program. Decision makers should always consult with the Senate Office on these cases.

6.   GROUNDS FOR APPEAL

6.1   Course Management

Appeals may be filed on the ground of Course Management when students believe that a final grade has been adversely affected because an instructor or supervisor has deviated significantly from course management policies (see Policy 166: Course Management), from the course outline, or the instructor has demonstrated personal bias or unfair treatment.

6.2.1. Personal bias or unfair treatment are not considered to be the same as Prejudice (see Policy – Section 6.4).

6.2.2. For graduate students, the grounds of Course Management includes the management of non-course program requirements by the supervisor and/or Graduate Program Director.

6.2   Extenuating Circumstances

Appeals may be filed on the ground of Extenuating Circumstances when students believe that there have been occurrences of reasonable significance that: (a) are outside a student's immediate control; (b) could not have been reasonably foreseen or avoided; and (c) significantly impact the student's ability to fulfill their academic requirements.

6.3   Procedural Error

Appeals may be filed on the ground of Procedural Error when it is believed that there has been an error in the procedure followed in the application of either this policy or any applicable policy of the University that has impacted a student's grade or standing. Appeals granted on this ground will resolve the procedural error.

6.4   **Prejudice**

Appeals may be filed on the ground of Prejudice when it is believed that that the student's final grade or standing has been impacted by prejudice based on a ground protected under the Ontario Human Rights Code:

- Age
- Ancestry, colour, race
- Citizenship
- Ethnic origin
- Place of origin
- Creed
- Disability
- Family status
- Marital status (including single status)
- Gender identity, gender expression
- Receipt of public assistance (in housing only)
- Record of offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation.

Students who believe their grade has been adversely affected by another form of personal bias or unfair treatment, unrelated to a protected human rights ground, may appeal under the ground of Course Management.

7. DECISIONS

7.1   The Decision maker at any level of appeal may:
- deny the appeal;
- grant the appeal; or
- grant or deny the appeal in part, subject to conditions (refer to Procedures - Section 4.2)

7.2   If the student does not accept the conditions attached (refer to Procedures - Section 4.2), the appeal will be considered denied.

7.3   As outlined in Procedures – Section 5, the Secretary of Senate may recommend dismissal of an appeal to the Senate Appeals Committee for their review.

7.4   Decisions must satisfy Senate academic policy and procedure requirements.

RESCINDED POLICIES

Senate Policy 134: Undergraduate Academic Consideration and Appeals Policy

Senate Policy 152: Graduate Academic Consideration and Appeals Policy

RELATED DOCUMENTS

Senate Policy 46: Undergraduate Grading, Promotion and Academic Standing (The "GPA Policy")
https://www.ryerson.ca/content/dam/senate/policies/pol46.pdf

Senate Policy 157: Establishment of Student Email Accounts for Official University Communication
https://www.ryerson.ca/content/dam/senate/policies/pol157.pdf

Policy 159: Academic Accommodation of Students with Disabilities
https://www.ryerson.ca/content/dam/senate/policies/pol159.pdf

Senate Policy 162: Grade Reassessment and Grade Recalculation
https://www.ryerson.ca/content/dam/senate/policies/pol162_reassessment.pdf

Senate Policy 164: Graduate Status, Enrolment and Evaluation
https://www.ryerson.ca/content/dam/senate/policies/pol164.pdf

Senate Policy 166: Course Management Policy
https://www.ryerson.ca/content/dam/senate/policies/pol166.pdf

GLOSSARY/APPENDICES

Advocate	An individual sanctioned by one of the recognized Ryerson student bodies (e.g. the Ryerson Students' Union [RSU], Continuing Education Students' Association of Ryerson [CESAR]), or any other arm's length student group sanctioned by Ryerson University. An advocate is available at the request of a student to advise and assist with submissions, appeals, and to act as a resource for the student at meetings/formal discussions and appeal hearings. Policy 168 Procedures includes a list of authorized advocates.
Academic Accommodation	A pre-planned variation in the way a student with a disability receives course curriculum and materials, participates in course activities, or demonstrates mastery of course content and skills through evaluation and assessment (see Policy 159: Academic Accommodation of Students with Disabilities).
Faculty (capitalized)	Refers to the administrative unit (see Policy 2: Undergraduate Curriculum Structure) and the 2nd Level of the appeal process.
faculty (non-capitalized)	The term "faculty," for the purpose of this policy, refers to the academic teaching staff of the University.
Grade – Final	A final grade is awarded upon completion of all required components of a course and is issued by the Registrar's Office through RAMSS.
Grade Reassessment	A review and re-evaluation of a graded course component when a student disagrees with their grade based on the merit of their work (see Policy 162: Grade Reassessment and Grade Recalculation Policy).
Instructor	The person responsible for the course and includes all those represented by the Ryerson Faculty Association as well as part-time, sessional, and Continuing Education contract lecturers who are represented by Unit 1 or Unit 2 of CUPE Local 3904.
Teaching Department	The academic unit that is responsible for the development, delivery, and administration of a course (see Policy 2: Undergraduate Curriculum Structure).

SENATE
BYLAW #1 – General
Approved by Senate: 29th January 2019
Amended by Senate: 7th May, 2019

1. **DEFINITION OF TERMS**
    1.1.   **AGPC:** The Academic Governance and Policy Committee as defined by Article 6.3 of this Bylaw.
    1.2.   **Alumni:** The *Ryerson University Act* defines alumni as "persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnical Institute, Ryerson Polytechnic University, or Ryerson University and who are no longer registered as students."
    1.3.   **Board:** The Board of Governors of Ryerson University as defined by the *Ryerson University Act*
    1.4.   **Chang School:** The G. Raymond Chang School of Continuing Education.
    1.5.   **Chief Electoral Officer:** Officer of Senate as defined by Article 5.4.
    1.6.   **Committee Member:** Unless otherwise stated, members of a Senate committee do not have to be members of Senate.
    1.7.   **Department/School**: Academic unit, headed by a Chair or Director, resident in a Faculty, that has responsibility for the delivery of academic programs, Chang School degree credit courses, and Department-based Chang School Certificates.
    1.8.   *ex officio*: Holds office or Senate position by virtue of another office held. Fully participating (and voting) unless otherwise indicated.
    1.9.   **Faculty** (where capitalised): Administrative unit, headed by a Dean, normally consisting of teaching Departments/Schools and established by Senate and the Board of Governors.
    1.10. **faculty** (where not capitalised): "Teaching faculty," defined by the *Ryerson University Act* as the "full-time employees of the University whose principal duty is the performance of the teaching function or the research function of the University, including employees holding the offices of Dean, Chair or Assistant Chair of a department, or Academic Director."
    1.11. **faculty Senator**: as defined by Article 2.2.1
    1.12. **Indigenous:** Understood by Ryerson University to include persons who self-identify as First Nations, Inuit, or Métis.
    1.13. *Ryerson University Act*: Statute of the Province of Ontario establishing, and governing the operation of Ryerson University.
    1.14. **Session** shall extend from July 1 of each year until June 30 of the following year.
    1.15. **SPC:** The Senate Priorities Committee as defined by Article 6.2 of this Bylaw.
    1.16. **SRCAC:** The Scholarly, Research, and Creative Activity Committee as defined by Article 6.4 of this Bylaw.
    1.17. **Students**: Defined by the *Ryerson University Act* as "persons registered in a program or course of study at the University that leads to a degree, diploma or certificate of the University." All such students are eligible to serve on Senate committees and vote in student elections for these positions.
    1.18. **Student Senator**: as defined by Articles 2.2.2 and 2.2.3
    1.19. **Union:** Ryerson Faculty Association (RFA); Canadian Union of Public Employees, Local 3904 (CUPE); Ryerson Students' Union (RSU); and Continuing Education Students' Association of Ryerson (CESAR).
    1.20. **University** (where capitalised): Ryerson University
    1.21. **YSGS**: Yeates School of Graduate Studies

