

SENATE MEETING AGENDA

TUESDAY, OCTOBER 5, 2021

SENATE MEETING AGENDA

Tuesday, October 5, 2021

Via ZOOM Video Conferencing

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the October 5, 2021 meeting.*
4. Announcements
- Pages 1-24 5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the June 1, 2021 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
- Pages 25-39 8. **Reports**
 - 8.1 Report of the President**
 - 8.1.1 President's Update

8.2 Communications Report

8.3 **Report of the Secretary**
8.3.1 Committee Updates

Pages 40-102

8.4 **Committee Reports**
8.4.1 Report #F2021-1 of the Academic Standards Committee (ASC):
K. MacKay

Pages 40-56

8.4.1.1. Periodic Program Review for Civil Engineering – Faculty of Engineering and Architectural Science

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

Pages 56-57

8.4.1.2. Discontinuation of the Business Technology Management Direct Entry program - Ted Rogers School of Management

Motion: *That Senate approve the Discontinuation of the Business Technology Management Direct Entry program - Ted Rogers School of Management.*

Pages 57-58

8.4.1.3. Discontinuation of the Part-Time Retail Management program – Ted Rogers School of Management

Motion: *That Senate approve the Discontinuation of the Part-Time Retail Management program - Ted Rogers School of Management.*

Pages 58-60

8.4.1.4. Admission changes to the Part-Time Social Work program - Faculty of Community Services

Motion: *That Senate approve the admission changes to the Part-Time Social Work program – Faculty of Community Services.*

Pages 60-71

8.4.1.5. Interdisciplinary Black Studies Minor proposed by the Department of English – Faculty of Arts

Motion: *That Senate approve the interdisciplinary Black Studies minor proposed by the Department of English – Faculty of Arts.*

Page 71

8.4.1.6. Exception to Policy #2 – Program Balance for the Midwifery Education Program – Faculty of Community Services

Motion: *That Senate approve the exception to Policy #2 – Program Balance for the Midwifery Education Program – Faculty of Community Services.*

Pages 72-73

8.4.1.7. Exception to Policy #2 – Program Balance for the Occupational Health and Safety Two-year Degree Completion Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Occupational Health and Safety Two-year Post Baccalaureate Degree Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Occupational Public Health Two-year Post Baccalaureate Degree Program – Faculty of Community Services

Motion: *That Senate approve the exception to Policy #2 – Program Balance for: the Occupational Health and Safety Two-year Degree Completion Program; the Occupational Health and Safety Two-year Post Baccalaureate Degree Program; and the Occupational Public Health Two-year Post Baccalaureate Degree Program – Faculty of Community Services.*

8.4.1.8. Exception to Senate Policy #2 – Program Balance for the Urban and Regional Planning Two–year Post Baccalaureate Degree Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Urban and Regional Planning Two–year Post Diploma Degree Completion Program – Faculty of Community Services

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for: the Urban and Regional Planning Two–year Post Baccalaureate Degree Program and the Urban and Regional Planning Two–year Post Diploma Degree Completion Program – Faculty of Community Services.*

8.4.1.9. Exception to Senate Policy #2 – Program Balance for the Medical Physics Degree Program - Faculty of Science

Exception to Senate Policy #2 – Program Balance for the Biology – Option in BioPhysics Degree Program – Faculty of Science.

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for: the Medical Physics Degree Program and the Biology – Option in BioPhysics Degree Program - Faculty of Science.*

8.4.1.10. Curriculum modifications to the Biology Program – option in Bioinformatics and Computational Biology – Faculty of Science

Motion: *That Senate approve the Curriculum modifications to the Biology Program – option in Bioinformatics and Computational Biology – Faculty of Science.*

Pages 79-80

8.4.1.11. Curriculum modifications to the Mathematics and its Application - option in Computer Science – Faculty of Science

Motion: *That Senate approve the curriculum modifications to the Mathematics and its Application - option in Computer Science – Faculty of Science.*

Pages 80-81

8.4.1.12. Curriculum modifications to the Mathematics and its Application - option in Economics – Faculty of Science

Motion: *That Senate approve the curriculum modifications to the Mathematics and its Application - option in Economics – Faculty of Science.*

Pages 81-87

8.4.1.13. Curriculum modifications to the Politics and Governance Program – Faculty of Arts

Motion: *That Senate approve the curriculum modifications to the Politics and Governance Program – Faculty of Arts.*

Pages 87-92

8.4.1.14. Proposal for the Occupational Health and Safety: Fast Track BSc Co-op Program – Faculty of Community Services

Motion: *That Senate approve the proposal for the Occupational Health and Safety: Fast Track BSc Co-op Program – Faculty of Community Services.*

Pages 92-97

8.4.1.15. Curriculum modifications to the Creative Industries Program – The Creative School

Motion: *That Senate approve the curriculum modifications to the Creative Industries Program – The Creative School.*

Pages 97-101

8.4.1.16. Proposal to restructure the FEAS optional Co-operative Internship Program – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the proposal to restructure the FEAS optional Co-operative Internship Program – Faculty of Engineering and Architectural Science.*

Pages 103-155

8.4.2 Report #F2021-1 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

Pages 104-138

8.4.2.2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (R. Parr) – Policy was previously approved in June 2021 – only reviewing Sections 5.5.2.6, 10.1 & 10.4

Motion: *That Senate approve the revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate Sections 5.5.2.6, 10.1 & 10.4.*

Pages 139-155

8.4.2.3. Revised Senate Bylaw #1 to include the RGSU – (D. Checkland)

Motion: *That Senate approve the revised Senate Bylaw #1 to include the RGSU.*

Page 156

8.4.3 Report #F2021-1 of the Senate Priorities Committee (SPC):
M. Lachemi

8.4.3.1. Endorse the action taken on July 22, 2021 by the Senate Priorities Committee (SPC) acting on behalf of Senate to permit GMS614 to run in the Fall 2021 term commencing prior to Labour Day

Motion: *That Senate endorse the action taken on July 22, 2021 by the Senate Priorities Committee (SPC) acting on behalf of Senate to permit GMS614 to run in the Fall 2021 term commencing prior to Labour Day.*

8.4.3.2. For Information:

A Special SPC Meeting was held August 23, 2021 with an update on the Standing Strong Task Force.

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

13. Adjournment

| SENATE MINUTES OF MEETING | | | |
|----------------------------------|-----------------|----------------------|-------------------|
| Tuesday, June 1, 2021 | | | |
| Via Zoom Video Conference | | | |
| MEMBERS PRESENT: | | | |
| EX-OFFICIO: | FACULTY: | | STUDENTS: |
| L. Barnoff | R. Adams | S. Sabatinos | L. Armstrong |
| D. Cramb | S. Benvie | J. Saber | G. Carter |
| G. Craney | T. Burke | I. Sakinofsky | N. Chen |
| T. Duever | D. Checkland | J. Schmidt | M. Hickie |
| C. Falzon | M. Dionne | D. Scofield | K. Park |
| C. Hack | S. Farshadfar | N. Thomlinson | D. Salman |
| G. Hepburn | A. Ferworn | C. Thompson | J. Sekhon |
| R. Iannacito-Provenzano | N. George | M. Vahabi | S. Slonim |
| M. Lachemi | E. Ignagni | A. Valeo | J. Spagnuolo |
| S. Liss | L. Jacklin | I. Young | |
| K. MacKay | L. Kolasa | H. Zarrin | |
| J. McMillen | L. Lavallée | | EX-OFFICIO |
| D. O'Neil Green | A. McWilliams | | M. Fast |
| C. Searcy | R. Noble | | T. Kuar |
| C. Shepstone | D. Oguamanam | | |
| P. Sugiman | R. Ott | | |
| D. Young | R. Ravindran | | |
| S. Zolfaghari | H. Rollwagen | | |
| SENATE ASSOCIATES: | | | ALUMNI: |
| J. Dallaire | | | N. Di Cuia |
| R. Kucheran | | | S. Rattan |
| S. McFadden | | | |
| N. Ponce de Leon Elphick | | | |
| K. Train | | | |
| REGRETS: | | ABSENT: | |
| A. M. Brinsmead | | C. Bannis | |
| D. Brown | | G. Bramesfeld | |
| I. Mishkel | | L. Escandon | |
| T. Schneider | | F. L. Kakar | |
| D. Taras (C. Holmes, Interim) | | S. Maitman-Markowski | |
| | | Y. Mistry | |
| | | P. Moore | |
| | | H. Ramzan | |

Committee of the Whole Discussion – Mental Health and Wellbeing

L. Lavallée, Senate Vice Chair, chaired the Committee-of-the-Whole Discussion.

The presenters were: Katey Park, Psychology, PhD. Candidate; and Annabel Sibalis, Psychology, PhD. Candidate, Yeates School of Graduate Studies (YSGS) followed by Allan MacDonald, Executive Director, Student Wellbeing;

Nancy Walton, Associate Dean, Students, YSGS, introduced Katey Park and Annabel Sibalis. N. Walton stated that K. Park and A. Sibalis approached the YSGS Dean and collaborated to have them expand their research to look across all programs at graduate students' mental health and wellbeing. This work is very important for YSGS and for our graduate programs across all Faculties with a goal of enhancing YSGS's current resources and supports for students and also thinking about what kinds of relevant initiatives and programs we need to put in place.

K. Park:

Today, we will be speaking on student mental health and the focus of our research is specifically on graduate students. We will present some data we collected on the mental health and wellbeing of Ryerson's graduate students.

We thought it would be helpful by explaining how this project came to being and why we thought it was an important endeavor to pursue. Our research actually began in 2019 within the Psychology department. At that time, we administered some surveys within our own home department of Psychology. The purpose of that research was to identify where students were struggling and also where they were flourishing. The goal behind that project was to tailor our departmental resources in a way that best served students. That project went very well and we walked away with real tangible recommendations on how to help our department, and many of those have already been implemented. Due to the success of that project, we were connected with the YSGS Associate Dean, Student Affairs. We began having conversations at that time about how can we take the survey outside of the Psychology Department and measure it across programs at Ryerson University. In the midst of those discussions, the COVID-19 pandemic hit and the value of mental health became more apparent than ever. We were then connected with the YSGS Vice Provost and Dean, Dr. Cory Searcy, and Associate Deans and we received support to administer the survey across Ryerson campus. We did a lot of collaborations and consultations with the Associate Deans at that time in order to develop a survey that best captured the graduate student experience across all Faculties.

Data collection occurred in November to December 2020, about nine months into the pandemic, and data analysis is now complete and we're now in the dissemination phase. There will be a full report of our findings on the YSGS website in Fall 2021, but today we wanted to present some key findings that emerged from our research.

We have done some extensive literature reviews on graduate student mental health and sources of stress, and we recently published some work in the International Journal of Doctoral Studies. We thought it would be helpful to give some background information on what's different about this subset of students and this population. We know, based on the research, that graduate students report higher stress compared to population norms and they experience higher stress compared to undergraduate students. Graduate students are also at heightened risk for developing mental health disorders such as anxiety and depression and this is compared to similarly educated working professionals. An individual with a PhD in the working field would be at less risk for experiencing mental health disorders compared to a PhD student in graduate studies.

There has been some research done on what factors contribute to higher stress or higher risk for developing mental health disorders for the graduate student population. It's been proposed that some of the risk factors include financial insecurity. Graduate students typically have lower incomes and high workloads. They are often balancing many different roles such as teaching, taking courses themselves, research and service. They are also embedded in a competitive atmosphere which could be a very stressful situation to be in. There also could be supervisory relationship problems and it has also been proposed that uncertain career trajectories play a role. So where someone with a PhD who is in the working field might also have higher workloads, they do have job security which graduate students do not have. A recent study found that 72% of Canadian graduate students reported worsening mental health during the pandemic. Some reasons cited for this trend include worries about completing their degrees on time (we know that research has been interrupted due to the COVID-19 pandemic); increased financial pressures; concerns over job prospects after the pandemic; concerns about what the economy might look like at the time of graduation; and perceived lack of mental health support from the institutions that they attend.

There are few contextual factors that we would like to mention upfront today. The first is that this study is not a pre-post design, so we are not comparing pre-COVID levels of mental health to mid-COVID levels of mental health. Instead, this research is cross-sectional and it provides a snapshot of a certain moment in time, which, in this case, is primarily December 2020. It is also important to mention that in order to contextualize our findings about, for example, the percentage of students who report feelings of depression, we will be making several comparisons to other studies that are out there, and this can be difficult because we do not have a perfect comparison point. In the majority of published studies that examine student mental health, undergraduate students and graduate students are grouped together and this can muddy the water a bit, because, as we know, graduate students have very different needs and responsibilities compared to undergraduate students. We do reference some comparison studies that have taken place during the pandemic but most of the literature that is out there is from the earliest few months of the pandemic because it takes time for research to be conducted, written up into an article and then published. Any articles that would examine more comparable data from December 2020, would not have been published yet. So even though we are about six months out from December, it's a pretty short time line in the world of evaluation studies, so it's feasible to think that certain facets of mental health, like depression or anxiety may be worse after many months of the pandemic compared to very early on. Finally, we've made every effort to find comparison studies or statistics that use Canadian samples but we're a small country compared to most, so Canadian samples in the literature are quite rare.

We have an overview of the findings that we will be presenting today. First, we will present some general demographic data that we collected at the beginning of the survey, then an overview of three different facets of wellbeing: mental health, financial strain and the student-supervisor relationship, and finally, we will review some student recommendations on ways in which the university can best support graduate students and some considerations moving forward.

We'll start with some demographic information. A total of 515 graduate students, at least, partially completed our survey out of a potential 2,900. This yielded a response rate of 18%. The mean age was 28 with lots of variability in there and the sample was predominantly women. It is important to note that the respondents who completed the survey are disproportionately higher women compared to what is actually the sample at Ryerson University. So, when we look at the Ryerson graduate school community, about 54% are women. The sample was ethnically diverse and it was predominantly Master's students and students who are enrolled fulltime, and those percentages are proportionate with the programs that are offered at Ryerson University, so those are the percentages that we would have expected. I also would like to briefly mention that we did collect other demographic information, such as: living arrangements, sources of income (how they pay

their bills), whether they identify as living with a disability, or a visible minority. All of those demographic characteristics will be outlined in the full report.

We will now focus on mental health (anxiety, depression and burnout).

1) Anxiety is unusually high levels of persistent and excessive worry and it could be very difficult to control those worries. If we look at the general population in Canada, before the pandemic, about 2.5% of the general population reported symptoms that are compatible with generalized anxiety disorder. Once the pandemic hit, about 13% of the general Canadian population reported moderate to severe anxiety. Before the pandemic hit, there was a lot less symptoms related to anxiety that have been reported and anxiety symptoms have increased since March 2020. We do also know that graduate students are at increased risks for experiencing anxiety. Before the pandemic hit, previous research found that between 14% and 23% of American graduate students reported moderate to severe anxiety, and during the pandemic, 39% of graduate students in an American sample reported symptoms of anxiety. Again, the take-home message is to show that even before the pandemic hit, graduate students were at increased risk of experiencing anxiety and it has just been exacerbated since the pandemic hit. Ryerson graduate students who completed our survey – 54% reported moderate to severe anxiety, so just over half reported these levels of anxiety.

2) Depression is persistent and chronic sadness or feelings of emptiness. It can manifest itself in different ways such as looking like hopelessness, being tired or having a lack of energy, or it can also involve irritability or angry outbursts. Before the pandemic, about 5% of the general population in Canada reported moderate to severe depression. During the pandemic, 15% of the general Canadian population reported moderate to severe depression. Similar to anxiety, there has been an increase in depression since the pandemic hit in general populations. Also, similar to anxiety, we know that graduate students were at increased risk for depression even before the pandemic hit. One study reported that 13% of American graduate students reported depression prior to the pandemic and a smaller Canadian sample of only Psychology graduate students found that 33% reported symptoms of depression. It is worth noting that in programs such as Psychology or related health fields, there is an increased risk for mental health disorders which is also possibly why that number is higher. During the pandemic, 32% of graduate students in an American sample reported depression. Graduate students were at increased risk before the pandemic hit and it was just exacerbated by the pandemic. In our sample of Ryerson graduate students who completed our survey, we found that 43% reported moderate to severe depression.

3) Burnout is a syndrome that occurs when workplace stress has not been adequately managed. Burnout can manifest itself in three ways: exhaustion (feeling depleted); cynicism (not feeling like the work that you do is important); and professional inefficacy (feeling that you don't have the skills to manage the job that you have or perhaps crossing everything off your to-do list and at the end of the day still not feeling very accomplished). There have been a lot of news articles highlighting how certain professions are at increased risk for burnout, and higher education would be one of them. Typically, when we categorize someone from experiencing burnout, they would need to meet the cut-off score or the exhaustion sub-scale plus one of the other two sub-scales. So, if we use that cut-off criteria with Ryerson graduate students who completed our survey, 61% reported experiencing burnout.

4) Financial Strain is stress or pressure around one's financial situation. We gave a 5-item scale about financial strain and a sample item includes: Are you often not able to do the things you need to do because of the shortages of money? Possible scores range from 5 to 25 and with our sample, we had a mean score of 12. What we wanted to do was to find out how many graduate students or what percentage of graduate students would be in that really financially strained category. We looked at the percentage of individuals who scored between 20-25 on the scale, because that

would indicate that they are experiencing a lot of worry and stress with respect to their financial situation and we also found that 18% of our graduate students were highly strained.

A. Sibalis:

The majority of graduate students at Ryerson have a direct academic supervisor who oversees their work and progress and this is a very important and influential relationship. From our past work in this area, we learned that when the supervisor relationship is good that can be a huge positive influence for wellbeing, productivity and so many other areas, but on the other side of that coin, if a supervisor relationship is going poorly, it can negatively affect almost everything about the graduate experience, so this relationship is one that we really wanted to examine. In the study, we found that nearly 18% of students ranked the relationship with their supervisor in their top 3 most stressful aspects of graduate school and nearly 5% ranked it as their number one stressor. However, we found that in general, the vast majority of students were quite satisfied with their supervisor relationship. Over 40% indicated that they were highly satisfied with their supervisor which was encouraging to see.

Some considerations to keep in mind when interpreting the data that we have presented so far. It is important to remember that the survey was voluntary. All graduate students at Ryerson were invited to participate, but those who did participate did so because they wanted to. So, there can be elements of a selection bias at play here in that the students whose views are included in these findings are those who specifically wanted to participate. We also had a relatively small sample size, and even though there are over 500 responses, this represents just under 1 in 5 Ryerson graduate students, and there is not much we can do about that but it does mean that we need to interpret these findings with a little bit of caution. We also note that there is an over-representation of women in our sample and we know that women report, on average, higher rates of anxiety and depressive disorders, so that could be one reason why our rates of anxiety and depression seem quite high.

Finally, our last data category, which is Participant Recommendations. For this question we provided students with a list of several options and asked them: Here are suggestions of ways in which Ryerson University can better support graduate student mental health, to what degree do you support the following recommendations? Here are the items that receive the highest rankings. The #1 item that students endorsed was a tuition decrease or tuition waiver. Similarly, #2 was additional bursaries for students in financial need, and #3 was psychological services geared towards graduate students.

The good news is that certain strategies already implemented by Ryerson have begun to address some of these concerns. For instance, in the Fall 2020, Ryerson was able to offer a tuition voucher to certain graduate students that were impacted by the pandemic. There were also several emergency bursaries available to students who needed it most that totalled several million dollars, (ex: The Ryerson Relief Fund). In addition, in April 2020, Ryerson adopted a new counselling partnership with Keep Me Safe, which is an external provider of virtual counselling and crisis management services. As well, within the past couple years, Ryerson has hired a graduate counsellor.

Based on our findings today, it is clear that some students are struggling with their mental health and wellbeing so we've proposed some take-home considerations from this presentation today. The first one relates to further enhancing the current psychological services that Ryerson offers in order to more effectively target graduate students. For example, many of the services that Ryerson offers are group-based programs, which groups graduate and undergraduate students together and it's understandable that it might not be efficacious or appropriate so that could be one area for development. It might also be helpful for graduate students to reflect on the sources of stress as

well as the sources of support within their own program. Graduate students are the experts in their own program and they know best what is needed and what would be helpful for them. Also, broader policy revisions that can be considered for the university as a whole, tapping into that student voice is something that is incredibly powerful and such a helpful resource as we consider changes that may be helpful to make. Finally, mental health and wellbeing is often thought of as something that we need to fix once a problem arises. We would like to propose taking a step back and thinking about prevention. How can we as a Ryerson community take a preventative approach to wellbeing and bolster students to stave off challenges rather than needing to take an intervention approach once crisis has already arisen.

Alan MacDonald:

What I want to focus on today is to discuss how we can support each other and view student mental health and wellbeing through a holistic and united lens. Here are some examples: one would be within student wellbeing, we are doing our best to approach the support within the medical centre, counselling centre, health centre and Academic Accommodation Support (AAS) in an inter-professional way but also using a step-care approach link to the community, i.e. using a step-care approach where the student, patient, or client receives the right care, at the right place, with the right person. Students who are acutely in need of help would perhaps be referred to a physician, a psychiatrist; and then as student, patient or client recovers or gets better and resumes a healthier lifestyle, they can be stepped down to different services or stepped up depending on their needs. We are really trying our best to link to the downtown east Toronto community to further that step-care approach to provide either supports that may not be available to the university or it augments the supports that are already available here. Also, we're looking along the same lines of social determinants of health and of social and economic factors that impact one's health. Our colleagues in the recreation department have really embraced an active wellbeing approach to the learning strategy. Financial aid has been distributed to deserving groups; there are mentorship and leadership programs for them; opportunities and specific support. In addition to graduate level, there are specific supports available to students of deserving groups.

Holistic and United Approach

This relates to where I worked in a large multidisciplinary clinic in downtown Toronto, where we helped injured workers return to work. Those were folks who were injured on the job who had short, medium or long-term disabilities which wouldn't allow them to return to their original job. As a physiotherapist, we did the best that we could to help that client to return to work but often we ran into barriers with the employer to help that person return to work. We then introduced a return-to-work coordinator and that person would actually go onto the work site and help that injured worker and the employer implement the accommodation plan as best they could and that injured worker could then get back to becoming a productive member of that team and that workplace, and get back to life in general. Where this applies to our situation here at Ryerson is, with the equivalent situation here where the facilitator in the Academic Accommodation Support (AAS) area, a faculty member and that student with the disability, there could be some assistance that could be helpful to the student and help that faculty member implement a combination in the classroom. There could be some additional assistance for the overall program to develop some different approaches to universal design for learning or pursuits for disabilities. What we are doing in the AAS department is that we've developed a new role called the Learning and Inclusion Education Developer with the idea of how do we support each other and how do we use our holistic approach in order to support each other, students and faculty members to create that learning environment and help that student succeed. In theory, this will have a positive impact on the mental health and wellbeing of all involved in this particular situation.

Some potential thoughts for how policy-driven change could be a way of collectively fostering student mental health and wellbeing. Certainly, in my role, when we were working through different

policy decisions or strategy decisions of the Canadian Physiotherapy Association or Ontario Physiotherapy Association, we would think about different ways that if the policy were a person how would that policy or strategy show up. This is just some food for thought for folks to consider - that could policy actually be a change agent, or could the policy actually contribute to a shift on focusing only on the student's mental health – shifting it to the student, not the health, and the design pedagogy in curriculum and other structural factors that create the conditions for students to actually be successful. Could the policy actually foster innovations that allow for success while maintaining an academically rigorous learning environment for all Ryerson students and faculty, and how could policy embrace the social determinants of health, the social and economic factors that contribute to one's health in order to contribute to a healthy, equitable atmosphere at campus today and tomorrow?

Finally, this is taken directly from an article published in 2014 where groups took a look at the different ways different schools are attempting to address students' mental health through a policy lens. I thought this is a helpful way to perhaps categorize the overall strategic approach to policy-making and what quadrant a school may choose to approach student wellbeing. Really, at the end of the day, organizing it in a sense that is student mental health focused on the individual; or are we taking a more universal or systemic approach? In the other domain, is the school taking a consolidated approach in grouping all the mental health related policies into one policy so we have a mental health policy or do we ensure that student mental health and wellbeing is considered in every single policy or policy review – they call that mainstream?

Comments/Questions:

- Q: What percentage of students surveyed around mental health and access to counselling service were Continuing Education students?
- A: The information on this will be in the final report.
- C: Certainly, there are graduate students that take courses through Continuing Education but I would have to defer to Katey and Annabel about who participated. I would expect that it would be quite low.
- C: We have no idea if it's a low or high number as we don't collect that statistics. Chang School presents zero graduate courses as far as I know. However, it is an important data point. Is there a way for us to actually do that? In my role as MDM/GPD a lot of my students do take Chang School courses as some of these courses are integral to them getting through their graduate courses in some cases. If you haven't, maybe you could have a stab at giving us a rough number of what that is because more and more Chang School students are integrated.
- Q: There was a comment about resources. Many people have identified a problem with our graduate cohorts and their mental challenges but we only have one counsellor in YSGS and we're doing group counselling which is maybe efficacious. Would it be possible to hire some more? Is it something that is being planned, or are we waiting for the pandemic to end and everything goes back to the regular mental health issues that we have?
- A: It's absolutely something that I think would be helpful.
- A: We will work with the counselling office to see what the demand has been during this time and what that uptake is like. The key is to make sure that the support is available when required and that those who require counselling are receiving it.
- A: There is individual counselling as well. We use a centralized model where all students come into our centre, they go through a system, and then if it is determined that ongoing counselling will be helpful and if the student accepts the ongoing counselling then they are provided with a counsellor. We do our best to match students from specific Faculties to their counsellor from that Faculty, however, one counsellor couldn't possibly meet all the

demands in Graduate Studies. We have 18 full-time counsellors and graduate students have access to our entire system.

- Q: Will virtual counselling be offered once we eventually return to the university? I think there's a need for a lot of the students. It's much easier, less time-consuming for them and it's a natural stress-reliever.
- A: Yes, there has been literature which talk about the benefits of the virtual counselling; specifically, people in rural environments can now see a counsellor in the same way if they're located in Ottawa or Toronto. I don't know the specifics about the Counselling Centre's plans.
- A: Across all our services at the institution, we will be pursuing a hybrid service delivery model and that will absolutely include some combination of in-person and virtual counselling within the Counselling Centre.
- Q: If a student reports to the Centre for Counselling, what kind of timelines are we looking at here?
- A: The way we've set up the system here, is that we have a same-day counsel system set up, so we have availability for that first appointment set up so that most students can receive that first appointment within 24-48 hours. Some therapy happens in that first appointment – combination of triage and therapy, and then all of those counsellors move to a brief counsellor model as well. Previous to that, the student would have an initial appointment then go on a waitlist for ongoing counselling at the Counselling Centre. We have modified the service to include both that first appointment, a brief counselling session and then a possible wait for ongoing counselling. Close to half of students receive that first appointment within a day or two, and then it's about an average of a 7-day wait for those who don't receive that first appointment within the first day or two. A lot of that is to do with student availability and matching up schedule, and that's on top of an urgent system where if the student is in urgent need, we prioritize spots for those students as well. This year, the wait for ongoing counselling certainly can be many weeks but that's the wait time for mental health and wellbeing services, it can be an 8-10 week wait. I'm continuing to work with our team and teams across to work to get that time down.

We are always trying to do better and there's the Keep-me-safe, the 24/7, 365-days-a-year service is available from Morneau Shepell, where we brought that on during the pandemic and we are continuing with that service where students can not only receive care from our Counselling Centre, but also, outside of work hours from anywhere in the world and also at any time can receive virtual counselling through that partnership as well. We are trying to look into other partnerships as well.

- Q: A lot of our questions today have been focused on access to counsellors and making sure we reduce waiting times. When I think of a holistic approach, I also want to think of alleviating the pressure and prevention. Where does the academic side of the house play its role in finding those pressure points that we can relieve, based upon what you've seen in the studies from the graduate studies perspective and the Counselling Centre?
- A: When it comes to a policy-making body, doing one's best to use a mental health lens as policies are being reviewed and constructed and aiming for a universal design and universality when possible, and a focus on the social and economic factors that contribute to one's health, could be contributing factors to go in more upstream to be aligned with the university's approach.
- A: Some tangible examples of what the Psychology Department has done: Incoming Masters first-year students were experiencing a lot of stress in their first semester and that was partly because they had a high course load. One of the courses was moved from the Fall

semester to the Spring/Summer semester as a way to lighten the load. We also identified that students in our program didn't feel comfortable using psychological services offered at Ryerson University and that's partially because many people in our program do their practical placements there, so that was a conflict of interest. A tangible step that emerged from that was a connection made with the Ontario Psychological Association where people could assess psychologists that was not in any way affiliated with Ryerson University and the costs were covered.

What's really important to highlight is that there are many people here who are experts in their program on what changes could be made. Also, on our recommendations that emerged from the participants, the fourth one that came up was vacation. Some students have said that they wanted to take a 2-week vacation and their request was denied by their supervisors. Some sort of policy changes like that could go a long way in helping graduate students across campus.

We know what can create the pressure cooker are the demands and the expectations provided by programs and the school at large. The number one stressor is always these dissertation and research that is involved for that, part of that is part and parcel of being in graduate school, but clearly, if that's one of the major contributors to a large percentage of students who are struggling, then I think we need to consider alleviating some of that.

Senate Meeting:

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."

President Lachemi acknowledged the painful memories invoked by the devastating news that the remains of 215 Indigenous children were discovered in Kamloops, British Columbia and hold that knowledge respectfully. On behalf the university, I send my sympathy and express my sorrow and support for members of our Indigenous community. As we grieve for these children and their families, these tragedies remind us that we need to continue to do more and learn more. I would like to invite our Indigenous Elder J. Dallaire to share with Senate a prayer and moment of silence.

Elder J. Dallaire – This kind of news is devastating to the Indigenous community, but it also invokes a lot of other feelings in non-Indigenous communities. Some people feel guilty about the ancestral, historical lens. If you have been mistreated in any way, shape or form as a young one, this can be something that can trigger you, so please take care of yourself. Just know that this information even though it happened to you and your community, is triggering for everyone.

Prayer: First, let us give thanks to this day that has been generously offered to us. This opportunity to continue to move in good way to keep our hearts and our minds open to a new way of seeing and a new way of being. I would like to address the tragedy that was uncovered in Kamloops, BC, and the 215 little bodies that were found inside there. Every parent, grandparent, aunt, uncle, sister, brother can relate to this. We can do things to help and assist with that – focusing our thoughts with prayers. I'm going to offer two verses of the lullaby song which we sing to little ones to help them when they are sick. I would like you to think about, as difficult as it may be, that mass grave, but I want you to see those little spirits being lifted up and being freed from that ground. They have finally been found and they are going home.

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the June 1, 2021 meeting.*

A. McWilliams moved; G. Hepburn seconded.

Motion Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the May 4, 2021 meeting.*

T. Duever moved; R. Ravindran 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. Thank you to Senators:

This is our last Senate meeting of the academic year, and I would like to start by thanking all of you for your support and engagement this past year. You have my sincere appreciation for your dedication and efforts.

This year presented us with many challenges with the destabilizing impact of the pandemic. But, it has also shown us just how resilient our entire community is. Together, we have made significant progress and I know that we will continue to work together to shape a better and stronger new normal for all of us in the next year and beyond.

For a number of you, today marks the end of your term as Senators. (A list of the names of those Senators was presented). On behalf of the university, thank you very much for your service, support and, of course, your dedication.

In particular, I want also to acknowledge that today is Saeed Zolfaghari's last meeting as Interim Provost. Saeed took over the role of Interim Provost last summer during a time when we were all dealing with the challenging first few months of the pandemic. As Interim Provost, he showed incredible leadership, integrity and compassion in responding to the challenges of the pandemic and continuing the work of the university. On behalf of the university, thank you, Saeed, for your service. I would like to present you with this certificate of recognition.

The next person that I also want to recognize today is Lynn Lavallee whose term as Vice-Chair of Senate comes to an end. Thank you, Lynn, for your dedication, commitment, leadership and sound advice. On behalf of the university, I'd like to present you with a certificate of recognition for your service. Thank you, Lynn.

And finally, I want to recognize Lisa Barnoff, as today is also her last Senate meeting as Dean. Thank you, Lisa, for your commitment to the University and leadership of the Faculty of Community Services for the past five years. I would also like to present you with a certificate of recognition.

2. General update on Fall plans:

We are very actively engaged in planning scenarios for the Fall and many teams across the university are working on plans.

While details continue to evolve, we've seen increase numbers of vaccination rates. COVID cases are decreasing in Ontario but we are also observing what's happening with new variants. At this time, we are very optimistic that we will be able to safely open our campus to some degree in the Fall. This includes the possibility of limited in-person activities such as small classes and labs, access to services and study space, because we have been hearing from students, many of them who would like to access the library, Student Learning Centre and other facilities. We will be further opening our student residences and exploring how to provide safe, in-person extra-curricular activities for our community.

As has been our commitment from day one of the pandemic, ensuring the continued health and safety of our community remains our top priority. If social distancing requirements remain in place in Toronto, it will limit in-person teaching activities and class sizes, and impact how people are able to access our campus. We know that over 80% of our students rely on local and regional transit for their commute, and also the same issue for our faculty and staff. We are not an isolated island, but we look at what's happening in our city and of course, we work very closely with public health agencies while we make those decisions.

On June 9, we will provide our community with an update on what the Fall semester will look like. This is 90 days before the start of our Fall term and this will give faculty time to do preparatory work for their courses and also give our students time to make arrangements for the term.

We engage with many people within our community, but we also have a lot of engagement with the Government of Ontario regarding our plans. As you have seen, many governments in Canada, including three provinces, they have already directed institutions to be fully open in the Fall. We like to take some measures to ensure that we are independent in terms of making those decisions.

3. Presidential Task Forces:

I want to share an update on the three presidential task forces that were launched this past year.

Presidential Implementation Committee to Confront Anti-Black Racism: is progressing very well. There is significant work being done to put into action the recommendations of our Anti-Black Racism Campus Climate Review Report.

Presidential Task Force on Egerton Ryerson's Legacy - the Standing Strong Task Force: is also making significant progress. At the end of May, they completed community consultations. They have from over 6,000 people from our community, and stakeholders, including students, faculty staff and alumni. They received more than 31,000 partial survey responses from community members and are on track to provide a report and recommended principles in the Fall. We will keep you posted on those developments.

External Panel on Campus Safety and Security: is preparing to launch a community survey very shortly. I encourage you to keep an eye out for this survey and to participate.

4. Convocation Ceremonies:

I want to remind you that our Spring Convocation Ceremonies will be held virtually on June 22 to June 24. As you know, it is a special time for our students and their families and there is always a great atmosphere of celebration, even if it's virtual. If you can, I encourage you to join and celebrate with our graduates.

8.2 Communications Report (included in the agenda package)

8.3 Report of the Secretary

I would like to welcome to Senate Tarman Kuar, who is the new president of the Ryerson Student Union. This is her first meeting this evening.

8.3.1 Standing Committees of Senate: AGPC and SPC membership

The AGPC and SPC membership are included in this agenda. A reminder that the student senators will be added in September.

8.3.2 RGSU seat on Senate for the 2021-2022 academic year

An update on the Ryerson Graduate Students' Union (RGSU) seat for the 2021-2022 academic Year:- The call for nominations for student senators was completed in March, and as per Senate bylaws, we cannot just add a Senate seat for the RGSU president; therefore, we have opted to provide the RGSU president, Charlotte Ferworn, a non-voting senator seat for the 2021-2022 academic year and an at-large voting student senator seat will be allocated to that position for 2022-2023. The RGSU president is supportive and appreciative of this approach and we welcome Charlotte to the table in the Fall with the existing two graduate student voting senators.

8.4 Committee Reports

8.4.1 Report #W2021-5 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Periodic Program Review for Electrical Engineering – Faculty of Engineering and Architectural Science

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

K. MacKay moved; T. Duever seconded.

Motion Approved.

8.4.1.2. Co-op work term revision for Chemical Engineering – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the co-op work term revision for Chemical Engineering – Faculty of Engineering and Architectural Science.*

K. MacKay moved; R. Ravindran seconded.

Motion Approved.

8.4.1.3. Periodic Program Review for Business Management – Ted Rogers School of Management

Motion: *That Senate approve the Periodic Program Review for Business Management – Ted Rogers School of Management.*

K. MacKay moved; D. Scofield seconded.

Motion Approved.

8.4.1.4. Honours degree designation for the Bachelor of Commerce - Business Management (all majors) - Ted Rogers School of Management

Motion: *That Senate approve the Honours degree designation for the Bachelor of Commerce – Business Management (all majors) – Ted Rogers School of Management.*

K. MacKay moved; D. Scofield seconded.

Motions Approved.

8.4.1.5. Honours degree designation for the Bachelor of Commerce - Accounting and Finance (both majors) – Ted Rogers School of Management

Motion: *That Senate approve the Honours degree designation for the Bachelor of Commerce – Accounting and Finance (both majors) – Ted Rogers School of Management.*

K. MacKay moved; N. Di Cua seconded.

Comments/Questions:

Q: Are there any of these left? As all of our degrees are four years long and, by definition, are basically honours degree no matter what, the only real Quality Council issue is that they be four years long, can we just have a motion on the floor that makes them all honours degree so we just don't have to go through this laborious, unnecessary acknowledgement of something this university has had since its beginning.

A: We can think of this as a proposal to work through for what is left, however, it does require a motion as we're changing a degree designation, which has to be approved at Senate. We can look at omnibus motions if there are any programs left, but we would still have to ensure that they meet the standards.

C: Anything else that causes work for no apparent gain, perhaps they can all come forward as an omnibus and we can either pass it or turn it all down as one thing rather than each individual one making grandiose claim about the degree being four years long.

Motion Approved.

8.4.1.6. Curriculum modifications for Marketing Management – Ted Rogers School of Management

Motion: *That Senate approve the curriculum modifications for Marketing Management – Ted Rogers School of Management.*

K. MacKay moved; T. Duever seconded.

Motion Approved.

8.4.1.7. Curriculum modifications for Economics and Management Science – Ted Rogers School of Management

Motion: *That Senate approve the curriculum modifications for Economics and Management Science – Ted Rogers School of Management.*

K. MacKay moved; I. Young seconded.

Motion Approved.

8.4.1.8. Certificate review for Food Security – Chang School

Motion: *That Senate approve the certificate review for Food Security – Chang School.*

K. MacKay moved; A. McWilliams seconded.

Motion Approved.

8.4.1.9. Certificate review for Aboriginal Knowledges and Experiences – Chang School

Motion: *That Senate approve the certificate review for Aboriginal Knowledges and Experiences – Chang School.*

K. MacKay moved; A. Ferworn seconded.

Motions Approved.

8.4.1.10. Certificate modifications to Aboriginal Knowledges and Experiences – Chang School

Motion: *That Senate approve the certificate modifications to Aboriginal Knowledges and Experiences – Chang School.*

K. MacKay moved; A. Ferworn seconded.

Motion Approved.

8.4.1.11. New certificate in Fashion Innovation – Chang School

Motion: *That Senate approve the new certificate in Fashion Innovation – Chang School.*

K. MacKay moved; R. Ott seconded.

Motion Approved.

8.4.1.12. New certificate in Indigenous Child and Youth Engagement – Chang School

Motion: *That Senate approve the new certificate in Indigenous Child and Youth Engagement – Chang School.*

K. MacKay moved; L. Lavallée seconded.

Motion Approved.

8.4.1.13. For Information: G. Raymond Chang School of Continuing Education Certificate Revisions

- i. Certificate in Lighting Design: Change in Certificate Requirements; Course Deletions (CDID 510 and CDID 554)
- ii. Certificate in Health Services Management: Course Deletions (Electives)
- iii. Certificate in Health Studies: Course Deletion (Elective)
- iv. Certificate in Publishing: Course Description Change (CDPB 100; CDPB 202)
- v. Certificate in Social Sciences and Humanities Foundations: Course Deletion (Elective)
- vi. Certificate in Ethics: Course Deletions (Electives)
- vii. Certificate in Public Administration and Leadership: Course Additions (Electives)
- viii. Certificate in Urban Agriculture: Course Addition (Elective)
- ix. CINT 965: Change to Prerequisite

8.4.2 Report #W2021-5 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

8.4.2.1. Interim Provost's Update

As this is the last meeting for this academic year, I would like to take a moment and thank all of you for joining us today. Thank you also for your efforts over the past year, and for your support during my appointment as Interim Provost and Vice-President, Academic. Thank you very much Mohamed and Senate for the certificate of recognition. I appreciate that I was given an opportunity to serve our university in another role. I also thank all of you for your commitment and dedication to our students as we continue to navigate the pandemic and upcoming Fall term.

