Ryerson University

SENATE MEETING AGENDA

TUESDAY, APRIL 6, 2021

SENATE MEETING AGENDA

Tuesday, April 6, 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 April 6, 2021 meeting.*

4. Announcements

Pages 1-11   5. Minutes of the Previous Meeting
    Motion: *That Senate approve the minutes of the March 2, 2021 meeting.*

6. Matters Arising from the Minutes

7. Correspondence

8. **Reports**
Pages 12-18   **8.1 Report of the President**
        8.1.1 President's Update

Pages 19-20   **8.2 Communications Report**

8.3 Report of the Secretary

8.3.1 Senate Election Results 2021-2022

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8.4 Committee Reports

8.4.1 Report #W2021-3 of the Academic Standards Committee (ASC): K. MacKay

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8.4.1.1. Certificate review for Emergency Management and Response Planning – Chang School

Motion: *That Senate approve the certificate review for Emergency Management and Response Planning – Chang School.*

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8.4.1.2. Certificate modifications to Emergency Management and Response Planning – Chang School

Motion: *That Senate approve the certificate modifications to Emergency Management and Response Planning – Chang School.*

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8.4.1.3. Discontinuing the certificate in Fashion Coordination and Styling – Chang School

Motion: *That Senate approve discontinuing the certificate in Fashion Coordination and Styling – Chang School.*

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8.4.1.4. Discontinuing the certificate in Financial Planning – Chang School

Motion: *That Senate approve discontinuing the certificate in Financial Planning – Chang School.*

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8.4.1.5. Discontinuing the certificate in Media Writing Fundamentals - Chang School
Motion: *That Senate approve discontinuing the certificate in Media Writing Fundamentals – Chang School.*

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8.4.2.1. Interim Provost's Update

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8.4.2.2. Permit modifications to existing policies in order to facilitate the operational and logistical demands related to Ryerson's new Fall 2021 program offerings at the Universities of Canada campus in Cairo, Egypt. This will include such things as establishing culturally appropriate significant academic dates and deadlines and amending nomenclature. Senate hereby grants the Registrar authority to make such limited logistical and operational changes without further Senate approval. The Registrar will report back to Senate the changes made as soon as reasonably possible (C. Hack)

Motion: *That Senate will permit modifications to existing policies in order to facilitate the operational and logistical demands related to Ryerson's new Fall 2021 program offerings at the Universities of Canada campus in Cairo, Egypt. This will include such things as establishing culturally appropriate significant academic dates and deadlines and amending nomenclature. Senate hereby grants the Registrar authority to make such limited logistical and operational changes without further Senate approval. The Registrar will report back to Senate the changes made as soon as reasonably possible.*

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8.4.2.3. Renaming of the Faculty of Law (proposed name will be presented confidentially at Senate) (S. Zolfaghari)

Motion: *That Senate approve the renaming of the Faculty of Law (proposed name will be presented confidentially at Senate).*

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8.4.2.4. Renaming of the Faculty of Communications and Design to The Creative School (S. Zolfaghari)

Motion: *That Senate approve the renaming of the Faculty of Communications and Design to The Creative School.*

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8.4.2.5. Department Bylaws for Languages, Literatures and Cultures (S. Zolfaghari)

Motion: *That Senate approve the Department Bylaws for Languages, Literatures and Cultures.*

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9.   Old Business

10.   New Business as Circulated

11.   Members' Business

12.   Consent Agenda

13.   Adjournment

SENATE MINUTES OF MEETING
Tuesday, March 2, 2021
Via Zoom Video Conference

MEMBERS PRESENT:

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

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

REGRETS:	ABSENT:
J. Girardo	L. Armstrong
I. Mishkel	G. Bramesfeld
H. Ramzan	L. Escandon
	N. Ponce de Leon Elphick
	A. Valeo
	H. Zarrin

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.*

    R. Ravindran moved; N. Thomlinson seconded.
    Motion Approved.

4. Announcements - None

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

    A. McWilliams moved; N. George seconded.
    Motion Approved.

6. Matters Arising from the Minutes - None

7. Correspondence - None

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

The President Reported:
   1) Provost Announcement
   President Lachemi announced the appointment of the new Provost, Jennifer Simpson, who joins us on July 1, 2021. Jennifer is currently the Dean of the Faculty of Humanities and Social Sciences at Memorial University. She is an experienced researcher, a proven leader, and well versed in strategic, innovative change.

   S. Zolfaghari, will continue in the Interim Provost role until July, 2021. There will be opportunities to recognize Saeed's leadership and contributions to the university in the coming months.

   2) Congratulations – Ryerson Award Winners
   Ryerson Award winners were announced last week. The awards celebrate the achievements of faculty and staff in teaching, research, administration, service and leadership.

This year, 141 recipients are being honoured, including 66 individuals and 7 teams. There was a total of 337 employees nominated for an award this year.

We will celebrate the Ryerson Awards virtually on April 29, 2021.

3) Ryerson launches satellite campus in Cairo
Last week, we officially launched the satellite campus in Cairo, Egypt. As you know, this will enable Ryerson to expand programming into the Middle East and North Africa (MENA) region. Egypt is at the intersection of the Middle East and North Africa and is ideally located to serve as a bridge between the region and Canada. For Ryerson, this marks a new phase in our international strategy. Establishing a global presence where the need is great, and where demand is strong for a Canadian style education.

Classes begin in September, 2021 with select degree programming from our Faculty of Communication and Design, and Faculty of Engineering and Architectural Science. The physical presence will be facilitated by our partner, Universities of Canada in Egypt.

4) Budget Update
As a sector, we are experiencing financial repercussions as a result of the pandemic that will have long-term implications for our students and the communities we serve. At Ryerson, the good news is that despite many challenges, the university remains in good financial standing. However, we must remain prudent and plan ahead.

Since moving to a remote model last March, our usual expenses have not changed. At the same time, we have incurred additional costs and losses in direct response to the pandemic. Just a few examples are:
○ investments in emergency student bursaries,
○ development of online courses,
○ new software licenses and electronic library materials, and
○ a significant decrease in ancillary revenues

This year, we once again find ourselves in a constrained environment - the Province continues to restrict the total number of domestic spaces through the Strategic Mandate Agreements. In addition, we are in our second year of a two-year tuition fee framework that decreased fees by 10% two years ago and froze tuition fees into this year. This cut and freeze has had a real impact on our operating revenue.

While we continue to work towards our International plan and expect to have an increase in international enrolments for next year; the environment continues to be challenging as Immigration and Citizenship Canada is very delayed in processing student visas.

Despite these risks and challenges, we will continue to be forward looking and support institutional priorities within a balanced budget framework.

Last week, we started the budget consultation process with the community. We have held two virtual town halls. A third town hall is scheduled this Thursday, March 4 at 11:30 am. I encourage you to attend if you haven't had a chance to do so yet.

5) Planning for Fall 2021

We know that faculty and students are eager to know what activities might be taking place on campus in the fall. Academic leaders and the Scenario Planning Group continue to meet regularly in order to plan and operationalize our approach for the Fall 2021. There are still extensive variables that will need to be addressed and there are many factors that will influence the final decision. Whatever decisions we make, it will be based on extensive consultation especially with all faculties and departments and will be done in accordance with public health and government guidelines and regulations. One thing that is very important, as many people are asking about other universities' decisions, the context of Toronto is quite different from any other city in the Province. We are in downtown and you have seen that the numbers in the GTA are quite high compared to other places. The other consideration that is important for us is that being in downtown Toronto, we are concerned about community members, faculty, student and staff and we are also taking into consideration that we need to navigate through the subway and the transit system in the GTA. It is not something that we can do in isolation, it is something that has to take into consideration all those partners. We are doing a lot of planning, that in my opinion is too early to make a final decision. We have made the commitment to give everyone including faculty, staff and students at least three months' notice before the beginning of the semester.

Comments/Questions:

Q.   Is Ryerson planning to develop a medical school? There were eight mentions of Ryerson's strategy for healthcare education in the President's calendar and specifically on page 18 of the Senate agenda. Can you please explain what this is about?

A.   I think given the pandemic and the need to bring new ideas for healthcare in general, we have started some discussion about how can Ryerson contribute to development of new modules, new techniques and new education programming. The province and the country deal with healthcare. As you know we have many programs related to healthcare; of course, we do not have a school of medicine but we have many programs in this area, and the strategy that we have is that we have started and the consultation will include everybody who is interested within our community. There is a feasibility committee to really ask the question, can Ryerson contribute to the training and education of the next generation of medical doctors. This consultation is led by the Vice-president of Research and Innovation, Steven Liss, and we will be having a series of consultation with our community to speak about the possibility. Brampton and the Peel region can be used as a platform for a new type of medical school but it's too early to decide upon that as we need to have consultation and conversation within our community.

C.   Thank you for your answer but I'm still not sure if it's a yes or no. What I do feel is that this is how the Faculty of Law started. I really would appreciate a firm yes or firm no. You speak of consultations that have started, I would like to know when they started and who will be consulted? As you know from your recent budget, I see that most of the talks about the university is that we are a business and the approach to the education system is along those

lines. Most of the budget (55%) come from students, so technically, we are the biggest stakeholder and I would appreciate if students can actually be included right at the beginning – what questions to ask, who is going to benefit. For example, I know that there are already a lot of programs, e.g. midwifery, nursing, dietician, psychology. After five years of the Truth and Reconciliation Report - they have very clearly and very specifically given statistics on how to indigenize the curriculum because Ryerson committed to equity, diversity and inclusion. Maybe we should be investing in this and we can become the beckon and example for other universities to follow how to indigenize post-secondary education and be a true partner with Truth and Reconciliation. We already have issues with not meeting the budget that we need (approximately $26M), but now we want to start a medical school. My concern also is that there is a cap of how many graduate students as doctors can actually have placements in big cities such as Toronto. Most of those placements, even if they graduate, will have to go to the north, which would not be a bad idea, but I just would like to have a more transparent process. If it is no, we'll take it; if it is a yes, let's talk about it.

A. As I said, we are considering the possibility of providing a new type of education for medical doctors, but it's not just yes or no. It has to come through consultation and discussion and also discussion with stakeholders outside. Of course, students will be included in the consultation, but when you're starting something like a medical school, you need to have a conversation with stakeholders and this is one of the reasons that I mention the possibility of using the campus in Brampton. Our approach to this, if everything goes well and if we get the support from our community, is actually going to be different - in line with what you have mentioned. Most of the medical schools now have affiliation with hospitals in big cities; that's the reality now. We want to have affiliation with different communities and you mentioned the aspects of the indigenous communities, those are important aspects for us. We need to make sure that we cover areas like mental health, which has become a huge problem, and I can tell you that the discussion is focusing on primary care, on working with the communities. Also, we want to work with communities and expand the use of technology to measure the needs of patients. We would like to have an inter-professional practice including social workers. It is not just about medical doctors, but about the wholistic approach to this. The other thing that is important, that's why I think this is a valid point, is the provision of culturally competent medicine that is opening the door for commitment to equity, diversity and inclusion. We have seen some statistics on this that there are many communities that are behind. If you go to hospitals in downtown Toronto, you have world-class hospitals, but unfortunately, many communities are struggling with this including indigenous communities. When we talk about communities in Brampton, it is a very good example of varied communities, because 74% of the population in Brampton is visible minorities. You have a lot of medical issues that are related to those cultural practices and that's what we really need to pay attention to, not just medical doctors that we are consulting with in downtown Toronto. So, I think this approach is needed and we have this conversation. It's not yes or no, students will be included but we need to include stakeholders who will benefit from this. Is there a need for a medical school? All the numbers are saying that many people are going overseas to get their credentials and they are paying much more than what they would pay here in Ontario. So maybe that's also another aspect of making it more affordable for families that are sending their kids to the UK, Ireland, Caribbean and U.S., because those are opportunities for students at a very high

cost. It's a conversation that needs to take place and I can guarantee you that everybody will be invited to the consultation, including students.

C.   You are right on the issues of the social determinants of health. Thank you for the answer. The answer is yes, Ryerson is looking into a faculty of medicine and in that respect, somebody has had to make a decision to say, let's start the consultation, so that initial decision was taken without the students knowing about it. So that's my only ask, that if we are moving somewhere, I would appreciate if there is honest, open, transparent consultation with the biggest stakeholder of the budget of this university. The follow-up that I wanted to make is that 84% of what causes diseases is not biological, but it's racism, poverty and all the discrimination in housing, minimum wage, and poverty. All of those things is what keep us safe. Maybe we need to expand and be an ally for health through the social determinants of health and that will be a very affordable type of education that many students can get. As a health member, I'm a patient and have been an inter-professional education health member for the University of Toronto for the last 10 years. If all the care is now patient-centred care, and if Ryerson is going to make such a big decision which is then going to affect the budget, then I think we need to be counted and consider looking at the social determinants of health and introducing a program on Anti-Black Racism would be of much bigger help to move forward the health of workers and students in general.