2. **COMPOSITION OF SENATE**
    2.1.   **Ex officio Senators**
        2.1.1.   *As per the Ryerson University Act*:
            2.1.1.1.   the Chancellor;
            2.1.1.2.   the President (who shall be the Chair of the Senate);
            2.1.1.3.   the Vice Presidents (including the Provost);

2.1.1.4.   the Deans;

2.1.1.5.   the Chief Librarian; and

2.1.1.6.   the Registrar

2.1.2.   *All Vice Provosts*.

2.2.   <u>Elected Voting Senators</u>

As per the *Ryerson University Act*, there shall be fifty-one (51) elected voting Senators. These shall be apportioned as follows.

2.2.1.   *Faculty Senators*

2.2.1.1.   *At-Large faculty*: There shall be faculty Senators elected at-large by and from all full-time faculty, as defined above, in such number as to ensure that the total number of elected faculty Senators equals thirty-three (33). Deans may not vote, nominate, or serve. Chairs/Directors may vote but may not nominate or serve. There may be no more than two at-large faculty Senators from any one Faculty unless there are insufficient candidates from other Faculties to fill all at-large positions.

2.2.1.2.   *Faculty*: There shall be three (3) faculty members elected from each Faculty consisting of three (3) or more Departments/Schools and one (1) faculty member elected from each Faculty consisting of less than three (3) Departments/Schools.

2.2.1.2.1. Faculties with only one elected Senator may also elect one alternate Senator who may attend meetings of Senate, and vote in the absence of the regular, elected Senator. The alternate Senator may not replace the regular, elected Senator at committee meetings.

2.2.1.2.2. All Faculty Senators and Alternate Senators shall be elected by and from the full-time teaching faculty in each Faculty. Deans may not nominate, vote or serve. Chairs/Directors may vote but may not nominate or serve.

2.2.1.3.   *Chang School faculty:* There shall be two (2) faculty Senators representing the Chang School who are full-time teaching faculty and who are teaching, or have taught, at least one course in the Chang School in the year preceding the election, or who serve on a Chang School committee, or the Chang School Council.

2.2.1.4.   *Indigenous faculty*: There shall be one (1) Indigenous faculty member elected by and from those faculty who self-identify as Indigenous, to the Chief Electoral Officer/Secretary of Senate. The Chief Electoral Officer/Secretary of Senate shall invite faculty (in a manner specified In the Election Guidelines and Procedures) to notify that office regarding such self-identification in order to produce a comprehensive list of voters as part of the nomination process set out in Article 3.

*AND***:** that the mechanism of electing an Indigenous Senator be reviewed prior to the next election for this position.

2.2.1.5.   *Librarian:* There shall be one (1) librarian Senator who is a member of the RFA, and who is eligible to serve on Senate as defined by the *Ryerson University Act*. Such member shall be elected by and from the University librarians.

2.2.1.6.   *Chairs/Directors:* There shall be one (1) Chair/Director, elected from each of the Faculties by and from the Chairs/Directors in that Faculty.

2.2.1.7.   *Ryerson Faculty Association (RFA):* There shall be one (1) RFA Senator (who is a faculty member as defined by Article 1.9) specifically elected to the position using such procedures as are specified in the Bylaw(s) of the RFA.

2.2.1.8.   *Canadian Union of Public Employees (CUPE) Local 3904:* There shall be one (1) CUPE Senator (who is eligible to serve on Senate as defined by the *Ryerson University Act*) specifically elected to the position using such procedures as are specified in the Bylaw(s) of CUPE Local 3904.

2.2.2.   ~~*Undergraduate and Law*~~ *Student Senators*

2.2.2.1.   *Graduate Student Senators:* **There shall be two (2) Senators elected by and from those students of the University who are enrolled in a graduate program.**

2.2.2.1.**2.2.2.2.**   *At-Large Undergraduate and Law Students:* There shall be undergraduate and law student Senators, elected at-large by and from all undergraduate and law students enrolled in a full- or part-time program, in such number as to ensure that the total number of elected student Senators equals sixteen (16). No more than two at-large student Senators may be from any one Faculty unless there are insufficient candidates from other Faculties to fill all at-large positions.

2.2.2.2.**2.2.2.3.**   *Faculty Undergraduate and Law Students:* There shall be one (1) student Senator from each Faculty, elected by and from undergraduate and law students registered in a full- or part-time program within that Faculty.

2.2.2.3.**2.2.2.4.**   *Continuing Education Students:* There shall be two (2) Senators elected by and from those students of the University who are enrolled in a Chang School course at the time of election, and who are eligible to serve on Senate.

2.2.2.4.**2.2.2.5.**   *Ryerson Students' Union (RSU):* There shall be one (1) RSU Senator who is duly elected to the position using such procedures as are specified in the Bylaw(s) of the RSU, and who is eligible to serve on Senate.

2.2.2.5.**2.2.2.6.**   *Continuing Education Students' Association of Ryerson (CESAR):* There shall be one (1) CESAR Senator who is duly elected to the position using such procedures as are specified in the Bylaw(s) of the CESAR, and who is eligible to serve on Senate.

2.2.3.   *Alumni Senators*: There shall be two (2) Ryerson alumni Senators elected by and from the members of the Ryerson University Alumni Association who meet the definition of alumni specified in Article 1.2, and who are no longer registered as students or eligible to serve in any other capacity.

2.3.   **Senate Associates**:
There shall be Senate Associates as follows who, while not eligible to vote at Senate, otherwise have full rights of participation in Senate meetings and, if named to Senate committees, have full committee membership rights (including the right to vote):

2.3.1.   *Chang School Associates*: There shall be two (2) Chang School representatives elected by and from the Chang School Directors and Associate Directors who have academic responsibilities using such procedures as the Chang School shall determine.