1. Fall 2021 Planning

In regard to Fall 2021 - Working within the Toronto Public Health guidelines and the province's legislative framework, we wish to approach the semester as an opportunity to transition from primarily virtual program delivery to more on-campus activity, where possible. Though the pandemic environment is constantly changing and the months ahead remain somewhat uncertain, we are optimistic that, as case counts continue to trend downward and vaccination rates increase, restrictions will begin to lift and sectors across the province will begin to operate normally soon. We still need to be prepared for a number of outcomes.

Currently, Deans along with Chairs/Directors and other academic leaders, are working on two plans for the Fall semester, with the hope of a full return in January. The first plan is the continuation of remote learning this Fall, with activities remaining primarily virtual and the second plan will consider the possibility of more activities on campus should restrictions begin to lift.

As always, our path forward will prioritize the safety of our community, and the plan we ultimately choose to implement will be dependent on what is recommended by the provincial government and Toronto Public Health. We will stay in close contact with academic leaders as things evolve, and we will share updates more broadly as information becomes available and as plans are confirmed.

2. Search for Dean, Faculty of Community Services

I am pleased to advise that the search for a new Dean, Faculty of Community Services, has been completed successfully. The appointment will be announced in Ryerson Today over the coming weeks and I want to thank the members of the Decanal Search Committee for their support in making this important decision. This means that Lisa Barnoff is completing her term as dean of FCS this June, leaving behind an incredible legacy in this position. Lisa was appointed dean of FCS in 2016 and, throughout her tenure, led thoughtfully, built diverse teams and undertook significant innovation.

Lisa sponsored many important initiatives, like the launch of [FCS Student Connect](#), a microsite dedicated to supporting new FCS students with their transition to university life, and led the creation of substantial new admissions and program pathways, like the PhD in Urban Health program. Also, over the course of the pandemic, Lisa demonstrated her commitment to the faculty through her support of [18 new studies](#) on the effects of COVID-19 in our communities. As an advocate for equity and inclusion, both in her scholarship and her university service, Lisa was instrumental in the launch of FCS' [Indigenous Resurgence](#), as well as the establishment of the FCS Equity and Inclusion Project Fund.

I want to express my sincere gratitude to Lisa for her unwavering leadership. Her calm and respectful approach, as well as her focus on creating a collaborative and welcoming environment

where students, faculty and staff can thrive, has been instrumental in championing Ryerson's values of mutual respect and shared success.

I also want to take this opportunity to thank everyone for their leadership over the past year, and again for your support during my interim appointment. It has been my pleasure to serve as Interim Provost, to help you navigate the pandemic, and to begin laying the foundation for the incoming Provost Jennifer Simpson, who will be joining us as Provost in July.

8.4.2.2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (C. Hack)

Motion: *That Senate approve the revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate.*

C. Hack moved; A. McWilliams seconded.

The review process started in 2019 and took longer given the realities of COVID.

Highlights:

INC – If the student has two or more INCs outstanding as of the last day to add courses in the subsequent term, they will not be permitted to continue until the INCs are resolved.

Timespan- we introduced a new appeal process for timespan extension requests in recognition that there is no appeal process right now beyond the dean.

We have had many meetings, sub-committees created to deal with specific aspects of the policy and we did invite community feedback in a survey in May. We did receive some responses and all of them were reviewed and some resulted in subsequent modifications to the policy and we are satisfied at this point that the changes are to the benefit of the students and the streamlining of the application of academic policy.

Comments/Questions:

- Q: I may have misunderstood what happened at the last Academic Governance and Policy Committee (AGPC) meeting, but I understood that Charmaine said that Point #6 was going to be withdrawn and there would be a much smaller change to the INC.
- A: We did debrief after the AGPC meeting and there were subsequent conversations on a couple of points around the INCs and we left with the understanding that what we were changing is no longer in here and that was around the ability for students to have the 3 months to complete the INC. We had reduced that significantly and removed that reference and put the 3 months with the understanding that, in the Fall, we would reconvene a subcommittee to look specifically at the INC because they have generated the most conversation. After extensive discussion in light of the concern that when students carry INC's plus a slate of new enrolments, their success is challenged, and this was the motivation for this. This was reviewed by one of the sub-committees and it included a student on that committee as well.
- C: I will raise a procedural point and make a substantive point in response to that. First of all, there was no vote taken at AGPC and my understanding, and I know of other people who were there, was that this would not be included and this was what was being withdrawn. So there was a misunderstanding in communication and procedurally then, AGPC should ensure that we always take a vote and we should be clear what we are voting on. Substantively, I spoke against this part of the motion – everything else is fine, they did a terrific job but I spoke against this and I know a couple of other people did. I think this is draconian. Some students

can manage two INCs. I understand that there's a problem here; and many students can't manage two INCs and a number of things have to be done about this.

- A: I think there was clearly confusion. We have already committed to reviewing INCs in the Fall. With a friendly amendment we could remove #6 and defer discussion around INC's.
- C: If the review in the Fall would take place, we could put it through by the start of the second term, then not much matters because this will not actually be acted on. It will only be at the end of that next term that it will become a major issue for students. I don't have a friendly amendment to put forward to change it, but let's take that seriously because I think the intension here is good but I don't think we should be doing something that extreme. I will not make an amendment; I will vote against it to show that it's not unanimous but if it passes then what matters is that whatever the Fall consultations come up with, be in place for the subsequent terms.
- C: RSU is also stating that section 5.5.2.8, "students with more than one INC assigned..." that the student will not be permitted to enroll in subsequent terms until all INCs are resolved. And there's another part "will not be permitted to enroll...", we believe that this only bolded text in the entire policy shows that folks are very passionate about this. We believe that universities like York, and Guelph provides with four months and Guelph provides students with the right to extend the INC. Considering this, we suggest that to create the deadline for three months but to provide a mechanism for students to receive an extension with proper document.
- A: The timeline is already three months for students to complete the INC and we do have a process for students to request an extension.
- C: We just want the bolded text to be removed as it's unfair to students (Section 5.5.2.8).
- A: You must be looking at the draft that was sent for feedback/consultation. We are looking at the final version which is in the Senate Agenda.
- C: I would like to echo previous commentary. I would be willing to sponsor an amendment that removes all reference to the INC grade. In fact, I have been directed to do so by my constituents. We don't know how this became a draconian measure to help students. We don't find in Computer Science to be reasonable to judge the decision of a professor who gives the Incomplete Grade without actually understanding the reasoning for them. At the moment, I am not voting for this as long as there is the component of the INC.
- C: I don't actually share as much of the concern that has been expressed by my colleagues, but I understand where it's coming from. I would support that the INC piece be included because this is not meant to be the be all and end all for students. There is a similar approach that if you're on Probation and you don't get your Probationary Contract in time, you will not be able to register, so I don't see this as a new piece. We do have to remember that INCs are not the only way to help students move forward when they're experiencing difficulties. Grades can be changed whether they're an INC or not; it's about finding the most appropriate way to support students. This has a timeline to it that makes sure that students who are in cases are talking to their departments and we should trust those departments to find the appropriate solution that allow students to continue when it's the most appropriate for it. While I respect the decision of my colleagues, I will be voting for the motion.
- C: Our executive considered this and I have great concern with this particular Point #6 and when we question the rationale, the cure seems to be more harmful than the complaint and it's actually counter-productive.. I'll be voting against this as well.
- C: I will also be voting against this for similar reasons as previously mentioned. The section that the RSU is referring to is section 5.5.2.6 and I'm wondering if that motion can be applied there instead. I also wanted to ask about possible exceptions made for students who do have some sort of supportive arrangements with their program, to remain enrolled in courses, such as high-demand courses which are only offered once a year and which can sometimes be problematic for our students and continuing education students to deal with that kind of situation.
- A: I think what I'm hearing is that the team has acknowledged that we need more discussion

around the INCs although there was extensive discussion and feedback with the committee. This is an important issue and we are happy to take this INC matter aside and resubmit in the Fall. In the interim, I think we need to consider a friendly amendment to remove section 5.5.2.6. Regarding the previous question, we do have an extenuating circumstances clause around INCs and needing more time, so that piece is covered. What's not covered is if section 5.5.2.6 remains in the policy. We do not have a policy that contains an appeal process stipulated that would enable a student to appeal to remain in those courses. That could be a friendly amendment as well and I think what we are looking for here is which makes more sense at this point. I'd like to find a way forward and with a commitment to look at the INCs in the Fall.

- C: I will make an unfriendly amendment and move that it be amended by removing section 5.5.2.6 because different opinions have been expressed by people who want it so I don't think it is fair to have it as a friendly amendment. I think we should vote on it. Firstly, I want to ask before we put this on the floor, is it the case that if we remove that one section, we basically are reverting to the status quo until the Fall when you'll do something different.
- A: Yes.
- C: So as long as there are not other problems in there, if you're committing to review this in the Fall, then I will move that this be amended by removing section 5.5.2.6.
- C: If the purpose is to support students, this does not seem to lend support to students. I'm in support of the amendment to remove the section entirely, for it to be looked at, but I would also like us to consider how we could be more supportive to students.
- C: I was at the AGPC meeting as well and I am confused about this inclusion. That's not to say that I don't find value in pushing the students, but I do find this potentially punitive for the students. I agree with the fact that this particular part should be removed.

President Lachemi called for a vote on the amendment.

N. Thomlinson moved the following amendment, seconded by D. Checkland -

Motion: *"That Senate remove from the policy, section 5.5.2.6 which states, 'Students with 2 (two) or more outstanding INCs from the previous term as of the last date to add classes for the term will not be permitted to continue in the current term.'"*

C. Hack has assured us that, if we remove this, it does not affect the rest of the policy, which is the point of getting the rest of it approved and if revisited in the Fall, they can do something with INCs.

Amended Motion Approved.

Original Motion: *That Senate approve the revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate **as amended.***

- C: I just wanted to point out that I think we have a number of questions around how this affects our student members and if we had more student union representation on some of these committees we could have asked and answered those questions. I would like to point out our student union only received a week to provide feedback, which is not enough time for our whole executive and our students rights coordinator and a diverse input from our membership. I think that goes towards the feedback we've gotten tonight, that need for consultation and particularly student union representation on committees.
- A: I would add that we had three students on the committee and they were very engaged and very engaged in the sub-committee that discussed the INCs, but we do look forward to more feedback if we can have more participation in the Fall.

Original Motion Approved as amended.

8.4.2.3. YSGS Bylaw changes for Psychology PhD/MA (C. Searcy)

Motion: *That Senate approve the YSGS Bylaw changes for Psychology PhD/MA.*

C. Searcy moved; R. Ravindran seconded.

Motion Approved.

8.4.2.4. YSGS Bylaw changes for Physics PhD/MSc (C. Searcy)

Motion: *That Senate approve the YSGS Bylaw changes for Physics PhD/MSc.*

C. Searcy moved; D. Cramb seconded.

Motion Approved.

**8.4.3 Report #W2021-3 of the Yeates School of Graduate Studies Council (YSGS):
C. Searcy**

8.4.3.1. Major Curriculum Modification – Child and Youth Care MA (C. Searcy)

Motion: *That Senate approve the Major Curriculum Modification – Child and Youth Care MA.*

C. Searcy moved; N. George seconded.

Motion Approved.

8.4.3.2. Major Curriculum Modification – Data Science and Analytics MSc (C. Searcy)

Motion: *That Senate approve the Major Curriculum Modification – Data Science and Analytics MSc.*

C. Searcy moved; T. Duever seconded.

Motion Approved.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business

11.1 **Hortative Motion:** *Whereas the application of the federal Company's Creditors Arrangement Act (CCAA, 2014) to the recent financial "insolvency" of Laurentian University has resulted in drastic cuts to programs and staff (academic and non-academic) which seem not to have taken into account academic matters central to Laurentian's institutional goals and long-standing commitments;*

And whereas the Company's Creditors Act's statement of purpose,

focused as it principally is on “the protection of capital”, and protection of shareholder’s interests, is inappropriate as the basis for addressing a financial crisis of a university;

And whereas it is unclear whether this Act of Parliament was ever intended to be applied to the university/post-secondary educational sector;

And whereas it is imperative that further uses of this Act in the university/post-secondary sector be prevented;

Therefore, be it resolved that the Senate of Ryerson University hereby asks, indeed implores, Ryerson University’s senior administration and Board of Governors to take action, in concert with other universities or alone, and consistently with prudential concern for the well-being of Ryerson University, to attempt to persuade Parliament to remove universities from the purview of the Company’s Creditors Arrangement Act.

D. Checkland moved; R. Ravindran seconded.

D. Checkland – The universities are set up by the province, the province regulates what they can charge for fees and the province is their major funder. What this act has done with the precedent set by the Ford government letting it go this way, is that it allows any government that wants to, to not take responsibility for dealing with things like this, and then very draconian things will happen. Whereas, as the major funder and creator of these institutions, they should take responsibility for it in a different way. What we ask here is that the President and Board do whatever they can with the provisos in there to try to persuade the Federal government to amend that act, to not allow this easy way for governments to avoid their responsibility.

Comments:

- C. Bringing the universities under a company law administrator, treating it almost like a company, because universities are funded by the taxpayer, I think it is unthinkable and immoral.
- C. M. Lachemi – When this motion was introduced at the last Senate meeting, I committed that we would definitely talk with the management in coordination with the Board to make sure that we start discussions with the Federal government. I know that people may be confused. Universities are under the umbrella of the Province, however, this Act here is actually a Federal Act. That’s why D. Checkland is proposing to reach out to the Federal government to exclude universities from this Act. Just to clarify this to all Senators, I promised D. Checkland that we will do our best. The Chair of the Board will write a letter that we will sign to the appropriate Federal minister and a number of Federal MPs just to make sure that they understand the implication of this. For your information, the Prime Minister will be doing a virtual program at Ryerson this week. Maybe we will have a chance to highlight this – I think it is perfect timing. I promise to raise this with Federal politicians.

Motion Approved.

Notice of Motion by N. Thomlinson:

The following Notice of Motion will be presented at the October, 2021 Senate meeting.

WHEREAS: The University has many programs at the undergraduate and graduate levels that have been proposed by Departments/Schools and have been approved through the Institutional Quality Assurance Process (IQAP) specified by Senate Policy #112: *Development of New Graduate and Undergraduate Programs*; a process that involves examination and approval by at least six (6) internal entities of the University and by the Ontario Universities Council on Quality Assurance; and WHEREAS: Programs are required, by Senate Policy #126: *Periodic Program Review of Graduate and Undergraduate Programs*, to complete Periodic Program Reviews which are also part of Ryerson's Institutional Quality Assurance Process (IQAP) and therefore involve examination and approval by most of same entities (except the Board of Governors) that approved the programs in the first place; and WHEREAS: Programs depend, for their successful delivery, on highly qualified faculty who are appointed to the academic unit responsible for the program and whose education and experience are aligned with the curricular requirements of the program; and WHEREAS: The External Reviewers involved in the Period Program Review Process very often highlight the need for additional faculty to properly deliver the approved programs, a situation at least partially explained by:

- a) a Student/Faculty ratio that is the highest in the Province of Ontario, and is one-third higher than the provincial average; and
- b) the fact that many programs have an unacceptably high percentage of program courses delivered by non-tenure-stream instructors; and

WHEREAS: Approximately thirteen percent (13%) of the existing faculty complement (University-wide) is eligible to participate in the retirement incentives created by the Interim Arbitration Award dated 14 April, 2021;

and WHEREAS: The existing process of faculty hires [which allocates positions to Faculties and mostly allows Deans to do whatever they like with the positions] does not ensure any direct linkage between the curricula of existing, approved, programs and the qualifications of faculty being hired, with the result that hiring criteria may have far more to do with the priorities of the Dean than with the needs of the programs and/or the priorities of the Departments/Schools responsible for the programs;

and WHEREAS: The combination of factors outlined above puts in serious jeopardy the ability of Departments/Schools to ensure the academic excellence of the programs for which they are responsible;

NOW THEREFORE BE IT RESOLVED THAT: the Provost and Vice-Provost Faculty Affairs develop, for review and discussion by Senate, a 3-5 year hiring strategy that includes specific plans to:

- a) propose and explain a relationship between positions offered to Departments/Schools in a particular year and retirements in the previous year;
- b) ensure that the hiring made possible by retirements reduces the percentage of courses taught by non-tenure-stream instructors;
- c) ensure that the hiring made possible by retirements is driven by the needs and priorities of Departments/Schools and the programs for which they are responsible

N. Thomlinson – I have been troubled for quite a long time by the fact that we have a number of rigorous processes to deal with the proposal of academic programs and to deal with changes of amendments and updates to those programs, but this is why this is an issue that is probably a concern of Senate. We have all of these programs that are approved by every council of the university, but what we do not have is any kind of a process that formally and transparently links faculty hires to the delivery of those programs. Now we are looking at a situation where we have 13% of our faculty complement who are eligible to take one or other of the retirement packages that are being offered.

There is more than that who are probably eligible for the second package because some of them are able to take it before they are 60 and there will be some people who will become eligible each year as they become 65. This is a massive turnover of faculty.

When then Provost Michael Bennaroch explained the previous retirement incentive, he pointed out that it would allow the university to hire something like 1.7 faculty for every retiree. He had high hopes at the time and he said this publicly that this would help to address both the student-faculty ratio and the increasing number of course sections that are being delivered by non-tenure stream instructors. These things combine to mean that there should be a whole lot of hires at Ryerson in the next few years, and I think we should take some steps to ensure that it results in maximum benefits. I don't believe that we can simply allow this kind of changeover of faculty to occur without a plan that involves the collegium in that plan. Programs have needs and many of the programs have many needs that are independent of the retirements but when you add the retirements to the mix, the emerging picture is not a very pretty one. Just to use my own department as an example, more than half of our courses are currently delivered by non-tenured instructors and that's before there aren't any retirements. We have eight faculties who are eligible to participate in one of the retirement plans contained in the interim arbitration order and our department is responsible for three programs (1 MA, 2 BAs) and we participate very heavily in several other interdisciplinary programs, and I don't think we are by any means unique in this regard. If we do not take concrete actions to ensure that hires, both replacements and additions, are linked to program needs, the cost in terms of our program excellence in this university is going to be enormous.

If this motion passes in October when it comes up for discussion, it doesn't bind anybody to anything. It doesn't even give Senate the power to approve or adopt a plan, but what it does is propose that there would be a plan and that the plan would be examined by the body – that would be us – and it's ultimately responsible for the delivery of programs that have been approved. It's my hope that this will resolve in a smooth transition to an enlarged faculty complement that is firmly rooted in the programs that the departments and school are responsible to deliver.

Comments/Questions:

- C: M. Lachemi – I think you mentioned that 13% of faculty complement. I'm not sure that is correct. I think it is important to have discussion on this. As the bridge between the Board and Senate, your motion also relates to some of the role of the Board and I'm concerned because when we do all the new programming or revision, we always take part of the approval process to the Board as HR and financial allocations are part of the responsibility of the Board. This is not the role of Senate.
- C: N. Thomlinson – The motion only asks for the Provost and the Vice Provost Faculty Affairs to develop a plan, so I would hope that they would consider that. If something has to go to the Board, I am not avoiding that. What I'm trying to get away from is the idea that faculty positions get allocated at Ryerson by deans and there is no real linkage, at least none of them that's visible or transparent, that links to the programs. Faculty positions are awarded to the Faculties and they let the deans worry about what they do about it, including with retirements. You can't lose 8 people out of a possible 24-person department and still deliver three programs at high quality. You cannot do that, I think we need to have a plan. I think the Provost and Vice Provost Faculty Affairs can work on that without the Board if it's possible.
- C: M. Lachemi – My problem is to bring this problem to Senate for allocation of resources. That's my issue here.
- C: Is there an opportunity to add EDI components to address the faculty complements. That would speak to the academic quality as we will be speaking from our communities.
- A: I would be inclined to do that, but when this comes up for the vote, anybody can add to it if they wish, but even without that, if it passes, the Provost and the Vice Provost Faculty Affairs would deal with it.

12. Consent Agenda:

12.1 OVPRI Annual Report to Senate

https://www.ryerson.ca/senate/senate-meetings/agenda/2021/OVPRI_annual_report_June1_2021.pdf

12.2 Senate Learning and Teaching Committee Report

https://www.ryerson.ca/senate/senate-meetings/agenda/2021/SLTC_annual_report_June1_2021.pdf

M. Lachemi – Thank you all. This is the last meeting of the academic year. I would like to thank you for your contribution. I would like to wish you all the best for the Summer. Just a reminder, if there is any urgent Senate matter, the Senate Priorities Committee (SPC) will act on behalf of Senate. Please stay safe.

13. Adjournment

The meeting adjourned at 7:57 p.m.

Ryerson University President's Update to Senate October 5, 2021



SENATE GREETINGS – I am pleased to welcome new and returning members of the Senate to the 2021–22 academic year. Thank you all for your continued goodwill and determination, and my best wishes for a healthy, safe, and productive year.

STANDING STRONG TASK FORCE REPORT – On August 25, after 10 months of conversations and community engagement, learning and unlearning, research and reflection, the Standing Strong (Mash Koh Wee Kah Pooh Win) Task Force's final report was presented to the university's executive team by co-chairs Joanne Okimawinew Dallaire, elder (Ke Shay Hayo) and senior advisor, Indigenous relations and reconciliation, and Catherine Ellis, associate professor in the Department of History. The following day, the Board of Governors approved a motion to accept all 22 of the report's recommendations. These include renaming the university, sharing materials to recognize the legacy of Egerton Ryerson, and providing more opportunities to learn about Indigenous history and Indigenous and colonial relations. The Task Force recommendations were heavily informed by the participation of over 11,000 Ryerson community members. The Task Force survey generated 22,860 individual question responses. More than 250 people participated in community conversations, and more than 250 emailed the Task Force directly. The report can be accessed online at www.ryerson.ca/next-chapter. I have encouraged all our community members to read it and learn more about where we have come from, where we are now, and how this report and its recommendations will guide us into a more inclusive future.

RETURN TO CAMPUS – Effective September 7, 2021, Ryerson University is requiring all students, faculty, staff, contractors, and visitors coming to campus to be fully vaccinated. Those who are not fully vaccinated yet or who will be seeking an exemption for reasons recognized under Ontario's Human Rights Code are required to participate in the Rapid Antigen Testing Program in order to access campus. All students living in residence and all student-athletes competing on varsity and competitive club teams are required to be fully vaccinated with a Health Canada or World Health Organization approved COVID-19 vaccine. To promote vaccination efforts, the University has launched a vaccination confidence campaign; we continue to make vaccines available to students and other community members through the Ryerson Medical Centre. In addition, the University has put into place safety protocols including enhanced cleaning, health screening via the RyersonSafe app, and increased ventilation and air purification.

APPOINTMENT

Kiaras Gharabaghi has been appointed dean of the Faculty of Community Services (FCS) effective August 9, 2021. Kiaras joined Ryerson in 2006 as professor at the School of Child and Youth Care (CYC), where he was director from 2014 to 2020. In that role, he oversaw major projects including the school's graduate program and partnerships with Ryerson International to enable students to study abroad. In July 2020, he was appointed the John C. Eaton Chair in Social Innovation and Entrepreneurship at FCS. As chair, he launched the Teri Project, a placement initiative for students that addresses loneliness

among long-term care residents, and Social Innovation 4 Social Justice, a five-year program to document and spread information about innovations in the social sectors of large urban areas. Since 2012, Kiaras and his FCS colleague Prof. Melanie Panitch have led the development of a social innovation infrastructure for the university. They created a minor in social innovation and initiated the process through which Ryerson became the first Ashoka Changemaker-designated campus in Canada. Kiaras holds a PhD in Political Science from Dalhousie University and an MA in Political Studies from the University of Guelph.

CONGRATULATIONS

Samson Abioye, doctoral candidate in chemical engineering, has received an NSERC Vanier Canada Graduate Scholarship valued at \$150,000 over three years. The scholarship is supporting his research on developing an innovative, cost-effective water treatment device that will remove emerging contaminants (e.g., microplastics, pharmaceuticals, and pesticides) by using nanomaterials.

Harald Bauder, professor of geography and environmental studies; *Tara Collins*, professor of child and youth care, and *Frank Russo*, professor of psychology, will each lead major new projects involving international collaborators after securing Partnership Grants totalling nearly \$7,500,000 from the Social Sciences and Humanities Research Council of Canada (SSHRC). Prof. Bauder's project will create research hubs on four continents—North America, South America, Africa, and Europe—to study the support provided for newcomers by sanctuary and solidarity cities, to create conversations between cities, and to drive local policy that will improve support for migrants. Prof. Collins' project, based on Ryerson's International and Canadian Child Rights Partnership, will study the human rights of children and youth around the world with the aim of advancing their participation in matters affecting them. Younger people will be heavily involved throughout the research program. Prof. Russo's project will engage international researchers to study how group singing can help people living with Parkinson's disease, aphasia, stuttering, hearing loss, and breathing disorders. From there, researchers will collaborate with the Chang School of Continuing Education to develop a training program for practitioners.

Alex Boukin (Aerospace Engineering) is a co-founder of Scatr, Inc., which has won the \$1 million grand prize in Health Canada and Impact Canada's Drug Checking Technology Challenge. The company's innovative device, the Scatr Series One, is a dual spectrometer that can accurately and quickly test illegal street drugs for multiple substances, including hard-to-detect fentanyl. The device is currently being piloted at three Ontario harm-reduction sites, and the prize money will go towards R&D and commercialization.

The *Business Management Studies, Hospitality and Tourism Management (HTM)*, and *Ted Rogers MBA* programs have achieved impressive national and international rankings. In the 2021 Shanghai Ranking of academic subjects, HTM was ranked among the top 100 globally for the second consecutive year, and second in Canada. In the 2021 QS World University Rankings by Subject, Business Management Studies ranked #100 globally (in a tie with the University of Cambridge), and #4 in Canada, for citations per paper. The Ted Rogers MBA program was ranked third in Bloomberg Businessweek's 2021–22 survey of MBA programs in Canada.

Tom Duever, dean of the Faculty of Engineering and Architectural Science (FEAS), has been elected as a fellow to the Canadian Academy of Engineering (CAE). This prestigious honour recognizes engineers who have made what the CAE calls “outstanding contributions to engineering in Canada and around the world.” The CAE has cited Tom’s work at Ryerson to create six new graduate programs and oversee the FEAS All-In-Approach to education.

Profs. *Gagan Gupta* and *Roxana Sühring* from the Faculty of Science and Prof. *Linda Zhang* from The Creative School have each received \$250,000 in research grants through the federal government’s New Frontiers Research Fund Exploration program, which is designed to support “cutting-edge interdisciplinary, international, and transformative research.” Prof. Gupta’s project, CHEMO-ID, will develop and test biosensor technology that works inside living cells to address side-effects caused by interactions of drugs with proteins, thus aiding the development of new drugs. Prof Sühring’s project, “Identification of microplastic sources using environmental forensic fingerprinting techniques,” will provide important information for wastewater treatment and efforts to reduce, remove, and mitigate emissions. Prof. Zhang’s project, Spaces Beyond Imagination, is a therapeutic shared virtual reality (VR) project aimed at building resilience in communities and neighbourhoods disproportionately impacted by COVID-19.

Daniel Horner, chair of the criminology department, has received a Clio Award from the Canadian Historical Association (CHA) for his book *Taking it to the Streets: Crowds, Politics and the Urban Experience in Mid-Nineteenth Century Montreal* (McGill-Queen’s UP, 2020). The Clio Awards annually recognize the best books in regional Canadian history, and the CHA’s citation praises how Daniel’s book “allows us to grasp the spirit of a movement, the spirit of a time.”

Owais Khan, professor of biomedical engineering, has won a Banting Research Foundation Discovery Award for his efforts in devising imaging and computational methods to help clinicians and cardiologists better diagnose heart patients. The award, a grant of up to \$25,000, is given to Canadian health and biomedical researchers who are in the first three years of their academic appointment, to develop innovative projects.

Shelagh McCartney, professor of urban and regional planning and founder of the Together Design Lab, has been named a 2021 Fellow of the Royal Architectural Institute of Canada. Fellows are adjudged to have “achieved professional eminence or ... rendered distinctive service to the profession or to the community at large,” and they commit to advancing excellence in architectural practice and scholarship.

The RTA School of Media has been named by The Hollywood Reporter as one of the “20 Best International Film Schools of 2021.” The publication cited the school’s “RTA in LA” course, which offers two weeks in Los Angeles working with industry professionals, and the brand-new dual Media Production MBA Pathway, which combines The Creative School’s Master of Media Production (MA) with TRSM’s Master of Business Administration (MBA).

The School of Image Arts has been listed as one of Hollywood-based publication MovieMaker’s top 40 “Best Film Schools in the U.S. & Canada 2021.” The school, which offers a documentary media program, was cited for its “outstanding documentary training.”

PARTNERSHIP

INCUBATOR IN CAIRO – The DMZ, in partnership with Universities of Canada in Egypt, has announced an incubator program that will launch at Ryerson’s Cairo campus in October. Applications are open for the sector-agnostic program, which will offer high-potential tech startups a workspace, guidance from program leads and mentors, workshops led by experts, networking opportunities, connections with peers, and access to the North American startup ecosystem. The program will benefit from, and bolster, Cairo’s status as a tech hub in Egypt and the broader Middle East and North Africa region.

EVENTS & INITIATIVES

MAXIMUM EXPOSURE AND PUBLIC ART – In June, Maximum 26, the annual capstone exhibition for the School of Image Arts (IMA), was held both online and, for the first time, outdoors in public. From 11 p.m. until 12 a.m. every day of June, experimental video and still imagery by students was shown at Yonge & Dundas Square as an extension of the Maximum 26 ROUGHER Film & Digital Media Festival program. Also for the first time, Maximum Exposure included a public art installation. It featured work by the IMA thesis class of ’21--photography, video, first-edition books, and interactive projects--displayed on the windows of the IMA building. Overall, the festival showcased the work of more than 200 emerging artists. The online component remains available for viewing at maxex2021.functionima.com.

PRIDE MONTH – For the second year in a row, Ryerson held its Pride Month events and celebrations online. This year, Ryerson Positive Space, which leads Pride Month, incorporated more academically focused events as well as virtual gatherings geared specifically toward attendees who identify as 2SLGBTQ+, to create safe spaces for reflection and building community. The online events started on June 1 with the Virtual Pride Kick-Off and the Alumni *Generous Futures* series philanthropy discussion “2SLGBTQ+ Communities Impacting.” Other events included a presentation by professor of nursing Erin Ziegler of her research on nursing and trans patients in Canada’s health care system; Fay and Fluffy’s annual Storytime event “Reading is FUNdamental,” to support 2SLGBTQ+ parents and gender-variant children; screenings of the 2019 documentary “MAJOR!”, about American Black transgender woman activist Miss Major Griffin-Gracy, and the 2018 documentary *Love, Scott*, about Scott Jones, a musician who was paralyzed from the waist down after an anti-gay attack; a conversation with Toronto-based podcast host and creator Umang Antariksh Sagar about an episode of their podcast *Possibilities*; and the panel conversation “2SLGBTQ+ Immigrant Inclusion in the Workplace,” hosted by Positive Space and the Immigrant Employee Community Network.

CLIMATE ENGAGEMENT PROJECT – On June 4, Environment and Climate Change Canada announced over \$1.7 million in funding for a project run by the Ryerson Leadership Lab to engage young Canadians on climate change. The project launches in Fall 2021 and is designed to reach 270,000 young people across the country over three years, with a focus on suburban and rural regions. Working with its delivery partner Future Majority, the Lab will hire and train 50 climate fellows connected with postsecondary campuses and community organizations across the country. These fellows will liaise with local partner organizations, host educational events, and train volunteers to communicate with their peers about climate change and work on local climate action projects. The project also aims to support 4,000 young Canadians in combating misinformation on social media and in their communities.

CELEBRATING INDIGENOUS GRADUATES – On June 9, Ryerson Aboriginal Student Services hosted a virtual gathering to honour Indigenous graduating students, as well as students who completed the Aboriginal Foundations Certificate. Congratulatory remarks were delivered by Elder Joanne Dallaire (Ke Shay Hayo) and notable Indigenous alumni including author and journalist Waubgeshig Rice; storyteller Jennifer Alicia Murrin; and author, hand drummer, and social worker Lisa Osawamick. As keynote speaker, author and investigative journalist Tanya Talaga (Honorary Doctor of Laws '21) addressed the trauma caused by residential schools and the legacy of Egerton Ryerson, while delivering a message of hope and encouraging graduates to celebrate their milestone with pride. The event also celebrated current Indigenous students who have received awards and scholarships.

BLACK STUDENTS' GRADUATION CELEBRATION – On June 10, the University hosted its second annual Black Students' Graduation Celebration, which was attended by approximately 150 recent graduates. Honorary doctorate recipient Justice Gregory Regis spoke about his personal and professional journey from an impoverished village in St. Lucia to journalism studies at Ryerson to his appointment, in 1999, as the first non-white judge on the bench of the Ontario Court of Justice. Regis encouraged the graduates to embrace opportunities to be leaders. The event was hosted by alumni Justin Bobb (Sociology '12), director of sport programming at MLSE LaunchPad, and Keneca Pingue-Giles (Criminology '15, M.A. in Public Policy and Administration '16), Student-at-Law at Blake, Cassels & Graydon LLP. As a Black Excellence Initiative, the celebration was organized in partnership with the Office of the Vice-President, Equity and Community Inclusion; the Office of the Vice-Provost, Students (Tri-Mentoring Program, and Student Life Programs); the Office of the Vice-Provost, Academic (Experiential Learning); and Alumni Relations.

NATIONAL INDIGENOUS PEOPLES DAY – On June 21, Ryerson held an online opening ceremony to mark the 25th annual National Indigenous Peoples Day. Introductory remarks were given by Joanne Dallaire; Denise O'Neil Green, vice-president, equity and community inclusion; and Monica McKay, director of Aboriginal Initiatives. Joanne Dallaire and Amy Desjarlais Waabishka Kakaki Zhaawshko Shkeezhgokwe (White Raven Woman with Turquoise Eyes) then shared a teaching about the significance of the summer solstice. Curtis Maloley, educational developer at the Centre for Excellence in Learning and Teaching, shared resources for self-guided learning so community members could participate in truth and reconciliation. On June 23, the Generous Futures panel series on philanthropy hosted the discussion "Indigenous Perspectives Decolonizing," which examined giving through an Indigenous lens and addressed how colonial forms of giving continue to harm and exclude Indigenous peoples. The discussion was moderated by Damien Lee, assistant professor and Canada Research Chair in Biskaabiiyang and Indigenous Political Resurgence, and panelists were Kris Archie, CEO of Circle on Philanthropy; Sarah Midanik, president and CEO of The Gord Downie & Chanie Wenjack Fund; and Sky Bridges, CEO of The Winnipeg Foundation.

BRAMPTON'S SUPPORT FOR MEDICAL SCHOOL PROPOSAL – On June 23, Brampton's Committee of Council voted unanimously in favour of supplying \$1 million to support the University's business case submission to the Province of Ontario for a school of medicine in Brampton. The funding matches the \$1 million granted by the Province of Ontario earlier this year. The successful motion allocating the funding also provides for collaboration between University and City staff to find potential locations for the medical school and to host community consultations about its planning.

NEW GENERATION PHOTOGRAPHY AWARD EXHIBITION – On June 25, the New Generation Photography Award Winners exhibition opened at the Ryerson Image Centre (RIC). Due to the pandemic, this year’s exhibition displays the work of both the 2020 and the 2021 winners of the prize, which offers \$10,000 to Canadian lens-based artists aged 35 and under. Among the six featured artists is 2021 award-winner Chris Donovan, who is pursuing an MFA in documentary media at Ryerson. The exhibition was organized by Ryerson in partnership with Scotiabank CONTACT Photography Festival and the National Gallery of Canada. It has been curated by Andrea Kunard, senior curator of photographs at the National Gallery, and it runs until November 14.

GARDEN ART STUDIO – On June 30, the Office of Social Innovation and University Advancement, working together with St. Luke’s Church, the Friends of Allan Gardens, and other community organizations, launched the Garden Art Studio, the first initiative in their *Imagine the Park* program. The Studio is a drop-in program at the church and Allan Gardens that serves Indigenous and at-risk community members, offering them the resources to exercise their creativity in a safe, supportive, and inspiring environment. The instructors are themselves community members from the neighbourhood. The project will run through the fall. *Imagine the Park* is a series of initiatives designed to further Ryerson’s involvement with the surrounding neighbourhood; future events will include bi-weekly story time in the park co-hosted with Children’s Book Bank, as well as the monthly series Moontalks in the Park, co-hosted by Saagajiwe.

EXAMINING IMMIGRATION POLICY – On July 9, First Policy Response hosted the virtual town hall “Changes to Immigration Policy during COVID-19,” which opened with Toronto Star immigration reporter Nicholas Keung interviewing Minister of Immigration, Refugees and Citizenship Marco Mendicino. A panel discussion followed, featuring Anna Triandafyllidou, Canada Excellence Research Chair (CERC) in Migration and Integration; Rupa Banerjee, Canada Research Chair in Economic Inclusion, Employment and Entrepreneurship of Canada’s Immigrants and associate professor of human resource management and organizational behaviour; Shamira Madhany, managing director, Canada and deputy executive director at World Education Services; and Mohan Doss, director of newcomer programs and services at WoodGreen Community Services. The panel critically took up the issues raised in the interview and explored possibilities for Canada to be more strategic in its investments to support newcomers, and in finding ways to enable them to put the skills and experiences they have gained abroad to good use.

CREATORS GRANT SHOWCASE – On July 22, the Ryerson Library hosted its second annual Creators Grant showcase, online on Zoom. It featured projects by the 2020 recipients of the grants, which support undergraduate students in creatively addressing social equity issues. Midwifery students Sojourner San Vicente, Tumaini Lyaruu, and Hanan Yousuf presented their educational videos on midwifery care featuring Black midwifery students, midwives, and clients; geographic analysis student Takoda Kemp presented his work in agricultural analysis and mapping using drone technology; performance production alumnus Emerson Kafarowski presented EMRSN x EOS, a portable lighting console that helps bring advanced capabilities to small-scale venues for live entertainment such as theatre, dance, and music; business technology management alumna Niya Abdullahi presented her documentary exploring mental health and stigma in the Muslim community; and creative industries

student Elvina Raharja showcased her dance film *be.you.ty*, which celebrates the work and the bodies of curvy and plus-size women of colour. Each participating student or group had received \$3,000 plus a production budget of up to \$1,500, access to Library resources and expertise, production training, and mentorship.

FCAD BECOMES THE CREATIVE SCHOOL – On August 16, the Faculty of Communication and Design was officially renamed The Creative School. The change follows two years of research and consultation with industry professionals and the FCAD community. The new name is intended to signify the school's breadth of endeavour while providing a clearer, more cohesive, and more effective branding, which in turn is designed to promote the faculty nationally and internationally. UNESCO has declared 2021 the International year of Creative Economy, and the school's repositioning aligns with the UN's recognition of the importance of the creative industries for boosting recovery by stimulating innovation and economic and cultural diversification. The new branding reflects the way students and graduates are being equipped to contribute to, and lead, such efforts.

BRAMPTON VENTURE EXPO – On August 17 and 18, the Ryerson Venture Zone in Brampton hosted the Brampton Venture Expo, an online event about building a tech startup and finding jobs in the tech sector. It featured talks by company representatives, Ryerson leaders, Mayor Patrick Brown, and inspiring local business leaders such as Cargojet CIO Anju Virmani, Trufan CEO Swish Goswani, and digital innovator Bruce Croxon, host of BNN and CTV's *The Disruptors* and former *Dragon's Den* "dragon." Participants were given access to one-on-one and group networking opportunities with other entrepreneurs, as well as a talent expo with startups looking to hire in various roles. The closing presentation featured a performance by Tamil-Canadian rapper Shan Vincent de Paul, who also spoke about his journey from growing up in Brampton to making a name for himself on the Indian hip-hop scene.

ORIENTATION – From August 23 to September 6, new Ryerson students were welcomed with more than 200 orientation events taking place in-person and online. During this time, 862 students moved into residence (over two days, for health and safety reasons); faculties welcomed students virtually and in-person, introducing them to resources, supports, and peers; and the three-day O'Fest Campus Street Fair showcased Ryerson services and offered live music and games such as miniature golf and ping-pong. There were also outdoor group fitness classes; in-person campus tours; Art Attack sessions allowing students to explore creativity, learn new skills, and destress in-person and online; and the online Body Positivity Fashion Show presented by Student Health and Wellness. Notably, this year's orientation featured the university's first-ever Black Student Experience at Orientation, including an online dance party, an in-person games night, and the Black creatives panel discussion "You good? We good!" on thriving through freelancing in the art world.

from the President's Calendar

May 3, 2021: I joined the Student Housing Leadership Team's weekly online meeting to thank team members for taking care of our students and protecting their health and safety in very difficult circumstances.

May 4, 2021: I attended the Universities Canada virtual workshop “International Geopolitical Realities,” which featured a conversation with Catriona Jackson, chief executive of Universities Australia. She spoke about how Australian universities have navigated international research partnerships during the COVID-19 pandemic.

