RYERSON UNIVERSITY

AGENDA (REVISED)

ACADEMIC COUNCIL MEETING

Tuesday, October 5, 2004

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5:30 p.m.   A light dinner will be served in The Commons, Jorgenson Hall, Room POD-250.

6:00 p.m.   Meeting in The Commons.

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8.   Reports of Committees

9.   New Business

10.   Adjournment

RYERSON UNIVERSITY ACHIEVEMENT REPORT

For the October 2004 meeting of Academic Council

Ryerson's University Advancement office won three Gold Medals at the Prix d'Excellence Awards competition of the Canadian Council for the Advancement of Education. Two awards were for campaign-related materials: the campaign newsletter was judged best newsletter at any university in the country; and the case for support for *Invest in Futures* also won Gold. *This is Ryerson*, the 104-page publication that is the major recruitment vehicle for prospective students, won the Gold as the best viewbook in Canada.

Events

Minister of Training, Colleges and Universities **Mary Anne Chambers** was at Ryerson July 20 for a media conference to announce changes to student loan rules. The Minister toured some Ryerson facilities and heard a presentation on the Tri-Mentoring program.

The Office of Research Services hosted an orientation for new faculty August 19. President **Claude Lajeunesse** addressed the group.

On July 11, Ryerson hosted the International Society for Third-Sector Research Conference entitled "Contesting Citizenship and Civil Society in a Divided World." Provost and Vice President Academic **Errol Aspevig** delivered welcoming remarks. Dr. Aspevig also addressed the International Conference on Flexible Automation and Intelligent Manufacturing, also held at Ryerson in July.

Thousands of students took part in Orientation activities in the last week of August, organized by the Department of Student Services. The Campus Carnival September 8 and the annual student parade and picnic September 10 also drew large crowds.

The Ryerson Theatre was added to the list of cinemas that hosted the Toronto International Film Festival in September. With 1,200 seats, the Theatre was the Festival's third-largest venue and offered screenings attended by such celebrity guests as Colin Firth, Danny Glover, Orlando Bloom, and Oscar-winning actor Sean Penn.

Media Coverage

The discovery of hate graffiti and flyers at Ryerson generated extensive media coverage. Much of the editorial comment focused on the joint statement by Ryerson, the Canadian Arab Federation and the Canadian Jewish Congress Ontario Region, which condemned the acts.

President **Claude Lajeunesse** commented in the August 20 *Toronto Sun* on the revenue challenges facing Canadian universities, given current funding levels.

The proliferation of wireless devices such as Blackberrys, which blur the line between work and personal time, was the subject of comments in the August 9 *Toronto Star* by **Wendy Cukier** of Information Technology Management.

Judy Rogers, director of the Midwifery program, was featured in a *Toronto Sun* story August 25 about the excellent employment prospects for newly graduating midwives.

Phil Bergerson's new book, *Shards Across America*, was featured in the *National Post* September 3. The Image Arts professor held an opening reception and book signing at the Canadian Museum for

Contemporary Photography in Ottawa on September 17. The book features photos of neglected corners of towns and small cities in the U.S.

Kathryn Woodcock of Occupational and Public Health was quoted in the *Globe and Mail* August 16 on her studies into safety inspections and accident investigations involving amusement park rides. She was also quoted August 14 in the *Toronto Star* on a study she co-authored with her husband about deaf people suffering from depression.

Associate Registrar **Eugene Logel** was quoted in the *National Post* September 3 on appeal procedures available to those who are denied admission.

On August 4 the *Toronto Star* published an op-ed piece by **Michael Doucet** of Geography, who is also president of the Ontario Confederation of University Faculty Associations. The subject matter of the piece was freedom of information legislation for universities. Dr. Doucet was also quoted in a Canadian Press story around the OCUFA recommendation that a new advisory council be established so that there is more distance between the government and universities, while still keeping the institutions accountable.

Art Pierce of Business Management appeared on Toronto 1 August 16 discussing the possible sale of The Bay to U.S. retailer Target.

Radio and Television's **Laura Nenych** appeared on CBC radio stations across the country discussing an animated website featuring George Bush and John Kerry.

Mitchell Kosny, Urban and Regional Planning, was interviewed on CBC Radio One on the future of the CNE.

Myer Siemiatycki of Politics, director of the Immigration and Settlement Studies graduate program, was quoted in newspapers and broadcast outlets across Canada August 19 about a report that 75 per cent of immigrants settle in three major cities. He was again quoted in the August 24 *Toronto Star* about the provincial government's funding agreement with municipalities.

Social Work professor **Anthony Hutchinson** appeared on CBC Radio *Metro Morning* August 27 discussing his research project dealing with youth in the Malvern area of Toronto.

Ken Jones, director of the Centre for the Study of Commercial Activity, was quoted in the *Toronto Star* July 27 about the invasion of the Canadian market by U.S. retailers.

On August 18 the *Globe and Mail* quoted **Dale Shipley**, director of the School of Early Childhood Education, on the Early Learning Centre canceling field trips after concerns about taking children off-campus.

The August 5 *Globe and Mail* quoted **John Miller** of Journalism on the increasing use of serialization by newspapers.

John Shields of Politics was quoted in a Canadian Press story July 6 on the province's move to delist some medical procedures including eye exams and chiropractic treatment.

Prepared by the Office of Public Affairs

Report of the Secretary of Academic Council
#F2004-01
October 5, 2004

1. Election of the Vice Chair of Academic Council 2004-05

2. Attached Documents:
   a. Academic Council By-Laws
   b. Academic Council Schedule
   c. Ryerson Act
   d. List of Academic Council members
   e. List of members of Standing Committees of Academic Council.

3. Removed as Policy:
   a. Policy 18: <u>Organization of Continuing Education</u> – This is a report, not a policy, presented to Academic Council dated May 3, 1977, which made recommendations to the Board on the organization of Continuing Education. The G. Raymond Change School of Continuing Educations is now a well established entity at Ryerson.
   b. Policy 62: Policy on Resale of Desk Copies Provided Free of Charge to Faculty – This was a motion made to Academic Council on January 10, 1989 and is not, and was never passed as, a policy.
   c. Policy 73: Recommendations of the Ad Hoc Committee on Learning and Teaching and;
   d. Policy 94: Educational Facilitator/Coordinator – Both Policy 73 and 94 are recommendations and not policies. The content of these recommendations have been in place, and are further incorporated into the actions taken as a result of the Report of the Learning and Teaching Office Review Committee.

ACADEMIC COUNCIL MEMBERSHIP
2004-2005

FACULTY MEMBERS

FACULTY	TERM NUMBER	YEAR IN TERM	DEPARTMENT
Arts			
Jean-Paul Boudreau	(1)	(1st)	Chair, Psychology
Michelle Dionne	(1)	(2nd)	Psychology
Marie Dowler	(2)	(2nd)	English
Frank Duerden	(1)	(1st)	Geography
Martin Greig	(1)	(1st)	History
Business			
Carlyle Farrell	(1)	(1st)	Business Management
Robert Hudyma	(1)	(1st)	ITM
Maurice Mazerolle	(2)	(2nd)	Business Management
Mary Jo Nicholson	(*)	(*)	Business Management
Katherine Penny	(1)	(2nd)	Chair, Hospitality & Tourism Management
Communication & Design			
Gillian Mothersill	(1)	(1st)	Graphics Communication Management
Bernie Murray	(1)	(2nd)	Fashion
Sheila O'Neill	(1)	(2nd)	Business & Technical Communication
Sheldon Rosen	(1)	(1st)	Theatre
Perry Schneiderman	(1)	(2nd)	Director, Theatre
Community Services			
Nina-Marie Lister	(1)	(2nd)	Urban & Regional Planning
Dan Mahoney	(1)	(1st)	Nutrition
Margaret Malone	(*)	(*)	Nursing
Carol-Anne O'Brien	(1)	(1st)	Social Work
Dale Shipley	(1)	(2nd)	Director, Early Childhood Education
Engineering & Applied Science			
Hekmat Alighanbari	(1)	(1st)	Aerospace Engineering
Chris Evans	(1)	(2nd)	Chair, Chemistry and Biology
Anne Johnson	(1)	(1st)	Applied Chemistry & Biology
David Mason	(1)	(2nd)	Math, Physics & Computer Science
Fil Salustri	(2)	(2nd)	Mechanical Engineering
Continuing Education			
Susan Cody	(2)	(1st)	Communication & Design
Jim Dianda	(2)	(1st)	Arts
Ali Lohi	(2)	(1st)	Engineering & Applied Science
Doug McKessock	(2)	(1st)	Business
Kileen Tucker Scott	(2)	(1st)	Community Services

C.U.P.E.
Don Elder

Ryerson Faculty Association
David Checkland

* Completing second year of an unfinished term.

ACADEMIC COUNCIL MEMBERSHIP
2004-2005

STUDENT/ALUMNI MEMBERS

FACULTY	**DEPARTMENT**	**Term**
Arts		
Anna Bridges	Arts & Contemporary Studies	1
Tara Spencer	Arts & Contemporary Studies	1
Business		
Issa Guindo	Business Management	1
Ali Ladhani	Information Technology Management	1
Communication & Design		
Michael Annecchini	Journalism	1
Truc Nguyen	Fashion	1
Community Services		
Franklin Gorospe	Nursing	1
Alexandra Jurczak	Nursing	1
Engineering & Applied Science		
Reza Akhavan	Electrical Engineering	1
Danish Ayub	Computer Science	1
Continuing Education		
Stacey Mirowski		2
Vincent Tighe		1
Graduate Studies		
Steven Norrie	Environ. App. Science & Management	1
Kristian Medri	Electrical & Computer Engineering	1
Students= Rep.		
Lutful Islam	CESAR	
Rebecca Rose	RyeSAC	
Alumni		
Jacob Gryn		1 (2nd)
Latif Merali		1 (1st)

ACADEMIC COUNCIL MEMBERSHIP
2004-2005
EX-OFFICIO MEMBERS

John Craig Eaton	Chancellor
Claude Lajeunesse	President and Vice-Chancellor
Errol Aspevig	Provost and Vice President Academic
Linda Grayson	Vice President, Administration & Student Affairs
Adam Kahan	Vice President, University Advancement
Michael Dewson	Vice Provost, Faculty Affairs
Judith Sandys	Associate Vice President, Academic
Paul Stenton	Associate Vice President, University Planning
Carla Cassidy	Dean, Arts
Tom Knowlton	Dean, Business
Ira Levine	Dean, Communication & Design
Susanne Williams	Dean, Community Services
Marilynn Booth	Dean, Continuing Education
Stalin Boctor	Dean, Engineering & Applied Science
Maurice Yeates	Dean, Graduate Studies
Keith Alnwick	Registrar
Catherine Matthews	Chief Librarian

Diane Schulman, Secretary of Academic Council

July 29, 2004

		ACADEMIC STANDARDS COMMITTEE 17 MEMBERS 2004-2005			
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
VP, Academic		Errol Aspevig			
Registrar		Keith Alnwick			
Secretary of Academic Council		Diane Schulman (non-voting)			
FACULTY					
Engineering & Applied Science		Mehmet Zeytinoglu	Electrical Engineering	2005	1
Arts		Ron Stagg	History	2005	1
		Bob Murray	Philosophy	2005	1
Business		Katherine Penny	Hosp & Tourism Manage.	2005	1
		Daria Sydor	Business Management	2006	3
Communication & Design		Donna Smith	Comm. & Design	2006	1
		Annick Mitchell	Interior Design	2006	2
Community Services		Ron Keeble	Urban & Regional Planning	2005	2
		Judith Paisley	Nutrition	2005	1*
Engineering & Applied Science		Zouheir Fawaz,	Mechanical Engineering	2005	1
		Lynda McCarthy	Chem. Bio. & Chem. Eng.	2005	1
Librarian		Daniel Phelan	Library	2006	2
Continuing Education		Des Glynn	CE	2006	2
STUDENTS					
		Christopher Livett	Geography	2005	2
		Hillary Moreau	Business Management	2005	2

* Completing term of Kathy Gates

		ADMISSIONS COMMITTEE 13 MEMBERS 2004-2005			
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Registrar (Chair)		Keith Alnwick			
VP, Academic		Errol Aspevig			
Coordinator of Mobility Programs		Suhair Deeb			
Secretary of Academic Council		Diane Schulman	(non-voting)		
FACULTY					
Arts		Arthur Ross	Politics	2005	2
Business		Scott Anderson	Business Management	2006	1
Communication & Design		Don Dickinson	Image Arts	2005	2
Community Services		Carol-Anne O'Brien	Social Work	2006	1
Engineering & Applied Science		Ali Hussein	Electrical Engineering	2006	1
Continuing Education		Amy Casey	Associate Director	2006	1
STUDENTS					
		Franklin Gorospe	Nursing	2005	1
		Ali Ladhani	ITM	2005	1
ALUMNUS					
		Latif Merali		2006	1

	APPEALS COMMITTEE 26 MEMBERS 2004-2005				
		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
	Secretary of Academic Council	Diane Schulman	(non-voting)		
	Director of Student Services (or Designate)	Maxine Laine			
FACULTY					
	Arts	Jo Kornegay	Philosophy	2005	3
		Doug Banting	Geography	2006	1
		Martin Greig	History	2006	1
	Business	George Gekas	Business Management	2005	1
		Peter Pille	ITM	2006	1
		Darryl Smith	Business Management	2006	1
	Communication & Design	Gillian Mothersill	GCM	2006	3
		Lucia Dell'Agnese	Fashion	2005	1
		Jagg Carr-Locke	Journalism	2005	1
	Community Services	*Vacant*			
		Janet Chappell	Nutrition	2006	1
		Margaret Malone	Nursing	2006	2
	Engineering & Applied Science	Joon Chung	Mechanical Engineering	2005	1
		Darrick Heyd	Chemistry & Biology	2006	1
		Jeffrey Yokota	Aerospace Engineering	2006	1
	Continuing Education	Ali Lohi	Chemical Engineering	2006	2
		Susan Laskin	Geography	2005	1
STUDENTS					
	Arts	Anna Bridges	Arts & Contemp. Studies	2005	1
	Business	Ali Ladhani	ITM	2005	1
	Communication & Design	Truc Nguyen	Fashion	2005	2
	Community Services	Alexandra Jurczak	Nursing	2006	1
	Engineering & Applied Science	Naveed Iqbal	Electrical Engineering	2005	2
	Graduate Studies	Steven Norrie	Environ & App Sci Mngmt	2005	1
	Continuing Education	Lutfal Islam	CE	2005	1
	Additional Student	Issa Guindo	Business Management	2005	3
	Alternate Student	Vashti Campbell	Social Work	2005	1

		NAME	DEPARTMENT/ SCHOOL	TERM EXPIRES	TERM #
ANIMAL CARE COMMITTEE **12 MEMBERS [9 voting]** **2004-2005**					
Chair	Yvonne Yuan				
Director of Research	Robert Dirstein	(non-voting)			
Veterinarian	Wendy Williams				
Community Member	Richard Boehnke		2005	2	
Secretary of Academic Council	Diane Schulman	(non-voting)			
Assoc. Vice Pres. Academic, designate	Alexander Karabanow	(non-voting)			
FACULTY					
Chemistry and Biology	Lynda McCarthy		2005	2	
Occupational & Public Health	Marilyn Lee		2005	2	
Chemistry and Biology	Vadim Bostan		2006	1	
UNDERGRADUATE SUDENT					
GRADUATE STUDENT					
LAB TECHNICIAN/TECHNOLOGIST					
Technical Specialist (Biochemistry)	Miriam de Jong		2006	1	
POSTDOCTORAL FELLOW					

		NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
AWARDS & CEREMONIALS COMMITTEE **14 MEMBERS** **2004-2005**					
President	Claude Lajeunesse				
Dean of Graduate Studies	Maurice Yeates				
Registrar	Keith Alnwick	(non-voting)			
Secretary of Academic Council	Diane Schulman	(non-voting)			
FACULTY					
Arts	Anne-Marie Lee-Loy	English	2006	1
Business	Maurice Mazerolle	Business Management	2005	1
Communication & Design	Ivor Shapiro,	Journalism	2005	1
Community Services	Rena Mendelson	Nutrition	2006	1
Engineering & Applied Science	Kamran Behdinan	Aerospace Engineering	2006	1
DEANS/CHAIRS/DIRECTORS (At least one Chair/Director)					
Arts	Andrew Hunter	Philosophy	2006	1
Business	Peter Luk	Director, Business Management	2005	1
Communication & Design	Perry Schneiderman	Chair, Theatre	2005	1
Community Services	Sue Wilson	Ass. Dean, Community Services	2006	1
Engineering & Applied Science	Stalin Boctor	Dean, Engineering	2006	2
CONTINUING EDUCATION					
	Marilynn Booth	Dean, CE	2005	3
	Desmond Glynn	Arts Program Director	2005	1

COMPOSITION & BY-LAWS COMMITTEE (8 MEMBERS) (All members of Academic Council) 2004-2005				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
President	Claude Lajeunesse			
Secretary of Academic Council	Diane Schulman	(non-voting)		
FACULTY				
Arts	Michelle Dionne	Psychology	2005	1
Business	Carlyle Farrell	Business Management	2006	1
Communication & Design	Bernie Murray	Fashion	2005	1
Community Services	Dan Mahoney	Nutrition	2005	1
Engineering & Applied Science	Fil Salustri	Mechanical Engineering	2006	1
Continuing Education	Ali Lohi	Chem. & Bio. Science	2006	2
STUDENTS				
	Tara Spencer	ACS	2005	1
	Michael Annecchini	Journalism		

LEARNING & TEACHING COMMITTEE 21 MEMBERS 2004-2005				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Learning & Teaching Director (Chair)	Judy Britnell			
Director of Student Services (designate)	Maxine Laine			
Librarian	Don Kinder			
Chair/Delegate GREET	Sheila O'Neill			
Student Development & Counseling	Rosemarie Volpe			
Student Development & Counseling	Tanya Lewis			
Digital Media Projects Office	Wendy Freeman			
Secretary of Academic Council	Diane Schulman	(non-voting)		
Continuing Education	Linda Kowal	Manager, Instr. Relations	2006	1
FACULTY				
Arts	Klass Kraay	Philosophy	2006	1
Business	Deirdre Taylor	Business Management	2006	1
Communication & Design	Sholem Dolgoy	Theatre	2006	1
Community Services	Linda Cooper	Nursing	2005	1
Engineering & Applied Science	Anne Johnson	Chemistry & Biology	2006	1
STUDENTS				
Arts	Christopher Livett	Geography	2005	2
Business	Candace Clarke	Business Management	2005	1
Communication & Design	Anya Taraboulsky	Fashion	2005	1
Community Services	Tasha Jammehdiabadi	Nutrition	2005	1
Engineering & Applied Science	Moyeed Uddin Ahmed	Elec. & Comp. Engineering	2005	2
Graduate Studies	Zulfiqar Ali Khowaja	MASc, Civil Engineering	2005	1
Continuing Education	Stacey Mirowski		2005	2

NOMINATING COMMITTEE 10 MEMBERS 2004-2005				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Secretary of Academic Council	Diane Schulman	(non-voting)		
FACULTY				
Arts	Michelle Dionne	Psychology	2005	1
Business	Katherine Penny	Hospitality & Tourism Mngt.	2006	1
Communication & Design	Gillian Mothersill	GCM	2006	1
Community Services	Dale Shipley	ECE	2006	1
Engineering & Applied Science	Chris Evans	Chemistry & Biology	2006	1
DEANS				
	Stalin Boctor	Engineering & Applied Science	2006	2
	Carla Cassidy	Arts	2005	2
STUDENTS/ALUMNI				
	Issa Guindo	Business Management	2005	1
	Anna Bridges	Arts & Contemporary Studies	2005	1
Alumnus	Jacob Gryn		2005	1

RESEARCH ETHICS BOARD 14 MEMBERS [11 voting] 2004-2005				
	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
Chair (nominated by AVPA)	Robert Rinkoff	Early Childhood Education	2004	2
Assoc. Vice Pres. Academic, designate	Alexander Karabanow	(non-voting)		
Director, Office of Research Services	Robert Dirstein	(non-voting)		
Secretary of Academic Council	Diane Schulman	(non-voting)		
FACULTY				
Arts	Alex Wellington	Philosophy	2005	1
Business	Maurice Mazerolle	Business Management	2006	2
Communication & Design	*Vacant*			
Community Services	Susanne Williams	Dean, Community Services	2005	3
Engineering & Applied Science	Xiao Ping Zhang	Electrical Engineering	2006	2
School of Graduate Studies	Pat Corson	ECE	2006	2
(Legal Expertise)	Avner Levine	Business Management	2006	1
STUDENTS				
Graduate Student	Wasim Ghani	Communication & Culture	2005	2
Undergraduate Student	Billie Hermosura	Food and Nutrition	2005	1
	Summer David	Nursing	2005	1
COMMUNITY MEMBERS				
	Geoff Arnold		2005	2
	Jay Mowat		2006	2

	NAME	DEPARTMENT/SCHOOL	TERM EXPIRES	TERM #
SRC COMMITTEE **16 MEMBERS** **200-2005**				
Assoc. Vice President Academic (Chair)	Judith Sandys			
Director, Office of Research Services	Robert Dirstein			
Dean of Graduate Studies	Maurice Yeates			
Librarian	Diane Granfield			
Secretary of Academic Council	Diane Schulman	(non-voting)		
MEMBERS SRC REP GROUP				
Arts	Michael Finn	French & Spanish		
Business	Wendy Cukier	Assoc. Dean, Business		
Communication & Design	Irene Devine	Assoc Dean, FCAD		
Community Services	Sue Wilson	Assoc Dean, FCS		
Engineering & Applied Science	Steven Liss	Assoc Dean, FEAS		
FACULTY				
Arts	Maria Gurevich	Psychology	2006	1
Business	Mary Foster	Business Management	2005	1
Communication & Design	Rebecca Rose	Journalism	2006	1
Community Services	Lisa Barnoff	Social Work	2006	1
Engineering & Applied Science	David Naylor	Mechanical Engineering	2006	1
COMMUNITY MEMBERS				
STUDENTS				
Graduate Student	Steven Norrie	Envir. Appl. Sci.& Mngt.	2005	1
Undergraduate Student	Danish Ayub	Computer Science	2005	1

ACADEMIC COUNCIL CALENDAR
2004-2005
ACADEMIC COUNCIL MEETINGS
(For Agendas and Minutes, please go to: www.ryerson.ca/acadcouncil/agenindex.html)

MEETING DATE	AGENDA DEADLINE
Tuesday, October 5, 2004	Tuesday, September 21, 2004
Tuesday, November 9, 2004	Tuesday, October 26, 2004
Tuesday, December 7, 2004	Tuesday, November 23, 2004
Tuesday, January 25, 2005	Tuesday, January 11, 2005
Tuesday, March 1, 2005	Tuesday, February 15, 2005
Tuesday, April 5, 2005	Tuesday, March 22, 2005
Tuesday, May 3, 2005	Tuesday, April 19, 2005

PLEASE NOTE: Agenda deadlines must be adhered to. All reports and documents must be submitted electronically (with **"Signature on File"** inserted in the signature section of the report/ document) to: lstewart@ryerson.ca, by the agenda deadline. (It is preferred that all electronic documents be submitted in Microsoft Word.) Documents and reports, which contain signatures, should also be submitted in hard copy to the Office of Academic Council, Room JOR-1221, Jorgenson Hall. Meetings will be held in the Commons Room (Room POD-250) and will commence at 6:00 p.m. A light dinner will be available from 5:30 p.m. If you have any questions, please contact the Secretary at ext. 5011.