2.3.2.   *Part-time, Sessional and Continuing Education Contract Lecturer (CUPE Local 3904 Units 1 and 2) Associates*: There shall be two (2) Part-time, Sessional and Continuing Education (CUPE Local 3904 Units 1 and 2) Contract Lecturers elected by and from that group, using such procedures as CUPE Local 3904 shall determine

2.3.3.   *Indigenous Associates*: There shall be two (2) Indigenous Associates named by the Aboriginal Education Council (AEC) using such procedures as the AEC shall determine. Such Associates may be drawn from any category of Ryerson employee, student, or alumni.

3. ELECTIONS AND APPOINTMENTS

3.1.   **General Provisions**

3.1.1.   *Nominations and Elections Committee (NEC)*: Early in each Session, Senate shall strike a Nominations and Elections Committee in accordance with Article 6.8 of this Bylaw.

3.1.2.   *Schedules, Guidelines and Procedures*: The Chief Electoral Officer of Senate shall annually publish the election schedule, as well as such guidelines and procedures as are approved by the Nominations and Elections Committee.

3.1.3.   *Membership Lists*: The Secretary of Senate will provide a list of Senate and Committee members by the first meeting of a Session, and shall advise Senate of all changes to membership, and shall post a revised membership list on the Senate website whenever changes are made.

3.2.   **Senate**

3.2.1.   The Chief Electoral Officer shall call for nominations in accordance with published Election Guidelines and Procedures.

3.2.2.   Elections shall be held annually before April 1.

3.2.3. Constituent union groups (RFA, CUPE, RSU, and CESAR) shall each be responsible for the election of their representatives and shall inform the Secretary of the process of their election and the election results.

3.2.4. Senate seats shall be declared vacant when:

3.2.4.1. An elected Senator resigns; or

3.2.4.2. An elected Senator is no longer a member of the constituency s/he was elected to represent; or

3.2.4.3. An elected Senator fails to attend two (2) consecutive meetings without written notice to the Secretary, or three (3) in total during a Session, regardless of notice. In extenuating circumstances, Senate may, by resolution, excuse absences for health or other reasons.

3.2.5. Senate vacancies between general elections will be filled for the duration of the term following the procedures outlined below unless there are fewer than two Senate meetings remaining between the point at which the vacancy occurs and the end of the term or the point at which a call for nominations is issued for general elections.

3.2.5.1. If a Senate vacancy occurs in the Chair/Director constituency between general elections, the Chief Electoral Officer will ask the affected group to conduct a by-election.

3.2.5.2. If a Senate vacancy occurs in the Faculty of Law, the elected alternate will fill the position until the Senator elected in the next general election takes office. In the event the alternate is unable to serve, the position will be filled in accordance with Article 3.2.5.4.

3.2.5.3. If a Senate vacancy occurs among the students elected at large, the Chief Electoral Officer will call for nominations in accordance with published Election Guidelines and Procedures, and present the list of nominees to the elected student Senators who shall elect one of the nominees to fill the vacancy.

3.2.5.4. If a Senate vacancy occurs in any other constituency between general elections, the Chief Electoral Officer will call for nominations in accordance with published Election Guidelines and Procedures, and conduct a by-election as/if required.

3.2.5.5. In the event that the routine call for nominations fails to produce sufficient nominees, the Nominations and Elections Committee will solicit nominations and

3.2.5.5.1. The Nominations and Elections Committee will report eligible nominees to the next meeting of Senate.

3.2.5.5.2. Additional nominations may be made from the floor of Senate, provided the person nominated is eligible and consents to the nomination. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate.

3.2.5.5.3. If there is more than one nomination for any individual position, the replacement member will be elected by Senate from among the nominees, with all elected Senators eligible to vote.

3.2.6. The Chief Electoral Officer shall inform Senate of the results of all Senate elections and by-elections, including an accounting of votes cast.

3.3. **Committees:**

3.3.1. Immediately upon the conclusion of Senate elections, the Nominations and Elections Committee (NEC) shall, in accordance with published Election Guidelines and Procedures, call for nominations to fill all non-student Committee positions not allocated through other means in this Bylaw. Senators-elect are eligible to nominate, stand as candidates, and serve on committees for the following year where Senate membership is a requirement.

3.3.1.1. Immediately following the orientation session for new Senators (normally held in September of each year), the Chief Electoral Officer shall, in accordance with published Election Guidelines and Procedures, call for nominations to fill all student Committee positions not allocated through other means specified in this Bylaw.

3.3.2. The Nominations and Elections Committee shall prepare, and present annually to the penultimate regular meeting of Senate in each session, a complete list of nominations received for, and appointments to, all non-student positions on all Senate Standing Committees for the following year.

3.3.3. Nominations from the Floor: For positions to be filled by election, nominations beyond those brought forward by the Nominations and Elections Committee may be made from the floor of Senate provided the person nominated is eligible and consents to the nomination. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate.

3.3.4. If the number of nominations exceeds the number of positions to be filled by election as specified in this Bylaw, Senate shall, at the penultimate regular meeting of Senate in each session, elect the committee members from among the nominees, with all Senators eligible to vote. For positions where a specific body is specified in this By Law as the electors for that position, the Chief Electoral Officer shall conduct, or cause to be conducted, an election for those positions prior to the penultimate meeting of Senate in the session.

3.3.5. membership on a committee of Senate shall terminate when:

3.3.5.1. An elected Senator resigns his/her committee membership; or

3.3.5.2. An elected Senator representing a particular constituency on the committee is no longer a member of the constituency s/he was elected to represent; or

3.3.5.3. An elected Senator fails to attend two (2) consecutive committee meetings without written notice to the Chair of the committee, or three (3) meetings in total during a Session regardless of notice. In extenuating circumstances, Senate may, by resolution, excuse absences for health or other reasons.

3.3.6. Where a position held by a committee member elected by Senate becomes vacant during a session, the Chief Electoral Officer shall, at the earliest point possible, inform Senate of the vacancy and invite nominations to fill the position. The Nominations and Elections Committee shall report to the next meeting of Senate the name(s) of nominee(s), and Senate shall elect a replacement Committee member following the process outlined in Article 3.3.3 and 3.3.4 above.

3.3.7. Where a position held by a committee member representing a specific constituency becomes vacant during the session, the Chief Electoral Office shall, at the earliest point possible, inform the constituency of the vacancy and invite nominations to fill the position. The Nominations and Elections Committee shall report to the next meeting of Senate the name(s) of nominee(s), and Senate shall elect a replacement Committee member following the process outlined in Article 3.3.3 and 3.3.4 above.

3.3.8. The Chief Electoral Officer shall inform Senate of the results of all Senate Committee elections, including an accounting of votes cast.

4. TERM OF OFFICE

4.1. Senate

4.1.1. The term of elected Senators will commence on July 1 of the year elected.

4.1.2. *Ex officio* members and Union representatives hold their positions on Senate as long as they hold the office or Union position that entitles them to be a Senator.

4.1.3. Faculty and Alumni representatives are elected for a two-year term and may be nominated for a second consecutive two-year term.

