

**SENATE MINUTES OF MEETING**

Tuesday, January 25, 2022

Via Zoom Video Conference

<b>MEMBERS PRESENT:</b>			
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A. M. Brinsmead	S. Benvie	R. Ravindran	S. Alvi
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G. Hepburn	N. George	L. Shuman	B. Jalayer
R. Iannacito-Provenzano	E. Ignagni	J. Spaniol	J. Rodriguez
M. Lachemi	L. Jacklin	C. Thompson	H. Salih Makawi
S. Liss	A. Jamal	K. Umapathy	P. Sivasundaram
K. MacKay	L. Kolasa	M. Vahabi	A. Smith
J. McMillen	A. Lee	I. Young	A. Surty
R. Parr	A. M. Lee-Loy		
C. Searcy	S. McCartney		
C. Shepstone	A. McWilliams		<b>STUDENTS' UNION</b>
J. Simpson	P. Moore		<b>REPRESENTATIVES:</b>
P. Sugiman	D. Oguamanam		M. Fast
D. Taras	R. Ott		T. Kuar
D. Young	S. Rakhmayil		C. Ferworn ( <b>non-voting</b> )
S. Zolfaghari	H. Ramzan		
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J. Dallaire			M. Clarke Rodrigues
S. McFadden			
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## **Committee-of-the-Whole Discussion**

### **International Strategy: Global Partnerships, International Students & Rankings.**

In October 2019, Ryerson launched its first International Strategy. Through the pandemic, Ryerson has managed operational pivots within the pandemic and moved ahead on many elements of the strategy including increases in International student enrolment, launching partnerships Ryerson University International College and Universities of Canada Egypt and entered World Wide Rankings with some recognition for subject areas and specific programs in the top 200. This is a good time to review our International Strategy and discuss new opportunities.

This discussion was chaired by A. McWilliams, Vice Chair of Senate.

**J. Simpson:** I have had some initial conversations around international priorities and strategies and activities. It has been good to be involved and hear particularly from deans and vice provosts around what are some of the priorities and possibilities. I'll also say that in my understanding so far, the international focus at Ryerson is very multi-faceted. Ryerson focuses on students, research, public engagement and other areas. The core of my comments today is to reiterate the importance of international priorities and initiatives having a very clear and strong connection to academic priorities. For example, thinking about international students, the ways in which their perspectives and backgrounds enliven the intellectual environment at Ryerson; the ways in which Ryerson and education here can support their outcomes; the ways in which we consider how does Ryerson support those students' success as part of the community at Ryerson. I think an emphasis when working on international strategies, we always have to think about the academic connections. At the same time, international initiatives will have operational realities and demands and we will have to think about realities, challenges and possibilities going forward.

That is really where I wanted to start and lead to indicate my way of working with international initiatives and to prioritize the academic realities and always tie the conversations between academic realities and operational realities. Those two things have to be in relationship.

**G. Craney:** I will be giving a general overview of the international strategy as a whole and spend a little time focusing on other priorities around international students and then talk a little about rent fees, which isn't a priority but it is something that is an enabler in the international space.

In October 2019, we launched our very first strategy; this was led by Anver Saloojee in his role as the inaugural Assistant Vice President at Ryerson International. Part of this was key in our strategic planning framework overall. What that strategy looked to see was that we had an ambition to becoming a leading city-facing innovation university with global reach and that building upon our existing strengths and everything that we did, there is an aspirational goal to be within the top 200 internationally-ranked universities by 2030 and gaining 50 top rankings for at least our 15 academic positions as a whole. The international strategy that launched in October 2019 was based on a group of consultations broadly with the sector. What I will note before I talk about what was in the strategy, is the timing of this. In March 2020, COVID-19 made world-wide changes to the international landscape as a whole. In talking with the President, this is a time for a refresh of the international strategy overall and I think the conversation that we are having today will be basically a kick-off for that refresh as things continue to move through that process.

There are five over-arching goals of the International Strategy:

- 1. Global Learning** – As students come to Ryerson, we want to make sure that they have a global experience. That is done by having more international students in the classroom but also facilitating the ability for students to have experiences elsewhere around the world as they get through their post-secondary experience.
- 2. Research Collaborations** – As we look at all of the successes we've had as an institution in advancing SRC priorities, International Research collaboration is key to unlocking those global partnerships that facilitate everything for moving forward. Looking at supporting and facilitating research collaboration is another goal.
- 3. Capacity Building** – This was important and ranked #3. It is being able to support all of these activities, both having the proper infrastructure within Ryerson as a whole but also being able to provide supports for individuals and groups to reach those overall international goals.
- 4. International Students** – How we increase the proportion and total number of international students who come to Ryerson but also fostering global partnerships that give students in other countries an opportunity to have the Ryerson experience.
- 5. Global Innovation, Incubation and Entrepreneurship** – Building on our successes from the zones. We are looking for a worldwide footprint around that regarding what we began with in the DMZ.

#### **International Students and Transnational Education:**

I would like to focus on Internationalization as a whole. There are two different aspects that I would like to focus on. The first one is broadly what is being deemed as international education. It refers to global engagement where we go out into the world and we find students who will move here. Despite COVID's delayed start, we are on track to increase our overall proportion of international students. The goal that was stated as part of the international strategy really was to hit that 16% number by 2025-2026. That number is not particularly magic. When we accepted the strategy, it was the Ontario average. I'll just note that the Ontario average has increased since then.

The other part that I would like to talk about as we started on this process is Transnational Education. This refers to global engagements where the programming lives. This is where students in a local jurisdiction outside of Canada can have access to Ryerson programs with partners that are moving forward. There is huge international literature around all of these things and there are many different models. What I want to focus on are a particular class of models that looks like what we are currently doing with Universities Canada Egypt as a specific type of transnational education.

#### **International Education and the increase in the proportion of international students overall:**

Anyone who reads anything about post-secondary and international growth, it is happening in large scale, not only in Ontario and Canada but also around the world. The chart shows the percentage increase in international students for a number of jurisdictions, with Canada ranking 3<sup>rd</sup> in the world in terms of percentage growth. I also want to note where we came from on this. We still have one of the lowest proportions of international students of any university in Ontario. This was not an accident; this was a strategy. I'll just remind senators that between 2000 and 2017 or so, we had a funding formula from the province that allowed us to basically grow our domestic student pool at our discretion. If we grew the students, the province funded it. We had a strategy at that time to grow that pool which we did very successfully and hold our proportion of

international students constant overall within strict guidelines. The strategy was then to pivot as what happened in 2017 where the government walked us into the strategic mandate agreement, froze the number of domestic students and this now allows us to have additional growth of students from the international pool. This chart shows 2019-2020 data. It's the last year that we have a full set of data from all institutions. This, of course, continues to grow. We are currently sitting at about 8% of our total population being international students.