A.   Thank you for your comments. Let me clarify. You talk of the decision-making process, this is a big endeavour for the university. This decision has to be made by Senate, not by me and so it will be through a lot of consultations. The other thing that you mentioned is the budget. Actually, the budget for medical schools - a lot of the funding is coming from the Ministry of Colleges and Universities and most of the funding is coming from the Ministry of Health. Basically, we have to convince the Ministry of Health for a new batch of funding for us. We are not going to spend money that is allocated for our programs for a new medical school, this is something that we need to convince the government to invest in a new medical school. This is why I said this is the beginning of the conversation.

About the consultation process, I will invite the Vice-president of Research and Innovation, Steven Liss who will be the lead on all of this.

C. - Steven Liss:

Thank you for the questions and comments – all very important. The trajectory and the steps that were taken with respect to the Faculty of Law are very different and to that extent we have actually begun to set up some of the structures that will support these processes going forward. That doesn't necessarily mean that we have begun the process, it is important that we begin the structure to be able to ascertain all the necessary steps not only internally, but also externally. There is a tremendous amount of stakeholder engagement to the extent that it applies to the communities that we see the medical field being directed towards and the curriculum to serve Ontarians, Canada and the regions that we are looking to work well, and also to ensure that we have a commitment from government with respect to a green light that signals the intent to expand medical places, not only the existing medical schools which are currently advocating for additional spaces, but also positioning our place to focus on social determinants. To that extent, there have been extensive discussions with medical leaders, various others e.g. deans of medicine, those working with organizations, like the Ontario Medical Association, that have been strongly encouraging a

focus on social determinants of health and a trajectory for medical education that's different from currently operating medical programs. With that in mind, there is a lot of work to do. Since the need to set up the infrastructure to support the process has been part of the focus right now with respect to consultation with the President's office and other efforts to engage our government and the key decision-makers, but also to position ourselves well to be able to undertake the feasibility, the academic planning process and all the other elements that will lay the foundation for the type of community engagement that you speak of. It is much more complex, it is not sequential, many of these things run parallel and many things are running behind the curtains before we can get out there in a more formal way to actual reshape the process. I know that is a really unusual way in which our academic programs unfold, but I think it serves us to be well prepared once we get the green light to move forward and this is what we've been doing up to this point. To your concern, we are not getting ahead of the important consultations or the process, but as the President has indicated, Senate is really critical and, certainly, the fiscal position of the university with relationship to the ability to launch the medical school will be paramount and, of course, we will have to seek the approval of the Board of Governors which overseas those decisions as well. We want to build a coalition and that will include all members of the Ryerson constituency – faculty, staff and students and I have been very energized by the support that we have had thus far as we get discussions around that effort.

8.2   **Communications Report** (included in agenda)

8.3   **Report of the Secretary**
8.3.1 Update on Senate Elections 2021-2022
The Secretary of Senate announced the student and faculty elections, which take place March 1-4 and March 8-11 respectively.

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

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.*

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

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

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

8.4.1.3. Certificate modifications to Landscape Design - Chang School

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

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

8.4.2 Report #W2021-2 of the Academic Governance and Policy Committee (AGPC):
S. Zolfaghari

8.4.2.1**. Interim Provost's Update**

The Interim Provost Reported:
1) **Addition Updates - Planning for Fall 2021**
   In planning for Fall 2021, a number of return-to-campus course delivery options are being considered, which reflect a variety of scenarios. As we have done in the past, out planning activities are based on broad consultations with the online communities, the planning working group, teaching task force, deans, chairs and directors to ensure that the plan meets academic requirements.

   There are many factors to consider as we review our options, such as the areas that would benefit most from in-person instructions, the technology needs of faculty and students, and the evolving public health advice. However, the most pressing at the moment is space.

   ● The government's two-metre distancing requirements are preventing most universities from holding classes on campus; it is just not possible given classroom sizes. With this in mind, the Ontario Council of Academic Vice-Presidents is reviewing the regulations and discussing where there might be flexibility. Ultimately, we want students to have a positive learning experience, even if it's not on campus, and we do not want to put any members of our community at risk.
   ● Further, we need to be prepared to pivot relatively quickly if provincial health and safety regulations change; flexibility in learning and teaching will be key. We have done that a few times in the past year, so we have to continue to be prepared. To this end, we have a subgroup in place that is exploring vaccinations and testing, and how we should proceed as a community when the time comes. There are lots of unknowns ahead of us, which can make planning a challenge, but we are preparing for our eventual full return. We're also considering which learning and teaching models we should further develop and maintain after the pandemic is over. Ultimately, our priority remains the health and safety of our community, and we will continue to follow and adhere to government directives in our planning for the fall term and beyond. We hope to share our finalized approach soon, as

we're aware of the many scheduling deadlines across the university that are dependent on these decisions. I thank you for your patience, understanding and support.

2) **The budget planning and reporting process**
   Balancing the budget is a complex task that requires input from our academic and administrative leaders, as well as the broader Ryerson community. Budget consultation is an important part of the process and a reflection of our commitment to being open and transparent. We have done two town halls and the next one is scheduled for this Thursday.

   There are five complementary plans that play a role in our budget planning:
   1. Academic Plan
   2. Campus Master Plan
   3. Strategic Research Plan
   4. International Strategy Plan
   5. University Advancement Plan

   Uniting these plans is the Ryerson Strategic Vision 2020-2030. This overarching framework serves as the foundation or roadmap, moving Ryerson toward the same vision and goals. From these plans, we also take into consideration guiding principles to plan our annual budget. These include:
   ○ prioritizing students;
   ○ protecting Ryerson's core business;
   ○ being fair and transparent;
   ○ remaining forward looking; and
   ○ conducting wide consultations with the community.

   These principles are paramount to how we plan for the future, especially as we look to a post-pandemic world. As always, we are committed to Ryerson being an innovative social leader and to bringing our bold vision to life.

Q. Are there any plans to provide guidelines or directives? The Center for Excellence in Learning and Teaching (CELT) came to mind. How do they decide what gets prioritized, e.g. studio-based courses might be first, lecture-based courses can stay online longer? Is there going to be a rough guideline to help us make those kinds of decisions?

A. **S. Zolfaghari**
    Our planning is sourced at the unit – department and Faculty level. We have to look at the needs of the individual programs and models as studios and labs and experiential learning which have specific requirements. We can't have one formula that fits everyone, but we have to be mindful of the specific needs of different programs, and that's what we have done so far. There are some exceptions to in-person activity. They were allowed under the provincial regulations and at the same time, we are concerned about everyone's personal

wellbeing. We have broad consultations and the information comes from the various academic units which tell us which courses and curriculum models are doable programs and we take that into consideration.

A.   **G. Craney**

We continue to talk to the Centre for Excellence in Teaching and Learning and they continue to provide guidance about online and hybrid courses to move forward, and the challenge is to bring this all together. I think the key point here is the consultations that the deans are having within each Faculty to decide what the ideal possibility is as we look to see what Fall looks like. The overall challenge again is really about availability of room size. The biggest challenge is the 2-metre social-distancing restrictions. As long as this remains in place, then our ability to use our classrooms is severely limited, so we need to take that into consideration. Right now, there are no plans for the province to lift that restriction so we continue to monitor as we move through the rest of the semester.

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.*

C. Searcy moved; L. Lavallée seconded.
Motion Approved.

8.4.2.3. TRSM Graduate Programs Council Bylaws (C. Searcy)
Motion: *That Senate approve the proposed TRSM Graduate Programs Council Bylaws.*

C. Searcy moved; R. Ravindran seconded.
Motion Approved.

9.   Old Business - None

10.   New Business as Circulated
N. Thomlinson presented the following motion. M. Dionne seconded.

Motion: *That Senate delete the following course change forms under the Consent Agenda due to duplication errors.*
AAC forms (pp. 17, 21, 23, 27-31, 33-36, 41-43, 45, 48, 50, 52, 54, 56, 58, 73-75, 79-86), and CCS forms (pp. 18, 20, 22, 24, 26, 38-40, 44, 47, 49, 51, 53, 55, 57, 60, 62, 64, 66, 68, 69, 70, 71, 72, 76, 87-91).

N. Thomlinson stated that the official record of Senate should contain the correct information, hence the motion.

D. Bell reported that the Registrar's Office confirmed that there were technical issues with the downloading of the forms, hence the duplications and they will make corrections. They were not able to complete the problem in time to submit a corrected version to Senate today.

Motion Approved.

11.   Members' Business

J. Rodrigues announced Happy Women's Day to all staff, faculty and students, who identify as women at Ryerson and the wider community. Hopefully, this year, our dream of equity pay and sexist misogynistic practices will be eliminated with your help.

President Lachemi also wished Happy Women's Day to all women.

12.   Consent Agenda:
12.1 Course Change Forms:
- From FoA and FCAD
https://www.ryerson.ca/senate/senate-meetings/agenda/2021/CourseChangeForms_FoA_and_FCAD_March2021.pdf

- From FCS, FEAS, FoS and TRSM
https://www.ryerson.ca/senate/senate-meetings/agenda/2021/CourseChangeForms_FCS_FEAS_FoS_TRSM_March2021.pdf

13.   Adjournment
Meeting adjourned at 6:07 p.m.

Ryerson University
President's Update to Senate
April 6, 2021

CONGRATULATIONS

The *Daphne Cockwell Health Sciences Complex* has won a 2021 Award of Excellence from the Council on Tall Buildings and Urban Habitat (CTBUH) in the Mixed-Use Building category. Designed by Andrew Frontini at Perkins & Will, the 28-storey building, which brings together four academic programs and a student residence tower, was cited by CTBUH for its social spaces that "offer dramatic views over the city and promote the growth of communities at every level of a tall building." Along with the other buildings in its category (35 Hudson Yards in New York City and Telus Sky in Calgary), it is a nominee for the Overall Category Winner Award, which will be given at the 2021 Tall + Urban Innovation Conference, to be held virtually in May.

DECA Ryerson, the Ryerson chapter of the business-focused international student organization DECA (formerly Distributive Education Clubs of America) has won the Chapter of the Year award at the 2021 DECA U National Conference. There were 158 Ryerson students competing in this year's case competition, 145 of whom were from TRSM. Ryerson also had individual winners: *Ritika Masand* and *Harishini Sathiyanantham* placed first in the Project Management Challenge; *Queenie Zhu* and *Halla Saduf* placed first in International Marketing; *Helen Dang* placed second in Fashion & Retail Management; *Nicholas So* placed second in Accounting; and *Celine Damji* placed third in Travel Marketing.

Samir Sinha, co-chair of the National Institute on Ageing, adjunct professor at the Ted Rogers School of Management (TRSM), and member of Ryerson's Board, has been ranked #3 on the Medical Post's 2021 Power List. The list is compiled through interviews with doctors about who they think has power within Canada's healthcare system.

TRSM students *Dalton Austin, Maximillian Czmielewski*, and *Lena Hirschfield* together placed second in the 2021 virtual Battle on Bay competition, run by the Ryerson University Finance Society. The event's theme this year was The Paradigm of Asset Management, and the trio competed against students from universities across Canada, presenting cases based on real-life financial issues and judged by industry professionals.

YSGS received a Bronze District II Accolades Award from the Council for Advancement and Support of Education in the category "Institutional Relations - President's Reports and Annual Reports" for *Elevation: 2019-20 Graduate Studies Year in Review*.

Eight *Ryerson researchers* have together secured close to $2.5 million in funding from the Natural Sciences and Engineering Research Council of Canada (NSERC)'s Alliance Grants program. The grants support collaborations between Ryerson researchers and partners from the private, public, and not-for-profit sectors. Seven are from the Faculty of Engineering and Architectural Science (FEAS):

Ebrahim Bagheri – "Data analytics for device identification" (partner: Warranty Life)

Elsayed Elbeshbishy – "Enhancing Anaerobic Digestibility of Municipal Sludges by Physicochemical Pre-treatment" (partners: inCTRL Solutions, Trojan Technologies, and USP Technologies)

Ling Guan – "I-POCUS: An Intelligent Point-of-Care Ultrasound System for Neonatal Intensive Care Units in Canada's Hospitals" (partner: Dapasoft Inc.)

Naimul Khan: "Research and development of a cloud-based context-aware API for semantic scene understanding" (partner: AWE Company Limited)

Reza Kianoush – "Experimental and analytical studies on shrinkage cracking control in reinforced concrete structure using Shrinkage-Compensating Concrete (SCC)" (partner: PROF&E)

Jennifer McArthur – Smart Campus Integrated Platform Development (partner: FuseForward Solutions Group) and "Development of an online energy management platform for large building portfolios" (partner: Parity Go)

Sharareh Taghipour: "Real-time Optimization of Production Scheduling" (partner: Axiom Group)

And from the Faculty of Science:

Jahan Tavakkoli – "Ultrasound Mediated Cannabinoid/Curcuminoid Loaded Nano Drug Delivery Systems" (partners: Northern Green Canada and Toronto Poly Clinic)

Jennifer McArthur's Smart Campus Integration and Testing Lab (SCITLab) has also received close to $2 million through the Canada Foundation for Innovation's Innovation Fund.