4.1.4. Student representatives are elected for a one-year term, and may be nominated for a second consecutive one-year term.

4.1.5. Senate Associates named pursuant to Article 2.3 serve a two-year term and are not subject to term limits.

4.1.6. Senators elected to fill a vacancy serve until the end of the vacant term, but may then stand for election in the scheduled general elections. If elected, the term following the general elections shall be considered their first.

4.1.7. After a second term, Senators may be re-nominated to the same position (e.g., a faculty Senator representing a certain Faculty) after an absence of one (1) year, but may be nominated to a new position (e.g., an "at large" Senator) with no break in service. However in no case shall an elected Senator serve more than four (4) consecutive terms in total.

4.2. **Senate Committees**

4.2.1. The term of committee members will commence on July 1 of the year elected and shall extend for one session, unless otherwise specified in this Bylaw.

4.2.2. Members of Senate committees who are required to be Senators may serve as long as they remain Senators.

4.2.3. There is no limit to the number of terms that may be served by members of Senate committees who are not required to be Senators.

5. OFFICERS OF SENATE

5.1. **Chair:**

The President of the University shall be, *ex officio*, the Chair of Senate. The duties of the Chair shall be to:

5.1.1. establish, in consultation with the Senate Priorities Committee and the Secretary, the agenda of all meetings of Senate;

5.1.2. report to Senate on current issues of the University;

5.1.3. conduct meetings of Senate;

5.1.4. break a tie vote; and

5.1.5. call the Vice-Chair, or another member if necessary, to the Chair when the President wishes to engage in debate, or for meetings that the Chair cannot attend.

5.2. **Vice-Chair:**

The Vice-Chair shall be elected from elected faculty Senators by all elected Senators, with the election held in conjunction with elections to the Senate Priorities Committee. The duties of the Vice-Chair shall be to:

5.2.1. act as Chair of Senate if called upon by, or in the absence or incapacity of, the Chair; and

5.2.2. serve as Vice-Chair of the Senate Priorities Committee.

5.3. **Secretary of Senate**:

The President of the University shall appoint a search committee which shall advise the President on the appointment of a permanent Secretary of Senate, who shall serve, *ex officio*, as a non-voting member of all standing committees of Senate. The office of the Secretary shall:

5.3.1. collect information for, advise on, and establish, in consultation with the Senate Priorities Committee, the agenda of Senate meetings;

5.3.2. organize and schedule Senate meetings, and distribute the Senate agenda, normally one (1) week in advance of regular meetings;

5.3.3. take responsibility for the Senate website;

5.3.4. act as a resource to the Chair at Senate meetings;

5.3.5. prepare, and distribute to all Senators, draft minutes of every meeting of Senate, and post approved minutes on the Senate website;

5.3.6. provide, at the first meeting of each session, a record of the attendance of each Senator during the previous session, with such report becoming an attachment to the minutes of the last meeting of the previous session;

5.3.7. conduct correspondence in the name of Senate;

5.3.8. create, advise upon, draft, and prepare academic policies as appropriate for consideration by the AGPC and Senate assuring adherence to proper format and procedures;

5.3.9. maintain all minutes, records, and accounts of Senate and its committees, including a directory of the current policies of Senate;

5.3.10. assist committees in research supporting their efforts and act as a resource;

5.3.11.   oversee and provide advice on Senate policies and procedures;

5.3.12.   record and maintain the records of the Academic Standards Committee;

5.3.13.   oversee the operations of the Senate Appeals Committee;

5.3.14.   serve as a non-voting member of, and resource for, all Standing Committees and for those *ad hoc* Committees where the Secretary of Senate is named as a non-voting member; and

5.3.15.   carry out such other duties as may be required to ensure the proper functioning of Senate.

5.4.   <u>**Chief Electoral Officer**</u>:

The Secretary of Senate shall, unless Senate should otherwise direct, serve as Chief Electoral Officer. The duties of the Chief Electoral Officer shall be to:

5.4.1.   serve as a non-voting member of the Nominations and Elections Committee;

5.4.2.   assist the Nominations and Elections Committee in the solicitation of nominees for Senate Committees;

5.4.3.   conduct elections pursuant to Article 3 of this Bylaw and the Guidelines and Procedures adopted by the Nominations and Elections Committee;

5.4.4.   solicit nominations for Vice-Chair in conjunction with elections to the Senate Priorities Committee;

5.4.5.   solicit nominations and conduct elections, as required, to fill vacancies pursuant to Article 3.2 of this Bylaw;

5.4.6.   liaise with unions to ensure that elections are conducted in accordance with Senate timelines and procedures; and

5.4.7.   in accordance with the schedules, guidelines and procedures established by the Nominations and Elections Committee, conduct elections pursuant to Article 3.3 of this Bylaw, if necessary, to fill Committee positions.

6.   STANDING COMMITTEES

6.1.   <u>**General Provisions**</u>

6.1.1.   Senate shall have Standing Committees as follows:

6.1.1.1.   Senate Priorities Committee (SPC);

6.1.1.2.   Academic Governance and Policy Committee (AGPC);

6.1.1.3.   Scholarly Research and Creative Activity Committee (SRCAC);

6.1.1.4.   Academic Standards Committee (ASC);

6.1.1.5.   Awards and Ceremonials Committee (AWCC);

6.1.1.6.   Learning and Teaching Committee (LTC);

6.1.1.7.   Nominations and Elections Committee (NEC);

6.1.1.8.   Research Ethics Board (REB); and

6.1.1.9.   Senate Appeals Committee

6.1.2.   Unless otherwise specified in this Bylaw, committee membership is not limited to members of Senate.

6.1.3.   Senators-elect are eligible to nominate, stand as candidates, and serve on committees for the following year where Senate membership is a requirement.

6.1.4.   Any standing committee may recommend to Senate – via the AGPC, as appropriate – changes to Bylaw provisions regarding its terms of reference and composition.

6.1.5.   All standing committees that do not have a Chair and Vice-Chair prescribed by this Bylaw shall, at their first meeting of each Session, elect a Chair and, if the Committee deems it necessary, a Vice-Chair.

6.1.6.   The Secretary of Senate is a non-voting member of all standing committees.

6.1.7.   The current composition and membership of all Standing Committees shall be posted by the Secretary of Senate on the Senate website.

6.2. Senate Priorities Committee (SPC)

    6.2.1. <u>Composition:</u>

        6.2.1.1. the President, who shall serve as Chair;

        6.2.1.2. the Vice-Chair (who is the Vice-Chair of Senate);

        6.2.1.3. the Provost and Vice President Academic;

        6.2.1.4. the Vice Provost Academic;

        6.2.1.5. the Vice Provost, University Planning;

        6.2.1.6. one (1) member elected by and from the Deans, including Chang, YSGS, and Library;

        6.2.1.7. five (5) members elected by and from the faculty Senators in accordance with Article 3.3.1;

        6.2.1.8. one (1) ~~undergraduate~~ student Senator elected by and from all <u>undergraduate and law</u> student Senators in accordance with Article 3.3.1.1;

        6.2.1.9. one (1) graduate student Senator elected by and from all student Senators in accordance with Article 3.3.1.1; and

        6.2.1.10. the Secretary of Senate (non-voting).

