

**SENATE MINUTES OF MEETING**

Tuesday, November 2, 2021

Via Zoom Video Conference

**MEMBERS PRESENT:**

<b>EX-OFFICIO:</b>	<b>FACULTY:</b>		<b>STUDENTS:</b>
A. M. Brinsmead	R. Adams	H. Ramzan	S. Alvi
D. Brown	T. Burke	R. Ravindran	Z. Aurony
D. Cramb	D. Checkland	S. Sabatinos	H. Brahmhatt
G. Craney	A. Clements-Cortes	J. Saber	O. Gubych
T. Duever	M. Doxtator	I. Sakinofsky	C. Idzik
C. Falzon	L. Escandon	J. Schmidt	B. Jalayer
K. Gharabaghi	S. Farshadfar	T. Schneider	Z. Khansari
G. Hepburn	N. George	D. Scofield	J. Rodriguez
R. Iannacito-Provenzano	E. Ignagni	L. Shuman	H. Salih Makawi
M. Lachemi	L. Jacklin	J. Spaniol	P. Sivasundaram
K. MacKay	A. Jamal	C. Thompson	A. Surty
J. McMillen	L. Kolasa	M. Vahabi	
I. Mishkel	A. Lee		
D. O'Neil Green	A. M. Lee-Loy		
R. Parr	S. McCartney		
C. Shepstone	A. McWilliams		
J. Simpson	P. Moore		<b>EX-OFFICIO</b>
P. Sugiman	R. Noble		M. Fast
D. Taras	D. Oguamanam		C. Ferworn
D. Young	R. Ott		

**SENATE ASSOCIATES:****ALUMNI:**

J. Caribou	S. J. Ali
J. Dallaire	M. Clarke Rodrigues
L. Patterson	
K. Train	

**REGRETS:****ABSENT:**

S. Liss	A. S. Ali
C. Searcy	S. Benvie
I. Young	G. Bramesfeld
	N. Chen
	T. Kuar
	S. McFadden
	H. Zarrin

**5:00 p.m. Committee-of-the-Whole Discussion:**

Renaming our Institution: Identifying a new name for the institution that reflects our university's strengths, values and aspirations.

Andy McWilliams, Vice-Chair of Senate, chaired this section of the meeting.

J. Simpson, Vice-President and Provost, welcomed Senators and introduced the topic of the discussion.

I welcome the opportunity to present this topic. I am the Chair of the University Renaming Advisory Committee so it's in this capacity that I will give a bit of background and context, talk about the process of renaming, the framework for community engagement, and we have two discussion questions that members of the community will be welcome to participate in.

From the Standing Strong Task Force report, the important Recommendation language that undergirds the work of the committee:

“Recognizing the harm caused to community members by the commemoration of Egerton Ryerson, the impossibility of upholding our institutional values while commemorating Egerton Ryerson and the necessity of advancing reconciliation”, the Standing Strong Task Force recommended that “the university rename the institution in a process that engages with community members and university stakeholders”.

That begins the work of the committee and sets out what we are responsible for. I'll also add that the mandate of the committee, which is to suggest a shortlist of names to the President who will take that to the Board. I think it's important for this discussion for all of the forms of engagement to keep in mind that mandate, which is to provide a shortlist with some rationale and some information about the reasons for that shortlist. All of our work is directed toward that mandate.

**Background on Renaming Framework:**

- There is an executive leadership team that is leading the advisory committee.
- There is internal project support from Marketing, Communication and Project Management (people representing those areas).
- The committee itself.
- External firms that are assisting with, for example, the research process.
- Following the research process and engagement, there will be a branding firm that will advise of best practices and best moves forward.

The committee is an important part of the framework and the components. The committee has been drawn widely from a variety of three particular areas: ethnic, racial and gendered backgrounds and identities. There is variety on the committee in terms of length of time at the university, and there's variety in terms of individuals' roles and connection to the university. There is a lot of depth and variety in all of those areas. You can find biographies of all those individuals on the "Next Chapter" website.

There are some high-level considerations that are part of the conversations that folks have mentioned. Those include costs, marketing, promotion of the new name; and degree credibility and recognizability. So certainly, as the President has said often, the priority of the new name is to

speak to the aspirations of the university. We are also attentive to these operational concerns in our deliberations and assessment and looking at the data.

### **Overview of the Process:**

We've been engaged with the research firm, for the last 3-4 weeks. You can look for the survey that will be available online and in other formats, and will be available in a couple of weeks. So that engagement will happen from October through December with a research firm then with the broader community. There will be the development of an extensive list of name possibilities and the community will be informed of those considerations in January. The process which will be iterative, securing a list of possible names, will be January through March. We will consider legal responsibilities and questions with the appropriate experts in February and March and then provide a shortlist of names in March.

The ways that we will ensure that we hear from all stakeholders is that all community members are able to participate. There is no log in required. There will be a 3-week period to offer input. There will be multiple methods of engagement surveys, emails, social media. There is a communication plan to consider how we reach out to a wide variety of stakeholders and community champions, and the survey focuses on these and ideas, then the firm will finalize that information and provide a report to the Advisory Committee.

### **Questions on Engagement:**

Q: Are there any donors that might want the university to be named after them?

