

SENATE MINUTES OF MEETING

Tuesday, April 6, 2021

Via Zoom Video Conference

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	J. Schmidt	L. Armstrong
D. Brown	S. Benvie	T. Schneider	C. Bannis
D. Cramb	T. Burke	D. Scofield	N. Chen
G. Craney	D. Checkland	N. Thomlinson	M. Hickie
T. Duever	M. Dionne	C. Thompson	F. L. Kakar
C. Falzon	L. Escandon	M. Vahabi	Y. Mistry
C. Hack	S. Farshadfar	A. Valeo	K. Park
G. Hepburn	A. Ferworn	I. Young	H. Ramzan
R. Iannacito-Provenzano	N. George		D. Salman
M. Lachemi	E. Ignagni		J. Sekhon
S. Liss	L. Kolasa		S. Slonim
K. MacKay	L. Lavallée		
J. McMillen	A. McWilliams		
I. Mishkel	P. Moore		
D. O'Neil Green	D. Oguamanam		
C. Searcy	R. Ott		
C. Shepstone	R. Ravindran		EX-OFFICIO STUDENTS:
P. Sugiman	H. Rollwagen		J. Rodriguez
D. Taras	S. Sabatinos		S. Satish
D. Young	J. Saber		
S. Zolfaghari	I. Sakinovsky		
SENATE ASSOCIATES:			ALUMNI:
A. M. Brinsmead			N. Di Cuia
R. Kucheran			S. Rattan
N. Ponce de Leon Elphick			
REGRETS:		ABSENT:	
G. Carter		G. Bramesfeld	
J. Dallaire		S. Maitman-Markowski	
R. Noble		J. Spagnuolo	
		H. Zarrin	

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

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the April 6, 2021 meeting.*

R. Ravindran approved; A. McWilliams seconded.

Motion Approved.

4. Announcements - None

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the March 2, 2021 meeting.*

R. Ravindran approved; 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. Medical School Planning Grant**

On March 24, the Province delivered its 2021 budget. The budget described the government's top three priorities of:

- combatting COVID-19
- supporting long-term care, and
- caring for the people of Ontario.

I'm pleased to share that, as part of the budget, the Province announced a planning grant that will support Ryerson in developing a proposal for a medical school in Brampton. We believe that Ryerson can offer a new approach to medical education in Ontario that will help shape the future of healthcare.

We requested \$1-million from the Province to aid in the development of the full business case for the first new medical school in almost two decades in Ontario that is focused on five pillars:

- Community-centric primary care and the social determinants of health
- Expanded use of technology to better meet patient needs
- Interprofessional practice
- Providing culturally competent care
- Focusing on the aging and supporting seniors as a growing portion of our society gets older.

The planning grant commits the Province to work with Ryerson in the full development of the medical school, creating a path for the final approval, hopefully expected in 12 to 18 months. Through the planning grant, we will engage in broad and meaningful consultations to develop a detailed plan including:

- curriculum
- a research plan
- a strategy for student placements, and
- an operating and financial plan.

We know that there are several other universities that are vying for a new medical school and this announcement is evidence of Ryerson's well-earned reputation as a leader in innovation. Planning for a medical school is led by the School of Medicine Planning Committee, chaired by Steven Liss, Vice President Research and Innovation. A series of consultations with students, faculty, staff and alumni will begin in the near future. I encourage you to take part. The first discussion of the Senate will be on May 4 where we will have a Committee-of-the-Whole discussion about the proposal of a medical school. I encourage all Senators and the rest of the community to be part of the consultation process that will take place in a few short months.

2. 2021-22 Budget: Government Funding Update

The government confirmed core funding to universities with no cuts to base grants. We are maintaining the same level of grants and this situation has been happening for 10 years now; with no inflation factor. They are focusing on ensuring access to learners through investments in areas that foster life-long learning, such as virtual learning, micro-credentials and a new Ontario Jobs Training Tax Credit. The Province did not provide any information on the tuition fee framework for 2021-22 or any substantive investments that help universities deal with our core inflation. We are committed to working with this government to advance our common goals.

3. Planning for Fall 2021

We know that faculty and students are eager to know what activities might be taking place on campus in the Fall. While many details continue to evolve, at this time we are optimistic that we will be able to safely open our campus to some degree in the Fall.

We continue to monitor provincial regulations related to physical distancing and public health guidelines. If social distancing remains a requirement, it will limit our capacity in classrooms.

It is our goal, as shared with the community, that by June 9 -- 90 days prior to the start of the fall term -- we will provide our community with an update on what the Fall semester will look like.

