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

MEMBERS PRESENT:

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

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

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

Committee of the Whole Discussion – Zones and Zone Learning:

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

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

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

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

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

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

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

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

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

Richard Lachman:

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

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

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

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

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

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

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

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

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

Q: I didn't notice the number of Chang School students participating in this?
A: It is open to literally anyone. The rough estimate is grouped by Community member (including Chang School); Alumni and Students who are active in the zones (40% Community member; 40% current undergrad and 20% Alumni).

Q: How does ideation line up with curriculum or credit courses (e.g. the Science course), how does that actually work as a course? How many students? Are they working together as a class?
A: It's however the faculty member loads it into a course and would like it to go. Any connection we have with formal curriculum in that sense, beyond our pass/fail general zone activity, it's always done under a curriculum committee, under a faculty member/CUPE who load it into that course. Example with the Business of Music, there is a CUPE loaded into that class, they decide how they work with the zone, provide their evaluation and how they will judge the student's performance. It is done entirely with curriculum quality assurance and curriculum development programs of the schools.

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

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

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

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

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

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

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

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

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Senate Meeting:

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1.   Call to Order/Establishment of Quorum

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

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

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

4.   Announcements - None

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

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

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

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

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

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

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

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

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

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

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

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

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

7.   Correspondence - None

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.4.3.1. Periodic Program Review for the Biomedical Physics graduate program

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

C. Searcy moved; D. Taras seconded.

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

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

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

Motion Approved.

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

9.   Old Business - None

10.   New Business as Circulated - None

11.   Members' Business - None

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

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