

SENATE MINUTES OF MEETING

Tuesday, March 3, 2020

MEMBERS PRESENT:**EX-OFFICIO:**

L. Barnoff

M. Benarroch

D. Brown

D. Cramb

G. Craney

T. Duever

C. Falzon

C. Hack

G. Hepburn

M. Lachemi

S. Liss

K. MacKay

J. McMillen

I. Mishkel

D. O'Neil Green

C. Searcy

C. Shepstone

P. Sugiman

D. Taras

D. Young

FACULTY:

R. Adams

R. Babin

S. Benvie

A. Bailey

C. Bradish

D. Checkland

K. Dermody

M. Dionne

A. El-Rabbany

A. Ferworn

N. George

R. Hudyma

E. Ignagni

A. McWilliams

A. Miransky

J. Neil

H. Rollwagen

M. Tiesse

J. Tiessen

M. Vahabi

STUDENTS:

M. Arif

S. Donato-Woodger

H. Elsayed

M. Moghaddas

K. Nguyen

K. Park

V. Prevost

D. Salman

J. Spagnuolo

EX-OFFICIO STUDENTS:

N. Brayianis

SENATE ASSOCIATES:

A. M. Brinsmead

J. Dallaire

M. Zouri

ALUMNI:

N. Di Cuia

REGRETS:

D. Androutsos

T. Burke

R. Kucheran

L. Lavallée

R. Noble

S. Rattan

S. Sabatinos

S. Rakhmayil

M. Tiessen

N. Walton

A. Yazdani

S. Zolfaghari

ABSENT:

D. Bitondo

Z. Bokhari

M. Green

O. Karp

J. Kewal

K. Kumar

R. Meldrum

P. Moore

H. Shahid

COMMITTEE OF THE WHOLE DISCUSSION:
INTERNATIONAL RECRUITMENT OPPORTUNITIES

A. McWilliams chaired the Committee of the Whole segment on International Recruitment Opportunities.

G. Craney led the topic of discussion.

The Ryerson Internationalization Strategy was approved in October 2019, setting a goal for Ryerson to become a leading city-facing innovation university with a global reach, and to establish Ryerson within the top 200 internationally-ranked universities by 2030, gaining top 50 ranking for at least 15 Ryerson academic programs.

We are looking at a series of items we would like to focus on moving forward. It is important to recognize that international strategy is about more than international recruitment, although this is clearly an important element. The Ryerson Internationalization Strategy, for example, is built around four themes: global learning; research collaboration; international student opportunities; and innovation, incubation and entrepreneurship.

Information about international student expansion and the proposed Navitas partnership under discussion tonight is at www.ryerson.ca/navitas

Our approach to internationalization is not only about bringing more international students to our campus, but also about providing more opportunities for Canadian students to go abroad, and for creating more international partnerships that benefit scholarly, research and creative activity.

While there are financial reasons for increasing the total number of students on campus as discussed at the recent budget town halls, there is also a pedagogical reason. Ryerson's new Academic Plan 2020-2025 notes that expanding international enrolment will enrich our classrooms by bringing a global perspective to classroom discussions and developing cross-cultural competencies for all students, preparing them to be global leaders.

Ryerson has set a target at the institutional level of increasing the proportion of international students to 15% over the next five years or so. This level corresponds to the Ontario system average for universities in 2018-19, the last year for which system data are available.

In 2018-19, the proportion of international students at Ryerson was 6.6%, with only three universities ranking lower on this measure. By 2019-20, through our increased international recruitment efforts, Ryerson saw an increase to 7.2%. It is important to note that while Ryerson seeks to expand international student enrolment, domestic enrolment will essentially remain flat during the Strategic Mandate Agreement 2020-2025 period, a time during which the government will not be providing any funding for incremental domestic enrolment.

What are some of the challenges and risks associated with expanding international recruitment? We know that international students as they come to our campus have a different set of needs than domestic students. They tend to require different kinds of support, both academically and socially, to adjust to the Canadian post-secondary context, and we are continuing to do our best on this front through the Vice Provost Students area, but as we look to expand, we will have to do even more. It is also interesting to note that currently many of our international students are international 101s – international students who attended Ontario secondary schools before applying to university. As we look to expand among students who attended secondary school in other countries, there are different complexities that come with supporting those students and helping them develop. Alongside that there is a different model of recruitment. As we start to think through building relationships with international students and their parents and secondary schools in many countries, and building those pipelines, we recognize that this will take time and additional resources, and we know that the Ontario universities that have relatively high proportions of international students have decades worth of experience in developing these systems.