4. Video

This video reflects on the past year and all the many ways that our community rose to the challenge, and all that we accomplished together. See: A Year of Resilience at Ryerson - <https://www.youtube.com/watch?v=LF2u8MDbE4I>

Comments/Questions:

- Q. When is the opening of the school date? How long is the consultation period going to be so it is effective? I think that besides faculty, staff and alumni that we need to consult with community members, and I'm thinking more specifically those whose identities usually put them at the margins of receiving proper health care (indigenous communities, etc.).
- A. I cannot tell you when the school will be open because this is a long journey and we will be having a discussion at Senate with a Committee of the Whole meeting. As I mentioned, the full proposal will take a minimum of one year and this is why it's important to engage all possible stakeholders and that discussion will be open to all of us. Of course, if we are talking about a medical school that is focusing on those pillars, I think it is important to reach out to those communities that will benefit from this innovative institution. Since this is going to be proposed to Brampton, Peel and beyond, I think it's very important to reach out to communities in the 905 region. The timing is very early for anyone of us to tell you when it will start. The government gave us the green light, which is a good sign, to come up with a full proposal. From here to proposing something complete to the government it will take about a year to a year and a half then after that it will take some time for the government to get back to us. We will keep everybody informed and will include everybody as part of the consultations.

8.2 Communications Report – included in the agenda

8.3 Report of the Secretary

8.3.1 Senate Election Results 2021-2022

The Secretary welcomed three new Senators (Robert Ott, FCAD chair representative; Laurie Jacklin, Interim CUPE President; and Michael Dick, non-voting CUPE Associate). The Senate election results are included in the agenda. The alumni Senator election will take place in June so we will not have the results updated until that month.

8.4 Committee Reports

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

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

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

K. MacKay moved; G. Hepburn seconded.

A. Ferworn – We created this certificate about 10 years ago. In this time, the certificate has created many new positions for people interested in Emergency Management (from those who were unemployed with no training whatsoever to those who have related degrees to Emergency Management).

Thomas Bezruki, Lead Instructor – presented a slide on the Emergency Management Certificate Program and students who have graduated from this program. This program was tailored in the last minute to cater to the pandemic response. The content of the program is updated on a regular basis with the change in dynamics of COVID-19.

Motion Approved.

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

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

K. MacKay moved; N. Di Cuia seconded.

Motion Approved.

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

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

K. MacKay moved; I. Young seconded.

Motion Approved.

8.4.1.4. Discontinuing the certificate in Financial Planning – Chang School

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

K. MacKay moved; G. Hepburn seconded.

Motion Approved.

8.4.1.5. Discontinuing the certificate in Media Writing Fundamentals - Chang School

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

K. MacKay moved; R. Ott seconded.

Motion Approved.

8.4.1.6. Discontinuing the certificate in News Studies - Chang School

Motion: *That Senate approve discontinuing the certificate in News Studies – Chang School.*

K. MacKay moved; N. Di Cuia seconded.

Motion Approved.

8.4.1.7. Remove from the table item 8.4.1.5. from the November 3, 2020 Senate Agenda Meeting: New Minor in Innovation and Zone Learning

Motion: *That Senate remove from the table item 8.4.1.5. from the November 3, 2020 Senate Agenda Meeting: New Minor in Innovation and Zone Learning.*

K. MacKay moved; C. Falzon seconded.

Motion Approved.

8.4.1.8. New Interdisciplinary Minor in Innovation and Zone Learning

Motion: *That Senate approve the new Interdisciplinary Minor in Innovation and Zone Learning.*

K. MacKay moved; C. Searcy seconded.

Comments/Questions:

C: I have the same concerns I raised in October, 2020, and when the presentation was made in January 2021 - the first thing is the title, which is mostly, except for the word “innovation” about the “how” you learn. I looked at the list of minors and all of our other minors, with the exception of the one for Entrepreneurship and Innovation, all are exclusively about the “what” you learn, and the “what” here is almost subterranean throughout much of the proposal. On the question of academic content, I recognize that different schools of thought within Ryerson have a different conception of what academic content consists of. But there is a line to somehow be drawn. There were so many streams in this proposal, some of them would clearly count as significant application of academic content. Some of these other streams, e.g. the scientific discovery zone, there are three streams. The first is participate where you have to show an interest in learning how to solve problems, and learning about the evidence-based approach to innovation – well some of that is going to be academic but there are already other courses that cover that material. Regarding the five stages mentioned in the January presentation, all those things are well and good but I fail to see how they are academic and why we would be giving those to people in a stream; they will be getting two academic credits towards their degree and probably one-fifth of these streams look vague. The academic part of it is about the “what”, not the “how” and so it relates back to the naming.