### **International Enrolment Growth:**

This is the overall in growth enrolment plan for the university as a whole. This clearly shows what we are looking to do. At the far left of the chart, you see that very large ramp up in the domestic pool, a fairly fixed total number of international students (this is primarily undergraduate students), starting in 2017 an essential flatlining of international students there is a little bit of a wave as students work their way through the system. Then you start to see the growth to 16% happening in the years up to 2025. That's the plan we've been working on since the launch of the international strategy and we are making strides in all of that.

I would like to talk a little bit about the investments we will be making in advancing international student enrolment. In 2020, we established within the Vice Provost Students' area, the international student enrolment education and inclusion area that was intended to focus on basically a 360 environment for all of our international students. We are taking a strategic enrolment approach on how we go out and recruit worldwide and deepening our knowledge of international markets and then working with students as they become prospects through the recruitment process to admissions and looking forward to support them as they move through their entire journey at Ryerson overall. There is a number of different pieces that Isaac Garcia-Sitton's group has been working on since we established the office in 2020.

### **Progress made to date:**

A focus through the International Enrolment office is looking at increasing international applications from outside of Ontario. We have a very large portion of our students who are in applications as the 101 Apps. They are the students who come in directly from secondary school who happen to be international students. This is a dedicated focus to looking around the world and bringing students from outside Ontario here. As part of that, the International Enrolment office look to establish in-country representation from any number of key markets such as China, Nigeria, Vietnam, that allow presence for recruitments in those countries. There have also been discussions with many of you about a designated January intake. This is really part of the model here that states that students in the Southern hemisphere globally are on a different calendar year than us and are looking to start their post-secondary education in January and we will find additional opportunities for them. All of this is intended to broaden the markets and help us reach that overall goal with high quality students.

A huge kudos to Jen McMillen, Isaac Garcia-Sitton and the entire Enrolment team: we did see a fairly significant decrease in the total number of applicants into Fall 2021 as a direct result of COVID, but at the same time, we actually held the total number of international relatively constant; which means that we found high quality applicants who wanted to come here at a greater conversion rate. That shows that the investment that we made in developing this office is working and provides a good platform for continuing growth as we move forward.

### **Supporting International Student Engagement:**

One thing that has been very important as we're looking forward to increasing the international student is recognizing that the global student experience is different than students who come in domestically, so what we really want to do is to invest in their experience before they come. There is either a virtuous cycle or vicious cycle for students if the investments that provide

international student experience are here before the students arrive, then there are quick feedback loops to their peers to say that Ryerson is a good place to be, but if that's not the case, then the opposite is true. We are looking at a three-partite strategy to support the international engagement both through the Vice Provost Students office and that's through all the student experience that that group does. Through really focusing on that global learning which is priority #1, focusing on how we might increase exchanges abroad and actually use virtual experience through COVID to help support our students here and the facilities to move forward with all of those things as well.

Navitas – one additional feature to our pathway: As we've been investing in increasing the total number of students who come in through direct admissions, we have partnered with another organization called Navitas. For those who attended Senate in 2020, we had a number of conversations about the Navitas agreement. Navitas is an organization that specializes in global student recruitment and student support through the first year. This really is a partnership with an outside organization that has deep roots in how to support international students and how to find high quality students to come forward, and the governance structure was approved by Senate in April 2020. Essentially, this led to the creation of Ryerson University International College (RUIC). RUIC is not part of Ryerson, but we've formally licensed our name to this organization, but it is really an additional pathway for students to come to Ryerson. It's important to note here that not everyone who has been admitted to RUIC is admissible to Ryerson. We are not competing for students with them. What they do is they look at students who are not admissible to us and then they work with those students to move them through the first-year programs and to bring them to a place where they are admissible in year two. What's important to know here is that we have full transparency over those programs – the courses are essentially ours. As we move through that overall process, we get to set the admission and progression requirements, including the final GPA that moves forward. Our course coordinators that exist in the departments that are partnering with Navitas have full oversight over their courses as they are taught in real time. The academic courses are taught by Ryerson instructors overall. Currently, there are programs in the Faculty of Arts and the Ted Rogers School of Business Management. Current enrolments are about 275 and we have an interim target of about 500 students overall.

Navitas, through RUIC, works on a three-semester basis with recruitment coming in every semester. The very first RUIC students started to move out in January 2022 into Ryerson formerly. One thing that I would like to note is that the governance structure was what was approved by Senate and there are several different governance committees including a Joint Strategic Management Committee which is co-chaired by our President and the President of Navitas North America. There is an Academic Advisory Committee which is chaired by the Vice Provost Academic (Kelly MacKay); a Student Affairs Committee, which is chaired by Isaac Garcia-Sitton, Executive Director, International Student Enrolment, Education & Inclusion; and an Operations Committee which is responsible for making everything function. From this perspective, Senate does have oversight over all of these programs and, in fact, the Provost provided an update at the November Senate meeting into all of these activities.

I would also like to note that there were some recent correspondence during the last couple of days from a number of Senators regarding recommendations and some thoughtful analysis around Navitas. I'm happy to take some questions on that later on in the process. I think I've answered some of them with my remarks today, but a formal response will be coming to you shortly and I will be going through all points that were laid out in the correspondence.

#### **Transnational Education (TNE) Model:**

This is a different type of global engagement that's about taking Ryerson programming out to other places around the world. There are benefits for everyone involved, primarily for students.

This provides students in other parts of the world access to high quality academic programs without the disruption of having to relocate. It's not an economic reality for a large number of students to be able to come to Toronto. So being able to actually take our programs at a lower price point allows us to engage with those students overall. It does provide students a unique opportunity in that country to have a network of learners and instructors because it does facilitate students moving back and forth across campuses should we ever choose. The other part of this is that the academic content can be tailored to have greater application in the local context. For Ryerson, of course, this does provide the opportunity to expand their outreach among international students who cannot get here, there is a risk mitigation structure against future travel restrictions, so it becomes a port of entry into Ryerson's programs overall. It also allows us to strengthen our profile with partner countries in the region – so just operating in the other country allows us to create other partnerships there. Last, but not least, it creates a base of operations where Ryerson faculty and staff can go to campuses elsewhere and partner with academics from those countries and actually engage in new industry stakeholders.