May 5, 2021: Ian Mishkel, vice-president, university advancement and alumni relations and I attended a virtual meeting between Helen Vari, president of the George and Helen Vari Foundation, and some of the Ryerson engineering students she is supporting through Vari scholarships.

May 5, 2021: Ian Mishkel and I met online with Jordan Banks, president of Rogers Sports & Media, to discuss potential collaboration related to the Lincoln Alexander School of Law.

May 6, 2021: I met online with Annamie Paul to welcome her ahead of her participation in the Ryerson Democracy Forum virtual event “The Green Party’s New Leader: Annamie Paul at Ryerson.”

May 6, 2021: I was pleased to deliver welcoming remarks for the inaugural year-end celebration of Ryerson Law, during which the faculty of law was renamed the Lincoln Alexander School of Law at Ryerson University. Together, Dean Donna E. Young and I unveiled a plaque that celebrates Alexander’s legacy. It will be proudly displayed at the school that bears his name.

May 6, 2021: I attended the Brampton Board of Trade Business Excellence Awards, which were held online.

May 10, 2021: Jennifer Grass, assistant vice-president, university relations and I had a follow-up online meeting with Nando Iannicca, chair of the Region of Peel, to discuss the proposed medical school in Brampton and how it will benefit the Peel region.

May 10, 2021: Glenn Craney, deputy provost and vice-provost, university planning and I met online with Roger Strasser, professor of rural health at the University of Waikato in New Zealand. We discussed his experience as founding dean and CEO of the Northern Ontario School of Medicine.

May 11, 2021: During Ryerson’s annual Asian Heritage Month event, I was privileged to give remarks thanking Asian-Canadian members of our community for their contributions.

May 12, 2021: I attended a special executive heads meeting of the Council of Ontario Universities (COU) to discuss new developments in the postsecondary sector.

May 14, 2021: During the annual Canadian University Boards Association (CUBA) Conference, which was hosted virtually this year by the University of Toronto, I attended the keynote address delivered by U of T President Meric Gertler and participated in a panel discussion about the role of universities in restarting communities. The other panelists were Suzanne Fortier, principal of McGill University; Daniel Jutras, rector of l’Université de Montréal; and Annette Trimbee, president of MacEwan University.

May 17, 2021: Along with Jennifer Grass, I met online with Newmarket Mayor John Taylor to discuss new opportunities for collaboration with his city.

May 17, 2021: I met with Ontario Minister of Finance and then-President of the Treasury Board Peter Bethlenfalvy to update him on Ryerson’s work on the medical school proposal.

May 18, 2021: I pre-recorded remarks for the Spring 2021 convocation ceremonies, congratulating graduates and encouraging them to devote their talent, energy, and fresh thinking towards shaping the “new normal.”

May 18, 2021: I recorded a video for Ryerson International’s pre-departure training for students traveling abroad. My remarks will be included in learning modules in the training program’s new online and accessible eLearning format.

- May 18, 2021:* I participated in a “peer discussion” for Canadian university presidents organized by the McConnell Foundation, during which we discussed how existing campus infrastructure can be a force for greater societal benefit.
- May 18, 2021:* I met online with David Piccini, then-parliamentary assistant to the Ontario minister of colleges and universities, and Andrew Padmos, board chair of the Canadian International Health and Education Association and former CEO of the Royal College of Physicians and Surgeons of Canada, to discuss Ryerson’s proposed medical school.
- May 18, 2021:* I chaired a special executive heads meeting of the Council of Ontario Universities (COU) to discuss new developments in the postsecondary sector.
- May 19, 2021:* I was pleased to give remarks welcoming participants and attendees to Ryerson’s 2021 Learning and Teaching Conference. I thanked faculty, instructors, and the Centre for Excellence in Learning and Teaching team for their dedication, resilience, creativity, and commitment in making the switch to online learning.
- May 19, 2021:* I met online with Joyce Murray, federal minister for digital government, to welcome her ahead of her participation in a workshop hosted by the Ryerson Leadership Lab on the digital divide for people with disabilities.
- May 19, 2021:* Along with Ian Mishkel and Vice-Provost, Students Jen McMillen, I met with Dean Connor, president and CEO of Sun Life Financial, and Jacques Goulet, president of Sun Life Canada, to discuss student wellness at Ryerson.
- May 19, 2021:* I spoke with Silvio De Gasperis (honorary doctor of engineering ’21) and other members of the team behind the Lakeview Village project in Mississauga to discuss potential collaboration with the project.
- May 20, 2021:* I attended the virtual launch of BHive Brampton, a collaboration between the City of Brampton and the Toronto Business Development Centre that helps foreign startups access the North American market.
- May 21, 2021:* I met online with Tom Marrie, former dean of the medical schools at Dalhousie University and the University of Alberta, to discuss Ryerson’s proposed medical school.
- May 22, 2021:* I attended The University of the West Indies’ virtual awards ceremony.
- May 25, 2021:* I had an introductory meeting with Cathy Seguin, executive director and president of the Canada Arab Business Council, to discuss potential collaboration with the council.
- May 25, 2021:* I was pleased to drop into the vaccination clinic in the lobby of the DCC to speak with and encourage the Ryerson community members working there.
- May 25, 2021:* I attended a virtual Board retreat focused on Ryerson’s healthcare education strategy, during which I moderated a panel discussion about transforming the future of medical education. Panellists were Mark Britnell, global health care expert and senior partner at KPMG UK; Adam Kassam, president of the Ontario Medical Association; and Danielle Martin, executive vice-president and chief medical executive of Women’s College Hospital.
- May 26, 2021:* I was interviewed by University Affairs writer Diane Peters about the proposed medical school.
- May 27, 2021:* Along with Abdullah Snobar, executive director of the DMZ and CEO of DMZ Ventures, I met online with Hisham Omara, president and CEO of the Innisfil development corporation InnTerprises, about the expanding Ryerson’s presence in Innisfil.
- May 27, 2021:* I attended a virtual Ditchley Foundation working session to discuss the aims of the newly created Ditchley Science and Technology Group.

May 27, 2021: I pre-recorded remarks for Ryerson's virtual ceremony on June 21 to bestow honorary doctorates on this year's group of distinguished recipients.

May 28, 2021: I chaired a regular meeting of the COU's strategy and planning working group.

May 31, 2021: I chaired a regular online meeting of the Board of the Council of Ontario Universities.

May 31, 2021: Along with Chief of Staff and Executive Director, Communications Michael Forbes; General Counsel, Secretary of the Board of Governors and University Privacy Officer Julia Shin Doi; and Jennifer Grass, I met online with William Robins and Lisa Khoo, respectively the president and Board chair of Victoria University, Toronto. They explained to us their process of critically examining the legacy of Egerton Ryerson, which in June resulted in their ending the use of his name for honorific purposes.

June 1, 2021: Along with Glenn Craney, I met online with a team from Navitas to discuss the continued evolution of the organization's partnership with Ryerson.

June 1, 2021: I recorded video remarks about Ryerson's response to the pandemic in advance of the online launch of the CivicLabTO Academic Summit & Discussion Series on June 10. The series focused on renewal and resilience and was hosted by the City of Toronto in collaboration with Ryerson and the other seven Toronto-area higher-education institutions (HEIs).

June 2, 2021: I met online with Christian Blanchette, president of L'Université du Québec à Trois-Rivières, to discuss Ryerson's experience in community engagement and city-building.

June 3, 2021: I chaired a regular meeting of the finance committee of Universities Canada.

June 3, 2021: Along with the presidents of other Ontario HEIs, I participated in an online conversation with representatives of the Ministry of Colleges and Universities about reopening in the fall.

June 3, 2021: I participated in a Universities Canada call with former prime minister Brian Mulroney, who spoke from his own experience about public confidence, social aspects of recovery, and leadership in turbulent times.

June 4, 2021: I was proud to deliver remarks during a virtual press conference hosted by Mona Fortier, minister of middle class prosperity and associate minister of finance, who announced \$1.9 million in funding from Environment and Climate Change Canada for the Ryerson Leadership Lab's climate engagement project.

June 4, 2021: Ahead of the Ryerson Democracy Forum's virtual event "Prime Minister Justin Trudeau: Reckoning and Recovery," I met online with Mr. Trudeau to thank him for joining the Ryerson community for the event and inform him about important initiatives at the University. I then delivered welcoming remarks at the start of the event.

June 7, 2021: I met online with President of Seneca College David Agnew in his capacity as the new chair of the education committee of the United Way to discuss how Ryerson can contribute to the charity's 2021 campaign.

June 8, 2021: I delivered welcoming remarks for the Centre for Urban Energy's online 10th-anniversary Clean Energy Expo, during which I thanked academic director Bala Venkatesh and his team for developing strong partnerships that lead to solutions for today's challenges.

June 8, 2021: Along with other Ryerson senior leaders, I participated in an online discussion led by Jill Birch, founder and CEO of Birchgrove Inc., who is a researcher and expert in leadership. Together, we spoke about how to embed change as we emerge from the pandemic.

June 8 and 9, 2021: As a council member, I participated in a regular online meeting of the National Research Council.

- June 9, 2021:* During the Economic Club of Canada's virtual 2021 Healthcare Outlook Summit, I was a panellist for the session titled "The Future of Medical Education: Innovation for the Next Generation of Healthcare Providers." The other panellists were Joy Johnson, president of Simon Fraser University, and Ali Houshmand, president of Rowan University. The moderator was Geneviève Moineau, president and CEO of the Association of Faculties of Medicine Canada. I spoke about the innovative, community-centred approach we are putting forward with our proposed medical school.
- June 9, 2021:* Along with Joanne Dallaire, Michael Forbes, and Denise O'Neil Green, I met online with Chief Stacey Laforme of the Mississaugas of the Credit First Nation to discuss potential partnership to support Indigenous peoples.
- June 9, 2021:* I was pleased to give welcoming remarks during the Indigenous Graduation Celebration and Awards Celebration, which was hosted online by Ryerson Aboriginal Student Services.
- June 10, 2021:* During the International Conference on Cementitious Materials (ICCM), I delivered remarks online in praise of my mentor in engineering research, Pierre-Claude Aïtcin, professor emeritus of engineering at the University of Sherbrooke. Aïtcin was receiving the ICCM 2021 Award.
- June 10, 2021:* I attended the digital premiere of the 2021 edition of Mass Exodus, the annual fashion event developed by students at The Creative School.
- June 11, 2021:* Along with Dean of the Creative School Charles Falzon; Assistant Vice-President, Zone Learning and Strategic Initiatives John MacRitchie; Director, Zone Learning Richard Lachman; Abdullah Snobar; and Michael Forbes, I met with a team from the Toronto Star to discuss potential partnerships in journalism, innovation, zone learning, health care, and care for the ageing.
- June 12, 2021:* I attended a vigil at the International Muslim Organization mosque in Etobicoke in remembrance of the Afzaal family, four of whom were killed by the driver of a truck on June 7.
- June 14, 2021:* The Joint Strategic Management Committee met to discuss the University's partnership with Navitas.
- June 14, 2021:* As a member, I attended a regular meeting of the advisory board of the Brookfield Institute for Innovation + Entrepreneurship.
- June 14, 2021:* At a vigil at Brampton City Hall in remembrance of the Afzaal family, I delivered remarks calling on community members to honour the lives of the victims and take action towards condemning anti-Muslim racism, Islamophobia, xenophobia, discrimination, and hate in all its forms.
- June 16, 2021:* I met online with Trevor Young, then dean of the Temerty Faculty of Medicine at the University of Toronto (and now the university's acting vice-president and provost) to discuss potential collaboration with Ryerson in the area of healthcare education.
- June 16, 2021:* I attended a regular online meeting of the board of directors of Universities Canada.
- June 16, 2021:* Along with Director of Community Engagement Nauman Khan, I met with the board of Punjabi Community Health Services, which is based in Brampton, to secure their support for the proposed medical school in their city.
- June 17, 2021:* During the annual meeting to review the Esch Awards, which are given by the Centre for Engineering Innovation and Entrepreneurship within FEAS, I delivered remarks thanking the Norman Esch Foundation for its support.
- June 17, 2021:* I recorded a video congratulating student award winners at the Daphne Cockwell School of Nursing, to be shown on the school's website.
- June 17, 2021:* I attended a virtual book launch for the third edition of the Kaplan Law book *Pension Law*, by Ari Kaplan and former Board chair Mitch Frazer (Honorary Doctor of Laws '21).
- June 18, 2021:* I had an introductory meeting online with Paul Godfrey, Chair of Postmedia.

- June 18, 2021:* I attended the virtual workshop “Governing in Times of Profound Change,” which was organized by the COU for Ontario university board members. The event’s special guest speaker was former governor general David Johnston.
- June 21, 2021:* I was honoured to give welcoming remarks for the University’s virtual ceremony to open National Indigenous People’s Day.
- June 21, 2021:* I hosted an online ceremony for the recipients of 2021 honorary doctorates and their families and friends; it featured a video presentation that honoured the recipients’ achievements.
- June 22–24, 2021:* I attended the virtual convocations for which I had prepared videos – for Arts and YSGS (June 22), Science and YSGS (June 22), FCAD and the Yeates School of Graduate Studies (June 23), FCS and the Chang School (Nursing) (June 24), TRSM (June 24), and The Chang School (June 24).
- June 22, 2021:* I chaired a special online meeting of COU executive heads to thank departing executive heads.
- June 23, 2021:* Along with Vice-President, Administration and Operations Deborah Brown; Glenn Craney; Michael Forbes; and then-Interim Provost and Vice-President, Academic Saeed Zolfaghari, I met online with David Kaplan, chief of clinical quality at Ontario Health, to discuss protocol and guidelines for dealing with COVID-19 on campus.
- June 23, 2021:* I delivered a presentation to Brampton City Council to give them an overview of the University’s vision for a medical school, highlight next steps in our process, and ask the city to match provincial funding for the proposal, which they agreed to do.
- June 24, 2021:* Along with Usha Srinivasan, director of the Ryerson Venture Zone, I attended Brampton’s virtual Board of Trade Prosperity Roundtable, during which I presented the University’s plans for a new kind of medical school, which has the potential to contribute strongly to the city’s future prosperity.
- June 24, 2021:* As a member of the Coalition of Innovation Leaders Against Racism (CILAR), I attended a regular members’ meeting online.
- June 25, 2021:* I recorded welcoming video remarks for the conference *Leaders of Today: A Time for Action*, which the University hosted online on June 26 for elected executive and board members of Ryerson student societies, as well as student Board and Senate representatives.
- June 25, 2021:* I was proud to receive an honorary doctorate from Ontario Tech University. During the online ceremony, I delivered remarks calling on graduates to seize the opportunities that will emerge in the months and years to come as Ontario and the world recover from the pandemic.
- June 29, 2021:* I recorded remarks to be delivered on July 5, the first day of the 2021 edition of Shad Canada—a STEAM and entrepreneurship program for students in grades 10 and 11. This year, Ryerson is one of the program’s institutional hosts, and as it is being offered online, I welcomed participants to the University’s virtual campus.
- June 29, 2021:* I chaired a regular online meeting of the opportunities working group.
- June 30, 2021:* I attended an online meeting of the COU’s HR committee.
- July 5, 2021:* I met online with Brampton City Councillor Martin Medeiros to update him on the progress the University is making in Brampton with its strategy for healthcare education.
- July 5, 2021:* I met online with Brampton City Councillor Harkirat Singh to update him on the progress the University is making in Brampton with its strategy for healthcare education.
- July 5, 2021:* I met online with Brampton City Councillors Rowena Santos and Paul Vicente to update them on the progress the University is making in Brampton with its strategy for healthcare education.
- July 5, 2021:* I chaired a special online meeting of COU executive heads about planning for the fall term.

- July 6, 2021:* In Brampton, I met with Mayor Patrick Brown and his team to update them on Ryerson's plans for healthcare education.
- July 6, 2021:* I met online with Brampton City Councillor Charmaine Williams to update her on the progress the University is making in Brampton with its strategy for healthcare education.
- July 7, 2021:* As an advisory board member, I attended a semi-annual online meeting of the advisory committee for the innovation hub OneEleven.
- July 12, 2021:* I met online with J. Ken Rutherford, president of the Thornton-Smith corporation, which owns the Thornton-Smith heritage building on Yonge Street near Ryerson. We discussed opportunities for collaboration.
- July 12, 2021:* I recorded welcoming remarks for the Brampton Venture Expo, which was held on August 17 and 18 (please see the entry above under Events and Initiatives).
- July 12, 2021:* I was a panellist for the CILAR virtual event "Courageous Conversations: Islamophobia," which was attended by CILAR executive members and their company leadership team members. Other panelists were Omar Alghabra, federal minister of transport; Mustafa Forooq, CEO of the National Council of Canadian Muslims; Nabeela Ixtabalan, EVP of people and corporate affairs at Walmart Canada; and Summayah Poonah, head of education at Naseeha Mental Health. Among other topics, we discussed the role of education in addressing and reducing Islamophobia.
- July 14, 2021:* I met online with four MPs from Brampton: Kamal Khera (Brampton West), Ruby Sahota (Brampton North), Maninder Sidhu (Brampton East), and Sonia Sidhu (Brampton South), to update them on Ryerson's medical school strategy.
- July 15, 2021:* In the company of leaders of human rights and multicultural organizations across Canada, brought together by the Canadian Race Relations Foundation, I attended a virtual tour of the Mohawk Institute Indian Residential School in Brantford (now the Woodland Cultural Centre).
- July 15, 2021:* Along with Glenn Craney and Jennifer Grass, I met with online Michael Green, president and of the not-for-profit digital healthcare organization Canada Health Infoway, to discuss Ryerson's strategy for healthcare education.
- July 22, 2021:* I attended the virtual National Summit on Islamophobia, which was organized by the federal government to gather information from members of the Muslim community on how best to work together with Muslim leaders and organizations to eliminate Islamophobia and hate in Canada.
- July 22, 2021:* As a council member, I attended the inaugural meeting of Torstar's Toronto Advisory Council, which was held online and organized by Torstar owners Jordan Bitove and Paul Rivett. We discussed the role we would like Torstar, which publishes Ontario newspapers including the Toronto Star, to play in Toronto.
- July 22, 2021:* I attended an introductory online meeting between COU executive heads and Jill Dunlop, Ontario's new minister of colleges and universities.
- August 11, 2021:* I hosted Minister Dunlop for a tour of campus, taking in the DMZ, the Rogers Communications Centre, and the Daphne Cockwell Health Sciences Complex (DCC). Along the way, and with the participation of Ryerson leaders and staff, we discussed Ryerson's commitment to talent development, entrepreneurship, healthcare transformation, and fostering partnerships to drive Ontario's economy.
- August 11, 2021:* I attended a special COU online meeting for university board chairs to discuss campus reopening and vaccination policies.
- August 12, 2021:* I hosted Ontario's new minister of the environment, conservation and parks, David Piccini, for a tour of Ryerson's Centre for Urban Innovation. The tour was led by staff from the Centre

for Urban Energy, the Urban Water Research Centre, and the Sustainable Packaging Research Lab, and included interactive demonstrations of lab and research facilities.

August 12, 2021: I recorded remarks for Invocation, the opening ceremony for Orientation Week, and for the Faculty of Arts' Orientation. It was a pleasure to welcome new students to Ryerson and encourage them to learn, grow, and share their ideas and energy with the university community.

August 12, 2021: I had a virtual meeting with Kaleed Rasheed, associate minister of digital government for Ontario, to discuss the ways that Ryerson is contributing to the progress of Ontario's digital economy.

August 16, 2021: I had an introductory meeting online with Deborah Flint, president and CEO of the Greater Toronto Airports Authority, to discuss potential collaboration with Ryerson.

August 16, 2021: I met online with the staff and students responsible for this year's Orientation. They explained to me their plans, and I praised them for their outstanding work.

August 16, 2021: Along with Ian Mishkel, I met online with Sajjad Ebrahim, president of the Canadian Jaffari Muslim Foundation, to discuss Ryerson's plans for a medical school in Brampton.

August 18, 2021: Along with Assistant Vice-President, University Advancement Rivi Frankle; Assistant Vice-President, Engagement Krishan Mehta; and Ian Mishkel, I met online with Naomi Azrieli, chair and CEO of The Azrieli Foundation, to discuss Ryerson's commitment to confronting antisemitism.

August 18, 2021: Nauman Khan and I attended a virtual meeting of the board of WellFort Canada, a community health centre in Brampton, to update them on the progress of our proposal for a medical school in their city.

August 19, 2021: I met online with Sandra Laronde, executive and artistic director of contemporary Indigenous performance company Red Sky Performance, to discuss potential collaboration with Ryerson.

August 19, 2021: I chaired a special online meeting of COU executive heads about vaccination and planning for the fall term.

August 20, 2021: For the International Student Services Welcome Party, which was held online on September 2, I recorded a video welcoming students to Ryerson and encouraging them to explore the city, to learn about other cultures from the people they meet, and to become involved in the life of the university.

August 24, 2021: At a virtual event welcoming the Lincoln Alexander School of Law Class of 2023, I delivered remarks encouraging the cohort to embrace the opportunities presented by a new law school, as the Class of 2022 has done thus far.

August 25–31, 2021: I gave interviews to The Globe and Mail, the Toronto Star, Global TV News, CTV's *Your Morning*, CBC Radio Canada, 680 News, CP24, and CityNews Toronto about the Standing Strong (Mash Koh Wee Kah Pooh Win) Task Force's report and renaming the university.

August 26, 2021: I gave welcoming remarks to the Right to International Protection Conference, which was held as part of the project "PROTECT – The Right to International Protection: A Pendulum Between Globalization and Nativization," conducted by a consortium of 11 universities, including Ryerson. I spoke about the importance of education and information for taking on nativism and discrimination.

August 27, 2021: I met online with Chris Whitaker, president of Humber College, and Charlotte Yates, president and vice-chancellor of the University of Guelph, who updated me on their plans to bring the University of Guelph-Humber campus to Brampton's Centre for Innovation.

August 30, 2021: For the virtual Law Practice Program welcome event, I gave remarks welcoming the new cohort of over 300 students—the largest group in the program’s eight-year history.

August 30, 2021: I stopped by Ryerson’s second residence move-in day, to observe as students moved into Pitman Hall, the International Living/Learning Centre, and the DCC.

August 31, 2021: I met online with film producer, director, and distributor Roger Nair and former City of Toronto film commissioner Peter Finestone to inform them about Ryerson’s film studies program.

August 31, 2021: I had an introductory online meeting with Distinguished International Jurist Chile Eboe-Osuji.

September 1, 2021: I welcomed Prime Minister Trudeau, Toronto Centre MP Marci Ien, and Toronto Raptors president and vice-chairman Masai Ujiri (Honorary Doctor of Laws ’17) to the Mattamy Athletic Centre for an event promoting Ujiri’s foundation Giants of Africa, which supports underprivileged children and young adults through basketball camps. At the event, underprivileged Toronto youth aged 12 to 15 were invited to run drills and play basketball.

September 1, 2021: Along with Michael Forbes and Denise O’Neil Green, I met with representatives of Hasbara Fellowships Canada, an organization dedicated to combatting antisemitism on college and university campuses, to discuss the importance of supporting Jewish students on campus.

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #F2021–1; September 2021**

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

- A. PERIODIC PROGRAM REVIEW – Civil Engineering – Faculty of Engineering and Architectural Science
- B. TRSM – Discontinuation of the Business Technology Management Direct Entry program
- C. TRSM – Discontinuation of the Part-Time Retail Management program
- D. FCS – Admission changes to the Part-Time Social Work program
- E. ARTS – Department of English – New Interdisciplinary Minor Program in Black Studies
- F. FCS – Midwifery Education Program – Exception to Senate Policy #2: Program Balance
- G. FCS – Occupational Health and Safety Two-year Degree Completion Program – Exception to Senate Policy #2: Program Balance
- H. FCS – Occupational Health and Safety Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- I. FCS – Occupational Public Health Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- J. FCS – Urban and Regional Planning Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- K. FCS – Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Exception to Senate Policy #2: Program Balance
- L. FOS – Medical Physics Degree Program – Exception to Senate Policy #2: Program Balance
- M. FOS – Biology- option in BioPhysics Degree Program – Exception to Senate Policy #2: Program Balance
- N. FOS – Biology option in Bioinformatics and Computational Biology – Curriculum modifications
- O. FOS – Mathematics and its Application option in Computer Science – Curriculum modifications
- P. FOS – Mathematics and its Application option in Economics – Curriculum modifications
- Q. ARTS – Politics and Governance – Curriculum modifications
- R. FCS – Occupational Health and Safety - Fast-Track BSc Co-op Program Proposal
- S. TCS – Creative Industries – Curriculum modifications
- T. FEAS – Multiple Programs – Proposal to Restructure the Optional Co-operative Internship Program

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

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE CIVIL ENGINEERING PROGRAM

The Civil Engineering (CVL) program submitted a self-study report to the Vice-Provost Academic on November 13, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of CVL and other faculty who have recently taught core courses (required and/or elective).

One arm's-length external reviewer, Dr. Hesham El-Naggar, Department of Civil and Environmental Engineering, Western University, and one internal reviewer, Dr. Chris Evans, Department of Chemistry and Biology at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing on April 7 and 8, 2020.

The visit included meetings with the Vice-Provost Academic; Dean and Associate Dean (Undergraduate Studies), Faculty of Engineering and Architectural Science; Chair, Associate Chair Undergraduate, Associate Chair Graduate, Civil Engineering; and the Chief Librarian. The Peer Review Team (PRT) also met with several members of the CVL program, including staff, students, and faculty members, as well as with the Chairs of the Departments of Chemistry and Biology, Computer Science, and Mathematics.

In their report, dated May 7, 2020, the PRT provided feedback that describes how the CVL program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The main areas of strength identified by the PRT include:

- The program provides a solid curriculum which is current and meets societal needs. Further, the curriculum content supports the program learning outcomes articulated in the self-study and these, in turn, map well to Ryerson's Undergraduate Degree Level Expectations.
- The Department of Civil Engineering is comprised of a strong, well-qualified faculty base. Faculty members generally feel well supported by the Department, Faculty and University.
- The staff are highly committed, feel well supported and are creative problem solvers who enjoy their work and their working environment.
- The students of the Civil Engineering program are generally of high quality.
- The Faculty of Engineering and Architectural Science (FEAS) provides good support to the program, as does the Ryerson University Library and Archives.

The PRT also identified areas for improvement, such as:

- The student-to-faculty ratio is very high and can have negative impacts on program delivery and student engagement.
- Students interviewed by the PRT raised the issue of academic integrity lapses. The PRT encourages the program to continue to work towards a culture of ethics with respect to academic integrity.
- Career placement issues and general career relevance of course materials and relevant projects within the program were also noted by students.
- Issues related to physical infrastructure, including insufficient laboratory space and broken elevators require attention.

The Chair of the Civil Engineering program submitted a response to the PRT Report in November, 2020. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Faculty of Engineering and Architectural Science on May 5, 2021.

The Academic Standards Committee completed its assessment of the Civil Engineering Program Review on June 10, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2022 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan;
 - b. Expanded Learning Outcomes (per May 27, 2021 feedback memo);
 - c. Update on the action plan to address academic integrity concerns raised; and
 - d. Report on EDI initiatives to improve diversity of students, with particular attention to Indigenous students.

Presented to Senate for Approval: **October 5, 2021**

Start date of next Periodic Program Review: **2024-25**

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

RECOMMENDATION 1. The PRT recommends that the student-to-faculty ratio be addressed as soon as possible. The current ratio is very high (nearly 28:1). It is the highest within FEAS and, indeed, the highest among the 30 Civil Engineering programs in Canada. This high ratio will have negative impacts on program delivery, student engagement and faculty morale. A decision to hire is beyond the scope of the Department alone. It must be supported by the Dean and, ultimately, by the University's senior administration.

Department's Response: The student-faculty ratio mentioned above should be 29.3:1. The reason is that the University provided a faculty position to the Department in replacement of the University President position in the Department as a loan. This means that when the President comes back to the Department as a faculty member, the replacement of a faculty retirement at that time will not be granted. In any case, the faculty hires are beyond the scope of the Department's own actions. The Department will continue submitting requests to the Dean in annual basis per the self-identified Recommendation # 1 in the Department Developmental Plan.

Dean's Response: The Faculty of Engineering and Architectural Science continuously monitors the staffing requirements for its programs. Civil Engineering has hired three faculty positions over the last four years and FEAS continues to advocate for more faculty positions.

RECOMMENDATION 2. Strengthen the culture of ethics and academic integrity. Both undergraduate and graduate students raised the issue of academic integrity lapses. While this issue is not unique to Civil

Engineering, the PRT asks the program, and FEAS as a whole, to continue to work towards a culture of ethics with respect to academic integrity.

Department's Response: The Department agrees that there is an issue with academic integrity among a few students in the program. The Department encourages faculty members and sessional instructors to report identified cases of academic misconduct to the Academic Integrity office for action. Since this recommendation was not among the Department Developmental Plan in the self-study report, the Department Chair, Associate Chair for Undergraduate Program, Curriculum Committee and Departmental Council will discuss developing an action plan and time line to address this concern.

Dean's Response: FEAS supports the Chair of Civil Engineering in his stated efforts to develop an action plan and timeline to address the stated concerns of the reviewers with respect to cultivating a stronger culture of ethics with respect to academic integrity. We would also like to reinforce that this is an area of significant importance and focus for the entire Faculty.

In March 2018, FEAS launched a Faculty Task Force with ambitions to identify, pilot and spread the professional development, resource and other needs required to advance the vision of the *All In Approach to Education* with an intentional focus on micro and macro ethics for students as members of the Ryerson community and as future professionals.

Our Senior Manager, Education Planning and Development is working in partnership with the Faculty Task Force and individual Civil Engineering faculty members to address ethics and integrity. For example, we have already developed several new case studies that integrate ethical concepts into curriculum at various levels. We are also continuously reinforcing the importance of academic integrity through our co-curricular programming at Faculty level (i.e. the FEAS Peer Network Program) and Ryerson wide. For example, the University has launched a game, 'Academic Integrity in Space' that students can play to learn more about the University's policies and practices.

RECOMMENDATION 3. Strengthen the number of career-related opportunities and student awareness of them. Career placement issues were noted by students. These included a shortage of internship placement opportunities for those pursuing the optional Co-operative Internship Program, as well as lack of information about career opportunities post-graduation. The respondents were also concerned that information about career opportunities was not being conveyed effectively to them. The department should identify and implement ways to create a more extensive pool of internship placements and career opportunities, as well as means to ensure students and graduates are aware of them. Initial steps along this path have been proposed by the program in its self-identified Recommendation 3.

Department's Response: This recommendation is part of the self-identified Recommendation #3 in the Department Developmental Plan to increase industry database and communication in the Department to bring ample Co-operative Internship Program (CIP) positions to students. In addition to the CIP Co-coordinator position in the Department, the Dean of FEAS created a new position for a Senior Manager, Co-operative Internship & Experiential Learning Initiatives to assist in increasing enrollment in the CIP program. As for providing information to students about career opportunities post-graduation, the Department informs 4th-year students of job opportunities as received from industry partners. Also, the Department supports the Ryerson Civil Engineering Student Society and the CSCE Ryerson Chapter to host an annual industry symposium with presenters from

industry to inform student how to search for career jobs. The Geomatics group in the Department hosts a Geomatics Career Fair every year. Also, Ryerson University organizes the Ryerson Career Fair for students every year. The Department will hone in this matter to increase student satisfaction.

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

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

RECOMMENDATION 4. Curriculum-related recommendations

a) Introduce project-based, integrative curricular elements earlier in the program. A significant number of program students feel their courses are not sufficiently career relevant. The PRT recommends that the program explore introducing project-based course elements as early as Year 2. The idea would be that these project elements, which would continue in Years 3 and 4, would allow students to start the process of integrating their course material to address real-world issues earlier in the program. This would make the relevance of program courses to the world of work more evident. The PRT feels this approach would also augment the integrating role of the capstone design project courses.

b) Review the grading variation for CHY102 and considering revision or elimination. The rationale provided for the CHY102 grading variation does not make sense. It must be addressed. This is an issue for the Faculty rather than the program, per se, and can probably be best dealt with through the Office of the Dean.

c) Adjust the content of select courses to better support Learning Outcomes. While the courses generally map well to the program LOs, the self-study did identify several gaps (See Section 3.1.b of this Report). Efforts should be made to ensure that course content appropriately supports program learning outcomes.

d) Assessment methodologies mapping for capstone design project courses. As presented in self-study Appendix A-I-I (Course Method and Assessment Matrix) and summarized in section 3.4.b of this report, the mapping of assessment methodologies to LOs for the capstone projects CVL71A/B and CVL72A/B seem

incomplete. The program should review the mapping to confirm whether this is simply a reporting error. If it is not a reporting error, the program must revise the assessment approach in these capstone courses to avoid, for example, having a final report worth 65% of the course grade that apparently maps to no learning outcomes (e.g., both CVL 71B and CVL 72B).

Department's Response: a) The Curriculum Committee, the Department Council, and the Program Advisory Committee will discuss this recommendation and develop an action plan and timeline for implementation. This will include changes in the contents of a few courses in years 2 and 3 in the undergraduate program.

b) The Dean's office will deal with this recommendation.

c) The CEAB-GA Co-ordinator will communicate with the Associate Chair and the Curriculum Committee to address the gaps in the curriculum mapping with respect to Individual and Team Work, Communication Skills, and Life-Long Learning. Changes are expected to be in the curriculum mapping, course contents and assessment methods.

d) The Associate Chair and the Curriculum Committee will discuss this issue with faculty members who teach the Capstone Project courses to ensure consistency in course contents, delivery and assessment methods.

Dean's Response: FEAS supports the Chair of Civil Engineering in his stated efforts to develop an action plan and timeline to address the stated concerns of the reviewers with respect to introducing project-based, integrative curricular elements earlier in the program.

FEAS is confident that Civil Engineering faculty members have access to the resources they need to integrate project based learning opportunities into their courses. For example, the Senior Manager, Education Planning and Development recently created a database of pedagogical resources for this purpose. Furthermore, as a result of the pandemic, the Canadian Engineering Education Association has created E-CORE, a national collaborative initiative providing support and resources to all engineering educators.

With respect to the issue of a potential grading variation for CHY102, we have checked with the Department of Chemistry and Biology and confirmed that there are no grading variations for CHY 102.

With respect to the recommendations to adjust the content of select courses to better support Learning Outcomes, FEAS supports the Chair's stated commitment to ensure the CEAB GA (Graduate Attributes) Coordinator communicates with the Associate Chair and the Curriculum Committee to address the gaps in the curriculum mapping with respect to Individual and Team Work, Communication Skills, and Life-Long Learning. Changes are expected in the areas of curriculum mapping, course contents and assessment methods.

Finally, with respect to recommendations for assessment methodologies mapping for capstone design project courses, FEAS supports the Chair's stated commitment to ensure that the Associate Chair and Curriculum Committee will discuss this issue with faculty members who teach the Capstone Project courses to ensure consistency in course contents, delivery and assessment methods.

RECOMMENDATION 5. Laboratory space for new faculty. This issue is not unique to Civil Engineering. It is a concern across all disciplines at Ryerson in which faculty rely on access to lab space to carry out their research. Solutions to this issue are beyond the scope of the Department to address on its own. The PRT encourages the

Dean – who is aware of the concerns – to work with the Department and with senior administration to find creative solutions. Failure to do so risks stifling the careers of promising new faculty members which may have negative impacts on the undergraduate program and its delivery.

Department's Response: The Department have been working continuously with the Dean to address space need. In spring 2020, The Dean assigned a new space in the CUI building to two environmental engineering professors to assist in creating environmental labs for research. Also, he made an agreement with the Aerospace Engineering Department to allow a structural professor to use the Wind Tunnel lab in research. Moreover, he assigned a storage space for research materials in the ENG building which is currently under construction to resolve the storage space issue in the Department. The Department will continue working with faculty members and the Dean to address space concerns.

Dean's Response: In Spring 2020, the Dean assigned a new space in the CUI building to two environmental engineering professors in Civil Engineering to assist in creating environmental labs for research. Moreover, the Dean made an agreement with the Department of Aerospace Engineering to allow a structural engineering professor to use the Wind Tunnel Lab for research. Furthermore, the Dean assigned a storage space for research materials in the ENG building which is currently under construction to resolve the lab material storage space issue in the Department of Civil Engineering. The Dean will continue working with the Department of Civil Engineering and faculty members to address space concern.

RECOMMENDATION 6. The state of elevators in the Monetary Times Building. The elevators have been out of commission for months at a time. Apart from the legislative infractions this implies, it means that faculty, staff and students have had to deal with impaired access to classrooms, offices and labs on a daily basis. This is not acceptable for a university which prides itself on its commitment to equity, diversity and inclusion, and it undermines program delivery. Both the Department and Dean are aware of this issue but cannot solve it on their own. The PRT calls on the senior admiration to take this problem in hand and quickly find a permanent solution.

Department's Response: The Department will continue reporting malfunction of the elevator to the University with the hope that the University really provides a permanent solution.

Dean's Response: The Monetary Times Building elevator was on a list of nine elevators campus wide that were slated for modernization in the 2020/2021 academic year. The modernization project includes the installation of new equipment, controllers, interior cab finishes and life safety upgrades. The project for modernizing the Monetary Times Building elevator was completed and passed TSSA inspection in February 2021 and is back in service.

RECOMMENDATION 7. Gender balance. The self-study data demonstrate that the faculty and student cohorts in the program are heavily skewed towards men (about 85% male to 15% female). This is not unique to Civil Engineering but is a North America-wide reality for engineering programs. The PRT recognizes that both the Department and FEAS as a whole have worked diligently over a number or years to deal with this issue. Nonetheless, the PRT recommends that both the Department and FEAS continue to strive to improve gender balance.

Department's Response: The PRT recommendation # 1 to address the high-student faculty ratio will reinforce this recommendation for gender balance. Also, the Action Plan of the self-identified Recommendation # 1 in the Department Developmental Plan includes addressing gender balance. Once a new faculty position is assigned to the Department, the Department Hiring Committee (DHC) will work with the Dean and Human Resources to explore ways to address gender balance.

Dean's Response: Civil Engineering is among numerous STEM disciplines and professions which continue to face a significant challenge with respect to equity, diversity and inclusion. When FEAS (and other partner universities) were awarded funding from Hydro One in 2012 to attract and retain more women to the profession, we had already engaged in over 20 years of programming that had failed to move the needle. The Hydro One University Partnership came at a time that coincided with a larger cultural shift in public awareness about how identity issues such as race, disability, sexual identity and class—or broadly speaking: issues of privilege, play a more significant role in marginalization than gender alone. FEAS realized we needed to change our perspective. We needed to diversify our understanding of diversity.

Over the course of 2017-2018, we undertook a series of actions to transform a traditional focus on Women in Engineering (WIE) towards a holistic view of Equity, Diversity and Inclusion (EDI). For example, Dean Thomas Duever has spoken at a number of public events on the topic, reiterating a message he stated in an OpEd published in OSPE's Voice Magazine in December 2017 and at the 'Navigating the Glass Obstacle Course' Conference.

In 2017 FEAS carried out two student surveys that provided direction regarding what students wanted FEAS to do to create a more inclusive learning environment. One survey was administered to female engineering students only (through the Hydro One Partnership) and another was targeted strategically to students who were affiliated with identity-based groups or expressed interest in tackling identity issues on campus. The results were revealed in an identity dialogue survey as well as focus groups. This feedback informed the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office. The appointed Manager of the FEAS Equity and Community Inclusion Office is a past recipient of Ryerson's Alan Shepard Equity, Diversity and Inclusion Award.

Engineering outreach at the Faculty of Engineering and Architectural Science includes a number of activities for students in grades 3 to 12 including:

- Eureka (<http://www.ryersonsummerdaycamps.com/portfolio-item/eureka/>)
- Engineering Badge Day (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/girl-guides-ontario-engineering-badge-day/>)
- Engineering Experience (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/engineering-experience/>)
- Go CODE Girl (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-code-girl/>)
- Go ENG (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-eng/>)
- Pitch Black (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/pitch-black/>)

- WEMADEIT (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/we-made-it/>)
- Global Changemakers Engineering Competition (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/global-changemakers/>)

These programs are designed to reach audiences representing identity based groups traditionally marginalized from engineering programs and are offered as part of a larger strategy managed by the FEAS Equity, Diversity and Inclusion Office. This Office is currently working with Ryerson's Student Pow Wow Committee which is distributing five engineering workshop videos to their stakeholders in the Indigenous community.

With respect to undergraduate student recruitment, the Engineering Admissions team has been conducting 70+ virtual school visits/events in addition to the current Schools Ryerson visits posted on our site currently. The team also liaises with the Aboriginal Outreach and Recruitment Officer, Thunder Alphonse in Aboriginal Student Services when it comes to providing application support and admission academic counselling applicants who self-identify as Indigenous.