The final point: at first, I thought it was a self-minor for students in Computer Science and RTA but it's sort of telltale that to take these courses you should already be in the zone. This looks very much in accord with Section 7.4.1 of the Minors section in Policy 1 – The Curriculum policy, which states *“a minor can include a secondary area of study either for personal interest beyond degree program or an area of specific expertise related to the degree that will serve their career choice”*. That looks like this fits it very well. But then, 7.4.2 says: *“there can be exclusions where the subject area of the minor is too closely related to the core studies of the program”*. With RTA and Computer Science it looks like you're getting an extra practicum by calling it a minor. To me the whole idea of a minor seems to be something that is distinct enough and that troubles me.

- A: I do think that part of what is emerging here is an interdisciplinary approach to problem-solving which has the academic rigor of what you are seeking although it might be in a form that is novel. But there is a large body of research about design innovation and the methodologies of it. The faculty involved in this as well as the people involved in the zone are cognizant of those methodologies and are applying them throughout all of the teaching and development of this particular minor.
- C: I would like to counter a bit. My interpretation of learning and the value of a degree from a university is the process of reasoning of which a certain amount of understanding the “whats” is absolutely essential and I don't think that's lost in this. The application of those “whats” and the way to reason is something that the zones are all about and I fully support this effort.
- C: I don't really understand what you mean by academic given that we have all these learning outcomes across the university that specifically state things like: ‘will be exposed to’; will develop an awareness of’; will create this or that. None of us actually read any of that. Can you define what you mean by academic?
- A: Academic content – much of it has to do with application. My point was that some of the streams presuppose almost nothing. They seem to duplicate what's in other courses. As I said at the incubator, accelerator and probably at the ideation stages, that looks academic to me but the attempt to bring almost anybody at those softer stages, it looks like exposure to the whole idea of innovation and entrepreneurship. Academic would include something that is evaluable.
- C: I think this brings up good questions and I don't think it is antiquated thinking. It is part of the evolution we go through as an institution in society, as new ways of learning, new approach, so I think we may agree here. I think there are new ways of learning that is beneficial to the student. To me no word captures that. Innovative or zone learning doesn't capture that. We are giving it meaning. What it means to me is an inspirational way of thinking outside the box through design, through innovation. Here's why I'm so supportive of this. We are bringing three aspects of Ryerson, not only the concept of zone learning and hands-on entrepreneurship, but we are also bringing formidable Faculties and departments (Computer Science, Science and FCAD) and together I genuinely believe there is incredible academic strength and value that goes beyond a formula of how we should define.
- C: I value these questions. The nature of this minor is that there are four courses that are maybe more on the academic side of learning what we are talking about and two that are on the experiential side. However, the nature of the courses that we folded into the minor are

different than just the activity in the zone that's why we have been motivated to do this. The activity in the zone does get credit, but it's not built into something that could be part of the minor. We want to formalize that. We want the chance to apply more methodology to the approach of engagement as in experiential learning. We give academic experiential learning credit for things like internships that are less structured. We do allow that. The key to judging and evaluating that kind of experiential learning are things like reflection. Are you able to reflect back analytically on what you did and put that into words; are you able to make a structure in advance, test those theories and then reflect back on what the outputs were. That's exactly what is built into this version of courses that are in the zones. These courses that make up part of the zone activity and part of the minor pass the curriculum committee in multiple schools, they are taught by CUPE and assessed by CUPE and are structured more like a regular course than other zone activity. That's why we want to formalize it because we want to bring some of that into the fold of understanding knowledge creation, etc.

- C: I wanted to provide a comment from the perspective of a student in RTA. As an RTA student in FCAD, I experienced first-hand the importance and value of hands-on practical learning, and nothing gets more practical than the opportunity to enroll in a minor that encourages that entrepreneurial spirit, collaborating across Faculty with other students. In our so-called traditional sense of academic courses, I sure learned a lot about knowledge-based theories, about media and production but I couldn't know what exactly they meant until I applied them in our labs. I have been working on an app targeting this issue exactly. Working on this app, I've been learning more about academic theories, traditional sense of learning and this practical application are equally important. In my opinion as a student, I have to say that the leaders of the future are well-rounded people with a diverse set of skills. So unless I got involved in one of the zones as an FCAD student, that opportunity to practice my entrepreneurial spirit would not be available to me. From a student's perspective, it makes the diversity in skills and learning more available and encourages more students to explore their interests that is not limited to pure production or pure coding but rather, a combination. Also, it opens up possibilities of what could be created out of this minor.
- C: I just wanted to reiterate that the minor is in line with our Policy 2: Undergraduate Curriculum Structure.
- C: I have come to understand through the discussions exactly where everything is aimed for. While the wording may not show exactly how measured and how the steps will go from 1 to 2, I believe the course outlines and the course learning goals that are going to be defined can do this and I am supportive of the minor as it is presented.
- C: I'm not questioning the value of a lot of stuff in the zone and I'm not questioning its importance – it builds all kinds of life learning, but I'm asking about academic credit. I still don't feel people have addressed it. There is a significant shift in the name of experiential learning to those kinds of life skills and to a degree that's fine, I support it, but somewhere there is a line and this troubles me.
- C: I think I stated this before in October and January. My concern is – this is a critique of all of us, and I'm including myself in this critique – that we keep separating something as basic as making our programs very accessible as a separate thing. So this I see it as a missed opportunity to actually focus or maybe bring what Ryerson has – we have a school of Disability Studies for example. We could have actually imbedded it to make it something different, unique or maybe innovative to actually be the leaders in complying with legislation, especially when you're