    6.2.2. <u>Terms of Reference</u>:

        6.2.2.1. to take responsibility to formulate, in consultation with the Secretary, the agenda for each Senate meeting, together with supporting documentation;

        6.2.2.2. to select, for at least two (2) Senate meetings per year, topics of importance and interest to the Ryerson community, and relevant to the responsibilities of Senate:

            6.2.2.2.1. Such topics shall be open for discussion in Committee of the Whole for an extended period, not to exceed ninety (90) minutes;

            6.2.2.2.2. the SPC shall notify Senate in advance of such topics and arrange for their presentation;

        6.2.2.3. to bring to the attention of Senate, and to consult with Senior administration regarding, emergent issues facing the University and, when appropriate, to recommend to Senate the referral of such issues to a Standing Committee, or to recommend to Senate the creation of an *ad hoc* Committee to address such an issue, or to recommend some other course of action;

        6.2.2.4. to establish a sub-committee, if desired either by Senate or the SPC, to examine and review the state of the University's overall finances and priorities with respect to their impact on academic programs and activities in light of the Academic Plan, and to present to Senate its findings and recommendations;

        6.2.2.5. to represent Senate in meetings with the Board of Governors (or representatives) that may be agreed upon from time to time regarding matters of mutual concern; and to report back to Senate as appropriate on the nature of, and any outcomes from, such meetings;

        6.2.2.6. to explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly; and

        6.2.2.7. to act on behalf of Senate, if needed, during the summer months, and to report to Senate at the first meeting of the following Session any actions taken on its behalf.

6.3. Academic Governance and Policy Committee (AGPC)

    6.3.1. <u>Composition:</u>

        There shall be *ex officio* members, and members selected in accordance with the provisions of Article 3.3 as follows:

        6.3.1.1. the Provost and Vice President Academic, who shall serve as Chair;

        6.3.1.2. the Vice Provost Academic, who shall serve as Vice Chair;

        6.3.1.3. the Vice Provost, Students;

        6.3.1.4. the Vice-Provost and Dean, Yeates School of Graduate Studies;

        6.3.1.5. the Registrar;

6.3.1.6. one (1) Faculty Dean elected by and from the Faculty Deans;

6.3.1.7. seven (7) faculty Senators representing at least five (5) of the Faculties, at least one of whom is a Chair/Director, elected by faculty Senators;

6.3.1.8. one (1) Senate Associate Chang School Representative;

6.3.1.9. two (2) ~~undergraduate~~ student Senators elected by and from all undergraduate and law student Senators in accordance with Article 3.3.1.1;

6.3.1.10. one (1) graduate student Senator elected by and from all graduate student Senators in accordance with Article 3.3.1.1; and

6.3.1.11. the Secretary of Senate (non-voting).

6.3.2. **Terms of Reference:**

6.3.2.1. To propose, oversee, and periodically review Senate bylaws, policies and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned by this Bylaw to another entity;

6.3.2.2. to recommend to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policies in a policy area; to ensure that such Review Committees draw substantially on appropriate experience and expertise in the policy area; and to ensure that appropriate co-ordination with other existing policies occurs by, as appropriate, having a Policy Review Committee report to the AGPC rather than directly to Senate;

6.3.2.3. to propose new Senate policy in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy; and to nominate to Senate a special sub-committee of the AGPC to research and draft such policy; and to forward the draft policy to Senate for consideration;

6.3.2.4. to report to Senate with a Committee recommendation on all matters referred to AGPC by Senate or any Senate Committee; and

6.3.2.5. to request reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University.

6.4. Scholarly Research and Creative Activity Committee (SRCAC)

6.4.1. **Composition:**

There shall be *ex officio* members, and members selected in accordance with the provisions of Article 3.3 as follows:

6.4.1.1. the Vice President Research and Innovation (VPRI), who shall serve as Chair;

6.4.1.2. the Associate Vice President Research and Innovation (AVPRI)

6.4.1.3. one (1) faculty member from each Faculty, at least two (2) of whom are Senators, one (1) of whom shall be elected as Vice Chair by the Committee at the first committee meeting of the session;

6.4.1.4. the Vice-Provost and Dean, Yeates School of Graduate Studies or designate;

6.4.1.5. one (1) Dean / Chief Librarian elected by and from the Deans and Chief Librarian;

6.4.1.6. the Chair, Research Ethics Board or a designated faculty member of the REB;

6.4.1.7. one (1) Associate Dean Research (or equivalent) from each Faculty;

6.4.1.8. one (1) Associate Chief Librarian;

6.4.1.9. one (1) Librarian, not necessarily a Senator;

6.4.1.10. one (1) graduate student, not necessarily a Senator;

6.4.1.11. one (1) ~~undergraduate~~ student Senator elected by and from all undergraduate and law student Senators in accordance with Article 3.3.1.1;

6.4.1.12. the Secretary of Senate (non-voting); and

6.4.1.13. such other non-voting Associates as the Committee may, from time to time, designate.

6.4.2.   **Terms of Reference:**

6.4.2.1.   to examine and report annually to Senate regarding the state of SRC activity at Ryerson and upon issues regarding SRC activity that are likely to arise;

6.4.2.2.   to establish a sub-committee, the SRC Leaders' Group, consisting of the VPRI, the AVPRI, the Associate Deans Research (or equivalent) from each teaching Faculty, the Associate Dean Graduate Studies, and the Associate Chief Librarian, which shall:

6.4.2.2.1.1.   develop its own terms of reference to be approved by the SRCAC;

6.4.2.2.1.2.   provide input regarding SRC activity into the academic and strategic planning process; and

6.4.2.2.1.3.   provide input to the VPRI and the SRCA Committee on the funding of SRC activity generally, and specifically with regard to procedures affecting SRC activity, and the internal allocation of funds intended to enhance SRC activity;

6.4.2.3.   to advise Senate on existing and emerging trends in research funding, and on government policies and priorities relevant to SRC activity at Ryerson;

6.4.2.4.   to review, and report to Senate on, the extent to which SRC activity informs, and is integrated into, opportunities for student experiential learning, the innovation ecosystem, and the undergraduate and graduate curriculum; and

6.4.2.5.   in coordination with the Academic Governance and Policy Committee (AGPC), to recommend to Senate, when necessary, the establishment of policies to promote, support and regulate SRC activity involving Ryerson, and to review any such existing policies.

6.5.   Academic Standards Committee (ASC):

6.5.1.   **Composition:**

Senate shall consider each year a list of members as detailed below. Senate may approve or reject the list in its entirety, but may not alter the list.