Moving forward with recruitment, the question really is whether we just do all of our international recruitment ourselves. The answer can be yes, but we then have to recognize that it will take us considerable time to get to the place where we really want to be, and likely considerable expense if we are to be properly diversified. In particular, we want to pay attention to where our students are coming from because we want to make sure that the overall mix is balanced across a number of countries. The University of Toronto is facing a special challenge. They have a large international student population but one where a large majority are from a single country of origin. Situations such as the current COVID-19 pandemic put all of this at risk for them because a policy change from a single country in which their international enrolment is overweighted can have an outsized impact on tuition revenue.

As we look to develop, we will need to focus on making sure we can successfully recruit students from a wide selection of countries to diversify and mitigate risk. With that, I will describe one possible partnership that will help us address these challenges as we start to move forward.

We have looked at a number of different companies that do this. Navitas is an interesting example. It has been around for about 25 years; it is an Australian private company owned by six partners. Four of those six partners are actually pension funds, including three from Canada (Ontario Teachers' Pension Plan Board, Canada Pension Plan Investment Board, and British Columbia Investment Management). They have 37 university partnerships around the world, with two in Canada. If you're interested in knowing more about them, you can talk to colleagues at Simon Fraser University and the University of Manitoba, and you can see what is actually working on the ground. Both of those partnerships have been operating for more than ten years, so that it is possible to see these Navitas partnerships in operation at a mature, steady state. Navitas also does extensive international student recruitment, with about 40,000 students in their partner colleges recruited from 161 different countries. Currently, there is a combined enrolment of about 5,000 students at the Navitas partnerships at the University of Manitoba and Simon Fraser University. One of the reasons that Navitas is interested in expanding their

partnerships is that in 2019 they had had 6,000 students interested in coming to Canada for whom there were no spaces at the current Canadian partnership sites.

An important consideration here is how can Navitas help with our recruitment strategy? What they bring to the table is deep experience in recruitment and deep pipelines around the world. About 40% of international students worldwide are from China. Navitas' portfolio is comprised of only about 25% students from China, and they have the ability to recruit there but also in India, Eastern Europe, Africa, and South America. But more than that, they understand through their experience what student support is required to move things forward so that international students can transition successfully to and graduate from a Canadian university. They have an approach to help students on board both academically and socially, and that experience and expertise can help us considerably.

The Navitas model is something that is special and different. They really are looking at partnering with Ryerson, unlike many of their competitors who do not, in practice, assume much risk in the recruiting relationship they set up with universities. What Navitas does is recruit students internationally into a pathway program constituting first-year of university studies for a set of degree programs that Ryerson identifies. The number of students, the mix of countries of origin, and the degree programs are based on an agreement with Ryerson.

The courses in the pathway program are Ryerson courses taught by our faculty in a framework that is broadly similar to what we currently do to deliver Chang courses. This course delivery is coupled with extensive student support that is provided by Navitas and the Vice Provost Students Division to create a first-year experience that creates a soft landing for the students as they move their way through the program.

Students who successfully complete the pathway program are eligible to be admitted to a Ryerson degree program with the standard of admission determined by Ryerson. We are in control of the total number of students, the grade point average students need to have in their first year of courses in order to continue to second year, and full control over the courses. Through a course moderation process and appointed course coordinators, Ryerson departments/schools provide oversight and liaison, and there is departmental/school review of instructor credentials, course syllabi, examination, and final grades.

The Navitas pathway program and the partnership overall are administered through a comprehensive governance structure built on a joint strategic management committee, academic advisory committee, and operations committee. Navitas collects the first-year tuition fees for the students and they will remit back to Ryerson the cost of services in the first year.

The Navitas pathway program would be an additional pathway for international students and not the only pathway. International students will continue to be able to apply to Ryerson directly and our existing international recruitment functions will also continue. It is also important to note that Navitas will focus recruitment on students who are not necessarily admissible to Ryerson, either because the students are missing a course, or their mathematics or English skills

are not yet to the level that Ryerson requires for admission. The challenge for Navitas through this process is to take students admitted into the pathway program and provide the support and course work in first year that will enable these students to be successful in second year and the remainder of their degree programs.

Currently Ryerson admits about 1,100 international undergraduate students. The goal would be to increase this to approximately 1,500 through our own recruitment efforts, and to launch a pathway program with Navitas that would recruit an additional 500 international students annually. What is important to underscore is that as we plan to move to the goal of 15% of total enrolment being international students, we are going to look at expanding our own internal recruitment activities and expanding supports for the students who are here in first year and upper years. The Navitas partnership allows us to do this with an additional pathway and a partner with the expertise to achieve this faster and with a more diverse base of international students in terms of countries of origin.