talking about Media. We have a whole piece of legislation talking specifically about communications and technology under the AODA. The second thing, I have heard a lot of people talk about culture change, innovation and thinking, and being self-critical and embracing all of that uniqueness, by having hands-on practical experience, we can actually learn the difficult skills. One of the most difficult skills that one could possibly learn is to recognize how, by advancing technology, we are leaving behind marginalized fronts just for the advantages they have. How to identify issues of racism in AI technology which are very, very real. And that is something that we actually could learn, and I see this as a critique because I'm invested in this and I could have brought this maybe a little bit more forcefully, but I've brought this up twice before. Ryerson, we talk about equity but then we practice business. While we are teaching the students to be innovative and entrepreneurial, how are we making them aware that there is a lot of people with disabilities who have one or two degrees but, are left out by the margins because a lot of the solutions are not accessible. The same goes for personal and systemic bias for anti-Black racism and anti-indigenous racism and all the other discriminatory acts that we all have learned and practice daily whether we are aware or not.

- C: M. Lachemi – We have one of the zones that is doing exactly what you are asking. The Social Venture zone is doing fantastic work in areas where we do not want people to stay behind. One of the most successful start-ups that we have in the DMP in the last 10 years is with a student with a disability who came from FCAD, developed an app and now it is shared with people around the world. Your point is very important but I can tell you that is also part of the process.
- C: Computer Science faculty has realized that we have to make changes. Part of our standard curriculum – a course CPS412 - addresses exactly the issues you talk about and every Computer Science student takes this course (issues of equity, ethics and bias are all things that make our algorithms better).
- C: With this upcoming minor, we are looking at the intersection between Arts and Science and the collaborative nature of that has proven to be immensely powerful.

Motion Approved.

8.4.1.9. For Information:

- i. Certificate in Music: Global and Cultural Contexts: Course Addition (Elective)
- ii. Certificate in Occupational Health and Safety: Course Description Change
- iii. Certificate in Project Management: Course Deletion (Elective)
- iv. Certificate in Film Studies: Course Repositioning (CMPF300 and CMPF301); Course Addition (CMPF207)

8.4.2 Report #W2021-3 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

8.4.2.1. Interim Provost's Update

1. Appointments

Pamela Sugiman has been re-appointed dean, Faculty of Arts, for a five-year term. A highly

respected leader, professor, sociologist and researcher, Pam joined Ryerson in 2006 and brings a wealth of experience to this role. Her new term is effective July 1, 2021.

2. Fall 2021 Planning

In planning for Fall 2021, a number of return-to-campus course delivery options are being considered, which reflect a variety of scenarios. There are many factors to consider as we review our options, such as the areas that would benefit most from in-person instruction, the technology needs of faculty and students, and the evolving public health advice.

- The most pressing factor is space, as the government's current two-metre distancing requirements are preventing most universities from holding classes on campus in person and Ryerson is no exception. This will create significant restriction on how much in-person activities we can plan for the Fall term.
- The Ontario Council of Academic Vice-Presidents is reviewing the regulations and discussing where there might be flexibility. Ultimately, we want students to have a positive learning experience, even if it's not on campus, and we do not want to put any members of our community at risk.
- We hope to share our finalized approach soon, as we're aware of the many scheduling deadlines across the university that are dependent on these decisions.

3. Budget Planning

Three virtual budget town hall consultations were held to give members of the Ryerson community the opportunity to discuss our 2021-22 budget in a public forum. Those who attended have been able to share their feedback anonymously through virtual polls. We also held additional consultation meetings with Union Groups (including RFA, CUPE, OPSEU), Students of the Board and Student Societies (including RSU, CESAR, TRSS, RESS, RCDS, RSS, RCSS, RLAS, RLSS and RGSU)

4. Responding to Anti-Asian Racism

Ryerson continues its work in response to the alarming increase in anti-Asian hate crimes and acts of racism toward Asian people in North America since the beginning of the COVID-19 pandemic.