6.5.1.1.   the Vice Provost Academic (VPA), who shall serve as chair

6.5.1.2.   two (2) members of the faculty from each of the Faculties of Arts, Community Services, Communication and Design, Engineering and Architectural Science, Science, and the Ted Rogers School of Management, and one (1) faculty member from the Faculty of Law;

6.5.1.2.1.   faculty members are appointed by the Deans of their respective Faculties for a two-year term

6.5.1.3.   two (2) representative of the Chang School, appointed by the Dean of the Chang School for a two-year term;

6.5.1.4.   one (1) Librarian, appointed by the VPA upon recommendation of the Chief Librarian for a two-year term;

6.5.1.5.   two (2) students, appointed for a one-year term by the VPA, who shall solicit nominations from the Associate Deans responsible for undergraduate studies;

6.5.1.6.   the Director, Curriculum Quality Assurance (non-voting), who shall serve as Vice-Chair; and

6.5.1.7.   The Vice President Equity and Community Inclusion (VPECI) or designate;

6.5.1.8.   the Registrar;

6.5.1.9.   the Secretary of Senate (non-voting).

6.5.2.   **Terms of Reference:**

to provide advice to Senate with respect to the quality of both operating and proposed undergraduate programs (degree, diploma, certificate, and special-purpose programs), including, but not necessarily restricted to:

6.5.2.1.   undertaking periodic program reviews;

6.5.2.2.   assessing new undergraduate program proposals;

6.5.2.3.   assessing curriculum modification proposals;

6.5.2.4.   reviewing and formulating policies governing undergraduate curriculum structure; and

6.5.2.5. such other matters as referred to it by Senate or by the Provost and Vice President Academic.

6.5.3. **Subcommittees:**
The ASC may establish such subcommittees as are required for it to carry out the mandate assigned to it by this Bylaw or by other Senate policy. The activities of any subcommittees should be included in reports to Senate by the ASC.

6.5.4. **Reporting:**
The ASC reports directly to Senate regarding its recommendations about undergraduate curriculum (e.g., new programs, program reviews, program changes) and about the work of its subcommittees, if any. It directs to the AGPC recommendations regarding change to policy or to the structure specified in this Bylaw.

6.6. Awards and Ceremonials Committee (AWCC):
6.6.1. **Composition:**
6.6.1.1. the Provost and Vice President Academic, who shall serve as chair;

6.6.1.2. the Vice-Provost and Dean, Yeates School of Graduate Studies;

6.6.1.3. one (1) tenured faculty member, not necessarily a Senator, from each Faculty, nominated by the Deans of their respective Faculties;

6.6.1.4. one (1) Chair/Director/Dean/Associate Dean from each Faculty, nominated by the Deans of their respective Faculties, at least one of whom must be a Chair/Director;

6.6.1.5. two (2) Program Directors from the Chang School, nominated by the Dean of the Chang School;

6.6.1.6. two ~~one~~ (~~1~~2) ~~undergraduate and law~~ student Senator~~s~~, selected from undergraduate and law student Senators pursuant to Article 3.3.1.1;

6.6.1.7. one (1) graduate student Senator, selected pursuant to Article 3.3.1.1;

6.6.1.8. the Registrar (non-voting);

6.6.1.9. the Director, Convocation and Awards (non-voting);

6.6.1.10. the Secretary of Senate (non-voting).

6.6.2. **Terms of Reference:**
6.6.2.1. to approve, on behalf of Senate, the award of graduate and undergraduate degrees and certificates, Honorary Doctorate degrees and various medals and awards for excellence;

6.6.2.2. to recommend to Senate, via the SPC (which includes both President and Provost), policies and procedures respecting the awarding of, as well as the ceremonies associated with, the awarding of degrees, certificates, medals, and other marks of academic achievement.

6.6.3. **Reporting:**
The AWCC reports directly to Senate regarding its regular business. It directs to the SPC recommendations regarding policy changes or changes to its terms of reference or composition.

6.7. Learning and Teaching Committee (LTC):
6.7.1. **Composition:**
Senate shall consider each year a list of members as detailed below. Senate may approve or reject the list in its entirety, but may not alter the list.

6.7.1.1. the Vice Provost Academic, who shall serve as Chair;

6.7.1.2. the Vice-Provost and Dean, Yeates School of Graduate Studies or designate;

6.7.1.3. one (1) faculty member from each Faculty, nominated by the Dean of their respective Faculty;

6.7.1.4. one (1) Chang School Program Director, nominated by the Dean of the Chang School;

6.7.1.5. one (1) Librarian nominated by the Chief Librarian;

6.7.1.6. one (1) member of the Aboriginal Education Council nominated by the Council;

6.7.1.7. the Vice President Equity and Community Inclusion (VPECI) or designate;

6.7.1.8.   the Vice Provost Students or designate;

6.7.1.9.   four (4) students, selected as follows: ~~two (2) undergraduate and law students, selected by the Vice Provost Academic from a pool created by one nomination from each academic Dean;~~

6.7.1.9.1. one (1) graduate student nominated by the Vice-Provost and Dean, Yeates School of Graduate Studies;

6.7.1.9.2. two (2) students selected by the Vice Provost Academic from a pool created by one undergraduate nomination from each academic Dean and one law student nomination from the Dean of Law;

~~6.7.1.8.1.~~6.7.1.9.3.   one (1) continuing education student nominated by the Dean of the Chang School;

~~6.7.1.9.~~6.7.1.10.   the Director of the Learning and Teaching Office (LTO) – non-voting;

~~6.7.1.10.~~6.7.1.11.   the Secretary of Senate (non-voting); and

~~6.7.1.11.~~6.7.1.12.   such other non-voting associates as the committee may request to attend.

6.7.2.   Terms of Reference:

6.7.2.1.   to advise Senate on select university-wide issues through the lens of learning and teaching;

6.7.2.2.   to initiate, as required, activities that address specific issues; and

6.7.2.3.   to develop and make academic policy recommendations for the consideration of Senate.

6.7.3.   Reporting:

The LTC reports directly to Senate regarding its regular business. It directs to the AGPC recommendations regarding policy changes or proposed changes to its terms of reference or composition.

6.8. Nominations and Elections Committee (NEC):

6.8.1.   Composition

Immediately following the orientation session for new Senators (normally held in September of each year), the Chief Electoral Officer shall, in accordance with published Election Guidelines and Procedures, call for nominations from the relevant constituent groups to fill the positions listed below. If more nominations are received from any group than the number of positions available, an election shall be conducted within that group to determine the name(s) recommended to Senate.

6.8.1.1.   one (1) Dean selected by and from the Deans (including Chang, YSGS, Chief Librarian);

6.8.1.2.   two (2) faculty Senators elected by and from elected faculty Senators;

6.8.1.3.   two (2) student Senators elected by and from student Senators; and

6.8.1.4.   the Secretary of Senate (non-voting).

If the committee, once constituted, feels that additional members would aid in the solicitation of nominations, it may add up to two faculty members who need not necessarily be elected Senators.