A: I wouldn't say that this is a starting point of the committee. The survey will be fairly open-ended. I'll also note that it will parallel the discussion. Two of the questions that we will be discussing today come from the survey. I think the priority at this point in thinking about who might have suggestions is really to focus on that question about aspiration. The survey questions will get at that. We will listen to as much input as possible. We want to ensure that all community members can engage and provide feedback and then we will go from there. The research firm will analyze this information and the committee will address that information, and based on that input and analysis will provide a shortlist of names to President Lachemi.

Q: I'm speaking on behalf of our members at CESAR. We are grateful for the Indigenous current and former students and community members who brought this process about through a lot of relentless work and I wanted to know how the university is reaching out to the students to make sure they are heavily involved in this process.

A: We have representation on the committee of students and members from Indigenous communities. We will have a formal way of reaching out to stakeholder groups of which Indigenous students are an important one, so there will be formal mechanisms that the committee will use via social media, email, connecting with those groups directly, through a procedure that we will use with many stakeholder groups and we also anticipate reaching out to the broad representation on the committee from any groups including Indigenous individuals and students.

Q: I was wondering if we will be looking at the consultation to get the former students to have a say in this renaming?

A: Yes – we will be sending surveys to former students/alumni. Again, there is strong representation on the committee from alumni and we will be reaching out to them as well.

We value input from both former students and current students and all those who have various connections to the university.

Q: I would like to know if there's an estimate on the time to fully complete the entire renaming project?

A: What we are aiming for is that the committee itself present a list of names by March and, ideally, the renaming process will be completed within a year formally. That's the understanding that we are proceeding with.

### **Engagement Discussion Question 1:**

1. The university's new name will reflect its aspirations and vision for the future. Most university names fall into one or more of several broad categories relating to: place or location; a notable person; mission, values or character.

Do you feel the university's new name should reflect or relate to:

- a) Its place or location?
- b) A notable person?
- c) An aspect of its mission, values, or character?

#### **Why or why not?**

I'll reiterate that this question as well as the following question come from the survey so we'll have consistency in avenue streams.

C: Regarding the three types of classes of names, it seems to me that "c)" is the one that is close to the aspirational point that you made. Place and location are kind of default names. Notable person, that could go wrong; the views on that person can change as we've seen, whereas choosing an abstract concept or idea that embodies the values and goals of the community, I think that is something that would outlast the moment and would send a signal.

Q/C: I would like to express some concern as to why the rush. We're finally, being forced to react to change a name which has been problematic and harmful. While I understand that the university cannot continue being Ryerson University, fast doesn't mean better or equitable. To propose a consultation within a time when students are at their year-end, trying to present their papers, I don't think that we can honestly say that we are honouring the process if the strongest voice for the name change does not come from the First Nations, Inuit and Metis communities, students, faculty and staff. We need to honour them with providing a proper time so it is inclusive and that we can actually reach out to many people. I would like to appeal for an extended time so that this is properly presented and not rushed. We should do this in an effective engagement manner so that it is inclusive and equitable.

A: I think it is important that the engagement process really offers a meaningful opportunity for as many people as possible to contribute to the conversation. For the committee, myself and other leaders of the university, the focus right now is on providing a robust opportunity with the three weeks and multiple means of contributing. We think that this will enable wide input. Also, there are many questions that have come up. One of the realities is that the current name created an experience of harm for some, and violence and the importance of moving to a different reality for people is one I think is on people's minds. Also, just wanting

to ensure clarity for everyone about the university, the name and the ability to start living with that new name is a very important priority. The other thing that I'll say, is that certainly, as the Chair of the committee, and I know the other chair, Toni De Mello, and others on the committee, we're working closely with others on the committee and we see wide and robust engagement. That's what we need to do a check on and that's what we will be looking for, and we will have the ability to gauge that and ensure that there has been really sufficient opportunity for input – that's what we'll be focused on.

- Q: Since June 2021, Kamloops changed everything, I wonder why d) wouldn't be that the university's new name should reflect or relate to the spirit of reconciliation that everybody has been talking about since June of this year.
- A: I would say that the spirit of reconciliation is an aspect of Ryerson's aspirations and values and that's ingrained with that. Certainly, it's possible to think of the spirit of reconciliation as a fourth area, but I guess, in my mind, it is a central value to Ryerson so it is within that framework of c) in that question.
- C: I also really like the idea of reconciliation values being included and I think that is an aspirational boost for the university. I'm also curious about a) place or location. I'm not sure which place or location apply to this university – it's already taken by other institutions in this geographical area, e.g. we know U of T has Toronto, we can say all of Canada, I guess; Ontario – that's UOIT. I feel like it's taking up a space that we can put a reconciliation referral instead of place or location. I'm not sure what the branding company has to say on that issue.
- A: The branding firm will certainly inform that when we get to that point.
- C: I strongly support the idea of reconciliation as a separate and important value. That should be reflected in the name and, of course, it would depend on how the Indigenous members of the committee feel about that because I know Indigenous nations are somewhat disappointed with some of the reconciliation recommendations.