SUBMISSION OF CURRICULUM/PROGRAM CHANGES
(For guidelines, see:(www.ryerson.ca/acadcouncil/Other.html/submissionguide.pdf)

SUBMISSION OF CURRICULUM/PROGRAM CHANGES	
Submission of proposal to the Provost and Vice-President Academic for consideration by Academic Standards Committee	October 7, 2004
Submission of material for December Academic Council Agenda	November 23, 2004
Final Academic Council meeting to approve degree program changes for 2005/2006	December 7, 2004
Deadline for submission of most CE proposals to the Provost and Vice President Academic for ASC consideration	January 13, 2005
Final Academic Council meeting to approve CE changes for 2005/2006	March 1, 2005

Departments should be aware that, due to its very large workload, the Standards Committee will not guarantee that curriculum or program changes submitted after the October deadline will be discussed in time for approval at the December meeting. Changes submitted by the deadline will be given priority.

The Academic Standards Committee is prepared to provide advice on the preparation of program change proposals. This input may help to avoid unnecessary delays caused by incomplete or inappropriate documentation. Please contact either the Provost and Vice-President Academic, or Mehmet Zeytinoglu (Vice-Chair, ASC).

FACULTY COURSE SURVEYS
(For Survey Guidelines, please access: www.ryerson.ca/acadcouncil/surveyguidelines.pdf)

FALL 2004	
FCS Detail lists to Departments	Tuesday, September 14, 2004
FCS Detail lists returned to Secretary of Academic Council by	Tuesday, September 21, 2004
FCS Forms delivered to departments	Wednesday, October 20, 2004
FCS Administered	**November 1-19, 2004**
FCS Forms returned to Secretary of Academic Council by	Monday, December 6, 2004
Reports to departments	Friday, January 14, 2005
WINTER 2004	
FCS Detail lists to Departments	Monday, January 17, 2005
FCS Detail lists returned to Secretary of Academic Council by	Friday, February 11, 2005
FCS Forms delivered to departments	Friday, March 4, 2005
FCS Administered	**March 14-April 1, 2005**
FCS Forms returned to Secretary of Academic Council by	Friday, April 8, 2005
Reports to departments	Wednesday, May 11, 2005

ACADEMIC COUNCIL ELECTIONS
(For Election Guidelines and forms, please access:
www.ryerson.ca/acadcouncil/otherforms.html)

E-mail message to Students on Elections	Monday, January 17, 2005
Nominations open	Monday, January 24, 2005
Orientation meeting for student candidates	Monday, January 31, 2005
Nominations close	Wednesday, February 2, 2005
Names of nominees forwarded by Chair to Dean	Thursday, February 3, 2005
Names of nominees forwarded by Dean to Secretary of Academic Council	Friday, February 4, 2005
E-mail message to students announcing candidates	Monday, February 7, 2005
Student Voter Eligibility lists verified by Registrar's Office	Wednesday, February 9, 2005
On-Line Student voting (8:00 a.m. – 9:00 p.m.)	Monday, February 14, 2005 – Friday, February 18, 2005
Faculty/Chair vote (10:00 a.m. – 3:00 p.m.)	Monday, February 14, 2005
Faculty/Chair results to Secretary of Academic Council	Friday, February 18, 2005
Verification of Student On-Line Votes	Monday, February 21, 2005

(revised May 11, 2004)

RYERSON UNIVERSITY
ACADEMIC COUNCIL
BY LAWS

CONTENTS

6.2   Calls to Order
6.3   Challenging the Chair
6.4   Speaking to the Question
6.5   Reading the Question
6.6   Chair's Vote
6.7   Vote Count
6.8   Majorities

7.   COMMITTEE OF THE WHOLE
1.   DEFINITION OF TERMS

1.1. Faculties: There are five faculties: Arts; Business; Community Service; Communication and Design; Engineering and Applied Science.

1.2. Continuing Education: The Continuing Education Division

1.3. Graduate Studies: The School of Graduate Studies

1.4. Member, Graduate Studies: Approved Faculty member of the School of Graduate Studies.

1.5. Committee Chair: Chairs of Standing Committees must be a member of Academic Council, whenever possible.

1.6. Committee Member: Unless otherwise stated, members of a committee, other than the Chair, do not have to be members of Academic Council. Unless otherwise stated, faculty and students are as defined in the Ryerson University Act.

1.7. Student: The Ryerson Act defines students as "persons registered in a program or course of study at the University that leads to a degree, diploma or certificate of the University." Only such students are eligible to be members of Academic Council, serve on Council committees and vote in student elections for these positions.

1.8. Faculty: The Ryerson Act defines "teaching faculty" as the "full-time employees of the University whose principal duty is the performance of the teaching function or the research function of the University, including employees holding the offices of Dean, Chair or Assistant Chair of a department, or Academic Director."

1.9. Alumni: The Ryerson Act defines alumni as "persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnic Institute, Ryerson Polytechnic University or Ryerson University and who are no longer registered as students."

2. COMPOSITION OF ACADEMIC COUNCIL

2.1 EX-OFFICIO REPRESENTATIVES

The Chancellor, the President (who shall be the Chair of the Council), the Vice-Presidents, the Associate Vice-Presidents, the Deans, the Chief Librarian and the Registrar shall serve as ex-officio voting members of Academic Council.

2.2   FACULTY REPRESENTATIVES

2.2.1   Chairs/Directors: There shall be five Chairs/Directors, one elected from each of the five Faculties, by and from the Chairs/Directors in each Faculty.

2.2.2   Faculty: There shall be twenty faculty members, four elected from each of the five Faculties, by and from the full-time teaching faculty in each Faculty.

2.2.3   Continuing Education Faculty: There shall be five faculty representatives from Continuing Education, one from each Division, who are full-time teaching faculty and who are teaching at least one course in that Continuing Education Division in the year of their election, or who serve on Continuing Education committees such as the Continuing Education Divisional Council.

2.2.4   Ryerson Faculty Association (RFA): There shall be one RFA representative, specifically elected to the position, as determined by the RFA, who is eligible to serve on Academic Council as defined by the Ryerson Act.

2.2.5   Canadian Union of Public Employees (CUPE): There shall be one CUPE representative, specifically elected to the position, as determined by CUPE, who is eligible to serve on Academic Council as defined by the Ryerson Act.

2.3 STUDENT REPRESENTATIVES

2.3.1   Ten student representatives, two from each of the five Faculties, elected by and from students registered in that Faculty.

2.3.2   One representative of the Ryerson Students' Administrative Council (RyeSAC) who is duly elected to the position as specified in the By Laws of RyeSAC.

2.3.3   One representative of the Continuing Education Students' Association of Ryerson (CESAR) who is duly elected to the position as specified in the By Laws of CESAR.

2.3.4   Two representatives elected by and from those students of the University enrolled in a course of Continuing Education leading to a certificate, diploma or degree, such representative shall be enrolled at the time of election in any course of Continuing Education leading to a certificate, diploma or degree of the University.

2.3.5   Two representatives elected by and from those students of the University enrolled in a graduate studies program

2.4 ALUMNI REPRESENTATIVES
Two representatives from alumni of Ryerson elected by and from the members of the Alumni Association for a term of two years; such representatives to be eligible to hold office shall have obtained at least one certificate, diploma or degree offered by the University, and to no longer be registered as students.

2.5 AMENDMENT OF BY-LAWS

2.5.1   The President shall be the permanent chair of the Composition & By-Laws Committee, as defined in the section on Standing Committees of Academic Council. Recommendations of this committee shall normally be presented at the first meeting of Academic Council in the new calendar year (January or February) for ratification and enactment in the following academic year. This item shall be taken as notice of amendment of the By-Laws.

2.5.2   The recommendations of the Composition and By-Laws Committee shall be in accordance with the provisions of the Ryerson University Act, 1977.

2.6 ELECTION OF MEMBERS OF ACADEMIC COUNCIL

2.6.1   Election of members of Academic Council shall be held annually before March 1. Each successful candidate will commence service as a member at the first regular meeting of the following session. Elections will be held by each of the Faculties or constituent groups. Deadline dates for nominations and the date of the Faculty and Student elections will be established and publicized by the Secretary of Academic Council.

2.6.2   If a member is unable to attend a meeting of the Academic Council, they must inform the Secretary of Academic Council in advance in order to be officially excused. Notice to the Secretary may be given orally or in writing and shall be recorded in the attendance lists by the notation "regrets".

2.6.3   An elected member of Academic Council ceases to be eligible to serve when the member no longer holds the position he or she held at the time of election. The Faculty or constituent they represent must recommend a replacement for such faculty or for any student who no longer meets the definition of a student. In these cases, the Faculty should forward the name of the nominee to the Secretary of Academic Council, who will present the name to the Nominating Committee. If possible the replacement should be the faculty or student who was the first runner-up in the election

2.6.4   A member of Academic Council, who fails to attend two consecutive meetings of Council or three in total for the year, without notice to the Secretary, shall automatically cease to be a Council member. A member who misses four meetings, even with notice, shall cease to be a member. The same rule shall apply to committee service. A vacancy so created will be filled in accordance with the provisions above.

2.6.5   Where a vacancy occurs for any reason among elected members of Council or Council committees the vacancy shall be filled by Council on the recommendation of the Nominating Committee.

2.6.6   The Secretary of Academic Council will provide a list of Academic Council members at the first meeting, and again whenever changes are made.

2.7 <u>TERM OF OFFICE</u>

2.7.1 Ex-officio members hold their positions on Academic Council as long as they are in office. Faculty and Alumni representatives are elected for a two-year term. They may be nominated for a second two-year term. Student representatives are elected for a one-year term, and may be nominated for a second one-year term. All re-nominations are pursuant to the terms of eligibility.

2.7.2 Members who fill vacancies in the middle of the term are eligible to serve two full additional terms.

2.7.3 Members may be re-nominated after an absence of one year.

2.8 <u>OFFICERS OF ACADEMIC COUNCIL</u>
2.8.1 <u>SECRETARY</u>: The President of the University shall appoint a permanent Secretary of Academic Council. The duties of the Secretary, in regard to the Academic Council, shall be:

2.8.1.1 To collect information for, and establish, in consultation with the Vice President, Academic, and the President, the agenda of all meetings of Academic Council, which will normally be distributed one week in advance of such meetings.

2.8.1.2 To organize and schedule Academic Council meetings, acting as a resource to the chair at such meetings.

2.8.1.3 To prepare and issue minutes of every meeting of Academic Council to all members.

2.8.1.4 To solicit nominations for the Vice-Chair of Academic Council and coordinate the election for this position at the first Academic Council meeting of the year.

2.8.1.5 To organize and administer the annual election of students and faculty members to Academic Council and assist the Nominating Committee in establishing the membership of the Standing Committees of Academic Council.

2.8.1.6 To conduct correspondence in the name of Academic Council.

2.8.1.7 To create, advise upon and draft academic policies as appropriate, assuring adherence to proper format and procedures, and preparing them for submission to Academic Council.

2.8.1.8 To maintain all books and records of Academic Council and its committees, including a directory of the current policies of Academic Council.

2.8.1.9 To serve as an ex-officio, non-voting, member of all standing committees of Academic Council.

2.8.1.10 To assist committees in research supporting their efforts and to act as a resource.

2.8.1.11 To oversee and provide advice on policies and procedures for curriculum change and development, and to advise the Academic Standards Committee and the Vice President, Academic on matters submitted for curriculum and course changes.

2.8.1.12 To record and maintain the records of the Academic Standards Committee.

2.8.1.13 To oversee the Academic Appeals Policy and the Student Code of Academic Conduct.

2.8.1.14 To carry out other duties as needed to ensure proper functioning of the Academic Council.

2.8.2 <u>**CHAIR**</u>**:** The President of the University shall be ex-officio Chair of Council. The duties of the Chair shall be

2.8.2.1 To establish, in consultation with the Secretary of Academic Council, and the Vice President, Academic, the agenda of all meetings of Academic Council.

2.8.2.2 To report to Academic Council on current issues of the University.

2.8.2.3 To open the meeting.

2.8.2.4 To decide and announce the business and the order in which it is to be acted upon.

2.8.2.5 To state and put the question, and to announce the result of the vote.

2.8.2.6 To enforce rules of order.

2.8.2.7 To break a tie vote.

2.8.2.8 To call another member to the Chair when it is necessary to enter Committee of the Whole or for meetings which the President cannot attend.

2.8.3 <u>**VICE CHAIR**</u>

2.8.3.1 Nominations for Vice-Chair of Academic Council shall be made to the Secretary of Academic Council by two weeks prior to the first meeting of the session. Only members of the Academic Council may be nominated. Nominees will be asked to confirm their acceptance of their nomination.

2.8.3.2 At the first regular meeting of each session, the members of Academic Council shall elect by secret ballot including all nominees, a Vice Chair for

that session.

        2.8.3.3 The duty of the Vice Chair shall be to act as Chair of Council if called upon by the Chair.

3. STANDING COMMITTEES OF ACADEMIC COUNCIL

3.1 REVIEW OF COMMITTEE COMPOSITION AND TERMS OF REFERENCE

3.1.1 The Terms of Reference for these committees and their composition may be reviewed by the Composition and By-Laws Committee and recommendations for change made to Academic Council.

3.1.2 A Standing Committee may make recommendations to the Composition & By-Laws Committee, which can then make recommendations to Academic Council regarding its Terms of Reference or dissolution.

3.1.3 The Composition & By-Laws Committee may make recommendations to Academic Council regarding the establishment of a standing committee.

3.2 UNDERGRADUATE DEPARTMENT/SCHOOL COUNCILS – CONTINUING EDUCATION DIVISIONAL COUNCIL

3.2.1 Every Undergraduate Department and School will establish a Department/School Council, and the Division of Continuing Education will establish a Divisional Council, constituted to recommend policies and actions relevant to the academic unit and to provide a forum within which faculty, staff, and students can participate in its academic governance.

3.2.2 Department/School Councils report to Academic Council.

3.2.3 The Composition & By Laws Committee shall have responsibility for the overriding Policy on Department/School Councils – Divisional Councils.

3.3 TERM OF MEMBERSHIP A faculty member of a standing committee of Academic Council will serve for a two-year term, renewable by nomination of the Nominating Committee for a second term. In special cases, the Nominating Committee may nominate a member for a third term. Student members serve for one one-year term, renewable for a second term by nomination of the Nominating Committee. After a one year break in service, a member can be re-nominated.

3.4 REPORT OF COMMITTEES Committees are required to report to Academic Council at least once each year.

3.5 EX-OFFICIO MEMBERSHIP

3.5.1 The Secretary of Academic Council shall serve as an ex-officio, non-voting, member of all standing committees.

3.5.2 When an ex-officio member is specified on a committee, the term of the member shall cease when that person no longer holds that position.

3.6 COMPOSITION AND TERMS OF REFERENCE OF STANDING COMMITTEES .
3.6.1 **Academic Council Appeals Committee**

Composition: Twenty-five (25) members: Fifteen (15) faculty representatives, three from each Faculty; two (2) representatives of Continuing Education (defined by the By-Laws as those who are full-time teaching faculty and who are teaching at least one course in Continuing Education in the year of their election, or who serve on Continuing Education committees, such as the Continuing Education Divisional Council); five (5) students, one from each Faculty; one (1) graduate student; one (1) continuing education student; and one (1) additional student. Members of the Committee may not concurrently be serving in any appeals capacity at the department/school or Faculty level.

Terms of Reference: Hearing Panels of the Appeals Committee of Academic Council shall consist of at least four (4) members of the Committee, at least one (1) of whom must be a student. A quorum shall consist of at least four (4) members, including the Panel Chair and at least one student. The Panel Chair may vote in case of a tie.

Hearing Panels will hear appeals of decisions made at the Faculty level and the Appeals Committee of the School of Graduate Studies on matters related to both the Policy on Academic Consideration and Appeals, the Student Code of Academic Conduct and the Student Code of Non-Academic Conduct. The grounds for such appeals are stated in those Policies.

Hearing Panels will also be convened when Disciplinary Withdrawal or Expulsion is recommended.

All Hearings shall be conducted in accordance with the *Statutory Powers Procedure Act (SPPA)* and the guidelines established by the Policies. Hearings shall follow procedures outlined in the Guide to Appeals Hearings, which is available from the Secretary of Academic Council.

All members of the Appeals Committee of Academic Council will be required to attend training sessions(s) conducted by the Office of the Secretary of Academic Council.

3.6.2   Academic Standards Committee
Composition: Seventeen (17) members to include: the Vice President, Academic, who shall serve as chair (1); the Registrar (1); ten (10) faculty, two representatives from each faculty (One of these Faculty shall serve as Vice-Chair); one (1) additional faculty member from the Faculty of the Vice Chair; one (1) representative of Continuing Education; one (1) Librarian; two (2) students.

Terms of Reference: The principal responsibility of the Academic Standards Committee (ASC) is to provide advice to Academic Council in respect to undergraduate program/curriculum changes proposed by Schools, Departments, Faculties, and Continuing Education. The ASC fulfils its mandate by conducting in-depth reviews of academic proposals, reporting regularly to Council on the outcomes of such reviews, and recommending appropriate action. The ASC advises Council on matters such as:
- proposals to establish new programs (undergraduate degree, diploma, certificate, and special-purpose programs)
- complex curricular changes
- amendments to program mission and objectives, admission requirements, and degree designation.

- GPA variances
- new or revised Minors
- periodic program reviews
- other matters as requested by Academic Council and/or the Vice President, Academic

Other responsibilities of the Academic Standards Committee are:
- to consult with Schools, Departments, Faculties, and Continuing Education in determining the format and, where appropriate, the content of proposals
- to alert Academic Council to program, curricular, or policy issues arising in the course of its work and to suggest appropriate action
- to provide Academic Council with an annual summary of its work

3.6.3 Admissions Committee

Composition: Thirteen (13) members to include: the Registrar (1), who shall serve as Chair; the Vice-President, Academic (1); the Coordinator of Mobility Programs (1); five (5) faculty, one from each Faculty; one member from Continuing Education (1); three students (3); and one alumnus (1).