BOARD OF GOVERNORS ELECTIONS

The results of the 2021 Board elections were announced on March 5. Congratulations to new Board members representing their constituencies: for faculty, Seth Dworkin (Mechanical and Industrial Engineering) and Michael Kolios (Physics), who will serve two-year terms; for administrative staff, Marcelle Mullings (director of Student Housing and Community Care), who will also serve a two-year term; and for students, Hiba Al-Jarrah (Biomedical Science), Trinity Ho (Urban and Regional Planning), and Christopher Randall (MSc program, Environmental Science and Management), who will each serve a one-year term. All new members will begin their terms on September 1, 2021. Voting for the alumni Board member will take place June 11–21, 2021.

EVENTS & INITIATIVES

MEDICAL TRAINING PROGRAM MOVES TO BRAMPTON – On February 8, the Internationally Trained Medical Doctors (ITMD) Bridging Program moved from The Chang School, where it was founded in 2015, to the Innovation Zone in Brampton. The program, which is being offered virtually for now, helps foreign-trained medical doctors transition into careers in the non-licensed health sector. It supplies 13 weeks of training and an optional eight weeks of volunteer practicum training with a community partner. ITMD's current cohort of 24 students includes 13 participants from Peel region, all of whom are newcomers to Canada from South Asia.

WOMEN'S LEADERSHIP AND COVID-19 – On February 9, the Faculty of Arts hosted the virtual panel discussion "Women's Leadership in the COVID-19 Response - Distinct, Effective, and Successful Approaches." Moderated by CBC Radio host Piya Chattopadhyay, the discussion featured RoseAnne Archibald, Assembly of First Nations regional chief, Ontario; Eileen de Villa, Toronto's medical officer of health; Natalia Linos, executive director of the FXB Center for Health and Human Rights at Harvard University; and Laurel Weldon, professor of political science at Simon Fraser University. Panelists spoke candidly about the challenges they have faced as leaders during the pandemic, gender-based expectations of women leaders, and ways to look at pandemic response and recovery through an intersectional lens.

CYBER RANGE – On February 11, Rogers Cybersecure Catalyst launched the Cyber Range, a cybersecurity platform that will provide training for new workers and upskilling to current professionals at organizations across Canada. The range was developed in collaboration with the engineering and security company RHEA group, using its Cyber Integration, Test and Evaluation Framework (CITEF), which can emulate an organization's local network and tools and simulate cyber attacks for participants to deal with in a familiar and relevant environment. The range is supported by the Government of Canada's Federal Economic Development Agency (FedDev) for Southern Ontario, which the same day announced $660,000 in funding for Cyber Catalyst to support young workers in Peel who are unemployed or underemployed due to the pandemic. The funding will create the Peel Region Young Worker Cybersecurity Training Program, whose graduates will each earn two internationally recognized certifications in cybersecurity.

WOMEN IN LEADERSHIP: JANICE FUKAKUSA – On February 12, the Faculty of Community Services (FCS) hosted the virtual event "Women in Leadership: A Conversation with Ryerson's First Female Chancellor, Janice Fukakusa." Chancellor Fukakusa participated in a conversation with Dani Gomez-Ortega, manager of FCS Student Experience, and took questions from the audience. She spoke about her background and her journey, including the challenges she has faced as a racialized woman in the financial sector (having been RBC's chief administrative officer and chief financial officer) and in academic leadership, and she offered advice for women who are currently feeling a call to leadership while completing their undergraduate studies.

RYERSON CAMPUS IN CAIRO – On February 19, Ryerson launched a satellite campus in Cairo, Egypt to serve students in the MENA (Middle East and North Africa) region. The campus' physical presence will be facilitated by Universities of Canada in Egypt, and programming will be offered through the Faculty of Communication and Design (FCAD) and the Faculty of Engineering and Architectural Science (FEAS). Both faculties will welcome their inaugural cohort of Cairo campus students in September 2021. FEAS will offer Mechanical, Civil, and Electrical Engineering programs, and in a newly constructed building in the administrative capital of New Cairo, FCAD will offer Media Production, Sport Media, and Fashion programs. The campus will offer extracurricular activities including student-run clubs and societies, sports, and group fitness classes, as well as programs designed by the development department of Universities of Canada in Egypt aimed at facilitating interaction among students and between students, the university's staff, and the wider community.

MIGRATION CONFERENCE – From February 22 to 25, the Canada Excellence Research Chair in Migration and Integration program held its second annual international conference, *Canada and Comparative Perspectives in Pandemic Times*. Participants discussed the impacts of the pandemic and of technological change, including artificial intelligence, on the future of work and how economic and social change are transforming labour migration around the world. The conference focused on Canada and fellow member countries of the Organization for Economic Co-operation and Development (OECD)—whose head of the International Migration Division, Jean-Christophe Dumont, was part of the introductory and closing roundtables. The conference was truly global in scope, welcoming speakers from the United States, Europe, Asia, and Oceania.

FUNDING FOR BLACK INNOVATION – On February 24, the Ontario government announced $1.2 million in funding over three years for the DMZ's Black Innovation Programs, citing an aim to remove barriers to the participation of Black startup founders in the tech ecosystem. The investment targets two early phases of these programs: Launchpad, which helps participants develop personal and professional skills related to the tech startup world and has welcomed over 400 participants since its launch in November 2019, and Bootcamp, which offers coaching and workshops to assist participants in validating a business idea and market opportunity and creating a prototype.

21 BLACK FUTURES – Six Ryerson alumni and faculty are part of the teams that have created *21 Black Futures,* an anthology of theatrical monodramas that CBC Gem has been streaming for free since February 26. The initiative is presented by Toronto's Obsidian Theatre and features 21 ten-minute plays by Black Canadian playwrights who were asked to respond to the question, "What is the future of Blackness?" Each play was filmed by a Black Canadian director working with a Black Canadian actor. Among the participating artists are Ryerson professor of acting Lisa Karen Cox, who directed the film *Beyere*, as well as staff and alumni Lisa Codrington (playwright), Rachel Forbes (set and costume designer), Virgilia Griffith (actor), Pablo Ogunlesi (actor), and Philip Akin (actor), who is the outgoing artistic director of Obsidian Theatre.

INDIGENOUS YOUTH-CENTRED JUSTICE PROJECT – On March 2, David Lametti, Canada's minister of justice and attorney general, announced the federal government's support to Ryerson for its National Indigenous Courtworkers: Indigenous Youth-Centered Justice Project (IYJP). The project, which will launch on April 1, 2021, will address gaps in care for Indigenous youth in Alberta, British Columbia, Manitoba, Nova Scotia, and Nunavut who are involved in both the child welfare and youth justice systems. The IYJP will conduct casework with individual youth to reduce their time in the criminal justice system, as well as working to produce systemic change by developing policy solutions to the impediments the youth experience in navigating the child welfare and youth justice systems. The project will be led by Judy Finlay, director of the School of Child and Youth Care, and Loretta Loon, incoming professor at the School. It will offer internship opportunities for students at Ryerson and post-secondary institutions in the provinces and territories where the project will run.

LEGAL NEXT – On March 6, the Faculty of Law hosted the free virtual conference LegalNext, which brought together over 400 participants to explore how technology is transforming the legal sector. Speakers were drawn from the fields of academia, law, and industry, and plenary sessions covered legal innovation and cybersecurity, the courts and COVID-19, and integrating technology into legal education.

The keynote speakers were Sonia Katyal, co-director of the Berkeley Center for Law & Technology, who spoke about the use of artificial intelligence in the legal sector through the lenses of ethics, accountability, and civil rights, and Shelby Austin, chief executive officer of Arteria AI, who spoke about the potential for AI to expand access to justice.

ENTREPRENEURSHIP FELLOWSHIP FUND – On March 15, the Ryerson Venture Zone (RVZ) in Brampton launched the RVZ Fellowship fund, which provides up to $20,000 to each of 10 startups in the Brampton 7-month incubator program. The fund is intended to improve the accessibility of entrepreneurship, allowing early-stage founders to take time away from full-time employment to focus on building their ventures. The RVZ will take no equity or intellectual property in return.

from the **President's Calendar**

February 4, 2021: I met online with Deputy Premier of Ontario and Ontario Minister of Health Christine Elliott to discuss Ryerson's healthcare education strategy.

February 4, 2021: I participated in a regular roundtable meeting of the executive heads of the Council of Ontario Universities (COU).

February 5, 2021: I participated in a guidance session for members of the National Research Council, led by officials from the Privy Council Office and aimed at ensuring we are in a neutral, unbiased position with respect to political activity.

February 5, 2021: I spoke with provincial Associate Minister Sarkaria to continue our discussion about Ryerson's presence in Brampton.

February 8, 2021: I spoke with Janet Morrison, president and vice-chancellor of Sheridan College to continue our discussion about collaborating on healthcare education.

February 8, 2021: Along with Assistant Vice-President, University Relations Jennifer Grass, I met online with Shirlee Sharkey, CEO of the national social enterprise SE Health, to discuss healthcare education in Brampton and beyond.

February 8, 2021: I participated in a Universities Canada online meeting with Dominic Barton, Canada's ambassador to China, about international student recruitment and potential partnerships with Chinese universities.

February 9, 2021: I attended Brampton's annual State of the City Address, a virtual talk given by Mayor Patrick Brown and organized by the Brampton Board of Trade. Mayor Brown mentioned Ryerson's role in advancing innovation and cybersecurity in Brampton.

February 11, 2021: I was interviewed by Radio Canada International about my experience in Canada as an international student.

February 12, 2021: I participated in a federal pre-budget consultation led by Mona Fortier, minister of middle class prosperity and associate minister of finance, and former Board member Marci Ien, MP for Toronto Centre. I discussed Ryerson's priorities and those of the university sector.

February 12, 2021: I met online with Vito Ciciretto (Business Management '86), CEO of medical laboratory services company Dynacare, to discuss Ryerson's strategy for healthcare education.

February 12, 2021: I spoke with a team from the Toronto Star about potential collaboration in the fields of journalism, zone learning, and innovation.

February 16, 2021: Along with a group of executive heads from the COU, I met with Ross Romano, Ontario minister of colleges and universities, to discuss the fiscal situation of the post-secondary sector.

February 17, 2021: I met online with Monte McNaughton, provincial minister of labour, training, and skills development, to discuss Ryerson's strategy for healthcare education and our efforts to assist in pandemic recovery by retraining and upskilling homegrown talent.

February 17, 2021: I met online with Michelle DiEmanuele, President and CEO of Trillium Health Partners; Dante Morra, Trillium Health Partners' chief of staff; and Danielle Martin, executive vice-president and chief medical executive of Women's College Hospital, to discuss Ryerson's strategy for healthcare education.

February 18, 2021: I met with Associate Minister Sarkaria and Todd Smith, Ontario's minister of children, community, and social services, to film the announcement of the provincial government's support for the DMZ's Black Innovation Program, which was released on February 24.

February 18, 2021: Harry LaForme, chair of Ryerson's External Panel on Campus Safety and Security, updated me about the panel's progress.

February 19, 2021: I met with Graham Carr, president and vice-chancellor of Concordia University, and Benoit-Antoine Bacon, president and vice-chancellor of Carleton University, to discuss potential collaboration between our three universities.

February 19, 2021: Along with Deputy Provost and Vice-Provost, University Planning Glenn Craney; Jennifer Grass; and Vice-President, Research and Innovation Steven Liss, I met with Jim Wright, chief of health policy, economics, and research at the Ontario Medical Association, to discuss Ryerson's healthcare education strategy.

February 22, 2021: I recorded welcoming remarks for the Ryerson-hosted virtual book launch of Vivienne and Neville Poy's book *Precious Moments*, which documents the couple's gardens in Muskoka and Toronto. The Poys have donated their collection of cameras and photography equipment to the Ryerson University Library and Archives, and they will be donating proceeds from book sales to Ryerson.

February 22, 2021: I delivered introductory remarks online for the opening of Ryerson's CERC Migration International Conference. I spoke about the need to give immigrants the opportunity to participate fully in Canada's labour market.

Feb 22, 2021: For the launch of Ryerson's campus in Cairo, which was held in-person in Egypt, I delivered remarks online from Toronto celebrating Ryerson's partnership with Universities of Canada in Egypt.

February 23, 2021: I met online with Patrick Tobin, the City of Toronto's acting general manager of economic development and culture, about its plan to develop a post-secondary presence in Toronto's Mount Dennis neighbourhood.

February 24, 2021: I participated in a strategic planning session for presidents of Canadian universities hosted by the McConnell Foundation. We discussed building social infrastructure to recover from COVID-19.

February 24, 2021: I was pleased to give welcoming remarks online for the inaugural panel of Ryerson's new alumni series, *Generous Futures: Power and Politics in Charitable Giving.* This panel, "Black Voices Leading," featured Michael "Pinball" Clemons, general manager of the Toronto Argonauts; Wes Hall, founder and chairman of BlackNorth Initiative; Aurora James, founder of The 15 Percent Pledge; Isaac Olowafe Jr., founder and general partner of Dream Maker Ventures; and Donna E. Young, dean of the Faculty of Law.

February 25, 2021: I participated in Ryerson's first virtual budget town hall event of 2021, a consultation with our community about the university's upcoming budget.