What is really important to note as the courses are looking to be selected is that the first year courses in the pathway program are courses that would have already been approved as Chang School courses, and they would be taught by our faculty and instructors. Administration of the program is through a robust set of committees, including one that is focused on academic matters. Information from the other Navitas partnerships in Canada is that there is a high degree of transparency into the Navitas pathway program and a track record by which Navitas is able to prepare students for success in their university studies.

Regarding student success, the Navitas model clearly works for many other universities including Simon Fraser University and the University of Manitoba. About 90% of the students who come into this special alternative pathway have been admitted to second year, and about 90% of those students graduate, and these are two key elements of success for Navitas partnerships overall.

We would like to ask a few questions of Senate in terms of the process for a possible partnership in the context of Senate's legal role and governance; the parts of the agreement that are of interest to Senate for consideration; and the additional information that would be helpful as we look to potentially begin further discussions.

Questions/Comments:

Q. Which are the 10 courses being proposed?

A. What we really mean is that the first year will be through the partnership and that there will be 10 courses that represent first year. Over time, there will be more than 10 courses, e.g. 10 courses that would be from Business, or Arts, etc.

Q. In terms of student union representation and where these students would fall under that. Also, raise one concern in terms of timeline and consultation. I hope this discussion goes on long enough that there is an opportunity for full-time student unions and graduate students union to engage in these conversations.

A. The intension through the program is that students engage on campus. The goal of this alternative pathway is to not come to that first year of study but actually to come to Ryerson. Part of what is normal through these types of engagement is that the students would engage in campus activities as well. If we decided to move forward with Navitas as a partner, this would be part of the discussion as to how they would be integrated on campus. It would be up to us as the host institution to set the pace and tone. We are thinking through a model where we will be more fully engaged with them and be more integrated so there will be more opportunities for students to participate in activities on campus as they're going through the first year.

Q. How many countries will we be getting students from initially?

A. Currently, we are looking at a broad range of countries. With our own International recruitment we have signed agreements with India and China. We now have agents in the US and Russia. I think it would be an open question for our partners about what countries they would move into, although there is a lot of interest in being able to recruit in Eastern Europe and Africa. Africa is an interesting country as there's a high number of visa denial rates. Through this partner, they would do better in terms of African visa approvals than the country average.

Q. Will the 10 courses be taken online or in-person?

A. They will be in-person and on campus.

Q. You mentioned that we intend to recruit from high school. Some of the international marketing in Canada, especially from China and India, are students who already have degrees or post-secondary education, how will the education model be differentiated from high school directly to their first year compared to those who have post-secondary education and trying to enhance their education?

A: How we recruit internationally works differently from the traditional high-school model, but as we look more broadly, there will be people with other credentials that are looking to come to Canada as well. As we learn about that, we will work around that as to what type of programming is required. We are relatively new at least in the Ontario experience in terms of knowing what those markets look like and knowing what the students need as we look to develop. The partnership here has a very specific market that we've been recruiting into for more than 25 years that they can help in terms of bringing students into campus, as we move them into second year.

Q: Role of Senate in this: We have a bicameral system, and if you read the Ryerson Act, you will see what is involved, contracts, etc. is the Board's responsibility, but the academic side will be Senate's. So can you give us some idea of how you negotiate with them, bring it to Senate for approval and perhaps go back and renegotiate something? How is that going to work?

A: This is the type of conversation that we want to have with all of you around this partnership. At one level, we have normal pathways that we will put in place where non-degree students would come in through Chang, take the courses that have already been

approved, and then through our normal process be admitted to our second-year degree programs. In many ways, with what I've presented, the path looks a little bit like that, but this model is slightly different in terms of supports. It's an open question on how the model looks and what does Senate want to consider through that.

Q: The question is that you will still have to come to Senate. Who's going to be on the various committees, which offices, which roles and how selective?

A: Further details will be forthcoming.

Q: In addition to the internationalization to Ryerson, what happens to the money?

A: The finance matter is a separate issue. There will be budget discussions for the community as a whole.

As we continue to move forward, what we are proposing for the 2020-2021 budget, where about 40% of the revenue goes against inflation, payments to faculty and for recruitments for student support. As part of this particular partner, there is an expectation that we would provide space for those students on campus and there would be a payment for the spaces that is associated with it. The balancing on that first year really is going to offset our costs but will increase the total number of students in 2nd, 3rd and 4th year, which will increase our revenue as a whole.