Terms of Reference:
- to examine the impact of changes in Ontario High School policies on University admissions
- to examine existing and proposed program admission requirements in light of admission trends.
- to establish policy on academic articulation and partnership agreements with other institutions

3.6.4 Animal Care Committee

Composition: Eight (8) members to include: the Director of Research Services (1); one (1) chair, who is a faculty member appointed by the Associate Vice-President, Academic, and who is not a researcher with direct or indirect involvement in research involving animals; three (3) faculty from among faculty actually involved in research involving animals; one (1) student; one (1) community member; and a veterinarian (1).

Terms of Reference:
- Monitors of all research and teaching protocols involving animals.
- Schedules regular visits to all laboratories in which experimental animals are used and facilities in which animals are housed and cared for.
- Is responsible for ensuring that CCAC and University policies and guidelines involving research with animals are adhered to.]

3.6.5 Awards And Ceremonials Committee

Composition: Fourteen (14) members to include: the President (1); five (5) faculty (one representative of each Faculty/Division); five (5) Deans/Chairs/Directors (one from each Faculty, at least one must be a Chair/Director); two (2) representatives from Continuing Education; Dean of Graduate Studies or designate (1).

Terms of Reference: The committee shall recommend to Council policies and procedures respecting:
- the awarding of certain medals and other marks of academic achievement as required;

- the ceremonies associated with the awarding of certificates and diplomas, and the granting all Bachelors, Masters, and Doctoral degrees; and
- the awarding of Honorary Doctoral degrees

3.6.6 Composition and By-Laws Committee

Composition: Eight (8) members to include: the President (who shall serve as Chair) (1); five (5) faculty, one from each Faculty; two (2) students. All must be members of Academic Council.

Terms of Reference: The Composition & By-Laws Committee shall be chaired by the President and shall consist of 5 faculty members of Academic Council, one from each Faculty and 2 student members of Academic Council. Recommendations of this committee on changes to the By-Laws of Academic Council shall normally be presented at the first meeting Academic Council in the new calendar year (January or February) for ratification and enactment in the following academic year. The recommendations of the Composition & By-Laws Committee shall be in accordance with the provisions of the Ryerson University Act, 1977 and as amended. This committee shall be responsible for the overriding policy on Undergraduate Department/School Councils – Continuing Education Divisional Council.

3.6.7 Council of the School of Graduate Studies

Composition: No more than 20 members to include the following: Dean of Graduate Studies, who shall serve as Chair (1); five faculty (5), one from each Faculty, each of whom shall be a member of the School of Graduate Studies (SGS); three (3) additional SGS members; seven (7) graduate program directors, to rotate annually; two (2) graduate students.

Terms of Reference: The Council of School of Graduate Studies (SGS) will act on behalf of SGS to fulfill its mandate. It will report to Academic Council directly (in parallel to the Academic Standards Committee). New programs will require approval by Academic Council and the Board of Governors

The role of the Council of SGS includes the following activities.
- to facilitate the review and evaluation of proposed graduate programs.
- to approve graduate programs and degree designations for final consideration of Academic Council and the Board of Governors.
- to approve policy relevant to graduate programs and students including the following :
    - funding for graduate students;
    - admission and graduation requirements;
    - application, tuition and other fees.
- Establish committees (ad hoc and standing) as required to address specific areas of governance and policy.
- Oversee the philosophy, mission and goals and graduate programs at Ryerson.
- Advocate on behalf of graduate programs.

3.6.8 Faculty Course Survey Committee ON HOLD

3.6.9 Information Technology Committee ON HOLD

3.6.10 Intellectual Property Committee ON HOLD.

3.6.11 **Learning and Teaching Committee**
Composition: Twenty-one (21) members to include: five (5) faculty, one from each Faculty; one (1) faculty representative from graduate studies; one (1) librarian; the Director of Student Services (1); two representatives from Student Development and Counselling (2); one (1) student representative from each Faculty; one (1) student from Graduate Studies; one (1) continuing education student, the Chair or delegate from GREET (1); one (1) representative from Continuing Education; one(1) representative from the Digital Media Projects Office; and the Learning and Teaching Director (1), who shall serve as chair. A member of Academic Council should serve as Vice Chair.
Terms of Reference: The mandate of the Learning and Teaching Committee is:
- the identification of existing activities and the encouragement of the development of new initiatives and structures as these relate to student learning, student educational experience, and the comprehensive educational environment at Ryerson. The Committee will implement its mandate by:
  - identifying and considering actions to promote more effective learning and teaching;
  - ensuring its currency with respect to the changing characteristics of students and faculty in relation to the promotion of effective teaching and learning; and
  - recommending initiatives to improve the effectiveness of teaching and learning;
- The Committee will implement its responsibilities through:
  - the liaison and consultation with other members of the University in the areas as noted above;
  - discussions within the Learning and Teaching Committee; and
  - the annual presentation of recommendations to Academic Council.

3.6.12 **Nominating Committee**
Composition: Ten (10) members to include: two (2) deans of Faculties; five (5) faculty, one from each Faculty; three (3) students/alumni. All representatives are to be members of Academic Council

Terms of Reference
- To prepare and present lists of nominees for Standing Committees of Academic Council at the May meeting of each year;
- To recommend candidates to fill vacant positions on Academic Council as needed;
- To prepare lists of nominees for Joint Committees of the Board of Governors and Academic Council.

3.6.13 **Planning and Priorities Advisory Committee** (Under review)

3.6.14 **Research Ethics Review**
Composition: A Chair (1), who shall be nominated by the Associate Vice President, Academic in consultation with the Research Ethics Board; six (6) faculty members, one from each Faculty and one from the School of Graduate Studies; two (2) community members; two (2) undergraduate students; one (1) graduate student; the Associate Vice President, Academic or designate (ex officio) (1); the Director of the Office of Research Services or designate (ex officio) (1). Additional members will be added as required.

Terms of Reference: The Research Ethics Board (REB) approves, rejects, proposes modifications to, or terminates any proposed or ongoing research involving human subjects which is conducted within or by faculty, staff, or students of the University so as to protect research subjects and ensure that research is conducted in an ethical manner. No research on human subjects shall be undertaken without the prior approval of the REB.

The REB:
- Interprets and applies the Tri-Council Policy Statement and relevant legislation;
- Establishes guidelines and procedures consistent with the Tri-Council Policy Statement and relevant legislation;
- Facilitates research by consulting with and assisting researchers.

3.6.15 Scholarly, Research and Creative Activity

Composition: Sixteen (16) members to include: Five (5) faculty, one from each Faculty; five faculty (5) who serve as members of the Scholarly Research Representatives Group; one (1) undergraduate student; one (1) graduate student, the Director of the Office of Research Services (1); the Dean of Graduate Studies (1); one (1) Librarian; the Associate Vice President, Academic (1) who shall serve as chair.

Terms of Reference: The SRC Committee is concerned with ensuring that Ryerson's academic policies support the University's mission of engaging in Scholarly, Research and Creative activity (SRC). In this regard, the Committee shall:
- Receive reports regarding SRC activity, funding, and accomplishments at Ryerson.
- Provide input into the strategic planning process and recommend to Academic Council those plans requiring the University' s approval
- Review issues pertaining to SRC at Ryerson and identify areas where university policy is required.
- Formulate and recommend to Academic Council policies that promote and support SRC at Ryerson.
- Review existing SRC policies periodically and recommend any revisions to Academic Council.

3.7 COMMITTEE ELECTION

3.7.1   Committee members shall be nominated by the Nominating Committee at the regular May meeting of each year. Unless otherwise specified in the Terms of Reference, committee membership is not limited to members of Academic Council.

3.7.2   All nominations to committees must be made by the Nominating Committee. Submissions of names to the Nominating Committee must be made by one week prior to the published agenda deadline for the May Academic Council meeting.

3.7.3   If the number of nominations exceeds the number of members specified herein for any committee an election shall be held.

3.7.4   At the first meeting of all standing committees for which ex-officio chairmanship is not provided by these Statutes, an election of a Chair shall be held from among those committee members who are normally also members of Academic Council.

3.8 AD HOC COMMITTEES

3.8.1 An Ad Hoc committee may be formed for a limited term by a motion at an Academic Council meeting. Unless reconstituted by Academic Council, the committee is dissolved upon presentation of its report. The motion to establish an ad hoc committee must include:

  3.8.1.1 the Terms of Reference of the committee
  3.8.1.2 the proposed number of members on the committee
  3.8.1.3 details of proposed distribution of members, if any;
  3.8.1.4 names of proposed members of the committee, if any
  3.8.1.5 the committee report date Committee membership
  3.8.1.6 Members may be other than members of Academic Council
  3.8.1.7 Nominations for members of the committee may be accepted from the floor and voted upon. A person who is not present may only be nominated if that person has given prior permission to the Secretary of Academic Council, or
  3.8.1.8 The Chair may appoint the committee, or
  3.8.1.9 The Chair may announce that the members of the committee will be announced at a later date.

3.8.2 Committee Chair

  3.8.2.1 At the first meeting of all Ad Hoc committees an election of a Chair shall be held, normally from among those members who are also members of Academic Council or
  3.8.2.2 The Chair may appoint a Committee Chair.

3.9 JOINT COMMITTEES WITH THE BOARD OF GOVERNORS

Joint Committees may be formed with the Board of Governors. Such committees shall be formed by motion according to the rules for the formation of ad hoc committees.

4. MEETINGS & PROCEDURES

4.1 SESSION The Academic Council session shall extend from July 1 each year to June 30 of the following year.

4.2 REGULAR MEETINGS

Regular meetings shall be held on the first Tuesday of each month from October to May, inclusive, except where the Secretary, in consultation with the Chair, determines that circumstances warrant a change from the normal schedule. A schedule of dates of these regular meetings and the deadlines for the submission of materials shall normally be published by the Secretary at the May meeting of the previous session.

4.3 QUORUM AT START

A quorum of any meeting from September 1 to May 31 shall be one-half of the members. The quorum for a special meeting from June 1 to August 31 shall be 25 members

4.4 SPECIAL MEETINGS

A special meeting may be called by the Chair, the Vice President, Academic, or by any 20 members writing a requisition to the Secretary. Only such business as is specified in the notice of the meeting may be transacted at the special meeting. A special meeting requires at least seven (7) days notice. A motion for a special meeting, duly seconded and carried, may be enacted at any meeting, regular or special, of Academic Council

4.5 CALLING QUORUM

If during any meeting the number should drop below a quorum, business shall not be interrupted nor the passage or rejection of any motion questioned at subsequent meetings, unless a member calls attention to the fact while the meeting is proceeding. At such a call by any member, the Secretary shall call the roll

4.6 STARTING TIME Meetings shall normally begin at 6:00 p.m. If after a lapse of 30 minutes the Chair decides there is still not a quorum, the Secretary shall call the roll. If the members present do not constitute a quorum, the Council shall adjourn until the next meeting.

4.7 STOPPING TIME
Every meeting of Academic Council shall adjourn no later than 10:00 p.m., except by the affirmative vote of two-thirds of those present and voting to extend for a specific period of time. All outstanding business shall be deferred until the next meeting unless a special meeting is called.

4.8 VISITOR ADMISSION
Visitors may attend Academic Council meetings, and should be seated in the section reserved for observers. A visitor may address Academic Council after being recognized by the Chair but may not vote on any matter.

4.9 PROCEDURES
The Chair or substitute shall conduct the meeting in conformity with the Statutes and Procedures of Academic Council, and, in all cases not provided for herein, the practice of Robert's Rules of Order shall govern.

5 AGENDA

5.1 Items for the Agenda must normally be submitted to the Secretary of Academic Council two weeks in advance of the meeting.

5.2 The Agenda of each meeting shall contain, after the time and place of the meeting, in this order:

5.2.1 President's Report

5.2.2 The Good of the University

5.2.3 Report of the Secretary of Academic Council

5.2.4 Business Carried Forward From Previous Meeting

5.2.5 Minutes of the Previous Meeting

5.2.6 Business Arising out of the Minutes

5.2.7 Correspondence

5.2.8 Reports of Actions and Recommendations of Departmental and Divisional Councils

5.2.9 Reports of Committees

5.2.10 New Business

5.2.11 Adjournment

6 DEBATES AND VOTES

6.1 Recognition
A member or visitor who wishes to speak shall raise his or her hand, await recognition by the Chair and then address the Chair.

6.2 Calls to Order
If the Chair or any other member calls to order the member or visitor, the member or visitor shall yield the floor. At the discretion of the Chair, the member or visitor may be permitted to make an explanation. The Chair shall decide the point of order, subject to appeal to Academic Council whose decision shall be final and made without debate.

6.3 Challenging the Chair
Any-ruling by the Chair shall be subject to a motion to challenge a ruling of the Chair. If the motion to challenge is seconded, the challenge shall be by a simple majority of members present, and the vote shall be final. When debatable, as defined by Robert's Rules, no member is allowed to speak more than once except the presiding officer, who may at the close of the debate answer the arguments against the decision.

6.4 Speaking to the Question
A speaker shall restrict remarks to the motion or matter in debate except to make such motions as are in order according to Robert's Rules. No member shall speak more than twice during the same meeting to the same motion or matter, nor longer than ten minutes at a time without the approval of Council.

6.5 Reading the Question
Any member may require the question under discussion to be read at any time during its debate. The Secretary shall also read the question immediately before a vote is taken.

6.6 Chair=s Vote
The Chair may vote in the case of a tie vote.

6.7 Vote Count
Questions shall be decided by a show of hands unless any member requests that the yeas and nays be recorded. Any member may make a motion that the issue be decided by ballot. The motion is undebatable and passed by a simple majority.

6.8 Majorities
Questions shall be decided by a simple majority of those present and voting, except those specified in these By Laws as requiring a two-thirds majority. Motions which shall require a two-thirds majority of the members present, whether voting or abstaining, are:

6.8.1 A motion to extend sitting beyond 10:00 p.m.

6.8.2 A motion to revise or augment the Agenda for the meeting.

6.8.3   Any matter a simple majority designates as a major question. The motion to

6.8.4   designate a major question shall be decided without debate.

6.8.5   A motion to amend Academic Council By Laws.

7 COMMITTEE OF THE WHOLE

A Committee of the Whole can be established in order to give Academic Council the freedom of detailed discussion or a matter as if in a committee.

7.1 When Academic Council resolves to go into Committee of the Whole, the Chair shall appoint a Chair of the Committee who shall preside over its deliberations, decide points of order subject to an appeal to the Chair and report its proceedings to him/her when he/she resumes the Chair.

7.2 Limits of time and discussion of the Committee of the Whole can only be made at the time of the motion to establish.

7.3 A member may speak for ten minutes as often as he or she can get the floor, but may not speak if someone who has not spoken is seeking the floor.

7.4 The only motions allowed in the Committee of the Whole are motions to adopt, amend or "rise and report." The text of a resolution referred to the Committee can not be altered by the Committee, but amendments can be presented to the Academic Council.

7.5 The rules of Academic Council shall be observed in Committee of the Whole. A motion to "rise and report" returns the question to Academic Council, and the question shall be decided without seconding and without debate.

Note: This document is a consolidation of texts

Ryerson University Act, 1977 *(amended)*

INTERPRETATION

1.--(1)   In this Act,

(a)   "Academic Council" means the Academic Council of Ryerson University; *(amended)*

(b)   "administrative staff" means the full-time employees of the University who are not members of the teaching faculty;

(c)   "alumni" means the persons who have received degrees, diplomas or certificates from Ryerson Institute of Technology, Ryerson Polytechnical Institute, Ryerson Polytechnic University or Ryerson University and who are no longer registered as students; *(amended)*

(d)   "Board" means The Board of Governors of Ryerson University; *(amended)*

(e)   "Chancellor" means the Chancellor of Ryerson University; *(amended)*

(f)   "Minister" means the Minister of Training Colleges and Universities; *(amended)*

(g)   "President" means the President of Ryerson University; *(amended)*

(h)   "property" means real and personal property;

(i)   "student" means a person who is registered as such in a program or course of study at the University that leads to a degree, diploma or certificate of the University;

(j)   "teaching faculty" means the full-time employees of the University whose principal duty is the performance of the teaching function or research function of the University, including the employees holding the offices of Dean, Chair or Assistant Chair of a department, or Academic Director;

(j.1)   "University" means Ryerson University; *(amended)*

(k) "year" means the membership year of the Board or the Academic Council, as the case may be, and shall be any twelve-month period established by the Board or the Academic Council, respectively, from time to time;

(2) In the event of conflict between any provision of this Act and any provision of *The Corporations Act,* the provision of this Act prevails.

GENERAL

University **2.**--(1) Ryerson Polytechnic University and the Board of Governors of Ryerson Polytechnic University are continued under the name Ryerson University. *(amended)*

Corporation (2) The University is a corporation without share capital composed of the members of the Board of Governors of the University.

Objects **3.** The objects of the University are:

(1) The advancement of learning, and the intellectual, social, moral, cultural, spiritual, and physical development of the University's students and employees, and the betterment of society.

(2) The advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social, and technological development of Ontario.

(3) The provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

BOARD OF GOVERNORS

Board of Governors **4.**--(1) The Board of Governors of Ryerson University shall be composed of *(amended)*

(a)   the Chancellor, who shall be a member of the Board by virtue of his or her office;

 (a.1) the President, who shall be a member of the Board

by virtue of his or her office;

(b)   nine members, none of whom is a student or an employee of the University, appointed by the Lieutenant Governor in Council for a term of three years;

(c)   three members, none of whom is an employee of the University, elected by the alumni from among themselves for a term of three years;

(d)   three members elected by the teaching faculty from among themselves for a term of two years;

(e)   two members elected by the administrative staff from among themselves for a term of two years;

(f)   three members elected by the students from among themselves for a term of one year; and

(g)   two members, neither of whom is a student or an employee of the University, appointed by the Board for a term of three years.

(2)   The Board shall by by-law determine the manner and procedure of election of its members and shall conduct such elections and determine any dispute as to eligibility to hold office or to vote, and such elections shall be by secret ballot.

(3)   No person shall serve as a member of the Board unless he or she is a Canadian citizen or a permanent resident of Canada.

(4)   Subject to subsection 5, a member of the Board is eligible for reappointment or re-election, as the case may be, except that no member shall serve for more than two consecutive terms, but on the expiration of one year after having served the second of two consecutive terms, such person may again be eligible for membership on the Board.

(5)   The limit of two consecutive terms referred to in subsection (4) does not include service on the Board for the balance of an unexpired term for a person who becomes a member of the Board under subsection (8).

(6)   A member of the Board ceases to hold office where he or she ceases

to be eligible pursuant to,

(a)   subsection 3; or

(b)   clauses *b* to *g* of subsection 1 under which he or she was appointed or elected, as the case may be, except that a student member who graduates during his or her term of office may serve for the remainder of such term.

(7)   Where, within any year, a member of the Board, not having been granted leave of absence by the Board, attends less than 50 per cent of the regular meetings of such body, the Board may by resolution declare his or her membership vacant.

(8)   Where a vacancy on the Board occurs before the term of office for which a person was appointed or elected has expired,

(a)   if the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant; and

(b)   if the vacancy is that of an elected member, the Board in its sole discretion shall determine if the vacancy is to be filled and, if
so and notwithstanding any other provision of this Act, the manner
and procedure for so doing,

and the person filling such vacancy shall hold office for the remainder of the term of the person whose membership is vacant.

(9)   A quorum of the Board shall consist of ten members or such greater number as the Board by by-law may determine, and at least one-half of the quorum shall consist of members of the Board appointed or elected under clauses *b, c* and *g* of subsection 1.

(10) The Board shall elect a Chair and a Vice-Chair from among the members appointed or elected under clauses *b, c* and *g* of subsection 1 and in the event of the absence or inability to act of the Chair or of there being a vacancy in that office, the Vice-Chair shall act as and have all the powers of the Chair.

(11) In the absence or inability to act of the Chair and Vice-Chair, the Board may appoint one of its members appointed or elected under clauses *b, c* and *g* of subsection 1 to act as Chair for the time being and the member so appointed shall act as and have all the powers of the Chair.

(12) The term of office of the Chair and the Vice-Chair shall be as determined by the Board.

5.--(1)   The Board may establish committees and appoint persons thereto and, subject to subsection 5, confer upon any such committee authority to act for the Board with respect to any matter or class of matters.

(2)   A majority of the members of a committee shall be members of the Board.

(3)   The President shall be an *ex officio* member of every committee established under subsection 1 unless excluded therefrom by a by-law or a resolution of the Board.