The type of TNE that we will be looking at is through a global partnership where basically the operations of the campus is done by a partner, which means that all business operations, eg. staff functions of the campus, will be done by a partner, that's everything from the actual marketing and recruitment to the day-to-day management of the campus and provision of space, plus the capital required to build that space and supports for people who are there. This is also done with Ryerson Senate oversight. This will be for-credit course curriculum as that moves forward. Again, as is the case with Universities of Canada in Egypt (UCE), the students are Ryerson students for the time they're in Egypt and so we do have full academic coordination oversight through course coordinators and we have our academic support services that are operating within that site as well. We use our global brand. The value proposition is partnering with someone where we actually look at each other's strengths.

Ryerson has been bringing its global reputation and our academic programs to the table. This helps us build upon our strong brand and increase global brand. It will have positive impacts on global rankings and it brings high quality programming to other partners. The partners bring financial asset so they will be able to finance and operate all of this and gain access to that ability as well. It also mitigates fiscal risks associated for us. There is a reputation risk on the Ryerson side – it's important to select the right programs; it's important to have good operations and it's important to have good oversight from Senate on those overall programs. We also want to make sure that we mitigate financial risk from a partner that is able to do that. We are doing that and we are starting that with the UCE. Again, this was approved in April 2020, with a formal approval from the Egyptian government in 2021. UCE is an organization that currently exists in Egypt and has a proven history of providing post-secondary education and partnering with others. In fact, UCE is a global campus; they have another Canadian partner which is UPEI. Currently, we have programs in the Faculty of Engineering and Architectural Science and The Creative School is getting set to launch for Fall 2022, and there is the ability to add additional programs at the discretion of program and Faculties over time. Currently, we are targeting 300 students for this Fall, but possibly growing to as many as 2,000 students by Fall 2027. We are working with this partnership in the model that we described.

### **Evaluating New Global Opportunities:**

Is it possible to think through how we might replicate this overall? We look at our journey for international students who are coming here. We've made investments and we are willing to expand it to all our international students and we have a global partnership with an additional pathway. We've learned a lot from our partnership with UCE but is this something that can be replicated? We've been thinking a little about this overall; we've done a global search, thinking through if we are going to do this again, what our next location would actually look like. From that

we came up with an evaluation criterion around countries or opportunities, looking at market size, student flow, looking at the ability to support additional post-secondary in other countries including GDP per capita. Is it an opportunity that we can actually launch with a partner in another country and can we find a place where Ryerson programs really shine overall? The evaluation shows that there is an available market or a regulatory framework that makes sense for us to find another location. You can actually put countries on a map and the results that come out of this says that highest probability countries that make sense are Japan, South Korea, Taiwan, Malaysia, Indonesia, Mexico, Thailand and Vietnam – so large clustering in Asia with a Central American country that's included. There are other countries that are starting to open up for longer term consideration, including Singapore, Brazil, China and others. Out of this, there are some countries that provide more difficult challenges and might not be considered. What this is attempting to show is that there are opportunities out there that could make sense to move forward.

### **Global Rankings:**

This is an enabler for all of this. How the world sees us. I don't take global rankings lightly, but there is "live by the rankings, die by the rankings mentality". I don't think we should do rankings for rankings sake, but I will note that international partners do take these things seriously and organizations such as the Times Higher Education World University Rankings; QS World Rankings and the Academic Rankings World Organization, better known as the Shanghai Survey, do provide global rankings of institutions that people pay attention to. It's really important to understand how they see us and how the evaluation criteria they have of us makes sense or doesn't make sense with our overall global plans. I think we are positioned relatively well overall. At a high level, if you read all the ranking results which come out every year, we are basically globally ranked between 750 and 850 worldwide. Putting it in perspective, there are about 36,000 institutions worldwide that call themselves universities. Times Higher Ed and QS say there are about 3,000 of those that are at a calibre that are worthwhile ranking, and we are somewhere between 750 and 850 stage as we continue to move through our development. We are a relatively new university in the global space and this is important to note as we move forward. Despite what happens on those global rankings, we have 12 departments that rank better than 500 worldwide and four of them are ranked in the top 200.

### **Drivers of Global Reputation:**

What it is that they do to rank? This diagram was chosen from Times Higher Ed and QS and Shanghai is similar as well. What this really shows is where they collect their data. How do they know? These are generally third-party sources although we provide some data directly to them. What are the metrics that they actually measure and what are the pillars that move forward? Essentially, what they are looking at is that it's heavily research-based. There is this category that in teaching that's primarily looking at teaching reputation; there is a global survey that is currently underway and a number of Ryerson researchers are currently being surveyed. They ask where are the best places for teaching and learning worldwide. It is primarily focused on Graduate not necessarily undergraduate teaching in terms of how that works. There are some other components there around the proportion of internationalized teaching that exists in terms of the proportion of international faculty proportional to international students. There is a heavy issue around research and there is a research survey that goes out to worldwide researchers; both Times Education and QS do this where they survey about 10,000 researchers globally and ask them who the best research partners are. Research indicators look at research income both from industry and from government partners.

Citations is a high measure of overall research reputation. This is heavily research focused and heavily international research focused as well. Infosource came out just recently and showed the continued increase of Ryerson in the research pool and this shows that we will continue to move up in the rankings as we continue to move up through our SRC profile. Also, there are other

things that are part of our strategy including the proportion of international students – which will move us up in this way. We are not positioned exactly as we would want for our part of the international strategy. This will continue to increase over time.

**Questions/Comments:**

**Q/C:** Thank you for this presentation. I was excited to see this topic on the Senate agenda. It definitely provides a context for the university's path forward. I will say, way back, you discussed how the university navigated the pandemic with regard to international students and then went on to mention enrolment in Fall 2021. This semester, however, I know that many international students feel very unsupported when it comes to campus plans. They are bearing the brunt of return-to-campus confusion. Some of them are wondering if their visa will be ready, if they will be able to afford housing and moving costs. They have also expressed feelings of being disrespected. With regard to a lack of clarity and return-to-campus trends, I can't imagine that these feelings and experiences will help the university to recruit international students. I'm wondering what the plans are to encourage international students in navigating their return to campus and whether additional supports will be provided to these students?

**A:** G. Craney – I'll start with the overall comment that the pandemic has created challenges for all of us and it has been exacerbated for international students when you add in the issues around student visas and be able to enter the country. There have been many challenges overall through all levels, including the federal government. We are working in real time around how we would support the students who are moving forward. It's important to understand the experiences of international students and we're asking that students continue to let us know what those issues are. There are multiple conversations happening even today around how we are identifying challenges that international students are facing and we are looking forward to support them as they are moving their way through the overall structure.