6.8.2.   Terms of Reference:

6.8.2.1.   to develop guidelines and procedures governing the conduct of all elections conducted under the auspices of Senate;

6.8.2.2.   to adjudicate any disputes that may arise in the application of all guidelines and procedures;

6.8.2.3.   to solicit nominations from potential Senators;

6.8.2.4.   to prepare and present to the penultimate regular meeting of Senate in each session, a complete list of nominations received for, and appointments to, all non-student positions on all Senate Standing Committees for the following year, unless those positions are otherwise specified in this Bylaw;

6.8.2.5.   to assist the Chief Returning Officer with the filling of vacancies on Senate or its Committees.

6.8.3.   Reporting:

The NEC is appointed by, and reports directly to, Senate or, in the period between Senate meetings, to the SPC.

6.9. Research Ethics Board (REB):

6.9.1.   Composition:

To ensure compliance with current Tri-Council Policy requiring the independence of REB decision-making, institutional senior administrators shall not serve on the REB. The REB shall have diverse representation across all Faculties at the University. The specific composition will be specified by the Senate policy governing the ethical conduct for research involving human participants. Senate shall consider each year a list of members nominated by the Vice President Research and Innovation. Senate may approve or reject the list in its entirety, but may not alter the list.

6.9.2. Terms of Reference:

6.9.2.1.   to protect research participants and ensure that research is conducted in an ethical manner; and

6.9.2.2.   to review and evaluate all proposed or ongoing research involving human participants that is conducted within or under the auspices of Ryerson University by faculty, staff, or students of the University. No research involving human participants shall be undertaken without the prior written approval of the REB;

6.9.3.   Reporting:

The REB reports directly to Senate regarding its regular business. It directs to the SRCAC recommendations regarding policy changes or proposed changes to its terms of reference or composition.

6.10. Senate Appeals Committee (SAC):

6.10.1.   Composition:

The Committee consists of no fixed number of members drawn from both faculty and students, who have applied, been screened, and trained in the application of the university policies listed in the Terms of Reference. Members hear appeals in 3-person panels consisting of two faculty members and one student. The panels are constituted by the Office of the Secretary of Senate.

Senate may approve or reject the list in its entirety, but may not alter the list.

6.10.2.   Terms of Reference:

6.10.2.1.   to hear appeals of decisions on matters related to Senate policies:

6.10.2.1.1.   Graduate and Undergraduate Academic Consideration and Appeals;

6.10.2.1.2.   Academic Integrity; and

6.10.2.1.3.   the Student Code of Non-Academic Conduct.

6.10.3.   Reporting:

The SAC reports directly to Senate regarding its regular business. It directs to the AGPC recommendations regarding policy changes or proposed changes to its terms of reference or composition.

7. *AD HOC* COMMITTEES

7.1. General:

7.1.1.   Formation and Life*:*

An *ad hoc* committee may be formed for a limited term by a Senate resolution. Members need not be members of Senate. Unless reconstituted by Senate, the committee is dissolved upon presentation of its report. The motion to establish an *ad hoc* committee must include the Terms of Reference of the committee, and may include:

7.1.1.1.   the proposed number of members on the committee;

7.1.1.2.   details of proposed distribution of members, if any;

7.1.1.3. names of proposed members of the committee; and

7.1.1.4. the committee report date.

7.1.2. <u>Nominations</u>:
7.1.2.1. Nominations for members of the committee may be accepted from the floor and voted upon. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate; or

7.1.2.2. The Chair of Senate may appoint the committee; or

7.1.2.3. The Chair of Senate may announce that the members of the committee will be announced at a later date.

7.1.3. <u>Chair:</u>
The committee Chair shall be:
7.1.3.1. elected, normally from those members who are also members of Senate, at the first meeting of an *ad hoc* committee; or

7.1.3.2. specified in the motion to establish the committee; or

7.1.3.3. appointed by the Chair of Senate.

7.1.4. <u>Secretary:</u>
7.1.4.1. Unless the Secretary of Senate is named a non-voting member of the *ad hoc* committee, the Committee shall, at its first meeting, name a Secretary who will be responsible to keep records of the committee meetings and to file those records with the Secretary of Senate.

7.2. Joint Committees with the Board of Governors:

Joint Committees with the Board of Governors may be formed with mutual consent. Such committees shall be formed by a motion in each body, according to the rules of each body.

8. GOVERNANCE COUNCILS

8.1. Yeates School of Graduate Studies Council (YSGS Council)

8.1.1. <u>General Purpose</u>:
The Yeates School of Graduate Studies Council will act on behalf of graduate education and programs at Ryerson and SGS. Among other duties, it shall review and make recommendations to Senate regarding proposals for new and existing graduate programs and degree designations, facilitate the review and evaluation of proposed programs, and develop and recommend to Senate policies relevant to the operation of graduate programs.

8.1.2. <u>Operation:</u>
The YSGS Council shall operate under Bylaw(s) approved by Senate. Such Bylaw(s) shall govern such matters as: i) the composition, terms of office, and method of appointment of Council members; ii) the composition, terms of reference for, and method of appointment of members of any standing committees of Council.

8.1.3. <u>Reporting:</u>
The YSGS Council reports directly to Senate regarding its operations. It directs to the AGPC recommendations regarding policy changes or changes to the Council's Bylaw(s).

8.2. G. Raymond Chang School of Continuing Education Council (Chang School Council):

8.2.1. <u>General Purpose</u>:
The G. Raymond Chang School of Continuing Education Council serves as the academic policy coordinating group for the School, working collaboratively with Department/School Councils. It:
8.2.1.1. considers academic policy for continuing education programs and courses;

8.2.1.2. considers the creation, modification, and deletion of all degree-credit and non-degree credit programs and courses offered by the School;

8.2.1.3. undertakes to review periodically all degree-credit and non-degree-credit programs and courses offered by the School; and

8.2.1.4.   recommends appropriate changes to relevant academic departments.

8.2.2.   **Operation**:
The Council shall operate under Bylaw(s) approved by Senate, which shall include: terms of reference for, and composition of, Council; method of appointment and election of Council members; any standing sub-committees, their terms of reference, composition, and specification of scheduled meetings.

8.2.3.   **Reporting**:
The Chang School Council reports directly to Senate regarding its operations. It directs to the AGPC recommendations regarding policy changes or changes to the Council's Bylaw(s). It directs to the ASC recommendations regarding the approval, modification, and discontinuation of all degree-credit and non-degree credit programs and courses offered by the School.

8.3. Program Councils:

8.3.1.   **General Purpose**:
Each ~~undergraduate or graduate~~ academic program that is not governed by a Department/School Council shall establish a Program Council in accordance with Senate policy to develop and recommend policy relevant to the academic program that is in accord with the general policies of Senate and the University.

8.3.2.   **Operation**:
Program Councils shall develop Bylaw(s) for approval by Senate upon recommendation of the AGPC.