February 25, 2021: I met online with representatives of global property and energy management company CBRE, including Managing Director Patrick Johanning, Senior Managing Director Ryan Clayton, and Senior Managing Director/Division Director James Lawrence, to discuss energy management and finding ways to address climate change.

February 25, 2021: I was pleased to give remarks for Ryerson's virtual celebration of long-service milestones, congratulating 45 employees who have served for 25 years or more--including Prof. Beth Swart (Nursing), who is celebrating a truly remarkable 50 years of service.

February 26, 2021: I chaired a virtual meeting of the COU Strategy and Planning Working Group about the financial stability of the post-secondary sector.

February 26, 2021: I met online with Marci Ien to discuss her new role as MP for Toronto Centre and to update her about Ryerson's priorities.

February 26, 2021: I met online with members of the Student Advisory Committee for the Opportunities Working Group (OWG)'s First Year Experience initiative, speaking about my own first year as an international student and the importance of developing soft skills to have a fulfilling university experience.

March 1, 2021: I gave remarks online to Prof. Ndeye Ba's class Francophone Language and Culture, in the Department of Languages, Literature, and Culture, sharing my journey from a small town in postcolonial Algeria to Canada and my relationship to French and Francophone culture.

March 1, 2021: I participated in Ryerson's second virtual Budget Town Hall event of 2021.

March 2, 2021: I delivered opening remarks for a meeting between senior executives at Ryerson and representatives of Price Waterhouse Cooper about the emerging trends in, and the future of, digital teaching, learning, and working.

March 3, 2021: I chaired a regular online meeting of the OWG.

March 3, 2021: Glenn Craney, Jennifer Grass, Steven Liss, and I met online with Andrew Padmos to continue our discussion about Ryerson's strategy for healthcare education.

March 4, 2021: I participated in Ryerson's third virtual Budget Town Hall event of 2021.

March 4, 2021: I delivered opening remarks and was a panellist for a Virtual Regional Sounding Tour event for southern Ontario. The event was organized by the Conference Board of Canada with the Future Skills Centre, and participants discussed the future of work and how best to support local communities across Canada.

March 4, 2021: I gave remarks to a session of Distinguished Counsel in Residence Ralph Lean's class on Business Law, welcoming Associate Minister Sarkaria for a virtual conversation about the Ontario government's role in combating the COVID-19 pandemic.

March 4, 2021: I attended the opening session of the Ted Rogers Management Conference, which was organized virtually this year by a team of students from TRSM.

March 5, 2021: Along with Glenn Craney, Jennifer Grass, and Steven Liss, I met online with Ramesh Zacharias, former vice-chair of the Ryerson Board and current president, CEO, and medical director of the Chronic Pain Centre of Excellence for Canadian Veterans, to discuss Ryerson's strategy for healthcare education.

March 5, 2021: As the chair of the COU, I met with the council's Financial Sustainability and Institutional Autonomy group.

February 2021

Media Relations

- Pitched and secured media coverage in the Toronto Star and several legal publications regarding the joint Law/CABL report on police discrimination.
- Facilitated interview for Jennifer Simpson, new provost and vice president academic, with campus media, securing positive coverage in both newspapers.
- Supported Alumni Relations' launch of Generous Futures panel discussion series with news release and targeted media pitching.
- Conducted media outreach on the launch of Ryerson's satellite campus in Cairo.
- Provided support to the Rogers Cybersecure Catalyst on the launch of the Catalyst Cyber Range, a federally funded project that will train and upskill talent, as well as provide cybersecurity research and development in Canada. The announcement was picked up by BetaKit.
- Coordinated media efforts for an event hosted by FoA on women in leadership during COVID-19.
- Ryerson faculty experts, compiled and distributed by Central Communications each morning, were pitched to media and quoted extensively on topics relating to COVID-19 vaccines and variants, the pandemic's effect on job losses, travel restrictions and isolation hotels. Other breaking news topics included the military coup in Myanmar, Facebook's

news ban in Australia, Trump's impeachment trial, and the Biden-Trudeau meeting.

Publications

- Ryerson Today published 12 editions in February.
- Edition with the most opens was the Friday, Feb. 5th edition, "Update on spring and summer courses, remote work."
- The best performing story was "Virtual learning and teaching, remote work to continue for Spring and Summer 2021."
- Story that received the most page views over all was "Ryerson launching satellite campus in Cairo" (10,783 clicks).

Leadership Communications

- Prepared community update from President Lachemi regarding Spring and Summer 2021.
- Prepared community update from President Lachemi regarding spring 2021 convocation.
- Prepared community update from President Lachemi on Ryerson's financial health.
- In partnership with Universities of Canada in Egypt, announced the fall 2021 launch of Ryerson's satellite campus in Cairo, which will offer select FCAD and FEAS degree programming to students in the MENA region this September.
- Prepared leadership for the first of three Budget Town Halls beginning February 25.
- Published article promoting the Academic Integrity Office and Academic Integrity Awareness Week in Ryerson Today.

- Produced and distributed thrice weekly COVID-19 environmental scans for leadership team.
- Improved structure and experience of Centre for Development and Counselling website.
- Updated Budget website with timely FAQs for this fiscal year.
- Launched new landing page for International.
- Assisted with the launch of the Department of Undeclared Arts responsive website and migrated Department of History, Philosophy and Arts & Contemporary Studies to the responsive template — will launch the remaining three in March 2021

Marketing
- Launched an awareness campaign celebrating the two year anniversary of the Future Skills Centre.
- Launched the second phase of the international recruitment campaign to increase applicants and encourage acceptances.
- Finalized report for Vice-President, Equity and Community Inclusion which releases the results of the 2018/19 Student Diversity Self ID survey, set to launch in March.
- Planned for the launch of The Chang School of Continuing Education Spring/Summer campaign.
- Developed the recruitment campaign for the Master of Engineering Innovation and Entrepreneurship program (MEIE).
- Planned for the Advancement Spring Appeal campaign and creative development.
- Completed the renaming process for iBoost Zone. The approved new name will be Innovation Boost Zone. Visual Identity is now in development.
- Developed creative concepts and gained approval for the chosen design concept for CUE's Impact Report - 10 Years On.
- Kicked-off development of the YSGS Year In Review design concept directions.

Website
- Sessions increased by 16.4% (1,508,260); Users increased by 28.3% (806,735); and pages viewed increased 6.3% (4,214,757) in February 2021 compared to February 2020.
- Traffic from outside Canada showed increases in sessions of 141.0%; Users 172.1%; and Pages viewed by 56.9% comparing Feb '20 to Feb '21.

Social Media
- **Facebook:** Gained 379 followers to reach 79.7K. Most engaging post was Ryerson Today's article about COVID's impact on nurses.
- **Instagram:** Gained 577 followers to reach 37.7K. Most engaging post was a campus beauty shot of the SLC.
- **Twitter:** Gained 84 followers to reach 59.5K. Most engaging tweet was on Ryerson's Cairo campus.
- **LinkedIn:** Gained 2.8K followers to reach 258K. Most engaging post on Ryerson's Cairo campus.

Digital Marketing
- Launched (managing in-house) digital campaign for the Alumni Generous Futures event series and the Law Tech conference, as well as some Ryerson Today article boosts for Communications.
- Worked with agency partner to launch Future Skills Centre 2-year anniversary campaign.
- Continued digital campaigns in market for the International Enrolment Office, the FEAS Master of Engineering Innovation and Entrepreneurship (MEIE) program, YSGS recruitment, TRSM's BComm recruitment, the MBA recruitment campaign and TRSM's Executive Education (XED) Emerging Leaders program.
- Developed an on-brand email template for the Aboriginal Education Committee.

Prepared by:
Marketing and Creative Services (University Relations)
& University Communications (Central Communications)

Return to agenda

SENATE MEMBERSHIP (2021-2022)
FACULTY
(*New members)

	TERM NUMBER	YEAR IN TERM	DEPARTMENT/SCHOOL
Arts			
David Checkland	(1)	(2nd)	Philosophy
*Anne-Marie Lee-Loy	(1)	(1st)	Chair, English
*Julia Spaniol	(1)	(1st)	Psychology
Neil Thomlinson	(1)	(2nd)	Politics and Public Administration
Communication and Design			
*Layal Shuman	(1)	(1st)	Graphic Communications Management
Lorena Escandon	(1)	(2nd)	Creative Industries
*Robert Ott *(continuing term)*	(1)	(2nd)	Chair, Image Arts
Cheryl Thompson	(1)	(2nd)	Creative Industries
Community Services			
Esther Ignagni	(1)	(2nd)	Director, Disability Studies
Mandana Vahabi	(1)	(2nd)	Daphne Cockwell School of Nursing
Angela Valeo	(1)	(2nd)	Early Childhood Studies
Ian Young	(1)	(2nd)	Occupational & Public Health
Engineering and Architectural Science			
Goetz Bramesfeld	(1)	(2nd)	Aerospace Engineering
Donatus Oguamanam	(1)	(2nd)	Chair, Mechanical & Industrial Engineering
Ravi Ravindran	(1)	(2nd)	Mechanical & Industrial Engineering
Hadis Zarrin	(1)	(2nd)	Chemical Engineering
Law			
*Angela Lee	(1)	(1st)	
Science			
*Noel George	(1)	(1st)	Chemistry & Biology
Lawrence Kolasa	(1)	(2nd)	Mathematics
Andrew McWilliams	(2)	(2nd)	Chair, Chemistry & Biology
Sarah Sabatinos	(2)	(2nd)	Chemistry & Biology
Ted Rogers School of Management			
Shadi Farshadfar	(1)	(2nd)	Chair, Accounting
Jane Saber	(1)	(2nd)	Marketing Management
Tom Schneider	(1)	(2nd)	Business Management
David Scofield	(1)	(2nd)	Business Management
G. Raymond Chang School of Continuing Education			
Sam Benvie	(2)	(1st)	Architectural Science, FEAS
*Amy Clements-Cortes	(1)	(1st)	Interdisciplinary Studies
Librarian			
Jane Schmidt	(1)	(2nd)	
At-Large			
Tara Burke	(1)	(2nd)	Psychology, Faculty of Arts
Paul Moore	(1)	(2nd)	Sociology, Faculty of Arts
Canadian Union of Public Employees			
John Girardo			
Ryerson Faculty Association			
Ian Sakinofsky			
Indigenous Faculty			
*Michael Doxtator			

SENATE MEMBERSHIP (2021-2022)
STUDENTS AND ALUMNI

NAME	DEPARTMENT/SCHOOL	TERM
Arts		
*Nousheen Zaima Aurony	International Economics & Finance	1st
Communication & Design		
*Aidan Jonah	Journalism	1st
Community Services		
*Prashajini Sivasundaram	Collaborative Nursing	1st
Engineering and Architectural Science		
*Abdul Sami Ali	Industrial Engineering	1st
Law		
*Massimo Perruzza		**1st**
Science		
*Saher Alvi	Biology	1st
Ted Rogers School of Management		
*Hana Salih Makawi	Global Management Studies	1st
School of Graduate Studies		
*Harsh Brahmbhatt	Master of Business Administration	1st
*Claudia Idzik	MA, Psychology	1st
G. Raymond Chang School of Continuing Education		
*Zeinab Khansari	Data Analytics	1st
*Janet Rodriguez	HR Management	1st
At-Large		
*Naomi Chen	Faculty of Communication & Design, Media Production	1st
*Oksana Gubych	Ted Rogers School of Management, Health Information Mgmt.	1st
*Ayman Surty	Faculty of Arts, Politics and Governance	1st
RSU and CESAR Representatives		
*Maddy Fast	President, Continuing Education Students Association of Ryerson (CESAR)	
Siddhanth Satish	Vice-President Education, Ryerson Students' Union (RSU)	
Alumni		
Nicolas Di Cuia (TBD in June)		2nd
Harsimran Rattan (TBD in June)		2nd

SENATE MEMBERSHIP (2021-2022)
EX OFFICIO

Janice Fukakusa	Chancellor
Mohamed Lachemi	President, Vice-Chancellor and Chair of Senate
*Jessica S. Simpson	Provost and Vice-President Academic
Deborah Brown	Vice-President, Administration and Operations
Steven Liss	Vice-President, Research and Innovation
Ian Mishkel	Vice-President, University Advancement and Alumni Relations
Denise O'Neil Green	Vice-President, Equity and Community Inclusion
Kelly MacKay	Vice-Provost, Academic
Roberta Iannacito-Provenzano	Vice-Provost, Faculty Affairs
Jen McMillen	Vice-Provost, Students
Glenn Craney	Deputy Provost and Vice-Provost, University Planning
Pam Sugiman	Dean, Faculty of Arts
Charles Falzon	Dean, Faculty of Communication and Design
Lisa Barnoff	Dean, Faculty of Community Services
Tom Duever	Dean, Faculty of Engineering and Architectural Science
Donna Young	Dean, Faculty of Law
David Cramb	Dean, Faculty of Science
Daphne Taras	Dean, Ted Rogers School of Management
Cory Searcy	Vice-Provost and Dean, Yeates School of Graduate Studies
Gary Hepburn	Dean, G. Raymond Chang School of Continuing Education
Charmaine Hack	Registrar
Carol Shepstone	Chief Librarian
Donna Bell	Secretary of Senate (Non-Voting)

SENATE ASSOCIATES (non-voting)

Anne-Marie Brinsmead	Chang School of Continuing Education
Nenita Ponce de Leon Elphick	Chang School of Continuing Education
Vacant	Canadian Union of Public Employees
Vacant	Canadian Union of Public Employees
Elder Joanne Dallaire	Indigenous
Riley Kucheran	Indigenous

REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2021–3; April 2021

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **CHANG SCHOOL – Certificate Review for Emergency Management and Response Planning**
- **CHANG SCHOOL – Certificate Modifications to Emergency Management and Response Planning**
- **CHANG SCHOOL – Certificate Discontinuation for Fashion Coordination and Styling**
- **CHANG SCHOOL – Certificate Discontinuation for Financial Planning**
- **CHANG SCHOOL – Certificate Discontinuation for Media Writing Fundamentals**
- **CHANG SCHOOL – Certificate Discontinuation for News Studies**
- **NEW INTERDISCIPLINARY MINOR – Innovation and Zone Learning**
- *For Information:* **CHANG SCHOOL CERTIFICATES – Revisions (December 2020; February 2021)**

A. CHANG SCHOOL – Certificate Review for Emergency Management and Response Planning
Since Fall 2012, the Department of Computer Science, in collaboration with The Chang School, has offered the six-course Certificate in Emergency Management and Response Planning for adult professionals. To date, a total of 361 candidates have enrolled in the Certificate, and by Spring/Summer 2020, 71 students have graduated from the current Certificate. Out of the 69 certificate programs offered at The Chang School, the Certificate in Emergency Management and Response Planning is 15th in terms of highest enrollment.