**A:** J. Simpson – It is very important that we stay attuned to what international students are grappling with. There is, of course, many realities beyond international students' control. What I've seen over the last several months is the commitment of deans, associate deans and other senior leaders to really first continue to listen to those students' challenges, be aware of them and think very hard and carefully about how to be responsive and supportive. Our approach to Winter 2022 in terms of having a centralized approach for the university as a whole and also speaking with the deans about what's going to work best in their Faculties and supporting those students, is a very useful approach and will make it most possible for the university as a whole and the Faculties, specifically, to discern and implement ways to support international students.

**A:** J. McMillen – I'll add that part of the role that we are playing is to provide as much information and data, so we've reached out to all students to gather the information as to whether they are able to get back into the country or not. Through both the Enrolment as well as the International support offices, we are then using that information to provide to the Faculties who then can make the best decision individually as to what options are available for those students. We have been in regular and ongoing contact with them; when they think they will be able to be in the country, if they are not already. We think the vast majority are. They have been able to stay in Canada and they will be able to proceed with regards to the university's return-to-campus plan and those who are not, we're gathering that information in order to determine what's next for them.

**C:** We have received the numbers of international students from our Faculty from the Vice Provost Students offices. We've been working very hard all Fall semester to actually triage



a lot of our international students into our courses or Chang courses so we're on it. But we do not know what to do with those students right now who are trapped in other places.

With regard to the ranking systems, business schools have been using the ranking systems for decades and I had reason to re-examine the gaps of various ranking systems. Some ranking systems don't define international students the way we do, as students who are paying international tuition, but if you go very deeply into ranking systems, they define international students as students who started life in a passport other than the one they are currently holding. So if we can identify which of the ranking systems work in different ways and use that very fine-print information, we can pop up in the ranking systems incredibly quickly using our Toronto advantage. I do believe that Ryerson has possibly been providing incorrect information, or failing to correct some of the ranking systems based on what we define international students as and so we can make some easy fixes. I really urge us not to just accept the ranking systems as something that we have to live with but we have to get into the guts, the sausage factory of the ranking systems and see how we can use this to our advantage as every other school that is in the top 100 of the ranking system does.

In the Business School we came in first in Corporate Knights, which is a sustainability survey. That was not by coincidence; that was because we selected the sustainability area. We made sure all our data was exactly what they needed and we submitted it in a way that we knew fulfilled the ranking. We didn't manipulate; we didn't lie, we didn't do any bad stuff, but we understood exactly what would get us up in the ranking systems. So if we are saying that for international students we need to rise in the ranking systems, it is incredibly important to understand the differences among them and which ones we can use to our advantage.

**C:** G. Craney – We have a group that are going into the guts of this so I'll take your comments into consideration.

**Q:** I think it's a fantastic idea for Ryerson to go ahead and look into this international strategy. In terms of support for international students, they go through numerous challenges, comparatively more than domestic students, for multiple reasons. For example, financial support, and their credentials are not being recognized within Canada and other parts of the world. In terms of this, is there a specific strategy the university is planning to take where they build more support than what is being provided or if they can make an informed decision if something can be done about it or not.

**C:** G. Craney – I'm conscious of time and so thank you for all of those comments and all of those issues have come up and we are developing strategies through the VPS and International Enrolment areas to support them. Let's continue the conversation. For those who do not get to speak, they can write to me and we can respond to them either through Senate or directly. As we move through the refresh of the international strategy, I think it's important to hear from all of the voices. I think you're spot on in all of those comments and we are developing strategies.

**C/Q:** Regarding the university's international students' strategy, our students union and campus labour partners have raised the problematic elements of the partnership with the Navitas corporation. Our students' union just released a document actually outlining our position. It's called "Xuniversity and Navitas Erosion of Public Post-secondary Education and Exploitation of International Students". You can read it at [mycesax.ca/ruic](http://mycesax.ca/ruic). We have serious concerns about this agreement. International students should not be exploited or used as cash cows, charging exponentially higher tuition fees for the bridging program even compared to other international students who are already paying significantly higher fees is not a workable or fair long-term solution to cuts for post-secondary education. It doesn't

have to be this way and further concerns to share with our campus labour organizations around privatization of public education and the creation of a two-tiered system for students still needs to be addressed. Students deserve student union representation and the same access to services such as Consent Comes First and accessibility support regardless of if they are domestic or international students or a student enrolled in the RUIC. My question today is what is the overlap between the REAL Institute and the RUIC?

**A:** G. Craney – Thank you for submitting that report. We will provide written feedback on all the key elements of that. I just want to note that one thing that's important is that the tuition fees for RUIC are equilibrated at Ryerson tuition fees so that the majority of students that are coming to RUIC should pay the same amount of money as if they came directly to Ryerson if they complete in the same amount of time.

For the REAL Institute, they report through the International Enrolment area. It's really about how they apply to Ryerson. If they apply and they have the grades to come in through our normal process and they have met the English language requirement then they are admitted directly to one of our programs here. If they apply to Ryerson and have the grades but do not have the English language qualifications to be admitted then they are offered a position at REAL to upgrade their English language skills to then enter year one at Ryerson. If the student does not have the grades for regular admission and/or does not have the English language proficiency then they would go to RUIC. So there is a world where depending on how they apply and their academic profile that they fall into one of the categories. These are mutually exclusive categories and we have regular admission meetings through the Student Affairs Committee, chaired by Isaac that talks about how we actually would put students into each of those programs. In fact, the agreement says that if a student comes up with regards to being recruited that ends up in a different category then they get moved to the category that makes sense for them. So REAL is continuing on driving English language supports for students who are qualified.

**Q:** I would like to know how much the Egyptian students going to the UCE pay in tuition and where is that money being allocated to?.

**A:** The way that model works is that our partner in Egypt provides the business operations. Part of that will be the overall collection of tuition fees. I can't remember the exact tuition. Essentially, what our partner does is that they collect the tuition fees, they use that revenue for business operations and then there's a royalty paid to Ryerson that is in lieu of the academic oversight that happens. Our two global agreements that we mentioned before, we are actually not paying our partners, we are partnering with them and it's a revenue-sharing agreement as the revenue comes in. The revenue goes to cover the expenses of running the program.