In 2018, the Faculty began the process of intentional culture change by adopting the All-In Approach to Education (AIA), which articulates the Faculty's vision to develop critical, collaborative and imaginative leaders equipped to engage in ethical, sustainable and democratic practice. In 2020-2021, the All-In Approach is a driving force in the Faculty's strategic planning, advancement goals, student recruitment and retention, curricular and co-curricular programming, internal culture change and community engagement.

The All-In Approach is a philosophy and pedagogical framework rooted in our commitment to developing creative and ethical leaders who are ready to co-create transformational futures. At its core, the AIA is a response to the societal call for a culture shift in engineering and architectural science. This ethos is demonstrated by our on-going commitment to improve engineering outreach and recruitment and work toward a more inclusive and diverse culture and community.

FEAS Departments have made significant changes to faculty recruitment, interview and selection process in keeping with enhanced guidelines related to equitable hiring at Ryerson University. FEAS' strategic vision and ongoing collaborations are grounded in the compelling evidence that an integrative, diverse and inclusive engineering and architectural science culture accelerates learning, professional development, and innovation in the academy and broader society.

When the COVID-19 pandemic hit in March 2020, FEAS launched Communities of Practice to support learning and unlearning with respect to Teaching and Learning and Equity, Diversity and Inclusion. These events have been well attended.

PRT's Further Suggestions:

Suggestion 1. To support the Department's outreach ambitions, the FEAS as a whole may wish to consider the SciXchange model used in Ryerson's Faculty of Science (<https://www.ryerson.ca/scixchange/>). This Faculty of Science-wide initiative is devoted to, among other things, commitment to community engagement, fostering

of collaborations, provision of experiential learning opportunities for students and promotion and support of faculty in science communication and outreach.

Department's Response: The Department provided an action plan and timeline for the Department outreach in the self-identified Recommendation # 7 in the Department Developmental Plan. The Department will discuss with the Dean the SciXchange model for possible implementation in FEAS.

Dean's Response: The Faculty of Engineering and Architectural Science (FEAS) is a devoted supporter of the Faculty of Science's (FoS) SciXChange. In fact, in 2016 when the concept for SciXChange was initially discussed, the FEAS Manager, Equity and Community Inclusion (FEAS) met with FoS counterparts many times to share FEAS successes and best practices in STEM outreach. We understand that FEAS outreach efforts were an important part of their environmental scan which informed their direction, [as outlined in their strategic plan](#). We have continued to share best practices, collaborate on outreach activities and support our shared ambitions of advancing inclusion and equity in STEM.

FEAS is inclusive of a number of STEM disciplines and professions which continue to face a significant challenge with respect to equity, diversity and inclusion. When FEAS (and other partner universities) were awarded funding from Hydro One in 2012 to attract and retain more women to the profession, we had already engaged in over 20 years of programming that had failed to move the needle. [The Hydro One University Partnership](#) came at a time that coincided with a larger cultural shift in public awareness about how identity issues such as race, disability, sexual identity and class—or broadly speaking: issues of privilege, play a more significant role in marginalization than gender alone. FEAS realized we needed to change our perspective. We needed to diversify our understanding of diversity.

Over the course of 2017-2018, we undertook a series of actions to transform a traditional focus on Women in Engineering (WIE) towards a holistic view of Equity, Diversity and Inclusion (EDI). For example, Dean Thomas Duever has spoken at a number of public events on the topic, reiterating a message he stated in an OpEd published in OSPE's [Voice Magazine in December 2017](#) and at the ['Navigating the Glass Obstacle Course' Conference](#).

In 2017 FEAS carried out two student surveys that provided direction regarding what students wanted FEAS to do to create a more inclusive learning environment. One survey was administered to female engineering students only (through the Hydro One Partnership) and another was targeted strategically to students who were affiliated with identity-based groups or expressed interest in tackling identity issues on campus. The results were revealed in an identity dialogue survey as well as focus groups. This feedback informed the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office. The appointed Manager of the FEAS Equity and Community Inclusion Office is a past recipient of Ryerson's [Alan Shepard Equity, Diversity and Inclusion Award](#).

In 2018, the Faculty began the process of intentional culture change by adopting the [All-In Approach to Education](#) (AIA), which articulates the Faculty's vision to develop critical, collaborative and imaginative leaders equipped to engage in ethical, sustainable and democratic practice. AIA is an overarching philosophy that recognizes how a student's success depends on their academic, personal, community and professional experiences at Ryerson University and beyond. This philosophy recognizes that equity diversity and inclusion are practices that must be woven into all that we do.

In 2019, FEAS' Senior Manager, Education Planning and Development completed a 200+ reference literature review on best practices in pedagogy related to the themes of the All-In Approach and released a comprehensive model for operationalizing AIA values. In it learning outcomes for the five AIA hubs (Well-being, Academic Success, Leadership, Career Development and Experiential Learning) were defined. That same year, each department undertook a mapping exercise to better understand the Faculty's strengths and gaps in supporting holistic student development.

In 2020-2021, the All-In Approach is a driving force in the Faculty's strategic planning, advancement goals, student recruitment and retention, curricular and co-curricular programming, internal culture change and community engagement.

Engineering outreach at FEAS includes a number of activities for students in grades 3-12 including:

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- Engineering Badge Day (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/girl-guides-ontario-engineering-badge-day/>)
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- Go CODE Girl (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-code-girl/>)
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- Pitch Black (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/pitch-black/>)
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- Global Changemakers Engineering Competition (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/global-changemakers/>)

In our outreach programming, one of our priorities is conveying the social impact of engineering. The following participant quote following a Pitch Black workshop is an example of this: *"I like that the activity was presented in a real-life scenario so that you can see how you would apply that knowledge in real life."* Another priority is designing programming that provides students the confidence to continue their STEM journey after a workshop, the following quote following an outreach event for grade 8 students exploring the basics of programming is an example of this: *"Paari and Warda (facilitators) were incredible. I used to think of programming as very overwhelming and I had no clue what to do. Now I understand how the commands work together to create messages and solve problems using variables."* Since March 2020, the FEAS Equity, Diversity and Inclusion Office has reached over 2570 students and 40 teachers through our virtual programming such as Pitch Black, Powering Up, Go Code Girl, Go ENG and the Global Changemakers Engineering Competition.

We have seen an overwhelming interest in engineering outreach programs in the last few years, as evidenced by our oversubscribed Go CODE Girl 2021 event, which resulted in a waitlist of nearly 200 students. In response to this, the FEAS Equity, Diversity and Inclusion Office offered two additional Go CODE Girl events.

We know that these outreach events are transformative, as nearly 88% of students survey respondents report actively considering a career in engineering after participating in the Global Changemakers Engineering Competition. This competition event is designed for grade 7-10 women to explore real life problems that engineers face around the world, while also understanding how engineering can be used to support the [United Nations' Sustainable Development Goals](#).

FEAS outreach programs are designed to reach audiences representing identity based groups that have been systematically marginalized from engineering programs. These programs are offered as part of a larger strategy managed by the FEAS Equity, Diversity and Inclusion Office.

Suggestion 2. The PRT applauds the efforts made by the program to ensure consistency in teaching practice and assessment across the program. Encouragement of faculty and instructors to take advantage of institutional professional development opportunities is also noteworthy. The PRT suggests that such efforts continue and be expanded. For example, perhaps the Department could introduce departmental teaching awards to augment those already offered by FEAS and the University. These would be aimed at faculty, sessional instructors and, importantly, graduate assistants. The latter might help with the issue of GA quality noted in the self-study. This could also support a more robust framework for feedback to GAs about their performance.

Department's Response: The Department suggests that the University increases the number of awards to faculty members, Sessional Instructors, Graduate Assistants and staff, given the large population at the University, faculty and department levels.

Dean's Response: Ryerson University currently offers the following teaching awards: Chancellor's Award of Distinction, President's Award for Teaching Excellence, Provost's Award for Teaching Excellence, Dean's Teaching Award – Faculty, and Dean's Teaching Award – Contract Lecturers. The Faculty of Engineering and Architectural Science will investigate the suggestion of establishing teaching awards for graduate assistants.

Suggestion 3. The PRT suggests a continuous process of seeking feedback from employers as well as from internship/co-op students on the relevance and assessment of LOs and related skills. While this creates some work for the Department, it is likely to yield more useful information for program improvement than relying on surveys carried out once every 8 or so years.

Department's Response: The Department will work on increasing the frequency of conducting student and alumni surveys. The Dean's office can conduct surveys among CIP students and their employers given the new administrative structure of the CIP program in FEAS.

Dean's Response: The Faculty of Engineering and Architectural Science thanks the PRT's team for this suggestion. The FEAS CIP Office seeks feedback from employers as well as from internship/co-op students in various ways. The engagement activities with employers carried out by the FEAS CIP Office include: 1) Periodic engagement meetings: These meetings are held throughout the year during employer engagements with existing employer partners and through the Office's business development activities, outreaching potential new employer partners. During these meetings, the Office collects employers' feedback about labour market insights and hiring trends; 2) Employer check-in meetings: These meetings are held with host employers to collect their feedback about the placed students' performance; and 3) Annual alignment meetings: These meetings are held at the end of the

hiring/placement cycle (June-August) with the aim of having in-depth conversations with the CIP top hiring employers about their relationship with the Faculty, their experience with CIP, and feedback on future engagements and collaborations. The two main groups of students served by the FEAS CIP Office are: enrolled students who intend to participate in the co-operative internship program and placed students who are employed by an employer partner. The FEAS CIP Office collects feedback from internship/co-op students through various activities, including 1) One-on-one advising meetings (enrolled students): These meetings are scheduled by students based on their needs. During these meetings students ask questions, share concerns, and through this process, they provide us with feedback on ways to improve current processes in CIP; 2) Group drop-in sessions (enrolled students): These sessions are scheduled regularly for students to ask questions and clarify concerns, similar to the one-on-one meetings but as a group. In these sessions, the Office has open conversations about what concerns students in CIP. During these conversations, the Office highlights what might not be working well and addresses any gaps in how we support our students in CIP; 3) Post-workshop/event feedback surveys/forms (enrolled + placed students): These forms/surveys are shared with students after selected events and workshops to collect student feedback. This is a work in progress as the Office aims to include these forms/surveys after all workshops and events this year; 4) Check-in surveys (placed students): These are mandatory check-in surveys sent to all placed students. The aim of these surveys is to check on the students' safety, wellbeing and job onboarding, and to provide the students with the opportunity to connect with a CIP staff if they need to express any concerns or feedback about their placement; 5) One-on-one check-in meetings (placed students): These are mandatory meetings following the first check-in survey sent to students during the first 1 to 3 months of their placement. During these 20-30 minute meetings, CIP staff connect with the students to follow up on their survey feedback and further engage with students to uncover any issues, and highlight future engagement opportunities in CIP, (i.e. CIP alumni engagement, attending CIP events and workshops that are planned for placed students etc.); and 6) Competency & career development surveys (placed students): These are currently in development and will follow the check-in surveys.

As proposed by the program in the self-study:

- 1. Increase faculty complement**
- 2. Increase Quality of Graduate Assistants**
- 3. Improvement of the program co-curriculum**
- 4. Continually review and improve program curriculum**
- 5. Promote wellness, sensitivity and inclusivity attributes in faculty and staff**
- 6. Morale of faculty members**
- 7. Civil Engineering Department Outreach**

IMPLEMENTATION PLAN

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| Priority Recommendation # 1: Increase faculty complement |
| Rationale: <i>An increase in faculty complement will address the high student-to-faculty ratio, which is currently the highest among FEAS departments as well as the other 29 civil engineering programs in Canada. Also, hiring new RFA members will address the uneven enrolment in undergraduate courses and assist in reducing the significant number of courses currently offered by CUPE Sessional Instructors. Moreover, new hires will also help ease the current low presence of female faculty members in the department.</i> |
| Implementation Actions: |

1. Consult with faculty members and the Teaching Standard Committee to identify pertinent courses in both the undergraduate and graduate programs and teaching assignment gaps to be fulfilled by new faculty members.
2. Respond to an internal CFP of an NSERC CRC Tier 2 hire.
3. Work with the Dean, FEAS to advocate for the new RFA positions.
4. Special attention will be paid to hiring female faculty members as the department currently has only 2 female faculty out of 22.

Timeline:

- ✓ Develop a proposal for the NSERC CRC Tier 2 in the area of sustainable and resilient infrastructure using digital twin and artificial intelligence, 2021/2022
- ✓ Advocate for four new RFA faculty positions by 2025
- ✓

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Dean of FEAS, Provost

Priority Recommendation #2: Address gaps of learning outcomes revealed in the curriculum mapping

Rationale: The ASC recommend that the Learning Outcomes (LOs) be expanded to a more detailed version with sub-categories that fall under each of the main categories, in order to increase relevance and specificity for Civil Engineering. In addition, the UDLEs are to be mapped to program LOs.

Implementation Actions:

- 1) Review the CEAB Graduate Attributes, the Program LOs, and the UDLEs, and create a learning outcome mapping;
- 2) Review the current curriculum mapping;
- 3) Revise the curriculum mapping.

Timeline: All these action items to be completed by the end of 2021/22 academic year.

Responsibility for

a) leading initiative: Associate Chair/Undergraduate Program

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Associate Dean/Undergraduate Programs

Priority Recommendation #3: Conduct follow-up student and alumni feedback surveys

Rationale: The ASC recommend that a follow-up student and alumni feedback surveys on the program be conducted in the one-year follow-up study. This is also part of PRT Suggestion #3 on seeking feedback from employers and CIP students. Such a survey will also be timely to review the performance of the restructured curriculum introduced in 2014.

Implementation Actions:

- 1) Discuss the aims, scope, method and timeline of the feedback survey;
- 2) Design survey questions;
- 3) Implement the survey;
- 4) Analyze survey data;
- 5) Develop action plan based on the survey results.
- 6) Report results to the Department Retreat and Program Advisory Council

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| <p>Timeline:</p> <ol style="list-style-type: none"> 1) Survey planning, Fall 2021 2) Survey implementation, Winter 2022 3) Survey analysis, Winter 2022 |
| <p>Responsibility for</p> <p>a) leading initiative: <i>Department Chair</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Dean for additional fund, considering hiring students through the Career Boost program.</i></p> |

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| <p>Priority Recommendation #4: Strengthen the culture of ethics and academic integrity</p> |
| <p>Rationale: <i>Ethics and Academic Integrity concerns were raised by the PRT based on student feedback. In response to the PRT report, the Department “agrees that there is an issue with academic integrity among a few students in the program. The Department encourages faculty members and sessional instructors to report identified cases of academic misconduct to the Academic Integrity office for action. ... the Department Chair, Associate Chair for Undergraduate Program, Curriculum Committee and Departmental Council will discuss developing an action plan and time line to address this concern.”</i></p> |
| <p>Implementation Actions:</p> <ol style="list-style-type: none"> 1. Review the current practice in assignment grading, exam proctoring and grading, and overall grading; 2. Include the academic integrity issue as part of the survey in #3; 3. Develop plan to enhance ethics and academic integrity |
| <p>Timeline:</p> <ol style="list-style-type: none"> 1. Review current practice: Fall 2021 2. Survey: Fall 2021/Winter 2022 3. Plan development: Winter 2022 |
| <p>Responsibility for</p> <p>a) leading initiative: <i>Associate Chair/Undergraduate</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Department Chair, Department Council</i></p> |

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| <p>Priority Recommendation #5: Continually review and improve program curriculum</p> |
| <p>Rationale: <i>The action will help keep the program dynamic, relevant and responsive to the evolving needs of the civil engineering discipline, its practitioners, and the society at large</i></p> |
| <p>Implementation Actions:</p> <ol style="list-style-type: none"> 1. Ask Curriculum Committee to regularly review and improve, as needed, <ul style="list-style-type: none"> ○ the mapping of program learning objectives to courses for consistency and coverage ○ assessment methods and evaluation weights in program courses ○ course management policies 2. Ask the CEAB-GA Co-ordinator to regularly review the Graduate Attribute assessments submitted by faculty and CUPE instructors for possible course and program curriculum improvement. Establish an efficient procedure to: <ul style="list-style-type: none"> ○ collect course materials and CEAB-GA assessment reports after the end of each term, ○ review CEAB GA assessment reports by the CEAB-GA Co-ordinator, and |

- review of the entire outcome of GA assessments and potential curriculum improvement by the Curriculum committee twice times per year.
- 3. Encourage faculty members and CUPE instructors to abide by timelines, be pro-active in communicating with students through emails and course websites, participate more in teaching conferences, and help students learn better by evenly spreading course topics and assessments across the semester.
- 4. Ask the Associate Chair for undergraduate program to establish procedure to monitor the progress of course delivery by CUPE instructors.
- 5. Encourage undergraduate student representatives in the departmental council to be more proactive with respect to reporting any issue regarding course delivery and learning environments and increase their interaction with their peers in this regard.
Establish strategies to increase participation in surveys conducted by students, alumni, employers and Advisory Council members.

Timeline:

1. *Department Chair mandates the Curriculum Committee to develop a plan, Fall 2021*
2. *CEAB-GA Coordinator gives a presentation to faculty members and CUPE Instructors on GA assessment requirements and provides feedbacks on previous assessment reports;*
3. *Associate Chair for undergraduate program establishes a procedure for monitoring the progress of courses delivery by CUPE instructors, Winter 2022*
4. *Department Chair coordinates the progress of this priority item with Items #2 and #3; Fall 2022 and Winter 2023*

Responsibility for

a) leading initiative: *Associate Chair, Undergraduate Program*

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

Priority Recommendation #6: Increase quality of Graduate Assistants

Rationale: *This recommendation is to reflect on student and alumni surveys.*

Implementation Actions:

1. *Review the process of selecting GAs in the department to ensure that the best GAs with enough technical background and good communication skills are selected by professors and CUPE instructors.*
2. *Establish online procedure for the submission and marking of assignments and lab reports by the GAs.*
3. *Ask the curriculum committee to establish an annual student survey and/or encourage student representative in the departmental council to be more proactive in conveying student learning issues to the council.*
4. *Provide space for professors and staff for brainstorming ideas for improvement.*
5. *The Associate Chair for the undergraduate program meets with GAs more frequently to their needs to perform their duties and to hear from them regarding issues and potential improvements.*

Timeline:

1. *The department leadership team meets to develop an overall strategy, September 2021*
2. *Problems and solution alternatives are discussed and consulted across the department through department meetings, department council meetings, and graduate council meetings as well as with the Dean; October and November 2021*
3. *The best solution is approved by the Council, Winter 2022.*

Responsibility for

a) leading initiative: *Associate Chair/Undergraduate, Associate Chair/Graduate Studies*

b) approving recommendation, providing resources, and overall monitoring: *Department Chair, Department Council, Graduate Council; Dean, FEAS for budget*

| |
|---|
| <p>Priority Recommendation #7: Expand Civil Engineering Department outreach</p> |
| <p>Rationale: <i>This recommendation is meant to increase awareness and reputation of the civil engineering department at the national and international levels, with an ultimate goal of attracting highly-qualified undergraduate and graduate students to join Ryerson University.</i></p> |
| <p>Implementation Actions:</p> <ol style="list-style-type: none"> 1. Establish a faculty role as an Outreach Co-Ordinator to join efforts with the Administration Manager to jointly administer the outreach activities to be developed. 2. Establish an Outreach committee from faculty members, staff and graduate and undergraduate students to work with the Outreach Co-Ordinator and the Administration Manager in developing and implementing outreach activities. 3. Organize and prepare outreach materials for events, including banners, A-Frames, promotional items, print materials, tables, chairs, etc. 4. Consider promoting the department through media, newspaper, websites, e-mails, radio, television, community Fairs, annual on-campus University-Industry Open House, etc. 5. Contact local industry and alumni to increase industrial internships and host annual job fair on campus, especially for fourth-year undergraduate students. 6. Encourage students to participate in national and international engineering competitions and community outreach projects. |
| <p>Timeline: <i>The assigned Outreach Co-ordinator and the Administration Manager will take the lead with the department chair, associate chairs to implement the action plan within the next 5 years.</i></p> <ol style="list-style-type: none"> 1. Complete the students and alumni survey as per item #2, Spring 2022 2. Form an Outreach Committee, Fall 2022 3. The Outreach Committee develops a work plan, Fall 2022 4. Implement the plan, 2022 - 2024 |
| <p>Responsibility for a) leading initiative: <i>Outreach Co-ordinator; Administration Manager</i> b) approving recommendation, providing resources, and overall monitoring: <i>Department Chair</i></p> |

Recommendation

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

B. TRSM – Discontinuation of the Business Technology Management Direct Entry program

Introduction and Rationale - The Year Three Direct Entry Business Technology Management (BTM) program was first offered in 2000. The program accepts graduates of approved three-year Advanced Diploma programs with a specialization in Information and Communication Technology (ICT) from a public Ontario College to the third year of the BTM program. Students must complete all course requirements in third and fourth year of the BTM program in addition to up to eight (8) single-term prescribed first and second year reachback courses depending on the student previous academic preparation. Due to the accelerated nature of the Direct Entry program, students often have difficulties accessing some courses due to prerequisites and are as a result compelled to take some reachback courses during the Spring/Summer semesters.

From 2016 to 2020, the Ted Rogers School of Information Technology Management accepted a total of 4 students. Future enrollment in the Direct Entry BTM program is unlikely to change from its current level due to many factors, including:

1. The pool of approved Advanced Diploma programs with a specialization in Information and Communication Technology from a public Ontario College has become even smaller after the Ted Rogers School of Information Technology became accredited by the Association to Advance Collegiate Schools of Business (AACSB).
2. Many Ontario colleges started offering Bachelor programs in business and information technology, making the Direct Entry BTM program a less attractive option for potential applicants given the substantial number of required reach back courses and associated prerequisites.

Given the factors mentioned above and the near nil enrollment in the 3rd Year Direct Entry BTM program for the last five years, the administrative overhead of the program and the constraints it creates on the evolution of the BTM curriculum are no longer justifiable. It should also be noted that the School of Information Technology Management has a degree completion program available to student graduating from a three-year Advanced Diploma in Business Administration from a public Ontario College.

Implementation - The intent is for implementation to begin in Fall 2022. Students currently enrolled in the Direct Entry BTM program will continue to follow the curriculum in place when they were enrolled. The discontinuation of the Year Three Direct Entry BTM program has no impact on any of the programs or certificates offered by the Ted Rogers School of Information Technology Management.

Approvals - ITM Curriculum Committee – January, 2021; ITM School Council – March 17, 2021; TRSM Undergraduate Curriculum Committee – March 23, 2021; TRSM Faculty Council – May 12, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the discontinuation of the Business Technology Management Direct Entry program – Ted Rogers School of Management*

C. TRSM – Discontinuation of the Part-Time Retail Management Program

Introduction and Rationale - The School of Retail Management proposes to discontinue the Part-Time offering of the Retail Management Bachelor of Commerce degree curriculum, effective immediately. Admission to the Part-Time program has been temporarily suspended since 2017 for further review. This change is necessary and justified as outlined in our Periodic Program Review (PPR) recommendations that were approved by Senate on June 2nd, 2020 with the following rationale:

- Low enrollment (i.e. single digits since 2015). With admissions paused since 2017, there are currently only 4 part-time students enrolled in the Retail Management degree.
- Long times to graduation (14-year max) lead to retention & curriculum substitution issues. Since 2014/15, the retention rates for the part-time program have ranged from 0 to 33% after 4 years of studies. Retention rates for this group were only 16.7% as of 2019 – the most recent data available.

| Indicator 5j4 | | | | | | | | | | |
|--|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reported for part-time programs | Percentage of students retained (excluding those who graduated) in any year level at Ryerson after four years of study | | | | | | | | | |
| | Cohort: | | | | | | | | | |
| | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| Retained in: | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
| Ted Rogers School of Management | 42.8 | 40.8 | 36.1 | 46.0 | 49.6 | 44.9 | 35.8 | 44.6 | 39.3 | 33.6 |
| Business Mgt PT | 41.5 | 39.4 | 34.8 | 43.0 | 51.3 | 42.1 | 34.9 | 47.0 | 41.6 | 31.4 |
| Business Technology Mgt 4 yr PT | 50.0 | 46.8 | 41.2 | 50.6 | 46.3 | 53.6 | 38.7 | 43.5 | 35.8 | 40.0 |
| Retail Mgt PT | 0.0 | 40.0 | 35.3 | 52.6 | 40.0 | 25.0 | 25.0 | 0.0 | 33.3 | 16.7 |

- Inflexibility of key courses in curriculum where offerings are not appropriate for Chang School and only available as single section, once-per-year with on-campus requirement. Due to the timing and nature of several core courses, including 4th year capstone classes (RMG500, RMG801, RMG908, RMG925), part-time students find it challenging to attend during the day yet the School sees limited demand or ability to offer evening, online or tied sections through continuing education for these senior level courses. As a result, the use of course substitutions for core retail courses has been less than ideal but often the only way to help part-time students complete their requirements for graduation.
- Under-qualified students consider part-time status as a “back door” entry to the degree.

Students who wish to study retailing on a part-time basis at Ryerson have several possible paths:

- The Certificate in Retail Management offered through the Chang School is an appropriate option for students with no post-secondary experience as well as those who have completed a 2 or 3-year college diploma and/or a university degree in other disciplines and require intermediate to advanced retail subject knowledge.
- The B.Comm in Business Management continues to be available part-time with an option to complete a Minor in Retail and Services Management.

Implementation - As of January 2021, there are **only 4 students** enrolled in the part-time program.

- 1 is on track to graduate in 2021;
- 1 requires nine more credits to graduate (6 of these being electives with many options for timing and format);
- 1 requires 16 more credits and will continue to work with Academic Advising on the best path to complete the program;
- The fourth student has only completed 1 credit with 3 failing grades on their transcript and appears unlikely to progress through the degree.

In all current cases, students will continue to be supported to reach their goals with respect to graduation following the discontinuation of the part-time program.

Future students who choose to complete the part-time degree in Business Management now have access to the Minor in Retail and Services Management that wasn't available when the part-time degree in Retail was launched and all of these courses are available online through the Chang School as well, providing further flexibility.

Approvals – Retail Management School Council – March 10, 2021; TRSM Undergraduate Curriculum Committee - May 4, 2021; TRSM Faculty Council – May 12, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the discontinuation of the Part-Time Retail Management program – Ted Rogers School of Management*

D. FCS – Admission changes to the Part-Time Social Work program

Introduction and Rationale – The Faculty of Community Services School of Social Work proposes to changes the admission requirements to its Part-Time Program Third-Year Entry Advanced Standing Program, effective Fall 2022. Since 2015, Admissions has been accepting applications for the School of Social Work's Part-Time Program Third-Year Entry Advanced Standing Program from students with the Assaulted Women/Children's Counsellor/Advocate, Child and Youth Counsellor/Child and Youth Worker, and, more recently, Community and

Justice Services diplomas, on exception. Over the past three years around 20% of the applicants selected for the program have had these exceptional diplomas.

To save time and simplify the work involved, rather than continue this one-by-one exception process, both Admissions and the School of Social Work would like to add these diplomas to the list of eligible ones for admission.

We expect that more students will apply to the Part-Time Program Third-Year Entry Advanced Standing Program once it is clear that the three mentioned diplomas are acceptable for admissions.

Current and Proposed Calendar Copy –

| Current Calendar Copy | Proposed Calendar Copy |
|--|--|
| <p>Consideration for admission to Advanced Standing (in third year) will be given to students who have the following qualifications; (A) and (C) or (B) and (C):</p> <p>(A) A baccalaureate degree in the humanities or social sciences from a Canadian university (or equivalent), with at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>Or</p> <p>(B) A Social Service Worker or Human Service(s) Counsellor Diploma (or any diploma from a public Canadian college that is eligible for registration with the Ontario College of Social Workers and Social Service Workers see Summary of the Criteria for Registration, external link), with a cumulative grade point average of 3.0 ('B') or higher, plus at least two (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>And</p> <p>(C) Completion of a prerequisite course, CVSW15A/B Foundations of Social Work II with at least a 'B' level grade.</p> <p>Employment prerequisites must be completed before taking CVSW15A/B. Admission to CVSW15A/B is limited by space availability. Applicants will be pre-selected to take this course by Undergraduate Admissions in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and employment in the social services field.</p> | <p>Consideration for admission to Advanced Standing (in third year) will be given to students who have the following qualifications; (A) and (C) or (B) and (C):</p> <p>(A) A baccalaureate degree in the humanities or social sciences from an accredited Canadian university (or equivalent), with at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>Or</p> <p>(B) An eligible college diploma as indicated below:</p> <ul style="list-style-type: none"> • Assaulted Women/Children's Counsellor/Advocate • Child and Youth Care / Child and Youth Worker • Community & Justice Services • Addiction & Mental Health Worker Program • Native Child & Family Services Program • Human Services Counsellor • Human Service Counsellor • Community Worker • Social Work Diploma • Social Service Worker • Community Worker Outreach & Development <p>with a cumulative grade point average of 3.0 ('B') or higher, plus at least two (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>(C) Completion of a prerequisite course, CVSW15A/B Foundations of Social Work II with at least a 'B' level grade.</p> |

| | |
|--|--|
| | <p>Employment prerequisites must be completed before taking CVSW15A/B. Admission to CVSW15A/B is limited by space availability. Applicants will be pre-selected to take this course by Undergraduate Admissions in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and employment in the social services field.</p> <p>Please note: Applicants who hold a diploma from a public Ontario College (or the equivalent) or a baccalaureate degree from an accredited Canadian university (or equivalent) that is not listed above, and who have at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field, may be considered on an individual basis.</p> |
|--|--|

Implementation - Applications for Fall 2022 open in September 2021. Pending Senate approval, and with the support of the Registrar's Office, the School will publish the changes and implement them for the Fall 2022 admission cycle.

Approvals – School of Social Work's School Council - March 15, 2021; FCS Dean – May 7, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the admission changes to the Part-Time Social Work program – Faculty of Community Services.*

E. NEW INTERDISCIPLINARY MINOR – Black Studies

This proposal for a minor in Black Studies is brought forward by the Department of English, and draws its required and elective courses from these disciplines/programs: the Faculty of Arts (Criminology, English, Geography and Environmental Studies, History, Languages, Literatures and Cultures, Politics and Public Administration, Sociology), The Creative School (Fashion, Interior Design, Image Arts, Journalism, RTA School of Media), and the Ted Rogers School of Management.

Background and Rationale - Anti-Black racism continues to be a problem on college and university campuses across Canada, and X University is no exception. According to the Anti-Black Racism Campus Climate Review Report, there is underrepresentation of Black faculty in most post-secondary institutions in Canada, including X University. This underrepresentation has an impact on the ability to deepen, expand, and experiment with new and innovative curriculum in Black Studies/anti-Black racism scholarship, something that the report calls for. As the report claims, "a concerted and deliberate effort to diversify disciplines and programs should be undertaken" (p.15). The minor in Black Studies seeks to address underrepresentation in curriculum. This diversification can be supported by the growing core of Black faculty members with subject matter expertise in Black histories and cultures, anti-Black racism, Black feminist, and critical race theory.

The proposal for this minor responds directly to the recommendations of the Anti-Black Racism Campus Climate Review and the Department's equity and diversity report card produced by the Student Diversity Self-ID Report

(Toward Inclusive Education at Ryerson) (2021). According to the Anti-Black Racism Campus Climate Review, students find that while Ryerson's various curricula have a surface-level diversity, they remain, in substance, a "white experience".

In addition to fulfilling a growing student demand for a focus on the diverse complex histories of the African/Black diaspora as it relates to the Canadian context, the Black Studies Minor is part of an academic field that provides the knowledge, critical tools, and language through which members of the African/Black diaspora and their allies can "find common ground, which can lead to common solutions to long-term issues that affect Black people globally". It also recognizes that as a field, Black Studies has been marginalized in academia. A Black Studies Minor is, therefore, more than simply a course of academic study. Instead, it allows the University to make a key intervention into systemic racism facing the African/Black diaspora in Canada and beyond.

The proposed minor will also complement other university initiatives geared at recognizing Black scholarship and addressing anti-Black racism, including the establishment of

- The Black Mosaic (in Creative Industries), a virtual hub and support project for Black creators to share their creative works;
- FCS and Faculty of Arts' support for curriculum (re)development with a focus on Black scholarship and Black studies;
- TRSM's postdoctoral research on diversity in Canadian sport;
- A number of new Black student associations (e.g., Black Student Fashion Association);
- The Law School's initiatives around race and criminal injustice and Ryerson University's Black Law Students' Association; and
- The Black Innovation Programs (BIP) and Ryerson's DMZ supporting startups led by Black entrepreneurs.

This minor, recent Black-identified hires in Arts (and across the University), and research funding and curriculum redevelopment grants for Black scholarship will contribute to the emerging field of Black Studies at X University, to better reflect the needs, realities, and interests of today's students, and to help Ryerson fulfill its potential for becoming a recognized leader in academic diversity.

This Black Studies Minor will offer students knowledge of the importance and complexity of the field and the opportunity to focus specifically on long overlooked rich histories and contributions of Black peoples. A Black Studies Minor will begin to fill the existing gap of Black scholarship in the academy and will centre the importance of Black peoples and epistemologies. Students will have an opportunity to critically engage with a diverse set of thematic and scholarly concerns, including histories of colonialism and imperialism, slavery, culture, literature, migration and transnationalism, identity, technology, gender and sexuality, representation, media, Black empowerment, and resistance.

This knowledge has direct relevance not only for the X University community, given the diversity of the Black-identified student body, but for a broader understanding of the nuances of race in the Canadian context. This minor will be imperative in allowing marginalized students the space to situate themselves in academia. This, in turn, allows students to access tools that will help them to understand the world around them and their positionality within it. A Black Studies Minor would demonstrate X University's commitments to listening to and learning from its diverse student body. Moreover, it would display X University's willingness to be a leader in equity and diversity in Canada and in inclusive education. The Anti-Black Racism Campus Climate Review Report not only identifies a need to expand the curriculum as it relates to Black scholarship but also "other program practices that impact student success". Similarly, the 2019 Student Diversity Self ID Report (Toward Inclusive Education at X University (2021) called for "targeted initiatives that address anti-Black racism" (p. 9). This minor

will allow for CELT (Community Engaged Learning and Teaching) engagement and help Black students develop a sense of belonging within X University and the academy more generally.

A Black Studies Minor will also promote greater understanding of Black peoples around the world who are too often considered as a monolith. It also represents an attempt to de-centre Eurocentric models of learning, which coincides with calls to decolonize university curriculum. Further, it will centre the unique Black Canadian perspectives which are often ignored in the broader field. A Black Studies minor will be fundamental in creating space for academic and personal growth while working to challenge, examine, and dispel existing racist stereotypes within Canadian society. X University has the unique opportunity to position itself as a leader in Canada by including a long necessary Black Studies Minor in its curricular offerings. This minor is imperative in centring Black Canadian voices as well as the importance of Black scholarship and Black epistemologies worldwide.

Objectives and Learning Outcomes – The objectives for the minor are as follows:

- To recognize the existence of Black Studies programming and the importance of Black scholarship, Black epistemologies and Black ontologies.
- To provide students with a greater understanding of Black peoples and Black diasporic communities in Canada and globally.
- To offer a Black perspective on how Blackness operates historically and in contemporary society.
- To examine the historical conditions under which racism, oppression, colonialism, and imperialism operate.
- To build on existing course offerings which centre Blackness and Black peoples and to link these courses thematically and cohesively.
- To address the needs of X University's diverse student body and of the community.
- To prioritize the importance of Black scholarship and to spur more Black scholarship and research for students and faculty.
- To offer an interdisciplinary course of study which provides students with rigorous scholarship and the tools to examine the world in which they live.
- To bring new, diverse and broad perspectives to the University.

The learning outcomes for the minor are:

- Students will acquire knowledge regarding the diverse origins of Black peoples and their diasporic communities. They will learn about Black peoples' histories and cultures through multiple frameworks. Students will understand the past, present, and possible futures of Black peoples in Canada and throughout the world.
- Students will gain the tools to analyze and critique contemporary issues facing Black peoples.
- Students will gain essential critical thinking, research, analysis, and problem-solving skills which they can apply across multiple disciplines.
- Students will be able to demonstrate the cultural, historical, social, political, and linguistic relevance of different Black peoples and their histories.
- Students will develop an awareness of the impacts of the trans-Atlantic slave trade and the complex relationships it has created for Black peoples in current society.
- Students will be able to demonstrate an understanding of the negative impacts of slavery, colonialism, racism, oppression, neocolonialism, systemic inequality, and anti-Black racism.
- Students will be able, as interdisciplinary scholars, to apply academic research methods to Black Studies across multiple disciplines.

These learning outcomes will be achieved with the completion of all six courses. The required course ENG 142 will introduce students to these core concepts. Taking a variety of courses in the field of Black Studies across multiple disciplines will reinforce the above learning outcomes, resulting in a degree of proficiency in understanding the complexity and depth of this field once the 6 courses are completed.

Curriculum – Curriculum as it would appear in the Calendar

Minor in Black Studies

Requires the completion of 6 courses

Required

| | |
|---------|--------------------------------------|
| ENG 142 | Black Arts, Black Power ¹ |
|---------|--------------------------------------|

Minimum of three (3), maximum of five (5) of the following courses:

| | |
|----------------------|---|
| CRI 560 ² | Black Creative Practices |
| CRM 250 | Criminalizing Blackness |
| ENG 653 | Black Literatures and Cultures |
| ENG 1xx ³ | Afrofuturism: The Future is Black |
| FRE 605 | Francophone Language and Culture |
| FSN 610 | Carnival Arts |
| FSNxxx ⁴ | Fashion and Race |
| FSNxxxx | Black Fashion |
| GMS 694 | The African Business Environment |
| HIS 107 | Colonization, Colonialism and Independence |
| HIS 854 | African-American History |
| HST 633 | Modern Africa |
| IDE 501 | Africa and Beyond: The Decolonization of Design Culture |

¹ This one required course for the minor is a Table II elective for English students, would currently count as a Professionally-related elective for Arts students, and will be on the Open Electives Table available for non-Arts students. By September 2022, there will no longer be an Open Elective table and the Professionally-related category will cease to exist. Students will be able to take any available, non-restricted course as an Open Elective.

² In Winter 2022 the course will use a Special Topics course code - CRI560 - then it will become CRI470 in Winter 23

³ Course codes including “xx” or “xxx” are courses that are new courses that are currently being developed.

⁴ This course is running in 2021-22 as a Special Topics course and will be a permanent course in 2022-2023.

| | |
|----------------------|------------------------------------|
| JRN 333 ⁵ | Reporting on Race |
| MPC 203 | Theorizing Blackness in Modern Art |
| NNS333 | Covering Race |
| POL 688 | Colonialism and Imperialism |
| RTA 484 | Music of the African Diaspora |
| RTA 183 | Rhythm, Beat and Groove |
| SOC 221 | The Hip Hop Lens on Society |
| SOC 530 | Blackness and Freedom |
| SOC 576 | Colonialism and Anti-Blackness |

Minimum of zero (0) to a maximum of two (2) of the following courses:

| | |
|---------|---|
| CRB 501 | Racism & Caribbean Peoples in Canada |
| ENG 620 | English Caribbean Literatures and Cultures |
| FRS 602 | French Caribbean Literature and Culture |
| GEO 705 | Environment and Society of the Caribbean |
| GMS 693 | The Latin American and Caribbean Business Environment |
| HST 222 | The History of the Caribbean |
| SPS 502 | Spanish Caribbean Literature and Culture |

Description of the Minor as it would appear in the calendar - The Black Studies Minor provides students with an interdisciplinary approach to exploring the histories and cultures of Black diasporas, ideologies of anti-Black racism, themes of Black resistance to oppression and exploitation, and the range of political strategies and community-based mobilization tactics Black activists and their allies have employed to counter systemic and institutionalized oppressions and fight for social justice.

Exclusions - Students may use a maximum of two (2) courses in any given discipline (indicated by the subject prefix of the course code) toward completion of the minor in Black Studies. To enhance the cross-disciplinary range of the minor and to limit overlap with the Caribbean Studies minor, students are limited to only two (2) Caribbean Studies courses in the Black Studies minor; a maximum of two from the following: CRB 501, FRS 602, GEO 705, GMS 693, HST 222, SPS 502, ENG 620. Please note, it is not possible for students to use the same course to count for more than ONE minor.

⁵ JRN333 Reporting on Race will be for Journalism students and will have a prerequisite of JRN272 (a foundational reporting course) and will be a Table I Core Elective for 3rd year Journalism Students. The sister course, NNS333 Covering Race will be an open elective with no prerequisite and will benefit anyone who wants to take it and who is also interested in the minor.