There is a large and growing need for trained professionals to understand and work within the extreme constraints and difficulties associated with disasters and emergencies. Urban emergencies such as the Toronto Blackout of 2003, the Toronto Ice Storm of December 2013 and the Fort McMurray Fire of 2016, and the global threat of COVID-19 in 2019, have reconfirmed the local and national need for university-level Emergency Management, Threat and Response Planning career-oriented credentials such as certificates.

This fully online certificate program may be taken anywhere in the world by those aspiring to, or currently working internationally, to be first and second responders, while also providing the necessary skills for communities to work proactively to prepare for, prevent and reduce the effects of disasters. The certificate is designed to solidify professional knowledge to help communities build resiliency and reduce emergencies worldwide and locally. It is also intended to provide participants with the capacity to anticipate and develop the necessary strategies to minimize the impact of local and global threats and emergencies before and after they happen. An entire course is devoted to risk and continuity management.

Participants in this certificate, both domestic and international, are able to complete this program online - allowing them to interact via online course discussion boards, with each other across geographic and jurisdictional boundaries.

The revised goals of this program are:

1. Mastery of both theory and best practices in the pillars of Emergency Management Prevention, Mitigation, Preparedness, Response, Recovery, Emergency and Continuity Management functions.
2. Profession-centric capacities to handle the diversity and complexity of the Emergency Management as they pertain to threats and response planning in emergencies and the Business Continuity field.
3. A sound and relevant skill set and overall mid- to high-level managerial competencies relevant to the field.

Learning Objectives – By the end of the certificate program, successful students will be able to:
1. Define and explain concepts, principles and terms associated with the functional knowledge, applied expertise and delivery of emergency management in an organizational environment, including local and international incidents.
2. Manage and execute emergency and threat response, recovery operations, resiliency, business continuity and continuity of delivery in real-world environments.
3. Organize and lead the elements of critical incident response within an organization or government entity. Recognize the scope of authority for the various types of emergency incidents and the appropriate emergency response to undertake.
4. Perform assessment and audit, including mastery of preparing emergency system response plans, including operations and analysis of events related to emergency incidents with consideration of implications for communities and emergency operations.
5. Develop the ability to interpret, appraise and inform evidence-based decision-making that is based on principles, applied actionings, planning and recovery frameworks and scenarios of disaster and emergency management efforts globally with consideration of anomalies, risks (e.g. climate change), consequences, and pandemic planning.

The certificate learning outcomes are similar to learning outcomes from other comparator programs offered at other institutions. This means that we are well within the norm for this type of education and, given the burgeoning need for such training, no changes need to be made. It should be noted that because our certificate offerings are fully online and flexible they address the issue of shift work which often is a barrier to entry for people working in, or aspiring to work in, this field.

Certificate Structure - The Certificate in Emergency Management and Response Planning currently consists of five (5) required courses and one (1) elective course. 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.

Required Courses:
- CSCI 232 Incident and Operations Management
- CSCI 234 Analysis of Critical Incidents
- CSCI 241 Planning for Emergency Management
- CSCI 243 Continuity and Risk Management
- CKDM 160 Emerging Issues

One (1) of the following Elective Courses:
- CDCM 125 Disaster and Emergency Incident Communications
- CKDM 105 Project Management in Disaster Recovery
- CKDM 110 Law of Disaster and Emergency Management
- CKDM 115 Intl Policies and Disaster Coordination

- CSCI 230 Emergency Management Practice

Student Surveys - A phone survey of twenty continuing education active certificate candidates in the existing certificate was carried out in June 2020. Key findings suggest that predominant enrollment drivers for emergency management and response planning courses and the existing certificate program are to master job-relevant applied and analytical skills to advance into an increasing number of managerial roles and careers in the emergency management field all sectors. The reason given for pursuing this certificate is to acquire the university credential necessary to work in the emergency management field at the municipal, provincial, federal, national and international levels.

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 new four-course certificate (instead of the current six-course certificate) is strong. Students suggest that the CKDM160 Emerging Issues Capstone course be removed from the certificate and fold in all emergent issues into the proposed certificate's four courses due to personal time constraints. In addition, they suggested that all the electives be deleted but that the CSCI130 elective become one of the required courses in the new, proposed, four-course Certificate. Most in-demand, new topics of interest identified and that will be added to all four required courses in the proposed certificate are: public health threats and response planning and urban and community resilience.

Developmental Plan - In 2020, the Certificate Curriculum Committee, the Certificate Program Advisory Council and Academic Home Department Chair approved the certificate review and that a revised certificate in Emergency **Management, Threat and Response Planning** be proposed, to consist of four degree credit courses. Ryerson's proven track record makes it ideally poised to offer the new four-course, degree credit, fully online certificate to provide the expertise mastery that specialized talent needs in today's society facing an increasing number of threats and emergencies, and to target professional talent who are currently under-employed, mal-employed or unemployed to participate in labour market transformations involving emergency response planning. It is recommended the new certificate be approved to commence delivery in Fall 2021.

Recommendation
Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends:
That Senate approve the certificate review for Emergency Management and Response Planning – Chang School.

B. CHANG SCHOOL – Certificate Modifications to Emergency Management and Response Planning
Introduction - As a result of the review of the Certificate in Emergency Management and Response Planning, we are proposing that the certificate requirements change from a six-course certificate to a four-course certificate. This change to the certificate curriculum is to enhance the students' ability to complete the certificate while meeting the certificate's learning objectives.

Accordingly, six courses in the Certificate in Emergency Management and Response Planning are being deleted. It is also proposed that the Certificate in Emergency Management and Response Planning be renamed to the Certificate in Emergency Management, Threat and Response Planning.

Deleted Courses -
CDCM 125 Disaster and Emergency Incident Communications (elective)
CKDM 105 Project Management in Disaster Recovery (elective)

CKDM 110 Law of Disaster and Emergency Management (elective)
CKDM 115 Int'l Policies and Disaster Coordination (elective)
CKDM 160 Emerging Issues (required)
CSCI 241 Planning for Emergency Management (required)

Original Title - Certificate in Emergency Management and Response Planning

Revised Title - Certificate in Emergency Management, Threat and Response Planning

Rationale - The revisions above are being made in response to the results of the review for the Certificate in Emergency Management and Response Planning. The four-course structure aligns with curriculum fit, for time and financial savings for students, and allows for effective marketing of the certificate. It is timely for Ryerson to offer a new, four-course certificate with good market recognition of the Ryerson University and The Chang School brand. This recognition also comes with a trend toward increased professionalization (e.g. a university degree credit CE credential is required to fill mid- and senior managerial level positions) for advancement to managerial and director roles in the emergency and response management profession. In addition, the revised, fully degree credit certificate proposed would be submitted for OSAP eligibility.

According to Senate Policy 76, Ryerson's certificate program curricula are to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically appropriate, certificate courses should be part of Ryerson's programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer. Consistent with and pursuant to this objective of greater accessibility and internal credit transfer credit, the aforementioned revisions to the Certificate in Emergency Management and Response Planning are proposed.

Transition Plan for Students - The Science, Engineering and Architecture program area will send a communication to students registered in the Emergency Management and Response Planning 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 45 students who would be in the position to transfer into the certificate program with the revised curriculum requirements. Of these 45 students who would have the option to transfer:

- 10 have taken CKDM160 as a required course and 4 have taken CSCI241 as a required course. Unfortunately, should these students opt to transfer, these courses will not count towards their completion of the new certificate curriculum.
- Zero students have completed any of the other 4 courses that will be removed from 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. Students who have completed more than 50% of the courses under the previous curriculum will be advised to follow the curriculum in place at the time of registration.

Current Certificate Structure	Recommended Certificate Structure
Required Courses: (no prerequisites)	**Required Courses:** (no prerequisites)
CKDM 160 Emerging Issues	CSCI 230 Emergency Management Practice
CSCI 232 Incident and Operations Management	CSCI 232 Incident and Operations Management
CSCI 234 Analysis of Critical Incidents	CSCI 234 Analysis of Critical Incidents

CSCI 241 Planning for Emergency Management CSCI 243 Continuity and Risk Management **Electives (select 1):** (no prerequisites) CDCM 125 Disaster and Emergency Incident Communications CKDM 105 Project Management in Disaster Recovery CKDM 110 Law of Disaster and Emergency Management CKDM 115 Int'l Policies and Disaster Coordination CSCI 230 Emergency Management Practice	CSCI 243 Continuity and Risk Management

Proposed Implementation - Fall 2021

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Emergency Management and Response Planning – Chang School.*

C. CHANG SCHOOL – Certificate Discontinuation for Fashion Coordination and Styling
On January 25, 2021 The Chang School's Executive Committee reviewed and supported the program area's proposal to discontinue the Certificate in Fashion Coordination and Styling. The eight-course Certificate in Fashion in Coordination and Styling dates back to 2002. The curriculum comprises four required certificate-credit courses and four electives, as shown in the calendar excerpt below:

Admission Criteria - It is recommended that applicants have an Ontario Secondary School Diploma (OSSD) with six Grade 12 U or M credits, or equivalent, or mature student status.
Certificate Requirements - The successful completion of eight courses (four required courses and four electives), with a cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Courses	Electives (select four)
CDFC 101 Fashion Coordination CDFC 102 Fashion Styling CDFC 103 Design Fundamentals in Fashion CDFC 104 Creating the Image	CCMN 373 Fashion Communication: Professional Approaches CDFA 104 Fashion Drawing I CDFA 110 Fashion Drawing II CDFC 105 Fashion Shows and Special Events CDFC 106 Fashion, Culture, and Society CDFC 107 Fashion Buying CDFC 200 Fashion Photography CENT 500 New Venture Startup CFSN 703 Visual Merchandising and Display CMKT 100 Principles of Marketing

The Certificate has attracted enough continuing education students to sustain the program's viability; however, the program's initial growth period plateaued around 2010 and has since been in an overall state of decline.
● **Enrollment**: Over the past five years, the Certificate has attracted approximately 55 new students and 10 graduates per year.
● **Student Status**: In the past five years, there were 276 new student registrants in the certificate which

demonstrates a reasonably healthy demand for fashion programming among continuous learners. However, in this same period, 120 students were discontinued from the program and 23 students cancelled.
- **Financial Viability**: Due to the number of course enrollments, new certificate students, and graduates, this certificate generated a modest profit over the past five years. However, the non-credit status of the core courses in combination with the attrition rate of registered certificate students is limiting the financial returns.
- **Certificate Ranking**: Based on the number of enrollments in the past five academic years, this certificate is ranked 31st of all 80 Chang School certificates.

Transition Plan - There are 48 students actively registered in the program who have taken a certificate course in the past five years. Each of these students will be contacted to determine a viable plan to help them complete the certificate. Note, many of these students may take advantage of the Summer Fashion Intensive scheduling in the Spring/Summer 2021 term (which offers the four required courses and two electives in non-conflict scheduling over 13 weeks) presenting a comprehensive path to certificate completion.

Concluding Remarks - The current certificate demonstrates there is a market of continuous learners who are interested in fashion programming; however, this audience is increasingly value-oriented and socially conscious. The Chang School will better meet the needs of our learners by developing a new, degree credit, certificate program with curriculum that reflects - and aligns with - the core values of Ryerson's School of Fashion: consciousness of access, sustainability, inclusion, feminism and community.