I just wanted to make one more comment regarding the three choices that have been provided a), b), c). If we take away a), which is a place or location, and find a name which actually will show the uniqueness of Ryerson within that landscape may be difficult. The other choices are really values. We may name someone like a donor, but in the future, what kind of consequences or changes could happen in our society that we'll definitely need to go and change that name – the same thing with values and character because that also changes as it's not really something that's stable. For example, equity wasn't one of those values that Ryerson was strong on but now it is one of the values. I was wondering why those three were identified. Why can't we use the name of a colour or a flower. What was the driving force behind these three choices?

- A: The survey will allow folks to provide input that goes beyond those three categories. People will not be limited to only thinking within those categories. The primary reason for selecting those three choices is that when we look at naming practices across North America, and more broadly, these are the three primary categories and is a reference to best practices – what's most common in terms of naming and name changes.
- Q: I was wondering what would all this cost, transparency throughout the process, etc.?
- A: I think that right now it's a bit early to determine that. I think there's an awareness that this will require resources but this is being balanced with the importance of this for the institution. It's a long-term decision and commitment that will have long-term consequences. In terms of providing this information, it's a bit early in the process to

provide that but when that time comes, we will be as transparent as we can with that information.

- C: I agree with what was said about a), b) and c). I'm not strongly in favour of having it named after a notable person, but we should not discount the place or location. If you look at other major cities like New York and London, England, there are many universities and many of them use different variations, matching the location and can also include an aspect of reconciliation and c) as well.
- C: We seem to have forgotten that there are numeric and events that could actually be applied in this case. As this year is reconciliation year; we have had a task force to rename the university; we had Kamloops, how does 21 University sound?
- Q: We touched a bit on what the cost is going to look like but I was wondering what the process and the transparency behind that is going to look like? Will the committee meetings be live-streamed and the whole process be documented for students, faculty and anyone in relation to the university to access and see why a name is being picked, how it is being picked, and have feedback on that process?
- A: There are updates being provided on the Next Chapter website and those will be regularly posted. People will be able to ask questions and receive responses on that site, and once we get to having feedback from the engagement process, that information will certainly be reported on that website. So that's a way in which we can keep people informed. I believe that there will be notes from the meetings posted there, so that's a way people can stay informed about the discussions of the committee.
- Q: Jennifer just spoke about involving people in these different areas and reporting back to them, but I'm wondering if First Nations communities have been involved in the outline of the engagement process with a true take on partnership right from the beginning?
- A: We will be, through the communications plan and strategy, reaching out to stakeholder groups including Indigenous communities to solicit input and make sure we are hearing from those groups. This is part of the articulated plan that we are working with and that will happen as the engagement process rolls out with that survey. In addition to that survey, we will be making explicit connections with various communities including Indigenous communities. We're really looking for input that fits with Ryerson's aspirations and certainly that is related to TRC priorities and anti-Black racism – a variety of communities that align with Ryerson's values.
- C: I was following up more on the fact that you're asking us about the engagement questions and I guess the Black community has been asked about the engagement questions themselves also.
- A: The folks who have had engagement with the survey questions themselves is the renaming advisory committee.
- C: I think institutions should reflect the character of the land and its values, and you know what happens when we name it after people.

### **Engagement Discussion Question:**

2. If the university's new name was based on one or more of its currently identified strengths or aspirations, which of the following would you most prefer that it convey?

- Being an innovator
- Serving societal need
- Preparing students for careers
- Commitment to ground breaking thinking
- Driven by curiosity
- Creating a bright, just and caring future
- Forging strong partnerships
- Empowering people to be agents of positive change
- Embracing city building
- Embracing its place in the heart of Canada's busiest city
- Bringing together highly skilled, creative thinkers
- Other, please specify: \_\_\_\_\_

### Why?

This question really gets at the aspirational aspect, which one of these is critical to keep in mind and why is that?

- C: I just wanted to comment on the options that are being presented right now in terms of what we want to consider in a name moving forward. As a student of Ryerson, I think that all of these aspects almost touch upon but don't get to the root of what the university really is. I think a key word that signifies is innovation. We understand that based on the past we have done some things wrong, maybe we are missing certain things, but we always take a step to rethink, regroup and move forward, and ask how do we make this better. I don't think any of these factors really touch on the fact of innovation or future projections or an outward look. They are tangent to that fact but not getting to the root of it. The university is really innovative, future-looking. Other universities had their set schools for so long whereas Ryerson took steps forward to open its law school; that's something that a lot of people thought could not be done but we saw there was a gap and a need for it and we made it work; it's not like any other law school, it's one of a kind; it's an innovative approach. The factors listed here do not speak to the accuracy of what this university does have to offer.
- C: I just wanted to add that I feel the first item on the list – being an innovator – is great and should be boldly represented and included in the name, as I feel it's very future-proof, with strong leadership, sounds exciting and bold and that's what students want to see in the name of their university.
- C: In every course I teach I have a slide on my PowerPoint that says: "while we come to this learning community, we want to make the world a better place". All these bullet points seem to adhere to what we are doing – we want to make the world a better place so the name should reflect some sort of statement like that.
- C: I wouldn't want to speak against the idea of many of these values. The problem is that one of the things that is most valuable about any university, and especially about Ryerson, is that it seeks to accommodate many values and align and make consistent multiple values. Innovation is one important value, and I wouldn't be totally opposed to it, but you can think of major innovations to the 20<sup>th</sup> century in the world. Think of the spray can releasing carbon, like the holes in the ozone layer, look like a brilliant innovation. The green revolution which fed many millions of people and also probably somewhat close to half a billion people off the land into cities where there was nothing really awaiting them.