**Q:** Just listening to the presentation and the discussion that is taking place, one can be given the perception that this strategy is all about the movement of money and people. The idea is to attract as many foreign bodies that we can here and get money from them and it's about valuing these people for their money rather than who they are. Just an observation – I think we should recognize when we make these presentations, that this is how it comes across. As the president of the Faculty Association, I think people should know that we have grieved that the way Navitas is offering its courses is in violation of our collective agreement. They are compromising units and also compromising university standards and values and it is morally reprehensible. We've grieved the point to arbitration and we are waiting an arbitration date. Laurie Jacklin, president of CUPE, has a similar grievance leading to arbitration and it's their instructors who are being exploited as well as students.

**A:** G. Craney – I think I took care through my presentation to say that it is critically important that as we are looking to expand the total number of international students to interact with us

whether they be in Canada or at a partner campus, that this isn't just about money. Our Ryerson values need to be protected through all of this; that we've made investments for all of the students that are moving forward to enhance the international student experience, understanding that that's different than the domestic student experience and we will continue to move forward with that. As we go through the international student refresh, I'm looking forward to connecting with everyone at Senate and everyone in the university community around ways we can actually make that better.

- C:** I was so glad to hear the discussion about Ryerson's ranking in the global ranking system. This is a long time coming. I was one of a few people who started the discussion. There is a difference between rank and reputation. Rank is what we try to make us look and reputation is what others think of us as a university. From my perspective too much effort was spent on rank and not enough effort spent on reputation. This is where we should focus – what do international students think of us? What do Canadian students think of us? This should be the purpose, not branding and not spending a lot on advertising. Students will decide to come or not because of what we say to them, not what pictures they have in their heads of us.
  
- C:** G. Craney – Thank you for the discussion today. There has been a lot of interest here, which is fantastic. This won't be the last time that you get a chance to have a say where all of this is going, so we'll send the annual report back to Senate and other places. In the meantime, feel free to contact me or Jennifer if you have any questions.
  
- C:** J. Simpson – I echo the comments made by Glenn. It's great to open up the conversation. It will continue. We already have many international initiatives going on; there are many students here. There are questions about where we will go in the future, the directions, so just keeping the questions and concern for international students and for international priorities and how, as a university across academic units, student support units, we can continue to do well both for the university and for students and partners that we work with. We look forward to continuing the conversation.

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

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1. Call to Order/Establishment of Quorum
2. Land Acknowledgement  
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda  
**Motion:** *That Senate approve the agenda for the January 25, 2022 meeting.*  
  
R. Ravindran moved; A. McWilliams seconded  
**Motion Approved.**
4. Announcements – None.
5. Minutes of the Previous Meeting  
**Motion:** *That Senate approve the minutes of the December 7, 2021 meeting.*  
  
G. Hepburn moved; T. Duever 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:**

Welcome to the first Senate meeting of 2022. I hope you all had a healthy and restful mid-year break.

**1. Winter 2022**

As you know, we announced our plans for the Winter term last week. You will recall that we were planning from June of last year to have Fall term as a transition and for the return to campus in January. Unfortunately, because of the new variant, we had to modify that plan in December and announced that we will maintain virtual learning until the end of January. Last week, we announced the plan for the Winter term. We have been closely monitoring public health assessments of the spread of the new variant (Omicron) in our province. At this time, based on continued assurance from public health authorities that the spread of Omicron will begin to abate in the coming weeks, we will begin a gradual return to campus on January 31, with a full return expected by February 28. The return to in-person learning will be program - and faculty-specific. We want to offer maximum flexibility to academic leaders who decide their needs based on the needs of their programs, and I want to take this opportunity to thank each of you for your work in planning for the return to campus. I know there have been a lot of questions from students, faculty and staff, and this prolonged period of uncertainty has been challenging for all of us.

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

I also want to provide a brief update on the work being done to implement all of the recommendations in the Standing Strong Task Force Report. While the renaming has drawn the most interest, there are 21 other recommendations that the university is committed to implementing and we are making progress across the board. As per one of the recommendations in the report, we will be providing a full update to the community on January 31. Since I'm talking to Senate, I've made it very clear that when the Board of Governors accepted all the recommendations, those that are the responsibility of Senate, they will go to Senate for discussion. I made it very clear from the beginning that the role of Senate will be respected.

## **3. Congratulations - Order of Canada**

I want to congratulate the newest recipients of the Order of Canada. Five of them have Ryerson connections. They are:

- Chancellor **Janice Fukakusa**
- Honorary doctors **The Honourable Murray Sinclair** and **Mohamad Fakh**
- Ryerson alumna **Victoria Grant**, and
- Longstanding supporter of the university **Nona Macdonald Heaslip**

This is the highest recognition of their extraordinary impact on our country.

## **4. Congratulations - MBA program**

On a positive note, I would like to recognize the work done by our MBA students in the Ted Rogers School of Management. There is a group of students who competed in the MBA games, in which they finished third overall. I have seen some wonderful videos that were prepared by our students. Despite the pandemic, they have done a wonderful job. I would like to congratulate Dale Carl, Donna Smith, Hong Yu, and Daphne Taras for their leadership and support for all students. I also want to congratulate the Ted Rogers MBA program for ranking #3 in Canada for the second year in a row—and #11 worldwide—in the Corporate Knights 2021 Better World Ranking.

On another positive note, the data that is published annually by Research Infoscience, we just got the data for the top 50 research universities release of rankings for the year 2019-2020 in the category of comprehensive universities. It is good to see the Ryerson is doing well in many categories. I would like to note that we ranked 1<sup>st</sup> in research income growth and 3<sup>rd</sup> in research intensity dollars per graduate student. Most notably, we are now talking about research funding, we are now in the one million plus club. I would take this opportunity to congratulate our faculty, students, especially our graduate students and the entire community for this great achievement, and also our Vice President Research and Innovation and his entire team for the wonderful leadership in this regard.

## **5. Law School Celebration of 100th Anniversary of Lincoln Alexander's Birth**

On Friday, the Lincoln Alexander School of Law hosted a virtual event to honour the life and legacy of its namesake, Mr. Lincoln Alexander, on the 100th anniversary of his birth.

Distinguished guests included:

- Prime Minister Justin Trudeau,
- The Honourable Marci Ien, Minister for Women and Gender Equality and Youth,
- The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, and
- Erika Alexander, granddaughter of Lincoln Alexander.

We also had a number of other speakers. I hope you had an opportunity to participate in the virtual event. I also want to thank Dean Donna Young and her team for doing an excellent job.

## **6. Recruitment video**

I know that during the previous hour, you had a lot of discussion about international strategies and we thought that we would share with you a new recruitment video that was produced by our internal Marketing team here showcasing the best of our university and our city to international students. Thank you to the Marketing team for this video and I would be happy to answer any questions regarding my report.

