SENATE MEETING AGENDA

TUESDAY, MARCH 2, 2021

SENATE MEETING AGENDA

Tuesday, March 2, 2021

Via ZOOM Video Conferencing

5:00 p.m.   Senate Meeting starts

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1. Call to Order/Establishment of Quorum

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

3.   Approval of the Agenda
    Motion: *That Senate approve the agenda for the March 2, 2021 meeting.*

4. Announcements

Pages 1-14   5.   Minutes of the Previous Meeting
    Motion: *That Senate approve the minutes of the January 26, 2021 meeting.*

6. Matters Arising from the Minutes

7. Correspondence

8. **Reports**
Pages 15-19   **8.1 Report of the President**
        8.1.1 President's Update

Pages 20-24   8.2 **Communications Report**

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8.3 Report of the Secretary
8.3.1 Update on Senate Elections 2021-2022

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8.4 Committee Reports
8.4.1 Report #W2021-2 of the Academic Standards Committee (ASC): K. MacKay

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8.4.1.1. Periodic Program Review for the Computer Engineering Program, Bachelor of Engineering (Computer Engineering) – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Periodic Program Review for the Computer Engineering Program, Bachelor of Engineering (Computer Engineering) – Faculty of Engineering and Architectural Science.*

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8.4.1.2. Certificate review for Landscape Design - Chang School

Motion: *That Senate approve the certificate review for Landscape Design – Chang School.*

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8.4.1.3. Certificate modifications to Landscape Design - Chang School

Motion: *That Senate approve the certificate modifications to Landscape Design – Chang School.*

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8.4.2 Report #W2021-2 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. Masters of Social Work Graduate Program Council Bylaws (C. Searcy)

Motion: *That Senate approve the proposed Masters of Social Work Graduate Program Council Bylaws.*

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8.4.2.3. TRSM Graduate Programs Council Bylaws (C. Searcy)

Motion: *That Senate approve the proposed TRSM Graduate Programs Council Bylaws.*

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9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda:
    12.1 Course Change Forms:

    - From FoA and FCAD

    - From FCS, FEAS, FoS and TRSM

13. Adjournment

	SENATE MINUTES OF MEETING		
	Tuesday, January 26, 2021		
	Via Zoom Video Conference		

MEMBERS PRESENT:

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

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

REGRETS:	ABSENT:
M. Dionne	S. Benvie
S. Liss	G. Bramesfeld
S. Rattan	D. Salman
R. Ravindran	
J. Spagnuolo	

Committee of the Whole Discussion – Zones and Zone Learning:

Guest Speakers:
John MacRitchie, Assistant Vice President, Zone Learning and Strategic Initiatives
Richard Lachman, Director, Zone Learning

L. Lavallée, Vice Chair of Senate, introduced the speakers and topic.

John MacRitchie:
We will cover an overview of the zones, what they provide, the scale of their activity, what students gain from their involvement and how Faculties use the zones to supplement their courses, and we will conclude with how we work with other units in the university and how we extend the reach of the university both regionally and internationally with the work that we do.

Zones provide co-curricular experiences for students who have entrepreneurial potential. It provides disciplines to partners and resources to certain academic options in experiential learning. We support and enhance through the fields that are represented by the zones. The experience of creating a venture or working with a team creating new ventures builds skills and mindsets to draw from and complement academic learning. We support growth in the individual as entrepreneurs but also, we build traditional career opportunities.

The office of zone learning has existed for a number of years and the position of Assistant Vice President was established in 2019 and reports to the Provost. With the establishment of this position, all of the zone directors' results report back to me and then I report to the Provost. We look at the work that we do as having three main areas: 1) oversight of the zones and support the ideation & incubation programming; 2) the support of zone learning including student engagement and curricular connections. 3) Ecosystem engagement & innovation programs. This also includes the OVPRI as we work closely with that office in areas of research personalization and other work with industry engagements.

Zones can be described as an intentional community where hubs support the development of ongoing adventures that make an impact. We connect the members, students and external entrepreneurs to resources that support the development of that venture and development of necessary skills to bring that venture to life. It is very important to the success of this work, things like the external connections that we establish, the participation of entrepreneurs from the wider community and actually sharing the experience that we develop with others and learning from that interaction with other groups.

The spectrum of activity that we have in the 10 zones range from early stages of where we support pre-idea of the individuals and explore curiosity and introduce concepts to the later stages of where we support revenue-generating ventures, helping them to begin to grow with their product development to the industry and delivery to customers. We do have zones in usual high-profile start-up areas like biomedical technologies, biomedical engineering, clean technology, clean energy zones, science-based ventures, science discovery zones and enterprise solutions in the DMZ. We also have three zones in the creative industries – fashion, design and transmedia where we meet the unique needs of ventures, entrepreneurs and students in those areas. And the social venture zones supporting social entrepreneurs and ventures. Also, the legal innovation which is focused on solutions and improved access to justice and bringing innovation to a very traditional industry. The zones very much adapt to the needs and opportunities of the members of communities. Some serve individuals and ventures at the very early stage of their entrepreneurial journey, but as they develop, they concentrate on working with entrepreneurs and ventures that are further along within that journey, spending more attention and focus on generating revenue on product development and beginning to support the growth of close connection with customers.

Coaching, community, customers and capital – these are the four seeds that sum up what the zone provides. Coaching involves programming that provides individuals with the guidance to set up technologies for their ventures. Community, which is vitally important and is the key reason why we have been keeping togetherness in providing shared money and shared experience in what could be a very challenging journey for an entrepreneur. For new ventures, access to customers is a problem far more important than the early stages of access to capital. Finally, as the venture develops support on how to get funding and what to do with it, is critical. A number of the zones do charge member desk fees for services, but for members who are students they are not charged for their participation in the zones.

A zone can offer a student the opportunity to pursue a passion through entrepreneurship and innovation and perhaps to create real change. It's a journey that also helps in learning new skills, new perspectives and building a network that helps to improve affordability. It's really a low-stakes option to take this path to try something. A passionate idea may be closely linked to their program of study, but we've seen students joining any zone through any Faculty. In the past 10 years we have supported over 3,500 start-up ventures that have gone on to raise at least $750M and have created over 4,000 jobs. Since 2013, we've had over 5,400 members go through the zones and each semester brings on average about 245 new members. Over the year, we typical have over 400 students participate in this and this does not include students who are involved in earlier stages and short-term engagements in the zones.

Richard Lachman:

We want to talk about where zones are today. We have ideas and directions from senior administration of where we would like to go, but as of today, a lot of the work we'd like to do is with accelerated income. Beyond actually starting and launching a business, there are projects that we run about ideation, awareness and community. We describe the work that we do around an entrepreneurial mindset. It is not only about the creation of profit-making businesses, it really is about a skillset, a way of approaching and testing ideas, that a lot of students who work with us end up using in other jobs. We have a lot more people involved in the awareness, community or ideation stage than at the accelerated stage and that's necessarily because we can support a lot more people, who are trying these ideas, who are maybe not going away into a venture that's launched into the world but they are trying the ideas out and learning the skills.

One of my favourite examples of a student team, is with three students - two engineers and one fashion student who came together to design a new product. They were incredibly successful within the zones. They raised $90,000 as a kick-starter, with their product launching two years after meeting. While generating product out into the world, the students decided to accept other jobs. Receiving job offers after right after graduation, they credit this to a lot of the experience they gained through the zone activity. For us, that is a success. The zone activities teach you to launch a venture out into the real world but that could be a building opportunity, not only an outcome that has to generate revenue or the sale of a company. That's really a different space from a university-based entrepreneurial mindset program. We are here as an educational, experiential opportunity for students and the valuable experiences that they gain, they can take into different things they choose to do.

We also have spaces for people to contribute to a project. You might not be a founder of a venture, you might be using your internship program with your school to work with an organization in the zone – a company or non-profit.   This is over and above the credits you have or need to graduate (if your program needs 40 credits, this is over and above that). It goes on your transcript under the Chang School courses but it's not counted as part of your degree. We also do a lot of things with industries: ex: bootcamps in connection with research projects and we do a lot of touch points where students can attend a workshop, come to an icebreaker, come to a design session, meet other people and learn to apply the skills they learn in other ways. This doesn't require you to enroll in the course. It doesn't require you to commit the same amount of time to working in a company or an organization. We feel that this is the outreach program that we have. We want to help students who might not already identify as entrepreneurial in their mindset. We know that not everyone across the population of our students sees themselves in that role, sees themselves as someone who can make something happen or start something, and that is something that we want to change. We feel this is an equity issue. We want to encourage more people to be able to see themselves in this role by gentle introduction.

Another example was a photography student in the RTA School of Media - she didn't think of herself as an entrepreneur other than being a photographer which requires you to hustle. She took a full-credit course as part of her degree in the Master's Digital Media program and in it, we were able to engage her with a digital science students. She had an idea that she could try and crowd source information around accessibility. So she could look up that a restaurant was accessible but when she got there, there would be a stair to the backroom or a stair to the front door and she could not go in. She thought that other people with disabilities would have similar problems. With the help of a couple of students, she was able build a prototype. She then turned this into her degree requirements for the Master's in Digital Media program. She then moved this to the zones and then launched this internationally. She is up and running in 220 cities and in other countries. She has won awards around the world and is considered a leader in accessibility design. She was able to build this together in a pipeline from in-school activities where she heard about zones, then taking it to her degree program and then be included in the zone following graduation and launching internationally. This is what happens when we're invited by faculty members to talk to students about zones!

John MacRitchie:

We have taken on other initiatives not just at Ryerson but in the broader community. We have included things such as the Black Innovation program, Indigenous fashion support program and Women's College Fast track program. We're always looking for ways of expanding the employment and skills opportunities for students. We also work closely with other units around Ryerson, e.g. Ryerson International, The Career Centre, Advancement and Recruitment in the office of Experiential Learning to support their initiatives and shared goals. Regionally and internationally, we are actively supporting communities and organizations in the development of operations, with accelerated programs, eg. there's a project in Niagara Falls, Ontario. Working with the OVPRI, we support linkages with large market organizations, as a Ryerson-wide network, connecting 14 universities across Canada focused on leveraging incubator capacity with research commercialization innovation skills.

With the connections that we have with the community and industry, we also build another gateway to the university through us and through those connections. In conversations, we find other opportunities with them particularly around student placements and research collaborations. We try to take a whole university approach when we're talking to an external organization that have brought external funding, and take the connections back to the other groups as necessary to enhance the relationship.

In summary, the zone start-up is at the core of what we do. The very open nature of building a start-up in that entrepreneurial journey, is that we need to have a much broader and consistent level that delivers value to Ryerson. We provide the connections for skills and talent development to support regional collaboration and international partnerships. The projects that we've taken on externally

have broad external funding, e.g. the Medtech talent accelerator is funded through an external grant and leverages the biomedical zone. The Techtalent accelerator is funded by the Province of Ontario. Other ventures in Innisfill and Brampton are supported by local partners in those areas as well.

We are looking at how we can scale the reach that we have. We want to support the development of curricular options for zone work and strengthen the links that we have to support research and graduate students. We continue to look for ways to expand opportunities for students. For example: marketing capstone. We have 42 start-ups that are connected through six sections of 250 students paired up with their marketing plan for their company and they're interacting with the founders and new details of the business. It's a great marketing plan for the start-ups but also an opportunity for the students to be working on a real project. With the help of departments and the Faculty, we can identify more ways through existing courses or experiential learning opportunities to connect with and offer other opportunities to students.

Q: I didn't notice the number of Chang School students participating in this?

A: It is open to literally anyone. The rough estimate is grouped by Community member (including Chang School); Alumni and Students who are active in the zones (40% Community member; 40% current undergrad and 20% Alumni).