Q: Is there an allocation of funding to increase the level of support for counsellors. Will there be more counsellors?

A: There will be much more money allocated through the overall increase in total number of students to help student support across campus that could include counsellors, but other things as well.

A: Funds will go where all other funds go, i.e. to support the academic enterprise at Ryerson University. This current year, people should know, that if we had not increased our international student intake, we increased it moderately, we would have 4.6% cut to everybody's budget compared to what we're doing which is more in the nature of 1.6%. All of the funds went towards supporting the academic enterprise. The plan is to put all of these funds to support the highest priorities of need at Ryerson University.

Q: Have we pursued conversations with the government in terms of public funding other than pursuing private entities to engage in this?

A: Yes, we are talking to the government regularly in terms of funding, which would help to invest in quality. It's almost a daily conversation for President Lachemi.

Q: Has the university pushed the government to return to corridor funding rather than the current estimated framework?

A: The SMA has put us into a corridor. What this means is that as we change our role: slightly up, slightly down, there is no more funding that comes. That's a change from the previous accessibility funding framework that we had before, and which was stopped in 2017. We continue to advocate for the government to introduce a new type of accessibility fund that will allow us to increase the total number of students.

A: Not only has the University been approaching the government to provide overall increases in funding, but we've also been trying to strategically speak to them about areas that they feel we might want to expand domestic enrolment as another approach to try to find a way to get additional resources. At this point, they've held our undergraduate numbers to 2016-2017 levels in the SMA2 and they told us that we should expect them to remain frozen through the next five years. They've done the same with the graduate student numbers. In fact, they said to all institutions that if we did not fill graduate student spaces this year, they would claw those back permanently from all institutions that didn't fill them. We did fill them this year so our graduate student spaces, we hope, are secure for the next five years. In addition, the Council of Ontario has been doing a unified approach of all universities to approach the government on this. So, for the current time, we have not been successful.

Q: Re distribution of international students. What happens to programs with large classes, e.g. 200 students?

A: We want to grow in quality. Over the course of the last two decades, Ryerson is a much larger place, but we've been able to grow with better quality students and that will be our overall goal. It will have to do with what the programs are for international students as they start to come in. What we've been doing is looking at the international marketplace, looking to see who is interested in coming to Ryerson and where is the best place to grow in quality. We know that the vast majority of international students do come in to Business and Engineering, so what we're looking to do is to find additional spaces in Business and Engineering overall to accommodate the growth, but also look at other places where we could grow other markets for other types of programs as well. The intension here as we look to see what that international student expansion looks like is to provide resources through the funding model we have internally, not necessarily to put pressure on class sizes but to create new sections and have new hires. We will manage our overall enrolment base to make sure that both those resources get support but to grow programs in quality.

Q: Comment from the Ryerson Faculty perspective - Would the teaching be through Ryerson faculty members or is it onload teaching, overload or voluntary. I'm glad to hear that they will be hiring some of Ryerson faculty members to accommodate the increase in student population. How will this be taught by Ryerson faculty members?

A: The model that works with this particular partner is what we currently have in the Chang School model. Principally, these are CUPE2 instructors that we are looking to come in but with the ability to have RFA members teach courses at their request on overload.

Q: The relationship between faculty and Chang School sometimes works very well and sometimes it does not. This program will exacerbate those programs where it doesn't work. I think we're going to need to review, monitor and take close look at the areas where delivering courses through temporary educators (teachers, CUPE2) or overload RFA members. It would be ideal if it could be onload teaching for RFA members. Is that a consideration?

A: As we're looking through what this looks like, I think the Chang School model makes a lot of sense in terms of how this would then be operationalized.

Q: Will you come back to Senate with this issue and if so, when?

A: We will take all the comments today and then talk about what the next steps are.

C: There are some very clear financial considerations, but looking at where we stand, with regards to the diversification of international students on our campus, our brand is now known not only nationally but globally. There is an opportunity for those who wish to access the various programs by opening up the doors to increasing the number of national students. Having students on our campus really contributes to many of the things that has been identified. The question is the relationship towards the international plan and the responsibility we have to advance our internationalization strategy and that includes continued improvement and engagement with individuals who come here at the undergraduate and graduate level or recruitment faculty that come to this university to undertake their career to work at the university. There is a question as to whether or not the type of relationship we can have with them, puts our international strategy at risk and takes away from leadership advancing international strategy. How we engage with Navitas and work with them is really up to us.