Implementation - Fall 2021

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: That Senate approve the discontinued certificate in Fashion Coordination and Styling – Chang School.*

D. CHANG SCHOOL – Certificate Discontinuation for Financial Planning
The Certificate in Financial Planning has been offered for many years through The G. Raymond Chang School of Continuing Education and The Department of Finance at the Ted Rogers School of Management. Analysis of enrolment trends, curriculum structure and the competitive landscape have been reviewed by the Chang School's Program Planning Committee in January 2021. A plan to undertake revisions was proposed by the Business Program Area. However, the PPC committee did not support this approach. Consequently, based on recommendation from the committee, the certificate will be discontinued effective Fall 2021.

The 6 course Certificate in Financial Planning was designed for students who have a bachelor's degree or advanced (3 year) college diploma and want to build on their background in accounting, finance, or management. Upon completion of the certificate program, students are prepared to write the national examinations that lead to two certifications awarded by the FP Canada: Qualified Associate Financial Planner™ certification (QAFP) and Certified Financial Planner® (CFP).

Admission Criteria - Certificate in Accounting–Finance (or equivalent) *or* undergraduate degree *or* a 3-year college diploma **and** the following courses (or equivalents):

Required courses for admission	Prerequisites
CACC414 Intermediate Accounting I*	(CACC 100, CACC 406& CACC 333) or (CACC 110 & CACC 410) or Direct Entry
CECN104 Introductory Microeconomics	None

CECN204 Introductory Macroeconomics	None
CFIN300 Managerial Finance I	CACC 100 or CACC 110 or AFA 100 or Direct Entry
CFIN401 Managerial Finance II	CFIN 300 or AFF 210 or CECN 320
CLAW 122 Business Law	None
CQMS210 Applied Statistics for Business	None

For admission into the certificate, students must obtain approval from the Academic Coordinator before registering in the first course. The seven prerequisite courses for admission into the certificate program present a significant barrier (cost and time) to access for new students. They also put us at a competitive disadvantage relative to our competitors.

Certificate structure - 6 courses:

Required certificate courses	Prerequisites
CACC 522 Taxation for Managers and Financial Planners	CACC 110
CFIN 501 Investment Analysis	Prerequisite: CFIN 401 or AFF 310
CFIN 502 Personal Financial Planning	CFIN 300 or HTA 602 or AFF 210
CFIN 512 Risk Management and Insurance	CFIN 300 or AFF 210 or HTA 602
CFIN 612 Retirement and Estate Planning	CFIN 502 or AFF 502
CFIN 812 Advanced Personal Financial Planning (capstone course)	(CACC 522 or AFA 517), (CFIN 501 or AFF 501), (CFIN 512 or AFF 512) and (CFIN 612 or AFF 612)

The certificate curriculum was designed several years ago primarily through the lens of undergraduate students majoring in Finance, not the adult learner. However, in recent years, changes to the Finance major curriculum has resulted in a significant decline of the undergraduate audience and the program has struggled to perform well. The certificate attracts approximately 5 new CE students per year; no graduations occurred in 2017-18 or 2018-19 (see enrollment snapshot below).

Certificate Student Status	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	Grand Total
New Cert Students	3	5	5	7	5	4	29
Graduated Program		1	3			1	5
Discontinued	2	4	4	4		4	18
Cancelled				2	1	2	5

In 2018-19, 7 certificate students generated a total of 15 course enrollments across the 6 required certificate courses. In 2019/20 this number declined, with 5 students contributing to a total of 9 enrollments across the certificate courses. This ranked the program as 64th (out of 72 Chang School certificates) in terms of annual course enrollments generated from certificate students.

Reasons for discontinuation -
- Crowded competitive landscape - with the main threats coming from the many college-based programs (full-time, OSAP eligible, and part-time and online options with minimal entry requirements).
- Enrollment trends - have resulted in limited revenue generation and imply low viability of the program. Certificate requirements and prerequisites have made it difficult for students to progress through the certificate. Courses that are not part of other certificate or degree programs do not break even and are only offered infrequently due to level of demand.

- The target student audience – the audience envisioned at inception may have evolved. Current program design and structure is unsuited to the adult learner. The target audience would require redefinition for effective curricular optimization and program marketing. This would translate into considerable investment of time and resources with an uncertain return.

Completion Plan for students in the current Financial Planning certificate - A communication will be sent to students enrolled in the Financial Planning certificate to advise them that the certificate is being discontinued. 4 of the courses will be continued to be offered as they are part of other programs. 2 courses, CACC 522 and CFIN 812 will be offered at least one more time to ensure students have the chance to complete the certificate they had started. They will be informed about course scheduling as relevant.

Implementation - Fall 2021.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: That Senate approve the discontinued certificate in Financial Planning – Chang School.*

E. CHANG SCHOOL – Certificate Discontinuation for Media Writing Fundamentals
On January 25, 2021 The Chang School's Executive Committee reviewed and supported the program area's proposal to discontinue the Certificate in Media Writing Fundamentals. The seven-course Certificate in Media Writing Fundamentals dates back to 2007. The curriculum comprises two required courses and five electives, as shown in the calendar excerpt below:

Admission Criteria - It is recommended that applicants have the following:
OSSD with six Grade 12 U or M credits (English recommended) with a minimum average grade of 70 percent, or equivalent, or mature student status with relevant work experience.
Students must complete an application for pre-approval and be approved by the Academic Coordinator before registering for the first course. To obtain an application, visit Forms and Documents.
Undergraduate students wishing to pursue a continuing education certificate program should be aware of possible restrictions; please refer to Curriculum Advising for complete details.

Certificate Requirements - The successful completion of seven courses (two required courses and five electives), with a cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Courses	Electives (select five)
CRTA 102 Creative Processes **CRTA 212 Media Writing**	CDMP 125 Fiction Screenwriting CDMP 126 Non-Fiction Screenwriting CRTA 941 Dramatic Writing CRTA 943 Comedy Writing CRTA 944 Writing for Animation CRTA 945 Writing for Factual and Reality Programs

Unfortunately, as summarized below, the Certificate in Media Writing Fundamentals has never attracted a significant number of continuing education students and is not financially viable.
- **Enrollment**: The certificate attracts approximately one new student per year and, in the certificate's 13 year history, there are no graduates.
- **Student Status**: In the past five years, there were five new student registrants in the certificate, nine

students discontinued, and one student cancelled.

- **Financial Viability**: Over the past five years, the certificate generated a cumulative loss. Low enrollments for the required courses limits the financial return; the expenses outweigh the tuition revenue earned.
- **Certificate Ranking**: Based on the number of enrollments in the past five (5) academic years, this certificate is ranked 75th of all 80 Chang School certificates.

Transition Plan - Currently, there are six (6) students who are considered active in the certificate; however, two of these students have taken no courses in the program. Each student will be contacted to determine a viable plan to help them complete the certificate before the required courses are phased out in Fall 2021. It is possible, too, that some of these students may be interested in transferring to either the Certificate in Film Studies or the Certificate in Digital Art Production as all four who have taken a certificate course in the past five years have successfully completed CDMP 125 *Fiction Screenwriting*, which is an elective in both alternate certificate programs.

Concluding Remarks - Despite the lack of student uptake in this certificate, Radio and Television Arts (RTA) is a broad-ranging field including production, reporting, script writing, programming, management, advertising, and sales for broadcasting, communications, and media. The Chang School values its relationship with Ryerson University's esteemed RTA faculty and welcomes working together in potentially proposing a new certificate program that would align with the School's strategic priorities and better meet the learning goals of continuing education students.

Implementation - Fall 2021

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends*: That Senate approve the discontinued certificate in Media Writing Fundamentals – Chang School.*

F. CHANG SCHOOL – Certificate Discontinuation for News Studies
On January 25, 2021 The Chang School's Executive Committee reviewed and supported the program area's proposal to discontinue the Certificate in New Studies. The six-course Certificate in News Studies dates back to 2012. The curriculum comprises one required course and five electives, as shown in the calendar excerpt below.

Admission Criteria - It is recommended that applicants have an Ontario Secondary School Diploma (OSSD) with six Grade 12 U or M credits, or equivalent, or mature student status.
Undergraduate students wishing to pursue a continuing education certificate program should be aware of possible restrictions; please refer to Curriculum Advising for complete details.

Certificate Requirements - The successful completion of six courses (one required course and five electives), with a cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Course	Electives (select five)
CNNS 101 Introduction to News Studies	CNNS 102 Understanding Multimedia Journalism CNNS 344 Making a Difference: How Journalism Matters CNNS 401 History of Journalism CNNS 404 Journalism's Best CNNS 410 Queer Media

	CNNS 412 Documentary Survey
	CNNS 419 Journalism in Comedy
	CNNS 500 Journalism and the Arts
	CNNS 502 Follow the Money: Business Journalism
	CNNS 505 Health and Science Journalism
	CNNS 512 Reporting Sports

Unfortunately, as summarized below, the Certificate in News Studies has never attracted a significant number of continuing education students and is neither financially viable nor presents opportunities for growth.

● **Enrollment**: The certificate attracts approximately eight (8) new students per year; since 2015, there have been a total of four (4) certificate graduates.
● **Student Status**: In the past five years, there were thirty-nine (39) new student registrants in the certificate; however, out of these students, seven (7) successfully completed one course - or more - in the certificate. In this same period, nineteen (19) students were discontinued from the program, and seven (7) students cancelled. In the most recent academic year (2019-20), Discontinued Students outnumbered New Students at a 7:1 ratio.
● **Financial Viability**: Over the past five years, the downward trend of enrollments in the certificate courses have limited financial returns; without prorating academic coordination costs to include the management of undergraduate enrollments in courses run through the Chang School, the certificate itself runs at a loss.
● **Certificate Ranking**: Based on the number of enrollments in the past five academic years, this certificate is ranked 66th of all 80 Chang School certificates.

Transition Plan - There are seven (7) students actively registered in the program who have taken a certificate course in the past five years; all but one of these students have successfully completed the required course. Each of these students will be contacted to determine a viable plan to help them complete the certificate, potentially through the continued use of tied sections with course equivalents offered through the School of Journalism.

Concluding Remarks - Despite the lack of student uptake in this certificate, journalism is a broad-ranging and important field. The Chang School values its relationship with Ryerson University's esteemed faculty at the School of Journalism and welcomes working together in potentially proposing a new certificate program that would align with the School's strategic priorities and better meet the learning goals of continuing education students.

Implementation - Fall 2021

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the discontinued certificate in News Studies – Chang School.*

G. NEW INTERDISCIPLINARY MINOR – Innovation and Zone Learning

Update - This document was submitted and discussed before the Senate in November 2020. The Senate voted to table the proposal and instead requested an update on Zone Learning prior to consideration of the Minor. Such an update was presented before the Senate Priorities Committee and then the Senate in January of 2021. Based on the feedback and discussion from that session, the following document contains some clarifications (highlighted in bold italic font), and is now being submitted for re-consideration by the Senate.

Background and Rationale - This proposal for a minor in Innovation and Zone Learning is brought forward jointly by the RTA School of Media in the Faculty of Communication & Design and the Department of Computer Science in the Faculty of Science, to commence in Fall 2021. The Office of Zone learning has advised and collaborated on the creation of this minor.

The world is facing unprecedented challenges – social, economic, biomedical, and environmental – driven by globalisation as well as social, scientific, biological, and technological developments (Cinamon, Hardin, & Flum, 2019). The concept of stable occupations common during the 20th century has almost disappeared, with life being in permanent flux and in a state of becoming. Individuals are increasingly responsible for their own development and required to manage their own professional journeys and navigate a lifetime of changes (Savickas, 2016). In this, higher education institutions will be largely responsible for preparing new generations of students to perform roles that have not yet been created, to lead scientific developments that have not yet been foreseen, to develop technologies that have not yet been anticipated, and to solve problems that have not yet been experienced.

To navigate through such high degrees of ambiguity, uncertainty, and complexity, students will have to develop transferable skills: creativity, imagination, adaptability, critical thinking, problem solving, among others. These challenges provide a meaningful opportunity for Ryerson University to create and frame a new interdisciplinary minor that will perform a vital role in encouraging students at Ryerson to develop the knowledge, skills, attitudes, and values that will enable them to contribute to and benefit from an inclusive and sustainable future.

In offering a Minor in Innovation and Zone Learning, four priorities will be effectively addressed:
 1: Developing a minor program that brings together courses from the Faculty of Communication & Design, the Faculty of Science, and the Office of Zone Learning will positively renew the focus on "collaboration and interdisciplinary approaches to learning" as well as provide "interdisciplinary and experiential learning opportunities that bring students and faculty together to address real-world problems". In this, the Senate Policy 169 on Experiential Learning will be thoroughly followed.
 2: Providing courses along an educational continuum, from courses that encourage students to develop their creative and critical thinking, to courses that help them to ideate and prototype will invariably promote a "culture of innovation across campus that helps students to think creatively, take initiative, and demonstrate resourcefulness"
 3: Carrying out the experiential learning components of the minor program at several zones across campus, will unquestionably offer opportunities for students to "participate in zone learning, shaping initiatives from the ground up, and gaining real-world experience".
 4: Offering experiential learning opportunities that involve either work placements, consulting projects and civic engagement initiatives, or independent student-led projects addressing real-world problems will very likely strengthen external connections as well as encourage students to become "more fully engaged with communities, service providers, and industries as partners in their learning experiences" and bring "new perspectives together to consider important questions and solutions." Helping students attain high levels of curiosity, creativity, imagination, adaptability, critical thinking will surely help them prepare for "the complex society in which they will live and work."