Innovation by itself is great but it's the mixture of innovation with all these other things. Making the world a better place is a great idea, but I just don't know how you put this in a name, but I think we would want to put things into focus on the integration of the values if we are going to go the value name route.

C: I'm just wondering which of these values or strengths speak to the reason why this name change was considered and the resistance and strength of the people who actually became the agents of change by pointing to the harmful history associated with the name of the university. Would the committee consider it useful, productive or necessary to include something that would remind people of the history of Ryerson, not the bad part, but the history of the name change itself – that it was the effort and struggles for a lot of people that made that name change necessary.

C: Although these values are great and significant, I just wanted to put my thoughts out there. I think being an innovator only changes the value or definition. For instance, Ryerson in his own time was an innovator and wanted to set his sight based on the needs and values of that time, so we need to be more cautious about what kind of innovation or societal need we are referring to as these may change.

C: 1) Being an innovator brings together highly-skilled and creative thinkers.  
2) Has the committee considered naming it after Ted Rogers?

A: The starting point of the committee in the mandate is to provide a shortlist of names which would serve as good names for the university going forward, and at this point the committee is only focused on opening avenues for engagement. We are not starting on any notions of what the name might be. We set out some parameters related to best practices that you've seen on the slides but other than that, related to either the values or specific names of individuals, we have not discussed concretely any one avenue, even the shortlist itself because that question will come after we receive input. That's the process we are using. I think if there was a question about the process of the committee, the committee has been constituted – about 16 or 17 people. That committee will serve until we present a list of names to President Lachemi. That for now is set. The best way to get involved in the process if you're not on the committee is to provide input through the survey, and of course, today.

Q: I am delighted to see that the naming process is going to consider Indigenous matters. I was wondering if the name would also reflect some other disenfranchised groups, such as the Black community, or impoverished communities or other such disenfranchised peoples. I think as we name it, a celebration of Indigenous values and reconciliation is extremely important, however, I was just wondering if there was any consideration of these other groups?

A: The committee is quite open right now to the direction that could take. A couple of people have acknowledged that this is certainly a complicated process, it's not a simple question to ask, but we are remaining open to possibilities and there is explicit attention to Ryerson's values.

C: The only thing I want to say is that the challenge around the university naming is to find a name that is inclusive to all peoples and is forward-thinking. I think we're in good hands because that's what Ryerson is known for. It will be very interesting to see what happens. I really trust this process having gone through this process with the Standing Strong Task Force. I know that these processes are very difficult but very well organized. I give full support to this.



- C: It looks to me, and I'm not an expert on this, since Ryerson University and most of the universities in Ontario, except for Queen's which existed before Canada existed, these are all creations of provincial legislations, so does this name change ultimately have to get legislative change by the provincial government?
- A: I think I mentioned earlier on that while going through the process, we will be checking around legal considerations. I imagine that this will be something that we can report on and certainly it's a very relevant question that we will address some time after the engagement. I don't know the answer to that now, but I do think it's an important question that we will need to investigate formerly and then post the information about what the process requires.

**Closing comments by Jennifer Simpson:**

I want to reiterate that the work of this committee is possible because of the Standing Strong Task Force, and a lot of efforts at Ryerson that have gone on for years related to prioritizing anti-colonialization, Indigenous communities, and the efforts and priorities of anti-Black racism, inclusion and equity. We can do our work and open this conversation because of all of those efforts.

Joanne, I very much appreciate your comments and support for the work, and your leadership of the Task Force. I appreciate everyone's participation today. It's a great start. I encourage you to think about additionally filling out the survey. I want to close by saying that every time I have meetings and talk to more people, that's a way of getting to know folks and that's a wide commitment to this important process at Ryerson and more generally around its values. I feel really privileged to have arrived at Ryerson at this moment and to have the responsibility of chairing this committee and providing some leadership in this conversation. I think it's remarkable, important and courageous that Ryerson has chosen to do this difficult work, because it's not straightforward; it's not simple, and it requires that we have productive, collegial and ongoing conversations. I want to recognize my appreciation of being at Ryerson now for this conversation, and while it's not easy or straightforward, I think it's necessary and critical at this moment.

I really appreciate everyone's participation today and giving feedback and input to the committee, and we look forward to receiving further engagement with the survey itself.

**6:00 p.m. Senate Meeting started.**

President Mohamed Lachemi chaired the Senate meeting.

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

**Motion:** *That Senate approve the agenda for the November 2, 2021 meeting.*

D. Taras moved; R. Ravindran seconded.

**Motion Approved.**

4. Announcements - None
5. Minutes of the Previous Meeting

**Motion:** *That Senate approve the minutes of the October 5, 2021 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. Planning for January (Winter 2022 term)**

As you know, the Fall was a transition semester and the gradual return to campus has gone very well. We are now moving forward with our plans for a much broader re-opening of campus for the Winter. The majority of classes, programming, services and supports will be offered on campus starting in January 2022.