Denise O'Neil Green, Vice-President, Equity and Inclusion, and Julia Shin Doi, General Counsel, released a statement on behalf of the university condemning racist acts, as well as calling on our community to honour the lives of the victims, and to take action towards addressing the roots of White supremacy that disproportionately impact Black, Indigenous, Asian and other racialized communities.

Student Affairs in collaboration with Student Wellbeing are leading a weekly support group to support East and South-East Asian identified students and staff at this challenging time. The online programming being offered may include topics such as building community space,

meditation, mental health & well-being.

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

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

C. Hack moved; C. Falzon seconded.

Comments/Questions:

- C: In case anyone is curious, e.g. we actually state in our policy that Fall term classes start the day after Labour Day. This, of course, is a Canadian Labour Day, therefore we need to make the amendment for the Egyptian timelines in terms of their Fall term startup. This is a kind of change that is necessary to operationalize the program.
- C: In many countries, they celebrate May 1 for working people (not necessarily called Labour Day as we do in North America).
- Q: You mentioned policies, can you tell us what policies would you modify?
- A: I can provide some examples, but we are currently working through the policies and there may be things that come up that we haven't yet identified. We are in the process of implementing all these plans (e.g. the academic term, we have to modify language to remove Ryerson, and they don't have a Senate, so where appeals policies refer to the Senate level of appeal, we need to change that to the terminology that's being used to support the UC campus. Some of the decision makers around appeals are different as well. These are just a few examples. They refer to different offices in a different way, e.g. an exam test centre. We have identified some things already but we do anticipate as we work towards the full launch of this program for September, there may be other things that we'll come across. When we make a change, we are ensuring is that there is no change fundamentally to the Senate approved number of weeks required in a term. That's a foundational piece, so really all we are changing is how this has to operate. We will provide to Senate all of the changes as we come across them.
- Q: You are asking us to approve today a motion for something that hasn't yet happened, like the

policies that you will change have not been identified from what you are telling us. Secondly, are you able to tell us that policies that are absolutely important for students at Ryerson, such as accessibility, policy on Religious Observances, Policies on Academic Appeals, Policy 61, will all of these be included in what we are approving here today?

A: What we are referring here today are the policies that either fall under the Registrar's Office or policies that we execute on behalf of Senate and the University. The policies you refer to are being reviewed by a different group, either by the Office of the Vice-Provost students or Senate, or the Academic Integrity Office. I am referring in this motion to the policies that fall within our prevue or where we are required to apply the policy. Most of these changes to operationalize this initiative will fall into the procedures. There are just a few instances where there is a reference to something very specific in policy that won't work, either culturally or date or it is an Egyptian holiday.

Motion Approved.

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

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

S. Zolfaghari moved; I. Young seconded.

D. Young spoke to this motion: The Law School is very excited for this change. As many of you know, Lincoln Alexander has been a trailblazer in Canada, being the first Black Member of Parliament, devoting his life to public service and education and we believe that his name puts value to the understanding of the access to justice, racial harmony and progress. The initial discussion around Lincoln Alexander's name happened about 18 months ago, before I arrived on campus. I have taken this as a motion to Faculty Council of the Law School and it has been approved. We have gone to Lincoln Alexander's family for approval and input, and we have gone to certain community members to identify support for this. I just wanted to say a few words, if you will indulge me to say a little about the Law School and what we've done as we are at the end of our first year. We are hoping to have a ceremony celebrating the naming of the Law School at the end of the year. We have done an incredible job, I think, at the Law School. There's a lot to tell you but I won't go into all of the detail, but there's a few things about the Law School that demonstrate why the name of Lincoln Alexander might be so appropriate and so meaningful to us. Just like Lincoln Alexander, we have many students at the Law School and Ryerson who are from immigrant families –

- 75% of our students are eligible for financial aid;
- 75% of our students are the first in their family to attend Law school;
- 50% of our students are racialized;
- Starting on July 1, 93% of our Faculty will be members of equity-seeking groups;
- Our administrative team is 100% from equity-seeking groups and 80% of people of colour.

We have more than 2500 applications for admissions. We are well above the diversity markers that we were last year, and we are taking our commitment to social justice seriously and we believe that Lincoln

Alexander's name will bring stature to the Law School both nationally and internationally, and we are very excited about this naming.