As additional context, it should be noted that there is currently an Optional Specialization in Zone Learning, a designation which can be requested to appear on a student transcript when they have completed four semesters of enrollment in CEDZ 100. The proposed Minor is distinct from this Optional Specialization in several key ways:

1. *The Zone Minor includes graded credit-courses that can make up part of the degree-requirements of a student's academic career. The Optional Specialization, on the other hand, consists of activities in the pass/fail CEDZ 100 course, which a student must complete in addition to their degree-requirements. Student-consultations have revealed a desire for their Zone activities to become a part of their degree-credit activities, to fit in schedules that may not allow extra-curricular work over and above graduation requirements*

2. *The Optional Specialization is based solely on student activity in their Zone within the confines of the CEDZ 100 course. The Minor includes a variety of additional courses that provide context and depth to student entrepreneurial activity, and supports a rounded set of skills drawing from courses in a number of different departments. Where the Optional Specialization denotes student focus on their project, the Minor indicates development of an entrepreneurial mindset through a number of avenues.*

Learning Outcomes – The following twelve skills have previously been identified and tested at Ryerson:

Skill	Definition
Critical thinking/innovation/problem solving	Ability to identify, analyze, and evaluate situations, ideas, and information to formulate responses and solutions.
Creativity	Ability to imagine and devise new, innovative ways of addressing problems, answering questions, or expressing meaning through the application, synthesis or repurposing of knowledge.
Communication	Ability to listen to, understand, convey, and contextualize information through verbal, non-verbal, visual, and written means.
Collaboration	Ability to work on a team towards a common goal, including the ability to prevent and manage conflict.
Curiosity and metacognition	Ability and desire to ask questions and to demonstrate open-mindedness and inquisitiveness.
Initiative	Ability and desire to proactively undertake a new task or goal.

Skill	Definition
Persistence/grit	Ability to sustain interest and effort and to persevere to accomplish a task or goal.
Adaptability	Ability to change plans, methods, opinions or goals in light of new information.
Leadership	Ability to effectively direct, guide, and inspire others to accomplish a common goal.
Social and cultural awareness	Ability to interact with other people in a socially, culturally, and ethically appropriate way.
Ethics and personal integrity	Ability to understand external systems of rules and laws as well as to develop internal systems of principles which guides our behaviour
Risk assessment	Ability to identify, quantify, and prioritize risks.

Curriculum - Curriculum as it would appear in the Calendar:

Minor in Innovation and Zone Learning
The Minor in Innovation and Zone Learning offers students the opportunity to take courses in a wide range of subjects and disciplines that will help them develop as change makers and launch new ideas and new ventures into the world. Coursework will help students foster their ability to identify, analyze, and evaluate situations, ideas, and information, and to formulate responses and develop solutions to tangible problems. Students will pursue the development of their projects and ventures with the support of the Zone Learning network and its resources namely co-working spaces, research labs, and mentorship from peers, industry advisors, and academic researchers. Students who complete the program will have obtained curricular credit in a critically important secondary field of study, which coupled with their own majors, will leave them better prepared for their future roles.
Administered by: RTA School of Media, Department of Computer Science, and Office of Zone Learning

To obtain the minor, students will have to take three (3) required courses and three (3) electives from the following curriculum:

Required courses: One (1) of the following:

FCD 815/CRI 815/RTA 924 Design Solutions Supercourse
SCI 888 Evidence-Based Innovation
ENT 500 New Venture Startup

And both of the following (see additional note below):
ZON 100 Zone Learning Project I
ZON 200 Zone Learning Project II (continuation of ZON 100 Zone Learning Project I)

Elective courses: Three (3) courses from the following two (2) categories (no more than 2 courses per category; see additional restrictions below):

Ideation and Prototyping Category	Empathy and Growth Category
CPS 101 Intro to App Development CPS 109 Computer Science I CPS 513 Intro to Multimedia Computation CPS 847 Software Tools for Startups RTA 223 Designing Material Experiences RTA 321 Intro to Tangible Media RTA 102 Creative Processes or RTA108 Creative Processes-Sport Media or RTA107 Creative Processes-New Media FCD 962/RTA 962 Interaction Design FCD 222 Coding for Creatives or RTA 222 Intro to Computational Arts CRI 300 Digital Design Studio	CRI 780 Your Creative Self CRI 500 Project Management SSH 505 Making the Future (Arts) PSY 217 Psychology and Design SSH 100 Inquiry and Problem-Solving (Arts) SSH 502 Community Action Research

Notes:
1. Restriction: Students enrolled in any RTA School of Media program may count a maximum of 3 RTA-coded courses (or co-listed FCD/CRI courses that also have an RTA-code) toward completion of the Minor.
2. To enroll in ZON 100 or ZON 200, students must first be accepted as a member of one of Ryerson's Zones. The table below summarizes the entry requirements for each Zone.

Zone	Focus	Memberships and Key Requirements	Frequency	Application page
Biomedical Zone	Innovative need-based solutions for the clinical environment	Venture applications are reviewed by an advisory panel. Ventures resident in the Zone must also meet the requirements of Saint Michael's Hospital including adequate insurance.	All year.	Link
Clean Energy Zone	Clean energy - innovations or ideas.	The requirements are to be developing clean and sustainable energy innovations, addressing societal needs and providing real environmental and socio-economic impact. The project should require access to state of-the-art research labs, co-	All year.	Link

		working spaces and curated mentorship from industry partners and academic researchers and faculty related to clean energy.		
Design Fabrication Zone	Early-stage ideas for inventions, businesses and installations, looking to move along the continuum from design to prototype and mass manufacturing.	Three membership streams apply: (1) Startup, (2) Experimental, and (3) Associate. The requirements for (1) are to have an initial version of a product concept, and a need for further prototyping and/or product development must exist. Also required in (1) is the existence of a co-founder or lead collaborator dedicated to product development. The requirements for (2) are to have a concept for a creative project or installation, and that the limits of design be pushed. The requirements for (3) are the desire to join an existing team on a commercial startup or an experimental project, and some expertise in product design or physical prototyping, in drawing or web design, or in sales or marketing.	Bi-monthly or six times a year, in January, March, May, July, September, and November.	Link
DMZ	High growth software technology-based businesses.	Two membership streams apply: (1) Incubator and (2) Accelerator. The requirements for (1) are to have at least one full-time founder, a CTO (or in-house technical lead or show a clear path to moving a part time lead onboard full time), an MVP that has some form of market validation, and demonstrate the potential to grow and scale sufficiently to reach the eligibility criteria for our growth accelerator. The requirements for (2) are to have at least one FTE dedicated to sales and revenue development, a full-time CTO or in-house technical lead, a minimum of $20K in monthly revenue through an existing customer network, be in market and demonstrate steady revenue for at least four consecutive months, and be able to relocate to the DMZ's Toronto office for the duration of the program.	Three times a year.	Link

Fashion Zone	Fashion-inspired startups.	Two membership streams apply: (1) R&D and (2) Associate. The requirement for (1) is to be looking to radically design new ideas and businesses, focused on the theme of creative recovery. The requirements for (2) are to have an early-stage business idea and be interested in interning with a Fashion Zone start-up to develop skills and a concept.	All year.	Link
iBoost Zone	Solving real customer problems using technology.	The requirements are to be developing user-centric technologies, looking for a collaborative environment dedicated to educating and supporting entrepreneurs throughout their journey from incubation to commercialization. The venture should be able to benefit from access to the programs, advisors, mentorship, and co-working space.	All year.	Link
Legal Innovation Zone	Better legal solutions for the consumers of legal services.	Four membership streams apply: (1) Innovator's Canvas, (2) Concept Framework, (3) Spring Studio, and (4) Incubate. The requirements for (1) and (2) are open. The requirements for (3) are to be looking to develop a proof of concept into a market-ready solution, be ready to invest 3 hours per week for the virtual sessions, and be able to attend a virtual demo day. The requirements for (4) are to have a product in the market with early sales/users, have full-time commitment (at least one member), and demonstrate a potential to grow and scale to achieve high impact in the sector.	(1) and (4) all year, and (2) and (3) every term.	Link

Science Discovery Zone	Evidence-based approach to testing big ideas and discovering new ventures with an emphasis on science-based ventures.	Three membership streams apply: (1) Participate, (2) Ideate, and (3) Validate. The requirements for (1): interest in learning how to solve problems, meeting like-minded people, and learning about the evidence-based approach to innovation. It is not necessary to have a business or startup idea. The requirements for (2) are to have an idea/problem that they are passionate about solving and to want to start applying their knowledge to make it a reality. The requirements for (3) are to have an early-stage solution and to require either business or technical support.	All year.	Link
Social Ventures Zone	Building social ventures that create real impact.	Two membership streams apply: (1) Ideation and (2) Incubation. The requirements for (1) are to have an idea for social change, to make the idea a reality, to want to create social change, to be passionate, and to want to be supported as work on the idea starts. The requirements for (2) are to have a social venture that is ready for the next step or to have a social project, enterprise, service, or product that is beginning to make a difference to the people or system that it touches, but you want to take it to the next level. Applications will also be assessed in terms of potential impact, degree of innovation, potential of sustainability, and personal capacity.	Every term.	Link
Transmedia Zone	Developing innovative storytelling across entertainment media platforms.	Two membership streams apply: (1) R&D and (2) Associate. The requirement for (1) is to be looking to radically design new ideas and businesses, focused on the theme of creative recovery. The requirements for (2) are to have an early-stage business idea and be interested in interning with a Creative Studio start-up to develop skills and a concept.	Every term.	Link

Note: Zones regularly introduce new programs and adjust existing programs. Students are advised to contact the Zones or the Office of Zone Learning (zonelearning@ryerson.ca) for current information on Zone entry requirements.

New Course Descriptions –

ZON 100 - Zone Learning Project I

Calendar Description **-** This structured experiential learning opportunity allows students to focus on a project within one of Ryerson University's Zones, either as the founder of an initiative or as a partner with an existing team. The student will improve their knowledge through engaged experiential learning while developing their social and collaborative skills as part of a team and/or a Zone-community. Students will set milestones with the course-instructor based on their individual project or team needs, meet regularly to check on progress/reassess goals, and share accountability-reports with peers. Students will complete regular written updates on milestones, as well as an overall critical self-reflection paper detailing outcomes and next steps for themselves and the project. The student must apply for and be accepted as a member of one of the Zones in order to take this course.
Pre-requisites: Departmental consent

ZON 200 - Zone Learning Project II

Calendar Description **-** This will offer students the opportunity to expand the learning undertaken in ZON 100. Students can continue working with the same initiative/team, or develop a new project/relationship. This structured experiential learning opportunity allows students to focus on a project within one of Ryerson University's Zones, either as the founder of an initiative or as a partner with an existing team. The student will improve their knowledge through engaged experiential learning while developing their social and collaborative skills as part of a team and/or a Zone-community. Students will set milestones with the course-instructor based on their individual project or team needs, meet regularly to check on progress/reassess goals, and share accountability-reports with peers. Students will complete regular written updates on milestones, as well as an overall critical self-reflection paper detailing outcomes and next steps for themselves and the project. The student must apply for and be accepted as a member of one of the Zones in order to take this course.
Pre-requisites: Departmental consent

Governance –

The Minor will be led by the RTA School of Media and the Department of Computer Science, in close partnership with the Office of Zone Learning. Its governance will be the responsibility of a committee formed by representatives of the Faculty of Communication & Design, the Faculty of Science, the RTA School of Media Curriculum Committee, the Department of Computer Science Curriculum Committee, and the Office of Zone Learning. This committee is expected to meet once a year, after a governance framework is designed and implemented. The committee will verify that all courses are still on offer, and deal with any modifications or structural issues. For the purposes of hiring, loading, or scheduling, the new Zone Learning courses will be officially hosted within one particular School, but the course-code will be an original Zone Learning designation (created in consultation with the Course Calendar team). The hiring for ZON 100 and ZON 200 will be done by the RTA CLAC, in accordance with all CUPE processes. Zone Learning will transfer funds to RTA to cover the costs of the CUPE hire at the end of each term. The RTA CLAC will also manage all CUPE teaching-assessments, and any labour issues. Any major changes to the ZON 100 or ZON 200 courses that would require approval of a curriculum-committee will be submitted to the RTA curriculum committee. We are drafting an MOU to be signed between Zone Learning and RTA that lays out this financial/oversight arrangement, to make sure that the arrangements are documented and can outlast any verbal-only agreements between academic leaders.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new Minor in Innovation and Zone Learning.*

H. *For Information*: CHANG SCHOOL CERTIFICATES - Revisions (December 2020; February 2021)
    i. Certificate in Music: Global and Cultural Contexts: Course Addition (Elective)
    ii. Certificate in Occupational Health and Safety: Course Description Change
    iii. Certificate in Project Management: Course Deletion (Elective)
    iv. Certificate in Film Studies: Course Repositioning (CMPF300 and CMPF301); Course Addition (CMPF207)

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
Graham Hudson, 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 #W2021-3 to Senate

Academic Governance and Policy Committee Report – S. Zolfaghari

1.   Interim Provost's Update

2.   Ryerson University's partnership with the University of Canada in Cairo, Egypt requires modifications to Senate policies and/or modifications to policy procedures

3.   Renaming of the Faculty of Law (proposed name will be presented confidentially at Senate)

4.   Renaming of the Faculty of Communications and Design to The Creative School

5.   Department Bylaws for Languages, Literatures and Cultures

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
R. Ott, Faculty Senator, Faculty of Communication & Design
I. Young, Faculty Senator, Faculty of Community Services
R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
A. Ferworn, Faculty Senator, Faculty of Science
A. McWilliams, Senate Chairs' Representative
J. Saber, Faculty Senator, Ted Rogers School of Management
A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
G. Carter, Undergraduate Student Senator
J. Spagnuolo, Undergraduate Student Senator
F. L. Kakar, Yeates School of Graduate Studies Student Senator

Ryerson University's partnership with the University of Canada in Cairo, Egypt requires modifications to Senate policies and/or modifications to policy procedures

Background:
There are some policies and/or procedures that require modification related to the operationalization of the Universities Canada-Ryerson University initiative. The modifications are not related to academic quality, curricular structure or assessment of students. The kinds of modifications that are needed are administrative and logistical, for example, Senate policy currently states that the first day of the fall academic term is the day after Labour Day, a Canadian statutory holiday.