We are excited to have a more active campus and very happy to be welcoming our community back. As always, the health and wellbeing of our entire community is at the forefront of all that we do. We have a number of policies and procedures in place to keep our community safe including our mask policy, mandatory daily health screening for all community members, enhanced cleaning protocols, ventilation and air purification best practices, and our vaccination policy. All students,

faculty and staff who have not yet submitted their vaccination status are required to do so by November 1, 2021. This is a requirement that the university takes very seriously.

We understand that there are still challenging decisions and changes to navigate as we prepare for a broader re-opening of the campus. We will continue to remind our students, faculty and staff of the mental health supports and services available to you.

I want to thank each of you and our entire community for your resilience and commitment to our university and I thank you for your work in planning and supporting our students for the return to campus.

## **2. Update on Standing Strong Task Force Recommendations**

I also want to provide an update on the process for implementing the recommendations of the Standing Strong Task Force. As you know, the renaming committee has begun their work. The Chair of the committee led the Committee-of-the-Whole discussion earlier today about the process of engagement for our community and stakeholders. We want everybody to be engaged – student, faculty, staff, alumni and, of course, partners. We do have a very aggressive approach to engaging Indigenous communities including leaders. In addition, we hope to finalize a governance model to ensure that we have appropriate leadership and support for the implementation of each of the 22 recommendations. We will continue to keep you updated on the progress.

A number of people are asking how much time is needed for this to be done. I think our Provost has informed you that the goal of the committee is to come up with a shortlist of names around March, but that is not the end of it.

I just want to clarify that for now, we are still Ryerson University. I know some people are calling us X University but for our students when you get your degree or certificate, we are still Ryerson University. I also want to make it very clear that the university can come up with a new name and this is why we need to do it within the next four to five months and after that we have to start the process of talking to the provincial government to open the Ryerson Act. Without opening the Act, the university will still be called Ryerson University, and any document issued by the university will show Ryerson University. I know that some people want us to accelerate or slow down the process. Slowing down the process means that we have to operate officially with Ryerson University and the process of negotiation with the government may take several months. As you know, we will have an election in Ontario in June. During the campaign, I don't think the government will do anything to open the Act. We have to be very careful about the timing. Some universities have changed their names but they still operate with their original names. A university that has changed their name during the last couple of years is Ontario Tech. Officially, they call themselves Ontario Tech, but if you receive any document from them or degree, it is still the old name, which is UOIT. I just want to make sure that you understand the process. We need to engage the government in the discussion about our legal name. The other university that changed their name a number of years ago and still has the old name on their degrees is Western University. Any degree or certificate from Western still shows Western Ontario University. It takes time to change the legal name but our goal is to open the University Act and change the legal name otherwise students will continue to receive their certificates and degrees with the existing Ryerson University name.

### 3. Update on School of Medicine Consultation

To build on what we learned in the Spring, there are three streams of consultations that are happening in parallel this Fall:

- The first stream is engagement with Brampton including co-hosting a Town Hall in each Ward with the City of Brampton - we held the first consultation last week and another yesterday.
- The second stream is engagement with clinicians led by the Senior Medical Advisory Committee. We have announced the composition of that committee under the leadership of Dr. Andrew Padmos.
- The third is a multi-pronged engagement to support the development of the Letter of Intent.

Information about the dates/times for Fall consultations is available on the School of Medicine website. We value your input and engagement and I encourage you to participate.

#### 8.2 Communications Report - None

#### 8.3 Report of the Secretary

##### 8.3.1 Membership and Committee Updates

The Secretary informed members that newly updated Senate and committee membership lists were posted on the Senate website.

#### 8.4 Committee Reports

##### 8.4.1 Report #F2021-2 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Exception to Senate Policy #2 – Program Balance for the 2 – Year Public Ontario College Diploma Graduate-Degree Completion (Full time and Part time) Bachelor of Commerce (Business Technology Management) Program – Ted Rogers School of Management.

**Motion:** *That Senate approve the exception to Senate Policy #2 – Program Balance for the 2 – Year Public Ontario College Diploma Graduate-Degree Completion (Full time and Part time) Bachelor of Commerce (Business Technology Management) Program – Ted Rogers School of Management.*

K. MacKay moved; H. Salih Makawi seconded.

**Motion Approved.**

8.4.1.2. Honours degree designation for the Bachelor of Architectural Science, Department of Architectural Science – Faculty of Engineering and Architectural Science

**Motion:** *That Senate approve the Honours degree designation for the Bachelor of Architectural Science, Department of Architectural Science – Faculty of Engineering and Architectural Science.*

K. MacKay moved; T. Duever seconded.

**Motion Approved.**

#### 8.4.1.3. New course proposals for addition to the Liberal Studies elective tables

**Motion:** *That Senate approve the new course proposals for addition to the Liberal Studies elective tables.*

K. MacKay moved; H. Salih Makawi seconded.

**Motion Approved.**

#### 8.4.1.4. Exception to Senate Policy #2 – Program Balance for the Architectural Science, Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering programs – Faculty of Engineering and Architectural Science

**Motion:** *That Senate approve the exception to Senate Policy #2 – Program Balance for the Architectural Science, Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering programs – Faculty of Engineering and Architectural Science.*