The chair recommended that as time was limited and some members wanted to pose more questions, that either this topic is brought back to Senate or a special session be held to continue our discussion.

5:50 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Land Acknowledgement

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

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the March 3, 2020 meeting.*

R. Babin moved; D. Checkland seconded

Motion Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the January 28, 2020 meeting.*

A. McWilliams moved; G. Hepburn 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) Two new appointments in the Office of the Vice President Research and Innovation:
Johannes Dyring - Inaugural Assistant Vice President Business Development and Strategic Initiatives

Richard McCollough, who has been promoted to Executive Director, Research Services.

- 2) Our Women's hockey team had a fantastic season. The team won their first OUA semifinal game in program history on February 26. They did not advance to the finals but they had an excellent season.
- 3) The women's basketball team competed for the OUA championship this past weekend after winning the OUA semifinals. The team will open the U SPORTS Final national championship in a quarter-final on Mar 5.
- 4) The Men's and Women's Volleyball teams also played strong games this season.
- 5) Ryerson Award winners were announced last month. The awards celebrate the achievements of faculty and staff in teaching, research, administration service and leadership. This year, we have 73 individual recipients and 10 teams who will be honoured at Ryerson Awards Night on March 30.
- 6) Tomorrow, we celebrate student achievement and engagement in the co-curricular projects and activities at the third annual Student Showcase that will be happening tomorrow, from 5-7 p.m. at the Upper Gym, Kerr Hall.

8.2 Communications Report

Included in the agenda

8.3 Report of the Secretary

8.3.1 Senate Elections Update

February 18, 2020 – Candidates announced for Student Senator Elections and Acclaimed Faculty and Acclaimed Faculty At-Large Informed

March 2 to 5, 2020 – Online voting for students

8.4 Ombudsperson Report: K. Addo

https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Ombuds_Report_2018_2019.pdf

8.5 DSID 2018 Report: D. O’Neil Green

D. O’Neil Green introduced two members of her team from the Office of the Vice President Equity and Community Inclusion: Tamar Myers, Director of Research, Planning and Assessment; and Dina Chowdhury

Q: The most obvious group excluded are Caucasian male students. They are represented in the document as a gap.

A: What I think that is interesting about this data is that it centers on marginalized groups and is based on a philosophy connected to employment equity. When we look at employment equity there are these five groups that are considered to be the most marginalized and under-represented from the federal level, provincial level and even municipal levels. The idea of looking at other forms of diversity, we have absolutely explored and the idea of having a fully representation is something that we are looking into.

8.6 Committee Reports

8.6.1 Report #W2020-2 of the Academic Standards Committee (ASC): K. MacKay

8.6.1.1. Periodic Program Review for the Department of Chemical Engineering Bachelor of Engineering Degree Program – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Periodic Program Review for the Department of Chemical Engineering Bachelor of Engineering Degree Program - Faculty of Engineering and Architectural Science.*

K. MacKay moved; A. McWilliams seconded

Motion Approved.

8.6.1.2. Curriculum modifications for the Juris Doctor program – Faculty of Law

Motion: *That Senate approve the curriculum modifications for the Juris Doctor program – Faculty of Law.*

K. MacKay moved; D. Young seconded

Motion Approved.

8.6.1.3. For information: G. Raymond Chang School of Continuing Education Certificate Revisions

- i. Certificate in Advanced Safety Management: Course Deletions and Additions (Required courses)
- ii. Certificate in Business Decision Analysis: Revision to graduation requirements (from six to five courses)
- iii. Certificate in Business Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- iv. Certificate in Computer Security and Digital Forensics: Certificate Name Change
- v. Certificate in Financial Planning: Revision of Admission Criteria
- vi. Certificate in Foundations of International Management: Course Deletion (CQMS 102) and Course Addition (CQMS 110) (Required courses)
- vii. Certificate in Occupational Health and Safety: Course Deletions, Revisions and Additions
- viii. Certificate in Occupational Health and Safety Leadership: Course Addition and Repositioning
- ix. Certificate in Strategic Marketing: Certificate Name Change
- x. Certificate in Accounting-Finance: Course Deletion (CQMS 102) and Course Addition (CQMS 210) (Elective)
- xi. Certificate in Architecture: Course Deletions (Electives)
- xii. Certificate in Community Engagement, Leadership and Development: Course additions and deletions (Electives)
- xiii. Certificate in Computer Programming Applications: Course Deletions and Course Addition (Electives)
- xiv. Certificate in Economics and Finance: Course Deletion (CQMS 102) (Elective)
- xv. Certificate in Ethics: Course deletion (Elective)
- xvi. Certificate in Information Systems Management: Course Addition (CITM 550) (Elective)
- xvii. Certificate in Landscape Design: Course Deletion (Elective)
- xviii. Certificate in Retail Management: Course Deletion (CQMS 102) (Elective)
- xix. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletions (Electives)