At the UC campus in Cairo, the academic year starts later and there is no Canadian Labour Day. We are currently working on what the significant dates will look like for Ryerson in Cairo, and this will take us well into the spring. Other examples of where policy will need modifications include policy related to fall and winter study weeks, examination periods and, for example, the December closure period, among others. In many cases, it's the procedures that need amendment and these do not need Senate approval. Logistical details written into the policies themselves, however, will need to be amended for the Egypt campus.

Motion:

That Senate will permit modifications to existing policies in order to facilitate the operational and logistical demands related to Ryerson's new Fall 2021 program offerings at the Universities of Canada campus in Cairo, Egypt. This will include such things as establishing culturally appropriate significant academic dates and deadlines and amending nomenclature. Senate hereby grants the Registrar authority to make such limited logistical and operational changes without further Senate approval. The Registrar will report back to Senate the changes made as soon as reasonably possible.

MEMO

To: Donna Bell, Secretary of Senate
From: Charles Falzon, Dean, Faculty of Communication and Design
CC: Dr. Saeed Zolfaghari, Interim Provost and Vice-President, Academic
Date: March 14, 2021
Re: Name change from the Faculty of Communication and Design to The Creative School

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Rationale

Over the last 10 years FCAD, through its schools and interdisciplinary hubs, has experienced significant growth and prominence as a leader in media and creative industries. The faculty is poised to elevate its brand and positioning through a name that is more reflective of its breadth and to present a clearer, cohesive and more impactful presence. This will strengthen its ability to pursue the ambitious objectives of its academic plan including an agenda to become a leader in creative research and innovation. Above all a new name will be reflective of an innovative, transdisciplinary education and a student experience that is unique and highly valued.

Key Drivers:

There are three main drivers that give urgency to pursuing an updated positioning at this time:

- **Competitive edge**: FCAD must build on its legacy and on the momentum it has created more recently in Canada and abroad to ensure that it is Canada's leader in the field. FCAD is indeed recognized as Ryerson's **Creative Innovation Hub**. In addition to its world **renowned schools,** it is also known for three core interdisciplinary innovation units – the **Creative Innovation Studio**, the **Creative Technology Lab** and the **Catalyst.** It is home to a unique tier one **Canada Research Chair in Creative Innovation and Leadership** and has also embarked on a **bold international strategy** with hubs in Egypt, Dubai, Crotona Italy, and London. This momentum must now be leveraged to help solidify the leadership role. A clear new positioning will help this.

- **Evolving Fields:** The spectrum of the communication and design fields has evolved to be not only profession-specific but diversified and interconnected. Design fabrication, production, performance, communication and other expressive formats are now linked through scholarship, data, multiple media platforms and an overall focus on user experience and emerging technology. All share a priority for new social narratives, entrepreneurship and design thinking as applied to the individual specialty fields as well as society as a whole. FCAD is such an ecosystem. 'Creativity' is a better way to describe it.

- **Communication clarity:** At an operational level the name of the faculty has long been challenged by its limitations both as a name and an acronym The terms 'communication' and 'design' have not encompassed all aspects of the program offerings or research outputs. Furthermore the acronym has been unclear to many partners, both domestically and internationally. Sometimes it has been confused with competitive institutions that are more focused on fine arts. Internationally the word 'faculty' is not recognized as broadly as 'college', 'institute' or 'school' in the creative education sector. The current name has not helped the faculty in its efforts to assume recognition amongst world leading institutions .

Consultations:

This proposed name has been selected after a series of expansive consultations over the last six months as well as ongoing academic and strategic development by faculty and school leadership over the past 5 years.

Key Consultations:

- Retreats with School chairs, Associate Deans, Unit and operational Directors
- Consultative town halls with FCAD faculty and staff
- Meetings with individual School faculty councils, office of admissions, and student leadership groups
- External marketing agency development.
- Ryerson and marketing department analysis and brainstorming.
- Individual discussions with a selection of key industry leaders and alumni.
- Various consultations with the FCAD Dean's advisory council.

An **FCAD Repositioning working group** was established last September with representation from Chairs, Students, Faculty, interdisciplinary hubs, staff and Ryerson's central marketing team. This group considered various options and evaluated the dialogue and feedback from the community in conjunction with competitive market analysis and workshopping. As expected, there was a broad spectrum of perspectives in the community feedback. Concerns were raised as to whether or not 'creative' would represent all disciplines, if 'school' would be better than 'faculty', and if 'Ryerson' should be formally part of the name. However, there was also considerable support within all schools and units for the suggested change and significant positive reaffirmation of the recommended direction. The working group made a strong recommendation to the Dean that the proposed approach be taken.

Further, although the pandemic has significantly impacted operations and budgets, and while the reopening of more normative campus operations will present ongoing challenges, it also affords an organic opportunity to present new directions and a new confident identity. As FCAD is launching a number of exciting initiatives (e.g. new partnerships, new academic offerings, an international satellite campus, and physical space upgrades), this is a good opportunity to leverage these announcements and promote a new name.

Motion to Senate: That Senate approve the change of name for the Faculty of Communication and Design to The Creative School, effective Spring/Summer 2021.

A Note on the Definition of "Creative"

In the consultations and in discussions amongst FCAD Leadership and the Chairs of its Schools, "creativity" and "creative" have been defined in their most expansive sense.

As our own Canada Research Chair in Creative Innovation and Leadership – Dr. David Gauntlett – notes, creativity means doing things in a new way because we believe in inventiveness, expression and transformation. It's not about art, it's about unlocking the imagination.

In FCAD's consultations we have framed creativity not as creating a novel product for consumption, but as the process by which ideas are managed and are brought together in innovative ways. As John Spencer has noted, it can reference the creation and making of compelling experiences. It can mean exploring data and finding unique solutions to practical problems. It can mean navigating information until you become an expert curator. It can mean designing systems that empower the creative work of others. It can mean creating change, by speaking truth and leading movements with people.

This perspective on creativity will be a key element of rebrand planning.

Department of Languages, Literatures and Cultures
Faculty of Arts

Department Council Bylaws

Approved by the Department: September 29, 2020
Approved by the Dean of Arts: March 12, 2021

1.Department Council

1.1 Mandate

Students, faculty, and staff are partners in the functioning of the Department of Languages, Literatures and Cultures (hereafter Department). The Department Council (hereafter Council) is the principal mechanism for bringing together these constituencies to identify, discuss, and resolve matters of mutual concern. The specific mandate of the Council is:

1.1.1 To develop and recommend policies relevant to the Department within the context of general University policies.

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

1.1.3 To provide a forum for debate, discussion, and the dissemination of information on matters pertinent to the Department.

1.2 Authority of Council

In keeping with Ryerson's constitutional provisions for Department/School Councils (Senate Policy #45), the authority of Council is as follows:

1.2.1 The Council may initiate policy recommendations on any matter pertaining to the operation of the Department. If such policies have significance and effect only within the Department, approval by Council, and by the Chair of the Department and Dean of the Faculty of Arts, will provide authority for action. Such action will be reported by the Dean of the Faculty of Arts to Senate for its information.

1.2.2 If such policies have extra-Departmental ramifications, they shall be transmitted to the Dean of the Faculty of Arts for discussion with the Dean's Council of Chairs. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean of the Faculty of Arts, and shall be reported to Senate by the Dean of the Faculty of Arts for its information. If there are broader ramifications, the recommendation shall be brought to Senate for action.

1.2.3 In the event of a disagreement between Council and the Dean of the Faculty of Arts, or between Council and the Chair of the Department and the Dean of the Faculty of Arts, the disagreement will be referred by the disputants to the Provost and Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action. Should such a matter have bearing on the academic policy of the University as a whole, the matter shall be reported to Senate upon its resolution.

1.2.4 Without prejudice to the above protocols, the authority of Council embraces two additional principles:

1.2.4.1 The Council will not enter into debate or take action on any matter that would jeopardize customary expectations of confidentiality in respect to students, faculty, or staff, or on matters of an explicitly contractual nature.

1.2.4.2 The Council does not have the authority to override decisions made by Departmental committees that do not formally report to it, for example the

Department Evaluation Committee (DEC) and Department Hiring Committee (DHC). Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Chair of the Department.

1.3 Membership

Voting membership on Department Council shall be comprised of the following:

1.3.1 All RFA members of the Department.

1.3.2 At least two CUPE Unit 1 contract lecturers in the Department, to be elected by all contract lecturers and from qualified CUPE Unit 1 contract lecturers every September. The number will be one CUPE Unit 1contract lecturer per language stream offered in the undergraduate program housed in the Department of Languages, Literatures and Cultures.

1.3.3 The Departmental Administrator and the Undergraduate Program Administrator.

1.3.4 Students to be elected from and by each year of the undergraduate degree program housed in the Department of Languages, Literatures and Cultures. The number will normally be one student from each year of study, provided the resulting ratio is not less than one-fourth and not more than one-third of the total RFA Council membership. If adjustments are required, the order of precedence of representation shall be from fourth year to first year. Student representatives shall be reported to the Department Chair by the end of the third week of classes in each Fall semester.

In addition to the voting membership stated above, meetings of the Council are open to all Department of Languages, Literatures and Cultures faculty, instructors, staff and students to attend.

1.4 Voting

1.4.1. There shall be no proxy or absentee voting.

1.4.2 The Chair of Council shall vote only to break a tie

1.5. Chair of Council

The Chair of Council will be elected by and from RFA, CUPE Unit 1 and staff Council members, normally at the first Fall semester meeting of Council. The Chair of the Department or his/her designate shall convene the meeting.

1.5.1. The Chair of Council is responsible for:

1.5.1.1. Calling and conducting meetings.

1.5.1.2. Setting agendas.

1.5.1.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Departmental Administrator.

1.5.1.4. Monitoring follow-up to Council actions.

1.5.2. The Chair of the Department and Chair of Council are *ex-officio* members of all Council committees and sub-committees.

1.5.3. The Chair of Council and Chair of the Department may request another Council member to act in his or her stead on an interim basis.

1.5.4. There is no limit on the number of terms that may be served by a Chair of Council, provided that an election is held each year.

1.6. Council Procedures

1.6.1. Meetings will normally be held twice a year, once in each of the Fall and Winter semesters. There will in any event be no fewer than two meetings per year. Additional meetings may be held at the call of the Chair of Council or at the request of at least three Council members.

1.6.2. Notices of meetings will normally be distributed at least five days in advance in electronic form or hard copy.

1.6.3. Quorum is 50% of Council's full voting membership. RFA members must constitute a majority of the members present. Faculty members on leave will not be counted in the quorum calculation unless present at the meeting either personally or via such other media as Council may permit.

1.6.4. Voting matters are normally decided by a simple majority of voting members present at a meeting. Decisions may be taken outside meetings through ballots distributed electronically or in physical form to all members.

1.6.5. A decision to amend the Bylaws of the Department Council requires a two-thirds majority of voting members to be present at a meeting and can be taken only after written notice (including the text of the proposed amendment) has been provided to all voting members at least three business days in advance of the meeting.

1.7. Committee Structure, Mandates, and Composition

1.7.1. The Department Council or the Department Chair may establish and determine the structure and operating procedures of any additional standing or *ad hoc* committee.

1.7.2. Membership of all committees and subcommittees is on a volunteer basis and is approved by Council.

1.7.3. The term of office of members of any committee or sub-committee is normally one year, beginning on July 1st and ending on June 30th.

1.7.4. There is no limit on the number of terms that may be served by a member of any committee or sub-committee, provided that the member is re-elected or appointed by the Department Chair every year.