K. MacKay moved; M. Vahabi seconded.

**Motion Approved.**

### **8.4.2 Report #F2021-2 of the Academic Governance and Policy Committee (AGPC):**

J. Simpson

#### 8.4.2.1. Provost's Update

##### **1. Ryerson University International College (RUIC)**

Ryerson has partnered with Navitas working through the Ryerson International College, and the partnership offers additional pathways for international students. The first term of participation was Winter 2021. There are three different pathway programs that individuals can opt into: Arts (BA), International Economics and Finance (BA) and Business Management (BComm). Students who successfully complete any one of these pathway programs (10-degree credit courses) with required program entrance GPA can then go into second year of selected degree program, after successfully completing first year. It's important to point out that the oversight of instructor appointments, course outlines, assessments, finals, other components of the program itself are provided by university appointed course coordinators from each department. I think this is a really important component of this arrangement that there is a high level of attention to academic rigor and priorities within the program. We've seen a retention rate to date of 93%; 41% of students achieved a 3.0 or higher Session Grade Point Average (SPGA); and finally, in terms of numbers, there were 36 students in Winter 2021, 15 additional in Summer 2021, and currently in the Fall, there are 208 students enrolled for Fall 2021.

Q/C: I'm really glad that there are course coordinators that are looking over instructor appointments, course outlines with respect to term work, etc. I'm wondering, are these coordinators experienced faculty members of the respective department, and are they members of the RFA?

A: I don't know if there is a requirement about RFA membership. I would assume that because Departments appoint these individuals and because Departments will be

prioritizing academic commitments and values, I would imagine the course coordinators have expertise in the courses that RUIC is offering so that those coordinators could speak carefully and thoughtfully, and with expertise to those different areas of academic oversight.

- Q/C: We know that one in five people is affected by mental health. My question is about this cohort, who are not the exception due to the pandemic and all those changes. Have there been any surveys to them or any outreach effectively about their mental health? How they are coping? What access needs they have? and if so, how many? and what responses have been put in place when this happens?
- A: My understanding is that we are attending to that information and reaching out to those course coordinators to understand the kinds of experiences and needs of those students. I think because the numbers were quite small in the initial start-up in Winter and Summer, and then this term, will give us a more robust understanding of what some of those needs are, and then we will be able to respond appropriately to the issues that you mention.
- Q: If I understand correctly, they will have access to the academic or other services of Ryerson University?
- A: That is not a straightforward or a simple yes. I can provide further information on that question specifically. They are not formally Ryerson students for the year that they are in that program, so access really depends on which program they are trying to access. Some programs at Ryerson are for students enrolled at Ryerson University. These students, for the year that they are in this program, are not formally in that group – so it really depends on the supports that they are trying to access.
- A: G. Craney – They are not Ryerson students for the first year; however, one of the reasons that we partnered with Navitas is that they do provide enhanced services for students during the first year, including mental health services. As part of the governance structure that was approved by Senate last year, there is a student services committee where we jointly talk about these things. The committee is co-chaired by Ryerson and RUIC. I do not have the exact supports that are provided to students, but we can actually talk to our Navitas partners and report back to Senate.
- A: Navitas provides additional supports to the students. The courses are 4-hour courses instead of 3-hour courses which also assist the students.
- Q: Regarding course coordinators, can you name who is doing that in order for transparency?
- A: I believe this information can be made available. All of these coordinators are appointed by the department chairs, but we can make the names available.
- Q: Data was provided in terms of retention and also the GPA. It shows that 60% of the students attained a GPA average of below 3. Wouldn't it be concerning that the majority are actually having C as an average or lower?
- Q: How does that compare to the performance of first-year students at Ryerson?
- A: It's a little bit soon to tell. The students are getting prepared for application and our first round of applicants from RUIC to Ryerson programs will be happening this Fall and that will

be a better indicator of acceptable GPAs and success over our first cohort. We do not have that information yet as applications are coming right now for students who are eligible to apply, and they won't be able to apply if they do not meet the minimum GPA requirement.

C: As an answer to the questions about course coordinators, I cannot speak for the other departments, but one of our course coordinators, who has been appointed as a coordinator for this program is very experienced and is the ideal person to supervise this program.

## **2. Winter 2022**

I'm looking forward to a much more robust return. I will acknowledge that this will be a change for many at the university, and indeed is a broad change across the province. Sometimes change can be difficult and challenging, but at the same time, Ryerson's approach is well aligned with provincial health guidelines. We've been working closely with the deans to encourage and support folks coming back for the Winter.

## **3. Equity, Anti-Racism, Anti-Colonialism**

I think many of you know that these issues are part of my administrative and research background. I have been thinking about how, in my role as provost, to enter that conversation because there has been lots of work, many initiatives that have been going on for many years. There are both wide and deep progress on these issues already, and deep efforts related to the Truth and Reconciliation Report, the Anti-Black Racism Report, and the Standing Strong Task Force Report. As provost and a new person at Ryerson, I want to be thoughtful about my ways in to those areas; so right now, I will identify two or three priority theme areas, thematic areas, that I would want my office and myself to take leadership on in ways that complement existing initiatives. I want to respect and acknowledge those existing initiatives and also take on the responsibility of providing leadership from my office for those values that Ryerson has.