- C: M. Lachemi - You mentioned that he was the first Black person to be a member of the parliament. He was also the first Black Lieutenant Governor of Ontario and the first Black Chancellor at Guelph University. Many things to celebrate. This is why we wanted to keep this information confidential and why you didn't have any material in the agenda. We have to do this in partnership with the Senate, with the Board, and with the family. We wanted to make sure we protect the information. Once we get the approval from Senate, we can share the information with the rest of the community.
- Q: Part of the Standing Strong Taskforce has been gathering information from the community about the university's approach to commemoration in general. Currently, Ryerson does not have robust guidelines on commemoration. I believe there are some policies in University Advancement related to donors and how names get attached to programs or buildings, etc. I'm just wondering, did you sketch out guidelines for the selection process, or how did that work?
- A.: M. Lachemi – You mentioned the policy that we have with Advancement and that is actually a policy that is used when we are seeking donations or gift for a name. In this situation, this is very different. This is actually our initiative to name the Law School after Lincoln Alexander. We are not asking a single dollar from the family. I think it's very clear that the way we are doing this will send a strong signal to the community but we can also use this as a platform to do fundraising. People who believe in social justice and the importance of diversity, I think they would be pleased with this. I know the Dean and the Advancement team are working hard on the fundraising effort, but fundraising is not to ask from the family, but from friends and others.
- C/Q: I admire Mr. Alexander. I think that as a Black man, as an immigrant person, he had to fight White supremacy and all the racism - institutional racism – that any immigrant person has to face; education, etc. Where are you seeing the benefit for Ryerson? The name of a Black man who had to suffer a lot of this on its own is commendable, it's a trailblazer, but what I'm saying is, are we equally putting the same effort to dismantle anti-Black racism not just from the Law School, but are we making tangible efforts to dismantle anti-Black racism because otherwise, it would be very offensive to, yet again, benefit from a Black person's name and life to sell our Faculty of Law without really being mindful that at every day, every moment and every class at Ryerson, there are discriminatory acts happening and some of them can be traumatizing enough that students have to quit. This also goes, not just for those who are Black, but for Black and queer, Black and disabled and all the other groups at large. I guess I'm asking to be mindful that if we are going to choose this person's name, how are we holding ourselves accountable today, and tomorrow and the day after. If you open up your zoom, look at the faces that are here in this very privilege space, which is the Senate. How are we including Black students, Black faculty, Black members of the Senate to have this conversation? I feel very mixed emotions because I like what Mr. Alexander represents but what are we effectively doing to dismantle racism?
- A: M. Lachemi – Thank you for your question. It's very unfortunate that you are using all problems that we have in the world to put it in a motion that we should be celebrating. You know that we are putting a lot of efforts to combat all types of racism. But when we discuss about something

that is historical and we are doing very different from other universities – you are bringing only the problems. I am very proud of the Ryerson community. You mention diversity – I think we celebrate diversity; I think we are very diverse and I am very proud of this university. As a non-White person, I am offended by comments like this.

A: D. Young – I can only speak about this from my perspective. I have been in higher education for going on 30 years – all within the legal academy, mostly in the United States. I was part of the AAUP (American Association of University Professors) and I actually left my job thinking that maybe the academy was not always for me. I have felt isolated in my role as a professor. I have witnessed discrimination. I have since coming back to Toronto witnessed and been subjected to anti-racism. I loved my job; I wanted to stay in the States, but Ryerson drew me here because of its mission of anti-Black racism, anti-racism, the way that it approached the Law School, and I've been learning more and more about Ryerson. I'm speaking as the Dean of the Law School to serve the public, to being aware of racial injustice, gender injustice, homophobia and anti-Asian discrimination and violence, and I believe that Lincoln Alexander represents in his name what the Ryerson Law School is trying to do. We've only been in operation for only one year so far, we have a lot more to do. We haven't gotten there yet. We are trying – 50% racialized students; 93% members of equity-seeking groups in our Faculty. It's a small Faculty but we are growing and doing this in the right direction. Before this was announced and before there was a decision made, Lincoln Alexander's family was brought into the discussion. I inherited this, as this was a decision that was being made/explored before my arrival. I didn't know when I accepted the deanship that this was in the process and learned this after I got to be dean. One of the things I was concerned about, was what role the family had to play in that decision, and it was heartening to me that the university reached out to the family to make sure that this was what they wanted and that they thought his name meant. They have been completely in favour of this and very supportive. I want to make it very clear that there might be issues at Ryerson and there are issues at the Law School, there will always be issues in higher education. I learned it first-hand as a person who was a member of the AAUP and did nothing for a year except hear complaints and serious complaints by faculty members about how the administration and how other faculty members were discriminating against them, how their academic freedom was being violated, how shared governance was being completely ignored. I learned something about higher education, and I have only been at Ryerson for a year, but I have not seen that level of dysfunction at Ryerson, and I have never seen such a commitment to social justice, racial justice, gender justice in any other institution. I have to say that Ryerson is going to do this right and I have complete faith that this will help us achieve our goal of social justice at the Law School. I am very much in favour of this motion.