(4)   The President, if not excluded under subsection 3 as a member of a committee, may nominate an officer of the University to represent him or her on a committee established under subsection 1, and such nominee shall act in the place and stead of the President on such committee.

(5)   No decision of a committee that includes in its membership persons who are not members of the Board is effective until approved and ratified by the Board.

(6)   For the purposes of subsections 2 and 5, an officer of the University nominated by the President under subsection 4 to represent him or her on a committee shall be deemed to be a member of the Board.

6.--(1)   The government, conduct, management and control of the University and its property, revenues, expenditures, business and affairs, except with respect to such matters as are assigned by this Act to the Academic Council, are vested in the Board, and the Board has all powers necessary or convenient to perform its duties and achieve the objects and purposes of the University including, without limiting the generality of the foregoing, the power,

(a)   to enact by-laws for the conduct of its affairs;

(b)   to appoint the President and define his or her duties and responsibilities;

(c) to appoint, classify, promote, suspend, transfer, reclassify or remove the members of the teaching faculty and administrative staff and such other employees as it considers necessary or advisable for the proper conduct of the affairs of the University, but no member of the teaching faculty or administrative staff except the President shall be appointed, classified, promoted, suspended, transferred, reclassified or removed unless recommended by the President or such other officer or employee of the University delegated under subsection 4;

(d) to fix the number, duties and salaries and other remuneration of the officers and employees of the University;

(e) to delegate such of its powers under clauses *c* and *d* as it considers proper to the President or other officer or employee of the University as may be recommended by the President;

(f) to provide for the retirement and superannuation of persons referred to in clauses *b* and *c*;

(g)   to provide for payments by way of gratuities, retirement allowances, sick leave allowances, superannuation allowances, pensions, annuities or life insurance, or any combination thereof, payable to any representative of or for the benefit of the persons mentioned in clauses *b* and *c*, or any class or classes thereof, out of a fund or funds comprising contributions made by such persons, or any class or classes thereof, or by the University, or both, or otherwise;

(h) to expend such sums as may be required for the purposes of funds that are established for the payment of gratuities, retirement allowances, pensions, life insurance, or health insurance, for the benefit of the persons mentioned in clauses *b* and *c*;

(i) to expend such sums as the Board considers necessary for the support and maintenance of the University and for the betterment of existing buildings and the erection of such new buildings as the Board may consider necessary for the use and purposes of the University and for the furnishings and equipment of such existing and newly-erected buildings;

(j) to expend such sums as the Board considers necessary for the erection, equipment, furnishings and maintenance of residences and dining halls for the use of the students;

(k) to acquire, hold and maintain such real property as the Board considers necessary for the use of the students of the University for athletic purposes and to erect and maintain such buildings and structures thereon as it considers necessary;

(l) to provide such health services, health examinations and physical training for the students of the University as the Board considers necessary;

(m) to appoint by resolution a member or members of the Board, or any other person or persons, to execute on behalf of the University either documents and other instruments in writing generally or specific documents and other instruments in writing and to affix the corporate seal of the University thereto;

(n) to borrow money for its purposes upon its credit, and to give such security against the assets of the University by way of mortgage, debenture or otherwise, as it determines;

(o) to invest all money that comes into its hands that is not required to be expended for any purpose to which it lawfully may be applied, subject always to any express limitations or restrictions on investment powers imposed by the terms of the instruments creating any trust as to the same, in such manner as it considers proper and, except where a trust instrument otherwise directs, combine trust moneys belonging to various trusts in its care into a common trust fund;

(p) to establish and collect fees and charges for tuition and for services of any kind offered by the University and collect fees and charges on behalf of any entity, organization or element of the University.

Recommendations by President as to staff

(2) The President shall make recommendations to the Board as to the appointment, classification, promotion, suspension, transfer, reclassification and removal of the members of the teaching faculty and administrative staff.

Recommendation

(3) The President may recommend an officer or employee of the University for the purpose of a delegation by the Board under clause e of subsection 1 of certain of its powers.

Delegation by President

(4) The President, subject to the approval of the Board, may delegate his duties under subsection 2 to any other officer or employee of the University.

Audit of accounts R.S.O. 1979. c.373

7. The Board shall appoint one or more public accountants licensed under *The Public Accountancy Act* to audit the accounts and transactions of the University at least annually.

Annual report to Minister

8.--(1) The Board shall make a financial report annually to the Minister in such form and containing such information as the Minister may require.

Tabling

(2) The Minister shall submit the report to the Lieutenant Governor in Council and shall then lay the report before the Assembly if it is in session or, if not, at the next ensuing session.

(2.1)   The Board shall submit to the Minister such other reports, as the Minister may require.

(3)   The Board shall make available to the public an annual report including an annual financial report in such form and manner as the Board may determine.

ACADEMIC COUNCIL

9.--(1)   There shall be an Academic Council of the University composed of,

(a)   the Chancellor, the President, the Vice Presidents, the Deans, the Chief Librarian and the Registrar, each of whom shall be a member of the Academic Council by virtue of his or her office; and

(b)   such other members, not exceeding fifty in number, composed of persons elected by secret ballot,

(i)   by the teaching faculty from among themselves,

(ii)   by the students from among themselves, and

(*iii*)   by the alumni from among themselves.

(2)   The Academic Council shall by by-law determine,

(a)   the number of members to be elected to the Academic Council by the teaching faculty, the students and the alumni, respectively;

(b)   constituencies for each of the groups referred to in clause *b* of subsection 1 and assign persons or classes of persons thereto;

(c)the term of office of one, two, or three years, as the case may be, for the members elected by each of the groups referred to in clause *b* of subsection 1; and

(d)   the procedures to be followed in the election of members of the Academic Council.

(3)   The Academic Council shall conduct the election of its   members and shall determine any dispute as to the eligibility of a candidate at such election or of a person to vote threat.

(4)   Where for any reason a by-law of the Academic Council has not been enacted under clause *c* of subsection 2, the term of office of an elected member of the Academic Council is one year.

(5)   Subject to subsection 6, a member of the Academic Council is eligible for re-election except that no member shall serve for more than two consecutive terms, but on the expiration of one year after having served the second of two consecutive terms, such person may again be eligible for membership on the Academic Council.

Exception

(6)   The limit of two consecutive terms referred to in subsection (5) does not include service on the Academic Council for the balance of an unexpired term for a person who becomes a member of the Academic Council under subsection (8).

Membership vacated

(7)   An elected member of the Academic Council ceases to hold office where he or she ceases to be eligible pursuant to clause *b* of subsection 1 under which he or she was elected, except that a student member who graduates during his or her term of office may serve for the remainder of the current year.

Filling vacancy

(8)   Where a vacancy occurs for any reason among the elected members of the Academic Council before the term for which a person was elected has expired, the Academic Council in its sole discretion shall determine whether the vacancy is to be filled and, if so and notwithstanding any other provision of this Act, the manner and procedure for so doing, and the person filling such vacancy shall hold office for the remainder of the term of the person whose membership is vacant.

Chair and Vice-Chair

(9)   The President shall be the Chair of the Academic Council and a Vice-Chair shall be elected from among its members in such manner as the Academic Council may determine.

Powers of Academic Council

10. The Academic Council has, subject to the approval of the Board with respect to the expenditure of funds, the power to regulate the educational policy of the University and without limiting the generality of the foregoing has the power,

(a)   to enact by-laws for the conduct of its affairs;

(b)   to enact by-laws for the purposes of subsection 2 of section 9 in order to conduct the election of its members;

(c)   to make recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, divisions and departments;

(d)   to determine the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University;

(e)   to conduct examinations, appoint examiners and decide all matters relating thereto;

(f)   to award fellowships, scholarships, bursaries, medals, prizes and other marks of academic achievement;

(g)   to award diplomas and certificates;

(h)   to grant bachelor's degrees, master's degrees, doctoral degrees and honorary degrees consistent with the University's objects;

(i)   to create councils and committees to exercise its powers.

THE BOARD OF GOVERNORS AND ACADEMIC COUNCIL

11.--(1) Subject to subsection 2 and 3, a meeting of the Board or of the Academic Council shall be open to the public and prior notice of the meeting shall be given to the members of the Board or the Academic Council, as the case may be, and to the public in such manner as the Board and the Academic Council by by-law shall respectively determine, and no person shall be excluded from a meeting except for improper conduct as determined by the Board or the Academic Council, as the case may be.

(2)   Where matters confidential to the University are to be considered, the part of the meeting concerning such matters may be held *in camera*.

(3)   Where a matter of a personal nature concerning an individual may be considered at a meeting, the part of the meeting concerning such individual shall be held *in camera* unless such individual requests that that part of the meeting be open to the public.

12. Every student is eligible for election to the Board or the Academic Council whether or not he/she has attained the age of eighteen years.

13.--(1) The by-laws of the Board and of the Academic Council shall be open to examination by the public during normal business hours.

(2)   The Board and the Academic Council shall publish their by-laws from time to time in such manner as they may, respectively, consider proper.

CHANCELLOR

13.1--(1) There shall be a Chancellor of the University.

(2) The Chancellor is the titular head of the University and shall confer all degrees, honorary degrees, diplomas and certificates.

Appointment
(3)   The Chancellor shall be appointed by the Board on the recommendation of a committee consisting of,

(a)   the President, who shall chair the committee;

(b)   three members of the Board, appointed by the Board; and

(c)   three members of the Academic Council, appointed by the Academic Council.

Term of office
(4) The Chancellor shall be appointed for a term of three years and until his or her successor is appointed.

Vice-Chancellor
(5) The President is, by virtue of his or her office, the Vice-Chancellor of the University and, in the absence of the Chancellor or when that office is vacant, the Vice-Chancellor shall act in the Chancellor's place.

PROPERTY

Property vested in the University
14. All property heretofore or hereafter, by statute or otherwise, granted, conveyed, devised or bequeathed to the Board, the University or to any person in trust for or for the benefit of the Board, the University or any of its divisions or departments, subject to any trust affecting the property, is vested in the University.

Power to deal with property
15. The University has power to purchase or otherwise acquire, take or receive, by deed, gift, bequest or devise, and to hold and enjoy without licence in mortmain and without limitation as to the period of holding any estate or property whatsoever, whether real or personal, and to sell, grant, convey, mortgage, lease or otherwise dispose of the same or any part thereof from time to time and as occasion may require, and to acquire other estate or property in addition thereto or in place thereof.

Expropriation
R.S.O. 1970, c. 154
16.--(1) Subject to the provisions of *The Expropriations Act,* the University may, without the consent of the owner or any person interested therein, other than a municipality or a distinct, regional or metropolitan municipality, enter upon, take, use and expropriate all such land as defined in section 1 of *The Expropriations Act* as it considers necessary for the purposes of the University.

Land vested in the University not liable to expropriation   (2)   Real property vested in the University and used by the

University for its purposes shall not be liable to be entered

upon, used or taken by any corporation, except a municipal

corporation, or by any person possessing the right of taking

real property compulsorily for any purpose and no power to

expropriate real property hereafter conferred shall extend to such real property unless in the Act conferring the power it is made in express terms to apply thereto.

Tax exemption **16.1** The real property vested in the University and any lands and premises leased to and occupied by the University shall be exempt from taxes for provincial, municipal and school purposes so long as they are actually used and occupied for the purposes of the University.

Limitation periods **16.2**--(1)For the purposes of *The Limitations Act*, all real property vested in the University shall be deemed to have been and to be real property of the Crown.

UNIVERSITY FOUNDATIONS ACT, 1992

(1) The Schedule to the University Foundations Act, 1992, is amended by striking out "Ryerson Polytechnic University" and substituting "Ryerson University". *(amended)*

COMMENCEMENT

Commencement This Act comes into force on Thursday, *June 27, 2002*

Note: This document is a consolidation of texts.

(September 12, 2002)

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, May 4, 2004

Members Present:

Ex-Officio:	Faculty:		Students:
K. Alnwick	M. Barber	D. Mason	V. Campbell
E. Aspevig	D. Checkland	M. Mazerolle	A. Deslauriers
S. Boctor	S. Cody	D. McKessock	B. Lewis
M. Booth	J. Cook	R. Mendelson	C. Livett
C. Cassidy	J. Dianda	B. Murray	S. Marshall
L. Grayson	M. Dionne	S. O'Neill	S. Mirowski
T. Knowlton	M. Dowler	K. Penny	R. Rodrigues
I. Levine	D. Elder	A. Pevec	R. Rose
C. Matthews	C. Evans	F. Salustri	
P. Stenton	N. Lister	P. Schneiderman	**Alumni:**
S. Williams	A. Lohi	D. Shipley	J. Gryn
M. Yeates	L. Lum	E.Trott	
	D. Martin		
Regrets:		**Absent:**	
M. Dewson		M. Ahmed	
A. Kahan		A. Cherrie	
G. Inwood		G. Diamantakos	
Z. Khan		N. Felorzabihi	
C. Lajeunesse		P. George	
J. Monro		D. Luther	
R. Nazareth		V. O'Brien	
K. Raahemifar		E. Sullivan	
R. Ravindran			
J. Sandys			
D. Snyder			

Consultation with Presidential Search Committee
M. Guerriere, M. Dionne, M. Mazerolle, K. Scullion, C. Ribiero, P. Schneiderman, S. Williams and G. Honigshause, members of the search committee, attended an hour long consultation with Academic Council on the mandate and attributes of a new Ryerson President. Consultant J. Trypuc also attended.

It was explained that an RFP had gone out for a search firm, and the consultation process has begun. There will be consultations with 30 internal groups and about 50 outside people to determine the attributes and mandate of the President. There is an open invitation for written submissions. The following comments were made by Council members:

- There should be consideration of equity hiring.
- There should be mechanisms to recognize diversity among the students and the faculty.
- The Faculty Association agrees that a President should have a scholarly background and the ability to work in a scholarly environment.
- A President should:
    - foster the maturation of Ryerson, and should have had a strong academic career;
    - have a good understanding of the increased demand on faculty workload;
    - be capable of giving voice to the diversity of opinion and ways of being at Ryerson; be someone who can encourage and participate in debates, promoting a free exchange of ideas; and understand the role of Academic Council and the collegial nature of the university;
    - have excellent communication skills and be able to explain why things are done;
    - understand the challenges that students face in terms of tuition fees and debt;
    - be able to create a collegial process to make students and faculty feel part of the institution;
    - like people, teachers and departments and must like to visit offices and get to know what the university is really like;
    - be a leader who will capture the imagination and lead the university forward;
    - be able to give an effective speech, perhaps on his/her own vision of the University;
    - be aware of how important teaching is at Ryerson, and its centrality to the mission;
    - understand that Ryerson is a different university from most and must be able to appreciate the arts;
    - have a commitment to innovative leadership and research;
    - be asked about the university model they most admire; and
    - have an awareness of Canadian content.

Mandate:
- Clean up the physical plant to improve the image.
- Improve Ryerson's image in the community as "not a real university"
- Improve Ryerson's position in the world, not just Canada
- Regenerate morale on campus and bridge the disconnect between the various campus groups.
- Broaden Ryerson's view of itself.

- Be an aggressive leader in the broader community, acting as a champion and advocate of the university with government, industry and others who have the ability to impact the university and strengthening the relationships with both government and industry.
- Advocate for appropriate and increased funding.
- Cope with the challenges which will increase as the campus expands beyond the current borders.
- Know and understand the community while recognizing the unique characteristics within the university.
- Be aware of the changing world of communication and the impact on university education and understand the limitations of technology as a solution to educational issues.
- Be aware of challenges of being a university in the city of Toronto
- Understand faculty workload issues and the impact of that on the accomplishment of other objectives and have the ability to deal with collective bargaining issues.
- Develop a sustained plan for recruitment of faculty.
- Understand the new face of Ryerson in the university community.

Dr. Guerriere summed up. There will be a draft statement of attributes and mandate forwarded to Academic Council and the Board for comments. This will probably be before September. Academic Council can decide on how it wishes to comment. The recommendation of a candidate to the Board should be made in January 2005. There is discussion about developing a website for updates on the search process.

The regular meeting commenced at 6:30 p.m.

1. President's Report – E. Aspevig reported. The President sends regrets, as he is on his way to Shanghai University for their anniversary celebrations.

The provincial budget is coming on May18. As Council knows, tuition for regulated and deregulated programs has been frozen for one year only and that is not base. There is concern about the lack of funding for inflation, the discontinuation of the Quality Assurance Fund and commitments regarding the Accessibility Funding Envelope. Ryerson's budget will go to the Finance Committee and the Board for approval later this month.

The results of the 2001 Ontario University Employment rates indicate that the employment rate for Ryerson 6 months after graduation is 93.6%, which is exactly the same as for the system, and 95.9% after 2 years, compared to 95.8% for the system.
Members were reminded that the annual Faculty conference will be held on May 18 and 19. Sheila O'Neill and Judy Britnell were thanked for their contributions, as were allthe faculty who share and contribute their knowledge. This conference is a distinguishing feature of Ryerson, integrating the ideas of research and teaching.

There have been several successful year-end events: Fashions "Mass Exodus," which was supported by the Theatre School; the Interior Design open house which was well attended, including industry leaders; "Maximum Exposure" hosted by Image Arts; and the Electrical and Computer Engineering Design open house.

The "Invest in Futures" Campaign Launch is to be held on May 13. Responses have been greater than expected.

Convocation is up-coming and dates are available on the web.

Members were thanked for their work on Council this year.

1.2 <u>Academic Planning Update</u> – E. Aspevig reported on the implementation of the Academic Plan one year after its approval. Departments have become fully engaged in the planning process, even though it has been a lot of work. It has been useful to stand back and look at goals and objectives. The implementation is a three stage process. First, the Faculties, Library and CE each developed preliminary plans including: a 5 page narrative; a brief statement of mission; an inventory of programs and research; strengths, weaknesses and opportunities; and strategic directions and rationale. The strategic goals were rank ordered and resource implications outlined. These preliminary plans were submitted to the Provost on November 29, were reviewed and responded to on December 21. Second, the departments and schools utilized the preliminary Faculty plans and the responses to develop a plan for their unit, complete with objectives, strategies and assessable outcomes, along with resource implications. Third, these department/school plans were reviewed by the Deans and integrated into comprehensive Faculty plans. These are in the process of being reviewed, and responses will be out in the next few weeks. The Faculty plans will inform the budget allocations of $1.2 M in strategic funds. This year's $1.2M in funds was supplemented by the Provost to $2M. Funds were allocated based on strategic plans of the departments. All were thanked for their contributions to the process.

2. Report of the Secretary of Academic Council
Robert Hudyma has been appointed to replace Alex Pevec on Academic Council for 2004-05

The Academic Council schedule for 2004-05 was presented, and amended such that the date for final Academic Council approval of degree program changes for 2005/06 is December 7, 2004, and the submission date is November 16. This information will be sent to the departments/schools.

3. Good of the University
D. Checkland reported that Janet Chappell has been named Ryerson Professor of the Year and Stephanie Blake Ryersonian of the Year.

B. Lewis commented that students are pleased about the tuition freeze, but they will work to ensure that universities receive sufficient funding and to see the tuition freeze extended to international students.

4. Minutes

Motion to approve the minutes of the March 30, 2004 meeting
S. Williams moved, C. Matthews seconded

Motion approved.

5. Business Arising from the Minutes
5.1 Rewording of the Course Management Policy

Motion: That Academic Council approve the wording of section 4.3.a.i of the *Course Management Policy* as presented in the report.

E Aspevig moved, S. Boctor seconded.

There was extensive discussion of the wording of the last paragraph regarding the allowance for the submission of an individual piece of work to a plagiarism detection service if an instructor suspects plagiarism. It was argued that there was no process outlined and no criteria stated for what qualifies as a reasonable suspicion. It was suggested that if students select an opt-out and comply with that opt-out, instructors should not be permitted to submit work, despite their suspicion of plagiarism.

The Provost responded that in his experience and the experience of his colleagues, faculty are not generally suspicious of student submissions. He could imagine a circumstance where a process has been agreed upon, but a piece of work is completely out of character from work done in a controlled situation. This leads to a suspicion that this is not the student's work. Faculty must often go to extreme lengths to determine plagiarism. Checking for plagiarism is designed to protect the standards of the University and the integrity of the work being done. He did not agree to accept an amendment to the wording of the paragraph.

While one professor stated that there are other ways to check for plagiarism, another who has used turnitin.com for two years has found it helpful, especially in showing students where they have gone wrong with their references. She believes that, if anything, the wording is not strong enough. It is clear that papers get recycled and those who want to cheat will simply not agree to submit papers. No student has objected to the use of turnitin.com. Ultimately, the alternative arrangements might be to ask students to only write papers in class.