## **4. University Renaming Advisory Committee**

For those of you who were at the Committee-of-the-Whole meeting earlier, I will confirm that the University Renaming Advisory Committee is making good progress and there will be an opportunity for community-wide input in about two or three weeks.

Q/C: Thank you Jennifer and welcome to Ryerson University. I think this is the first time that someone has included so eloquently the commitment to anti-colonialism as part of when they speak on a personal level so I want to congratulate you for sharing that with us. On that note, we know that the renaming is coming about due to the colonialization process that we are living under and that has been a harmful process, and will continue to be a harmful process. Just because we sought to change the name or the statue, that doesn't mean that people are being fully included at the university. How are we not continuing with the colonialization process without having, for example, a consultation with the Yellowhead Institute? Are people in the organization team, in the creation of the survey questions, who are not chairs, are they from the Indigenous community?

A: President Lachemi - I would like us to focus on the matters that are important for Senate. You can express your views the way that you like but I don't want you to put Senate in a direction that would not advance our purpose, and what the provost has said is supported by the whole management team. If you are talking about our commitment and values that's one thing, but if you are talking about changing society in a way you would like to, that is not the role of Senate.

- A: Elder J. Dallaire – I hear what you are saying, but we are talking about societal change and you're talking about colonial constructs. I don't think that's what we are talking about here, but I think there's a very concerted effort to change that dynamic. We can't rewrite history or change the government. It's about the Indian Act and all of that. I can say from my point of view, and my point of view only, and my experience with Ryerson, one of the reasons that I work here, is because they are very much moving away from this. These are colonial systems, they are not going to break down easily. But I think when we have a venue like this, where people can come and state their point of view and feel free to speak, that is the number one breaking down of colonial constructs. You have good intentions, I hope you continue to promote us and seek equity for all here at Ryerson, and I think this is the challenge and I believe this is the challenge for this group.
- A: These are difficult conversations and I've said this in many meetings, that I really feel that Ryerson has the questions and the work of anti-colonialism and anti-racism in the foreground and I felt that since I began my conversation and expressed my interest in this position, that was communicated to me by the search committee. I have often said that I feel privileged to be at Ryerson right now with the conversations that people are ready to support. One of those conversations is the name change. We are certainly in a larger societal reality of colonialism and I think Ryerson is fully committed and is making progress around questions of anti-colonialism and what the institution can look like. Being new to Ryerson, the importance for me of learning from people at Ryerson about how we can continue to pursue and practise those values. I'm really pleased to be with an institution that's done it so well and is so open to reflect and think about how we can continue on that path.
- A: Elder J. Dallaire - The Yellowhead Institute is a very big part of the university as are many other Faculties and Departments, and I'm sure with this committee as we did on the Standing Strong Task Force, there were lots of community engagement, so there will be lots of room for Yellowhead to have their point of view put across. That's the one thing that I think that when we are making these decisions, and I certainly found this on the Task Force, that people think we are doing this in a bubble and we are not, and the consultations will be university-wide, so that's the time when you can make sure that your voice is heard loud and clear. Thank you for your ongoing support.

#### 8.4.2.2. Revised School of Professional Communication Council Bylaws – (J. Simpson)

**Motion:** *That Senate approve the revised School of Professional Communication Council Bylaws.*

J. Simpson moved; A. McWilliams seconded.

**Motion Approved.**

#### 8.4.2.3. Revised IQAP Policies – Policy 110/112/126 & 127 – (K. MacKay)

**Motion:** *That Senate approve the revised IQAP Policies – Policy 110/112/126 and 127.*

K. MacKay moved; H. Brahmhatt seconded.

**Motion Approved.**



#### 8.4.2.4. For Information:

Academic Integrity Office Report for 2020-2021 - (K. MacKay)

K. MacKay spoke to this report. This report is a requirement of Policy #60 to provide an annual report to Senate.

#### **Highlights from the report:**

You'll note that the number of suspicions of academic misconduct for 2020-2021 seem comparable to 2019-2020. The figures represent 12 months of our remote teaching and the previous year would have included both in-person and remote teaching.

The trends include a higher percentage from cheating in exams and a lower percentage of plagiarism. Of particular note, is the number of suspicions of misconduct involving contract cheating – a third-party completing work on behalf of the student, frequently for payment. Contract cheating remains a real and growing threat across the education sector and if you have thoughts about how we, as an institution and educators, might be able to combat this threat to academic integrity across the post-secondary sector, we would be more than happy to hear those ideas.

Q/C: Can we do something before admission by keeping the person's presumption of innocence because not everyone is aware? In my recent interaction with a few students, they said they were not aware of the seriousness of academic integrity, e.g. plagiarism. I commend your office for doing a great job, but we should continue to educate students, especially being virtual.

A: John Paul Foxe – I do appreciate that we are in unusual times at the moment. The guiding principle behind Policy #60 is education and that has not changed since we moved to remote teaching, and I would say that it is more important than ever. The Academic Integrity Office has doubled its education and outreach efforts. One of the initiatives that we had was Academic Awareness Week. When I talk about education and outreach, it is for the entire university community, so it is extremely important that students are aware of our academic integrity policy but it's also important that faculty and staff are aware how integrity can be built into their teaching and how they can promote integrity with everything that they do. I would say as well that it is a team effort. Integrity does not live with the Academic Integrity Office. Yes, we are responsible for administering the policy, however, integrity is everyone's responsibility.