Q: How does ideation line up with curriculum or credit courses (e.g. the Science course), how does that actually work as a course? How many students? Are they working together as a class?

A: It's however the faculty member loads it into a course and would like it to go. Any connection we have with formal curriculum in that sense, beyond our pass/fail general zone activity, it's always done under a curriculum committee, under a faculty member/CUPE who load it into that course. Example with the Business of Music, there is a CUPE loaded into that class, they decide how they work with the zone, provide their evaluation and how they will judge the student's performance. It is done entirely with curriculum quality assurance and curriculum development programs of the schools.

Q: Can you describe if the pandemic and lock-downs have affected the zones?

A: We started the lockdown on March 13, 2020 and by March 17, 2020, we have been delivering programs remotely. We couldn't predict how people would be affected, but it appears we have more engagement than we had before. A number of zones came up with more programming than before. There has been some very quick adaptation to being creative and continue the work. What's missing is the casual conversations among students and faculty.

Q: In 2010, the Taskforce on Anti-Racism at Ryerson issued a report. This was before the zones were created or existed. I have seen this very rapid and successful growth where some people have made businesses and created jobs. My concern is it doesn't have the same impetus as fighting anti-Black racism or fighting anti-Indigenous racism. What is the magic element other than money that the zones are using that we can probably infuse? Through the zones' curriculum or best practices including having an anti-Black or anti-Indigenous framework, those who graduate and go into the world to establish their business and make money then do not perpetuate those colonial practices of anti-Black and anti-Indigenous racism and excluding all those people who are at the margins of society.

A: Some of the work we are trying to do is to increase representation. We know it is not equal across racialized groups or gender. As an educational institution active in this space, we have a different set of ethics and a different set of outcomes that a business environment might not follow (obviously not all industries are the same). We follow Ryerson's Code of Conduct, we follow Ryerson's set of goals and values, so we absolutely see a need to try to make sure that we are being as representational as possible. We have tried to opt in to Ryerson's self-identification surveys the same way that employees and students are consulted in other departments, so that we can try to get better data on how we are doing. In self-identified gender, we know we have around 40% of women, but we also know that this is not true across every zone. We are incorporating the best practices. We're also hoping to incorporate some ethics background – it's a work in progress. We have programs that we found that indirectly support specific groups that are traditionally underserved. Ultimately, we would like to build that into our programs. One of the things we have to work on is to ensure that we are able to have better representation in our start-ups and that who we are interacting.

A: The Black Innovation Fellowship Program - we found that in the research we did in the conversations what was missing was community. The covert-based model is the idea that if a caller walks into an all-White venture capitalist firm with a client pitch and gets funding that's great but the problems that they have and the challenges that they might have might be helped by having other people who have had similar experiences.

Q: How many graduate students are participating? Also, I think there should be more outreach among graduate students.

A: About 4% are graduate students and they make 8% of the company founders. We think there are lots of opportunities and we are looking at what we can do to assist. We are running a lab-to-market program – a pilot of this – in partnership with Queens, Dalhousie (Memorial University in Dalhousie) and a number of others. This is designed to help graduate students learn how they can turn their research into something more profitable. This is where we are now. We know there's a lot of spaces we would like to move into.

Q: Do you have any thoughts on future zones that you would like set up?

A: We have 10 zones covering quite a broad spectrum. We have places where we can start up more, but we will see what we can do to bring in more depending on the activity.

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Senate Meeting:

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1.   Call to Order/Establishment of Quorum

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

3.   Approval of the Agenda
Motion: *That Senate approve the agenda for the January 26, 2021 meeting.*

A.   McWilliams moved; L. Lavallée seconded.
Motion Approved.

4.   Announcements - None

5.   Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the December 1, 2021 meeting.*

G. Hepburn moved; T. Duever seconded.
Motion Approved.

6.   Matters Arising from the Minutes
Q1: Will the Faculty of Law students be represented by the Ryerson Students' Union (RSU) or the School of Graduate Studies Union when it becomes available?
A1: K. MacKay responded that it will be the RSU.

Q2: Since the calls to action, what is being done to include Indigenous content in curriculum?
A2: D. O'Neil Green provided a presentation with background and statistical information.

In 2018, the TRC community consultation report was released and in that report, it had six themes and it outlined 15 next steps and 15 suggested recommendations.

Under the title "Next Steps", there were four items that pertained to Indigenous courses, curriculum content and academic programs. For Next Step #1: take an inventory and review the

current courses that contain Indigenous content. This will help guide the conversation on how to build the strategies concerning Indigenous content in the curriculum at both the graduate and undergraduate levels.

Next Step #2: take an inventory of the current Indigenous courses offered at the University, at both the graduate and undergraduate levels. The first one focuses on Indigenous content and this one focuses on explicitly Indigenous courses offered at Ryerson

There were two additional Next Steps: #9 to increase resources for the infusion of Indigenous content into courses and programs. This should include an emphasis on areas such as science and engineering where there is the opportunity for Ryerson to initiate significant curricular innovations.

Lastly, #10 in that report: increase resources to hire an experienced Indigenous curriculum developer to help faculties develop Indigenous courses, certificates and degrees. This should include professional development of scholars who can champion Indigenous content within their departments.

Michael Mihalicz from the Office of the Vice President Equity and Community Inclusion, presented a statistical research report conducted at the request of the Office of the Provost in partnership with the Aboriginal Education Council. The table included all courses and co-curricular activities at Ryerson that are grounded in or engaged with Indigenous nations, communities, societies, witnesses or individuals. The database contained all of the information available in the course calendars in addition to a description of the Indigenous content itself, the source of the content and funding for that content, and community partner involvement and professors who are teaching these courses.

Currently, there are 178 courses listed in the database which includes all active courses in addition to 11 courses which are either in the planning stages or otherwise inactive. They have been broken down by the total number of courses containing Indigenous content by level of study, Faculty and whether it is an Indigenous course or whether it contains Indigenous content. The difference being that Indigenous courses integrating Indigenous content throughout the course and are the focus of the course. There are 46 Indigenous courses and about 121 courses with Indigenous content. Approximately 35% percent of all courses containing Indigenous content are housed in the Faculty of Arts, followed by FCS, FCAD and TRSM. Currently, there are no courses listed for the FEAS and for the Faculty of Science.

Breaking the courses down further by department - Politics and Public Administration have the greatest number of courses, followed by History, Journalism, Early Childhood Studies and Social Work. Other noteworthy departments are Sociology, Criminology, Interior Design and RTA School of Media, Business, Hospitality and Tourism, and Security Certificate program. The database will be continually updated and will be cross-referencing with information from the Office of the Registrar to find out how many sections of these courses are being delivered.

7.   Correspondence - None

8.   **Reports**
   8.1 Report of the President
   8.1.1 President's Update
   The President reported:

1) University's response to the Stay-at-home order for the Province of Ontario:
    Ryerson is already compliant with much of the directions of this order. A small number of
    programs continue to offer in-person instructions while adhering to public health regulations.
    Faculty and staff who are able to work from home are expected to continue to do so. There
    have been no changes with respect to SRC activities and research remains an essential
    activity. We will continue to keep the community informed as changes are announced.

2) Congratulations:
    Order of Canada recipients:
     I want to congratulate the newest recipients of the Order of Canada. Seven of them
     have Ryerson connections. This is the highest recognition of their extraordinary impact
     on our country.
    ●   Former presidents **Sheldon Levy** and **Brian Segal**;
    ●   **Peggy Nash**, Chair of the Advisory Committee of the Centre for Labour Management
         Relations;
    ●   Honorary doctors **Martha Billes**, **Sally Horsfall Eaton**, and **Peter Gilgan**; and
    ●   Fashion Design alumna and guest lecturer **Susan Keiko Langdon**.

     Order of Ontario recipients:
     Ryerson was also well represented on the list of the Order of Ontario recipients:
    ●   **Sean Conway**, honorary fellow at the Centre for Urban Energy;
    ●   **Hershell Ezrin**, DVP at TRSM;
    ●   Honorary doctor **Hazel McCallion**; and
    ●   Professor Emeritus of Law **Audrey Loeb**.

    TRSM:
    I want to congratulate TRSM's Bachelor of Commerce program which is ranked #1 in
    Canada by Corporate Knights magazine's Better World MBA rankings.
    Congratulations also to the MBA program which was ranked #3 in Canada and #8
    globally.

    Research Ranking:
    Thanks to the stellar contributions of all Ryerson researchers, the university has ranked
    first for research income growth among comprehensive universities—and first, by
    percentage, among all Canadian universities—in Research Infosource's 2020 list of the 50
    top research universities in Canada.

3) <u>Opportunities Working Group - Update</u>
   The Opportunities Working Group was created in April 2020 with the objective of identifying opportunities to advance the university in the context of the challenges that the pandemic presents.

   The Group identified 4 priority projects. All projects are progressing well and I'll provide a short update on each.

   The first initiative is the **First Year Experience** led by the office of the Vice-Provost, Students. It bridges Ryerson's academic and non-academic areas to support a successful student transition of first-year undergraduate students. Through collaborative engagement among Faculties and the OVPS, the goal is to design a first-year experience that is uniquely Ryerson - with a curriculum that really lives our values. A steering committee and working group are in place and working through what is essential to every first-year student's transition.

   The next initiative is **Ryerson Online** led by the Dean of the Chang School. This project is looking to a new and forward-thinking approach to online learning. Ryerson Online builds upon our established capacities and reputation to expand our ability to fully meet the needs of continuous learners in the GTA, across the country, and around the world.

   The last two projects are closely related. The CIO, VPRI, and Chief Librarian are working together on the **Digital Strategy** project. This is to develop a university-wide digital strategy that aligns with Ryerson's strategic plans, values and priorities.

   And, the **Agile Workforce** is a project led by our Chief HR Officer looking at ways to build on what we have learned in the transition to remote work and develop an agile workplace that is not just about where we work but also how we work.

   The working group is continuing to meet and considering new opportunities. We welcome everyone to bring any innovative ideas or opportunities forward.

8.2   **Communications Report** – Included in the agenda.

8.3   **Report of the Secretary**
        8.3.1 Senate Elections
        Upcoming elections information:
        Monday, February 1, 2021, there will be a call for nominations.
        February 10, 2021, nominations will close at 12:00 noon.
        March 1-4, 2021 – Online voting for: Undergraduate, Graduate, At-large Undergraduate, Law and CE students.
        March 8-11 – Online voting for individual faculty representatives.

8.4   **Committee Reports**
8.4.1 Report #W2021-1 of the Academic Standards Committee (ASC): K. MacKay
8.4.1.1. Periodic Program Review for Midwifery – Faculty of Community Services

Motion: *That Senate approve the Periodic Program Review for Midwifery – Faculty of*
Community Services.

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

8.4.1.2. Periodic Program Review for Biomedical Engineering – Faculty of Engineering and
Architectural Science

Motion: *That Senate approve the Periodic Program Review for Biomedical Engineering – Faculty*
of Engineering and Architectural Science.

K. MacKay moved; T. Duever seconded
Motion Approved.

8.4.1.3. For Information:
i. Nursing: 1-year follow up report for Periodic Program Review
ii. Graphic Communications Management: 2-year follow-up report for Periodic Program Review

8.4.2 Report #W2021-1 of the Academic Governance and Policy Committee (AGPC):
S. Zolfaghari

8.4.2.1. Interim Provost's Update
The Interim Provost reported:
1) The Yeates School of Graduate Studies approved more than 200 Graduate Student Tuition
   and Ancillary Fee Vouchers for students facing an additional term of tuition and fees due to
   delays caused by COVID-19. This funding supports students who have experienced mental
   health challenges, lab closures, lack of access to study space and increased family demands.