[Video: <https://www.youtube.com/watch?v=X6QamYX-3Q>]

### **Questions/Comments:**

- Q:** My question is about the returning to campus. For the past several months I had the opportunity to speak to a number of students. They are all concerned about returning to campus. There were also some who were excited as well to return to campus. As a student leader, both perspectives are important for me. I'm not going to go in to the pros and cons about who is right or wrong. I think every perspective is important. What will be my ask on behalf of all the students, can we consider providing a hybrid approach for the Winter semester and individuals can make a choice as to whether they like to go back to campus or whether they can attend classes if they are not comfortable due to health risks or individual circumstances?
- A:** M. Lachemi – Thank you for the question. We have almost 50,000 students and a lot of opinions on this. I hear what you mentioned about people who have concerns about their return, but also, I'm also concerned about students who are dealing with issues of mental health. It's very difficult to navigate this. In terms of general context, when you ask for a hybrid system, faculty members are required to deliver classes in-person or online, I think it's not fair and the university cannot do this for each faculty member; that we ask them to do both. Unfortunately, that's something that's not possible. There are many faculty members that I'm talking to that are also going to post their lectures. I don't think we can have a solution that will satisfy everyone. I'm just giving you the context. I will ask our Provost for her comments on that. Thank you again for bringing these items to our attention.
- A:** J. Simpson – Thank you for the question. It is a big transition now – a big change. I know that folks are tired and there are a lot of different needs and realities on the table. What I can confirm from my role and my conversation with leaders across the university, we have implemented an approach that clearly follows other universities and the sector of return between January 31 and February 28. Within that framework, individual Faculties have a lot of agency and autonomy, and I can really reassure everyone that what has been top of mind in our conversations is how we can support all students both in that return, because we believe that is what's best for our community and for students, but also for students who have particular challenges. How can we encourage continued progress towards graduation and engagement with Ryerson programs and supports, to support the transition? These are all parts of a complex conversation. The deans have been working very hard. I've been in conversation with the deans regularly and I continue to be impressed with the deans' level of dedication and work with their faculty members to think about how, within that framework of a month's return, we support the students and our faculty. We are encouraging students to look at their Faculty websites and communication for all the variety of options that are available to students specifically to their Faculty. We really appreciate your concern for graduate students and we understand the complexity of needs that are on

the table and we are really working hard to be as responsive as we can through especially the next month as we come back to campus and going forward.

- C:** There has been a lot of chatter in the media about what really needs to happen now in the context for most people who are vaccinated is that basically we develop herd immunity. A lot of that is that the vaccine, while they mitigate danger for everyone, they don't actually prevent transmission nearly as well as they were originally advertised to do. I would like to point out that there are some of us because of medical reasons and a number of students and faculty members, who are at the plus 60 end of the faculty complement who have various kinds of conditions that make them somewhat higher risk. One of the things that I think is important for people to do and I hope the administration can do whatever it can to remind people who think their risk is very low – that there are other people around them who need their consideration that they follow the rules and recognize that they can still endanger those people to varying degrees. When I talk to other faculty members that's part of the concern of anxiety for them; something that is not a bad enough condition to say, "well, I can't come back" but it's significant that if they get sick, they will get a lot sicker than normally many people do. We also know that of the people who are in hospitals, 45% of them are fully vaccinated, and so there are people to some degree who are vulnerable. Keep that in mind and keep the community spirit of mutual protection very much in the forefront.
- C:** M. Lachemi – You mentioned those who have medical conditions and they cannot come on campus. Those cases are treated case by case by all deans and we are taking those cases into serious consideration.
- C:** You may have received an email from the School of Occupational and Public Health which outlines significant concerns that we have in the school as Occupational and Public Health experts in terms of the return-to-campus plan. I'm not going to read the letter as it is publicly available. What we are concerned about here is outside of that short window up to the end of February, there is very little latitude given to specific departments, schools, chairs/directors to make their own decisions in terms of how they should come back this semester, when we still have high hospitalization rates, possibility of new variants and subsequent waves. This is a concern for us, particularly for large classes (100 plus students in one class that's filled to capacity). We do not have air quality monitoring data on those classrooms when they are filled with students. What's the plan to monitor classrooms when students are all in place? We have a lack of testing available on campus so we can't really track diseases on campus, outbreaks and transmissions. These are all major concerns for us. Also, longer-term strategies, we recognize that we want to come back in person; everybody wants this eventually and we want to do as much as we can to make the university a safe place but for this particular semester. I think there needs to be more latitude to stay remotely and get those measures in place in the subsequent months so we can come back in the Fall with a robust plan that is safe for everyone.
- C:** M. Lachemi – I can confirm that the letter that was sent to me and the Dean of the Faculty of Community Services was received and you will get a response from both of us. I don't want to use the Senate platform here to debate about expertise but I can tell you that all decisions that we have made within the guidelines are provided to us by experts. We are not making any decisions in isolation. Any decision in terms of class size and capacity, all these decisions have been vetted by Public Health agencies. Thank you very much for those concerns and comments.
- C:** We've heard a few times about what students want in this meeting and through communications through the university but we haven't seen any open-ended conversations around what students do want and what safe return looks like for us. I want to ask the

university to implement open-ended conversation. Students who have reached out to us indicate they don't feel safe returning based on the timeline that has been set by the university. We have released a survey and the results are very clear. Undergraduate, graduate and continuing education students all responded to the survey saying clearly that they don't feel safe returning right now and actually do not trust the process that has determined the timeline for return to campus. I'm requesting an open-ended consultation to help alleviate concerns that so many students have.

**A:** M. Lachemi – Thank you for bringing to our attention the concerns. I have also heard from a lot of students, and when you look at the position of students we have them from both sides – those who are asking for a return to campus and those who are concerned about returning. I know a number of departments have done surveys and we see the variety in terms of student positions.

**C/Q:** I have been working on campus as a researcher at St. Michael's Hospital (St. Mike's) throughout the entire pandemic, so I've been experiencing what it's like to be on campus wearing a mask. I also noticed that I will be in a class of 24 students with everyone wearing a mask, starting January 31, and yet the rules where my lab is at St. Mike's, I cannot be in a room with that many people no matter how many masks are involved. St. Mike's policy currently is still to encourage people to work from home. I'm wondering whether there is any concern about whether or not Ryerson's policies are matching up with St. Mike's when we have many labs on campus?