One member who is a TA found that 30% of a class had the same answer to a question. He proposed that a one-week notice be given to students for them to prove that they have not plagiarized the work. The Secretary commented that this is contrary to policy, as students should not have to prove their innocence.

The Secretary commented that the issue seemed to be the storage of a paper in a database. The issue was not that there are ways to detect plagiarism. If a paper is plagiarized it is already in the database. She had checked with turnitin.com, and it was possible for an instructor to request the removal of a single paper from the database with good justification. Papers cannot be excluded up front.

Motion approved.

5.2 Motions regarding Academic Council Elections
Notice of motion had been given at the last meeting regarding a request for the number of votes received by each candidate in the 2004 Academic Council Election and a change to the election procedures.

The Secretary pointed out that there were errors in wording and fact in the motions as presented.

- The Board of Governors does not publicly disclose the votes in an election but will give the results upon request.
- Academic Council does not have by-laws and policies related to elections, but rather procedures, administered by the Secretary of Academic Council as chief elections officer.
- Since there is no policy, Academic Council can only adopt a change in procedure.
- The motions only apply to student elections.
- The word "faculty" should be replaced by "Faculty".

The Secretary further stated that she was opposed to the disclosure of the results for 2004, as they would be embarrassing to members present in the room, and there was no understanding at the time of the election that they would be disclosed.

It was agreed that there are actually two motions.

B. Lewis moved, A. Deslauriers seconded.
The friendly amendments to the language were accepted.

The Secretary stated that anyone who requests the outcome of the election is entitled to that information. It was asked why, given this fact, it was necessary to disclose the result publicly. The Secretary confirmed that the results were sent to the Deans for communication to the students.

D. Checkland proposed that the motion be amended to include all votes, including faculty. This was seconded J. Cook.
Motion to amend approved.

Motion: Be it resolved that Academic Council adopt a procedure requiring full and detailed election results to be provided to council in writing following Academic Council elections. These results shall include a list of all candidates, the number of votes per candidate, the voter turn-out by Faculty, and the number of ballots and votes cast in total.

Motion approved.

Motion: Be it further resolved that the Secretary of Academic Council be directed to prepare such a report based on the 2004 elections for presentation at the final council meeting of 2003/2004.

B. Lewis moved, A. Deslauriers seconded.

Members spoke against the disclosure of the 2004 results, as this was not the understanding at the time of the election. Members present might be embarrassed by the results of the elections disclosed at this time. B. Lewis stated that he had asked as many candidates as possible if they wished the results disclosed and that they approved of the motion.

Motion defeated.

6. Correspondence

The Secretary reported that other than the letter from Dr. Guerriere regarding the Presidential search consultation, there was no correspondence.

7. Reports of Actions and Recommendations of Departments and Division Councils
E. Aspevig presented course changes in Continuing Education and Graduate Studies.

8. Reports of Committees
8.1 Report of the Nominating Committee – M. Dionne presented.
The report includes the names of the nominated and re-nominated members of the standing committees. The spelling of the name of Deirdre Taylor should be corrected. Report should include the nomination of Jim Dianda as COU Colleague

Motion: That Academic Council approve the nominees for Standing Committee membership for 2004-05 as outlined in the report.
M. Dionne moved, S. Williams seconded.

Motion approved.

K. Penny asked that those members who are not returning to Academic Council next year stand and be recognized.

8.2 Report of the Academic Standards Committee
E. Aspevig thanked all members of the committee for the extraordinary amount of work they have done over the semester.

E. Aspevig moved and M. Zeytinoglu reported. Members of the programs were available to answer any questions.

Motion #1: That Academic Council approve the periodic program review of the Applied Chemistry and Biology Program as conducted by the Department of Chemistry and Biology.
Seconded by S. Boctor

It was commented that the lab issues addressed in the program review had been attended to by the department.

Motion approved.

Motion #2: That Academic Council approve the new Minor in Biology.
Seconded by A. Pevec.
Motion approved

Motion #3: That Academic Council approve the new Minor in Chemistry.
Seconded S. Boctor

Motion approved.

Motion #4: That Academic Council approve the revisions to the Minor in Psychology.
Seconded by M. Dionne

Motion approved.

Motion #5: That Academic Council approve the proposed Curriculum restructuring presented by the Department of Chemistry and Biology.
Seconded by S. Boctor

Motion approved.

Motion #6: That Academic Council approve the designation of Bachelor of Science (Biology) and Bachelor of Science (Chemistry) for students graduating respectively from the Biology and Chemistry programs offered by the Department of Chemistry and Biology.
Seconded S. Cody.

Motion approved.

Motion #7: That Academic Council approve the program in Criminal Justice leading to the Bachelor of Arts (Criminal Justice).
Seconded by A. Pevec.

It was asked how many of the courses are new. M. Moshe replied that two of the courses are existing courses the rest are new courses.

Motion approved.

Motion #8: That Academic Council approve the program in Politics and Governance leading to the Bachelor of Arts (Politics and Governance).
Seconded by C. Cassidy

Motion approved.

Motion #9: That Academic Council approve the program in Sociology leading to the Bachelor of Arts (Sociology).
Seconded by C. Evans

Motion approved.

C. Cassidy asked the people who worked hard to bring about the preceding programs to stand and be recognized.

Motion #10: That Academic Council approve the program in Contemporary Science leading to the Bachelor of Science (Contemporary Science).
Seconded by S. Boctor

It was asked if there are professionally related courses in the curriculum. M. Zeytinoglu responded that the evaluation of courses was the same as that used in engineering programs and that the programs do conform with the tripartite curriculum.

Motion approved.

E. Aspevig congratulated all of the people who put the programs together and the Standards Committee which shepherded the programs through the process. The programs represent an evolution for Ryerson, recognizing students' need for flexibility and including core competency courses which equip students for their future careers. The broad foundation of the science programs provides a base for student growth and development. The programs address the younger cohort of students who are not sure what they want to do and need the time to make career decisions. Some very bright students do not come to Ryerson because they have not decided what they want to do. The programs also provide faculty with new opportunities and will allow Ryerson to bring in highly qualified new faculty. The university is being "filled out", adding to the strong programs for which Ryerson is known. Ryerson is not moving away from its mission to give applied education, but rather readdressing the needs of society in new ways. Peer reviewers were impressed with the innovative Ryerson curriculum.

S. Boctor recognized the efforts of the Chemistry and Biology and the MPCS departments who worked together on the proposal, E. Aspevig for his support and the Academic Standards Committee for its assistance.

It was confirmed that the courses in MPCS listed in the Contemporary Science program are identical to those that have been offered in the past.

C. Cassidy thanked allthe faculty who worked on the new Arts programs for their excellent work.

M. Zeytinoglu was thanked for his excellent work as Vice Chair of the Academic Standards Committee.

9. New Business
B. Lewis announced the Ryerson University film festival will be held on Thursday night.

D. Checkland presented the following quote from the CAUT "Policy Statement on Academic Status and Governance for Librarians at Canadian Universities," passed October 1993, and revised May 2004, for consideration at the October meeting:

> 3.1 As academic staff, librarians have both a right and a duty to participate in collegial governance of the university. They must therefore be eligible to serve as elected or appointed members on all university governing councils and committees. Though the chief librarian may serve in an ex officio capacity, all librarians should be eligible to serve as elected members of the university senate, or equivalent body, and its committees. All governance bodies, including but not limited to departmental and divisional councils, must provide for the effective participation of librarians.

He will also be providing the Secretary with information to be sent to the Composition and By-Laws Committee on how Memorial University dealt with the legal limitation regarding electing librarians as members to their senate. The Secretary agreed that this would be forwarded to the Committee for its first meeting in the Fall.

Motion: Whereas his retirement from the teaching faculty of Ryerson University is imminent;

Be it resolved that Academic Council hereby expresses its heartfelt gratitude and best wishes to Professor John Cook for his long and excellent service to Ryerson University, and in particular for his exemplary willingness to regularly bring to the attention of Council those larger, deeper, frequently more difficult, and occasionally unpopular issues and considerations that are central to its mandate, but which are too easily passed over in the daily business of running a large academic institution.

Moved by D. Checkland, seconded D. Mason

Motion approved.

10. Adjournment
The meeting was adjourned at 8:35 p.m.

Respectfully submitted,

Diane R. Schulman, PhD
Secretary of Academic Council

To: Members of the Board of Governors
         Members of Academic Council

From: Michael Guerriere, Chair of the Presidential Search Committee

Date: August 25, 2004

_____

As you know, the Ryerson Presidential Search Committee has conducted widespread consultations on the mandate and attributes of the next President of the University. The Committee has reviewed 57 written submissions, conducted meetings with 14 faculties, groups and associations on campus, and reviewed the results of 16 interviews with individuals external to Ryerson.

The Committee used the input from these consultations to develop a *Context for the Presidential Search*. This document includes background on the University and a description of the role, performance expectations and attributes of the next President of Ryerson. The Committee believes that this document reflects the feedback from consultations with Ryerson's various communities.

On behalf of the Search Committee, I am forwarding the *Context for the Presidential Search* to you for information. The Committee would be pleased to receive any comments that you may have on the document. It will be posted on Ryerson's web site in the section devoted to the Presidential Search and will be provided to potential candidates as part of the search process. Please forward any comments you may have to my attention at: m.guerriere@courtyardgroup. com.

We are now moving into the candidate review and interview portion of the search. The process continues on schedule.

Thank you to all of you who have taken the time to provide advice and support for the search process. I hope you all found time to enjoy the summer.

RYERSON UNIVERSITY
CONTEXT FOR THE PRESIDENTIAL SEARCH

Developed by the
Ryerson University Presidential Search Committee
August 25, 2004

BACKGROUND

Ryerson is a university on the move. It is known for its distinctive mixture of innovative, professionally-relevant programs of study and an educational experience built on the creative integration of theoretical and applied learning. Increasingly, it is known for the quality and value of its scholarship, research and creative endeavours. Above all, it is recognized for the quality of its graduates who leave Ryerson well prepared to contribute to their professions, their communities, the economy, and society as a whole.

Ryerson is a *learning community* that has an array of distinguished and distinctive programs that are integrated with and engage the business and cultural communities, government, community agencies and the professions. It offers over 50 undergraduate and graduate programs distinguished by a professionally relevant curriculum and a strong emphasis on research and creative activities.

Students come to Ryerson to acquire current, career-related knowledge as well as to sharpen their critical and creative faculties, develop capacities for leadership, and participate in an environment of continuous learning and intellectual discovery. Through the G. Raymond Chang School of Continuing Education, the largest of its kind in the Canadian university system, adult learners are provided with unparalleled opportunities to pursue professional and personal enrichment and to re-tool for the changing economy.

Located in the heart of culturally diverse Toronto, Ryerson is in a unique position to integrate multicultural urban issues into its course offerings, research and community partnerships. This urban setting is integral to Ryerson's distinctive approach to learning, teaching and research. Ryerson has a diverse student population that is eager for opportunities to fulfil its potential and make a valuable contribution to Canadian society.

Since gaining full university status in 1993, Ryerson has experienced extraordinary growth, in both its size and scope. Its annual operating budget has doubled to $250 million supported by a $210 million capital expansion (to be completed in 2006). It has 18,000 undergraduate students, 500 graduate students (both Master's and Ph.D.) and 60,000 continuing education registrations annually. Research grants now exceed $10 million per year.

THE ROLE OF THE PRESIDENT

The President of Ryerson is accountable to the Board of Governors of the University. The President is responsible for and has the authority to implement, supervise and direct the educational policy, general administration and property of the University, as outlined in the General Bylaws of the University (Article 13).

Ryerson is seeking a visionary leader who will continue the transformation process underway over the past decade and take the University to a new level of success. We seek an individual with a record of leadership and accomplishment who will command the respect of the University and its many stakeholders. This individual will:

• Be excited by Ryerson's innovative teaching approaches;
• Work with the University's communities to continually challenge and reinvent the way modern university education is delivered;
• Infuse the campus with energy and guide Ryerson's continuing quest to keep its programs relevant for its students and the organizations that employ them;
• Stimulate growth in research and graduate programs to strengthen the academic fabric of the University; and
• Be an articulate spokesperson for the University and lead its external relations, fund raising and government relations efforts.

A campus-wide collaborative process resulted in the creation of *Learning Together* a new Academic Plan that was adopted last year[1]. This Plan provides the framework for Ryerson's next five years of growth and transformation. It envisions integrating Ryerson's long tradition as an institution of applied learning with the potential inherent in its position as an evolving university. Applied education in today's context is based on nurturing creativity and a broadly informed perspective as well as imparting more specialized knowledge. The new President will work with the entire Ryerson community to bring the directions articulated in *Learning Together* to fruition.

PERFORMANCE EXPECTATIONS OF THE NEXT PRESIDENT

Engage the Ryerson Community in Pursuing a Shared Vision for Growth

_____

[1] Ryerson University, *Learning Together: An Academic Plan for Ryerson University 2003-2008.* Available at www.ryerson.ca/provost/docs_policies/

The President will work with the University community to develop a strategic plan that gives form to the Academic Plan and embodies a shared vision for Ryerson as a learning community. This strategy will include the measures necessary to implement the following elements of the Plan:

• Growth in the number and size of quality undergraduate and graduate programs (the latter are likely to double their current enrollment level);
• Considerable expansion of peer-reviewed research activities, at a minimum, double heir current level of activity;
• Expansion of community, industry and academic partnerships to maintain the societal relevance of Ryerson's teaching and research programs;
• Continued strengthening of the academic standards that apply to all programmatic components of the undergraduate curriculum;
• Continued expansion of Continuing Education activities in both scope and scale; and
• Further work to enhance campus facilities, expand research and teaching space, and develop a physical environment conducive to academic growth and the learning community.

The key to success in all of these endeavours is the need for a vision that is shared and proudly pursued by Ryerson's constituencies. The President will have to spend significant time communicating this vision, and helping all to understand how they play an intrinsic part in the future development of a great organization. This requires both a pervasive pride in Ryerson's traditions as well as lofty aspirations for its future as a comprehensive university, as outlined in the Academic Plan.

Promote Excellence in Education

The President will target opportunities to differentiate Ryerson University as an institution that makes a unique and distinctive contribution to post-secondary education recognised throughout the country. The key is to promote Ryerson's distinctive qualities without compromising its academic excellence.

The centrepiece of Ryerson's tradition is excellence in undergraduate teaching. As we develop into a comprehensive University, there is a passion for maintaining this excellence and extending it to graduate programs as they are introduced. The President will develop strategies to promote excellence in undergraduate and graduate teaching, including the development of new and innovative undergraduate and graduate programs that build on the strengths of existing full and part-time programs.

Educational excellence depends on success in attracting and retaining top quality students. Continued enhancement of programs that support students' needs financially, socially and academically is a priority. The entire Ryerson community must be vigilant in eliminating barriers to students achieving their academic goals so each student can reach their full potential.

The President will also support the ongoing growth of continuing education and life-long learning through innovative strategies that meet the education needs of various communities. Potential areas for growth and development include partnering with

industry as the educator of choice in executive and professional development, meeting the leadership development needs of the for-profit and not-for-profit sectors, and promoting excellence in university-based continuing education.

Academic success depends on the quality of the faculty and staff, and their working environment. The President will be relentless in pursuing strategies to attract and retain excellent faculty, instructors and staff. The orientation of the administration will be to support the faculty and staff, and create a spirit of collegiality and cooperation among administration, educators and staff. Effective employee relations, and a focus on developing distinctive approaches that set Ryerson apart as an employer of choice compared to other universities, will be hallmarks of the administration.

Promote Excellence in Scholarly, Research and Creative Activity

The President will promote the expansion of scholarly, research and creative activities consistent with the Academic Plan. We aspire to a research agenda that enriches the learning environment for students, attracts faculty and graduate students, advances knowledge, and improves societal policy and practice.
High quality research and creative activity will be encouraged and supported in all fields, with a special focus on areas in which Ryerson possesses significant expertise with the potential to attract significant external support. This will involve the expansion of Ryerson as a significant research University that is recognised for excellence in a broad range of peer reviewed forums.

Strengthen Effective Administrative Systems

The next President of Ryerson will have to manage a major transition in the senior leadership of the organization. Within the first two years of the new President's mandate, searches will be conducted for the Chancellor, Provost and several of the deans and vice presidents. It is essential that the President recruit a team of accomplished leaders dedicated to continuing the growth agenda of the University. The President will also work in tandem with the Board of Governors and Academic Council to ensure that the governance structure is effective and optimally engaged in support of this agenda.

Change has come quickly to Ryerson over the last decade. More than half of the faculty have been recruited in the past ten years. In addition, one third of the faculty will retire in the coming decade. Although the University has doubled in size, its internal processes, roles and management structures have changed little. The President will review the roles, responsibilities and accountabilities of decision makers at all levels with the goal of improving and streamlining effective and efficient internal operations. A particular priority will be improving structures in support of deans, department chairs and program directors.

There is a strong desire for the President to be physically present throughout the campus, and to communicate the vision for the future and the part that each individual will play in creating that future. The President must act as coach and champion on campus to promote a spirit of collegiality and cooperation among faculty, staff and students; improve internal communications; and build morale.

Ensure Financial Viability and Growth

Ryerson is in good financial health. As with other universities, Ryerson shares common financial challenges:

• The lowest government grants per student of any province in Canada
• Two year tuition freeze
• No commitment from government to fund inflationary cost increases in future years

Ryerson also has two unique challenges:

• Students who are not funded by the government – so called "unfunded BIUs" – resulting in lost income of $16 million per year
• A small endowment fund of $26 million

The President will build strong working relationships with all levels of government with the goal of ensuring appropriate and sufficient funding to support continued financial health and growth. The President will ensure the ongoing fiscal integrity of the University through effective capital and operational planning.

In 2004, Ryerson publicly launched its *Invest in Futures* campaign. This $100 million campaign has raised over $60 million. New leadership has recently been recruited for the Advancement and Communications VP portfolio and the resources for the campaign have been substantially increased. The new President will work to enhance fundraising results for capital projects and build Ryerson's endowment.

Promote Ryerson's External Profile and Position as a Leader

The President will promote, with government, business and the broader community, the distinctive characteristics and achievements that set Ryerson apart from other Universities. This includes increasing Ryerson's profile as a University, its reputation for academic excellence, the quality of its graduates, and its "name brand" in the community, province, country and internationally.

The President will also lead efforts to enhance and foster strong relationships with government, public stakeholders, alumni and donors to ensure there is a broad coalition of supporters prepared to assist Ryerson in tangible ways.

Educating the Leaders of Tomorrow

Although Ryerson has a number of high profile programs that prepare graduates for specialized professional careers, its primary goal is to educate students to be critical thinkers and lifelong learners. These academic principles cut across all Ryerson programs as we aspire to equip our graduates to be societal leaders. Whether full or part-time, graduate or undergraduate, degree or certificate, on-campus or distance learning, mature or new high school graduates, our focus is on giving our students the learning environment they need to reach their goals.

Despite all the competing priorities inherent in administering a large organization, the President must promote a value system that puts students at the centre of the University's mission. The quality of campus life and the student experience, in both its academic and social aspects, is the lifeblood of the institution. This is the basis for our reputation which, in turn, is what leads excellent students to apply to our programs, and excellent faculty and staff to aspire to work here. Ultimately, it is this combination of factors that makes our graduates people who make things happen, and strengthens Ryerson's reputation all the more. We have spent the past ten years nurturing this virtuous cycle in the fervent belief of its importance to Canadian society. We seek a leader who will work with us in continuing this quest.

ATTRIBUTES OF THE NEXT PRESIDENT

The President of Ryerson will:

• Be energetic and excited about leading Ryerson
• Be passionate about telling the Ryerson story
• Have the capacity to lead a diverse community of scholars and students
• Have the ability to inspire groups to excel and rally around a shared vision
• Be comfortable with and encourage open communication, dialogue and debate from
   all constituencies
• Have a consultative leadership style balanced by an ability to be decisive when required
• Be comfortable with delegating and decentralizing authority
• Have the ability to build teams and promote the merits of working at Ryerson
• Have a strong track record of leading organizational transformation
• Have an open, transparent and accountable management style
• Display strong academic credentials and be "esteemed" in the academic community
• Show awareness and sensitivity to the Ryerson values and its diversity
• Be optimistic, positive and enthusiastically celebrate successes
• Display courage and strength of character that differentiates him or her from others
• Display a sense of humour
• Be innovative and creative

TO: Diane Schulman, Secretary of Academic Council
      Copy: Errol Aspevig, Provost and VP Academic
            James Dianda, Philosophy

FROM: Sanjeev Bhole, Mechanical and Industrial

DATE: July 12, 2004

Summary of Activities of COU Colleagues, October 2003 to May 2004.