8.3.3.   **Reporting**:
A Program Council may report directly to Senate regarding those of its operations that affect more than its own Program, and regarding matters of general interest. It directs to the AGPC recommendations regarding policy changes or changes to the Council's Bylaw(s).

8.4. Department/School Councils:

8.4.1.   **General Purpose**:
Each Department/School shall establish a Department/School Council in accordance with Senate policy to develop and recommend policy relevant to the Department/School that is in accord with the general policies of Senate and the University.

8.4.2.   **Operation**:
Department/School Councils shall develop Bylaw(s) for approval by Senate upon recommendation of the AGPC.

8.4.3.   **Reporting**:
A Department/School Council may report directly to Senate regarding those of its operations that affect more than its own Department/School, and regarding matters of general interest. It directs to the AGPC recommendations regarding policy changes or changes to the Council's Bylaw(s).

Approved: Academic and Governance Committee on 9th April, 2019

Amendment Approved: Senate on 7th May, 2019

Curriculum Renewal Initiative:

Fall 2020 Update Report to Senate on Implementation of Open Electives

Background

In December 2017, Ryerson Senate approved Policy #2: Undergraduate Curriculum Structure, and a two-phase implementation plan to be led by the Office of the Vice-Provost Academic, with primary support from the Curriculum Management Office (Office of the Registrar).

- Phase 1: Course requisite review and revisions.
  Each undergraduate faculty critically and thoroughly reviews the requisite structure on all active courses (over 3000 in the University).The implementation plan outlined a schedule for Faculty reviews in this phase based on forecasted faculty time commitments and availability of resources for assistance within the Curriculum Management Office (Office of the Registrar).

- Phase 2: Curricular revision and system implementation.
  Undergraduate programs transition their curricula to open electives; the new curricular mapping for each program will be coded in the university's Student Administration System (SAS).

Phase 1: Course Requisite Review and Revisions Project Status as of October 1, 2020

Original estimated completion: March 2021

Current estimated completion: March 2022. This timeline is based on the experience-to-date and the resources allocated.[1] This includes the submission and processing of all necessary course changes, programming of all requisite requirements in the student administrative system (RAMSS), and the production of the 2022 undergraduate calendar for web publication.

Faculty	Status of Requisite Review
Ted Rogers School of Management	Complete
Arts	Complete
Community Services	Complete
Communication and Design	Secondary review ongoing
Science	Initial review in progress
Engineering and Architectural Science	Workshop scheduled mid October
University Wide	Comprehensive overview of all changes implemented as of 2021 calendar to take place March-September 2021 to allow for any corrections/amendments to be implemented in the 2022 calendar

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[1] The presumed resources were the assignment of two full-time term Curriculum Advising Officer positions to support the project from its inception. Curriculum Advising was able to hire one Open Electives Support Officer to deal with the project's workload in September 2018.

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Phase 2 Curricular Revision and System Implementation Projections as of October 1, 2020

Original estimated completion: September 2022

Current estimated completion: Completion is subject to faculty being able to make and submit all necessary curricular changes before the October 2021 deadline for 2022-23 calendar submissions.

During Phase 2, all programs will critically review their curriculum structures for compliance with Senate Policy #2 new curriculum structure, program balance, and terminology requirements and submit appropriate revisions and updates for approval.

Curriculum Management was able to advance some of the Phase 2 activities by inviting programs with sound program balance to incorporate Open Electives from the existing Open Elective Table into their curricula for the Fall 2020 calendar as an alternative to Professionally-Related courses (see Chart 1, "Hybrid"). This immediately broadened student elective choice to achieve the aims of Policy 2.

Programs not yet in full compliance with the Policy 2 guidelines, including those on the 'hybrid' model, need to make final updates to apply new nomenclature and ensure new program balance guidelines are followed. Common platform programs, in particular, where maintaining fluid transferability between majors is a priority, and those programs with combined Professional/Professionally-Related tables will need to undertake a careful review of affected programs.

Chart 1

Faculty	# Programs with no OEs	# Programs on Hybrid OE/PRs	# Programs with OEs	# Programs need curriculum review (align with Policy 2)*
Arts	12	1	0	13
Communication and Design	3	4	6	6
Community Services	4	7	6	16**
Engineering and Architectural Science	9	0	0	9**
Science	3	2	2	5
Ted Rogers School of Management	10	3	1	9
Totals	41	17	15	58

* Curriculum review could include program balance issues or Prof and PR elective table reviews. The number in column 4 represents the number of programs within the Faculty that needs to review program balance and/or Prof/PR elective table issues. Some programs counted in column

2

1 or 2 - do not have any issues and just require terminology changes (Prof to Core and PR to OE) and are not reflected in column 4.

** Potential exemptions due to accreditation requirements to be determined

Phase 2 Critical Milestones[2]

When	What	Who
September 2020 - December 2021	Extensive system testing and coordination of administrative processes (includes investigation of changes to current reserve cap methodology to improve course demand data)	Curriculum Advising Scheduling Business Systems CCS TAI personnel
November 2020 - October 2021	*Comprehensive* review and revision of curricula for policy compliance Develop guidelines for policy interpretation and application (eg: exemptions from OE policy; exclusions from OE)	Faculty Curriculum Management VP Academic
October 2021	Deadline for calendar change submissions for 2022 calendar	
October 2021 - February 2022	Calendar manuscript revision, review and production. Coding of all requisite rules and catalog changes.	Curriculum Management
December 2021 - January 2022	Programming of all curricular rules and enrolment requirements in RAMSS. Removal of "OE Table" to be replaced with groupings of all courses by faculty.	Curriculum Management
February 2022	Creation of course intention sessions for 2022-23 academic year	Scheduling TAI Faculty
March 2022	Release of 2022-23 calendar Course intention period for 2022-23 academic year	Curriculum Management Scheduling Enrolment Services
August 2022	Open enrolment for 2022-23 academic year with all students able to access all UGRD courses as potential electives, subject to individual course enrolment requirements/requisites	

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[2] Roll out of 'all course' open electives requires that all requisites be updated in RAMSS by November 2021

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Phase 2 Implementation Challenges

In collaboration with RO Business Systems, Computing and Communication Services, University Scheduling, and TAI staff, testing has begun in SAS to review the impacts of open availability of Open Electives on processes across the university, as well as student self-service enrolment. Part of this process will attempt to analyze the implications of removing Reserve Caps (for all but year 1 force loading) during course intentions to see if this enhances the student enrolment experience and/or allows for better program course demand predictions. Obstacles presented by the 'new normal' pandemic working conditions have had an impact on the ability to meet target deadlines. The availability of qualified, knowledgeable resources in all areas also continues to be a challenge.

As the roll-out progresses, more sharing and conversation will take place and the potential for improvements will be identified.

Respectfully submitted,

Dr. Kelly MacKay
Vice-Provost Academic

Charmaine Hack
University Registrar

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