Course Descriptions –**CRB 501 - Racism & Caribbean Peoples in Canada**

The immigration of Caribbean peoples to Canada will be analyzed within the context of Canadian immigration laws and practices, labour market demands, and institutional responses to racial and ethno-cultural diversity. The major focus of the course will be on the establishment and growth of the Caribbean population in Canada, including employment, business and settlement patterns, changes to family structure, development of Caribbean organizations and community development activities, and issues of systemic and individual racism.

Prerequisites: N/A; UL

CRI 560 – Black Creative Practices

What do jazz pianist Oscar Peterson, dancer and choreographer Len Gibson, actor and playwright Trey Anthony, hip-hop artist Kardinal Offishall, and Caribbean carnivals across the country have in common? They are all rooted in a Black creative practice, historical and contemporary. Black Creative Practices will expose students to case studies of creatives across multiple genres (music, dance, theatre, carnival, media, and the visual arts) unpacking their origins, form and style, as well as contributions.

Prerequisites: N/A

CRM 250 – Criminalizing Blackness

This course examines how the criminalization of Blackness operates through criminal justice and other institutions. It historicizes contemporary anti-Black state violence by tracing the logics of the Transatlantic Slave Trade, the years following emancipation, and neo-colonial relations. The course employs an interdisciplinary approach to understand how anti-Blackness intersects with ethnicity, gender, sexuality, citizenship status, and class to construct notions of criminality, deviance, and punishment. We explore liberatory possibilities drawn from community-led acts of resistance and mobilization.

Prerequisites: CRM 100

ENG 142 – Black Arts, Black Power

Black textual and cultural productions reveal the material conditions of Black experience. Students are introduced to Black Studies by exploring cultural production throughout the Black diaspora in its historical and social contexts, including the Middle Passage, slavery, emancipation, segregation, civil rights activism, immigration, and post-colonial revolution. Students analyze literary texts and intellectual traditions in the Black experience of North America. Specific attention is paid to the Black Canadian context.

Prerequisites: N/A

ENG 653 – Black Literatures and Cultures

Students explore a wide range of literatures produced by authors and critics throughout the Black diaspora that examine how Blackness is articulated, claimed, challenged, and produced. From Negro spirituals, to hip hop; from slave narratives to Afro-futurism; from early community newspapers to contemporary podcasts -- students enhance their critical skills by exploring the roots and routes of Black literary expressions. This course may be organized thematically or by specific geographical location.

Prerequisites: ENG 108 or ENG 110 or ENG 142

ENG 620 – English Caribbean Literatures and Cultures

The lives of peoples from the English-speaking Caribbean are extensively explored in dramatic works, films, music, art, novels and stories produced in the region and by Caribbean expatriates in Canada, the US and the UK. By situating examples of such works within their cultural contexts, the course raises a number of questions about Caribbean identities and experience and uses these questions to illuminate the history, struggles, and

triumphs of these peoples and to imagine future possibilities.

Prerequisites: N/A; UL

ENG 1xx - Afrofuturism: The Future is Black

“Afrofuturism”: a term for Black cultural productions that use futuristic tropes to explore Black experience in the past, present, and future. Students explore Afrofuturism’s vast cultural expanse -- from comet-seared New York to a Toronto populated by Caribbean ghosts and gods; from a fugitive alien in Harlem to a prince in Wakanda; from the sounds of Sun Ra to the music videos of Janelle Monae – and consider the possibilities and limitations of the genre.

Prerequisites: N/A; UL

FRE 605- Francophone Language and Culture

This course is for students who wish to further their knowledge of cultural studies, as well as literary and linguistic analysis. While gaining an appreciation of the language and culture of the Francophone regions outside Europe, students examine texts of all types. Essay-writing skills and organization form an integral part of the course. Special attention is given to language registers both written and oral as well as sociolinguistic issues in the Francophone world.

Prerequisites: FRE 601 or placement test required

FRS 602 – French Caribbean Literature and Culture

This course, taught in English, will focus on the literature, culture and arts of the Francophone Caribbean (Martinique, Guadeloupe, Haiti). Issues of colonialism and postcolonialism, slavery and freedom, exile and immigration, tensions between race and gender, between languages (French and Creole) will be examined through poetry, novels, storytelling, theatre, music and film analysis. Readings include major authors such as Césaire (father of negritude), Condé, Schwartz-Bart, Chamoiseau, J.J. Dominique.

Prerequisites: N/A; UL

FSN 610 – Carnival Arts

This course explores the history, development and meaning of Carnival and its contemporary contributions. Students engage in cultural research to explore the significance of Carnival communities worldwide. Working collaboratively, students will design, plan, manage and produce a carnival collection.

Prerequisites: N/A

FSNxxxx - Fashion and Race

This course will investigate the ways in which fashioned identities emerge within a racialized context in an effort to gain access, visibility and power—bridging key concepts in fashion studies with foundations in critical race theory, as well as methodologies from disciplines such as sociology, anthropology, art history and material culture. Discussions and exercises will address topics such as (but not limited to): The history of ‘race’ and the Western beauty canon; how race sets the limitations of belonging and citizenship when it comes to dress and appearance; cultural appropriation and the boundaries of material ownership; how the business of fashion grapples with race in retail spaces, image-making and employment diversity.

FSNxxxx - Black Fashion

GEO 705 - Environment and Society of the Caribbean

This course is issue oriented, and emphasizes the interrelatedness of historical, economic, social and cultural phenomena from a regional perspective. The Caribbean is a region because of the shared history, production systems, location in the global economy, patterns of cultural and physical background. Within this framework,

the course will focus on contemporary issues and debates relevant to understanding the regional basis and diversity of the Caribbean.

Prerequisites: N/A; UL

GMS 693 – The Latin American and Caribbean Bus Environment

GMS 693 examines the business environment in Latin America and the Caribbean (LAC). The economic, political and cultural differences and similarities between the countries are reviewed and the implications for trade and foreign direct investment discussed. Issues of political stability, natural resource endowments and the relations with the United States and China are examined. Latin American government relations with the United States and China are examined. Latin American government relations with foreign multinational firms are also carefully analyzed. The major institutions that impact business activity in the Region will be discussed. The course will also examine regional economic integration including the prospects for new agreements such as the Caribbean Single Market and Economy (CSME) and the FTAA, as well as the performance of established blocs such as Mercado Commun del Sur (MERCOSUR). The strategies of multinational enterprises entering this Region will be examined and the emergence of LAC multinationals also discussed.

Prerequisites: GMS 200 or MGT 200 or Direct Entry

GMS 694 – The African Business Environment

This course examines the challenges of conducting business in Africa. The region as a whole is profiled in terms of history, culture, demographic trends, political risk, economic performance and market opportunity. Barriers to trade and foreign direct investment will be examined along with important institutions that impact business activity. The search for opportunities and the problems associated with doing business in subsistence economies on the African continent will be a central focus of this course. Intra-regional differences in levels of economic development are discussed. Economic integration in the Region and its challenges will also be examined by assessing the performance of blocs such as the Economic Community of West African States (ECOWAS) and the Common Market for Eastern and Southern Africa (COMESA). North American and European interventions in the Region are also discussed along with China's growing economic and political influence. The implications for business in Africa are developed.

Prerequisites: GMS 200 or MGT 200 or Direct Entry

HST 222 - The History of the Caribbean

This course examines the development of societies in the Caribbean from the intrusion of European explorers and settlers c.1492 to the dismantling of the slave systems in the 19th century, and beyond to issues, such as independence, affecting the region in modern times.

Prerequisites: N/A; LL

HIS 107 – Colonization, Colonialism and Independence

This course provides an introduction to European colonialism in Asia and Africa. We will examine the motives behind territorial acquisition, the methods employed to establish colonial control, and the responses to colonialism among subject populations, including forms of resistance and movements for independence. We will also analyze the impacts of colonialism on the societies of both the colonizers and the colonized. Some key terms in this course are: race, culture, economy, resistance, and violence.

Prerequisites: N/A

HST 854 – African American History

The African American experience spans four-hundred years, from the establishment of the transatlantic slave trade through to the present. Beginning with the long road to freedom and concluding with contemporary

struggles for civil rights, this course explores the strategies African Americans employed to challenge institutional racism and white privilege and build vibrant communities in even the most hostile of environments.

Prerequisites: N/A; UL

Anti-Requisites: HIS 854

HST 633 – Modern Africa

What historical dynamics have produced the Africa we know today? How far are today's problems rooted in the colonial experience? This course examines the history of the continent from the beginning of the colonial period to the present. Some of the themes covered include: resistance to colonial rule, the development of nationalism, class formation, changing gender roles, Africa in the world economy, and democratization movements. This course is best taken with HST 533.

Prerequisites: N/A; UL

Anti-Requisites: HIS556 and HIS656

IDE 501– Africa and Beyond: The Decolonization of Design Culture

This course will question mainstream narratives in design culture by invoking underrepresented paradigms in the building arts. In particular, building traditions and design cultures on the African continent will be examined, from their pre-colonial origins to the modern struggles that would follow. This analysis will propel discussions on the continued mechanisms of division, the role of designers in decolonizing their discipline, and methodologies towards inherently inclusive and sustainable societies.

Prerequisites: N/A

JRN 333 - Reporting on Race

Students in our new Reporting on Race will look at how the media contributes and reflects racism affecting Black communities in Canada today and learn how to ensure you bring an anti-bias perspective to all your reporting to become a stronger journalist.

Prerequisite: JRN272

MPC 203: Theorizing Blackness in Modern Art

The course approaches the topic of modern and contemporary art from the purview of Africa, Latin America, the Middle East, and Asia. Students will investigate the material contexts under which artists worked and organized themselves; the nuanced concept of Blackness; how people make use of art in periods of uncertainty; and, how curators display these histories of representation and art use in museums and gallery spaces.

Prerequisites: MPC103

NNS333 - Covering Race

Course description not yet available. See JRN 333 Reporting on Race. The two courses will be antirequisites for each other.

POL 688 – Colonialism and Imperialism

Colonialism and imperialism have affected the lives of peoples for centuries and their impact continues to shape the political, economic and cultural life of contemporary communities in Africa, Asia and the Americas. Foundational to this course are issues of dispossession, identity, power and resistance in colonial and post-colonial societies and contemporary imperialism. Course readings and case studies compare and contrast experiences in selected countries from Asia, Africa and the Americas.

Prerequisites: N/A

RTA 484 – Music of the African Diaspora

African traditions have fed into and shaped many genres of popular music around the globe, including funk, soul, reggae, son, salsa, zouk, rap, house and grime. This course explores the transnational flows through which the sonic practices and cultural traditions of African peoples have infused a succession of musical styles. Students will gain an understanding of the global history of Black musical innovation and its social, political and aesthetic implications.

Prerequisites: N/A; LL

RTA 183 – Rhythm, Beat and Groove

Latin America's music spans nightclub salsa, Brazilian samba, Latin jazz, African-derived carnival music, Haitian voodoo, and urban hip-hop, among others, and reflects dynamic cultural fusions of past and present. Through hands-on musical exercises, lecture, and examination of audio-visual media, this course explores the socio-cultural and aesthetic impact of Latin American musical genres, with a particular focus on Latin rhythm, beat and groove. (Formerly MUS 403).

Prerequisites: N/A

SOC 221 – The Hip Hop Lens on Society

This course introduces individuals to sociological perspectives on the roots of hip hop culture and its global impact. Hip hop provides a powerful understanding of society from below, expressing the experiences and world-views of people marginalized by the dominant power relations. The course will examine the musical and textual forms of hip hop, as well as the social and political contexts in which these cultures arose.

Prerequisites: N/A; LL

SOC 530 – Blackness and Freedom

This course explores the impact of transatlantic slavery, dispossession and indentureship of Black diasporic peoples within and outside of Canada. It critically engages with themes of labour in the afterlife of slavery, the spatial and physical erasures of blackness, the surveillance and medicalization of Black bodies and blackness in white imagination. In "talking back" to systems of oppression, this course will also explore the politics of Black resistance that ultimately broaden horizons of Black freedom.

Prerequisites: SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111

SOC 576 – Colonialism and Anti-Blackness

There is an emergent body of scholarship bringing into conversation Indigenous and Black studies to interrogate how settler colonialism intersects with anti-Black racism give rise to white settler societies at the expense of Indigenous and Black life. This course introduces those key theoretical, methodological, and ethical frameworks for inquiries into historical and contemporary societal structures, state violence, and social movements. Taking an interdisciplinary approach, students appraise white settler societal formations while exploring decolonial, abolitionist possibilities.

Prerequisites: SOC 427

SPS 502 – Spanish Caribbean Literature and Culture

This course, taught in English, is intended to introduce students to the Spanish speaking Caribbean. Through the study of literature, painting, and cinema, students will have a broad overview of Hispanic Caribbean cultural traditions. Students will study three principal countries: Cuba, Puerto Rico and the Dominican Republic. Major authors to be studied may include Rosario Ferré, Miguel Piñero, Nicolas Guillen, Aida Cartagena Portalatin, Julia de Burgos, Gertrudis Gomez de Avellaneda and Lydia Cabrera.

Prerequisites: N/A; UL

New Upcoming Courses – Many of the courses that make up the curriculum are generally well-established (16/30), some (7/30) will be offered for the first time in the academic years 2021–2022 and a few (7/30) in 2022–2023.

Currently running consistently

1. CRB 501– Racism and Caribbean Peoples in Canada
2. FRS 602–French Caribbean Literature and Culture
3. SPS 502– Spanish Caribbean Literature and Culture
4. HST 222 - The History of the Caribbean
5. ENG 620 -- English Caribbean Literatures and Cultures
6. FRE 605 - Francophone Language and Culture
7. GMS 693–The Latin American and Caribbean Bus Environ
8. GMS 694–The African Business Environment
9. HIS 107– Colonization, Colonialism and Independence
10. HIS 854–African-American History
11. HST 633–Modern Africa
12. IDE 501–Africa and Beyond: The Decolonization of Design Culture
13. POL 688– Colonialism and Imperialism
14. RTA183– Rhythm, Beat and Groove
15. SOC 221– The Hip Hop Lens on Society
16. SOC 530–Blackness and Freedom

Offered in 2021-2022

1. CRI 560 - Black Creative Practices (will become CRI470 in Winter 23)
2. CRM 250 - Criminalizing Blackness
3. MPC 203 - Theorizing Blackness in Modern Art
4. RTA 484 – Music of the African Diaspora
5. SOC 576 – Colonialism and Anti-Blackness
6. CGEO 705 - Environment and Society of the Caribbean
7. FSNxxxx - Fashion and Race

Will be offered in 2022-2023

1. ENG 142 – Black Arts, Black Power
2. ENG 6xx - Black Literatures and Cultures
3. ENG 1xx - Afrofuturism: The Future is Black (2023-2024)
4. FSN 610 - Carnival Arts
5. FSN xxxx - Black Fashion
6. JRN 333 - Reporting on Race
7. NNS333 - Covering Race

Resource issues - We do not foresee any unreasonable increase in demand on current resources since most of the minor is built on pre-existing courses, most of which run regularly and with consistently healthy enrolments. The new courses reflect the increasing diversity of faculty and their interests and as such, do not pose resource issues.

Delivery - The Black Studies Minor would be readily available to students from almost all programs at X University in different capacities. A number of courses in the minor are Liberal Studies courses and others (as of

Fall 2022) will be used as Open Electives (subject to availability and prerequisites). Some courses are also offered through the Chang School.

Governance - The Black Studies Minor will be situated in the Faculty of Arts, which provides the greatest number of electives to the minor and offered through the Department of English. It will be governed by a multidisciplinary committee composed of a majority of Black-identified scholars and students, including at least two professors and one Black-identified student from each of the Faculties that participates in the Minor. The committee's mandate will be to meet as needed to consider proposals, to add or delete courses or make other changes to the curricular structure. Any such changes will be administered by the Department of English, with the approval of the Dean of Arts, as well as approvals from the teaching departments and the Faculty Dean of the courses involved.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve the new Minor Black Studies.***

F. FCS – Midwifery Education Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Midwifery Education Program proposes an exception to Senate Policy #2: Program Balance. This proposal stems from a recommendation by the Academic Standards Committee as a result of the program's periodic program review, and a result of the program requiring a minimum of 50% placement content to meet accreditation requirements.

The first three semesters of the program (year 1 and Fall semester of year 2) contain 2-3 liberal arts credits (\geq 16% of the course load per semester). The Accreditation of this professional program requires a required number of clinical care elements (prenatal, intrapartum, postpartum and prenatal care) in which safe demonstration of core competencies is required. After the clinical portion of the program begins, full-time clinical placement while taking 24 hour call is required, which precludes taking liberal arts courses.

The majority of the enrolled students have already received postsecondary education in which liberal arts electives have previously been met, leaving them to graduate with the expected university developmental learning expectations.

| Degree to which the program(s) vary from Senate Policy: | | | |
|--|--|---------------------------------|---------------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 21 | 80.8% |
| Open Electives | 10-25 | 1 | 3.8% |
| Liberal Studies | 15-20 | 4 | 15.4% |
| Total | 100 | 26 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

G. FCS – Occupational Health and Safety Two-year Degree Completion Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Occupational Health and Safety Degree Completion Program proposes an exception to Senate Policy #2: Program Balance. This program is a 2-year degree completion program. Admission is available to applicants who have completed the Workplace Safety and Prevention Diploma from Lambton College, Seneca College or Cambrian College with a minimum B/3.0/70% overall average. Students complete 19 core courses and 3 liberal courses (instead of the 30 core and 10 liberal/open electives required for the 4-year program). The other liberal/open elective requirements are covered by the students' previous Diplomas. The current program was approved by ASC and Senate in 2018.

| Degree to which the program(s) vary from Senate Policy: | | | |
|---|--|-------------------------|-------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 19 | 86 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 3 | 14 |
| Total | 100 | 22 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

H. FCS – Occupational Health and Safety Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Occupational Health and Safety Post-Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. This program is an accelerated 2-year 'fast-track' program. Admission is available to applicants who hold a bachelor's degree or higher from an accredited university, including completion of three (lower or upper level) liberal studies courses. Students complete 26 core courses (instead of 30 core and 10 liberal/open electives required for the 4-year program). Students in the program have already completed their liberal/open elective course requirement in their previous degree and already have a heavy course load compared to the four-year program (average of 6-7 courses per semester, compared to 5 courses per semester for the four-year program). This fast-track format is not new and has been part of the School's programs for over a decade. The current program was approved by ASC and Senate in 2018.

| Degree to which the program(s) vary from Senate Policy: | | | |
|---|--|-------------------------|-------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 26 | 100 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 0 | 0 |
| Total | 100 | 26 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

I. FCS – Occupational Public Health Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Occupational Public Health Post-Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. This program is an accelerated 2-year ‘fast-track’ program. Admission is available to applicants who hold a bachelor's degree or higher from an accredited university, including completion of three (lower or upper level) liberal studies courses. Students complete 26 core courses (instead of 30 core and 10 liberal/open electives required for the 4-year program). Students in the program have already completed their liberal/open elective course requirement in their previous degree and already have a heavy course load compared to the four-year program (average of 6-7 courses per semester, compared to 5 courses per semester for the four-year program). This fast-track format is not new and has been part of the School’s programs for over a decade. The current program was approved by ASC and Senate in 2018.

| Degree to which the program(s) vary from Senate Policy: | | | |
|---|--|-------------------------|-------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 26 | 100 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 0 | 0 |
| Total | 100 | 26 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

J. FCS – Urban and Regional Planning Two-year Post Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Urban and Regional Planning Two-year Post Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. The two-year PLAB post-baccalaureate degree program was designed to respond to the demand for a second-degree program in Planning with an applied focus, combined with the Ministry’s desire to develop study continuation program to produce professionally accredited planners. **Students with another undergraduate degree** have the opportunity to complete the program in two years and receive a professional Planning degree. The program was first accredited by the Canadian Institutes of Planners (CIP) in 2005.

The core of the PLAB program is identical to the third and fourth years of the four-year Bachelor degree program (PLAN) program at SURP. However, to meet the professional accreditation requirement related to the functional and enabling competencies, several adjustments to the rest of the curriculum had to be made. First, it is expected that students would have taken a significant number of courses during their previous undergraduate studies, which would qualify as Professionally-related/ Open Electives courses AND Liberal Studies courses, and satisfy the objectives of section 4.4.4 of Policy 2 (Provision of multiple curriculum opportunities) and Section 5.2 of policy 2 (Open Electives: provides students with the opportunity....to choose degree level courses outside their core). At the time of the inception of the program, the academic standards committee (ASC) recommended that **by virtue of the previous degree, a student would have met these requirements.** We argue that duplicating those similar courses would be counter-productive. As a result, the approved curriculum only includes courses that can be identified as “core studies” (required and core electives).

This approach allows us to introduce and reinforce topics and skills related to all functional and enabling competencies required by the Professional Accreditation Board (PSB).

Furthermore, to meet the accreditation-related competency standards, students must successfully pass CVUP100 (Foundations of Planning; offered through Chang School) in order to be admitted to the PLAB program. Students are further required to take an economics course (ECN104) in their first semester and an ecology course (PLG240) in their second semester.

A change to the current balance of the PLAB program would significantly impact the programs professional accreditation (PSB) and SURP's vision "to provide excellence in planning education that prepares graduates to contribute as leaders in the community and the profession". The current accreditation (for a 5-year period) was secured in 2020.

| Degree to which the program(s) vary from Senate Policy: | | | |
|--|--|---------------------------------------|---------------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 20 (14 required + 6core electives) | 100 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 0 | 0 |
| Total | 100 | 20 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

K. FCS – Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Community Services Urban and Regional Planning Two-year Post Diploma Degree Completion Program proposes an exception to Senate Policy #2: Program Balance. The two-year PLAD post-diploma degree completion program was created in response to two external factors. The first was a policy direction from the Province of Ontario to create new articulation programs between the community colleges and universities in the Province. These programs would provide a clear route for college students to attain admission (transfer) to university undergraduate degree programs. The second factor was a request by the Ontario Professional Planners Institute and the Canadian Institute of Planners to create a well-defined path for diploma holders from accredited planning technician programs to move to an undergraduate degree award in planning. Both professional institutes wished to establish the completed four-year university degree award as the base criteria for eligibility for membership in the Institutes.

PLAD students enter into the third year of the four-year undergraduate program. To be considered, **students must have completed the Urban and Regional Planning Technician-GIS Diploma from Mohawk College of Applied Arts and Technology, or the GIS and Urban Planning Diploma from Fanshawe College of Applied Arts and Technology.**

To meet the professional accreditation requirement related to the functional and enabling competencies, several adjustments to the four-year curriculum had to be made. First, it is expected that students would have taken a significant number of courses during their previous diploma studies, which would qualify as Professionally-related/ Open Electives courses, and satisfy the objectives of section 4.4.4 of Policy 2 (Provision of multiple curriculum opportunities) and Section 5.2 of policy 2 (Open Electives: provides students with the opportunity to choose degree level courses outside their core).

However, in recognition of the needs “to develop students’ capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen” (Section 5.3 in Policy 2) and an acknowledgement of the lack of opportunities to complete relevant course work in a community-college degree program, the students are required to complete similar number of Liberal Studies courses within a two-year period, when compared to our four-year PLAN program, increasing their proportional representation in the overall curriculum.

As a result, the approved curriculum only includes courses that can be identified as “core studies” (required and core electives) and Liberal Studies. Furthermore, to meet the accreditation-related competency standards, students must successfully pass CVUP100 (Foundations of Planning; offered through Chang School) in order to be admitted to the PLAD program. Students are further required to take an economics course (ECN104) in their first semester, an ecology course (PLG240) in their second semester, and a Senior Planning Project Course (PLG805) that emphasizes critical thinking and analysis. As a result, the overall course load of this program is higher than our four-year program (23 courses in two years, compared to 20 courses for PLAN students). This approach allows us to introduce and reinforce topics and skills related to all functional and enabling competencies required by the Professional Accreditation Board (PSB), while also allowing opportunities to improve student capacity with regard to critical thinking and writing.

A change to the current balance of the PLAB program would significantly impact the programs professional accreditation (PSB) and SURP’s vision “to provide excellence in planning education that prepares graduates to contribute as leaders in the community and the profession”. The current accreditation (for a 5-year period) was secured in 2020. We have attached our submission to the PSB (PSB Accreditation Self Study 2020) with this application. **Any change would have to also agreed upon with the colleges, and the articulation documents would have to be revisited.**

| Degree to which the program(s) vary from Senate Policy: | | | |
|---|--|---------------------------------------|-------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 18 (15 required + 3core electives) | 78 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 5 | 22 |
| Total | 100 | 18 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

L. FOS – Medical Physics Degree Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Science Medical Physics Degree Program proposes an exception to Senate Policy #2: Program Balance. To meet the standards of the professional accreditation and provide a competitive, sector-based education, to continue accepting Ryerson graduates into our accredited graduate program and to maintain multidisciplinary approach, BSc (Honours) in Medical Physics is seeking the approval of the Academic Standards Committee and Senate for a variation from the specified program balance as outlined in Policy 2, section 6.

To prepare our students to enter into the medical and health professions, and to fulfill the CAMPEP accredited program entrance requirements, the applicants need multiple upper year physics courses. Without fulfilling the CAMPEP entrance requirements students cannot proceed to the CAMPEP accredited graduate programs. To achieve this, the Medical Physics undergraduate program is structured with three or four level of prerequisite courses that must be accompanied with academic advising to ensure students successfully complete the requirements. For example, to take PCS 406: Radiation Dosimetry and Health Physics students need to take following physics courses sequence: PCS 120 (Physics I; first term), PCS130 (Physics II; second term), PCS229 (Introduction to Medical Physics; third term), PCS325 (Nuclear Physics; six term). In parallel they require proficiency in mathematics, which is achieved by guiding students through a list of required mathematics courses. Another example is PCS350: Computational Methods in Medical Physics, which has [PCS 622](#) or ([MTH 501](#) and [MTH 430](#)) as pre-requisites. On the Physics side, students need to pass PCS 120 (Physics I; first term), PCS130 (Physics II; second term), PCS300 (Modern Physics), PCS521 (Mathematical Physics) and PCS622 (Mathematical Methods in Medical Physics) to reach PCS350. This multilevel pre-requisite structure prevents creating places in the existing curriculum for the open elective courses without compromising the Program goals and training of the next generation of Medical Physics ready for the next steps in their education.

To apply for a CAMPEP accredited graduate programs in Medical Physics, a student must have a minimum of 3 upper year Physics course. The preferred courses are Nuclear Physics, Quantum Physics I or II, Electricity and Magnetism I or II, Thermodynamics, Statistical Physics and Mathematical Physics, to name some. Similarly, as explained above, to reach these upper year physics courses students need to take a multilevel pre-requisite courses, which require early planning in their studies.

Medical Physics is a bridge between Science and Medicine. Our Medical Physics program is a Science program that is multidisciplinary in nature. It requires a well-defined curriculum structure to achieve the professional and educational needs in the field. To achieve the required knowledge in physics and related supporting sciences, as for the core required courses, it is comprised of 17 physics and medical physics, 5 math, 5 chemistry and biology, and 1 computer science course. Also 4 professionally-related elective courses are included in the curriculum. The coverage in Biology and Chemistry is presently suboptimal in the program (2 required and 2 elective Chemistry courses; 3 required and 7 elective Biology courses), which is a weak point of the Program. These deficiencies cannot be addressed due to the lack of course spaces in the curriculum. With the 6 mandated Liberal Study courses, the program has only 4 spaces left for core elective courses allowing students to achieve their desired paths or other academic aspirations associated with applying to professional schools. There are no additional spaces for OE courses since any substitutions of existing courses will prevent students from focusing their education in Medical Physics, Computational Physics or Physics or other relevant sciences required to advance their careers in the Medical Physics field.

Current curriculum structure showing current program balance

| Term/Year | current |
|---|---|
| Year 1 | 10 core required 1 liberal |
| Year 2 | 9 core required 1 liberal |
| Year 3, semester 5 | 4 core required 1 from Table I (core electives) |
| Year 3, semester 6 | 3 core required 1 from Table I (core elective) 1 liberal |
| Year 4, semester 7 | 2 core required 1 from Table I (core elective) 2 liberal |
| Year 4, semester 8 | 2 core required 2 from Table I (core electives) 1 liberal |
| Total (semesters 1-8) Curriculum balance | 30 core required 5 core elective 6 liberals (LS) |

| Degree to which the program(s) vary from Senate Policy: | | | |
|--|--|---------------------------------|---------------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 35 | 85 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 6 | 15 |
| Total | 100 | 41 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

M. FOS – Biology- option in BioPhysics Degree Program – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Faculty of Science Biology- option in BioPhysics Degree Program proposes an exception to Senate Policy #2: Program Balance. The Biology program has a regular program and 3 options. Although 3 of the curricular streams will be amended to comply with Policy 2, the Biophysics option is a multidisciplinary stream that requires a substantial amount of knowledge in 2 fields – Biology and Biophysics and would not have the space in the curriculum to accommodate more courses.

Briefly, the biophysics option is available to students entering their 3rd year of the biology program. Biophysics, the discipline, typically address biological problems at the molecular level by drawing knowledge and experimental techniques from a wide variety of disciplines to indirectly observe or model the structures and interactions of individual molecules or complexes of molecules. The courses are drawn from the Medical Physics curriculum program and as such are typically studied at the graduate level which makes this option at Ryerson Unique.

Students who choose this option will enhance their undergraduate biology education with course such as Radiation Biology, Health Physics, and Medical Physics. Biophysics offers careers in teaching and research and development at educational, medical and government institutions, R and D at pharmaceutical, biotechnology and nanotechnology and other biologically oriented high-tech companies and in regulation and public policy at all levels of government and private organizations. This undergraduate option can also lead to post-graduate studies towards certification as a health or medical physicist.

The program already draws from 2 distinct disciplines and as such is multidisciplinary in nature. Students who choose this option will be aware that they are limiting their OE choices in favour of a concentration in this unique area so that they are better prepared for job opportunities in this area. Furthermore, the option is selected by a small number of students and therefore very few students would be affected.

Table B. Current curriculum structure showing current program balance

| Term/Year | current |
|---|---|
| Year 1 | 10 core required 1 liberal |
| Year 2 | 9 core required 1 liberal |
| Year 3, semester 5 | 4 core required 1 liberal |
| Year 3, semester 6 | 4 core required 1 liberal |
| Year 4, semester 7 | 2 core required 2 from Table III (core electives) 1 liberal |
| Year 4, semester 8 | 2 core required 2 from Table III (core electives) 1 liberal |
| Total (semesters 1-8) Curriculum balance | 31 core required 4 core electives 6 liberals |

| Degree to which the program(s) vary from Senate Policy: | | | |
|--|--|---------------------------------|---------------------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 35 | 85 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 6 | 15 |
| Total | 100 | 41 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

N. FOS – Biology option in Bioinformatics and Computational Biology – Curriculum modifications

Introduction and Rationale – The Biology Program with the Option in Bioinformatics and Computational Biology is proposing curricular modifications to gain compliance with Policy 2. The program currently consists of 41 credit courses. Currently the students take 31 cores courses, 3 Professionally related electives, and 6 liberals. The large number of core course in the program are due to its multidisciplinary nature which spans, Biology, Chemistry, Computer science and Math. However, 4 OE can be accommodated by removal of the requirement of the core course BCH463 (Advanced Biochemistry II) from the curriculum (this course will remain available to students as an Open Elective) and removing the requirement for students to take 3 courses from Table IV (Professionally-related courses, all now offered in OE). The removal of the core course does not impact the vision of this option as the student will already have 2 biochemistry courses which is more than enough to understand its relationship to computational biology. Table IV will be deleted from the calendar. Table IV was used to offer more diversity of courses to the student which can easily be accomplished by OE. This change does not affect the program’s outcomes, learning objectives, timed offerings, etc. The changes are highlighted the table below.

Table D. Changes in curriculum structure to accommodate 4 OE*

| Term/Year | current | proposed |
|------------------------------|---|--|
| Year 1 | 11 courses | No change |
| Year 2 | 10 courses | No change |
| Year 3, semester 5 | 4 core required 1 liberal | 4 core required 1 liberal |
| Year 3, semester 6 | 4 core required 1 liberal | 3 core required 1 liberal 1 from OE |
| Year 4, semester 7 | 3 core required 1 liberal 1 from Table IV | 3 core required 1 liberal 1 from OE |
| Year 4, semester 8 | 2 core required 1 liberal 2 from Table IV (PRs) | 2 core required 1 liberal 2 from OE |
| Total (semesters 5-8) | 13 core 3 from Table IV (PRs) 4 liberals | 12 core required 4 from Open Electives 4 liberals |

*All these programs will also change the terminology of their “Professional and Professionally Related” Tables to fall in line with the terminology outlined in Policy 2.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

O. FOS – Mathematics and its Application option in Computer Science – Curriculum modifications

Introduction and Rationale – Mathematics and its Application Program with the option in Computer Science is proposing curricular modifications to gain compliance with Policy 2. The program with the option in Computer Science currently consists of 41 credit courses. It concentrates its curriculum over 2 diverse areas, mathematics and computer science. Currently the students take 25 cores courses, 10 Professionally related electives (4 that

are within the mathematics area (Table I) and 6 from the computer science area (Table II)), 2 OE and 6 liberals. The proposal will remove a professional elective (core elective) from both Table I and Table II to increase the OE from 2 to 4. This change does not affect the program's outcomes, learning objectives, timed offerings, etc. The changes are highlighted in the table below.

Changes in curriculum structure and delivery to accommodate 4 OE*

| Term/Year | current | proposed |
|------------------------------|--|--|
| Year 1 | 11 courses | No change |
| Year 2 | 10 courses | No change |
| Year 3, semester 5 and 6 | 5 core 2 from Table I 2 from Table II 1 liberal | No change |
| Year 4, semester 7 and 8 | 1 core 2 from Table I 4 from Table II 2 OE 1 liberal | 1 core 1 from Table I 3 from Table II 4 OE 1 liberal |
| Total (semesters 5-8) | 6 core 4 from Table I 6 from Table II 2 OE 2 liberals | 6 core 3 from Table I 5 from Table II 4 OE 2 liberals |

*All these programs will also change the terminology of their "Professional and Professionally Related" Tables to fall in line with the terminology outlined in Policy 2.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

P. FOS – Mathematics and its Application option in Economics – Curriculum modifications

Introduction and Rationale – Mathematics and its Application Program with the option in Economics is proposing curricular modifications to gain compliance with Policy 2. The program with the option in Economics currently consists of 41 credit courses. It concentrates its curriculum over 2 diverse areas, mathematics and economics. Currently the students take 25 cores courses, 10 Professionally related electives (4 that are within the mathematics area (Table I) and 6 from the economics area (Table III)), 2 OE and 6 liberals. The proposal will remove a professional elective (core elective) from both Table I and Table III to increase the OE from 2 to 4. This change does not affect the program's outcomes, learning objectives, timed offerings, etc. The changes are highlighted in the table below.

Changes in curriculum structure and delivery to accommodate 4 OE*

| Term/Year | current | proposed |
|------------------------------|---|---|
| Year 1 | 11 courses | No change |
| Year 2 | 10 courses | No change |
| Year 3, semester 5 and 6 | 5 core 2 course from Table I 2 course from Table III 1 liberal | No change |
| Year 4, semester 7 and 8 | 1 core 2 course from Table I 4 course from Table III 2 OE 1 liberal | 1 core 1 course from Table I 3 course from Table III 4 OE 1 liberal |
| Total (semesters 5-8) | 6 core 4 from Table I 6 from Table III 2 OE 2 liberals | 6 core 3 from Table I 5 from Table III 4 OE 2 liberals |

*All these programs will also change the terminology of their “Professional and Professionally Related” Tables to to fall in line with the terminology outlined in Policy 2.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

Q. ARTS – Politics and Governance – Curriculum modifications

Introduction and Rationale – Politics and Governance in the Faculty of Arts is proposing curricular modifications (a reduction in Core Required Courses) to gain compliance with Policy 2, as well the addition of four new concentrations.

Reduction in Core Required Courses

This proposal aims to reduce the number of required courses in the POG curriculum, a modification that was recommended specifically (Recommendation #7) by the 2018 Periodic Program Review (PPR) and is aligned with Ryerson’s phased-in implementation of Senate Policy #2, in which a revised Tripartite Curriculum structure features Core (Required and Elective), Open Electives, and Liberal Studies. These changes combine to offer greater choice and flexibility for students. The table below demonstrates the changes between the current and proposed curriculum models.

| New Curriculum Model | | | |
|--|--|---|--|
| Number and % of Core Required Course Counts | Number and % of Core Elective Course Counts | Number and % of Liberal Studies Course Counts (indicate LL/UL) | Number and % of Open Elective Course Counts |
| 7 specific courses plus a minimum of 4 Table 1 (2 Humanities and 2 Social Sciences). 11 = 27.5% | 2 Core Elective Group 14 Core Elective Table II TOTAL 16 = 40% | 2 ULLS 4 ULLS TOTAL 6 15% | 7 = 17.5% |
| Old Curriculum Model | | | |
| Number and % of Required Course Counts | Number and % of Professional Elective Course Counts | Number and % of Liberal Studies Course Counts (indicate LL/UL) | Number and % of Professionally-Related Elective Course Counts |
| 13 specific courses plus a minimum of 4 Table 1 (2 Humanities and 2 Social Sciences). 17 = 42.5% | 10 = 25% | 2 LLLS 4 ULLS TOTAL 6 15% | 7 = 17.5% |

Rationale for Reducing the Number of Required Courses:

1. The introductory requirements of the existing Politics and Governance program exceed the norm of many other political science majors in Canada. Those programs are widely seen to equip their students with adequate skills and knowledge in the field of politics.
2. The number of required introductory courses in the POG program is also higher than in several other programs in the Faculty of Arts.
3. The requirements of related double-major programs involve fewer required courses, and that has been recognised as sufficient to declare that a student has majored in Politics and Governance. More closely aligning the required elements of the single major increases the coherence and consistency of requirements between the single- and double-majors.
4. The PPR recommends fewer required courses.
5. The PPR also notes that many of the currently-required courses are at a lower level, so reducing their number would enable students to a) take more upper-level courses, including seminars, that would advance their skills and knowledge; and b) expand their ability to take upper level courses with faculty in their areas of expertise.
6. The PPR recommends greater balance in our curriculum between the traditional subfields.
7. The POG co-op program requires students to complete three semesters of work placements. Making the curriculum more flexible will assist co-op students in completing their degrees on time.
8. The University is moving towards the full implementation of Senate Policy #2 (which includes Open Electives), offering students more choice in their degrees. Increasing flexibility and choice in the POG major aligns with the University's general direction.
9. The proposed modification is consistent with the Learning Outcomes (**Appendix D**) and UDLEs (**Appendix E**). Both were revised in April 2021, with the assistance of Paola Borins, Curriculum

Development Consultant. The modifications, together with the addition of seventeen (17) POG courses since 2012, will afford students a much more realistic choice in terms of whether to aim for breadth or depth within the discipline.

10. The POG electives are offered regularly, which facilitates broader student choice and will also facilitate the successful completion of the proposed concentrations.

Introduction of four Concentrations

1. **Canadian Democracy.** A Concentration in Canadian Democracy offers students in the Politics and Governance Program the opportunity to select core program electives that will enhance and develop their expertise in democratic processes and institutions in the Canadian context. The Department of Politics and Public Administration offers students an array of courses that relate to Canadian politics. Completion of the Canadian Democracy Concentration allows students to signal to graduate schools and/or potential employers that they have chosen to specialise in this area of the discipline.
2. **Politics of Identity.** We live in an era where the impact of identities on political events and governing policies has never been more stark. Historically, political identities on the left and right have been central to the organization of power, society and governance, with identity-based categories mobilized as organising principles for the distribution of power and its benefits in society. Class, indigeneity, ethnicity, race, gender, religion, ability/disability, gender/sexual difference, along with post-colonial identities, represent key bases for political mobilization, engaging politics of recognition and making claims to state power and self-determination at all levels of governance. The Concentration is deliberately designed to cut across subfields and to cover subject matter that draws upon the program's five subfields. As the whole field of identity increases in importance within the discipline, students who complete this Concentration will enhance their applications for graduate or legal education and/or for employment.
3. **Public Policy.** The Department of Politics and Public Administration has significant strength in relation to public policy that is demonstrated in courses at both the undergraduate and graduate levels. But, because many universities do not offer Public Policy as an undergraduate subfield of Political Science, there is a need to make it possible for students to signal clearly to graduate schools and/or potential employers that they have a strong body of knowledge in public policy.
4. **World Politics.** The Department has considerable faculty strength in the subfields of Global and Comparative Politics. The World Politics Concentration draws on that expertise to offer students the opportunity to focus their undergraduate studies in the international arena, which is of particular interest to many students. Completion of the Concentration in World Politics will strengthen the application of students wishing to pursue further education in areas of International Relations, Global Politics, or Comparative Politics; and will also be helpful to those seeking employment with international entities, both governmental and non-governmental.

Effect of Concentrations on program learning outcomes.