October 16 and 17, 2003

- Key role of colleagues within COU was to focus on the medium term and to anticipate issues "around the bend".
- Working paper series comprised three papers per year with each paper having one or two champions who write a draft that is then discussed at future colleagues' meeting. Papers may vary in tone but end up with recommendations. The paper, while informed by the discussion, has authors, is attributed to them and is not a consensus document. After revision, the paper is finalized for publication and is posted on the COU website for a wider audience. Many proposals received from colleagues on topics for 2004 but pared down to faculty contact with students (Neufeld, McQuillan and Sparkes), alternative models of delivering graduate education (Blanco) and hidden issues in using IT for delivering education (Sharpe and Fox).
- Policy environment greatly influenced by the provincial election and election promises of tuition freeze, etc.

December 11 and 12, 2003

- Executive heads had set Council priorities for the next while.
- Sparkes paper "Defining Ontario Universities" was discussed and sparked (*sic*) a debate about the ultimate purpose of a university compared to that of other postsecondary institutions, namely the development of knowledge versus a primary focus on the development of career skills.
- First draft of Neufeld paper "Human Contact in the Ivory Tower" was also presented.
- Under issues, COU had been very busy dealing with the new government. Minister Chambers announced plans for a review of the funding framework of postsecondary sector.

February 12, 2004

- Colleagues would be kept in the loop on priority setting through parallel discussion of selected issues and an annual priority setting at the executive heads retreat.
- Blanco and Rose paper "The Future of Graduate Education" was discussed. The draft piqued the colleagues' interest prompting vigorous discussion and debate around such themes as the changing content and profile of master-level degree programs; for example

the rising popularity of joint and mid-career masters' programs. Discussion also generated a number of possible research questions, notably: To what extent are innovative graduate programs responding to needs? What are the obstacles and benefits of joint programs? Is there a need to increase the number of tailored programs to keep students motivated, and thus more likely to succeed?

April 22 and 23, 2004

- Neufeld paper "Teaching People: The Role of Personal Interaction in Undergraduate Education" was discussed and the author noted that it was more akin to a position paper than a research paper because of its personal slant.
- The Blanco and Rose paper was was also discussed with a special appearance by David Leyton-Brown, Executive Director of OCGS, who offered his feedback on the paper.
- Colleagues were asked to think about possible topics for the 2004-2005 working paper series.

May 27 and 28, 2004

- Executive committee updates included the upcoming review of postsecondary education and the intent of Maclean's magazine to add a university graduate component to its new university survey.
- Final draft of the Sharpe and Fox paper " Learning Technologies in Higher Education: Hidden Issues" was discussed at length. It will be presented to council in September 2004.
- Blanco and Rose paper on higher education will also be presented to council at the September 2004 meeting.
- Colleagues had a general discussion on the purpose and philosophies guiding the working paper series, as some important issues had arisen with respect to a couple of the current papers.
- Issues update included fallout from the provincial May 18 budget and the upcoming review of postsecondary education headed by Bob Rae.

Prepared by:

Sanjeev Bhole
Mechanical and Industrial Engineering.

Memorandum

To: Dr. Diane Schulman

       Secretary, Academic Council

From: Dr. Marcia Moshé

       Program Coordinator

       School of Justice Studies

Date: 8/31/2004

Re: School Name Change

Justice Studies School Council passed a motion in February 2004 to change its name from the School of Justice Studies to the **School of Criminal Justice**. This name better reflects the focus of both its part-time program and new full-time program.

We request that this school name change be brought to Academic Council, at its October 2004 meeting, for approval.

Sincerely,

Marcia Moshé, Ph.D.
Program Coordinator

Memo

Date: 31 August 2004

To: Diane Schulman
            Secretary, Academic Council
            Director, Office of the Provost and VP Academic

From: Neil Thomlinson
            Program Coordinator

Subject: Name change

Part of the proposal for the new Bachelor of Arts in Politics and Governance that was considered and approved by the Dept/School Council and the Advisory Council in February of 2004 involved a change of name. As this change was not specifically minuted when the proposal was considered by Academic Council, I write to ask that it be forwarded for the information of Council at its October 2004 meeting, in order that the necessary changes can be incorporated into the 2005/2006 Calendar.

The name change is from:

Department of Politics and School of Public Administration

to:

Department of Politics and Public Administration.

The original nomenclature reflected the fact that there was a degree associated with "Public Administration" but not with "Politics."

The new nomenclature removes the differentiation and utilises the "Department" designation now standard within the Faculty of Arts.

Thank you for your anticipated attention to this matter.

Initiating School/Department __Information Technology Management__ _   Date of Submission :__September 20, 2004__

Is this the Teaching School/Department, Program School/Department, or both? **BOTH**

Please add extra rows as needed if multiple courses are involved.

_____   _____

Vice President, Academic   Date

Course Code/ Number	Course Title	Nature of Change (Use letters to indicate where provided)				Program(s) Affected	Purpose of Change	Minors Affected
		Hours and Mode	New Course (Y/N)	Re-position (R) Addition (A) Deletion (D)	Required (R) Elective (E)			
ITM 725	Privacy Issues	3 hr. lecture	No	Addition (A)	Elective (E)			Management of Information Systems and Telecommunic-ations

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: __FEAS Science Program Committee__   DATE of SUBMISSION: _Sept.21/04_

Is this the Teaching School/Department, Program School/Department, or both? _____Both_____

[signature]
Provost and Vice-President Academic

Sept 21, 2004
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Hours and Mode	New Course (Y/N)	Nature of Change							Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
BLG 143	Biology I	3 Lect 1.5 Lab	N								First Year Science (Chem/Biol)	Reduction in Semester I hours and redistribution of Biology Lab Hrs.	N/A	Fall 2005
BLG 144	Biology II	3 Lect 1.5 Lab	N								First Year Science (Chem/Biol)	"	N/A	Fall 2005
PSC 119a	Physics I	4 Lect 1 Tut	N								First Year Science (MPCS)	Overal reduction in course hours in Semester I	N/A	Fall 2005
BLG xx3	Cell Biology	3 Lect 1.5 Lab	Y								Chemistry/Biology	Redistribution of Biology Lab hrs.	N/A	Fall 2006

FORM   Page 2   Version: May 2004

Associate Dean, Research, Development and New Science Programs
Faculty of Engineering and Applied Science, Ryerson University

Memo To: Dr. Diane Schulman
            Secretary, Academic Council
            Director of the Office of the Provost

Course Hours Changes in First Year Science and Redistribution of Laboratory Hours in Biology I and II, Cell Biology and Genetics

As suggested by the Academic Standards Committee, the FEAS Science Working Group agreed unanimously to the course hours reduction changes discussed below.

Course hours changes are proposed in First Year Science which will lead to a reduction in total course hours from 27 and 26 hours, in Semester 1 and 2 respectively, to 23.5 and 24.5 hours. More specifically, the Course Change Forms indicate modification of the following courses that will be offered in Year 1.

Course Title	Code	Current Hours/Mode	New Hours/Mode
Biology I	BLG 143	3 Lecture, 3 Lab	3 Lecture, 1.5 Lab
Biology II	BLG 144	3 Lecture, 3 Lab	3 Lecture, 1.5 Lab
Physics I	PSC 119a	4 Lecture, 2 Tutorial	4 Lecture, 1 Tutorial
Orientation	SCI xx1	2 Lecture	1 Lecture

The new hours are within the norms of comparable offerings and the resulting total hours are more consistent with other first year university science programs[1]. We have retained a scheduled orientation program that is consistent with the intended goal of improving transition to university and success in the program, and guiding students through the various degree paths available to them.

In order to retain laboratory hours in the biology curriculum a 1.5 hour laboratory is being added to Cell Biology (BLG xx3) and a 1 hour tutorial is being added to Genetics (BLG xx1). The inclusion of a laboratory for cell biology and a scheduled hour for working on problems (mathematical) in genetics are the norm across biology programs at universities in Ontario[1]. The redistribution of laboratory hours better serves biology majors and other students accessing upper year biology courses, while reducing financial constraints in First Year Science program.
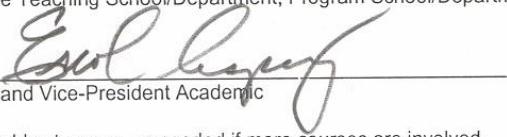
Should you require additional information please contact me at extension 7921 or at sliss@ryerson.ca.

Sincerely yours,

Steven N. Liss, PhD
Professor and Associate Dean
cc: Dr. Stalin Boctor, Dean, FEAS
       Science Program Commitee
       Chairs, Chemistry and Biology and Mathematics, Physic and Computer Science

[1]Carleton, Waterloo, Wilfred Laurier and University of Toronto

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: FEAS Science Program Committee   DATE of SUBMISSION: Sept. 21/04

Is this the Teaching School/Department, Program School/Department, or both? _____ Both _____

Esul Cenpny _____   _Sept 21/04_ _____
Provost and Vice-President Academic   Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Hours and Mode	New Course (Y/N)	Nature of Change							Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
				Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective				
BLG xx1	Genetics	3 Lect 1 Tut	Y								Chemistry/Biology	Redistribtuion of Biology Lab Hours	N/A	Winter 2007
SCI xx1	Orientation	1 Lect	N								First Year Science	Overall reduction in course hours in Semester I	N/A	Fall 2005

Awards & Ceremonials Committee
October 5, 2004
Report F2004-#1 (Amended)

There were 3795 candidates in total approved for June 2004 graduation, which included 3030 Undergraduate, 72 Masters and 693 Certificate students. This compares to 3522 total candidates in June 2003; including 2806 Undergraduates, 26 Masters and 689 Certificate students. Of the June 2004 Undergraduate candidates, 439 graduated with Honours, as compared to 379 for June 2003.

The Governor General's Academic Silver Medal was awarded to Jin Wang, Computer Science.

Gold Medal Awards and Howard Kerr Memorial Scholarship were awarded to:
Faculty of Arts: Danny Bourne, Public Administration
Faculty of Business: Elizabeth Sullivan, School of Business Management
Faculty of Communication & Design: Andrew Frank, Radio and Television Arts
Faculty of Community Service: Brooke Sykes, Urban & Regional Planning
Faculty of Continuing Education: Lisa Zoppi, Film Studies Certificate
Faculty of Engineering & Applied Science: Litifa Noor, Electrical Engineering

The Brian Segal Award was given to Elizabeth Sullivan, School of Business Management.

Honorary Doctorates:
Arts & Community Services:
Sheela Basrur
Albert Berry

Business:
Yves Fortier
Ed Kilroy

Communication & Design:
Phyllis Lambert
Ted & Loretta Rogers

Engineering & Applied Science:
Fang Ming-Lun
Tak Wah Mak

Fall 2004 Convocation:
Jack Cockwell
Michael Goodchild

Respectfully submitted,

Original signed by
Claude Lajeunesse, Chair
   for the Committee

Report of the Nominating Committee
October 5, 2004

Motion: That Academic Council approve the following nominations:

Academic Council – Note that all of these are appointments made by the Deans to replace members who have resigned, as per the By Laws of Academic Council.

Margaret Malone, Faculty, Community Services (Nursing) (to replace Lillie Lum)
Latif Merali, Alumni Representative (to replace Valerie O'Brien)
Mary Jo Nicholson, Business Management (to replace Jane Monro)

Animal Care Committee
Vadim Bostan, Chemistry and Biology
Miriam de Jong, Technical Specialist, Biochemistry

Appeals Committee
Janet Chappell, Faculty, Community Services (Nutrition)
Lutfal Islam, Student, Continuing Education
Darryl Smith, Business Management

Learning & Teaching Committee
Tasha Jammehdiabadi, Student, Community Services (Nutrition)

Research Ethics Board
Billie Hermosura, Student, Community Services (Nutrition)
Summer David, Student, Community Services (Nursing)

SRC Committee
Rebecca Rose, Student, Communication & Design

Respectfully submitted,

Michele Dionne, Chair, for the Nominating Committee
 Katherine Penny
 Gillian Mothersill
 Dale Shipley
 Chris Evans
 Stalin Boctor
 Carla Cassidy
 Issa Guindo
 Anna Bridges
 Jacob Gryn

School of Graduate Studies

1.   The School of Graduate Studies has reviewed the proposal for an **MN in Nursing** listed below, and submits it to Academic Council for its approval for it to be sent to the Ontario Council on Graduate Studies for external review ('standard appraisal'). Vol. I of the brief ('The Program') is available for review in the office of the Secretary of Academic Council, and Volumes I & II ('The Program', and 'Curricula Vitae') are available for review in the office of the Dean of the School of Graduate Studies (EPH 439). Vol. I of the brief ('The Program') can also be found on the School of Graduate Studies website at: http://www.ryerson.ca/gradstudies/documents/MN_OCGS_Final_001.pdf.

Please see attached **Appendix A:** *Status of New Programs in Graduate Review Process (as of September 10, 2004, for programs planned for September, 2005)*.

Motion

To approve the submission of the proposal for an *MN in Nursing* to the Ontario Council for Graduate Studies for Standard Appraisal.

Note: *Once a program is approved by OCGS, it is presented to the Board of Governors for approval. The Provost has final authority to determine whether a program may proceed.*

RYERSON UNIVERSITY
School of Nursing
Master of Nursing (MN)
SUMMARY

Ryerson University proposes to establish a Master of Nursing (MN) that will be a high quality and professionally-relevant program to prepare students for advanced practice nursing in various health care careers. Although graduate education in Nursing in Canada is a relatively recent phenomenon, there has been a steady increase in the numbers of nursing graduate programs since 1975. However, the relatively small number (six) of graduate nursing programs in Ontario, the location of five of these outside the Greater Toronto Area (which embraces 44% of the population of Ontario), and the focus of most of these on a relatively narrow range of professional interests, has resulted in many nurses obtaining graduate education outside the discipline or province.

Ryerson University is uniquely situated in the GTA, which is the most culturally diverse metropolis in the world, and has a vital role to play in helping to address the multitude of health and illness challenges that exist, and to provide for future health services. There is a well-defined need for this program in Toronto, and the School of Nursing has the capacity and will to provide an innovative program of graduate study. The program complements the School's commitment, the Toronto urban community, and the strong need within the nursing profession for additional graduate opportunities. The leading edge resources (e.g. university teaching hospitals, research institutes, community health centres, long term care facilities) in this social environment are available to graduate nursing students for the advancement of their professional knowledge in practice, education and research

The program meets all of the conditions outlined in Ryerson's academic plan for graduate studies. The curriculum is designed to prepare nurses for advanced nursing practice in a variety of roles and contexts as needed in our contemporary health care system. Advanced nursing practice is an umbrella term that describes nursing practice at the edges of the expanding boundaries of nursing's scope of practice. It describes an advanced level of practice that maximizes the use of in-depth nursing knowledge and skill in order to assume leadership roles in health care

organizations and/or to meet the health needs of clients (individuals, families, groups, populations or entire communities). Graduates of the program will be leaders, role models and educators fulfilling various advance practice roles in a wide range of settings including acute and long term care institutions, community and primary health care organizations, community colleges and universities.

The program curriculum is designed for both full-time and part-time learners. It is anticipated that the first cohort of graduate students would begin in the program in September 2005 (25 full-time students for the course work option). The program will be expanded to include part-time students, and full-time thesis option students, in subsequent years. Students will pursue studies in one of two fields of study: (i) Leadership in Health Care Policy and Education; and, (ii) Health and Illness of Individuals and Communities. To successfully complete the MN degree students must complete 10 courses or equivalent. Those students enrolled in the course work option must complete 7 core courses and three electives (at least two of the electives must be in nursing). The core program consists of five courses that address theoretical issues and research skills that are common to both fields and two courses that are required in each field of study. For the thesis option students must complete six courses plus a thesis, which is equivalent to four credits.

The curriculum is comprehensive and provides a unique opportunity for potential applicants to develop a 'tailor-made' program that would complement their career plans. This is coalesced via the proposal's 'capstone' element, the preceptored practicum and advanced practice seminar series (2 of the 5 Core Courses). Nurses considering advanced roles in leadership and education as well as in the clinical practice dimension of the profession will have the opportunity to develop skills, decision-making opportunities and solid relationships through this program.

Course Curriculum:

Core Courses for All Students
Quantitative Research Methods: Design & Critical Appraisal
Qualitative Research Methods: Design & Critical Appraisal
Nature and Development of Nursing Knowledge
Practicum in Advanced Practice Nursing
Seminar in Advanced Practice Nursing
Required Courses for Field I: Leadership in Health Care Policy, and Education *
Health Policy: A Comparative Analysis
Nursing Leadership in Education
Required Courses for Field II: Health and Illness of Individuals and Communities
Individuals and Families Experience with Health and Illness: Theoretical Perspectives
Population Health and Health Promotion: Community and Global Perspectives
Elective Courses*
Advanced Nursing Ethics
Issues of Informatics, Knowledge Transfer, and Exchange
Diversity and Globalization: Promoting Urban Health

*Students completing a thesis take only one from their field of study for a total of 6 required courses.
**It is recognized that not all elective courses will be offered in a given academic year and that the current list may be expanded as enrollments increase, the program develops and new faculty or adjunct faculty become involved with the program.

Faculty Resources:

A total of 19 core faculty members from the School of Nursing serve as the founding faculty for the proposed MN program. The core faculty have recognized research and practice expertise, as well as publication records in both fields of study. The reputation of faculty members in each field would attract students for graduate study. Ongoing research in these fields is supported by various funding agencies including SSHRC, CIHR and several national

foundations. The School of Nursing has recently appointed an Associate Director: Research and Graduate Studies, whose responsibilities will include being Graduate Program Director.

Appendix A: *Status of New Programs in Graduate Review Process (as of September 10, 2004, for programs planned September, 2005).*

Approval or Action by	Responsibility	MA – Int Economics & Fin.	MA – Pub. Pol. & Administration	MN -- Nursing.
Ryerson Review				
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	X	X	X
Provost	Discusses proposal with Dean, sponsor.	X	X	X
P&P	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality	X	X	X
Council, SGS	Reviews proposal	X	X	X
Academic Council	Reviews program proposal for academic quality and moves to proceed to OCGS	X	X	
Ontario Council on Graduate Studies Review				
Appraisal Committee	7 senior faculty from across Ontario + Exec. Dir read brief and comment to Ryerson. Univ can advertise program.	X	X	
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.	X	X	
Ryerson	Responds to report(s)			
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario)			
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. **OCGS meeting.**			
Further Procedures				
Board of Governors	Program is presented to Board of Governors for approval of financial viability.			
Ministry	The Program is presented to the Ministry for approval			
Provost	Provost may implement the program.			

School of Graduate Studies

2 a)   For information, the School of Graduate Studies submits the following course number and title changes for courses offered at York University for the joint graduate program in Communication and Culture. These changes are being submitted for information purposes in order to have the courses properly listed on RISIS for the registration of Ryerson students. No Ryerson teaching faculty or department is affected by these changes.

i)   Split the Master's and Doctoral students Seminar course from *CC8903/COCU 6003 0.0 MA Seminar in Communication Research and Practice* to create *CCtba / 7303 0.0 PhD Seminar in Communication Research and Practice*.

ii)   Cross-list *CCtba / COCU 6122 3.0 The Post Human Condition: Theory and Politics*, which is the same as York University courses *Political Science 6084 3.0* and *Social Political Thought 6681 3.0.*

2 b)   For information, the School of Graduate Studies will submit the following courses offered at York University for the joint graduate program in Communication and Culture, to be offered in Fall 2004, to Academic Council for information on October 5, 2004. These courses are being submitted for information purposes in order to have the courses listed on RISIS for the registration of Ryerson students in Fall 2004. No Ryerson teaching faculty or department is affected by these changes.

CC tba (Elective Course)
Introduction to Broadcast Management
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: March 22, 2004
SGS Council Approval Date: June 24, 2004

CC tba (Elective Course)
Wired World: Culture, Technology, and Contemporary Philosophy
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: January 26, 2004
SGS Council Approval Date: June 24, 2004

CC tba (Elective Course)
Communication and International Development
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: March 22, 2004
SGS Council Approval Date: June 24, 2004

CC tba (Elective Course)
Communication and Public Interest
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: January 26, 2004
SGS Council Approval Date: June 24, 2004

CC tba (Elective Course)
Global Media
Programs Affected: GCAC, GCAP, GCDC

Program Approval Date: January 26, 2004
SGS Council Approval Date: June 24, 2004

CC tba (Elective Course)
The Post-Human Condition: Theory & Politics
Programs Affected: GCAC, GCAP, GCDC
Program Approval Date: June 3, 2004
SGS Council Approval Date: September 2, 2004

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Dr. Maurice Yeates
Chair
School of Graduate Studies Council

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #F2004–1; October 2004

In this report we bring to Council our recommendations on the periodic program reviews of the *Performance-Acting, Performance-Dance and Technical Production* programs administered by the *Theatre School,* the *Fashion* program administered by the *School of Fashion* and the *Graphic Communications Management* program administered by the *School of Graphic Communications Management.*

Further documentation on the items addressed in this and all other ASC reports is available for review through the Secretary of Academic Council

PERIODIC PROGRAM REVIEWS

The following reviews have been completed in accordance with Academic Council Policy #126, *The Periodic Review and Evaluation of Undergraduate Programs at Ryerson.* By this policy and its associated procedures, all programs are reviewed on a cyclical basis with respect to academic quality, societal need, and financial sustainability.