8.6.2 Report #W2020-2 of the Academic Governance and Policy Committee (AGPC):

M. Benarroch

8.6.2.1. Provost's Update

- 1) Student governance: The nomination process for students to submit proposals on the structure of the new governance closed on February 19. We received six proposals – four were deemed eligible by the independent committee that reviewed them. We have engaged BDO's Fairness Advisory Services Team as the lead Process Officer. An independent and highly experienced third-party firm, Simply Voting, will run the online voting. Online voting will open tomorrow at 9:00 AM closing at 11:59 PM on Thursday,

March 5: Students can also vote in person at the RCC lobby, and SLC/ Library bridge.

- 2) Report back to Senate regarding the arrangements we made to provide student services. We have been in contact with the RSU through both parties' legal counsels, and we have countered with the RSU that we will transfer to them funds to have a number of their services continue. These funds will be transferred on a monthly basis with reporting back to us on the expenditures with the agreement that the funds can only be used for the said purposes. Those services are for the RSU advocate, so the advocate will immediately be able to provide services once again. The Good Food Centre which provides food for those in need, and the Centre for Safe Sex and Sexual Violence support.

Q. A lot of students travel and the only source of funding that was provided on our behalf was through the RSU. Has that been replaced?

A: We have not been advised that it's been cancelled.

Q: I understand the process that happened for the creation of a new system of student governance, but something as sophisticated as an entire system of student government - Is this seen as an iterative process where there is more development, what is the role of Ryerson with respect to this? Is there anything else that can be shared regarding this?

A: President Lachemi indicated that the committee is made up of student leaders who are involved, who are also members of Senate.

A: There is a willingness on the part of the university to certainly engage in the process. The nature of what that would look like is something we want to talk to the leadership of the student government about, whether that is things such as external government experts to help them design and create those processes, and help them understand what can be perhaps an interim set of bylaws, and what they need to get up and running. We would be willing to provide that sort of support whether they are looking for it internally or externally. I would look to some faculty governance experts on campus and see who might be willing to offer that kind of guidance and support as well.

8.6.2.2. School Council Bylaws for Disability Studies

Motion: *That Senate approve the proposed School Council Bylaws for Disability Studies.*

M. Benarroch moved; E. Ignagni seconded

Motion Approved.

8.6.2.3. Provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role

Motion: *That Senate grant permission to provide additional independent advocates to support students through Senate policies until such time that a recognized student government can fill that role.*

M. Benarroch moved; A. McWilliams seconded.

Motion Approved.

8.6.3 Report #W2020-2 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

8.6.3.1. New program proposal for the Media and Design Innovation Graduate Program

Motion: *That Senate approve the new program proposal for the Media and Design Innovation Graduate Program.*

C. Searcy moved; C. Falzon seconded.

Motions Approved.

8.6.3.2. Periodic Program Review for the Public Policy and Administration Graduate Program

Motion: *That Senate approve the Periodic Program Review for the Public Policy and Administration Graduate Program.*

C. Searcy moved; M. Benarroch seconded

Motion Approved.

8.6.3.3. Periodic Program Review for the Spatial Analysis Graduate Program

Motion: *That Senate approve the Periodic Program Review for the Spatial Analysis Graduate Program.*

C. Searcy moved; N. Di Cuia seconded

Motion Approved.

8.6.3.4. Periodic Program Review for the Urban Development Graduate Program

Motion: *That Senate approve the Periodic Program Review for the Urban Development Graduate Program.*

C. Searcy moved; N. George seconded

Motion Approved.

8.6.3.5. For information: Periodic Program Review -1 year Follow Up: Building Science (MAsc, MBS)

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

12.1 Course change forms from:

https://www.ryerson.ca/senate/senate-meetings/agenda/2020/Course_Change_Forms_February_2020.pdf

- Faculty of Communication & Design – Journalism
- Faculty of Engineering & Architectural Science – Electrical, Computer & Biomedical Engineering
- Faculty of Science - Mathematics

13. Adjournment: 7:00pm.