The introduction of these concentrations reflects a change in thinking about the *breadth* and *depth* within the program. The previous curriculum structure quite deliberately forced introductory exposure to all five of the subfields offered by the Department of Politics and Public Administration, thus ensuring that students would be able to take, in their third and fourth years, any Core Electives (Table II) on offer. The revised curriculum –

equally deliberately – leaves to students the decision as to whether to focus broadly (across subfields), or to concentrate more narrowly on three subfields (the minimum to which they will be introduced).

The addition of concentrations simply formalizes – and makes more intentional – something that has actually been possible within the degree for many years. Table II has always been arranged by subfield, signalling to students what they should do if they wish to concentrate their studies within particular subfields. When Senate policy was amended to permit concentrations – and to have them recognised on the students' transcripts – it made sense for the Department to develop coherent Concentrations, not necessarily along subfield lines. In short, the addition of optional Concentrations supports the program learning outcomes. Their optional character allows students who prefer breadth to depth to explore multiple subfields and that, too, is consistent with the program's learning outcomes.

Curriculum

The following also shows the structure of each concentration.

Canadian Democracy

Required (Students are advised to complete POG 210 in Year 2)

POG 210: Power and Authority in Canada

Select any five courses from the following:

POG 310: Provincial Politics

POG 313: The Politics of Race and Ethnicity

POG 315: Equity and Human Rights in Canada

POG 320: Social Identity and Citizenship

POG 391: MP/MPP Office Placement

POG 410: Canadian Urban Politics

POG 411: Canadian Foreign Policy

POG 416: The Politics of Canadian Federalism

POG 417: Canadian-American Relations

POG 440: Indigenous Justice/Governance

POG 442: Women and Comparative Politics

POG 446: Voters, Elections and Parties

POG 494: Women in the House

POL 720: Canada in the Continent

PPA 301: Administrative Law

PPA 319: Politics of Work and Labour

INP 900: Understanding the Nonprofit Sector

Politics of Identity

As is the case with Core Elective Table II, a maximum of 2 POL courses may be used to satisfy Core Elective requirements.

Select any six courses from the following:

POG 240: Intro Comparative Politics

POG 313: The Politics of Race and Ethnicity

POG 315: Equity and Human Rights in Canada

POG 316: Social Policy

POG 317: Education Politics and Policy

POG 320: Social Identity and Citizenship

POG 323: Politics of International Development
 POG 331: Politics and Cinema
 POG 342: Politics in Africa
 POG 343: Politics in Latin America
 POG 423: Nationalism and Identity
 POG 424: Human Rights and Global Politics
 POG 426: Global Conflict and Peace
 POG 427: Women, War and Peace
 POG 430: Contemporary Political Thought
 POG 431: Power, Domination, and Resistance
 POG 432: Varieties of Democracy
 POG 440: Indigenous Justice/Governance
 POG 442: Women and Comparative Politics
 POG 494: Women in the House
 POL 501: Women, Power and Politics
 POL 510: Politics of Sexual Diversity
 POL 540: Issues in Third World Politics
 POL 588: Neo-Liberalism and its Alternatives
 POL 601: Social Movements and Politics
 POL 609: Global Justice
 POL 613: International Law for Human Protection
 POL 620: Sports and Politics
 POL 688: Colonialism and Imperialism
 PPA 319: Politics of Work and Labour

Public Policy

Required (Students are advised to complete POG 214 or PPA211 in Year 2)

POG 214: Controversial Policy Topics **or** PPA211: Public Policy

Select any five courses from the following:

POG 316: Social Policy
 POG 317: Education Politics and Policy
 POG 411: Canadian Foreign Policy
 POG 412: Government and the Economy
 POG 415: Environmental Politics and Policy
 PPA 301: Administrative Law
 PPA 403: e-Government
 PPA 411: Advanced Public Policy
 PPA 414: Comparative Public Policy

World Politics

As is the case with Core Elective Table II, a maximum of 2 POL courses may be used to satisfy Core Elective requirements.

Required (Students are advised to complete POG 225 and POG240 in Year 2)

POG 225: Global Governance
 POG 240: Intro to Comparative Politics

Select any four courses from the following:

POG 323: Politics of International Development
 POG 324: Global Political Economy

POG 327: Non-State Actors and Global Security
 POG 328: Peace and Security in Asia
 POG 341: US Politics
 POG 342: Politics in Africa
 POG 343: Politics in Latin America
 POG 392: Washington, DC: Seat of US Gov't
 POG 411: Canadian Foreign Policy
 POG 423: Nationalism/Identity
 POG 424: Human Rights & Global Politics
 POG 426: Regional Economic and Political Integration
 POG 427: Women, War, and Peace
 POG 431: Power, Domination, and Resistance
 POG 432: Varieties of Democracy
 POG 490: Special Topics (Dept consent required to enrol)
 (must be on a topic relevant to World Politics)
 POG 498: Directed Topics (Dept consent required to enrol)
 (must be on a topic relevant to World Politics)
 POG 499: Field Experience (Dept consent required to enrol)
 (must be on a topic relevant to World Politics)
 POL 540: Issues in Third World Politics
 POL 588: Neoliberalism and its Alternatives
 POL 607: Politics of Technology and Globalization
 POL 609: Global Justice*
 POL 613: International Law for Human Protection
 POL 688: Colonialism and Imperialism

Delivery Plan

The term/year of study, specified by the program, when a student must declare a Concentration.

- Declaration/deletion of a concentration can occur at any time via the RAMSS link in the student centre. Students can add, change, or remove concentrations until their application to graduate goes under review. Beyond that point, any changes must be done via email to gradinfo@ryerson.ca

Evidence that students will have reasonable access to the courses in the Concentrations.

- The courses that are required in each Concentration will continue to be offered on an annual basis. The other courses necessary to complete these concentrations are offered regularly and with sufficient capacity to meet demand. Core electives at the 200-level may have up to 100 students, at the 300-level about 80 students, and at the 400-level, usually 30 to 50 students. The exceptions are experiential courses and seminar courses, both of which may have reduced capacity.

A plan to deal with course accessibility issues, if any.

- It is unlikely that there will be accessibility issues but, should any arise, the Undergraduate Program Administrator and Undergraduate Program Director will try to provide a solution.

A plan to deal with resource issues, if any.

- No change from current resource needs. The Concentrations have no identifiable effect on program course offerings.

A plan to track (i) student declaration and completion of the Concentration; and (ii) any issues concerning the Concentration.

- The department will hold an information session about Concentrations in Winter 2023 (before the deadline for course intentions) for all students admitted in Fall 22 or earlier. Thereafter, an information session will be held annually at the same time, for students completing second year intentions. These information sessions will be the joint responsibility of the Undergraduate Program Director and the Undergraduate Program Administrator.

Proposed implementation date.

- September 2023

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

R. FCS – Occupational Health and Safety - Fast-Track BSc Co-op Program Proposal

Introduction and Rationale – The purpose of this proposal is to argue for extending the optional co-op program in the Occupational Health and Safety (OHS) BSc program to the two-year fast-track program. This extension would provide students in the OHS fast-track program with similar access to experiential learning opportunities as the five-year program, and comes as a result of both demand from students and the availability of co-op work opportunities for OHS students with employers. The OHS fast-track program will be positioned to provide additional ways of preparing students for future careers through the extension of the co-op program to its students. The challenge in securing work after graduation is summed up precisely by an OHS fast-track student who offered the following feedback when asked about interest in having co-op: “Having 2 degrees and 0 experience is still 0 experience, and no employer wants that.” It would be a benefit to a significant number of students to have co-op as an option within the program.

As a degree-granting program with four semesters of academic study, [national co-op guidelines](#) indicate that students in the program would require co-op experience equating to a minimum of 25% of their time spent in academic study. We are proposing that OHS fast-track students be required to complete a total of two work terms in order to obtain a co-op designation upon graduation, making for a more robust hands-on learning experience. The addition of co-op for OHS fast-track would not require any changes to the existing curriculum and timetable. However, given the time students will spend completing work terms, this will extend the program from 2 to 3 years for students who pursue co-op.

This proposed change is aligned with Ryerson’s [2020-2025 Academic Plan](#), ensuring OHS fast-track students are able to benefit from industry as partners in their learning, as part of supporting an enhanced student experience. The uniqueness of this offering will also reflect the Plan’s stated values of Excellence, Boldness and Access. With regards to the uniqueness of the OHS fast-track program in Canada, earlier this year the Career & Co-op Centre consulted with the Chair of [Co-operative Education and Work-Integrated Learning \(CEWIL\)](#) [Canada](#)’s Accreditation Council, who indicated that the requirements for co-op for a fast-track program would be consistent with co-op requirements for full-time degree program.

Given that there has been considerable demand for co-op from students in the program, the ability of the labour market to support additional OHS co-op students in securing work opportunities, and the existing infrastructure and supports in place to run the program through the Career & Co-op Centre, extending the OHS co-op option to fast-track students would provide significant impact with minimal additional resources. Co-op has been running successfully in the five-year OHS BSc program for several years now, with 88 students currently participating in co-op (as of June 2021), and a 3:1 ratio in the number of co-op jobs made available by employers for each student each year. Extending the existing co-op infrastructure and supports in place as an option for fast-track students would thus be seamless from a resourcing perspective, but with the ability to have a significant impact on the career readiness of participating students.

Program Description Summary

Consistent with the existing OHS co-op program, fast-track students will apply to enter co-op at the end of the first year of academic study, and will be considered based on having achieved a cumulative grade point average (CGPA) of 2.67 in addition to an application package consisting of a Resume, Letter of Intent, and Online Form Submission. Students will be required to complete two 4-month work terms.

Prior to commencing their first work term, all students must complete a D2L course that introduces them to initial concepts of Co-op and a creation of standard job search documents and techniques. They must also attend a mandatory full day Symposium, run by the Faculty's Co-op team, as part of preparing them for the job search. Depending on the program, students also attend mandated preparation sessions run by their Co-op Program Specialist (CPS), to best set them up for success on their Co-op work term.

The Career & Co-op Centre uses an online career management system called Orbis to facilitate and manage the job application process for students. Co-op students must commit to applying to a minimum of 35 jobs on the portal in order to increase their chances of securing their first work term position. Jobs on Orbis are pre-approved by staff as relevant for their programs, and are sourced through existing partnerships with current employers as well as business development with new employers.

To receive an academic credit for their WKT, students must submit a WKT report, marked as pass/fail, to their Co-op Faculty Advisor, together with an employer evaluation.

Students in co-op are required to pay [co-op fees](#), which exist as additional fees on top of tuition and incidental fees. Co-op fees are calculated in accordance with the policies of Ryerson University and the Ministry of Training, Colleges and Universities (MTCU). Fees cover the costs associated with the administration and operation of the co-op program. The total co-op fee for OHS fast-track students will be \$1,800.00. The fee will be paid in installments spread over the course of the student's study in order to reduce the financial burden on the student. Co-op fees are participation fees and are not a placement fee. This means each installment is paid for the support provided by the co-op program.

Enrollment

There are currently 88 Occupational Health & Safety students enrolled in co-op (as of July 2021), with an average of 3 job postings per student in the co-op program. Thus, there exists room to increase the size of the OHS co-op cohort and support additional students from the fast-track program.

Table 1: Overview of projected co-op growth

Based on labour market data, student interest and eligibility:

| PROGRAM | Current Class Size *19/20 | Class Enrollment Fall 2022 | Class Enrollment Fall 2023 | Class Enrollment Fall 2024 | Class Enrollment Fall 2025 | Class Enrollment Fall 2026 |
|--|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Occupational Health & Safety Fast Track | 211 | 50 | 60 | 75 | 90 | 100 |

Calendar Changes

The co-op option for the fast-track program would see students complete their first three semesters of academic study in a schedule consistent with students in the regular program. After the third semester, students will complete their first work term, in the Winter semester of Year 2.

Students would then be required to complete an additional work term in the following Fall semester. If students are asked to continue on by their employer after their first work term, they will be able to, however this will be considered a summer job and not eligible for a work term. This decision was made to minimize the impact on students in the five-year co-op program (see [Section 13.0](#) of this document for more information).

After completing their second work term, students would then complete their final semester of academic study in the Winter semester of Year 3. This is in line with CEWIL standards, which dictate that accredited co-op programs must both begin and end on an academic study term. The co-op option would thus extend the fast-track program from 2 years to 3 for participating students.

Current Calendar

| Occupational Health & Safety Two-Year Fast-Track | Fall | Winter | Spring/Summer |
|---|---|--|----------------------|
| Year 1 | 1st semester ENH 121 ENH 220 CHY 152 OHS 301 OHS 314 OHS 323 | 2nd semester ENH 122 ENH 440 OHS 322 OHS 421 OHS 516 OHS 709 POH 201 | OFF |
| Year 2 | 3rd semester ENH 522 ENH 825 OHS 477 OHS 509 OHS 523 POH 705 | 4th semester OHS 422 OHS 621 OHS 623 OHS 800 OHS 811 POH 407 | OFF |

Amended Co-op Calendar

| Occupational Health & Safety Fast-Track Co-op Program | Fall | Winter | Spring/Summer |
|--|---|--|----------------------|
| Year 1 | 1st semester ENH 121 ENH 220 CHY 152 OHS 301 OHS 314 OHS 323 | 2nd semester ENH 122 ENH 440 OHS 322 OHS 421 OHS 516 OHS 709 POH 201 | OFF |
| Year 2 | 3rd semester ENH 522 ENH 825 OHS 477 OHS 509 OHS 523 POH 705 | WKT 210 | OFF |
| Year 3 | WKT 310 | 4th semester OHS 422 OHS 621 OHS 623 OHS 800 OHS 811 POH 407 | |

Program Learning Outcomes

As part of a student's Co-op participation, a work term report must be submitted at the close of each work term. The report includes the student's reflection on their progress towards achieving the learning outcomes, as well as the setting of goals for future learning and their careers after graduation. This is in addition to employer evaluations, which inform the student's pass / fail on work term.

Overall, **the Co-op student experience will continue to support those learning outcomes which focus on the following:**

- The application of theoretical knowledge to practical and professional contexts;
- Communication of ideas to a range of audiences;
- Working collaboratively as part of a team and building working relationships.

Resources

The Faculty of Community Services does not anticipate requiring additional faculty resources to accommodate the extension of co-op to the fast-track program. With an anticipated enrollment of 50 fast-track students in co-op, the current Faculty Advisor model in OHS will be able to accommodate support for the additional number of students. Given that the Faculty agreed on a transfer of ownership to the Co-op team of steps related to Co-op application and approvals in Summer 2020, this has already placed less demand on the Faculty for the operation of the co-op program.

Additionally, the co-op schedule for the fast-track program has been designed in a way that will not require the Faculty to offer any additional courses or any courses at different times of the academic year.

The Career & Co-op Centre supports the existing five-year co-op program through a dedicated Co-op Program Specialist, whose role as a member of the Co-op team includes helping prepare students for the job search and

application process, providing advice and guidance to students throughout the co-op journey, supporting the Faculty Advisor with administrative requirements of the co-op program, and building relationships with current and potential employers. The Co-op team's model of support will be able to accommodate the additional students who join the program through the fast-track program.

Communication Plan

We propose co-op be extended to fast-track students as an option beginning in the 2022/23 academic year. This will allow a full academic year for the Faculty and Co-op to communicate the extension to current and prospective students.

Co-op and the Faculty have a number of communication methods by which students and employers will be made aware of the inclusion of the fast-track program in co-op:

- Student and employer emails via contact data from Ryerson Career & Co-op Centre's Orbis and Salesforce platforms.
- Co-op Program Specialists who work closely with Co-op students and employers.
- Career & Co-op website, School of Occupational & Public Health website
- Notification during key events for prospective candidates / co-op applicants, including: Co-op Discovery Session programs, Open Houses and Ontario Universities Fair.
- Faculty of Community Services Career & Co-op weekly e-newsletter to students.
- Email announcements and social media channels commonly used to reach students, including Career & Co-op's Facebook, Twitter, Instagram and LinkedIn groups.

Implications for Current Co-op Students

Given that students in the fast-track program come to Ryerson with a range of previous academic and professional experiences, significant consideration has been given to how their inclusion in the co-op program may affect current OHS co-op students. The sequence for the fast-track co-op program has been designed to avoid fast-track students competing with OHS undergraduate students for their first work term. Five-year OHS students are required to complete up to 3 summer work terms. For this reason, as well as the availability of co-op jobs, fast-track students will complete their work terms during the Winter and Fall semesters. If an employer wants a student to continue on after their first work term in the Winter semester of Year 2, the student will be able to, however this will be considered a summer job and would not qualify for a completed work term. This ineligibility could act as an incentive for employers to hire students from the five-year OHS program instead for the summer, thus avoiding competition amongst students from the two programs.

Alignment with Policy 169: Experiential Learning

The co-operative program fulfills and aligns with the [Policy 169](#) in the following ways:

1. By offering a fully curated opportunity for students to experience working in their intended professions. Students work in 'real-world' roles in companies and other organizations for periods of up to twelve weeks at a time (for a minimum of two placements). They are immersed in the workplace and can sometimes be appointed to relatively senior roles, depending on their level of experience. The students are supervised and managed by their employers while employed (since they are actually employed, rather than just being placed into the workplace), but the university (through the Career & Co-op Centre) maintain contact with the students and will conduct on-site visits to ensure that the placement is working for both the employer and the student.
2. On completion of their work placements students are required to complete a reflective essay, detailing their role and what they learnt from it. This essay also allows students to reflect on their experience and how it relates to both their academic program and their future careers. Employers also complete an

assessment of the student, allowing the students to see where they are doing well and also where they could improve. This process is completed in an open manner.

3. For each placement, applications, interviews and appointments are all carried out within the purview of the university. There is an administrative and an academic contact for the students. There are contracts, job descriptions and insurance for all students on placement and a named individual in the workplace who will supervise/manage them. Any matters of academic misconduct (or general misconduct) are dealt with either by the employer (in consultation with the university) or the School of Occupational & Public Health.
4. All health and safety issues are the responsibility of the employer, but the university (during the initial contact with potential employers) ensures that the employer has appropriate policies and controls in place and is aware of their responsibilities. The Career & Co-op Centre does a pre-screening of all employers that speaks to the health and safety policies that students will be trained on while working at the organization. Employers are also sent an 'Employer Responsibility' sheet that outlines the expectations of employers that work with Ryerson. Additionally, Co-op Program Specialists conduct site visits with employers and students every semester to ensure the working relationship is positive, while also checking in on the health and safety of the student.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this proposal for an Occupational Health & Safety: Fast-Track BSc Co-op Program.***

S. TCS – Creative Industries – Curriculum modifications

Introduction and Rationale – The purpose of this proposal is to reduce the number of program credits from 42 to 40. This change is being done in parallel to two minor curriculum modifications (reladdering of the core curriculum and reorganization of the Creative Industries/Business Core Curriculum). This will bring the program in line with the recommended number of courses for undergraduate program (Policy 2).

The 3rd year of the CI program requires students to take an additional course per semester, with 6 courses as opposed to 5. This increase in course load creates issues for students and administration that ultimately outweigh the benefits of the additional courses. As the CRI and TRSM core courses are the integral foundations of the CI program, a reduction in module courses is the most effective solution for this problem. CI students are required to take two modules representing 6 courses each. While students have a lot of flexibility to choose modules, many have problems finding, and scheduling, enough courses to complete modules and therefore require the use of course directives.

Because the availability of courses and seat allocation is not under the control of the CI program, it represents a significant challenge to manage. Additionally, the high enrollment numbers in CI and FCAD create competition amongst students to take the module courses when available. The reduction from 6 to 5 module courses will ease some of the competition for courses and additional administrative pressures that result. This change in modules from 6 to 5 would have limited impact on the learning objectives (LOs) for the program. At this time, the module courses sit outside the core curriculum and are thus not mapped to CI learning outcomes.

The reduction from 42 to 40 courses will require the CI curriculum to be reladdered as per the table below.

Reladdered CRI Curriculum

| Curriculum | Position |
|--|----------------------------------|
| CRI 600 The Creative Process | Fall 3rd Year to 2nd Year |
| CRI 700 Human Resources in Creative Industries | Fall 4th Year to Fall 3rd Year |
| CRI 710 Creative Industries Research Methodology | Fall 4th Year to Fall 3rd Year |
| Table I/Open Elective | Fall 3rd Year to Fall 4th Year |
| Upper Level Liberal Studies | Fall 3rd Year to Winter 4th Year |

Presently TRSM teaches 6 of the 42 courses for CI students. Four of the courses are required and two are selected from [Creative Industries Professional Table III](#). Based on the findings from the PPR process, we are proposing to reorganize CI's TRSM core curriculum in order to reduce content repetition, improve table complexity and ladder the application of quantitative information, as proposed by the table below.

Recommendations for CI/TRSM Curriculum

| | |
|--------|--|
| MKT100 | Addition of required course TRSM MKT 100 Principles of Marketing in 2nd year (replacing one course from CI Professional Table III) |
| ACC340 | ACC 340 Financial Management will be retired and replaced with a new course directed by CI, CRI 460, which will remain in the Fall of 3rd year |
| CRI500 | Addition of required course CRI 500 Project Management in Fall 4th year (replacing one course from CI Professional Table III) |

Advantages of Proposed Changes

The proposed curriculum changes outlined above offer the following advantages:

- No impact to student learning outcomes
- Mitigate course scarcity that has arisen due to number of students and popularity of courses
- Reduce scheduling conflicts
- Ease administrative strain
- Improve laddering of quantitative skills
- Reduce content repetition
- Simplify course table complexity

Program Balance

The proposed curriculum changes will maintain the appropriate program balance as directed in Senate Policy 2, as shown below.

Program Balance for Revised Curriculum

| Category, Program Balance | | Core and Core Elective I | Open Elective | Liberal Studies |
|------------------------------|--------------|-----------------------------|---------------|-----------------|
| Ryerson Recommended | | 60-75% | 10-25% | 15-20% |
| CI Breakdown | Course Count | 30 | 4 | 6 |
| | Course % | 75% | 10% | 15% |

Current Curriculum vs. Proposed Curriculum

Note that the first year curriculum would not be affected by these proposed changes.

2nd Year comparison curriculum map

| Current | Fall | Winter |
|-------------|---|---|
| | CRI 300 Digital Design Studio | CRI 400 Entrepreneurship in Creative Industries |
| | One course Table II (Module A) | One course Table II (Module A) |
| | One course Table II (Module B) | One course Table II (Module B) |
| | One course Table III (Business Module) | One course Table III (Business Module) |
| | One course Table A - Lower Level Liberal Studies | One course from Table B - Upper Level Liberal Studies |
| Recommended | Fall | Winter |
| | CRI 300 Digital Design Studio | CRI 400 Entrepreneurship in Creative Industries |
| | One course Table II (Module A) | One course Table II (Module A) |
| | One course Table II (Module B) | One course Table II (Module B) |
| | One course CRI 600 ¹ or MKT 100 ² | One course CRI 600 ¹ or MKT 100 ² |
| | One course Table A - Lower Level Liberal Studies | One course Table B - Upper Level Liberal Studies |

3rd Year comparison curriculum map

| Current | Fall | Winter |
|---------|--------------------------------|---|
| | ACC 340 Financial Management | CMN 313 Organizational Problem Solving and Report Writing |
| | CRI 600 The Creative Process | BSM 600 The Mature Business |
| | One course Table II (Module A) | One course Table II (Module A) |
| | One course Table II (Module B) | One course Table II (Module B) |

| | | |
|-------------|---|---|
| | One course Table I or Open Elective Table | One course Table I or Open Elective Table |
| | One course Table B - Upper Level Liberal Studies | One course Table B - Upper Level Liberal Studies |
| Recommended | Fall | Winter |
| | CRI 460 Financial Management for Creatives ² | CMN 313 Organizational Problem Solving and Report Writing |
| | CRI 700 HR in Creative Industries ² | BSM 600 The Mature Business |
| | CRI 710 CI Research Methodology ² | One course Table II (Module B) |
| | One course Table II (Module A) | One course Core Elective Table I or Open Elective |
| | One course Table II (Module B) | One course Table B - Upper Level Liberal Studies |

4th Year comparison curriculum map

| | | |
|-------------|---|---|
| Current | Fall | Winter |
| | CRI 700 Human Resources in Creative Industries | CRI 810 Studies in Creative Collaboration |
| | CRI 710 Creative Industries Research Methodology | CRI 800 Managing Creative Enterprises |
| | One course Table II (Module B) | One course Table II (Module B) |
| | One course from Table I or the Open Elective Table | One course from Table I or Open Elective Table |
| | One course from Table I or the Open Elective Table | One course from Table I or Open Elective Table |
| Recommended | Fall | Winter |
| | CRI 500 Project Management ² | CRI 810 Studies in Creative Collaboration |
| | One course Table B - Upper Level Liberal Studies ¹ | CRI 800 Managing Creative Enterprises |
| | One course Table II (Module B) | One course Core Elective Table I or Open Elective |
| | One course Core Elective Table I or Open Elective | One course Core Elective Table I or Open Elective |
| | One course Core Elective Table I or Open Elective | One course Core Elective Table I or Open Elective |

The new curriculum will come into effect for the 2022/23 academic year. All cohorts entering the program from Fall 2022 onwards will be under the new curriculum. Those who entered the program prior to Fall 2022 will continue to follow the old curriculum from the year they entered with one exception. Effective F2022, ACC 340 will be retired and a new course CRI 460 will be launched in its place (remaining in Fall of 3rd year). Starting in F2022 all CI students in the program will need to have completed either ACC 340 (prior to 2022) or CRI 460 (starting in F2022) prior to degree completion.

Although there will be some out of phase students who may need accommodating, we are confident the proposed curriculum changes will have minimal effect on current students. The table below outlines a year by year timeline of curriculum change implementation. The proposed minor changes in the curriculum to reladder CRI courses will necessitate additional teaching resources to support double cohorts. With three CI courses being moved earlier in the curriculum, CRI600 will have a double cohort in 2023/24 and CRI 700 and CRI 710 will have double cohorts in 2024/25. These double cohort years will require additional teaching resources in the way of CUPE sessionals or RFA.

Implementation Timeline

| | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/26 |
|----------|----------|-----------|---------------------|---------------------------------|-------------------------------|-------------------------------|----------|
| Cohort A | 1st Year | 2nd Year | 3rd Year | 4th Year | | | |
| | | Table III | CRI 600 CRI460 | CRI 700 CRI 710 | | | |
| Cohort B | | 1st Year | 2nd Year | 3rd Year | 4th Year | | |
| | | | CRI 600* MKT 100 | CRI 700* CRI 710* CRI 460 | CRI 500 | | |
| Cohort C | | | 1st Year | 2nd Year | 3rd Year | 4th Year | |
| | | | | CRI 600 MKT 100 | CRI 700 CRI 710 CRI 460 | CRI 500 | |
| Cohort D | | | | 1st Year | 2nd Year | 3rd Year | 4th Year |
| | | | | | CRI 600 MKT 100 | CRI 700 CRI 710 CRI 460 | CRI 500 |

These proposed changes will be communicated to students as per the following timeline:

Timeline Communicating Changes

| Timing | Message |
|-------------|--|
| August 2021 | Communication of approved curriculum change and impact to current students. 2022/23 retirement of ACC340, and introduction of CRI 460. |
| March 2022 | 2022/23 Course Intention Messaging (New Calendar Release). |
| May 2022 | 2022/23 Course Intention Adjustment period. |

Impact on Resources

The overall impacts of these proposed changes will be positive to the university, but require re-distribution of teaching resources from other schools. Affected departments and deans of TCS and TRSM have been consulted and are in agreement with the proposed changes.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve the curriculum modification.***

T. FEAS – Multiple Programs – Proposal to Restructure the Optional Co-operative Internship Program

Introduction and Rationale – The Faculty of Engineering and Architectural Science (FEAS) proposes restructuring its existing Co-operative Internship Program (CIP) in seven undergraduate programs, namely:

- Aerospace Engineering,
- Biomedical Engineering,
- Civil Engineering,
- Computer Engineering,
- Electrical Engineering,
- Industrial Engineering, and
- Mechanical Engineering.

The current CIP program includes work placements of eight to sixteen months after completing the third year of academic study. The proposed restructuring encompasses a new Co-op program having work placements of 12 to 16 months and an optional Internship Program of 8 months within a regular program. Students can enroll in the Co-op program after completing their third year of study and obtaining a 12–16 month job offer. The proposed Co-op program meets the requirements of Canada's Co-operative and Work Integrated Learning (CEWIL) and the Ontario Ministry of Colleges and Universities. With the new restructuring, students who complete the Co-op program will have the co-op designation on their degree, which is very important for current and prospective students.

Current Optional Co-operative Internship Program

Except for the Chemical Engineering program, which has a required integrated co-op program and the Architectural Science program where students can choose to take the five-year undergraduate program with a co-op component, the other seven undergraduate engineering programs in the Faculty of Engineering and Architectural Science at Ryerson University (Aerospace Engineering, Biomedical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering) offer an optional Co-operative Internship Program (CIP). Third-year students with CLEAR Academic Standing in their program of study, may opt to enroll in the CIP. If they are selected by one of the partnering employers, they spend a period of 8 to 16 months, between May to September of the following year, as engineering interns at the corresponding organizations. After the completion of the CIP, students return to the academic program to complete their final year of studies. Enrolment in the Co-operative Internship extends the program length to five years.

FEAS's optional co-operative internship program has been in operation since late 1990s. Prior to 2019, the program was managed by the respective academic departments. The strategic planning process in FEAS identified a goal of enhancing the experiential learning by increasing student participation in the FEAS Co-operative Internship Program, and improving and revitalizing its existing set up and structure. In 2019, the optional co-operative program's operations were centralized with the establishment of a new co-op office within the Dean's office. Several issues are identified with the current offering of the optional co-operative internship program:

1. Students' participation in the co-operative internship program is not recognized in their degree designation and parchments they receive.
2. Current set up of the co-operative internship program does not meet the requirement of Canada's Co-operative Education and Work-Integrated Learning (CEWIL) for the total duration of work placement, which is the time spent in periods of work experience should normally account for 50%, or a minimum of 30%, of the time spent in academic study, which corresponds to a minimum of 12 months.
3. The Ontario Ministry of Colleges and Universities has similar requirements as CEWIL in terms of time spent in periods of work experience.

Proposed Co-operative Program

The Faculty of Engineering and Architectural Science proposes to create the following co-operative programs:

- Aerospace Engineering - Full-time, Five-Year Co-operative Program,
- Biomedical Engineering - Full-time, Five-Year Co-operative Program,
- Civil Engineering - Full-time, Five-Year Co-operative Program,
- Computer Engineering - Full-time, Five-Year Co-operative Program,
- Electrical Engineering - Full-time, Five-Year Co-operative Program,
- Industrial Engineering - Full-time, Five-Year Co-operative Program, and
- Mechanical Engineering - Full-time, Five-Year Co-operative Program,

within the following respective undergraduate programs:

- Aerospace Engineering,
- Biomedical Engineering,
- Civil Engineering,
- Computer Engineering,

- Electrical Engineering,
- Industrial Engineering, and
- Mechanical Engineering.

A student with CLEAR Academic Standing in the respective undergraduate engineering program, after completing the first three years of academic study in the program, has options of continuing with the regular program or enrolling in the required co-operative program in which the student must complete a minimum of twelve months of work experience. After completing their co-operative job placement, a student in the co-operative program will return to the respective program to complete their degree requirements. After the implementation of the proposed restructuring, students with CLEAR Academic Standing will have the opportunity to switch to the Co-operative Program once they receive a 12–16 month placement. The eight-month work-integrated placement will be renamed as the Internship Program, and remain an optional part of students’ engineering program.

Figure 1 shows a comparison of the proposed programs and existing programs, and Table 1 shows the academic and work term sequence of the proposed co-op programs.

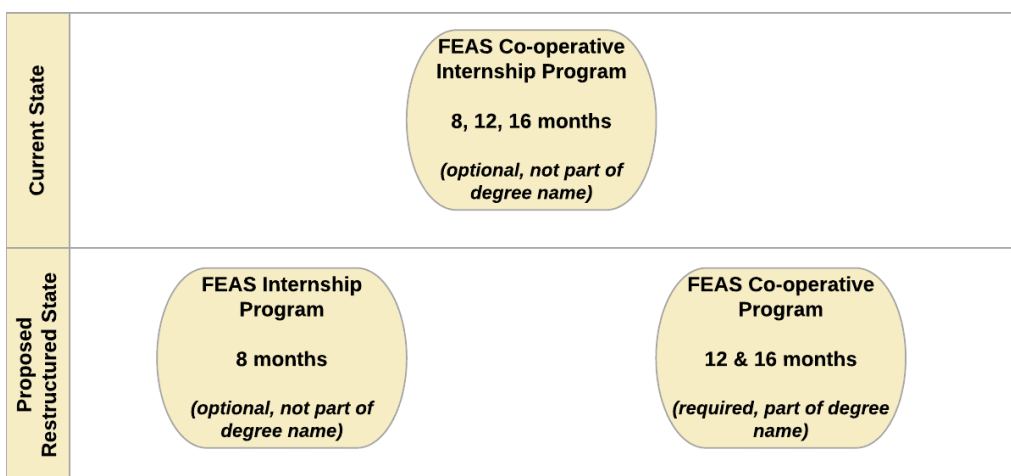


Figure 1: Current Co-Operative Internship Program and new programs after implementing the proposed restructuring

Table 1: Illustration of the academic and work term sequence for the proposed Co-operative Program, 12–16 month placements.

| | Fall | Winter | Spring/Summer |
|---------------|--------------|--------------|---------------|
| Year 1 | 1st Semester | 2nd Semester | -- |
| Year 2 | 3rd Semester | 4th Semester | -- |
| Year 3 | 5th Semester | 6th Semester | Work Term I |

| | | | |
|---------------|--------------------------|----------------------------|----------------------------|
| Year 4 | Work Term I <i>or</i> II | Work Term II <i>or</i> III | Work Term III <i>or</i> IV |
| Year 5 | 7th Semester | 8th Semester | -- |

As stated earlier, students in the engineering program have optional opportunities in the form of 8 month internships. Academic and work term sequence for the regular engineering program with 8-month internship option is shown in Table 2.

Table 2: Illustration of the academic and work term sequence for optional Internship Program, 8 month placements.

| | Fall | Winter | Spring/Summer |
|---------------|--------------------------|---------------|----------------------|
| Year 1 | 1st Semester | 2nd Semester | -- |
| Year 2 | 3rd Semester | 4th Semester | -- |
| Year 3 | 5th Semester | 6th Semester | Work Term I |
| Year 4 | Work Term I <i>or</i> II | Work Term II | -- |
| Year 5 | 7th Semester | 8th Semester | -- |

Rationale for the Proposed Co-operative Program

One of the top inquiries we get from potential applicants is whether or not we offer a co-op program. Given our current structure, where the co-op designation is not on the degree we cannot give a clear answer. We also know that current CIP students have shown desire for their co-op experience to be recognized in their degree name. A co-op program is an important reason for so many students to choose to join a particular engineering program and it therefore is an important recruitment tool. Students benefit from this recognition being part of their degree name as it distinguishes them from non co-op students when they graduate and start looking for jobs. Industry understands and values participation in such programs. Furthermore, students in the current CIP program have been unable to continue with interest-free status on previous OSAP loans during the work placement.

Enrolment in the new Co-operative Program will provide eligible students with a number of benefits:

- Students can earn an academic credit on their transcript and degree upon successful completion of the program's requirements. This makes our students and their degrees compatible with our competitor's programs/degrees in the province.
- Students can graduate with a co-op designation as part of their degree name.
- Students' work placement experience can be recognized and accredited by CEWIL.
- Students can qualify to apply for OSAP's Continuation of Interest-Free Status on previous OSAP loans during the work placement.

Alignment with Senate Policy 169 Experiential Learning

The FEAS Co-op office supports meaningful, relevant and safe co-op experiences that tie in with the students' career and academic goals, and the Core Defining Aspects of Experiential Learning as outlined in Policy 169. The FEAS Co-op office works in alignment with Ryerson's expectations for experiential learning as outlined in Senate Policy 169. All FEAS co-op opportunities go through a rigorous approval process to ensure that they are academically relevant and integrated, with clear learning objectives and direct connection to the academic program. In addition to that, all FEAS co-op opportunities follow a process of constructive assessment and evaluation to ensure learning objectives are met. The FEAS Co-op office works with faculty advisors, employers and students to collect feedback and discuss program improvements.

Consultation and Approval

The FEAS Co-op office has held a number of focus groups and consultations with students, department chairs, co-op faculty advisors and co-op administrative staff about what needs to be done to improve the overall student experience. The FEAS Co-op office is continually receiving feedback from students about the lack of recognition the existing Co-operative Internship Program has when it comes to acknowledging attained work experience as part of their degree designation and parchment, in addition to the missing ability to continue with interest-free status on previous OSAP loans during the work placement. The proposal was endorsed by:

- the Department of Aerospace Engineering Council on June 10, 2021,
- the Department of Civil Engineering Council on June 11, 2021,
- the Department of Electrical, Computer, and Biomedical Engineering Council on June 3, 2021,
- the Department of Mechanical and Industrial Engineering Council on June 10, 2021, and
- Dr. Thomas Duever, Dean, Faculty of Engineering and Architectural Science on August 23, 2021.

Implementation Plan

Upon Senate's approval, we anticipate offering the new Co-operative Program to eligible students entering 3rd year in the fall of academic year 2022 to 2023. Those students will commence their co-op terms in Spring/Summer or Fall 2023.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this proposal to Restructure the Optional Co-operative Internship Program.***

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Robyn Parr, Interim Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

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

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration
Andrew Hunter, Faculty of Arts, Philosophy
Christopher Gibbs, The Creative School, Creative Industries
Abhay Sharma, The Creative School, Graphic Communications Management
Eric Liberda, Faculty of Community Services, Occupational & Public Health
Diane Pirner, Faculty of Community Services, Nursing
Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering
Hilary Evans Cameron, Lincoln Alexander School of Law, Law
Francis Duah, Faculty of Science, Mathematics
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
John Papadopoulos, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Zaima Aurony, Student
Kavin Nguyen, Student



**Academic Governance and Policy Committee (AGPC)
Report #F2021-1 to Senate**

Academic Governance and Policy Committee Report – J. Simpson

1. Provost's Update
2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (R. Parr) –
Policy was previously approved in June 2021 – only reviewing Sections 5.5.2.6, 10.1 & 10.4
3. Revised Senate Bylaw #1 to include the RGSU – (D. Checkland)

Respectfully submitted,

J. Simpson, Chair,
Provost and Vice-President, Academic

On behalf of the Committee:

- K. MacKay, Vice-Provost, Academic
- J. McMillen, Vice-Provost, Students
- R. Parr, Interim Registrar
- D. Bell, Secretary of Senate
- T. Duever, Dean, Faculty of Engineering & Architectural Science
- D. Checkland, Faculty Senator, Faculty of Arts
- R. Ott, Faculty Senator, Faculty of Communication & Design
- E. Ignagni, Faculty Senator, Faculty of Community Services
- R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
- S. Sabatinos, 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
- A. S. Ali, Undergraduate Student Senator
- H. S. Makawi, Undergraduate Student Senator
- H. Brahmhatt, Yeates School of Graduate Studies Student Senator

RYERSON UNIVERSITY**POLICY OF SENATE****UNDERGRADUATE COURSE GRADING, ACADEMIC PROGRAM STANDING, AND ELIGIBILITY TO GRADUATE**

| | |
|--------------------------------------|---|
| Policy Number: | 46 |
| Revision Approval Date: | June 1, 2021 |
| Revision Implementation Date: | Fall 2021 |
| Previous Approval Dates: | February 3, 1987 (original policy date); November 6, 2001; March 5, 2013 Revised: January 13, 2004; April 5, 2005, January 29, 2008; January 27, 2009; March 1, 2011; January 24, 2012; May 31, 2016; January 28, 2020, April 7, 2020. |
| Next Policy Review Date: | Fall 2026 |
| Responsible Office: | Registrar |

1. PURPOSE

The purpose of this policy is to establish a standard for determining acceptable overall academic performance, to provide all students with a measure of academic standing that is based on uniform definitions and categories, and to provide consistent rules for determining students' eligibility to graduate.

2. APPLICATION AND SCOPE

This policy applies to all undergraduate and G. Raymond Chang School of Continuing Education (the "Chang School") students at Ryerson University (the "University"). This policy also applies to all faculty, staff, and administrators involved in the grading process. It describes the processes by which final grades and academic standings are earned and recorded on students' official academic records.

3. DEFINITIONS**3.1. Academic Record**

The academic record is a student's internal record retained by the University and used as the basis for the official transcript. It is also used for advising purposes.

3.2. Academic Standing

A formal calculation based on the final course grades at the end of each academic term that determines overall academic performance in the student's program of study; used to determine a student's eligibility for progression, academic distinction, graduation. Academic Standings: Clear, Probationary, Required to Withdraw, Standing Variation Withdrawal, Permanent Program Withdrawal, Disciplinary Suspension, Disciplinary Withdrawal, and Expulsion.