2) TRSM implemented a pilot program whereby advisors targeted populations of students
   who were at risk of not completing their studies (such as transfer students, late admits,
   direct entry students, etc.). Following the pilot that included a detailed analysis of
   registration records and student outreach, 83 students who were on short term
   withdrawals or failed to participate in Fall/Winter enrolment/intentions this year were
   enrolled in Winter 2021 courses.

3) Chang School continuous learner enrolment grew for the first time in a Fall term since 2017
   - up by more than 9%
   ○   Part time course enrolment grew 14%

○ Full-time undergraduate program enrolment in faculty aligned courses declined by 8%. This is likely a result of the Faculties offering a similar delivery method to the Chang School and, therefore, decreasing differentiation.

8.4.2.2. For Information:
Academic Integrity Office Report for 2019-2020 (K. MacKay)

This is the Academic Integrity Office's annual report to Senate with respect to an overview of statistics on academic misconduct, types of academic misconduct, the findings, etc. Unfortunately, this year, the suspicions of academic misconduct have almost doubled. The majority of the suspicions like other years fall into the category of plagiarism, however, within that category this has reduced somewhat but the category of cheating has increased. The number of suspicions that resulted in a finding of academic misconduct is approximately 80% (approximately 20% did not result in a finding of academic misconduct). I know that the Academic Integrity Office in the context of the pandemic and remote learning has developed a number of educational resources for students and faculty to enhance their understanding and adherence to Academic Integrity. In fact, Academic Integrity Week will be celebrated next month.

8.4.2.3. For Information: Update to Procedures of Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance (K. MacKay)

This is an updating of the wording to procedures to include instructions regarding applications through the new online system.

8.4.3 Report #W2021-1 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

8.4.3.1. Periodic Program Review for the Biomedical Physics graduate program

Motion: *That Senate approve the Periodic Program Review for the Biomedical Physics graduate program.*

C. Searcy moved; D. Taras seconded.

This is a fairly positive review, particular on the strength of the faculties' relationships with research institutes across the university which is a key aspect of this program.

Q: One of the weaknesses is the applicant pool, I was wondering if this is from across the board or are the main applicants Ryerson students? If it is Ryerson students, does that point towards the undergraduate program being an issue as well?
A: I'm not sure if this is across the university or not. However, the number of students within the Physics program generally is low, naturally that translates to a smaller number of applicants. In relation to that, the cost of living in Toronto plays a factor, so we do lose a few

applicants when they start to look into the cost of living in Toronto. Although we try to compete with other institutions within the same tier, this remains a challenge that was identified.

Motion Approved.

8.4.3.2. For information:
i. Architecture (MArch) – 1-year follow-up report
ii. Chemical Engineering (MASc|MEng|PhD) – 1-year follow-up report
iii. Civil Engineering (MASc|MEng|PhD) – 1-year follow up report.

9.   Old Business - None

10.   New Business as Circulated - None

11.   Members' Business - None

12.   Consent Agenda:
     12.1. UPO: Progress Indicators
     https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf

13.   Adjournment
      The meeting adjourned at 6:45 p.m.

Ryerson University
President's Update to Senate
March 2, 2021

APPOINTMENTS

Jennifer S. Simpson has been appointed provost and vice-president, academic effective July 1, 2021. Jennifer has over 20 years' experience in academia, with expertise in higher education, race and equity, critical theory and pedagogy, and communication. Currently, she is dean of the Faculty of Humanities and Social Sciences at Memorial University of Newfoundland and Labrador, and she serves as chair of the national deans' initiative regarding the value of the humanities and social sciences. Previously, Jennifer chaired the Department of Drama and Speech Communication at the University of Waterloo and held academic appointments at Indiana University – Purdue University Fort Wayne and Portland State University. Jennifer has received $500,000 in research funding and directed a national research project on racism and colonialism in Canada. She has written two books addressing higher education, race, equity, and democracy. She holds a PhD in interdisciplinary studies from Northwestern University, an MA in theology and ethics from the Lutheran School of Theology at Chicago, and a BA in political science and philosophy from California Lutheran University.

Remi Warner has been appointed director of Ryerson's Human Rights Services effective January 2021. Previously, he was senior manager of the Human Rights Office at the Toronto District School Board, during which time he developed the board's focus on proactive, systemic human rights promotion. Prior to this, he served for ten years in various policy-related positions, including as an analyst, an advisor, and a consultant at the Ontario Human Rights Commission, the Ontario Public Service (OPS), the Ministry of Community Safety and Correctional Services, and the Anti-Racism Directorate of the OPS' Cabinet Office—where he also served as manager of research and strategic initiatives. In that last role, he led the development of the provincial government's 2017 strategic plan for anti-racism, *A Better Way Forward*, and played lead roles in drafting Ontario's 2017 Anti-Racism Act and in developing the province's data standards for identifying and monitoring systemic racism. Remi holds a PhD in social anthropology from York University and an MA in Culture, Race and Difference from the University of Sussex.

CONGRATULATIONS

Five Ryerson researchers have received Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grants through the organization's COVID-19 Special Initiative, which funds collaboration between post-secondary institutions and partner organizations from the not-for-profit, private, and public sectors. *Cintia Cristiá* (RTA School of Media) is partnering with the National Arts Centre on "Visual Music. Enhancing the National Arts Centre Orchestra's remote connection with their audience during COVID-19 social restrictions through innovative digital tools." *Sara Edge* (Geography & Environmental Studies) is partnering with the City of Toronto on "Preparing for food security after COVID-19: Strengthening equity and resiliency in future emergency response in Toronto." *Jessica Evans* (Sociology) is partnering with the Prisoners with HIV/AIDS Support Action Network on "Prisoners' Rights

and Wellbeing: Lessons From the COVID-19 Pandemic." *Sutama Ghosh* (Geography & Environmental Studies) is partnering with the City of Greater Sudbury on "COVID-19: Challenges and Resilience of International Students and Local Institutions in Canada's Medium-Sized Cities: A Case Study of Greater Sudbury, in Northern Ontario." Jarislowsky Democracy Chair *Sanjay Ruparelia* (Politics & Public Administration) is partnering with The Samara Centre for Democracy on "Democracy after COVID-19: What Lessons Can Canada Offer and Learn?"

Donna Young, founding dean of the Faculty of Law, and *Sara Asalya*, special events coordinator at the Ted Rogers School of Management (TRSM) and founder and executive director of The Newcomer Students' Association (which started at Ryerson in 2016), have both been named by the Toronto-based organization Women of Influence as Top 25 Women of Influence for 2021. They will receive their awards during a virtual ceremony on March 10.

EVENTS AND INITIATIVES

ANALYZING CHILDREN'S TELEVISION – On January 7, the Children's Media Lab at the Faculty of Communication & Design launched the report "Examining Children's Animated Television in Canada," which analyzes various characteristics of animated programs for children aired in Canada in 2018 and 2019. The study follows up the impactful Ryerson/Rutgers collaborative report "Landscape of Children's Television in the US and Canada" from Spring 2019. Surveying 121 main characters across 27 shows, Children's Media Lab co-directors Colleen Russo Johnson and Kim Wilson, working with senior researcher Adrianna Ruggerio and research assistant Josanne Buchanan, found an increasingly equal percentage of characters who were White and People of Color (POC) but an underrepresentation of characters who are Indigenous, Middle Eastern, and South Asian compared to Canada's demographics. They also found a gender bias towards male characters, particularly among non-human characters, and underrepresentations of neurodiverse characters, characters with disabilities, and characters with body shapes other than "very thin/thin" or "normal range." The story was picked up by over 75 media outlets, including the Toronto Star and the Hollywood Reporter.

STUDYING SPORTS FANS – On January 22, TRSM, in partnership with Sportsnet and in collaboration with the Future of Sport Lab, announced the Canadian Sport Fan Index, a three-year research study on the attitudes and behaviour of Canadian sports fans in the "post-COVID era." The study will span all provinces and territories and take into consideration fans of varying ethnicities, races, and genders. It will report on their engagement at a time when access to live events is limited and schedules are compressed and changed with short notice, and take into account the roles of sport technology innovation. The study will be supported by sport marketing faculty from across Canada as well as thought leaders from the Canadian sport industry. It will share initial findings in the spring.

HOLOCAUST EDUCATION WEEK – From January 25 to 29, the Ryerson community participated in Holocaust Education Week, with three online events hosted by Hillel Ryerson in partnership with the Ryerson Students' Union. The discussion "Love Thy Neighbour: Holocaust Art in the Druze Community" was a Q&A with Bothaina Halabi, an Israeli Druze artist and educator who aims to raise awareness about the Holocaust and foster tolerance and respect among communities with her practice. "Bearing Witness" featured Toronto-based Holocaust survivor Hedy Bohm in a discussion and Q&A, and

attendees received vouchers to purchase the documentary *The Accountant of Auschwitz*, in which she tells her story. "Never Forgotten: The enduring spirit of Holocaust victims' poetry, art, and music" was a lunch-and-learn session with Hillel Senior Jewish Educator Rabbi Ariella Rosen, who discussed painting, poetry, and music produced in hiding and in concentration camps during the Holocaust.

CANADA AND THE WORLD – On January 28, the Ryerson Democracy Forum hosted "Canada and the World," an online discussion between visiting practitioner Martin Regg Cohn and Canada's ambassador to the United Nations, Bob Rae. Rae took questions from Regg Cohn and the audience about such subjects as the implications for the international community of the election of Joe Biden as president of the United States, Canada's relevance at the UN despite missing out on a security council seat, the importance of continuing to engage with nations such as China and Iran despite fundamental differences in outlook, and the way online discussions during the pandemic have increased participation of members of civil society in diplomacy.

DISCUSSING WORKERS' RIGHTS – On February 2, PC Labour Minister Monte McNaughton and Canadian Labour Congress President Hassan Yussuff, along with visiting practitioner Peggy Nash, chair of the Ryerson Centre for Labour Management Relations advisory committee, were featured speakers for the Ryerson Democracy Forum event "Workers' rights and governments of the right: Can we talk?" Topics they covered included ensuring the safety and financial security of workers who get COVID-19, changes in the labour movement over time including increased diversity, ways of fostering less precarious employment, accountability by employers, and protecting the health and safety of migrant workers. Democracy Forum discussions are archived on the Faculty of Arts' YouTube page: https://www.youtube.com/user/RyersonFacultyofArts

CREATIVE INNOVATION FOR RECOVERY – On February 4, the Creative Innovation Studio at FCAD hosted Lemonade, a virtual showcase of creative innovation by startups from its recovery cohort. The cohort is an incubator and accelerator for creatives working in design, fashion, the media, and music, who aim to rebuild their industries during and post-COVID by focusing on ethical design, diversity, and sustainability. The showcase featured panel discussions on problem solving and positive social change, pivoting businesses from physical to digital, and trendspotting to predict what the future holds for the creative industries. Attendees were able to chat with cohort participants, and an online cohort showcase, which remains online at https://www.ryerson.ca/the-studio-fcad/events/lemonade/, details the startups' projects and offers links for more information.

ACADEMIC INTEGRITY AWARENESS WEEK – From February 8 to 12, Ryerson hosted its Academic Integrity Awareness Week, with events designed to foster a culture of academic integrity. Workshops for students covered such topics as online disinformation, ethical scholarship, using library databases to help with citations, and thinking critically about common knowledge. Events for faculty and instructors included presentations and discussions about designing assignments that promote academic integrity, fostering academic integrity online, detecting academic misconduct, and recent trends in academic integrity. The week's events were hosted by the Academic Integrity Office; the Centre for Excellence in Learning and Teaching; Student Life and Learning Support; Library Learning Services; and Students for Mental Awareness, Support, & Health.

from the **President's Calendar**

January 7, 2021: I spoke with Janet Morrison, president and vice-chancellor of Sheridan College, about collaborating on healthcare education.