Motion Approved.

C: M. Lachemi - Congratulated D. Young and her team, and all those who worked very hard to get us to this point.

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

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

S. Zolfaghari moved; R. Ravindran, C. Falzon, L. Lavallée, R. Ott seconded.

C. Falzon spoke to this motion: This is an exciting time for FCAD. This Faculty has been talking about the need for a name change for many years. In fact, it was my predecessor, Gerd Hauck, who presented it nine years ago. At the time, it was agreed that we needed to do more work to be more of a cohesive Faculty. Since then, over the last 10 years, the Faculty has gone through a transformation and I'm happy to say that we are happy for the next stage of having a common vision pronounced to Canada and the world, not just to the academic world and the professions but society as a whole and internationally. The truth is that FCAD is the incredible mix of nine profound, professional schools and several interdisciplinary hubs that have been created over the last few years that provide a unique experience for the students and unique educational institution in Canada. Over the last several years, we have introduced so many new things that you are familiar with – e.g.: the creative innovation studio, the creative technology lab. We have a research chair in creativity, and creative industries. After years of research and thinking, the conclusion has been that the best descriptor of everything we do is the word “creative”. The Creative School. Coming out with a strong, bold adjective like “creative” with a new meaning of the word “creative” which is beyond just making, but also design thinking, problem solving, new social narratives. We have had a lot of support for this vision throughout the school and with our alumni and throughout the professions that we are in. I'm very happy to present this to Senate for your consideration.

Comments/Questions:

- C: I'm starting my 15th year now at FCAD – when you look at our nine schools like Dean Falzon mentioned, creative comes to mind. If you can express it in one adjective or one word, I think it would be creativity, if you look at School of Performance and even within that school there is performance acting, performance dancing, and set design where people are using programming to emulate lighting conditions on stage, not to mention the rest of the schools. I think this is a key term. I do want to add that the Dean conducted a number of school visits, townhalls over the last three months to discuss this and many were very enthusiastic about the name change.
- C: I would like to express my support for the motion to rename FCAD to The Creative School and as a new Senate representing the FCAD chairs, I want to share with everybody on Senate that there's an overwhelming majority of my colleagues that are supporting this change. We believe strongly that the name change reflects the unique and, contemporary positioning of FCAD as more than just an administrative arm, but really as a dynamic contributor and leader in the creative and cultural sectors that it serves.
- C: Over my long years at Ryerson, I have had interactions with many innovative leaders from the FCAD. One example I can give you is a PhD thesis on how the media affects human behavior. That student became a professor at Concordia and has written two or three books. Something very innovative, that really impacts society that's what really impressed me.

- C: D. Checkland - I have a friendly amendment to propose. It's really not directly about this but about consequences of this.

Amendment to Item 8.4.2.4: *Senate affirms in approving this name change from "Faculty of Communication and Design" to "The Creative School", the shared understanding that the re-naming is done in a non-proprietary spirit, and further, that Senate expects that other uses of the term "creative" (and its cognates) and even "creative school" where any possibility of confusion is minimized, will be treated in this same non-proprietary spirit, and will not be subject to "branding" restrictions.*

M. Lachemi asked the mover S. Zolfaghari and C. Falzon if they accept the friendly amendment. They agreed.

D. Checkland – The reason behind this is not because I challenge or doubt C. Falzon's or anyone else's sincerity present at Ryerson. There are some universities that are moving in this directly very strongly and I just want Senate to put it on record. When it is a generic or specific work or specific discipline or somebody's name as a donor, benefactor or honoree, that's different. But when you are using a generic word like creative, as C. Falzon said, it's not meant to be proprietary.

C: I will vote against this proposal but my objection is not really about the use of the word "creative" is about the use of the word "school" (singular). I would say from the outset that if the proposal was to name it the "Creative Schools" (plural), I would not be saying any of this, but I'm troubled by the singular use of "school" in the proposed name, notwithstanding the assurances of chairs in FCAD don't appear to share my concern. What I'm concerned about is that it signals to me a kind of serious escalation in what I consider to be an alarming trajectory at Ryerson, and it's a trajectory that has been underway for some time. This trajectory involves an amplification of Faculties and deans, and the course on the diminution of departments and schools. We are surrounded by the evidence of this trend, particularly, when one contrasts the level of funding and support attached to initiatives that originate in deans' offices with that of initiatives that originate in departments and schools. Further evidence is not too hard to find. If you look at hiring processes across the university, it is a distressingly common phenomenon to see Faculty-level priorities inserted or even allowed to influence or shape hiring priorities that really should be driven by the needs and aspirations of academic programs - programs, that were proposed by departments and schools in the first place and then approved by every council/committee of the university – Academic Standards, Senate, Board, University Planning Office, and probably more before finally being approved. When, somewhere down the road, there are retirements and other expansions of the program, the department finds itself no longer able to properly deliver the program, you would think that this would be the number one thing in terms of hiring in the department and in the Faculty. It's been my observation and it's not only in my Faculty, but these aspirations are often sidelined and ignored as other priorities prevail. I like to compare this with the phenomenon of municipalities and regional municipalities in Ontario, where regional municipalities spend a lot of money and time