3.3. Academic Standing Variation

In addition to meeting Ryerson's general criteria on Academic Standings, students in specific programs must also meet the extra conditions set out in specific Department/School Academic Standing Variations. Academic Standing Variations could include:

- minimum grades in specific courses
- minimum CGPA across a series of courses
- maximum number of attempts allowed for specific courses
- standards of professional conduct on field/clinical placements.

Department/School Standing Variations, where applicable, are described in detail in the program section of the Undergraduate Calendar.

3.4. Alternative Examination

An examination approved by a faculty member in response to a student with demonstrated extenuating circumstances which resulted in missing the final examination.

3.5. Challenge Credit

Credit granted in recognition of skills and knowledge gained outside the traditional post-secondary school environment, usually assessed by evaluation of a portfolio and/or by examination.

3.6. Cumulative Grade Point Average (CGPA)

A cumulative average calculated as an indicator of overall academic performance while registered in the program of study. Calculated as the sum of the products of course weights and earned grade points for graded course performance designations, divided by the sum of the course weights in the program of study, and rounded to the second decimal place using normal rounding rules.

3.7. Discontinued Status

Undergraduate students who do not have any completed courses for 6 (six) or more consecutive terms will be discontinued from their program of study, and Chang School students who do not have any completed courses for 12 (twelve) or

more consecutive terms, will be discontinued from their program of study. These students will no longer be active in their program.

3.8. Discretionary Probationary Override

For students who have been assigned a Required to Withdraw (RTW) standing, a **one-time only** override to academic standing that Schools/Departments may issue at their discretion to permit a student a “last chance” opportunity in cases where the program believes one additional term of study could reasonably result in the student achieving “Clear” standing by taking up to 2 (two) courses. A student given this override is permitted to continue on “Probation” for 1 (one) term only and must achieve a minimum of 1.67 CGPA and meet the conditions of their Probationary Contract. Students who do not achieve the conditions will be assigned an RTW or PPW standing regardless of their TGPA for the term.

3.9. Extended Academic Probation (EAP)

Extended Academic Probation academic standing is a special provisional academic standing available only to first-time RTW students who participate in a defined Student Success Program such as Fresh Start. This standing is assigned after successful completion of the first term of Fresh Start and displays on the academic record and official transcript. Students who participate in the Fresh Start Program are considered to be on Extended Academic Probation during the terms.

3.10. Final Course Grade

A final course grade represents a student's final academic performance in a course. A final course grade may be recorded as a letter grade or as one of the “other” designations listed under Course Performance Designations found in Policy - Section 5.4 and Other Course Performance Designations found in Policy - Section 5.5.

3.11. Fresh Start Program (SSP)

Fresh Start is a Student Success Program designed for students who have been assigned an academic standing of Required to Withdraw (RTW) and in some programs an academic standing of Standing Variation Withdrawal (SVW). Fresh Start is a 2 (two) term program.

3.12. Graduation Requirement Variation

In addition to fulfilling Ryerson's program-wide Graduation Requirements, students in specific programs must also meet extra academic conditions set out in specific Department/School Graduation Requirement Variations in order to be eligible to graduate. Department/School Graduation Requirement Variations, where applicable, are described in the program section of the Undergraduate Calendar.

3.13. Hold

An indicator applied to a student's record that may affect the ability to add/swap courses, view grades, apply for transcripts, receive graduation award documents or interact with the University. A student who owes fees or has an academic integrity infraction may have a hold on their account. Once the obligations are resolved, most holds are removed. A hold is also applied to a student record when a student has exceeded their timespan.

3.14. Office of the Registrar (Registrar's Office)

The Registrar's Office plays an integral role in the entire academic experience of students from admission through to graduation. This office is responsible for ensuring the accuracy and integrity of student records and official transcripts are a credible reflection of students' academic abilities and accomplishments.

3.15. Official Transcript

The official transcript is a complete record of a student's academic history at Ryerson University, including all undergraduate, graduate, law, and continuing education courses taken; grades earned; academic progress; honours; and graduation information. The official transcript also displays admission to and withdrawal from programs of study and other credits granted towards a program. Courses dropped by the deadline without academic penalty do not appear on the official transcript. All official transcripts are complete and unabridged. Partial transcripts are not issued. An official transcript is issued and certified by the Office of the Registrar and it has security features that verify its authenticity.

3.16. Probationary Contract

A formalized plan of study developed and agreed to by a probationary student and their academic advisor which allows the student to continue in their program of study. Probationary Contracts outline the minimum TGPA to be achieved and may also define the maximum and/or minimum number of courses that can be taken, specific courses and required outcomes, recommended academic support seminars and workshops.

3.17. Redeemable Failure Examination or Assessment (Supplementary Examination or Assessment)

An examination or assessment that is offered by instructors for students who have come close to passing a course and are assigned an F-S grade. Students must pay a fee to write this examination or assessment. The examination or assessment must be completed no later than the end of the second week of classes for the next term.

3.18. Suspension Period

A period during which a student may not register in any Ryerson courses. A suspension period may result from Required to Withdraw academic standing or a Disciplinary Suspension academic standing assigned in accordance with Policy 60: Academic Integrity.

3.19. Term Grade Point Average (TGPA)

A term average calculated as an indicator of overall academic performance in the term. Calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the term, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.

3.20. Timespan

The maximum period of time to complete a program's curriculum and graduation requirements, calculated starting from admission to the program to graduation.

4. PRINCIPLES

- 4.1. The values stipulated in the University's Senate Policy Framework are applicable and fundamental to this policy.
- 4.2. Integrity: The University respects the importance of accuracy and integrity with respect to students' official academic records for all stakeholders including students, faculty, and external stakeholders such as prospective employers, government, donors, and other academic institutions. The Office of the Registrar is responsible for ensuring student records and official transcripts are a credible reflection of students' academic abilities and accomplishments.
- 4.3. Consistency: The University supports and advances the principles of consistency, fairness, and objectivity in the application of all rules and procedures that contribute to the completeness and integrity of students' official academic records.
- 4.4. Clarity: Information regarding the calculation of grades, academic standings, and graduation requirements will be clear and transparent. Students, faculty, and staff should understand the rules and processes used for calculating and assigning grades, determining GPA requirements and academic standings, and the determination of the necessary academic elements required to graduate.
- 4.5. Timeliness: Processes used in the determination of academic requirements that will have an impact on students' academic records should be applied with

emphasis on timeliness to allow students the necessary time to address issues and expedite resolutions effectively.

- 4.6. Equity: People in different circumstances often require different treatment (equity); this equitable treatment leads to equal access to opportunity and success; and while both equality and equity are related to fairness, equity is about being fair by taking differential circumstances into account (see Senate Policy Framework).
- 4.7. Accommodation: All processes and procedures associated with this policy are to be carried out in accordance with relevant law and University policy concerning the accommodation of students (see Policy 159: Academic Accommodation of Students with Disabilities and Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance).

5. ACADEMIC PERFORMANCE EVALUATION

5.1. Program Requirements

- 5.1.1. Students must complete all undergraduate and Chang School program courses in accordance with their program's curriculum requirements.
- 5.1.2. All curriculum requirements are included in the Ryerson Undergraduate Calendar and the Chang School calendar

5.2. Courses and Grades

- 5.2.1. The course instructor assigns final course grades as letter grades or other course performance designations as appropriate.
- 5.2.2. Credit towards program curriculum requirements will only be granted for:
 - A course where a student achieves a minimum grade of D- (Note: A higher grade may be required for courses and programs with a Standing Variation); or
 - Pass in Pass/Fail courses; or
 - A passing course performance designation.

5.3. Graded Course Performance Designations

Final academic performance in each course is recorded on the student's academic record as one of the following letter grades. (Some exceptions may apply; see Section 5.4 - Course Performance Designations and Section 5.5 - Other Course Performance Designations.)

Grading scale and GPA scale conversion.

| Performance Description | Letter Grade | Grade Points | Percentage Range |
|--------------------------------|---------------------|---------------------|-------------------------|
| Excellent | A+ | 4.33 | 90-100 |
| | A | 4.00 | 85-89 |
| | A- | 3.67 | 80-84 |
| Good | B+ | 3.33 | 77-79 |
| | B | 3.00 | 73-76 |
| | B- | 2.67 | 70-72 |
| Satisfactory | C+ | 2.33 | 67-69 |
| | C | 2.00 | 63-66 |
| | C- | 1.67 | 60-62 |
| Marginal | D+ | 1.33 | 57-59 |
| | D | 1.00 | 53-56 |
| | D- | 0.67 | 50-52 |
| Unsatisfactory | F | 0.00 | 0-49 |

5.4. Course Performance Designations

These are recorded on a student's official transcript and are acceptable for credit purposes. These will not be included in the calculation of grade point averages.

- 5.4.1. **PSD (Passed)** - satisfactory performance in a course graded with a pass/fail designation (as pre-defined in the course outline).
- 5.4.2. **CHG (Challenge)** - credit granted in recognition of skills and knowledge gained outside the traditional post-secondary school environment, usually assessed by evaluation of a portfolio and/or by examination.
- 5.4.3. **CRT (Credit)** - transfer credit awarded through an achievement of a satisfactory grade in an equivalent course completed at another post-secondary institution (as determined by the Ryerson course teaching department). Transfer credit may be granted as a part of the Undergraduate Admissions process (see Registrar's Office website for information on transfer credits).

5.5. Other Course Performance Designations

The following designations may be assigned at the discretion of the teaching department or the Registrar's Office.

5.5.1. **F-S (Failure – Supplementary)** marginally failing performance that may be raised to a minimum pass through a redeemable failure examination or assessment. The F-S grade is a failed grade and is calculated in the grade point average at zero grade points (see Procedures 5).

5.5.1.1. The F-S grade can only be converted to a D- or to an F, depending on performance on the supplementary exam or assessment. (If no supplementary exam or assessment is written, the F-S grade on the student's academic record and official transcript as the final grade)

5.5.1.2. F-S grades are not available to students enrolled in programs that are subject to academic standing and graduation variation rules.

5.5.2. **INC (Incomplete)** - a temporary grade that may be assigned by an instructor when incomplete coursework or a missed final examination is outstanding due to documented extenuating circumstances and there is a reasonable expectation that the student can and will complete the work according to the timelines specified (see Procedures 3).

5.5.2.1. The designation INC is not a final grade and is not included in calculating grade point averages or counted as credit to fulfill prerequisite requirements and program requirements.

5.5.2.2. INC designations appear on the official transcript and academic record. An outstanding INC may impact eligibility to graduate.

5.5.2.3. The completion date for the outstanding course work or the alternate examination must allow the grading to be completed and finalized on the student record within three months from the date official grades were available to students for the term the INC was assigned.

5.5.2.4. If the outstanding work has not been completed and the INC designation is not revised within this time frame, the INC designation will lapse to a failed (F) grade.

5.5.2.5. An outstanding INC will impact the ability to meet requirements to enrol in subsequent courses, including prerequisites, anti-requisites, co-requisites, and restrictions.

[5.5.2.6 If a student has 2 or more INCs outstanding at the start of a term, Academic Programs may apply restrictions around the number of courses a student can enrol in for the term.](#)

- 5.5.3. **AEG (Aegrotat)** - credit granted by a Dean, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some coursework remains to be completed. The AEG grade is not included in calculating grade point averages but can be used as a credit towards meeting graduation requirements. The AEG grade cannot be changed to any other grade or designation (see Procedures 4).
- 5.5.4. **DEF (Deferred)** - an interim grade assigned during the investigation of academic misconduct (i.e. [Senate Policy 60: Academic Integrity](#)). The DEF grade will be replaced by a final course grade upon resolution of the matter (see Policy 60: Procedures 5).
- 5.5.5. **FNA (Failure, Non-Assessment)** - assigned when the student has not submitted or participated in work for grading. The FNA grade is counted as a failed grade and is calculated in the grade point average at zero grade points.
- 5.5.6. **FLD (Failure in a Pass-Fail course)** - failure to meet the minimum satisfactory standards for a course with a pass/fail designation (as pre-defined in the course outline). Failures in such courses will not be included in calculating grade point averages but will be counted as a failed course attempt to determine academic standing including approved Department/School academic standing and graduation variations.
- 5.5.7. **INP (In Progress)** - indicates course work in progress with at least one more term of formal course registration and study required for completion (e.g. a final thesis is still in progress); the designation INP is not included in calculating grade point averages, and is neither a credit nor a failed course attempt.
- 5.5.8. **AUD (Audit)** - a course attended as auditor only; no credit will be earned. The student is permitted to attend classes but is not entitled to have assignments evaluated. Participation in the course or in class or office hours, is determined by the instructor and is subject to the instructor's

discretion. The AUD designation may not be changed to any other grade or designation. An AUD grade is considered an attempt at a course.

5.6. **Emergency Grading** – (CRD, CRV – Credit) (NCR – No Credit)

Credit/No Credit designations may be used during an unforeseen period of academic disruption as declared by the President and Vice-President, Academic in response to extenuating circumstances such as institutional closure (e.g. COVID-19), extended labour dispute, natural disaster, or other circumstances that significantly impede academic continuity across the university. These designations are not included in grade point average calculations or in calculating academic standings but may replace an earned letter grade. CRD, CRV, and NCR grades will appear on the academic record and official transcript. (see Appendix B for details regarding Emergency Grading.)

5.7. **Course Repeats**

5.7.1. All course attempts including repeated courses are recorded on the official transcript and academic record and cannot be removed.

5.7.2. No course can be repeated more than twice (three attempts in total), unless otherwise outlined in the program's Academic Standing Variation rules. An NCR grade will not be considered an attempt.

5.7.3. If at least one of the course attempts results in a passing grade (including a CRD and CRV grade), the course will count towards graduation requirements irrespective of the sequence of grades earned.

6. **GRADE POINT AVERAGE (GPA)**

6.1. **Term Grade Point Average (TGPA)** is an indicator of overall academic performance in each term. TGPA is calculated and posted when a student has been assigned one or more graded course performance designations in a term.

6.2. **Cumulative Grade Point Average (CGPA)** is an indicator of cumulative academic performance. CGPA is calculated on final grades in all courses completed while registered in a program of study and is used as a criterion for honours or other academic distinctions and for determining academic standing.

7. **ACADEMIC STANDINGS**

7.1. Students enrolled in an undergraduate degree program are assigned an academic

standing at the end of each academic term when they are enrolled in courses. The academic standing is an indication of academic performance, by term, in a program of study. The initial academic standing is calculated and displays on the academic record and the official transcript when students have earned 3 (three) or more course grades with a GPA weight (see Procedures 6).

- 7.2. Academic standings are based primarily on students' Cumulative Grade Point Average (CGPA) as well as Term Grade Point Average (TGPA), specific course grade outcomes, previous academic standings, and other performance variations.
- 7.3. The specific criteria defined for assessing academic standing are intended to establish University-wide standards. However, amended or additional criteria may be authorized by the Senate for a particular Faculty or Program.

7.4. **Academic Standing Definitions**

7.4.1. **Clear** - a clear standing will be assigned to students who achieve a CGPA of at least 1.67 (except where the student has violated approved Department/School Academic Standing Variation requirements or violated the terms of their Probationary Contract while on probation). Students assigned Clear standing may continue in their program of study.

7.4.2. **Probationary** - a probationary academic standing will be assigned to students for any one of the following reasons:

- an earned CGPA of 1.00 to 1.66
- students in their first term of Ryerson undergraduate studies at the end of the Fall or Winter term grading period who earn a CGPA of less than 1.00
- failure to meet the conditions of a program's Academic Standing Variation

Students assigned a standing of Probationary must establish a Probationary Contract by the last day to add classes for the term in order to continue their studies (see Procedures 8).

7.4.3. **Standing Variation Withdrawal (SVW)** - students who meet the University's definition for Clear academic standing (CGPA of 1.67 or higher) but who have not met their Department/School's Academic Standing Variation requirements will be assigned a standing of SVW. Students assigned an SVW standing:

- will be permanently withdrawn from their program of study and cannot apply for reinstatement. Note: a few programs offer the possibility for reinstatement into their current program through the Fresh Start Program. Students with SVW standing should speak to their program for details (see Procedures 11)
- will be eligible for immediate consideration for transfer to other undergraduate programs for which they are qualified, subject to the competitive undergraduate admissions process and application timelines
- may enrol in courses through the Chang School without waiting a suspension period

7.4.4. **Required to Withdraw (RTW)** - Students assigned a standing of RTW will be required to withdraw from their program of study for a suspension period of 12 (twelve) months (3 terms) and may not transfer to another Ryerson undergraduate program until the 12 (twelve) months (3 terms) have elapsed (see Procedures 10).

7.4.4.1. RTW standing will be assigned to students for any one of the following reasons:

- failure to achieve a CGPA of 1.00 (except students in their first term of Ryerson undergraduate studies at the end of the Fall or Winter term grading period)
- failure to achieve a minimum TGPA of 1.67 while on probation
- failure to meet the conditions of a Probationary Contract (including unauthorized changes to course enrolments as specified in the contract)

7.4.4.2. During the suspension period students may not register in any for-credit Ryerson courses including those offered by the Chang School; the exception is where students are admitted to the Fresh Start Program which may occur only after a required 1 (one) term suspension period.

7.4.4.3. Students assigned RTW academic standing may request to participate in the Fresh Start Program after a 1 (one) term suspension period. Fresh Start is a 2 (two) term Student Success Program. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.

7.4.4.4. Departments/Schools, at their discretion, may issue a one-time only Discretionary Probationary override as a last chance, in cases where a student has been assigned RTW standing, and the program believes that one additional term of study could

reasonably result in the student achieving Clear standing by taking up to two courses (see Procedures 9).

7.4.5. **Permanent Program Withdrawal (PPW)** - Students will be permanently withdrawn from their program of study for any one of the following reasons:

- any academic performance that would result in RTW standing for a second time
- failure of a course required by their program for a third time (note: courses with NCR grades will not be considered as a failed attempt)
- failure to meet the terms of a Probationary Contract following return after an RTW standing

7.4.5.1. Students who are assigned a standing of PPW may not apply for reinstatement into the same program.

7.4.5.2. Students who are permanently withdrawn from a program of study may apply to a different program of study in accordance with Undergraduate Admissions application timelines, admission policies and procedures.

7.5. **Disciplinary Standings Assigned in Accordance with Policy 60: Academic Integrity**

7.5.1. **Disciplinary Suspension (DS)** - An academic standing where a student is removed from a program for a specified period of 1 (one) term to 2 (two) years, after which the student will be automatically reinstated. A DS will be placed on both the academic record and official transcript, but will be removed from the official transcript upon graduation.

7.5.2. **Disciplinary Withdrawal (DW)** - An academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least 2 (two) years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at the University. A DW will be placed on both the student's academic record and official transcript and cannot be removed.

7.5.3. **Expulsion** - An academic standing involving permanent removal of a student from the University. Students who are expelled from the University shall not be allowed to register or enroll in any class or program of the

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

8. DISCONTINUATION

8.1. Discontinued Undergraduate Status

- 8.1.1. Each term, after the last day to add courses for the term, any student who does not have any completed courses for 6 (six) or more consecutive terms will be Discontinued from their undergraduate program of study. Students will be notified of their change in status. These students will no longer be active and eligible to enrol in courses in their program.
- 8.1.2. Discontinued students who wish to resume studies, must apply for re-admission through the Office of Undergraduate Admissions. Re-admission is not guaranteed.
- 8.1.3. Students will be notified of their change in status.

8.2. Discontinued Status from a Chang School Certificate

- 8.2.1. Each term, after the last day to add courses for the term, any student who does not have any completed courses for 12 (twelve) or more consecutive terms will be discontinued from their certificate program.
- 8.2.2. Discontinued students, who wish to resume studies, must re-register in their certificate program of study (if it is still being offered).
- 8.2.3. Students will be notified of their change in status.

9. TIMESPAN TO COMPLETE UNDERGRADUATE DEGREE AND CHANG SCHOOL CERTIFICATE PROGRAM REQUIREMENTS

- 9.1. Completion of the program's curriculum within a timespan from admission to the program to graduation must not exceed the number of years as follows:
 - 9.1.1. full-time degree programs: the maximum timespan is normally 8 (eight) years, calculated as the number of years of curriculum outlined in the undergraduate calendar multiplied by 2 (two). In the case of co-op programs requiring an additional year of program registration, 1 (one) additional year is added to the normal timespan.
 - 9.1.2. part-time degree programs: the maximum timespan is normally 14 (fourteen) years, calculated as the number of required single-term courses (or equivalent) divided by 3 (three).
 - 9.1.3. Chang School Certificate Programs: the number of required single-

term courses (or equivalent) divided by 2 (two), plus 1 (one) year. The maximum timespan is measured from the original registration in the certificate program.

- 9.2. Under extenuating circumstances, students may petition the Dean or designate of the relevant Faculty or the Program Director for the Chang School, for an extension.
- 9.3. If a timespan extension is denied by the Dean or designate or the Program Director, or if an additional timespan extension is needed after the Dean's approved timespan extension is completed, the student may appeal directly to the Senate Appeals Committee for a final consideration of their request. Senate Appeal Committee decisions are final and not appealable (see Procedures 13).
- 9.4. In order to graduate, a student will be required to meet the academic requirements in effect when the extension is granted, or such alternative requirements as may be stipulated by the Program, School, or Department in keeping with Ryerson's academic policies.

10. ELIGIBILITY TO GRADUATE

- 10.1. Upon successful completion of all [Senate-authorized](#) program curriculum requirements [with a Cumulative Grade Point Average \(CGPA\) of 1.67 or higher](#), ~~as authorized by the Senate~~, students are eligible for conferral of the academic credential of their program of study.
- 10.2. The student record is closed to changes once an academic credential (e.g., degree or certificate) is conferred.

[10.3.](#) Students graduating from an undergraduate degree program with a Cumulative Grade Point Average (CGPA) of 3.50 or higher will graduate "With Distinction" and will have this academic achievement recorded on their transcript and graduation award document.

~~10.3.~~[10.4.](#) [Students must satisfy a minimum of half of the program course requirements through completion of Ryerson courses. The balance of requirements may be fulfilled with credits awarded for external learning. Senate may authorize variation from this requirement for example, in the case of collaborative, joint, or articulated programs.](#)

RELATED POLICIES:

Senate Policy 60: Academic Integrity

<https://www.ryerson.ca/content/dam/senate/policies/pol60-procedures.pdf>

Senate Policy 135: Final Examinations

<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>

Senate Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance

<https://www.ryerson.ca/content/dam/senate/policies/pol150.pdf>

Senate Policy 157: Establishment of Student Email Accounts for Official University Communication

<https://www.ryerson.ca/content/dam/senate/policies/pol157.pdf>

Policy 159: Academic Accommodation of Students with Disabilities

<https://www.ryerson.ca/content/dam/senate/policies/pol159.pdf>

Appendix A

GLOSSARY OF ABBREVIATED TERMS USED IN POLICY/PROCEDURES

| | |
|-------|--|
| AEG | Aegrotat |
| AUD | Audit |
| CHG | Challenge |
| CGPA | Cumulative Grade Point Average |
| CRD | Credit (Emergency Grading) |
| CRT | Credit |
| CRV | Credit for Standing Variation Course (Emergency Grading) |
| DEF | Deferred |
| DS | Disciplinary Suspension |
| DW | Disciplinary Withdrawal |
| EAP | Extended Academic Probation |
| EAP 1 | First term Extended Academic Probation contract for the Fresh Start Program |
| EAP 2 | Second term Extended Academic Probation contract for the Fresh Start Program |
| FLD | Failure in a Pass-Fail course |
| FNA | Failure Non-Assessment |
| F-S | Failure Supplementary |
| GPA | Grade Point Average |
| INC | Incomplete |
| INP | In Progress |
| NCR | No Credit (Emergency Grading) |

| | |
|-------|---|
| PPW | Permanent Program Withdrawal |
| PSD | Passed |
| RAMSS | Ryerson's Administrative Management Self Service (the Ryerson student information system) |
| RO | Registrar's Office |
| RTW | Required to Withdraw |
| SAC | Senate Appeals Committee |
| SSP | Student Success Program |
| SVW | Standing Variation Withdrawal |
| TGPA | Term Grade Point Average |

RYERSON UNIVERSITY

POLICY OF SENATE

PROCEDURES for Policy 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate

The Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate Procedures (the “Procedures”) outline the processes to be followed in carrying out Policy 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate and the roles and responsibilities of students, instructors/faculty, Chairs/Directors, Departments/Schools/Programs, Faculties, and Senate.

1. Final Course Grades

- 1.1. The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. For example, a 49.5% is rounded to 50% and 49.4% is rounded to 49%.
- 1.2. All final course grades must be submitted by faculty/instructors in RAMSS by the date determined for each term as communicated by the Registrar’s Office.
- 1.3. Final course grades are considered official as per the date outlined in the “significant dates” section of the Undergraduate Calendar each year.
- 1.4. Final course grades may not be posted or disclosed to students by any faculty/instructor. Final course grades cannot be displayed to students in the D2L Brightspace course shell. Students will receive their official final course grades only from the Registrar’s Office, available for viewing in their RAMSS account.
- 1.5. Final course grades will display on the student’s academic record and official transcript.

2. Grade Revisions

- 2.1. Faculty/instructors are responsible for submitting grade revisions. Grade revisions are submitted using the Automated Grade Revision Process although some exceptions apply. Please review the information on the [website](#) for complete details.
- 2.2. Grade revisions not supported by the Automated Grade Revision Process must be submitted to the teaching department for authorization using the [Exception](#)

[Grade Revision Form](#). Once the revision has been authorized, the Teaching Department must submit the form to Student Records for updating.

- 2.3. Student Records will update the grade revision to the student's academic record in RAMSS. All final course grades will display on the student's transcript.

3. Incomplete Grades (INC)

- 3.1. Students must petition their instructor by completing the [Incomplete Grade Request Form](#) to receive an INC designation, within 3 (three) working days, or as soon as reasonably possible, of the missed final examination or assignment deadline. Supporting documentation (e.g. Ryerson Health Certificate) must be provided.
- 3.2. The instructor will determine the date for completion of outstanding coursework to be submitted or the alternate examination. Such a date must allow the grading to be completed and finalized on the student record within three months from the date official grades were available to students for the term the INC was assigned.
- 3.3. Instructors assigning INCs must complete the [Incomplete Grade Request Form](#) within 7 (seven) working days of assigning the INC, clearly defining the outstanding work to be completed and a final deadline by which the outstanding course work is to be submitted or the date of the alternate examination.
- 3.4. The Chair/Director of the teaching department must retain a copy of the Incomplete Grade Request Form for the department's student file.
- [3.5.](#) Once the outstanding course work is completed and submitted for grading by the student, the instructor or teaching department will grade the work and submit a revised final course grade to the Registrar's Office using the Automated Grade Revision Process within three months from the date official grades were available to students for the term the INC was assigned. The INC will be replaced by an official final course grade when the work is completed and a final course grade is submitted by the instructor.

[3-5-3.6. The student's home Academic Department will determine their decision framework for enforcing restrictions on the number of courses a student can enrol in when students have 2 or more outstanding INCs at the start of a term. The factors that will be used to consider restrictions may include, but are not limited to, the number of INCs outstanding at the start of the term, the amount of work outstanding before each INC can be resolved, the number of courses the student is enrolled in for the term, the impact the INCs could have on the](#)

student's ability to academically progress, the student's past performance, history of previous INC grades and history of lapse grades.

3.6-3.7. The Registrar's Office will provide Academic Departments with reports that identify students with 2 or more INCs at the start of the term.

3.8. If a student enrolls in a course in which the prerequisite for that course has an outstanding INC, the INC must be resolved and a final course grade assigned and updated on the student record on or before the last day to add classes for the term. Immediately after the last day to add courses for the term, ~~the~~ student will be automatically dropped from any courses where there is an outstanding INC in the prerequisite course(s) after the last day to add courses for each term. The Registrar's Office will provide Teaching Departments with reports that include this information.

3.7-3.9. In extenuating circumstances, prior to the last day to enroll in a course for the term, a student may request special permission to remain enrolled in a course for which the INC is a prerequisite. Only the Chair/Director may grant special permission, with agreement of the course instructor, for the student to remain enrolled in the course. When granting permission, the Chair/Director will consider the remaining course work and the expected completion date, as well as outstanding curriculum requirements.

3.8-3.10. Students assigned a standing of RTW or PPW in a term in which they are assigned an INC, must resolve the INC by the last day to add courses for the current term in order to continue once the standing is recalculated for the previous term.

3.11. In extenuating circumstances ~~only~~, the student may request ~~and obtain~~ approval from the instructor and the Chair/Director of the teaching department for a one-time extension to the original INC completion date agreed to on the Incomplete Grade Request Form. When granting an extension, the Chair/Director will consider the student's academic progress in their program of study as well as the relevance of the course to the curriculum. The extension must not exceed a date to allow the grade to be completed and finalized within three months ~~of from~~ the next grading period. All extensions must be reported to Student Records using the Incomplete Grade Request Form. The form must include the final extension date.

3.12. INC grades that have not been resolved and/or revised by the 3-month deadline for completion will lapse each term according to the following timeline:

[April 15 for Fall Term courses, August 1 for Winter Term courses and November 30 for Spring/Summer Term courses.](#)

[3.9.3.13. Students will be required to resolve outstanding INCs within published deadlines to clear outstanding academic graduation requirements in order to be considered for eligibility to graduate.](#)

4. AEG Grades (Aegrotat)

- 4.1. Students who wish to request an AEG grade must petition the course instructor(s) by completing the [Aegrotat Petition Form](#). A separate petition must be submitted for each course in which the student is requesting an AEG grade.
- 4.2. Students must include a letter explaining why they are petitioning for an AEG grade(s) along with official supporting documentation for each request.
- 4.3. The instructor, in consultation with the student's Program Director/Chair and Dean of the program department will determine if the request is appropriate and advise Student Records of the decision.
- 4.4. The Dean's Office will forward the form to the Registrar's Office for processing on the student's academic record.

5. F-S Grades (Failure - Supplementary)

- 5.1. Students who have been assigned an F-S grade have marginally failed a course and their instructor is offering the opportunity to write a supplementary "redeemable failure examination or assessment".
- 5.2. In order to submit the revised grade, Instructors must complete an [Exception Grade Revision Form](#) and submit to the teaching department for authorization. Once the revision has been authorized, the teaching department must submit the form to Student Records for updating.
- 5.3. Unresolved F-S grades will be calculated in grade point averages at zero grade points and remain on the students record.
- 5.4. Students with an F-S grade who wish to write a supplementary redeemable failure examination or assessment must complete the Redeemable Failure

Request Form found in a student's eForms Center in RAMSS. The examination or assessment is subject to a non-refundable examination fee for each course. Students who write a supplementary examination or assessment without paying the examination fee will have a "Hold" applied to their fee account until payment is made.

- 5.5. Students who have submitted the Redeemable Failure Request Form and have received an approval notification, must immediately contact the teaching department and provide confirmation of approval from the Redeemable Failure Request Form to make the necessary arrangements to write the redeemable failure examination or assessment.
- 5.6. Where a redeemable failure examination or assessment is written, the new grade (either D- or F) will appear on the student's academic record and official transcript.

6. Calculating GPA: Term Grade Point Average (TGPA) and Cumulative Grade Point Average (CGPA)

- 6.1. Term Grade Point Average (TGPA) is calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the term, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.
- 6.2. Cumulative Grade Point Average (CGPA) is calculated as the sum of the products of course weights and earned grade points for graded course performance designations, divided by the sum of the course weights in the program of study, and rounded to the second decimal place using normal rounding rules.
- 6.3. Grade point averages are calculated based on a 4.33 scale and rounded to the second decimal place using normal rounding rules. For example, a 2.879 is rounded to a 2.88 and a 2.874 is rounded to a 2.87.
- 6.4. For the purpose of calculating grade point averages, single-term courses will normally have a weight of 1.00 and multi-term courses will normally have a weight of 2.00. As outlined in the calendar, there may be provisions for course weight variations in the case of anomalies.
- 6.5. Courses completed prior to formal program admission will not be included in the calculation of grade point averages.

- 6.6. The following course performance designations are **NOT** included in calculating the grade point average - AEG, AUD, CHG, CRT, DEF, INC, INP, FLD, PSD, CRD, CRV, and NCR.
- 6.7. The designations FNA and F-S are included in calculating grade point averages at zero (0.00) grade points.
- 6.8. Where students repeat a course, the grade earned for the most recent attempt of the repeated course will be substituted for the previous grade(s) in calculating the grade point average even if the newer grade is lower. All attempts are recorded on the academic record and the official transcript.

7. Probationary Standing

Students with a Probationary standing at the beginning of the term, must achieve the following by the end of that same term:

- a term grade point average (TGPA) of at least 1.67 (a Department/School/Program may choose higher)
- meet the conditions of their mandatory Probationary Contract and meet approved Academic Standing Variations to continue in their program of study

Failure to meet the conditions of the Probationary Contract as set out by the School/Department will result in the assignment of a standing of Required to Withdraw (RTW) (see Procedures 8).

8. Probationary Contract

- 8.1. Students are required to have a Probationary Contract authorized by their School or Department in either of the following situations:
 - students assigned Probationary standing
 - students who have been **reinstated** to their program after the assignment of a standing of RTW (see Procedures 10).
- 8.2. The Probationary Contract outlines a specific plan of study and any academic support required in order for the student to progress. Departments/Schools will use the Probationary Contract to specify the required TGPA outcome and may also specify courses, required minimum grade outcomes, and course load restrictions that may be established to ensure students' successful academic progression. Students must agree to meet such requirements and conditions in order to remain enrolled in their program.
- 8.3. Students who fail to establish a Probationary Contract with their Department/

School by the last day to add courses for the specified term will have their course enrolments dropped for the term.

- 8.4. Students are required to obtain approval from their Department/School before dropping any courses while under the provisions of a Probationary Contract.
- 8.5. Students assigned a Probationary Contract acknowledge that they will seek assistance from their instructor(s) and/or program advisor(s) in the event of any circumstances that may impact the outcome of the Probationary Contract.
- 8.6. Failure to meet the conditions of the Probationary Contract as set out by the Department/School will result in the assignment of a standing of Required to Withdraw (RTW).

9. Discretionary Probationary Override for RTW Standing

- 9.1. The Discretionary Probationary override cannot be issued to a student who has a 1.67 CGPA or higher.
- 9.2. Students are considered on Probation during this term and must establish a Probationary Contract with their Department/School. If the student fails to meet the conditions of the contract and/or fails to achieve a CGPA of at least 1.67 at the end of this term, they will be reassigned a standing of RTW.
- 9.3. Students who are successful in meeting the conditions of the Probationary Contract and obtaining a CGPA of 1.67 or higher will be assigned a Clear standing.
- 9.4. This Discretionary Probationary override may only be issued once in a student's program of study.

10. Reinstatement to a Program with RTW Standing

- 10.1. Students who do not participate in the Fresh Start Program may be eligible for reinstatement after 12 months (3 terms) have elapsed from when the RTW standing was assigned and before 24 months (6 terms) have elapsed from when the RTW was assigned.
- 10.2. Students who wish to be considered for reinstatement must complete the [Request for Reinstatement/Fresh Start](#) form and the [Request for Reinstatement - Supplementary](#) form and submit to their academic program department for

evaluation in accordance with the specified application deadlines.

- 10.3. Requests for Reinstatement will be considered by the Faculty and/or academic program department subject to past academic performance. Reinstatement is not guaranteed. Students will be notified of the outcome of this consideration by their academic program department and the form will be forwarded to the Registrar's Office.
- 10.4. Students who are reinstated to their program after the assignment of a standing of RTW will be reinstated on Probation and will need to establish a Probationary Contract for that term.
- 10.5. Fresh Start - Students assigned an RTW academic standing may request to participate in the Fresh Start Program after a 1 (one) term suspension period. Fresh Start is a 2 (two) term Student Success Program. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.
- 10.6. Students who have been denied reinstatement to their program twice may not reapply for reinstatement to that program. In this case, students will be formally withdrawn from their program of study.

11. Fresh Start - Student Success Program (SSP)

- 11.1. Students who are RTW and wish to participate in Fresh Start may seek information to determine eligibility from their program departments. Students with RTW standing who are eligible and approved to participate in Fresh Start will have the opportunity to continue under the Fresh Start Program during their RTW period. Some academic programs with standing variation rules will also permit students with SVW standing to participate in the Fresh Start Program. Students who wish to participate may seek information to determine eligibility from their Department/School.
 - 11.1.1. Students who are RTW may request to participate in the Fresh Start Program, after a 1 (one) term suspension period. The Fresh Start Program is a 2 (two) term Student Success Program designed to assist students with RTW standing in resuming their studies.
 - 11.1.2. Criteria for participation will be established by each academic program. Programs, including part-time programs, will provide information each year on the usual criteria used for participation in the Fresh Start Program.
- 11.2. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluating acceptable performance in the Fresh Start Program.

- 11.3. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.
- 11.4. Withdrawal from, or unsuccessful completion of Fresh Start Program will constitute one attempt of the Fresh Start Program.
- 11.5. Students approved by a program to participate in the Fresh Start Program will be on Extended Academic Probation (EAP). They will be required to establish EAP contracts in partnership with their academic program in each term of the Fresh Start Program.
- 11.6. Students who do not successfully complete the conditions outlined in their first term or second term contract for Fresh Start will return to RTW standing. In the case of a student with an SVW standing who do not successfully complete the conditions of their first term or second term contract for Fresh Start will be assigned a standing of RTW. Prior to reinstatement these students may not register in any Ryerson credit courses including those offered by the Chang School.
- 11.7. Upon successful completion of Fresh Start, students will be automatically reinstated to their program or transferred to their new program of study. They will continue in the program of study with Probationary or Clear standing based on their CGPA. If they proceed as Probationary students, they will be required to establish a Probationary Contract (see Procedures 8).
- 11.8. Students who wish to participate in the Fresh Start Program for consideration for reinstatement to their current program must complete the [Request for Reinstatement/Fresh Start Form](#) and submit it to their Department/School for evaluation in accordance with the specified application deadlines.
 - 11.8.1. Applications for reinstatement will be considered by Faculty and/or program committees based on criteria, assessments, and/or procedures developed by the Faculty or program. in consultation with the Registrar's Office. Past academic performance and space availability will normally be considerations. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluation of reinstatement applications.
 - 11.8.2. Students will be notified of the outcome of this consideration by their academic program department and the form will be forwarded to the Registrar's Office.

- 11.9. Students who wish to be considered for transfer to another program must complete the [Request for Fresh Start – Transfer Form](#) and submit it to Undergraduate Admissions for evaluation in accordance with the specified application deadlines. Students must meet the minimum admission requirements for the application program.
 - 11.9.1. Applications for transfer will be considered by Undergraduate Admissions in consultation with Faculty and/or program admission committees. Past academic performance and space availability will normally be considerations in evaluating eligibility.
 - 11.9.2. If approved for a Fresh Start Program transfer, there is an understanding that the transfer program commits to admitting the student pending successful completion of the Fresh Start Program.
 - 11.9.3. Students will be notified of the outcome of this consideration by an admission advisor and/or the academic program department and the form will be forwarded to the Registrar's Office.
- 11.10. If denied, students will need to complete the remainder of the 12-month suspension period and are subject to all rules for RTW students. They may apply for reinstatement to their program for the term following the third term following their RTW standing (see Procedures 10).
- 11.11. Students approved for participation in the Fresh Start Program will be placed on Extended Academic Probation (EAP) during each term of the Fresh Start Program.
 - 11.11.1. To remain EAP, students must fulfill all required components in each of the two terms of the Fresh Start Program. Students deemed not to be meeting the program-specified requirements at any time will be withdrawn from the Fresh Start Program and will return to RTW standing.
 - 11.11.2. The terms of EAP contracts and the required outcomes will be established in partnership between the student and their academic program. For students accepted to Fresh Start for transfer to another program, EAP contracts will be established with the program the student will be transferring to.
- 11.12. Students may participate in the Fresh Start Program only once during their academic career at Ryerson. Withdrawal from, or unsuccessful completion of the Fresh Start Program will constitute one attempt.
- 11.13. Courses taken as part of participation in the Fresh Start Program will be included in the student's CGPA.