January 11, 2021: I was a panellist for the Universities Canada online event "Navigating the First Year of the Presidency: What to Expect and Strategies for Success," during which I offered advice to new presidents of post-secondary institutions. I stressed the importance of teamwork and partnerships.

January 13, 2021: Along with a small group of executive heads from Universities Canada, I participated in an online meeting with Carla Qualtrough, federal minister of employment, workforce development, and disability inclusion, during which we discussed aligning the priorities of Universities Canada with those of the federal government.

January 13–14, 2021: As co-chair, I participated in a two-part online meeting of the Tri-Agency Institutional Programs Secretariat's Advisory Committee on Equity, Diversity, and Inclusion Policy (ACEDIP).

January 14, 2021: I chaired a regular online meeting of the Council of Ontario Universities (COU) Strategy and Planning Working Group.

January 19, 2020: I met online with Andrew Padmos, board chair of the Canadian International Health and Education Association and former CEO of the Royal College of Physicians and Surgeons of Canada, to discuss Ryerson's strategy for healthcare education.

January 20, 2020: I attended an online meeting of the Universities Canada board of directors.

January 20, 2020: I met online with provincial Associate Minister of Small Business and Red Tape Reduction Prabmeet Sarkaria to continue our discussion about Ryerson's presence in Brampton.

January 21, 2020: As part of the online Health Canada Science Forum, I was a panellist on the Systemic Racism & Science Panel, which was hosted by Harpreet Kochhar, associate deputy minister of Health, and moderated by Colin Harrison, professor at the Georgia Institute of Technology. Together with professors Carrie Bourassa (University of Saskatchewan), Sean Hillier (York University), and Audrey Kobayashi (Queen's University), along with Norma Domey, vice-president of the Professional Institute of the Public Service of Canada, I spoke about fighting systemic racism and fostering an anti-racist culture in science.

January 21, 2021: I spoke with Mary Jo Haddad, chancellor of the University of Windsor and past president and CEO of the Hospital for Sick Children, about Ryerson's strategy for healthcare education.

January 22, 2021: For the Devon Lord Brooks Platinum Athletes Breakfast, which was hosted virtually this year, I was pleased to deliver remarks congratulating the award recipients—Ryerson students who have maintained an average of 80% or above. I thanked them for their ongoing commitment to excellence in spite of the tremendous disruption they have experienced this academic year.

January 22, 2021: Along with then-Assistant Vice-President, International Anver Saloojee, I had an introductory meeting with Susan Crystal, the new consul general of the United States in Toronto, to discuss Ryerson's existing partnerships with the United States and further opportunities for collaboration.

January 22, 2021: I chaired an online meeting of Ryerson's Opportunities Working Group.

January 25, 2021: I spoke with Amarjot Sandhu, MPP for Brampton West, about how the provincial government can work with Ryerson on healthcare education.

January 25, 2021: Along with Deputy Provost and Vice-Provost, University Planning Glenn Craney; Assistant Vice-President, University Relations Jennifer Grass; and Vice-President, Research and Innovation Steven Liss, I met online with Danielle Martin, executive vice-president and chief medical executive of Women's College Hospital, to discuss Ryerson's strategy for healthcare education.

January 26, 2021: I participated in a working session of the Workforce Agility Project involving Ryerson leaders and consultants from Deloitte, to discuss the future of work at Ryerson.

January 26, 2021: I was privileged to deliver welcoming remarks for the Ryerson Liberal Arts Society online event Celebrate Indigenous Success, during which I reaffirmed Ryerson's commitment to reconciliation and positive change.

January 27, 2021: Glenn Craney, Jennifer Grass, and I met online with Neil Davis, former board vice-chair at William Osler Health System, to discuss Ryerson's healthcare education strategy in Brampton.

January 28, 2021: I spoke with Isadore Sharp (Architectural Technology '52), founder and chairman of Four Seasons Hotels and Resorts, to thank him for his ongoing support of Ryerson.

January 29, 2021: Along with Glenn Graney, Jennifer Grass, and Steven Liss, I met online with Adam Kassam, president-elect of the Ontario Medical Association, to discuss Ryerson's healthcare strategy.

February 1, 2021: Glenn Graney, Jennifer Grass, Steven Liss, and I met online with two representatives of the Canadian Medical Association—Owen Adams, senior advisor to the chief executive officer, and Michael Bhardwaj, strategic advisor, government relations—about Ryerson's healthcare education strategy.

February 1, 2021: As a member of the academic advisory council for Aurora College in the Northwest Territories, I participated in a council meeting about its transition to a polytechnic university.

February 2, 2021: Along with Abdullah Snobar, executive director of The DMZ and CEO of DMZ Ventures, I met online with Nadine Spencer, president and CEO of the Black Business and Professional Association, to update her on Ryerson's Black Innovation fellowship program.

February 2, 2021: I delivered introductory remarks for the Ryerson Democracy Forum event "Workers' rights and governments of the right: Can we talk?" Ahead of this virtual discussion, I met online with Ontario Minister of Labour, Training and Skills Development Monte McNaughton.

February 3, 2021: Glenn Graney, Jennifer Grass, Steven Liss, and I met with Mark Britnell, vice-chair and global healthcare expert at KPMG UK, to discuss Ryerson's strategy for healthcare education.

February 3, 2021: I attended a virtual discussion for Canadian university presidents, hosted by the McConnell Foundation, about the role of universities in building social infrastructure.

December 2020

Media Relations

- Pitched feel-good story about Social Venture Zone start-up MusicShare's program to support socially isolated seniors. Secured interviews and coverage with CTV News, CJBK AM London, Zoomer. Magazine, Zoomer radio and CJRU The Scope at Ryerson.
- Created and distributed media pitches on CERC's new report indicating that Canada ranks fourth in the world for immigrant-friendly policies. Obtained coverage in the Globe & Mail, Toronto Star, Narcity, DailyHive and more.
- Conducted media relations on Future Skills Centre's investment in PEI bioscience sector, securing coverage with CBC Island Morning radio, The Chronicle Herald and Academica.
- Pitched story about a Chang School survey that contradicts an OCUFA poll on negative impact of online learning, obtaining coverage in Global News Radio.
- Reached out to Toronto media regarding City Building Ryerson's partnership with Peel Region's Smart Freight Centre.
- Ryerson faculty experts were widely pitched and quoted on various breaking news stories, including COVID-19 lockdowns, caring for the elderly, and the new vaccine. Ryerson experts also spoke on topics such as the US election result, Brexit and Canadian real estate trends.

Publications

- Nine editions of Ryerson Today were published in December.
- Edition with the most opens of 47.3% was Dec. 23 with a statement about new public health guidelines regarding out of province travel.
- Top clicked story was In Memoriam with 1,474 clicks and 2,277 pageviews.
- Winter 2021 edition of Ryerson University Magazine complete and set to arrive in mailboxes early January 2021.

Marketing

- Finalized the design for the print version of the Campus Master Plan.
- Developed video to promote new FCAD Professional Music Program on social channels.
- Launched a digital campaign for the Chang School to target adult learners in Calgary. Initial results include driving 80% new visitors to the site and over 12,900 page views.
- The YSGS digital Recruitment Campaign continues. Phase 2 (focused on areas of interest) and Phase 3 (aimed at retargeting) launched in December.
- TRSM's Bachelor of Commerce digital campaign is performing well. Initial metrics include: 4M impressions, 60K video views and 2.7K conversions.
- Led campaign with University Advancement to promote year-end giving during December. Paid and organic advertising reached Ryerson alumni

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& University Communications (Central Communications)

through Facebook, LinkedIn and Instagram. Donations will support the Centre for Student Development and Counselling.

- Developed and distributed a Ryerson holiday card video for faculty, staff, alumni, and the wider Ryerson community. The video featured design elements from this year's Reputation Campaign.
- Designed a report for SciXchange (FOS) focused on milestones from their first three years. It highlights the contributions that students, faculty and staff have made supporting science outreach and exploration in the community.
- Created a wordmark for Centre for Urban Energy (CUE) 10th anniversary.
- Collaborated with the Central Communications team on Ryerson's 2020 United Way campaign. The month-long initiative included updates to the Ryerson campaign website, email marketing, organic social posts and thank you letters to leadership donors.
- Planning is underway for phase 2 of the International Enrolment campaign. This campaign will focus on key decision-making factors for international students in the aim to drive applications (launches Feb.). Phase 1 is currently in market.
- Working with International Enrolment to develop a social campaign promoting one-on-one meetings for International students with recruitment officers and student ambassadors (launches in Jan.).
- Developing key messaging and visuals for the Faculty of Law's inaugural legal tech conference (March 6).

Website

- Comparing December 2020 to December 2019, we saw an 18.5% increase in visits, a 25.61% increase in users, and an increase of 15% in pages viewed.

Social Media

- **Facebook:** Gained 466 followers to reach 78.7K. Most engaging post was about Ryerson being one of four Canadian universities to adopt NameCoach, a name pronunciation tool, which had 454 engagements.
- **Instagram:** Gained 708 followers to reach 36.1K. Most engaging post was a reshare of a nighttime photo of the SLC, which had 2.8K engagements.
- **Twitter:** Most engaging tweet was a photo gallery of snowy winter images.
- **LinkedIn:** Gained 2012 followers to reach 253.3K. Most engaging post was about Ryerson being one of four Canadian universities to adopt NameCoach, a name pronunciation tool, which had 791 engagements.

Digital Marketing

- Launched (managing in-house) a recruitment campaign for the FEAS Master of Engineering Innovation and Entrepreneurship (MEIE) program.
- Continued campaigns in market for the International Enrolment Office, Advancement's Year-End giving, Arts events, The Chang School's winter enrolment, YSGS recruitment, TRSM's BComm recruitment and the MBA recruitment campaign.
- Working with agencies in preparation for several campaigns launching in the new year.
- Created online dashboards and analytics reports for various campaigns and clients.

January 2021

Media Relations

- Pitched Omar Alghabra OpEd by Mohamed Lachemi, and secured coverage in Toronto Star.
- Provided media relations support to Future Skills Centre on various topics and reports, including the Upskilling of Canada's Workforce, and secured coverage in Forbes and CBC.
- Presented media training refresher for new provost and vice president academic, Jennifer Simpson, in advance of a briefing organized with campus newspapers.
- Provided media training sessions for Ryerson Leadership Lab, RCCC and SLLS.
- Supported FCAD media relations efforts, including drafting media pitches and compiling media lists.
- Offering on-going issues communications support on various files.
- Generated extensive media coverage by pitching Ryerson faculty experts on various breaking news topics, including the Biden inauguration and Trump impeachment, COVID-19 zones and vaccine roll-out, GameStop stock, nursing mental health during COVID, and security/AI/virtual shifts and trends.
- **NOTE:** A comparison of Ryerson University earned media coverage from January-December 2019 to January-December 2020 showed a **73% increase in the number of media hits secured in 2020.** Much of the increase is due to Ryerson experts speaking on the pandemic.

Publications

- Ryerson Today published 11 editions in January.
- Editions with the most opens was Jan. 13 about the provincial Stay-At-Home Order update, with an open rate of 53.5%.
- The best performing story was President Lachemi's Welcome 2021 message with 1,586 clicks and 2,396 page views.
- Central Communications saw a 24% increase in readership from the 18-24 demographic in January when compared to prior month.