**A:** M. Lachemi – Thank you very much. We will take this to the team for consideration.

**C:** I would like to use the critical-thinking skills that I've gained at Ryerson University to be more inclusive of the diversity of the voices. I'm absolutely 100% sure that you have heard what you have heard from those who have spoken to you. What's happening? It seems to me that they are not accepting that what the graduate student representative, Continuing Education Union president have heard, we hear it in our classes and our circles. Doing an open, effective consultation with students will actually give us a due diligence process because if there is another Omicron or Delta type pandemic we can be assured that we have not only heard the students – this is the reason why the university exists, for the students. So, if we do not at least seem to want to listen to the students by doing a townhall or survey, then it paints a little obscurity and we need transparency.

**A:** M. Lachemi - Thank you. We will take all comments into consideration.

## **8.2 Communications Report - None**

### **8.3 Report of the Secretary**

#### **8.3.1 Membership and Committee Updates**

There are updates to the membership of Senate and Senate committees which can be found on the Senate website.

#### **8.3.2 Senate Elections**

Regarding upcoming Senate election information: nominations will open for student and faculty Senator positions on February 3 and they will close on February 16. All student and faculty-at-large positions - voting will occur Monday, March 7 to Thursday, March 10. Faculty voting will occur March 14-17. There will be communication regarding elections via email and further details are also available on the Senate website.

### **8.4 Committee Reports**

#### **8.4.1 Report #W2022-1 of the Academic Standards Committee (ASC): (K. MacKay)**

##### **8.4.1.1. Discontinuing the certificate in Leadership in Organizations – Chang School**



**Motion:** *That Senate approve discontinuing the certificate in Leadership in Organizations – Chang School.*

K. MacKay moved; M. Vahabi seconded

**Motion Approved.**

8.4.1.2. Certificate modifications to Public Relations - Chang School

**Motion:** *That Senate approve the certificate modifications to Public Relations – Chang School.*

K. MacKay moved; H. Brahmhatt seconded.

**Motion Approved.**

8.4.1.3. Certificate modifications to Crime Analytics - Chang School

**Motion:** *That Senate approve the certificate modifications to Crime Analytics – Chang School.*

K. MacKay moved; A. Clements-Cortes seconded.

**Motion Approved.**

8.4.1.4. Certificate modifications to Film Studies - Chang School

**Motion:** *That Senate approve the certificate modifications to Film Studies – Chang School.*

K. MacKay moved; M. Vahabi seconded.

**Motion Approved.**

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

i) Certificate in Music: Global and Cultural Contexts: Course deletions/additions (elective)

ii) Certificate in Criminology: Course deletions/additions (elective)

#### **8.4.2 Report #W2022-1 of the Academic Governance and Policy Committee (AGPC):**

(J. Simpson)

8.4.2.1. Provost's Update

We have two motions today from the AGPC and I'll thank in advance the committee's work on those motions.

#### **1. Winter 2022**

We have had some good discussions earlier this evening about the return to campus. I will just affirm some of your comments Mohamed that there's been a lot of cooperation and work and effort over the last two years on everyone's part at the university to proceed in ways that are safe and support the health and wellbeing of everyone on campus. At the same time, we are now moving into a different phase. I commented earlier in the meeting about the commitment that I've seen as I'm in discussions with the deans, vice provosts and leaders across and within the complexity of needs that many of us have been articulating tonight to find a way forward that is both safe and good for the campus as a whole. Thank you everyone across the university community for your attention and flexibility over the last couple of years and I look forward to, in the next month, returning to campus, to the benefits that will bring and the concern and awareness of the challenges that this will bring alongside the benefits for the community as a whole.

## 2. University Budget Planning Process

I know that many of you have been involved with these processes in past years so this is just a heads-up that we are moving in to that time again of talking about the university budget and resource commitments. I know that many of you are familiar with the process. I'm certainly looking forward to hearing the feedback. I know there will be many meetings and consultations and opportunities for myself and other leaders to hear about what's on your minds in terms of resource commitments. There will be town halls, conversations at Senate and other opportunities for discussion about the budget. We will lead with a very comprehensive overview and that information will be posted online.

## 3. University Renaming Process

I want to thank everyone. We had a three-week engagement period and survey open in November and December of last year. We received really robust responses to that process (over 30,000). Thanks to everyone who took the time to contribute your thoughts on the renaming process and ideas for those names. Those responses have been analyzed in a report by a research firm and that report has been provided to the Advisory Committee. I can confirm that we will provide an update to Senate later in the term, perhaps at the next Senate meeting about the results of that report and the engagement process, and I can confirm that the committee is on track to provide a shortlist of names to President Lachemi this Spring. We have had good engagement and really had reflective conversation about how the shortlist that we provide to President Lachemi can reflect the future-looking aspirations of the community as a whole.

President Lachemi – Just to add to the context of renaming to be very transparent, what the Provost has mentioned in terms of next steps once we get the shortlist - my role is to get an approval of the name change for a new name by our Board of Governors. That will give us the ability to change our name (commercial name that we can use). However, we will not be able to change the official name on our official documents, certificates and degrees until we get the name change approval by the provincial government. I just want to inform you about our own timing but also that we do not control other aspects given that we are aiming that the new name will be approved by the Board and shared with our community some time in the Spring. However, as you know, in Ontario, we have an upcoming election (June 2) and I don't see this name approved by the government before the election. I just want to clarify that for students who will be receiving their degrees and certificates in convocation in June, they will receive it with the current name. I just want to be transparent and put it in the minutes so at least people will know what to expect. Of course, we have after that to open the University Act and this has to be discussed with the government in place, so that will be the government that will be in power after the election.

For your information, I had a meeting with all leaders of the three opposition parties today. They were virtually at a campus meeting for a debate with Martha Raye. Before that meeting, I met with all the three – Leaders of the NDP, Liberal Party and the Green Party and I asked them for their support with this transition. Once we have the name, we need to make sure that they put this in their agenda. This has to be approved by Queen's Park.

8.4.2.2. Revisions to Senate Bylaw #1 and Senate Bylaw #2 – (D. Checkland)

**Motion:** *That Senate approve the revisions to Senate Bylaw #1 and Senate Bylaw #2.*

D. Checkland moved; R. Ravindran seconded.

### **Bylaw #1 -**

Section 2.3.2 of Bylaw #1 is what we are recommending and AGPC has approved these and SPC has seen them, is adding one more Senate Associate. These are the non-voting but fully members

of Senate, from CUPE 3. Right now, CUPE 1 and CUPE 2 each have a Senate Associate but CUPE 3 does not and they have requested this.