- 11.14. In the first term of Fresh Start, students will be participating in Extended Academic Probation 1 (EAP1) and must establish their EAP1 Contract with their Department/School.
- 11.14.1. Students may take up to two credit courses, and will be required to participate in a Fresh Start Strategies course (CIFS100) for their EAP1 contract. Students are required to meet all of the requirements of this contract including successful completion of all courses on the contract, and the Department/School may specify minimum grades for the credit courses.
- 11.14.2. Students who successfully complete the requirements of their EAP1 contract will be assigned a standing of Extended Academic Probation and will be eligible to progress to the second term of the Fresh Start Program (EAP2).
- 11.15. In the second term of Fresh Start, students will participate in Extended Academic Probation 2 (EAP2) and must establish their EAP2 contract with their Department/School.
- 11.15.1. Students may take up to four credit courses for their EAP2 contract. Students are required to meet all of the requirements of this contract including successful completion of all courses on the contract, and the Department/School may specify minimum grades for the credit courses.
- 11.15.2. Upon successful completion of the EAP2 contract, students will automatically be reinstated to their program or transferred to their new program of study. They will continue in the program of study with Probationary or Clear standing based on past academic performance.
- 11.15.3. If the CGPA is at least 1.67, the student will be assigned Clear standing.
- 11.15.4. If the CGPA is between 1.00 and 1.67, the student will be assigned Extended Academic Probation standing. If they proceed as Probationary students they will be required to have a Probationary Contract.
- 11.16. Students approved for transfer to another program will be admitted to the new program upon successful completion of both EAP1 and EAP2.
- 11.17. Students who do not successfully complete the requirements of either the EAP1 or EAP2 contract will have their academic standing reverted to RTW and must complete the remainder of the 12-month suspension period and they remain subject to all rules for RTW students. They may apply for reinstatement to their program for the term following the third term following their RTW or SVW standing.
- 11.18. Students who fail to successfully complete the requirements of either the EAP1 or EAP2 contract may not appeal their grades or academic standing.

- 11.19. Prior to reinstatement these students may not register in any Ryerson for-credit courses including Chang School courses (for procedures regarding reinstatement refer to Procedures 10).

12. Timespan to Complete Undergraduate Degree and Chang School Certificate Programs Requirement

- 12.1. Once per academic year, after the enrollment period for the Winter term, any student who has exceeded their time for completion will have a “hold” applied to the academic record. The hold will restrict the students from enrolling in future courses.
- 12.2. Under extenuating circumstances, students may petition the Dean or designate of the relevant Faculty or the Program Director for the Chang School for an extension to these time limits.
- 12.3. An extension will only be granted to students whose progress is fully satisfactory. No registration will be permitted beyond the extension deadline.
- 12.4. Students must request the extension prior to the last day of classes for the term in which the time limit will expire.
- 12.5. Students requesting a timespan extension must submit electronically the following information to the Dean:
- an explanation for the reason for the request including any extenuating circumstances
 - a detailed and realistic academic plan of study and timeline for completion during the extension period including length of the extension being requested
 - supporting documentation to demonstrate the extenuating circumstances
- 12.6. If a timespan extension is approved by the Dean or designate, the hold on the record will be updated to reflect the extension end date. All documentation including the Dean or designates approval, the study plan and the extension date must be forwarded to Student Records to retain permanently to the student’s record. Once the extension date expires, the student will no longer be able to enrol in further courses.
- 12.7. If the request for a timespan extension is denied or if a further extension is being requested students may appeal directly to the Senate Appeals Committee (SAC) for a final consideration of their request. This is a SAC Timespan Extension Appeal.

13. Appealing the Denial of a Timespan Extension to Senate Appeals Committee (SAC)

- 13.1. If the student wishes to appeal the denial decision of the Dean or designate or Program Director, in the case of a Change School student, or if a further extension is being requested, the appeal will be considered by the Senate Appeals Committee (SAC).
- 13.2. In the case of an appeal of a denial, the student must request the appeal within 10 (ten) business days of the denial.
- 13.3. Students must provide the following information by email to senate@ryerson.ca:
- a Senate Appeals Committee Timespan Appeal Form
 - a letter to the Senate Appeals Committee expressing why the request should be considered
 - any new evidence not previously submitted (if applicable)
 - all previously submitted documentation to the Dean or designate or Program Director including their decision
 - explanation of the reason for the request including any extenuating circumstances
 - a detailed and realistic academic plan of study and timeline for completion during the extension period
 - supporting documentation
 - in the case where a further extension is being requested, a student must also provide a letter explaining the reason why the plan of study from the first timespan extension was not completed
- 13.4. A Notice of Review will be sent to the student within 10 (ten) business days of their SAC Timespan Appeal being received and will include when the review of their appeal will occur together with the names of the panel members conducting the review.
- 13.5. The student will not attend the SAC review. The review will be based on the official transcript and documentation provided by:
- the student
 - the Department/Faculty
- 13.6. The SAC will consider the extension as applicable in the program of study.
- 13.7. The SAC decision will be issued by email within 10 (ten) business days of the review.

- 13.8. Senate Appeal Committee decisions are final and not appealable.

14. Eligibility to Graduate

14.1. Undergraduate Degree Requirements

To be eligible for graduation with an undergraduate degree the following academic requirements must be satisfied:

- 14.1.1. Admission to and active status in the degree program.
- 14.1.2. Successful completion of all courses of the program's curriculum as required for graduation within the allowable assigned timespan for completion (see Policy - Section 9).
- 14.1.3. Achievement of a CGPA of 1.67 or higher while registered in the Ryerson degree program.
- 14.1.4. The minimum passing grade of D- (or a satisfactory non-graded performance designation) must be achieved in each course used to satisfy program graduation requirements. A higher grade standard may be required for courses in programs with Academic Standing Variation or a Graduation Requirement Variation. Details of these requirements are clearly stated in the Undergraduate Calendar.
- 14.1.5. ~~Any degree level course that has been assigned a passing grade or satisfactory non-graded performance designation (some program restrictions apply) may satisfy graduation requirements provided they meet the graduation requirement variation of their program of study. Ryerson courses used to fulfil the requirements of a previously awarded Ryerson degree are subject to further evaluation.~~
- 14.1.6. Satisfaction of a minimum of half of the program course requirements through completion of Ryerson courses while registered in the Ryerson degree program. ~~(Senate may authorize variation from this requirement in the case of collaborative, joint, or articulated programs.) Degree completion programs may require that more than half or all of the program requirements be completed while registered in the Ryerson degree program. The balance of requirements may be fulfilled with credits awarded for external learning.~~ Credits awarded as part of an official Ryerson exchange program shall count as if the courses were taken at Ryerson.
- 14.1.7. In cases where fewer than 50% of the Ryerson courses being used to fulfill graduation requirements were taken while registered in the program for which an award is sought, additional evaluation may occur to determine that overall adequate GPA requirements have been met.

- 14.1.8. Ryerson courses used to fulfil the requirements of a previously awarded Ryerson degree are subject to further evaluation before applying to current degree requirements.

NOTE: The student record is closed to changes once an academic credential (e.g., degree or certificate) is conferred, i.e., no revisions in enrolment, grades academic standings, and other academic actions will be made.

14.2. **The Chang School Certificate Program Graduation Requirements**

To be eligible for graduation with a Chang School certificate the following requirements must be satisfied:

- 14.2.1. Registration in the certificate program. Note: a certificate program identified as duplicating content of the core courses required for completion of a degree program cannot be pursued in combination with that degree.
- 14.2.2. Achievement of a minimum Cumulative Grade Point Average (CGPA) of 1.67.
- 14.2.3. Completion of a minimum of 50 percent of all of the certificate courses via Continuing Education (the Chang School) course enrolments.
- 14.2.4. If a Ryerson degree program is being pursued concurrently with a Chang School certificate, the certificate cannot duplicate the content of the courses required for completion of the degree. There are some certificates that have been identified that may not be pursued in combination with a degree.
- 14.2.5. Completion of a minimum of 50 percent of the certificate's curriculum course requirements while registered in the certificate, within the timespan for certificate program completion (see Policy - Section 9).
- 14.2.6. Completion of the certificate within a timespan calculated as the number of required single-term courses (or equivalent) divided by 2 (two), plus one year. The maximum timespan is measured from the original registration in the certificate program.

NOTE: The student record is closed to changes once an academic credential (e.g., certificate) is conferred, i.e., no revisions in enrolment, grades, academic standings, and other academic actions will be made.

RELATED POLICIES

Senate Policy 60: Academic Integrity

<https://www.ryerson.ca/content/dam/senate/policies/pol60-procedures.pdf>

Senate Policy 135: Final Examinations

<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>

Senate Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance

<https://www.ryerson.ca/content/dam/senate/policies/pol150.pdf>

Senate Policy 157: Establishment of Student Email Accounts for Official University Communication

<https://www.ryerson.ca/content/dam/senate/policies/pol157.pdf>

Policy 159: Academic Accommodation of Students with Disabilities

<https://www.ryerson.ca/content/dam/senate/policies/pol159.pdf>

Appendix B

EMERGENCY GRADING

CRD, CRV - Credit / NCR - No Credit

CRD - (Credit). Grade can only be requested when the earned grade is a D- or higher and the course is not part of a program variation.

This grade will not be included in the calculation of the GPA but will count as a credit towards program requirements.

A course with this grade is counted as an attempt.

CRV - (Credit for Standing Variation Course). Grades can be requested for courses that are part of a program variation requirement when the earned letter grade exceeds the minimum requirement for the specific program variation. The eligibility of this grade is subject to restrictions defined by academic program departments during the period of academic disruption.

This grade will not be included in the calculation of grade point averages but will count as a credit towards program requirements.

A course with this grade is counted as an attempt.

NCR - (No Credit). Grade can only be requested when the earned grade is F, F-S, FLD, or FNA and will not be included in the calculation of the GPA and will not count as a credit towards program requirements. This grade is not counted as a failed attempt in determining academic standing. For programs and courses with academic standing and/or graduation variation requirements, this grade can be requested when the earned grade is below the minimum requirements for the specific program variation, subject to restrictions defined by academic program departments during the period of academic disruption.

Procedures for Emergency Grading

CRD, CRV - Credit / NCR - No Credit

Once the President and Vice-President Academic has declared an unforeseen period of academic disruption:

1. Students may request CRD, CRV, and/or NCR grade replacements during the request period defined by the Registrar's Office.
2. Once the request period has expired, requests cannot be submitted.
3. Once a CRD/CRV/NCR grade is requested by a student, the grade cannot be reversed back to the original earned grade.

4. INC grades cannot be replaced with CRD/CRV/NCR grades. This also applies to the following circumstances:
 - 4.1. if the INC is for a course that was registered in a previous semester outside of the declared period of academic disruption.
 - 4.2. if the INC lapses to an F.
 - 4.3. if a grade revision is in progress, the revised grade must be processed to the academic record prior to the deadline for the grade replacement period to allow for a student to submit a grade replacement request; if the grade revision is not updated and processed to the academic record during the period, the student cannot submit a request.
5. Students who choose to appeal their final grade or standing during a period of academic disruption cannot request a CRD/CRV/NCR grade as a remedy. Should this occur, the formal grade appeal will take precedence and the CRD/CRV and/or NCR grade request will be cancelled. Instructors may not assign CRD/CRV/NCR grades as a decision outcome in an academic grade or standing appeal.
6. Students who have a finding of academic misconduct and have been assigned a Disciplinary Notation (DN) in a course for the specific term are not eligible for a CRD, CRV, and/or NCR grade replacement for the same course.
7. Students who have an outstanding investigation of academic misconduct for the specific term are not eligible for a grade replacement until a decision is issued. Once the decision is issued:
 - 7.1. If there is no finding of academic misconduct, the student has up to five (5) calendar days from the date of the decision to request grade replacement.
 - 7.2. If there is a finding of academic misconduct, the student is ineligible to make a request for a grade replacement for the same course.
8. Students who are found to have engaged in academic misconduct (a DN is assigned) after a grade replacement is already processed on the academic record for the same course will have the grade replacement reversed.
9. Courses with a CRD/NCR/CRV grade will appear on the official transcript.



SENATE

BYLAW #1 – General

Originally Approved by Senate: 29th January 2019

Amended by Senate: 7th May, 2019, 1st December, 2020

1. DEFINITION OF TERMS

2. COMPOSITION OF SENATE

- 2.1 *Ex officio* Senators
- 2.2 Elected voting Senators
 - 2.2.1 Faculty Senators
 - 2.2.2 Undergraduate Student Senators
 - 2.2.3 Graduate Student Senators
 - 2.2.4 Alumni Senators
- 2.3 Senate Associates
 - 2.3.1 Chang School Associates
 - 2.3.2 CUPE Associates
 - 2.3.3 Indigenous Associates

3. ELECTIONS

- 3.1 General Provisions
 - 3.1.1 Nominations and Elections Committee (NEC)
 - 3.1.2 Schedules, Guidelines, Procedures
 - 3.1.3 Membership Lists
- 3.2 Senate
- 3.3 Committees

4. TERM OF OFFICE

- 4.1 Senate
- 4.2 Senate Committees

5. OFFICERS OF SENATE

- 5.1 Chair
- 5.2 Vice-Chair
- 5.3 Secretary
- 5.4 Chief Electoral Officer

6. STANDING COMMITTEES OF SENATE

- 6.1 General Provisions
- 6.2 Senate Priorities Committee (SPC)
- 6.3 Academic Governance and Policy Committee (AGPC)
- 6.4 Scholarly, Research and Creative Activity Committee (SRCAC)
- 6.5 Academic Standards Committee (ASC)

- 6.6 Awards and Ceremonials Committee (AWCC)
- 6.7 Learning and Teaching Committee (LTC)
- 6.8 Nominations and Elections Committee (NEC)
- 6.9 Research Ethics Board (REB)
- 6.10 Senate Appeals Committee (SAC)

7. AD HOC COMMITTEES

- 7.1 General
- 7.2 Joint Committees with the Board of Governors

8. GOVERNANCE COUNCILS

- 8.1 Yeates School of Graduate Studies Council (“YSGS Council”)
- 8.2 G. Raymond Chang School of Continuing Education Council (“Chang Council”)
- 8.3 Program Councils
- 8.4 Department/School Councils

1. DEFINITION OF TERMS

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

2. COMPOSITION OF SENATE

- 2.1. **Ex officio Senators**
 - 2.1.1. **As per the *Ryerson University Act*:**
 - 2.1.1.1. the Chancellor;
 - 2.1.1.2. the President (who shall be the Chair of the Senate);

- 2.1.1.3. the Vice Presidents (including the Provost);
- 2.1.1.4. the Deans;
- 2.1.1.5. the Chief Librarian; and
- 2.1.1.6. the Registrar

2.1.2. All Vice Provosts.

2.2. Elected Voting Senators

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

2.2.1. Faculty Senators

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

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

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

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

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

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

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

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

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

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

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

2.2.2. Student Senators

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

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

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

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

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

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

2.2.2.6.2.2.7. Ryerson Graduate Student Union (RGSU): There shall be one (1) RGSU Senator who is duly elected to the position using such procedures as are specified in the Bylaw(s) of the RGSU, and who is eligible to serve on Senate.

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

2.3. Senate Associates:

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

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

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

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

3. ELECTIONS AND APPOINTMENTS

3.1. General Provisions

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

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

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

3.2. Senate

- 3.2.1.** The Chief Electoral Officer shall call for nominations in accordance with published Election Guidelines and Procedures.
- 3.2.2.** Elections shall be held annually before April 1.
- 3.2.3.** Constituent union groups (RFA, CUPE, RSU, ~~and CESAR~~ ~~and RGSU~~) shall each be responsible for the election of their representatives and shall inform the Secretary of the process of their election and the election results.
- 3.2.4.** Senate seats shall be declared vacant when:
 - 3.2.4.1.** An elected Senator resigns; or
 - 3.2.4.2.** An elected Senator is no longer a member of the constituency s/he was elected to represent; or
 - 3.2.4.3.** An elected Senator fails to attend two (2) consecutive meetings without written notice to the Secretary, or three (3) in total during a Session, regardless of notice. In extenuating circumstances, Senate may, by resolution, excuse absences for health or other reasons.
- 3.2.5.** Senate vacancies between general elections will be filled for the duration of the term following the procedures outlined below unless there are fewer than two Senate meetings remaining between the point at which the vacancy occurs and the end of the term or the point at which a call for nominations is issued for general elections.
 - 3.2.5.1.** If a Senate vacancy occurs in the Chair/Director constituency between general elections, the Chief Electoral Officer will ask the affected group to conduct a by-election.
 - 3.2.5.2.** If a Senate vacancy occurs in the Faculty of Law, the elected alternate will fill the position until the Senator elected in the next general election takes office. In the event the alternate is unable to serve, the position will be filled in accordance with Article 3.2.5.4.
 - 3.2.5.3.** If a Senate vacancy occurs among the students elected at large, the Chief Electoral Officer will call for nominations in accordance with published Election Guidelines and Procedures, and present the list of nominees to the elected student Senators who shall elect one of the nominees to fill the vacancy.
 - 3.2.5.4.** If a Senate vacancy occurs in any other constituency between general elections, the Chief Electoral Officer will call for nominations in accordance with published Election Guidelines and Procedures, and conduct a by-election as/if required.
 - 3.2.5.5.** In the event that the routine call for nominations fails to produce sufficient nominees, the Nominations and Elections Committee will solicit nominations and
 - 3.2.5.5.1.** The Nominations and Elections Committee will report eligible nominees to the next meeting of Senate.
 - 3.2.5.5.2.** Additional nominations may be made from the floor of Senate, provided the person nominated is eligible and consents to the nomination. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate.
 - 3.2.5.5.3.** If there is more than one nomination for any individual position, the replacement member will be elected by Senate from among the nominees, with all elected Senators eligible to vote.
- 3.2.6.** The Chief Electoral Officer shall inform Senate of the results of all Senate elections and by-elections, including an accounting of votes cast.

3.3. Committees:

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

Election Guidelines and Procedures, call for nominations to fill all student Committee positions not allocated through other means specified in this Bylaw.

- 3.3.2.** The Nominations and Elections Committee shall prepare, and present annually to the penultimate regular meeting of Senate in each session, a complete list of nominations received for, and appointments to, all non-student positions on all Senate Standing Committees for the following year.
- 3.3.3.** Nominations from the Floor: For positions to be filled by election, nominations beyond those brought forward by the Nominations and Elections Committee may be made from the floor of Senate provided the person nominated is eligible and consents to the nomination. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate.
- 3.3.4.** If the number of nominations exceeds the number of positions to be filled by election as specified in this Bylaw, Senate shall, at the penultimate regular meeting of Senate in each session, elect the committee members from among the nominees, with all Senators eligible to vote. For positions where a specific body is specified in this By Law as the electors for that position, the Chief Electoral Officer shall conduct, or cause to be conducted, an election for those positions prior to the penultimate meeting of Senate in the session.
- 3.3.5.** membership on a committee of Senate shall terminate when:
 - 3.3.5.1.** An elected Senator resigns his/her committee membership; or
 - 3.3.5.2.** An elected Senator representing a particular constituency on the committee is no longer a member of the constituency s/he was elected to represent; or
 - 3.3.5.3.** An elected Senator fails to attend two (2) consecutive committee meetings without written notice to the Chair of the committee, or three (3) meetings in total during a Session regardless of notice. In extenuating circumstances, Senate may, by resolution, excuse absences for health or other reasons.
- 3.3.6.** Where a position held by a committee member elected by Senate becomes vacant during a session, the Chief Electoral Officer shall, at the earliest point possible, inform Senate of the vacancy and invite nominations to fill the position. The Nominations and Elections Committee shall report to the next meeting of Senate the name(s) of nominee(s), and Senate shall elect a replacement Committee member following the process outlined in Article 3.3.3 and 3.3.4 above.
- 3.3.7.** Where a position held by a committee member representing a specific constituency becomes vacant during the session, the Chief Electoral Office shall, at the earliest point possible, inform the constituency of the vacancy and invite nominations to fill the position. The Nominations and Elections Committee shall report to the next meeting of Senate the name(s) of nominee(s), and Senate shall elect a replacement Committee member following the process outlined in Article 3.3.3 and 3.3.4 above.
- 3.3.8.** The Chief Electoral Officer shall inform Senate of the results of all Senate Committee elections, including an accounting of votes cast.

4. TERM OF OFFICE

4.1. Senate

- 4.1.1.** The term of elected Senators will commence on July 1 of the year elected.
- 4.1.2.** *Ex officio* members and Union representatives hold their positions on Senate as long as they hold the office or Union position that entitles them to be a Senator.
- 4.1.3.** Faculty and Alumni representatives are elected for a two-year term and may be nominated for a second consecutive two-year term.
- 4.1.4.** Student representatives are elected for a one-year term, and may be nominated for a second consecutive one-year term.
- 4.1.5.** Senate Associates named pursuant to Article 2.3 serve a two-year term and are not subject to term limits.

- 4.1.6. Senators elected to fill a vacancy serve until the end of the vacant term, but may then stand for election in the scheduled general elections. If elected, the term following the general elections shall be considered their first.
- 4.1.7. After a second term, Senators may be re-nominated to the same position (e.g., a faculty Senator representing a certain Faculty) after an absence of one (1) year, but may be nominated to a new position (e.g., an “at large” Senator) with no break in service. However, in no case shall an elected Senator serve more than four (4) consecutive terms in total.

4.2. Senate Committees

- 4.2.1. The term of committee members will commence on July 1 of the year elected and shall extend for one session, unless otherwise specified in this Bylaw.
- 4.2.2. Members of Senate committees who are required to be Senators may serve as long as they remain Senators.
- 4.2.3. There is no limit to the number of terms that may be served by members of Senate committees who are not required to be Senators.

5. OFFICERS OF SENATE

5.1. Chair:

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

- 5.1.1. establish, in consultation with the Senate Priorities Committee and the Secretary, the agenda of all meetings of Senate;
- 5.1.2. report to Senate on current issues of the University;
- 5.1.3. conduct meetings of Senate;
- 5.1.4. break a tie vote; and
- 5.1.5. call the Vice-Chair, or another member if necessary, to the Chair when the President wishes to engage in debate, or for meetings that the Chair cannot attend.

5.2. Vice-Chair:

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

- 5.2.1. act as Chair of Senate if called upon by, or in the absence or incapacity of, the Chair; and
- 5.2.2. serve as Vice-Chair of the Senate Priorities Committee.

5.3. Secretary of Senate:

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

- 5.3.1. collect information for, advise on, and establish, in consultation with the Senate Priorities Committee, the agenda of Senate meetings;
- 5.3.2. organize and schedule Senate meetings, and distribute the Senate agenda, normally one (1) week in advance of regular meetings;
- 5.3.3. take responsibility for the Senate website;
- 5.3.4. act as a resource to the Chair at Senate meetings;
- 5.3.5. prepare, and distribute to all Senators, draft minutes of every meeting of Senate, and post approved minutes on the Senate website;
- 5.3.6. provide, at the first meeting of each session, a record of the attendance of each Senator during the previous session, with such report becoming an attachment to the minutes of the last meeting of the previous session;
- 5.3.7. conduct correspondence in the name of Senate;
- 5.3.8. create, advise upon, draft, and prepare academic policies as appropriate for consideration by the AGPC and Senate assuring adherence to proper format and procedures;

- 5.3.9. maintain all minutes, records, and accounts of Senate and its committees, including a directory of the current policies of Senate;
- 5.3.10. assist committees in research supporting their efforts and act as a resource;
- 5.3.11. oversee and provide advice on Senate policies and procedures;
- 5.3.12. record and maintain the records of the Academic Standards Committee;
- 5.3.13. oversee the operations of the Senate Appeals Committee;
- 5.3.14. serve as a non-voting member of, and resource for, all Standing Committees and for those *ad hoc* Committees where the Secretary of Senate is named as a non-voting member; and
- 5.3.15. carry out such other duties as may be required to ensure the proper functioning of Senate.

5.4. **Chief Electoral Officer:**

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

- 5.4.1. serve as a non-voting member of the Nominations and Elections Committee;
- 5.4.2. assist the Nominations and Elections Committee in the solicitation of nominees for Senate Committees;
- 5.4.3. conduct elections pursuant to Article 3 of this Bylaw and the Guidelines and Procedures adopted by the Nominations and Elections Committee;
- 5.4.4. solicit nominations for Vice-Chair in conjunction with elections to the Senate Priorities Committee;
- 5.4.5. solicit nominations and conduct elections, as required, to fill vacancies pursuant to Article 3.2 of this Bylaw;
- 5.4.6. liaise with unions to ensure that elections are conducted in accordance with Senate timelines and procedures; and
- 5.4.7. in accordance with the schedules, guidelines and procedures established by the Nominations and Elections Committee, conduct elections pursuant to Article 3.3 of this Bylaw, if necessary, to fill Committee positions.

6. STANDING COMMITTEES

6.1. **General Provisions**

- 6.1.1. Senate shall have Standing Committees as follows:
 - 6.1.1.1. Senate Priorities Committee (SPC);
 - 6.1.1.2. Academic Governance and Policy Committee (AGPC);
 - 6.1.1.3. Scholarly Research and Creative Activity Committee (SRCAC);
 - 6.1.1.4. Academic Standards Committee (ASC);
 - 6.1.1.5. Awards and Ceremonials Committee (AWCC);
 - 6.1.1.6. Learning and Teaching Committee (LTC);
 - 6.1.1.7. Nominations and Elections Committee (NEC);
 - 6.1.1.8. Research Ethics Board (REB); and
 - 6.1.1.9. Senate Appeals Committee
- 6.1.2. Unless otherwise specified in this Bylaw, committee membership is not limited to members of Senate.
- 6.1.3. Senators-elect are eligible to nominate, stand as candidates, and serve on committees for the following year where Senate membership is a requirement.
- 6.1.4. Any standing committee may recommend to Senate – via the AGPC, as appropriate – changes to Bylaw provisions regarding its terms of reference and composition.
- 6.1.5. All standing committees that do not have a Chair and Vice-Chair prescribed by this Bylaw shall, at their first meeting of each Session, elect a Chair and, if the Committee deems it necessary, a Vice-Chair.

- 6.1.6. The Secretary of Senate is a non-voting member of all standing committees.
- 6.1.7. The current composition and membership of all Standing Committees shall be posted by the Secretary of Senate on the Senate website.

6.2. Senate Priorities Committee (SPC)

6.2.1. Composition:

- 6.2.1.1. the President, who shall serve as Chair;
- 6.2.1.2. the Vice-Chair (who is the Vice-Chair of Senate);
- 6.2.1.3. the Provost and Vice President Academic;
- 6.2.1.4. the Vice Provost Academic;
- 6.2.1.5. the Vice Provost, University Planning;
- 6.2.1.6. one (1) member elected by and from the Deans, including Chang, YSGS, and Library;
- 6.2.1.7. five (5) members elected by and from the faculty Senators in accordance with Article 3.3.1;
- 6.2.1.8. one (1) student Senator elected by and from all undergraduate and law student Senators in accordance with Article 3.3.1.1;
- 6.2.1.9. one (1) graduate student Senator elected by and from all student Senators in accordance with Article 3.3.1.1; and
- 6.2.1.10. the Secretary of Senate (non-voting).

6.2.2. Terms of Reference:

- 6.2.2.1. to take responsibility to formulate, in consultation with the Secretary, the agenda for each Senate meeting, together with supporting documentation;
- 6.2.2.2. to select, for at least two (2) Senate meetings per year, topics of importance and interest to the Ryerson community, and relevant to the responsibilities of Senate:
 - 6.2.2.2.1. Such topics shall be open for discussion in Committee of the Whole for an extended period, not to exceed ninety (90) minutes;
 - 6.2.2.2.2. the SPC shall notify Senate in advance of such topics and arrange for their presentation;
- 6.2.2.3. to bring to the attention of Senate, and to consult with Senior administration regarding, emergent issues facing the University and, when appropriate, to recommend to Senate the referral of such issues to a Standing Committee, or to recommend to Senate the creation of an *ad hoc* Committee to address such an issue, or to recommend some other course of action;
- 6.2.2.4. to establish a sub-committee, if desired either by Senate or the SPC, to examine and review the state of the University's overall finances and priorities with respect to their impact on academic programs and activities in light of the Academic Plan, and to present to Senate its findings and recommendations;
- 6.2.2.5. to represent Senate in meetings with the Board of Governors (or representatives) that may be agreed upon from time to time regarding matters of mutual concern; and to report back to Senate as appropriate on the nature of, and any outcomes from, such meetings;
- 6.2.2.6. to explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly; and
- 6.2.2.7. to act on behalf of Senate, if needed, during the summer months, and to report to Senate at the first meeting of the following Session any actions taken on its behalf.

6.3. Academic Governance and Policy Committee (AGPC)

6.3.1. Composition:

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

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

- 6.3.1.3. the Vice Provost, Students;
- 6.3.1.4. the Vice-Provost and Dean, Yeates School of Graduate Studies;
- 6.3.1.5. the Registrar;
- 6.3.1.6. one (1) Faculty Dean elected by and from the Faculty Deans;
- 6.3.1.7. seven (7) faculty Senators representing at least five (5) of the Faculties, at least one of whom is a Chair/Director, elected by faculty Senators;
- 6.3.1.8. one (1) Senate Associate Chang School Representative;
- 6.3.1.9. two (2) student Senators elected by and from all undergraduate and law student Senators in accordance with Article 3.3.1.1;
- 6.3.1.10. one (1) graduate student Senator elected by and from all graduate student Senators in accordance with Article 3.3.1.1; and
- 6.3.1.11. the Secretary of Senate (non-voting).

6.3.2. Terms of Reference:

- 6.3.2.1. To propose, oversee, and periodically review Senate bylaws, policies and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned by this Bylaw to another entity;
- 6.3.2.2. to recommend to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policies in a policy area; to ensure that such Review Committees draw substantially on appropriate experience and expertise in the policy area; and to ensure that appropriate co-ordination with other existing policies occurs by, as appropriate, having a Policy Review Committee report to the AGPC rather than directly to Senate;
- 6.3.2.3. to propose new Senate policy in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy; and to nominate to Senate a special sub-committee of the AGPC to research and draft such policy; and to forward the draft policy to Senate for consideration;
- 6.3.2.4. to report to Senate with a Committee recommendation on all matters referred to AGPC by Senate or any Senate Committee; and
- 6.3.2.5. to request reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University.

6.4. Scholarly Research and Creative Activity Committee (SRCAC)

6.4.1. Composition:

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

- 6.4.1.1. the Vice President Research and Innovation (VPRI), who shall serve as Chair;
- 6.4.1.2. the Associate Vice President Research and Innovation (AVPRI)
- 6.4.1.3. one (1) faculty member from each Faculty, at least two (2) of whom are Senators, one (1) of whom shall be elected as Vice Chair by the Committee at the first committee meeting of the session;
- 6.4.1.4. the Vice-Provost and Dean, Yeates School of Graduate Studies or designate;
- 6.4.1.5. one (1) Dean / Chief Librarian elected by and from the Deans and Chief Librarian;
- 6.4.1.6. the Chair, Research Ethics Board or a designated faculty member of the REB;
- 6.4.1.7. one (1) Associate Dean Research (or equivalent) from each Faculty;
- 6.4.1.8. one (1) Associate Chief Librarian;
- 6.4.1.9. one (1) Librarian, not necessarily a Senator;
- 6.4.1.10. one (1) graduate student, not necessarily a Senator;

- 6.4.1.11. one (1) student Senator elected by and from all undergraduate and law student Senators in accordance with Article 3.3.1.1;
- 6.4.1.12. the Secretary of Senate (non-voting); and
- 6.4.1.13. such other non-voting Associates as the Committee may, from time to time, designate.

6.4.2. Terms of Reference:

- 6.4.2.1. to examine and report annually to Senate regarding the state of SRC activity at Ryerson and upon issues regarding SRC activity that are likely to arise;
- 6.4.2.2. to establish a sub-committee, the SRC Leaders' Group, consisting of the VPRI, the AVPRI, the Associate Deans Research (or equivalent) from each teaching Faculty, the Associate Dean Graduate Studies, and the Associate Chief Librarian, which shall:
 - 6.4.2.2.1.1. develop its own terms of reference to be approved by the SRCAC;
 - 6.4.2.2.1.2. provide input regarding SRC activity into the academic and strategic planning process; and
 - 6.4.2.2.1.3. provide input to the VPRI and the SRCA Committee on the funding of SRC activity generally, and specifically with regard to procedures affecting SRC activity, and the internal allocation of funds intended to enhance SRC activity;
- 6.4.2.3. to advise Senate on existing and emerging trends in research funding, and on government policies and priorities relevant to SRC activity at Ryerson;
- 6.4.2.4. to review, and report to Senate on, the extent to which SRC activity informs, and is integrated into, opportunities for student experiential learning, the innovation ecosystem, and the undergraduate and graduate curriculum; and
- 6.4.2.5. in coordination with the Academic Governance and Policy Committee (AGPC), to recommend to Senate, when necessary, the establishment of policies to promote, support and regulate SRC activity involving Ryerson, and to review any such existing policies.

6.5. Academic Standards Committee (ASC):

6.5.1. Composition:

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

- 6.5.1.1. the Vice Provost Academic (VPA), who shall serve as chair
- 6.5.1.2. two (2) members of the faculty from each of the Faculties of Arts, Community Services, Communication and Design, Engineering and Architectural Science, Science, and the Ted Rogers School of Management, and one (1) faculty member from the Faculty of Law;
 - 6.5.1.2.1. faculty members are appointed by the Deans of their respective Faculties for a two-year term
- 6.5.1.3. two (2) representative of the Chang School, appointed by the Dean of the Chang School for a two-year term;
- 6.5.1.4. one (1) Librarian, appointed by the VPA upon recommendation of the Chief Librarian for a two-year term;
- 6.5.1.5. two (2) students, appointed for a one-year term by the VPA, who shall solicit nominations from the Associate Deans responsible for undergraduate studies;
- 6.5.1.6. the Director, Curriculum Quality Assurance (non-voting), who shall serve as Vice-Chair; and
- 6.5.1.7. The Vice President Equity and Community Inclusion (VPECI) or designate;
- 6.5.1.8. the Registrar;
- 6.5.1.9. the Secretary of Senate (non-voting).

6.5.2. Terms of Reference:

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

- 6.5.2.1. undertaking periodic program reviews;
- 6.5.2.2. assessing new undergraduate program proposals;
- 6.5.2.3. assessing curriculum modification proposals;
- 6.5.2.4. reviewing and formulating policies governing undergraduate curriculum structure; and
- 6.5.2.5. such other matters as referred to it by Senate or by the Provost and Vice President Academic.

6.5.3. Subcommittees:

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

6.5.4. Reporting:

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

6.6. Awards and Ceremonials Committee (AWCC):

6.6.1. Composition:

- 6.6.1.1. the Provost and Vice President Academic, who shall serve as chair;
- 6.6.1.2. the Vice-Provost and Dean, Yeates School of Graduate Studies;
- 6.6.1.3. one (1) tenured faculty member, not necessarily a Senator, from each Faculty, nominated by the Deans of their respective Faculties;
- 6.6.1.4. one (1) Chair/Director/Dean/Associate Dean from each Faculty, nominated by the Deans of their respective Faculties, at least one of whom must be a Chair/Director;
- 6.6.1.5. two (2) Program Directors from the Chang School, nominated by the Dean of the Chang School;
- 6.6.1.6. two (2) student Senators, selected from undergraduate and law student Senators pursuant to Article 3.3.1.1;
- 6.6.1.7. one (1) graduate student Senator, selected pursuant to Article 3.3.1.1;
- 6.6.1.8. the Registrar (non-voting);
- 6.6.1.9. the Director, Convocation and Awards (non-voting);
- 6.6.1.10. the Secretary of Senate (non-voting).

6.6.2. Terms of Reference:

- 6.6.2.1. to approve, on behalf of Senate, the award of graduate and undergraduate degrees and certificates, Honorary Doctorate degrees and various medals and awards for excellence;
- 6.6.2.2. to recommend to Senate, via the SPC (which includes both President and Provost), policies and procedures respecting the awarding of, as well as the ceremonies associated with, the awarding of degrees, certificates, medals, and other marks of academic achievement.

6.6.3. Reporting:

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

6.7. Learning and Teaching Committee (LTC):

6.7.1. Composition:

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

- 6.7.1.1. the Vice Provost Academic, who shall serve as Chair;
- 6.7.1.2. the Vice-Provost and Dean, Yeates School of Graduate Studies or designate;
- 6.7.1.3. one (1) faculty member from each Faculty, nominated by the Dean of their respective Faculty;

- 6.7.1.4. one (1) Chang School Program Director, nominated by the Dean of the Chang School;
- 6.7.1.5. one (1) Librarian nominated by the Chief Librarian;
- 6.7.1.6. one (1) member of the Aboriginal Education Council nominated by the Council;
- 6.7.1.7. the Vice President Equity and Community Inclusion (VPECI) or designate;
- 6.7.1.8. the Vice Provost Students or designate;
- 6.7.1.9. four (4) students, selected as follows:

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

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

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

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

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

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

6.7.2. Terms of Reference:

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

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

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

6.7.3. Reporting:

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

6.8. Nominations and Elections Committee (NEC):

6.8.1. Composition

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

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

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

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

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

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

6.8.2. Terms of Reference:

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

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

6.8.2.3. to solicit nominations from potential Senators;

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

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

6.8.3. Reporting:

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

6.9. Research Ethics Board (REB):**6.9.1. Composition:**

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

6.9.2. Terms of Reference:

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

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

6.9.3. Reporting:

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

6.10. Senate Appeals Committee (SAC):**6.10.1. Composition:**

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

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

6.10.2. Terms of Reference:

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

6.10.2.1.1. Graduate and Undergraduate Academic Consideration and Appeals;

6.10.2.1.2. Academic Integrity; and

6.10.2.1.3. the Student Code of Non-Academic Conduct.

6.10.3. Reporting:

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

7. AD HOC COMMITTEES**7.1. General:****7.1.1. Formation and Life:**

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

7.1.1.1. the proposed number of members on the committee;

- 7.1.1.2. details of proposed distribution of members, if any;
- 7.1.1.3. names of proposed members of the committee; and
- 7.1.1.4. the committee report date.

7.1.2. Nominations:

- 7.1.2.1. Nominations for members of the committee may be accepted from the floor and voted upon. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Senate; or
- 7.1.2.2. The Chair of Senate may appoint the committee; or
- 7.1.2.3. The Chair of Senate may announce that the members of the committee will be announced at a later date.

7.1.3. Chair:

The committee Chair shall be:

- 7.1.3.1. elected, normally from those members who are also members of Senate, at the first meeting of an *ad hoc* committee; or
- 7.1.3.2. specified in the motion to establish the committee; or
- 7.1.3.3. appointed by the Chair of Senate.

7.1.4. Secretary:

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

7.2. Joint Committees with the Board of Governors:

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

8. GOVERNANCE COUNCILS

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

8.1.1. General Purpose:

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

8.1.2. Operation:

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

8.1.3. Reporting:

The YSGS Council reports directly to Senate regarding its operations. It directs to the AGPC recommendations regarding policy changes or changes to the Council's Bylaw(s).

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

8.2.1. General Purpose:

The G. Raymond Chang School of Continuing Education Council serves as the academic policy coordinating group for the School, working collaboratively with Department/School Councils. It:

- 8.2.1.1. considers academic policy for continuing education programs and courses;
- 8.2.1.2. considers the creation, modification, and deletion of all degree-credit and non-degree credit programs and courses offered by the School;

- 8.2.1.3. undertakes to review periodically all degree-credit and non-degree-credit programs and courses offered by the School; and
- 8.2.1.4. recommends appropriate changes to relevant academic departments.

8.2.2. Operation:

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

8.2.3. Reporting:

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

8.3. Program Councils:

8.3.1. General Purpose:

Each academic program that is not governed by a Department/School Council shall establish a Program Council in accordance with Senate policy to develop and recommend policy relevant to the academic program that is in accord with the general policies of Senate and the University.

8.3.2. Operation:

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

8.3.3. Reporting:

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

8.4. Department/School Councils:

8.4.1. General Purpose:

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

8.4.2. Operation:

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

8.4.3. Reporting:

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

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

Amendments Approved: Senate on 7th May, 2019; 1st December, 2020



**Senate Priorities Committee (SPC)
Report #F2021-1 to Senate**

Senate Priorities Committee Report – M. Lachemi

1. Endorse the action taken on July 22, 2021 by the Senate Priorities Committee (SPC) acting on behalf of Senate to permit GMS614 to run in the Fall 2021 term commencing prior to Labour Day
2. For Information:
A Special SPC Meeting was held August 23, 2021 with an update on the Standing Strong Task Force.

Respectfully submitted,

M. Lachemi, Chair,
President and Vice Chancellor

On behalf of the Committee:

J. Simpson, Provost & Vice President Academic
G. Craney, Deputy Provost & Vice Provost, University Planning
K. MacKay, Vice-Provost, Academic
A. McWilliams, Senate Vice Chair
T. Burke, Faculty Senator, Faculty of Arts
D. Checkland, Faculty Senator, Faculty of Arts
R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
N. George, Faculty Senator, Faculty of Science
M. Vahabi, Faculty Senator, Faculty of Community Services
B. Jalayer, Student Senator, Lincoln Alexander School of Law
H. Brahmhatt, Student Senator, Yeates School of Graduate Studies