Leadership Communications

- Executed successful multi-faceted internal communications roll out of the announcement of the new Provost and Vice-President, Academic.
- Drafted January 13th community-wide and faculty updates from the President re: COVID-19 stay-at-home order protocols for Ontario, distributed in Ryerson Today.
- Drafted January 23rd community wide "Welcoming 2021" update from the President, distributed in Ryerson Today.
- Produced and distributed thrice weekly COVID-19 environmental scans for leadership team.
- Provided faculty with overview of augmented Academic Accommodation Support, including three new full-time staff roles that will improve key links in the AAS support chain.
- Updated Brampton website to better reflect Ryerson's offerings and ambitions.

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& University Communications (Central Communications)

Return to Agenda

- Improved structure and experience of Provost and Vice-President, Academic website.
- Prepared leadership for Board of Governors meeting on January 29.
- On-going preparation and planning for UCE partnership announcement.

Marketing

- Launched International Enrolment campaign (Google and social ads) promoting one-on-one meetings for International students with recruitment officers and student ambassadors.
- Created social graphics for the Faculty of Law's new legal tech conference, LegalNext, taking place March 6.
- Designed a conference bid proposal for the Faculty of Arts.
- Developed new platform/messaging for iBoost's brand refresh. Next steps include refreshing their visual identity and website.
- Resized a Ryerson Reputation campaign ad (3/4 page) with OVPRI for the Infosource Research supplement in the National Post (March 25 insertion).
- Created two celebratory ads for a photo book celebrating Hazel McCallion's remarkable life and accomplishments over the past 100 years.
- Working on the development of an Awareness campaign for the Future Skills Centre which targets key stakeholders and celebrates their two-year anniversary (launching February 14).
- Planning is underway for phase 2 of the International Enrolment campaign. This campaign focuses on key decision-making factors for international students in the aim to drive applications (launches Feb 12).

- Working on the development of The Chang School's fall campaign which will support a new brand position for the school.
- Planning and creative development is underway for the Master of Engineering Innovation and Entrepreneurship program (MEIE) Recruitment campaign, targeting domestic and international students (set to launch mid-March).
- Spring Appeal campaign planning is underway, targeting alumni to give back to the Ryerson student relief fund (set to launch mid-April).
- The Alumni Acquisition and Call for Information Updates campaign planning and creative development is in progress. The campaign will aim to target lost alumni to reconnect with us (set to launch early March).
- Leading the design of the Diversity Self-ID Report for OVPECI which is set to launch in February.

Website

- Two new positions on the digital team have been created to provide more support to Ryerson projects and to save money by providing services we would normally need an agency for. One position is a Digital Marketing Officer, which will double the internal resources dedicated to providing paid digital advertising on multiple platforms. The other is a Web Design Specialist to provide additional coding skills for websites and to help guide the future of Ryerson website design.
- Comparing January 2021 to January 2020, the website saw a 7.59% increase in visits (1.89 million), a 15.17% increase in visitors (912,449) and a 3.81% increase in pages viewed (6,137,799).

Social Media

- **Facebook:** Gained 466 followers to reach 78.7K. Most engaging post was about Ryerson being one of four Canadian universities to adopt

NameCoach, a name pronunciation tool, which had 454 engagements.
- **Instagram:** Gained 708 followers to reach 36.1K. Most engaging post was a reshare of a nighttime photo of the SLC, which had 2.8K engagements.
- **Twitter:** Most engaging tweet was a photo gallery of snowy winter images.
- **LinkedIn:** Gained 2012 followers to reach 253.3K. Most engaging post was about Ryerson being one of four Canadian universities to adopt NameCoach,

Digital Marketing
- Launched (managing in-house) a campaign for TRSM's Executive Education (XED) Emerging Leaders program running in February.
- Continued campaigns in market for the International Enrolment Office, the FEAS Master of Engineering Innovation and Entrepreneurship (MEIE) program, Arts events, The Chang School's winter enrolment, YSGS recruitment, TRSM's BComm recruitment and the MBA recruitment campaign.
- Continuing to adjust our processes as privacy and website cookie tracking preferences change digital advertising practices.
- Working with agencies in preparation for several campaign launches in February.

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2021–2; March 2021

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

- **PERIODIC PROGRAM REVIEW – Computer Engineering, Faculty of Engineering and Architectural Science**
- **CHANG SCHOOL – Certificate Review for Landscape Design**
- **CHANG SCHOOL – Certificate Modifications to Landscape Design**

A. PERIODIC PROGRAM REVIEW – Computer Engineering, Faculty of Engineering and Architectural Science

FINAL ASSESSMENT REPORT (FAR)
In accordance with the Institutional Quality Assurance Process (IQAP)**,** this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Computer Engineering** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE COMPUTER ENGINEERING PROGRAM
The Computer Engineering (COE) program submitted a self-study report to the Vice-Provost Academic on January 28, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of COE and other faculty who have recently taught core courses (required and/or elective).

One arm's-length external reviewer, Dr. Michael Greenspan, Department of Electrical & Computer Engineering at Queen's University, and one internal reviewer, Dr. Ali Miri, Department of Computer Science at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on May 21 and 22, 2019.

The visit included meetings with the Provost and Vice-President Academic; Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Electrical, Computer and Biomedical Engineering; and the COE Program Director. The Peer Review Team (PRT) also met with several members of the COE program within the Department of Electrical, Computer and Biomedical Engineering, including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities, labs, classrooms, and the library.

In their report, dated August 8, 2019, the PRT provided feedback that describes how the COE program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT also noted faculty's strong SRC record, and the rich innovation ecosystem provided to its students through opportunities such as Zone learning, the Co-operative Internship Program, and various professional societies.

The main areas of strength identified by the PRT include:
- The leadership in the program. This is both at the faculty level (Department Head), technical engineering staff (Lead Engineer), and is also evidenced in the administrative staff.
- With a few exceptions, the program is extremely diverse, as evidenced by the large number of students and faculty who identify as visible minorities. This is an earmark of the technical area, and while not unique to Ryerson, it nevertheless presents as an area of strength of the program, and results in a culture of inclusivity, which should be recognized and celebrated.

The PRT also identified areas for improvement. The exceptions to the otherwise diverse culture of the program are in the area of gender, and aboriginal representation. These are again endemic and not distinct to Ryerson. There is also the opportunity to develop a technical focus on the area of Artificial Intelligence and Machine Learning (Al/ML).

The Chair of the Electrical, Computer, and Biomedical Engineering program submitted a response to the PRT Report on November November 18, 2019. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Faculty of Engineering and Architectural Science on November 23, 2020.

The Academic Standards Committee completed its assessment of the Computer Engineering Program Review on February 4, 2021**.** The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report by June 30, 2022**,** as follows:

1. Updates on the status of the initiatives outlined in the Implementation Plan;
2. An expanded version of Learning Outcomes with sub-categories that fall under each of the main categories;
3. Results of an up-to-date employer Survey.

Presented to Senate for Approval: **March 2, 2021**
Start date of next Periodic Program Review: **2023-24**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES
RECOMMENDATION 1. Introduce Software Engineering option/program. The addition of a Software Engineering program would be extremely beneficial to Ryerson's educational landscape.
Department's Response: We have made significant progress in creating a software engineering option within the computer engineering program. Extensive discussion has been conducted with the department of Computer Science on this issue during the spring and summer of 2019 and an agreement has been reached with Computer Science for them to deliver 3 of the 7 new courses that is required to establish the option. The proposal for the option was approved unanimously by Ryerson Senate on November 3, 2019.
Dean's Response: The Department has launched a Software Engineering option commencing in Fall 2020 after the unanimous approval by Ryerson's Senate on November 3, 2019. The Software Engineering option includes several new technical electives.

RECOMMENDATION 2. Update and Refresh early core circuit course ELE 202 & ELE 302 laboratory experience.

The laboratory experiments have not been changed or updated for a very long time and the lecture content is not in synch with lectures.

Department's Response: This issue was identified in student survey. Students struggle with the laboratory experiments when lecture content is not in synch with lab experiment content, when experiments are considered "too long" to be done in the allotted time, and when TAs are not trained enough to be able to help students in the lab. Our intention is to change lab experiments completely and provide increased and improved training for TAs.

Dean's Response: no response.

RECOMMENDATION 3. Create common lab courses, or "lower years engineering design projects", where semester-long or year-long extended lab projects will support multiple courses.

Department's Response: As is mentioned by the reviewers, creating a common undergraduate lab that covers a number of courses (rather than a specific lab for each course) is a challenging task. We have had some initial discussions on how a curriculum structure such as this could work but we are still at a very early stage and do not expect any changes in this regard in the next 5 years.

Dean's Response: Creating a common undergraduate lab that covers a number of courses (rather than a specific lab for each course) is a challenging task. The Department continues to have discussions about this and other major curriculum restructuring options but these discussions are not set to impact the structure of the current program for another 5+ years.

RECOMMENDATION 4. Fourth year professional electives need to be evaluated for currency, program need and student interest. It is sometimes difficult to gauge student interest, which can change over time. One method that has been effective is to allow a large number of upper-year electives, and then only offer those which are significantly enrolled. This allows the students to vote with their feet, and provides flexibility and a natural source of feedback to continuously evolve the palette of elective courses, which can otherwise become mired it faculty preference and stale.

Department's Response: We have already begun discussions as to which courses need to be removed, updated and which topics need to be introduced via new courses. For example, ELE 401 Field Theory, which is an Electrical Engineering fundamentals course, has been replaced with COE 501 Electromagnetism: Theory and Effects, a course that will be geared to COE students. Furthermore, the Software Engineering option has been approved and with it new 4th year electives are going to be made available to students. Moreover, we are also hiring another faculty member in the Machine Learning/Artificial Intelligence domain to help augment our program in this respect.

Dean's Response: In the final year of the program, students take courses in data communications, digital systems engineering, real-time operating systems, VLSI design, and capstone design. The fourth year curriculum also allows students further specialization in a variety of subject areas through an extensive technical electives list. During this final year of the program all students must complete a mandatory group design project. The key objective of the design project is to encourage students to plan, design and implement their project while developing the skills to make key decisions independently.

The department has already begun restructuring course offerings. With respect to technical electives, the Department is also discussing which courses need to be removed, updated, and which topics need to be introduced via new courses. The Department has hired another faculty member in the area of machine learning/artificial intelligence to help augment the program in this respect.

RECOMMENDATION 5. Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection and also with adequate training and preparation. At most universities, upper-year undergraduates have been recruited to serve as TAs for lower-year lab courses. For example, a set of third-year students serve as TAs for a second-year course, which they took themselves the previous year. This has a

number of benefits, the most prominent being that the undergraduate students relate very well to each other, and there are a relatively large pool of them. Graduate TAs are used primarily for tutorials and grading.

Department's Response: Allowing upper year (4th year) undergraduate students the opportunity to be TAs for lower year courses is an idea that we are currently discussing. Not only will this help lower-year students by providing a peer as a mentor but will also provide leadership and life-long learning skills to the upper-year students.

Dean's Response: no response.

RECOMMENDATION 6. Integrate opportunities for students to improve and build on soft skills (e.g., leadership, oral presentation, professionalism).

Department's Response: Our student survey identified skill areas that are not well addressed. Soft skills are not a formal part of the engineering curriculum but they are essential skills for a professional engineering in industry. We intend to introduce more oral presentations, particularly in 2nd and 3rd year, while also providing avenues to cultivate leadership skills.

Dean's Response: no response.

RECOMMENDATION 7. Increase the number of co-op internship jobs available to students. Interfacing with companies to develop meaningful and long-term internship opportunities is a time consuming and specialized skill. To do this correctly, it would be beneficial to have additional dedicated (and high level) administrative support.

Department's Response: The department realizes that the front office is somewhat lean. To that end, the Dean of FEAS has approved the hiring of one additional Departmental Assistant (approved for 1 year currently), to help with the front office load. This position has currently been filled as of November 11, 2019. Hopefully this position will become permanent.