Q: What are the next steps that will follow from this report and also how do faculties plan on combating and reducing academic misconduct across the board because I know it looks very different from one school or program to another?

A: John Paul Foxe – What we are presenting here to Senate are university-wide statistics. One of the things we do every year is that we prepare and present Faculty-specific statistics where we present to the Faculties what has been happening in their Faculties in terms of academic integrity or misconduct. We meet with the associate deans and show them the numbers that relate to their Faculties and Departments and inform them of the types of issues that they are facing. If, for instance, we saw one program where there were high instances of plagiarism, we would ask questions like, what can we do to better educate our students around plagiarism within that program. We will be sending these reports to the associate deans in the coming weeks.

C: I'm wondering if we could do more on advising students on some of the scams and traps out there, for example, students who operate with a lot of exam-writing services. There are

attempts to extort the students after. I think there is more education that's needed to increase students' awareness of the risks – it's not simply a risk of being caught or reporting in our statistics, it's having cheated; it's understanding how cheating is caught and how dangerous it is to actually get caught in the trap, and the industry that's developing at a speed that actually would astonish those of us who are interested in innovation. One of the most innovative industries on earth is the cheating industry. I would really like to see much more education to students of particular incidents that grab their attention. I don't think we are doing enough, in the students' own words and their own way of thinking to keep them from falling into the clutches of a very, very unscrupulous industry. I, myself, at one point ordered an essay to see how these essay-run services work. I was astonished that they are still sending me emails around exam or essay writing – 30%-50% off. They are very sophisticated in their field and it's very wise to keep our kids out of the clutches of that industry. It's not just numbers that we should report but dramatic incidents. If there is something that we could do to bring more attention in a very dramatic, human kind of way to advise them not to fall in the hands of this predatory industry.

- A: John Paul Foxe – You use the word “unscrupulous” and I agree with you wholeheartedly. I think these company services are predatory, they prey on students and very often they market themselves as legitimate, homework-help type services and then students end up engaging in misconduct often. We are aware of this problem and something else that has been happening more and more is that these companies have been blackmailing students after the students have engaged with them. One of the things we've been doing recently is engaging in a social media campaign as part of Academic Integrity Awareness Week. Academic Integrity Ambassadors have been sending excerpts on social media, and our Ambassadors are then warning students - do they realize the risk if they engage with these companies.
- Q: Do you report on metrics? Having been engage with the Academic Integrity Office a lot in the last couple of years, are you collecting information as to how much time is being spent by professors and others in this process? I think our process is quite different from other universities and I've spent a lot of time engaging in it. I was wondering if there is some sort of metrics, as we are changing these policies, other measurement tools, not just the cases, but how the load is being shared. Would that be included in Policy 60?
- A: John Paul Foxe – No. That's not something that we are collecting right now. I do appreciate that some of these cases can be very complicated and can take lot of time. We try our best to make the process as seamless as possible, but I do recognize that there are many faculty members, yourself included, who spend a lot of time in that process and we are very appreciative of your effort, but that isn't something that we collect now.
- C: We are in very unusual circumstances for the last 20 months. I clearly see that I had a class average of B which has become an A. I've heard people say that they are ready to set up business and make money by doing assignments. Once we come back to normal, it will be different – the problem will be there but not to the extent that we see right now.
- C: This is a very big pre-occupation for faculty. We are often using the software “Grammarly or Turnitin” and so on to catch students. I'm looking to our Chief Librarian, is there a way for us to flip that over so students use the software and make it completely available to stop themselves. I'm wondering if we can make resources available so they can see how easy it is for professors to catch them, e.g. providing site licenses for the entire campus to have access to the very things that professors use to catch students.
- A: John Paul Foxe – Yes, many faculty members use originality reports - software like Turnitin – that's the one that the university subscribes to. Within Turnitin there are various settings. At

the Academic Integrity Office, we see this as an education tool. I agree with you that they can be used as a “gotcha”. What I suggest is that faculty members think about making the report to students available and thinking about allowing students to resubmit. Now, it’s up to each faculty member how they teach the course and how they use the tools, but we are hoping that faculty members are aware of this and that they can set it up and choose to use it in that way. One of the things we did during Academic Integrity Awareness Week is that we offered two different workshops on that, one for faculty and one for students to help them understand how they can use this as a tool for their own education.

C: President Lachemi – I am very happy to see such a very robust discussion on this topic at Senate. I think this is an excellent conversation and I’m sure that the team (Kelly and John Paul) will take into consideration what they heard today. It shows that you care about the quality of the education of our students and the dignity of the process.

#### **8.4.3 Report #F2021-2 of the Senate Priorities Committee (SPC): M. Lachemi**

##### 8.4.3.1. Revised Policy 161: Student Awards - (J. Simpson)

**Motion:** *That Senate approve the revised Policy 161: Student Awards.*

J. Simpson moved; R. Ravindran seconded.

**Motion Approved.**

9. Old Business - None
10. New Business as Circulated - None
11. Members’ Business - None
12. Consent Agenda - None
13. Adjournment  
The meeting adjourned at 7:15 p.m.