Sections 6.2.1.8, 6.2.1.9 , 6.3.1.9, and 6.3.9 and 6.3.10 are adding one student member to sit on the AGPC and SPC. 6.2.2.7 is merely a reference to a bylaw change in Bylaw #2, which has to do with emergency powers of the SPC. 6.4.12 is clarifying the role of the Vice Chair on the Scholarly Research and Creative Committee and it's being clarified to actually be in accord with current practice. Section 6.1.10 has to do with clarifying the terms of reference of the Senate Appeals Committee to align better with Policy #168 and Policy #46 to add timespan extensions which are now part of the policy to the description of the Senate Appeals Committee.

### **Bylaw #2 –**

This is a follow up to what we did in April, 2020. When the pandemic hit, everything went online and there was lots of confusion. At the April 2020 meeting, Senate approved the following motion: *“that we hereby grant Senate Priorities Committee temporary emergency powers beyond those otherwise described in Senate Bylaw#1 to address on behalf of Senate emergency academic issues that arise and cannot without risk of harm to students or faculty wait until the next meeting of Senate. These are special emergency only....” These powers will be in effect until either rescinded by Senate or superseded by an amendment to Senate Bylaw #1”.*

This is a referring amendment that we are locating in Bylaw #2. That was just a motion and it would be hard for anybody to find if they didn't know when it happened, so we need to put these emergency powers into the bylaw. Why do we need emergency powers if we can have an emergency meeting of Senate within 72 hours? Think about the things that can be very disruptive at times during the academic year, like entering the exam periods, etc. We are seeing weather and climate events. There are things that can happen that would require a very quick response. The Bylaw says you can have an emergency meeting of Senate but you need 72-hours' notice. This is there just to cover those situations. These are emergency powers for SPC to act only in the quick immediate emergencies and immediately report back to Senate on what they've done. It clearly states these are short-term emergency powers only. If we don't have it there, someone will have to do something and they won't have the authority to do it.

### **Motion to Amend from M. Fast:**

Thank you very much. We really appreciate some of the amendments that have been added to include student representation. We are very favourable to those amendments. We would like to move an amendment to 6.2.2.7 so it would read:

*“That Senate grant the Senate Priorities Committee (SPC) emergency powers beyond those in Senate Bylaw #1, to address on behalf of Senate emergency academic issues caused for example by force majeure (such as intense weather or disaster) that arise and cannot without risk of harm to students or faculty wait for a special meeting of Senate (which, with online meetings, can readily occur with 72-hours' notice) or until the next scheduled Senate meeting to be address. These are special emergency only any actions so taken must be reported to Senate as soon as possible including full descriptions of the nature of the emergency and the rationale for the actions taken.”*

**C:** D. Checkland – M. Fast read out the whole motion as amended, but the amendment was really in two clauses at the beginning about force majeure for example. I am happy to consider this as a friendly amendment, but since it's coming from AGPC, it would be better if we just voted on the amendment. I don't see any problem with adding those words because they are just examples; they do not limit the range of other things we haven't thought of that could possibly occur but they do indicate the sort of things that we have in mind.

J. Rodriguez seconded the amended motion.

**C:** M. Fast spoke to the amendment – This is just to add in two lines around an example of force majeure, intense weather or disaster. We would like the categories more clearly defined as to what an academic emergency is to require an emergency decision and we understand the intent and just want to outline it more clearly. This is an amendment that would just ensure more clarity.

**C:** I think this is a good change. I was one of the members of SPC on the day that the pandemic had to be called and we had a meeting less than 24 hours before. It really can be that quick. It is a good idea to give the scale in there and I think there is strength in the clause.

**Vote to Amend the Motion #8.4.2.2 (Approved).**

**Vote for the Amended Motion #8.4.2.2 (Approved).**

8.4.2.3. Master of Digital Media – Graduate Council Bylaws – (C. Searcy)

**Motion:** *That Senate approve the Master of Digital Media – Graduate Council Bylaws.*

C. Searcy moved; H. Brahmhatt seconded.

This bylaw came to Senate in 2015 and there was a request for an adjustment. It was never formally approved and it never came back to Senate. We just discovered this in a review recently. Given the time that had elapsed we did take it back through a YSGS review. We also took it to AGPC just to make sure that it reflected current practice both within the program as well as the current expectations for the GPC bylaws.

**Motion Approved.**

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business

**Q:** D. Checkland – This is just a brief follow-up question. Back in June, I put forward a hortative motion, asking you and senior members of the administration to pursue whether or not there was interest and advocate for changes to the Companies Creditors Arrangements Act with the Federal Government. This was the act that was used to impose the very harsh measures on Laurentian University. Have you heard anything? Has there been any contact with the Federal Government? Is there any interest or willingness to change that piece of legislation?

**A:** M. Lachemi - Thank you so much David for bringing this to our attention. I remember you bringing this to Senate. After that, both myself and the Chair of the Board prepared and signed a letter that went to the Federal Government. I've had some very preliminary discussions with some people in Ottawa. I think everybody is waiting to see what's going on with Laurentian. I can confirm that the letter was submitted and we will continue definitely to have those discussions and I will continue to update Senate. I think that the biggest issue is that the Laurentian saga, unfortunately, is taking time and you have probably seen, at the end of the day, we know that this was a financial situation that was difficult, but the reality now is to look at the number of applications to Laurentian this year compared to last year, they have a decrease of 45% in number of applications from students in high school. That is a very serious case. Last year they had another

decrease. I hope the government can intervene to help because it's not just about the university but it's about the region. I will definitely keep Senate informed of anything that I hear on this issue.

- C:** Thank you for recognizing the MBA games. I would like to mention the following people - the team members who contributed to the MBA competition. TRSM MBA Team: Harsh Brahmhatt, Rose Ghamari, Bilal Zafar, Katryna Klepacki, Merlin Alex, Heli Shah, Abhishek Sinha, Abbas Hazer, Dana Marlatt, Nadja Urech, Nisha Patil, Peter Milway, Sugandha Singh, Allan Choi, Muhib Nawar, Rishbha, Kamila Gililova and Tyler Stone. Special thanks to TRSM Coaches: Dr. Donna Smith and Dr. Dale Carl
- C:** M. Lachemi – I watched both videos – the one with the dance and the other one which is for a good cause. Of course, it was about MBA games, but they also collected money for Indigenous people and that was an excellent initiative by our students. If you have the chance to watch these two amazing videos about what they have done, and during a major pandemic. Thank you.

12. Consent Agenda - None

13. Adjournment

The meeting adjourned at 7:12 p.m.