Dean's Response: A new Departmental Assistant position was recently created to help with the front office load. In late 2017, FEAS launched a central office to manage optional co-operative internship programs (CIP) for all of the engineering programs except Chemical Engineering which has a mandatory co-operative program. Since this time, the team has grown from 1 staff member to 5. This team collaborates with existing embedded staff within departments (including ECBE) to support all aspects of CIP including new on-line platforms (Salesforce and Orbis) for efficient student and employer engagement related to applications, job postings, etc.; student and employer recruitment events and workshops; administration and evaluation of the placement experiences; and delivery of soft skill development modules associated with career readiness and professional networking. In Fall 2019, the FEAS CIP office rolled out the first centralized student enrolment in FEAS CIP.

The FEAS CIP office is continuing to work on improving the co-op placement rate of computer and other engineering students through the following activities: 1) identifying and working closely with students who are less engaged (i.e. do not apply to posted jobs, apply but do not secure interviews and/or job offers), 2) continuing to work with existing employers and promote jobs that are more relevant to specific engineering disciplines, 3) developing more partnerships with new employers/industries interested in specific engineering disciplines, aiming towards a 3 job postings to 1 student ratio, and 4) planning employer engagement events/opportunities that target specific engineering discipline students. We are reaching first and second year students to promote CIP earlier so that they are better prepared to meet the expectations set by the program and employers.

RECOMMENDATION 8: Hire new tenure-track faculty to augment program. Hiring new faculty should be a priority, as there is a window of opportunity to enhance the COE program, and the hiring landscape in this area is competitive.

Department's Response: From a faculty hiring point-of-view, the COE program hired two new female faculty members that started July 1, 2019.

Dean's Response: The faculty complement is sufficient for the current needs of the program but we will continue

working to meet goals related to expertise, equity, diversity, and inclusion. As reported earlier, the Department has hired another faculty member in the area of machine learning/artificial intelligence. Two new female faculty members in computer engineering joined the Department starting July 1, 2019.

IMPLEMENTATION PLAN

Priority Recommendation #1 *Introduce Software Engineering option/program.*
Rationale: *There is an increasing demand, in general, for computer engineers specializing in software engineering and their importance and marketability cannot be over-exaggerated. Our neighbouring institutions and most others across Canada have some form of Software Engineering within their COE programs. We are behind in this aspect and are doing a disservice to students in our program by not offering our own variant.* **Objective:** *Develop an option of Software Engineering that could lead to a separate program.*
Implementation Actions: *Determine what a software engineering option would require in terms of courses*   *Evaluate other programs and do a comparative analysis*   *Identify which existing courses would be utilized*   *Determine any additional courses*   *Design any new courses*
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) **2018/19**   - Determine requirements in terms of courses   - Design new courses that are needed   - Update any existing courses that can be utilized   - Submit for approvals   **2019/20**   - Start new Software engineering option
Responsibility for **a) leading initiative:** *Program Director, Computer Stream, Curriculum Committee, Department Chair* **b) approving recommendation, providing resources, and overall monitoring:** *Stream, Curriculum Committee, Departmental Council, Dean, Senate*

Priority Recommendation #2 *Update and Refresh early core circuit course ELE 202 & ELE 302 laboratory experience. The laboratory experiments have not been changed or updated for a very long time and the lecture content is not in synch with the lab experience.*
Rationale: *This issue was identified in the student survey.* *Students struggle with the laboratory experiments for the following reasons:*   *Lecture content is not in synch with lab experiment content and thus students feel lost*   *Experiments are very time-consuming and considered "too long" to be done in the allotted time*   *Many TAs are not trained enough to be able to help students in the lab*   **Objective:** *Change lab experiments completely and provide increased and improved training for TAs.*
Implementation Actions: *Design new experiments;*   *Test experiments for difficulty and for reasonable time requirements for completion;*   *Hire a "Lab Lead" to supervise Lab TAs and to provide additional support during lab supervision;*   *Provide more preparation hours for all TAs to perform all labs before they supervise to ensure they are aware of what the students are required and expected to do;*   *Have "Lab Lead" train TAs on lab supervision and on the actual lab experiments.*

Timeline:
ELE 302:
- *Summer 2018: design and test new labs*
- *Fall 2019: introduce new labs into course and sync lecture material*
- *Hire CUPE as Lab Lead*

ELE 202:
- *Winter 2019 Hire CUPE as Lab Lead*
- *Summer 2019: design and test new labs*
- *Winter 2020: introduce new labs into course and sync lecture material*

Responsibility for
a) leading initiative: *Course instructors*
b) approving recommendation, providing resources, and overall monitoring: *Department Chair*

Priority Recommendation #3 *Fourth year professional electives need to be evaluated for currency, program need and student interest.*

Rationale: *There are a relatively large number of 4th year professional electives, some of which have not run in the past few years due to low student demand or industrial relevance and some have become "stale".*

Implementation Actions:
- *Analyze enrollment data of all courses over the last 10 years;*
- *Identify courses that are essential;*
- *Identify courses whose content has not changed in the last 5 years and also those that have had very low student demand;*
- *Identify areas/topics that are currently in demand that we do not offer;*
- *Update "stale" courses*
- *Delete courses with historically low interest and/or currently irrelevant topics*
- *Introduce new courses covering topics in emerging and new areas (e.g. AI)*

Timeline:
- *2018/19: analyze enrollment data, identify courses for deletion/refresh, propose new courses*
- *2019/20: roll-out updated professional electives table*

Responsibility for
a) leading initiative: *Department Chair, Program Director, Curriculum Committee, Stream Committees*
b) approving recommendation, providing resources, and overall monitoring: *Stream, Curriculum Committee, Department Council, Dean*

Priority Recommendation #4 *Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection, and with adequate training and preparation.*

Rationale: *Notwithstanding our efforts to select appropriate graduate students as teaching assistants in our labs, our recent surveys have indicated that there are courses where the TAs are not well prepared to assist students.*

Objective: *Provide more hours for increased and specialized training for TAs in core courses.*

Implementation Actions:
- *identify key courses that have a large number of TAs;*
- *increase preparation/training hours for TAs in those courses;*
- *require TAs to perform and complete all labs that undergraduate students will be doing;*
- *introduce and hire Lab Leads to roam labs and provide extra support and supervision.*

Timeline: *2018/19 academic year*

Responsibility for

a) leading initiative: *Department Chair*
b) approving recommendation, providing resources, and overall monitoring: *Department Chair*

Priority Recommendation #5 *Increase the number of co-op internship jobs available to students.*

Rationale: *Our internship program is proving to be very popular. In 2018/19 we will be having 80 students on internship, which is a record. Unfortunately, 60 students were not able to secure an internship position primarily due to an insufficient number of positions available.*

Objective: *Even though our co-op internship is "optional" and students must meet a minimum requirement, there is high demand in the last couple of years. Unfortunately, we have not been proactive to contact new employers for possible internship positions and have relied on our existing employers. With this increased demand we need more potential employers that can provide valid co-op internship jobs.*

Implementation Actions:
- *Identify potential employers in GTA and Southern Ontario*
- *Create 1-page prospectus/flyer that provides quick info on our co-op internship and benefits to the employer*
- *Plan site-visits with potential employers to discuss their participation*

Timeline:
Fall 2018
- *create prospectus/flyer;*
- *identify possible new employers;*
- *send out email and flyer*
- *follow up and initiate discussion;*

Winter 2019
- *continue constant contact with existing employers and continue identifying and inviting new employers.*

Responsibility for
a) leading initiative: *Department Chair, Program Director*
b) approving recommendation, providing resources, and overall monitoring: *Internship Co-ordinator, Program Director, Internship Admin, Department Chair*

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Computer Engineering Program, Bachelor of Engineering (Computer Engineering) - Faculty of Engineering and Architectural Science.*

B. CHANG SCHOOL – Certificate Review for Landscape Design

The Chang School Certificate in Landscape Design is a comprehensive program focused on design and the built environment. With academic oversight provided by the Department of Architectural Science, the certificate is aimed at working professionals who are currently working in landscape design or aspiring to join this dynamic industry.

This certificate provides functional mastery of the critical components that comprise the field of landscape design, including how to analyze, plan, design, manage, and sustain resilience in the built and natural environment. Courses are offered in a combination of lectures, applied project work utilizing digital technologies, professional-level projects, field trips, special topic guest presentations and other interactive learning opportunities. The program delivers applied skill sets' acquisition in design, design process, plant

materials, horticulture, graphics as a language, construction, landscape ecology, sustainable landscaping, history, landscape preservation and renewal. The landscape design profession and industry offer a broad range of complex and far-reaching fields of landscape design. Many of our students also use this certificate as a stepping stone to apply to graduate studies in Landscape Architecture if they have an unrelated undergraduate degree.

No landscape design program comparable to The Chang School's Certificate in Landscape De-sign is offered through Continuing Education by any university in Canada. Additionally, no fully online, university level certificate in sustainable landscape design exists internationally. Given the acceleration of climate change worldwide, and the signing of the Paris Climate Accord, sustainable landscape design for adult professionals is required worldwide. The current Certificate in Landscape Design will enable graduates to pursue professional landscape design at the residential and small commercial scale. It provides the industry accreditation educational component for Landscape Designer, administered by the Design Sector Group in Landscape Ontario.

The three main goals of this program are:
1. To deliver useful and applicable education in landscape design.
2. To provide applied and practical knowledge and skills at residential and small commercial scales.; and
3. To develop the ability to analyze, plan, design, manage and sustain resilience in the built and natural environment.

Learning Objectives - The revised certificate learning objectives are as follows:
1) To deliver design concepts, principles and theoretical frameworks that inform applied landscape design.
2) To deliver key ecological concepts, ecological functional knowledge and practical frameworks that assess and address climate change impacts on landscape site analysis, design, implementation and management.
3) To deliver concepts and functional knowledge that focus on the cultural and ecological parameters of landscape restoration.
4) To provide opportunities to develop landscape management protocols, frameworks and strategies applicable to the climate-resilient design of sustainable landscapes.
5) To provide opportunities to engage in academic scholarship and professional initiative, particularly in relation to enhancing the ecologically resilient sustainability of landscapes to climate change.
6) To provide opportunities to apply integrated digital technologies to landscape site analysis, landscape design generation and communication and landscape management documentation and communications.

The Certificate in Landscape Design currently consists of four (4) required courses and two (2) elective courses. All courses are available in both in-class and online format. Students may enter the program at the beginning of any of the three semesters. There are no pre-requisites required for any course.

Four (4) Required Courses:
- CKLA 300 Landscape Design Communications and Theory
- CKLA 310 Landscape Construction, Materials and Methods
- CKLA 320 Plant Materials
- CKLA 330 Landscape Design Studio

Two (2) of the following Elective Courses:
- CKLA 400 Ecology and Sustainable Landscapes
- CKLA 420 Art and Management of Planting Design
- CKLA 450 Landscape Restoration

An analysis of course enrolments between the Fall semester 2014 and the Fall semester 2018 revealed that while enrolments over the three academic semesters varied marginally (around 110 students during the analysis timeframe), the enrolment in Fall 2018 suddenly dropped to about a third of what was expected. The analysis revealed that students readily completed three of the four required courses within three or four consecutive semesters. Their enrolments in electives and in the final, required capstone course showed signs of faltering at this point, and their willingness to complete the program declined. There are two likely significant causes of this. The first is that the pool of students available to enroll in all elective courses offered over an academic year (five in-class and three on-line) was insufficient to reliably run all of them. This, combined with students' unwillingness to enroll in courses early, resulted in a random pattern of course cancellations affecting electives and the final required course.