1. Theatre School Programs: Performance-Acting, Performance-Dance and Technical Production

Program Description

The Theatre School was founded in 1971 as an autonomous academic unit within Ryerson. It offered three-year diploma programs in theatre and dance, and was one of only two schools in North America providing full-time professional theatre training in acting, dance pedagogy, arts administration, and technical production under one roof. In 1994 the *Technical Production* program became a four-year program leading to a Bachelor of Applied Arts (BAA) degree, educating theatre professionals capable of managing personnel and resources within the live production environment. The BAA degree designation was subsequently changed to Bachelor of Fine Arts (BFA). In 1999, the *Performance-Acting* and *Performance-Dance* programs became four-year programs leading to BFA degrees.

The Theatre School currently delivers degree programs in *Performance-Acting, Performance-Dance* and *Technical Production.* These programs are designed to prepare actors, dancers, dance teachers and production professionals for careers in the performance arts and in the entertainment industry. Theatre and dance productions augment a schedule of classroom and studio instruction conceived to provide a solid foundation of knowledge, artistic and technical skills as well as practical experience in performing and staging. The Ryerson Theatre School

distinguishes itself as a unique BFA program that blends the three disciplines of acting, dance and technical production. Throughout its history, the School has taught many students, who have graduated to become stars with international stature.

The curricula of the *Performance-Acting* and *Performance-Dance* programs consist of 43 one-semester course equivalents (Ryerson calendar, 2004/2005, pp. 502–508). Twenty-four one-semester course equivalents are professional courses, 13 are professionally-related courses, and 6 are liberal studies courses. Four, year-long "umbrella" courses constitute the fundamental elements of the two disciplines, whereas the remaining courses are shared. The *Technical Production* program consists of 38 one-semester course equivalents (Ryerson calendar, 2004/2005, pp. 509–516). Twenty-one one-semester course equivalents are professional courses, 11 are professionally-related courses, and 6 are liberal studies courses.

Admission to the program is based on OSSD with six U/M or OAC courses including OAC or 12U English with a minimum grade of 65% (*Performance-Acting*) or 60% (*Performance-Acting, Technical Production*). Applicants to all three programs are expected to appear for an entrance audition and/or interview. The School admits on the average 137 students into the first year and an average of 95 students graduate every year.

The Program Review

The review, conducted in the 2003/2004 academic year, provides a comprehensive base of information about the programs and the School. This includes student data, student and graduate surveys, and a comparator review. The Peer Review Team[1] (PRT) report and the Department's response to the PRT report provide further insight into the three academic programs.

Assessment of Strengths and Weaknesses

The assessment of program strengths and weaknesses based on the self-study report and the observations and comments made by the PRT are as follows:

Strengths:

Faculty: The faculty members represent the single most important strength of the Theatre School and its three programs. Collectively, the faculty members are a "creative group of individuals who maintain currency in their field through their professional practice as well as through service and participation in professional associations". In recent years, a number of faculty members in the Theatre School have won teaching awards. This fact is a testament to the faculty's dedication to the programs and students. In its report, the PRT observed that the programs "accomplish a great deal with a small full-time faculty" (there are nine full-time faculty), and that "this core faculty are strong, experienced and demonstrate a clear passion for their work and tremendous enthusiasm for their students." The School also relies on a significant

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[1] Profs. S. Garber (Western Michigan University), A. Green (University of British Columbia), K. McGaw (University of Alberta).

number of sessional instructors to deliver its academic programs which "gain strength by the involvement of a wide-range of professional theatre practitioners who work as sessional instructors".

Program Environment: Currently, the Theatre School offers three programs in *Performance-Acting, Performance-Dance* and *Technical Production* which represent a unique blend of programs. The School has a national profile and it is highly regarded by and strongly connected to the industry. The *Performance-Acting* program has a very high student demand (expressed as the ratio of number of qualified applicants to the first year intake). In fact, the *Performance-Acting* program enjoys the highest student demand of any program at Ryerson.

The School has established ongoing relationships with professional associations and unions which affect/govern students' work.   Dance students teach dance classes throughout the city and take part in various performances. Dance faculty teach and choreograph across Canada and develop connections with other schools, professionals and prospective students. Senior acting students are active in fringe festivals across Canada. Production students produce, manage and design the annual St. James Christmas concert.

Curriculum: The current *Performance-Acting* and *Performance-Dance* programs were first established in 1999 when these programs where structured as four-year degree programs. They exhibit highly integrated curricula which allow students from both programs to share a significant number of courses over the four years. Student surveys in these two programs demonstrate a high satisfaction rate. The School invites 'distinguished professionals' as guest producers, directors, and choreographers to become involved in student work, enhancing School-student-industry connections.

One of the highlights of the performance programs is the *Creative Performance* course which "stands out as a unique element of the Theatre School's activity". This course serves as an experimental laboratory where actors and dancers create their own work for performance.

Weaknesses:

Facilities: The present facilities severely limit the School's ability to deliver the depth and breadth of the current curriculum, and leave no room for development. The School and the PRT identified the state of the School's facilities, and their impact on the programs, as a weakness. The studio equipment used by the *Technical Production* program students requires upgrading to bring the equipment in line with industry standards.

Student satisfaction with the Technical Production program: The results of the *Current Student Survey,* administered in 2003, indicate a uniformly positive assessment of the *Performance-Acting* and *Performance-Dance* programs. In the *Technical Production* program, first and second year students were more likely to recommend their program and Ryerson to others than were third and fourth year students. The School recognizes the high dissatisfaction rate among the *Technical Production* program students and has taken measures to address the problem. The *Graduating Student Surveys* of 2000 and 2003 also point out the "positive changes" in the way the *Technical Production* program students feel about their program.

Faculty and Program Environment: As a result of the double-cohort, the first-year enrollment in the three programs has increased from approximately 120 to 137. The faculty will face an increasing workload with the phasing in of the double-cohort enrollment. This is likely to place a greater strain on faculty resources, particularly in performance-based programs where studio-based learning has been the norm of program delivery. Therefore, meeting the hiring targets for new faculty is of utmost importance to keep the faculty workload at acceptable levels while delivering a reasonable number of electives and providing studio-based learning in key areas.

In the 2003/2004 academic year, nine tenured/tenure-track faculty and thirty sessional instructors delivered the School's three academic programs. While there is a well-grounded and universal consensus that sessional instructors can and do enrich the program by bringing expertise in highly specialized fields, there is "also a real need for the continuity and long-range program development that can only come from the long-term, permanent faculty person". Consequently, the high reliance on sessional instructors is deemed to be a challenge to the School and its programs.

In interviews with the PRT, faculty members expressed some concern with the lack of clarity about what is expected and required of them in scholarly and creative work at the University. The evaluation and definition of creative research is a challenge to all institutions with conservatory type programs. Continuing ambiguity in this crucial subject is likely to create unease among faculty, particularly among probationary faculty. The School is cognizant of this problem and is developing a school-based scholarly, research and creative activity (SRC) plan to rectify the situation.

Curriculum: While the number of elective courses appears to be impressive, not all of these electives are actually offered. The current elective offerings limit students' choice and increases student dissatisfaction.

The *Technical Production* curriculum is in need of significant modification and further integration with the two performance programs to break down the "silo" effect.

Responses to Strengths and Weaknesses:

The School has initiated a number of responses to observed strengths and weaknesses and has developmental plans in place to address several others.

Facilities: The School will receive two new studios (one dance studio in Kerr Hall and one multi-purpose studio in Eric Palin Hall to be used by the *Technical Production* program). These new studios will be ready for Winter 2005 and are expected to partially alleviate the studio space problem. The School has also upgraded the sound equipment used by the *Technical Production* program students. This upgrade will ensure that the new sound equipment will conform to industry norms and provide the program students with a modern learning environment.

As part of its long-term objectives to modernize its facilities, the School is exploring the possibility of the expansion and renovation of the Theatre School building.

Curriculum: In its development plan the School has identified curriculum restructuring in the *Technical Production* program as a priority. The School expects to submit the restructuring proposal to the Academic Standards Committee (ASC) in Fall 2004 with an implementation target of Fall 2005. The new curriculum will exhibit the following characteristics:

- A shift from one to two years of general study followed by specialization in the final two years.
- Sharing of a number of academic courses with students in the *Performance* programs, thus reducing the tendency to create silo communities while bringing efficiency to program delivery.
- Streamlined content delivery by reducing *Technical Production* program specializations from the current five to three.

The School is currently conducting an in-depth analysis of the course offerings, their content and sequencing in all of its three programs. The objective is to streamline and enrich the elective course offerings.

The School intends to expand its "distinguished professionals" program by bringing in "resident artists". In particular, there is a concerted effort to provide a professional presence in the *Technical Production* program through invited Guest Designers.

Faculty: Three new faculty members joined the School in August 2002. One new hire (to replace a retiring faculty) joined the School in August 2004.   The influx of new SRC oriented faculty is expected to strengthen the School's SRC capacity and productivity. The School is striving "to ensure that creative artists have their work valued in the same light as academic researchers". The School is developing its own SRC plan using the *Faculty of Communications and Design* (FCAD) template. The School also intends "to encourage original, pragmatic research that will feed directly back into the program and will focus on improving both academic and professional methodology, positioning the program as one which is at the formative edge of theatre and dance". This approach is also expected "to create a scholarly and creative forum that will raise the program's profile within professional and academic ranks throughout the world of theatre".

ASC Evaluation

The program review documents were comprehensive and well organized; they provided detailed background information and a candid analysis of the program's strengths and weaknesses. Student, alumni and employer survey results were also part of the program review and provided valuable insight regarding the views of these constituencies on various program elements.

ASC's assessment of the Theatre School and its programs is presented below formulated as a series of recommendations:

- **Facilities:** The ASC recognizes the significant challenges to the effective delivery of the curriculum presented by the School's current facilities and equipment. While some measures have been taken that will allow the School to address its most pressing space and equipment concerns, they do not represent a long term, stable solution. Therefore, *ASC strongly encourages the School to work with the FCAD and University administration to identify and formulate long-term solutions to its facilities and equipment challenges.*

- The Theatre School at Ryerson has a well-deserved reputation as an important training ground for professional dance and theatre artists and technicians. Over the years the School, its faculty and staff members have been exemplary in providing a first class education despite increasing workload, and deteriorating financial climate and facilities. Today, while the School's reputation remains strong, the human resource and physical infrastructure bases that support this reputation are at risk. The School is facing considerable challenges that may affect the future of its programs if they are not attended to in a timely manner. *ASC encourages the School to work with the FCAD and University administration to identify and formulate lasting solutions to these challenges that can potentially imperil its reputation and the future of its programs.*

- **Definition of SRC activities:** The definition of SRC activities, particularly in a performance-based program environment, is an essential first step towards establishing a research culture. The Theatre School has an increasing number of faculty members who are contractually required to be active and productive in their respective SRC endeavors. The School is in the process of developing its own SRC plan using the FCAD template. Such a School based SRC plan can incorporate how performance-based creative activities in other similar university programs are considered to be comparable to traditional academic research, and will clarify University SRC expectations related to tenure and promotion. *ASC emphasizes the importance of this initiative and recommends that the School complete its own SRC plan as soon as possible.*

Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean and the Provost and Vice President Academic by the end of June 2006.

Recommendation

Having determined that the program reviews of the *Performance-Acting, Performance-Dance* and *Technical Production* programs administered by the Theatre School satisfy the relevant policy and procedural requirements, the Academic Standards Committee recommends:

> *That Academic Council approve the periodic program review as conducted by the Theatre School with the recommendations listed in the* ASC Evaluation section.

2. Fashion

Program Description

The School of Fashion has existed in one form or another since Ryerson was established in 1948.

In its early years the School of Fashion Crafts offered a 3-year costume design diploma program

and a 2-year junior designing diploma program. The Department of Fashion was established as a

separate entity in 1970 and by 1985/1986 it had evolved into the School of Fashion, offering a

Bachelor of Applied Arts (Fashion) degree with options in fashion design (apparel and apparel

production management) and fashion marketing. In 1999/2000 the School revised its curriculum,

resulting in the development of two distinct options within the program: *Fashion Design* and

Fashion Communication both of which employ at their root the design process. In 2003, the

School changed its degree designations to Bachelor of Design (Fashion Design) and Bachelor of

Design (Fashion Communication) to reflect the type of education it currently provides.

The School of Fashion prepares program students for a variety of careers in fashion industries and related practices. The first year of the program is common to all students. This foundation year provides an overview of the knowledge and skills applicable to all branches of the fashion industry. Starting in the second year, students can specialize in one of the two program options: *Fashion Design* and *Fashion Communication.* The *Fashion Design* option prepares students for a variety of careers in the global marketplace. Areas of concentration include apparel design, illustration, patternmaking, draping, construction and apparel production. Students who opt for the *Fashion Communication* option take courses in areas such as marketing, communication, fashion in international markets and entrepreneurship. These courses, combined with professional studies in communication design, illustration, packaging, photography and broadcast journalism, produce graduates who can work in all areas of fashion communication.

The curriculum of the Fashion program consists of 44 one-semester course equivalents (Ryerson calendar, 2004/2005, pp. 255–263). In the case of the *Fashion Communication* option, 24 one-semester course equivalents are professional courses, 14 are professionally-related courses, and 6 are liberal studies courses. Twenty-seven one-semester equivalent professional courses, 11 professionally-related courses, and 6 liberal studies courses constitute the curriculum

of the *Fashion Design* option. All program students are required to complete 400 hours of documented work experience.

Admission to the program is based on OSSD with six U/M or OAC courses including OAC or 12U English with a minimum grade of 60%. Applicants are required to submit a portfolio which provides evidence of versatility and creative awareness. Although art/visual art is not treated as an academic prerequisite for admission to the program, the School strongly recommends that candidates seeking admission to the program pursue art courses. The School admits an average of 140 students (equally divided between the two options) into the first year and an average of 85 students graduate every year.

Program Review

The review, conducted in the 2003/2004 academic years, provides a comprehensive base of information about the programs and school. This includes student data, student and graduate surveys, and a comparator review. The Peer Review Team[2] (PRT) report and the School's response to the PRT report provide further insight into the program.

Assessment of Strengths and Weaknesses

The assessment of program strengths and weaknesses, based on the self-study report and the observations and comments made by the PRT, are as follows:

Strengths:

Uniqueness: In 1985/1986 the School of Fashion started to offer a four-year degree program with options in fashion design (apparel and apparel production management) and fashion marketing. At that time, the fashion program offered by Ryerson was the only English language baccalaureate degree program specializing in fashion offered in Canada. Kwatien University College in British Columbia introduced a similar degree program in 1999/2000. The Fashion program offered by the School remains the only university-based degree granting fashion program in Canada. The School enjoys a national profile, is highly regarded by, and strongly connected to, the industry.

Industry links: The School and the faculty have strong relations with the Canadian fashion industry. Program students participate in many industry-sponsored competitions including those with McGregor, Zellers, La Chateau, Flare, Holt Renfrew, Hudson's Bay Company, Bata and the ROM. Such competitions enhance the School's reputation, and the program students gain experience by working within industry guidelines. Industry professionals and alumni critique student work and provide valuable feedback to students. This relationship is further enhanced by the School's annual *Mass Exodus* show, which is attended by over 3,000 press and industry personnel.

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[2] Profs. S.I. Helvenston (Michigan State University) and J. McDaniel (SUNY).

Fashion Communication Option: In 1999, the School established the *Fashion Communication* option by merging the Retail Management and Marketing Communication streams. This initiative has been an outcome of the School's visionary outlook which recognized the changing face of the fashion industry where participants increasingly work in multi-disciplinary teams and the ability to communicate effectively is of utmost importance.

High satisfaction rate: Results of the program student survey (2003), graduate survey (2000), alumni survey (2003) and alumni focus group (2003) indicate high satisfaction rates with the faculty, lab/studio experience and most parts of the curriculum. Many members of these constituencies would recommend the program and the University to others.

Weaknesses:

Curriculum: Most of the current curriculum of the Fashion program consists of skills-related courses. This observation by the PRT is also reflected in the student, graduate and alumni surveys, where the respondents expressed the following views regarding the curriculum.

- Assignments are not intellectually challenging.
- There are no courses that focus on leadership skills, professional and ethical responsibilities.
- Tests and examinations do not provide a good measure of the students' mastery of course subjects and there is a lack of useful feedback by faculty.
- Workload is unbalanced between the years and the curriculum is unnecessarily demanding without contributing to the learning process.
- There is inadequate support for the work study component in the curriculum.
- The organization of professional and professionally-related electives is less than ideal and the limited choice of elective courses is a concern.

Faculty and SRC: In the 2002/2003 academic year, 11 tenured/tenure-track faculty, 1 limited-term faculty and 26 sessional instructors delivered the program to approximately 485 students. The School hired two additional faculty into tenure-track positions for Fall 2004. With five retirements expected within the next 7 years the School recognizes that the recruitment of faculty with the desired qualifications, expertise and experience is crucial for meeting its strategic goals. Increasing enrollment (from a total enrollment of 485 in 2002/2003 to approximately 600 once the 25% higher first-year intake due to double-cohort reaches steady-state) resulted in high teaching loads which affected the faculty and staff morale.

The School has identified its significant number of sessional faculty as a challenge, as this makes supervision of course management policies and support of effective teaching practices difficult.

There is a concerted effort within the School, the Faculty of Communication and Design (FCAD), and the University to increase scholarly, research and creative (SRC) activities. With a significant number of teaching oriented faculty, SRC activities in the School are still being

developed. The definition and assessment of SRC activities for an academic unit such as the School of Fashion represents a challenge.

Facilities: The School has stated that the facilities are inadequate, equipment is out of date and that deteriorating conditions have created an environment in which it is difficult to work and learn. The physical space that houses the School lacks a sense of identity that is suitable for a creative program. Students, recent graduates and faculty identified a critical need for the renewal of studio spaces and computing facilities.

Responses to Strengths and Weaknesses:

Revising the curriculum to provide a stronger conceptual base: As recommended by the PRT, the School will work to strengthen the conceptual base of the program by providing more courses related to the culture and history of fashion, design communication, technology, and the global marketplace. The School is re-examining the curriculum to include more courses that deal with the societal, psychological and functional aspects of design as well as critical thinking. In addition, the School intends to counter the "silo" effect by sharing more professionally-related electives within FCAD. The School is currently investigating further curriculum changes, including:

- Examination of all courses in terms of course hours, sequencing and content.
- Updating of course descriptions to integrate important areas identified by the industry focus group.
- Separation of generic elective course slots into designated professional and professionally-related categories.
- Increasing student accessibility to minors.

The School aims to submit the curriculum changes to ASC in Fall 2004 for potential implementation in Fall 2005.

Improvement in the Physical and Technological Environment: The School included its space and technology support needs in the Academic Plan and applied for renovations to existing facilities to address enrollment growth. In particular, the School has requested a space/needs analysis to identify the required upgrading of its physical infrastructure. The School also received a commitment for the creation of an up-to-date MAC / CAD facility to come on-line at the end of the 2004/2005 academic year. These initiatives, if successful, will partially address the School's infrastructure needs.

Faculty and SRC: The School hired a new tenure-track faculty member last spring, and is currently recruiting for a tenure-track position in the area of CAD, textile design and product development. In line with the views expressed in the PRT report, emphasis is on hiring faculty who will contribute to strengthening SRC activity in the School.

In order to encourage SRC activity, the School is developing a five year plan that promotes research and integrates it into the curriculum. The School, with the support of the

Dean, will offer some release time to faculty during the first year of employment and the year prior to applying for tenure. In addition, course loading will be revamped so that stand-up hours will be reduced through revised lecture/studio course balance for relevant faculty.