trying to convince their citizens that they should identify with the regional municipality, but I've yet to run into a person from the Toronto area when asked where they are from that they respond, "oh, I'm from Peel Region". I would argue that the same thing applies with Faculties. I'm very seriously concerned about this trajectory and I think that this proposal actually perpetuates it in a very concrete and visible way and even though the departments and the schools as it is in FCAD are not particularly alarmed about this, I am alarmed about it for the message it sends to the world about what we value as a university.

- C: I share the same sentiments. The name is a bit generic. About the "schools" part, I'm not sure I'm in line with but something percolated while I was listening and it was more along the lines of - The School of Creative Arts. The Creative School is generic in my view and can go beyond all of those disciplines, even engineering. It's creative in everything, even in Law. It doesn't sit well with me and I'm from the creative stream. Something along the lines of School of Creative Arts is all encompassing and envelopes all of the creative arts.
- C: At the AGPC meeting, we discussed the name "Creative" and I was quite comfortable with it. There is proposed a friendly amendment of the motion, that was really nice. Secondly, many American schools use schools and faculty interchangeably, and as a result, I'm OK with the name.
- C: I just wanted to reinforce what Dean Falzon said about the change. A lot of work has gone into figuring out what they want to call themselves. It seems that a vast majority of people want to call themselves this. The fact that we are here wordsmithing particular aspects of what they have already decided they want to call themselves is odd. FCAD, as it exists, is under a lot of pressure because a lot of people call themselves Communication and Design. They are making a bold statement about what they want to be called. They've had wide consultations on this and adding and "s" to schools or other suggestions will make very little difference. This is something that the will of the people have already decided themselves. We are just approving their approval.
- C: I am a faculty member in FCAD and I would like to say that I support the motion to change the name, and yes, it does allow us to extend the realm of possibilities within FCAD and I think this is a positive thing. For example, I volunteer and every year I get asked if we have a program to design video games. It is part engineering, part creative, part design, communication, art – everything is in there. From the fact that with this name, we're allowing ourselves to explore those possibilities, I think it's a positive thing and I welcome that change.
- C: A previous Senator's comments are directly and explicitly against this motion. In fact, I would counsel everyone and ask them to actually listen to the wider points being made. He's making a point about change in a name in the university which is more important than what he said about the name. It's really about how certain sorts of changes can happen at the university without any body actually deciding over time collectively, and just to notice that. A wonderful phrase in a book titled "Collapse", the author talked about landscape amnesia, how people don't notice the significance of how small changes are over time. The wider point is something all of us should think about – what do these kinds of gradual changes amount to, and they may amount to different things in different areas, irrespective of the point about the name.

C: M. Lachemi – I think the Senator is talking about the way that the power is divided between Faculties/Schools and departments/schools and I would say that out of this discussion, to both Saeed and Roberta, we have a group (CDD – Chairs, Directors and Deans). I think this would be a good topic of discussion among all chairs, directors and deans. My recommendation is to bring it to the group of people both Department and Faculty level to have these discussions. In terms of naming schools and Faculties, we do have the Chang School, Ted Rogers School of Management and we have just approved another – The Lincoln Alexander School of Law.

Amended Motion – 8.4.2.4:

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

Senate affirms in approving this name change from “Faculty of Communication and Design” to “The Creative School”, the shared understanding that the re-naming is done in a non-proprietary spirit, and further, that Senate expects that other uses of the term “creative” (and its cognates) and even “creative school” where any possibility of confusion is minimized, will be treated in this same non-proprietary spirit, and will not be subject to “branding” restrictions.

Amended Motion Approved.

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

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

S. Zolfaghari moved; A. McWilliams.

Motion Approved.

M. Lachemi – Regarding the CDD discussion, I just received confirmation from the Vice-Provost Faculty that this will be considered at the April 22 meeting of the CDD. Congratulations to the naming of two Faculties. The Lincoln Alexander School of Law will have an official celebration that will take place next month. Please stay safe, healthy, take care of yourself and have a good evening.

9. Old Business - None

10. New Business as Circulated - None

11. Members’ Business - None

12. Consent Agenda - None

13. Adjournment

The meeting adjourned at 7:07 p.m.