Only about a quarter of those students who were either enrolled or were planning to enroll in cancelled courses could be encouraged to instead enroll in courses that were running. The result has been student disappointment and an unwillingness to re-engage with their program in a later semester. In the Winter 2019 semester, no elective courses offered. This brought about a decline in overall enrolment for the subsequent Winter, Spring/Summer and Fall 2019 semesters. Notwithstanding the general decline in enrolments, the Winter and Spring/Summer 2020 semesters' course offerings have had much higher enrolments than their historical averages over the past 10 years. The net result of the various course cancellations can be seen in declining graduation.

Student Surveys - A phone survey of twenty Landscape Design continuing education students registered in the existing Certificate in Winter 2020 term was carried out in April 2020. Key findings suggest that predominant enrolment drivers for landscape design courses and the existing Certificate program are to master job-relevant technical skills to advance landscaping designer careers. The reasons given for pursuing this certificate is to open a landscaping business as a small business owner or to obtain a job in an established landscape design firm. All of the students surveyed are planning to complete the existing certificate. All expressed that their expectations had been fully met.

The appetite for a four-course certificate (instead of the current six-course certificate) is strong. Students suggested that the required course CKLA300 be deleted from the certificate given that its academic content is covered in the other three required courses: CKLA 310 Landscape Construction, Materials and Methods; CKLA 320 Plant Materials; and CKLA 330 Landscape Design Studio. The most popular topics of interest in the proposed certificate are most frequently "ClimateSmart" design, landscape restoration and sustainable landscapes. No suggestions for enhancements or improvements to the program were given.

Strengths
- Reduced time to completion – Students are labour-market-ready sooner.
- The curricular focus is based on labour market shortages for the skill sets taught, including sustainable landscape design and digital technologies.
- A combination of online and in class courses offered across three semesters a year means that adult professionals' schedules are accommodated.

Weaknesses
- May be perceived by students as intense; however, they have three years to complete the certificate.

Opportunities
- Increase the number of labour-market-ready graduates ready to respond to climate change in residential and commercial landscape design, landscape preservation and renewal.

- Closely address the burgeoning need for mastery of industry adopted digital technologies for sustainable landscaping, particularly in the urban built and natural environments.

Threats
- Copy-cat programs which do not yet exist; however, they may enter the market.

Developmental Plan - Effective Fall 2021, if approved, the revised and updated certificate will consist of four required courses. The development plan for the revised Certificate includes completing the revisions and updates to the revised certificate's courses which will be carried out in Spring and Summer 2021.

During Spring and Summer 2021, in advance of the commencement of the delivery of the revised Certificate in Fall 2021, courses CKLA 310, 320, 330, 400, 420 and 450 will undergo revision to align its content, pedagogy and deliverables with the revised program objectives:
- ecologically and climate-change resilient landscape design, implementation and management
- enhance ecological resilience to mitigate climate change effects on landscapes, landscape biodiversity, and landscape sustainability
- address aboriginal equity and inclusion as it pertains to the practice of landscape design
- equity, diversity and inclusion both in terms of student experience and the social dimensions of landscape design; and
- incorporation of digital landscape design capacity

Additional, internet-based teaching resources will include (but not be limited to) the following:
- Resilience Alliance
- Plant Database – Lady Bird Johnson Wildflower Centre
- Fire Effects Information System (FEIS)
- Missouri Botanical Garden
- Royal Botanical Gardens – Travel the World at Kew

New course assignments will be authored to include interdisciplinary components aligned to the revised program objectives and will give students a selection of topics for each assignment that match the geographical hemispheres in which they will work professionally.

To aid in the implementation of the proposed developments, the Academic Coordinator will emphasize the importance of drawing up and regularly reviewing plans of study that outline a sequence of courses allowing the program to be completed within an acceptable timeframe. This will provide improved predictability in specific course enrolments and help to prevent course cancellations. These course redevelopments and updates for program currency will be completed in Summer 2021.

Recommendation
Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends:
That Senate approve the certificate review for Landscape Design – Chang School.

C. CHANG SCHOOL – Certificate Modifications to Landscape Design
Introduction and Rationale - As a result of the review of the Certificate in Landscape Design, we are proposing that the certificate requirements change from a six-course certificate to a four-course certificate.

Accordingly, one required course (CKLA 300 – Landscape Design Communications and Theory) in the Certificate in Landscape is being deleted. It is also proposed that the Certificate in Landscape Design be renamed to the Certificate in Landscape Design for Climate Resilience.

The change to the certificate curriculum will enhance the students' ability to complete the certificate while meeting the certificate's learning objectives. Many of the electives currently run at breakeven enrolment. Given the extensive integration of climate resilience into the course learning outcomes of this review, a name change of the Certificate to "Landscape Design for Climate Resilience" is proposed in order to position the Certificate within the Landscape Industry as an educational leader.

Note: Although sustainability and climate resilience are not featured in the titles of the required courses in this certificate, they are featured in their curricula – as evidenced by the certificate's learning outcomes [numbers 2, 3, 4 and 5] in both the proposal and its appendices. The electives also feature sustainability and climate resilience in their titles and in their curricula.

Proposed Implementation Date - Fall 2021.

Transition Plan for Students - The Science, Engineering and Architecture program area will send a communication to students registered in Landscape Design certificate who, as of September 2021, will have completed less than 50% of the curriculum. A review of active student records shows there are currently 98 students, none of whom has completed more than 50% of the current curriculum. These students would be in the position to transfer into the certificate program with the revised curriculum requirements. Of these 98 students who would have the option to transfer:
- 88 have taken CKLA300 as a required course but have room to have the course count as an elective toward completion of the new certificate curriculum.
- The remaining students are close enough to completion that it is in their best interest to stay in the current certificate.

Note that these numbers will change as some students will take courses during the Spring/Summer term (which will bring them past the "50%" mark of curriculum completion) and, leading up to September 2021, new students will register in the certificate.

Current Certificate *(no pre-requisites required for any course)*
Four (4) Required Courses:
CKLA 300 Landscape Design Communications and Theory
CKLA 310 Landscape Construction, Materials and Methods
CKLA 320 Plant Materials
CKLA 330 Landscape Design Studio

Two (2) of the following Elective Courses:
CKLA 400 Ecology and Sustainable Landscapes
CKLA 420 Art and Management of Planting Design
CKLA 450 Landscape Restoration

Revised Certificate *(no pre-requisites required for any course)*
Three (3) Required Courses:
CKLA 310 Landscape Construction, Materials and Methods
CKLA 320 Plant Materials
CKLA 330 Landscape Design Studio

One (1) of the following Elective Courses:
[CKLA 400 Ecology and Sustainable Landscapes](#)
[CKLA 420 Art and Management of Planting Design](#)
[CKLA 450 Landscape Restoration](#)

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Landscape Design – Chang School.*

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
Eric Liberda, 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
Gagan Gupta, Faculty of Science, Chemistry and Biology
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
Sari Graben, Faculty of Law
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Julia Spagnuolo, Student
Kavin Nguyen, Student

Academic Governance and Policy Committee (AGPC)
Report #W2021-2 to Senate

Academic Governance and Policy Committee Report – S. Zolfaghari

1.   Interim Provost's Update

2.   Masters of Social Work Graduate Program Council Bylaws (C. Searcy)

3.   TRSM Graduate Programs Council Bylaws (C. Searcy)

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

GRADUATE PROGRAM COUNCIL BYLAWS

MASTER OF SOCIAL WORK

Approved by School Council,
School of Social Work:
September 30, 2020

Originally Approved by YSGS
Council **November 30, 2020**

Approved by Vice-Provost
& Dean, YSGS
November 30, 2020

Approved by the Academic Governance and Policy Committee of Senate
dd/mm/yyyy

Approved by
Senate dd/mm/yyyy

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1. Definitions

Chair: Chair of the Master of Social Work Graduate Program Council, unless otherwise stated

Council: Master of Social Work Graduate Program Council unless otherwise stated

Committee(s): All ad hoc and standing committees of Council

Faculty: all full-time RFA members who are active in the graduate program

Graduate Program: Master of Social Work

Graduate Student: a student who is enrolled in the Master of Social Work graduate program

Active in the programs: YSGS members who are teaching regularly in, supervising students of, or active in the administration of the program

2. Mission

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is:

2.1. To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).

2.2. To contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.

2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.

2.4. To ensure that the School of Social Work's Mission is preserved.

2.5. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.

3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate

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program. The GPC will collaborate in a transparent manner with the School of Social Work Council, Director, affected Faculty Dean or designate(s), the Vice-Provost and Dean of YSGS, the YSGS Council and its standing committees.

3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, Dean of the Faculty of Community Services or designate(s), and the Vice-Provost and Dean of YSGS before implementing any policy or procedure. The Vice-Provost and Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.

3.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. The Dean of the Faculty of Community Services or delegate must endorse recommended policies and procedures before they are submitted to the Vice-Provost and Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.

3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. The School of Social Work Council and the Dean of the Faculty of Community Services or delegate will be copied on such reports.

3.5. Input to committees:

    3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.

    3.5.2. GPC may also request that committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

3.6. The GPC will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.

3.7. The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.

3.8. The GPC does not have the authority to override decisions made by other School Committees that do not report to it. The GPC does, however, have the authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Director of the School of School Work. The GPC is advisory to the Director on matters that are contractually the responsibility of the Director.

3.9. In the event of a disagreement between the GPC and the Dean of the Faculty of Community Services or the Vice-Provost and Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

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4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

4.1. The Graduate Program Director(s) (GPS or Co-GPD's)

4.2. The Director of the School of Social Work

4.3. Five (5) program faculty members who are active YSGS members **and** currently teaching regularly in, supervising students of, or active in the administration of the graduate program. This includes the Associate Director of Field (Placements) who works closely with both the GPD and Director of the School. Members will be elected by and from faculty by way of a fair and transparent method at the same time other committees are established.

4.4. A 3 Graduate Student representatives elected by and from graduate students in the program of study.

4.5. The Field (Placement) Manager. This person will be a non-voting member.

4.6. GPC membership may include others, but is not necessarily restricted to, instructor representatives, faculty representatives from other related programs, adjunct faculty, postdoctoral fellows, staff, students and alumni. They will be non-voting members.

4.7. The Graduate Program Administrator who will be a non-voting member of Council.

4.8. The term of GPC membership will be 1 year for faculty and staff, and 1 year for students.

5. Chair

5.1. The Chair of the GPC will be the Graduate Program Director(s).

5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):

5.2.1. Calling and conducting meetings, and confirming quorum.

5.2.2. Setting agendas.

5.2.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.

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5.2.4. Monitoring follow up to Council actions.

5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g. Programs and Planning Committee) or to the YSGS Council.

5.3. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.

5.4. The GPC Chair may request another council member to act as Chair on an interim basis.

5.5. There is no limit to the number of terms that a GPC Chair may serve.

6. GPC Procedures

6.1. GPCs will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils. Additional meetings may be held at the call of the GPC Chair or at the request of Council members.

6.2. Notices of meetings will normally be distributed at least 5 working days in advance.

6.3. Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff may serve on the GPC or its committees but are non-voting.

6.4. Quorum is 50% of the voting membership including a minimum of 3 program faculty members.

6.5. Voting matters are normally decided by a simple majority of voting members present at a meeting.

6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.

6.7. All members are expected to attend Council and, where relevant, committee and subcommittee meetings. If members are unable to attend they are to inform the Chair of the GPC, relevant committee or subcommittee in advance of the meeting, or as soon as possible thereafter.

6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.

6.9. A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting, and can be taken only after written notice has been provided to all members at least 5 working days in advance of the meeting. There is no proxy voting, and GPC members must attend a GPC meeting to vote (except where 6.6 applies).

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7. Standing Committees

Standing committees of the GPC are established by this bylaw, with their mandate and authority specified below. Other sub-committees may be established in accordance with GPC bylaws.

> 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
>
> 7.2. Membership of all committees and subcommittees is on a volunteer basis and should be approved by the GPC.
>
> 7.3. The term of office of members of any committee or subcommittee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and subcommittee members may serve, provided that the member is re-elected every year.

The Standing Committees of the GPC include but are not limited to:

7.4. Admissions

7.4.1 Mandate

> 7.4.1.1. To develop and review program-specific criteria and procedures for admissions, which must be consistent with YSGS requirements;
>
> 7.4.1.2. To review admissions applications at the program level in light of the criteria established, and to submit its recommendations to YSGS; and
>
> 7.4.1.3. To reach out to successful candidates, those on the waitlist and those not offered acceptance with offers and information in a timely manner.

> 7.4.2. Committee Composition: GPD, GPC Chair as ex- officio member, 4 faculty members

7.5. Scholarships and Awards

> 7.5.1. Mandate:

> 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
>
> 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, Teaching Assistance and Research Assistance. And;
>
> 7.5.1.3. Recommend selection procedures.

> 7.5.2. Committee Composition: GPD, GPC Chair as ex-officio member, *2* faculty members

7.6. Program Membership Committee

> 7.6.1. Mandate:

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7.6.1.1. To develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;

7.6.1.2. To review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and

7.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.

7.6.2. Committee Composition: specify membership, GPD, GPC Chair as ex-officio member, *2* faculty members, and student representative.

7.6.3. Procedures

7.6.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;

7.6.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7. Ad Hoc Committees

7.7.1. The GPC may constitute ad-hoc committees to advise the GPC specific topics.

7.7.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.

7.7.3. Members will hold office until the report of the committee has been submitted to, and accepted by, the GPC, or until such time as the ad-hoc committee has been dissolved.

7

Yeates SCHOOL OF GRADUATE STUDIES

GRADUATE PROGRAM COUNCIL BYLAWS

Ted Rogers School of Management

Approved by YSGS Council

10/11/2014

Approved by Dean, YSGS

dd/mm/yyyy

Approved by the Academic Governance and Policy Committee of Senate

dd/mm/yyyy

Approved by Senate

dd/mm/yyyy

1.   Definitions

Chair: Chair of TRSM Graduate Program Council, unless otherwise stated

GPC: TRSM Graduate Program Council, unless otherwise stated

Faculty: all full-time faculty members

Graduate Student: a student who is enrolled in any of the graduate programs in TRSM.

TRSM Dean: Dean of the Ted Rogers School of Management (TRSM)

Associate Dean: Associate Dean responsible for Graduate Programs within TRSM

YSGS Dean: Dean of the Yeates School of Graduate Studies

GPD: Director of one of the graduate programs in TRSM

Director of Graduate Students is a Director appointed by the TRSM Dean

Director of Graduate Program Administration (DGPA): The director of the TRSM graduate staff team.

Graduate staff team: The administrative team consisting of, but not limited to the Graduate Student Recruitment Manager, Recruitment Advisor, Graduate Program Administrator (GPA), Department Administrator, Manager of Graduate Career Services, and Graduate Career Coordinator.

2.   Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is:

2.1.   To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS), including Admissions, Curriculum, Scholarships and Awards, and Membership.
2.2.   To contribute actively to the operation and long-term planning of the graduate programs and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.
2.3.   To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
2.4.   To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3.   Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils.*

3.1.   The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to graduate programs within the TRSM Faculty. The GPC will collaborate in a transparent manner with the TRSM Faculty and its Chairs and Directors, the graduate program directors, TRSM Dean or designate, the Dean of YSGS or designate, the YSGS Council and its standing committees.

3.2.   The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), the TRSM Faculty Council and related Faculty Councils where appropriate, the TRSM Dean, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.

3.3.   The GPC may recommend and communicate policies and procedures with implications beyond the program. The TRSM Dean and the TRSM Faculty Council must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.

3.4.   The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest, and copy the TRSM Faculty Council on such reports for information.

3.5.   Input to committees:

3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.

3.5.2. GPC may also request that committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

3.6.   The GPC will not take action on any matter that would violate the Ryerson University Act, or any policy of Senate.

3.7.   The GPC will not take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.

3.8.   In the event of a disagreement between the GPC and the Dean of YSGS and/or the TRSM Dean, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4.   Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Dean, YSGS. GPC Membership includes the following:

4.1.   The Graduate Program Directors (GPDs)

4.2.   The Director of Graduate Students

4.3.   The Associate Dean

4.4.   The TRSM Dean or designate

4.5.   A minimum of 7 faculty members who are active YSGS members and who have taught in the program within two prior academic years or are active in the administration of the graduate

program. Members will be elected by and from TRSM YSGS members by way of a fair and transparent method prior to the first meeting of the GPC in the fall of each academic year.

4.6.   Up to four Graduate Student representatives elected by and from graduate students in TRSM by way of a fair and transparent method.

4.7.   In addition to the members elected under the terms of 4.5, a minimum of 7 faculty members who have participated in supervising Major Research Papers or Theses of Ryerson graduate students within two prior academic years and are TRSM YSGS members. Members will be elected by and from faculty in a fair and transparent method.

4.8.   The DGPA or designate and GPA will be ex officio non-voting members of Council.

4.9.   The term of GPC membership will be 3 years for faculty and 1 year for students. All members may stand for re-election.

4.10.   The GPC will review membership and participation annually, and at the last meeting of each academic year will vote on the number of GPC members for the following year. The inaugural election winners will be randomly assigned to 1, 2 and 3 year terms.

5.   Chair

5.1.   The Chair of the GPC will be elected by GPC members at the first meeting. An election for the position of Chair will be held at the beginning of each academic year.

5.2.   The GPC Chair is responsible for (or ensuring that the following are conducted):

5.2.1.   Calling and conducting meetings, and confirming quorum.

5.2.2.   Setting agendas.

5.2.3.   Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.

5.2.4.   Monitoring follow up to Council actions.

5.2.5.   Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.

5.3.   The GPC Chair is an ex-officio member of all GPC committees and sub-committees.

5.4.   The GPDs are non-voting members of all GPC committees and sub-committees.

5.5.   The GPC Chair may request another council member to act as Chair on an interim basis.

5.6.   A GPC Chair may serve a maximum of 3 terms, provided that an election is duly held each year.

6.   GPC Procedures

6.1.   GPCs will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils. Additional meetings may be held at the call of the GPC Chair or at the request of Council members.

6.2.   Notices of meetings will normally be distributed at least 5 business days in advance.

6.3.   Motions must be submitted a minimum of 5 business days in advance.

6.4.   Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff may serve on the GPC or its committees but are non-voting.

6.5.   Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.

6.6.   Voting matters are normally decided by a simple majority of voting members present at a meeting.

6.7.   Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.

6.8.   All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If members are unable to attend they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting, or as soon as possible thereafter

6.9.   Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.

6.10.   A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting, and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and GPC members must be in attendance at a GPC meeting to vote (except where 6.7 applies).

7.   Standing Committees

7.1.   Additional committees, sub-committees, coordinator and working groups can be established at any time with the approval of the GPC.

7.2.   Non Appointed members of all committees and sub-committees will be elected in a fair and transparent manner from the membership of the GPC will be approved by the GPC.

7.3.   The term of office of members of any committee or sub-committee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

The Standing Committees of the GPC are as follows:

7.4.   Admissions

7.4.1   Mandate: to make <u>recommendations</u> to the GPC regarding the following:

7.4.1.1.   Recruitment strategies (e.g. domestic and international targets, industry sectors);

7.4.1.2.   Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, years of work experience, etc.);

7.4.1.3.   Admissions

7.4.1.3.1.   For thesis-based programs, admission recommendations will be made by the committee by means of a transparent voting mechanism, either using electronic voting procedures or face to face meetings within 7 days of receiving the file. Where there is disagreement on an admissions file, the committee will meet in person to reach consensus about offers of admissions. For thesis-based degrees, evidence of acceptance by a supervisor must be submitted to complete the admissions file for applicants. No application will be complete until a supervisor is assigned. There will be a separate admission committee for Master and PhD programs.

7.4.1.3.2.   For non-thesis-based graduate programs, admissions will be made by the program GPD(s) subject to the policies herein under 7.4.1.3.

7.4.1.4.   Entrance awards and scholarships, which are communicated to applicants as part of their offers of admissions, will be awarded by the committee. The admissions committee will provide a list of students receiving entrance scholarships and awards to the Scholarships and Awards Committee.

7.4.2. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 2 faculty members who are members of the GPC, and the <mark>DGPA</mark> and GPA or designate as ex-officio and non-voting members. <mark>The 2 faculty members of the PhD admission committee must be qualified PhD supervisors.</mark>

7.5.   Curriculum

7.5.1. Mandate: to make <u>recommendations</u> to GPC, or relevant subcommittee over and above existing Ryerson University and YSGS policies, regarding the following:
7.5.1.1.   Course development and offerings, curriculum structure
7.5.1.2.   Standards for maintaining good standing (grades, continuous registration, etc.);
7.5.1.3.   Residency/post residency requirements;
7.5.1.4.   Full-time and part-time status requirements and procedures;
7.5.1.5.   Procedures and practices for comprehensive graduate examinations, major research paper requirements, thesis requirements and thesis examination practices;
7.5.1.6.   Time limits for completion of graduate programs;
7.5.1.7.   Definition of instructional offence and offences of conduct;
7.5.1.8.   Student appeal and petition mechanisms; and
7.5.1.9.   Graduation requirements and practices and convocation practices.
7.5.2. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 3 elected faculty members who are members of GPC, one student representative or designate, and <mark>the DGPA or designate</mark>, and GPA as a non-voting member.

7.6.   Scholarships and Awards

7.6.1. Mandate: to make <u>recommendations</u> to GPC, or relevant subcommittee, regarding the following:
7.6.1.1.   To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
7.6.1.2.   To recommend policies for graduate student entrance awards and scholarships, both internal (e.g. Ted Rogers, RGF) and external; and
7.6.1.3.   To recommend policies for in-program scholarships and awards.
7.6.1.4.   Student role: Due to matters of confidentiality and potential conflict of interest related to certain responsibilities of the Scholarships and Awards Committee, student members' participation and/or voting may be limited as required.
7.6.2. To select recipients for in-program scholarships and awards, and to inform GPC of the recipients.
7.6.3. Committee Composition: GPDs, Director of Graduate Students, GPC Chair as ex-officio member, 3 elected faculty members, 2 graduate students who are members of the GPC. <mark>The DGPA</mark> or designate and GPA are non-voting members.

7.7.   Program Membership Committee

7.7.1. Mandate: to make <u>recommendations</u> to GPC, or relevant subcommittee, regarding the following:
7.7.1.1.   To recommend program-specific criteria and procedures for TRSM YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;

7.7.1.2.   To review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and

7.7.1.3.   To ratify the YSGS membership list on an annual basis and submit it to the Dean of YSGS.

7.7.2. Committee Composition: GPDs, GPC Chair as ex-officio member, 3 elected faculty members who are members of GPC, and the DGPA or designate, and GPA as a non-voting member.

7.8.   Ad Hoc Committees

7.8.1. The GPC may constitute ad-hoc committees to address specific topics.

7.8.2. Membership of ad-hoc committees will be determined at the time the committee is constituted. In general Ad Hoc committee membership will be selected through acclamation or election from either GPC members or faculty eligible to be elected to GPC.

7.8.3. Members will hold office until the report of the committee has been submitted to, and accepted by, the GPC, or until such time as the ad-hoc committee has been dissolved.