ASC Evaluation

The program review documents were comprehensive and well organized; they provided detailed background information and a candid analysis of the program strengths and weaknesses. Student, alumni and employer survey results were also part of the program review and provided valuable insight regarding the views of these constituencies on various program elements. ASC's assessment of the School and the Fashion program is presented below, formulated as a series of recommendations:

- **Strengthening the conceptual base of the program:** The most significant issue raised by the PRT is the "perceived need" to place the current program on a strong conceptual base. While acknowledging the School's strong ties with the industry, the PRT stated that the School should be "leading the industry" rather than serving "the industry through skill teaching". The PRT recommended that the School should "re-examine the curriculum asking the question, 'for which careers do we expect our students to be qualified?' … creative thinking will be required to straddle the ideas of training students for the profession versus creating the more general educated person". The PRT also stated that a program based on a strong conceptual base can potentially allow "program graduates to be more broadly employable, not because they have skills related to the various segments of the industry but because they are able to work at higher conceptual level". Thus, the School is challenged to contribute to and shape the industry rather than being shaped by the industry, and to retain its distinctive nature.

  Student and alumni have recommended the expansion of ethics and professional responsibility topics, and the provision of more intellectually challenging courses/ assignments. This represents recognition of the changing face of the fashion industry, which now deals with shortened production cycles and off-shore manufacturing. In this changing environment, where design, marketing, promotion and an international outlook are more important than traditional manufacturing skills, fashion industry professionals will require strong management and communication skills firmly anchored in an education with a strong conceptual base. Therefore, a restructured curriculum, that can educate program students for the "new" fashion industry, is essential for the School of Fashion to retain its leadership position.

  The School of Fashion is aware of these challenges and has started its planning process for restructuring its program accordingly. In particular, the School intends to re-examine the material covered in each of its program courses and revise course contents to enhance the coverage of conceptual topics. ASC commends the School for its vision and initiative. Indeed, restructuring the curriculum towards a stronger conceptual base represents a critical and necessary step for progress. It is also important to recognize that this restructuring process should encompass all elements of the program including the

Fashion Design option. *ASC recommends that moving the program to a more conceptual base to allow its graduates to work at a higher conceptual level should be one of the underlying principles of all (curriculum or otherwise) restructuring for the School and its program.*

- **SRC priorities:** In the next decade the School of Fashion is likely to experience a dramatic transformation of its faculty complement as a result of faculty renewal. An influx of new faculty engaged in SRC will contribute towards establishing a stronger SRC culture within the School. At the same time, this stronger research culture will also influence the curriculum, courses content and program delivery, thus assisting the School to deliver an intellectually challenging program firmly rooted in a conceptual base. ASC encourages the School to proceed with the preparation of a School SRC development plan and the delineation of SRC activities suitable for an academic unit that relies on design and creative output. These initiatives will assist relevant faculty in developing active research programs. *ASC recommends that the School identify its SRC priorities and make its hiring decisions strategically to create a critical mass of SRC activity in selected fields.*

Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean and the Provost and Vice President Academic by the end of June 2006.

Recommendation

Having determined that the review of the Fashion program administered by the School of Fashion satisfies the relevant policy and procedural requirements, the Academic Standards Committee recommends:

> *That Academic Council approve the periodic program review as conducted by the School of Fashion with the recommendations listed in the* ASC *Evaluation section.*

3. Graphic Communications Management

In June 2004 ASC completed its assessment of the Graphic Communication Management (GCM) periodic program review documents consisting of the Self-Study Report dated May 2003 and the Addendum submitted in April 2004. ASC observed that the Self-Study Report is descriptive rather than reflective, analytical, self-critical and evaluative. Furthermore, the Self-Study Report includes very limited critical analysis of the curriculum. ASC is therefore not able to assess the currency and rigor of the program.

ASC's recommendation to reject the GCM program review is not a comment on the quality of the program, but rather a decision based on the failure of the review documents to meet the requirements of University policies and guidelines for the preparation of periodic program review of undergraduate programs. The Dean of FCAD and the School have been notified of ASC's recommendation.

Recommendation

Academic Standards Committee recommends:

> *That Academic Council reject the periodic program review as conducted by the School of Graphic Communications Management.*

Respectfully submitted by

Original signed by

Errol Aspevig,
for the 2003/2004 Academic Standards Committee

K. Alnwick (Registrar)	B. Murray (Philosophy)
Z. Fawaz (Aerospace)	K. Penny (Hospitality and Tourism Management)
K. Gates (Nursing)	D. Phelan (Library)
D. Glynn (Continuing Education)	D. Schulman (Secretary of Academic Council; ex-officio)
R. Keeble (Urban and Regional Planning)	D. Snyder (Image Arts)
C. Livett (student, Geographic Analysis)	R. Stagg (History)
L. McCarthy (Chemistry and Biology)	D. Sydor (Business Management)
A. Mitchell (Interior Design)	M. Zeytinoglu (Electrical and Computer Engineering)
H. Moreau (student, BusinessManagement)	

For Information

The Vice Provost, Faculty Affairs' Response to the
Review of the Learning and Teaching Office

Introduction

In 2003/2004 I requested a review of the Learning and Teaching Office's (LTO) structure, function, and responsibilities. The process included the creation of a review team whose purpose was to research, study, reflect and ultimately make recommendations for change. It was anticipated that the review would provide information and evaluation from the Ryerson community as to the place and function of the LTO and provide some guidance as to its future direction and development. The purpose of this document is to provide a summary of the review team's recommendations and an indication of how the University plans to address them.

Overall, I am very pleased with the report and wish to publicly acknowledge the significant contribution of the review team. I am in broad agreement with the recommendations of the review team; in those instances where recommendations apply directly to the activities of the LTO, I have provided examples of ways in which the LTO team is implementing change, and in other instances we will be proposing changes for the future consideration of Academic Council. It is my hope that members of Academic Council will provide further feedback to the LTO to ensure that the office is fulfilling its mandate as effectively as possible.

Michael Dewson, Vice Provost, Faculty Affairs
September 20, 2004

Members of the Review Committee

Alexandra Bal	Faculty of Communication and Design
Judy Britnell	Director, The Learning and Teaching Office
John Cook	Faculty of Arts
Debora Foster	Faculty of Engineering and Applied Sciences
Mary Foster	Faculty of Business
George Kapelos	Faculty of Engineering and Applied Sciences
Don Kinder	Library
Christopher Knapper	Queen's University (External Consultant)
Diane Schulman	Secretary of Academic Council

The complete report may be found at www.ryerson.ca/teaching.

From the Report

Context and Rationale for the 2003/2004 Review

Although the Learning and Teaching Office in its present incarnation did not come into existence until 1993, University-supported instructional development at Ryerson goes back at least as far as 1978, when a Centre for Instructional Development was established using both seed grants from the Ontario government and support from Ryerson. The Centre was well-funded, had an office, secretarial support, faculty associates, and an extensive library of materials on instructional development. The promise of that Centre collapsed in the budget difficulties of the early eighties and the responsibility for the promotion of excellence in teaching devolved to an informal, unsupported peer group of teachers who continued to press for more structured commitment from the University. In 1991, in response to a recommendation from Academic Council, that commitment was reinforced with the creation of the Group to Renew and Enhance Effective Teaching (GREET), which in concert with a newly reconstituted Learning and Teaching Committee (a standing committee of Academic Council), began to take up the University's formal responsibility for the promotion of excellence in teaching through such activities as workshops, seminars, and conferences on teaching-related matters.

With the creation in 1993 of the Learning and Teaching Office and the appointment of a part-time Coordinator funded by the University, a more formal and professional approach was taken to the development of support programs for both new and experienced teachers. GREET continued to exist as an advisory group to the Learning and Teaching Office, and the Learning and Teaching Committee of Academic Council, chaired by the Director of the Learning and Teaching Office, was given wide-ranging responsibility, according to its published "Composition and Terms of Reference", for the promotion of "more effective learning and teaching" at Ryerson. Its mandate includes "the identification of existing activities and the encouragement of the development of new initiatives and structures as these relate to student learning, student educational experience, and the comprehensive educational environment at Ryerson."

Review Process

The Review Committee undertook an examination of the various activities of the LTO. Available data on participation rates at the LTO's various functions, including its regular workshops throughout the year and the annual May conference were collected. A satisfaction survey was emailed to LTO's clients-those who had attended events, and then surveys were extended to seek out opinions from the Ryerson community as a whole. The committee sought the views of all members of faculty, Chairs and Directors through university-wide invitations and in direct appeals to the individual Faculties. The Review Committee also met with a number of individuals who have contributed to the development of the LTO through past contributions or through present involvement with other groups at Ryerson, such as the Group to Renew and Enhance Effective Teaching (GREET), the Learning and Teaching Committee (LTC) of Academic Council, and the Office of Digital

Media Projects (DMP), all of which share with the LTO a dedication to fostering creativity and good practice in the university classroom. The Associate Vice President, Academic (Research and International Development) provided her views on the interaction of the Office of Research Services (ORS) and the LTO, and on the impact of Ryerson's increasing emphasis on research on the University's traditional commitment to good teaching.

In addition to these surveys, both formal and informal, the Review Committee was enriched by the broad national and international experience of our external consultant, Dr. Christopher Knapper. In May 2003 three members of the LTO Review committee presented an interim report including proposed recommendations to the University's Academic Planning Group (VP's, Deans and Directors) for discussion. The final LTO Review report was given to the Vice Provost, Faculty Affairs and Provost and Vice President Academic in June, 2004.

Report Recommendations and Responses/Status

Report recommendations are followed by responses of the Vice Provost, Faculty Affairs. Responses/status appear in **bold**.

Recommendations Regarding Programming

1. The Learning and Teaching Office should broaden the scope of its programs and activities to reflect past and current institutional changes at Ryerson, in particular the wider variety of teaching and learning approaches being used in the University, the rapid growth of educational technology, and the increased emphasis on faculty research.
Response: An example of our commitment to new challenges is the University's funding of the "Teaching Effectively in Large Classes" project, a collaboration of LTO, the Digital Media Projects office and faculty in the School of Business Management.

2. The major goal of the LTO should be the 'professionalisation' of teaching within the learning community in order to ensure that teaching of the highest quality remains a key University priority.
Response: The LTO launched the new University Teaching Development Program in August 2004 for new faculty and PhD students. This program will continue over the fall and winter semesters.

3. In order to foster a culture of teaching excellence, the Learning and Teaching Office should be responsible for ensuring that accomplishments in teaching be acknowledged and celebrated through various means, including teaching awards, and the wide dissemination of these achievements.
Response: The LTO is in the process of reviewing the teaching award structure and processes.

4. Programs and services offered by the LTO should be both reactive, in that they are driven by the needs of its faculty clients and proactive, in that they are initiated and developed by the LTO based on its commitment to the provision of high quality education that reflects

current research into best practices. While it is important to be responsive to the needs and wishes of those faculty who traditionally participate in LTO events and services, attempts should also be made to reach those who have been rarely involved with the work of the LTO. It is also important that the LTO offer programs that transcend traditional views of teaching, and offer alternative approaches that incorporate new ideas and practice from current educational research to enhance effectiveness.

Response: The Distinguished Educator series is an example of a new program that is a collaborative event between the LTO and a specific Faculty.

5. While the LTO should continue to build upon its successful series of conferences, workshops, and the orientation for new faculty, the LTO should expand its program of individual consultation with faculty members on teaching. Such consultations would bring the work of the LTO closer to the specific interests of the Departments and Faculties. Though such consultations may be quite labour-intensive, they can serve to encourage teaching innovation as well as help faculty experiencing problems with their teaching. Such consultations may involve relatively few teachers, but they may have an impact on the learning of many hundreds of students.

Response: The University has provided funding to all Faculties to designate a Faculty Associate to the LTO who would work locally in the schools/departments and centrally with the LTO to provide relevant programming and consultation.

6. The LTO should continue to offer custom-tailored consultation to departments, relevant committees, and other groups concerned with teaching and learning. In particular, in light of the increasing calls for accountability and program review, the LTO should develop resources and expertise in curriculum development and be available to offer advice to Faculties and Departments on teaching and curriculum issues and the evaluation of courses and programs.

Response: See Recommendation 5.

7. All programs and services available to individuals, to the faculty in general, and to Departments should be described (in a brochure and on the LTO web site) and publicized throughout the University.

Response: Priority is being placed on the web-site development and on the use of email.

Recommendation Regarding Funding

8. The University must provide stable, long-term funding for the LTO. Such funding should be part of Ryerson's operating budget to ensure that the Office has the necessary resources and facilities to engage in long-term planning of programs and activities.

Response: The University has significantly increased the LTO's base budget and provided additional project funding.

Recommendations Regarding Staffing

9. The level of staffing for the LTO should ensure stability, continuity, and adequate resources to offer a wide range of programs and services, and should also allow the LTO to respond to the challenges of Ryerson's Academic Plan, Learning Together, to "respect and enrich Ryerson's differentiated mission,... [to] set quality as the highest priority,...[and to] acknowledge and address the requirements of efficiency, financial sustainability, and affordability."3

10. The minimum staffing requirements of the LTO should include a full-time director, who should be a faculty member released from teaching and other University duties and responsibilities for an agreed upon term of 3 to 5 years ; a full-time administrative assistant; and at least five half-time Faculty Associates, one from each Faculty at Ryerson.
Response: The LTO has new funding to have a full time director, a full time program assistant and 5 Faculty Associates. The term for the position of Director, as will as the question of 100% release from teaching will be discussed as part of the organizational review.

11. The Faculty Associates should be responsible for establishing and coordinating liaison between the LTO and the individual departments within each of the Faculties. In addition, each Faculty Associate should be given a major area of responsibility, such as instructional technology, educational research, teaching innovation, and workshops and conferences.
Response: See Recommendation 10.

12. A Librarian should be designated to liaise and to work with the LTO, to collaborate in the initiation, planning, and implementation of specific Library- or resource-related programming, to support and expand the LTO resource collection, and to work towards an integration of the Library's resources with those of the LTO.
Response: To be followed up in 2004/2005.

13. Consideration should be given to including in the LTO a liaison associate from Continuing Education.
Response: The Dean of Continuing Education is planning to create a part time academic position to provide leadership for professional development programming specifically targeted at needs identified by CE instructors. This fall, two workshops will be offered; "The Use of Technology in the Classroom" and "Assessing Student Learning". Any professional development offerings will be open to the entire Ryerson teaching community.

14. Detailed job descriptions should be developed for each of the positions within the LTO: Director, Faculty Associates, the liaison associates from the Library and from CE, and Administrative Assistant. Furthermore, appropriate performance appraisal criteria that reflect the distinctive nature of educational development work should be established to

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[3]*Learning Together: An Academic Plan for Ryerson University 2003-2008*, 21.

ensure the LTO is able to fulfill its responsibilities to the University and in order that individuals filling these positions are not disadvantaged in the academic rewards process. **Response: Job description development is in process. The recommendation of the establishment of performance appraisal criteria reflecting the distinctive nature of educational development work is being taken under advisement.**

Recommendations Regarding Reporting Structure and Relationships

15. In order to ensure that the LTO's critical role in the advancement of Ryerson's commitment to learning and to a "learning community" as articulated in the university's academic plan, the Director of the Learning and Teaching Office should report to the Vice Provost, Faculty Affairs.
Response: That is the current reporting relationship.

16. An advisory committee should be established to guide the work of the LTO, to offer advice on the LTO's mission, programs and services, and periodically to evaluate the effectiveness of the office. The advisory committee should be chaired by the Vice Provost Faculty Affairs, and should include representatives from each Faculty, selected by the Dean in consultation with the Chairs of the Faculty and with the Vice Provost, two student representatives, and up to three representatives of related university services (such as the Digital Media Projects Office and the Library). Consideration should be given to including an external member drawn from another university or from the outside community. The Director of the Learning and Teaching Office should be a non-voting member of the committee, and the other members of the LTO should be invited to attend meetings as appropriate.

17. In light of the previous recommendation, the terms of reference, the composition, the structure, and the mandate of the present Learning and Teaching Committee of Academic Council should be reviewed by Council.

18. While GREET, the Group to Renew and Enhance Effective Teaching, has done good work in the past and should be commended for its efforts on behalf of teaching at Ryerson, in light of the fact that most functions of GREET have been subsumed by the LTO, GREET should be dissolved and the name dropped. The Review Committee further recommends that a new structure be established to administer awards for teaching.

Response re Recommendations 16-18: We will undertake, in consultation with the current GREET Advisory Committee, and the Learning and Teaching Committee for Academic Council, a review of these recommendations and will report to Academic Council for possible action. I will want to ensure, in considering action related to these recommendations and the organizational review, that we do not create an overly burdensome bureaucracy.

19. In that the Learning and Teaching Office is the unit within the University whose central mission and mandate is to enhance the quality of teaching and learning through the professional development of teaching faculty and staff, the LTO should develop and maintain a distinct, independent, and prominent identity. At the same time the LTO should establish and promote informal, but close, collaborative liaisons with other units at Ryerson that offer support for teaching and learning, such as the Learning Success Centre, the Office of Research Services, the Office of Digital Media Projects, the Library, Student Services, and Continuing Education.
Response: We will continue to strengthen our on-going collaborations with these and other appropriate units.

Recommendations Regarding Space

20. The Learning and Teaching Office should be located in a central, dedicated space within the University, with offices for staff, facilities for meetings and workshops, and a separate space for a resource library. While premises might be shared with other related services, it is important the LTO have its own distinctive spatial identity and presence on campus.
Response: I have been bringing this matter to the University's attention for some time, and am hopeful that a satisfactory solution is not far off.

21. In keeping with the importance of establishing the Office in a central, visible, designated space, and with the desire to ensure that the work of teaching and learning is central – and is seen to be central – to Ryerson's learning community, the Review Committee recommends that the name of the LTO be changed to the Learning and Teaching Centre.
Response: This could be considered within the discussions relating to a new committee structure.

Recommendation Regarding Mission and Goals

22. The work of the Learning and Teaching Office should be guided by a clearly articulated mission statement, linked to program goals and priorities, and consistent with mission and objectives for the whole university set out in Learning Together: An Academic Plan for Ryerson University 2003-2008. The LTO mission and goals should be widely disseminated within the University and communicated to the broader university community through, for example, the LTO web site. Attempts should be made to articulate in the LTO's publications and notices how programs and services relate to its goals and the larger mission. The mission and goals should also be used as criteria against which the work and effectiveness of the LTO is evaluated in keeping with the procedures in the Academic Plan.
Response: See Recommendation 23 below.

Recommendation Regarding Strategic Planning

23. To help develop its mission statement, goals, and key priorities over the next five years, the LTO staff and selected members of the proposed advisory committee should undertake a strategic planning exercise, to start as soon as the new staffing arrangements have been completed . This process should be structured in a manner that is consistent with the Departmental Planning Process (Step 3) as outlined in Learning Together: An Academic Plan for Ryerson University 2003-8.   An important part of the strategic planning process will be to appraise past activities and consider which aspects of LTO programming have been most successful, which were not so successful, and what aspects of learning and teaching are not being addressed by LTO activities, so as to serve as a guide for future program planning and new initiatives consistent with the LTO goals and mission.
Response: The timing and scope of strategic planning should be considered after the organizational and personnel issues have been resolved.

Recommendations Regarding Policy Issues

24. It is important that the LTO have a voice in the many policy discussions and decisions at Ryerson that affect the quality of teaching and learning. Senior administrators should be encouraged to seek the advice of the LTO on policy issues (for example, rewards for teaching, performance evaluation, academic program review). On the other hand, to support its traditional independent role in the university, in most cases the LTO should not be involved in the implementation of policy. For example, while it could offer advice on appropriate ways of evaluating teaching, the LTO should not be the agency that administers an instructional evaluation program. When a policy issue becomes of major concern to the entire institution (e.g. the role of technology in teaching), the LTO's responsibility should be to provide advice from a pedagogical perspective and to promote, through conferences and symposia, the discussion and understanding of issues that might contribute to the decision-making process.
Response: I will take this recommendation under advisement as such matters arise in the course of the University's evolution.

Recommendations Regarding Teaching Awards

25. The Review Committee recommends that, as a means of raising the profile of teaching and fostering a teaching culture at Ryerson, the LTO, in concert with its advisory committee, make recommendations to Academic Council with respect to a program of teaching awards at the University and to the nature of the committee or committees which would make the annual decisions.
Response: In process.

26. The Review Committee also recommends that the LTO should act as a clearing-house for nominations for both internal (university-wide) and external awards should help publicize the awards in the university community, and offer advice on how to make effective nominations.

It should also maintain in a central and visible location a permanent list of all teaching award winners, including awards made at the departmental and Faculty levels.
Response: In process.

Recommendation Regarding a Resource Library

27. The LTO should continue to develop its resource library, which should be expanded in scope (to include journals, books, and videos) suitably housed in the proposed new space, and catalogued to allow easy access to borrowers. The university library should be invited to collaborate in this venture.
Response: See Recommendation 12.

Recommendations Regarding National and International Links

28. The Review Committee recommends that the Director of the LTO be responsible for maintaining and developing contacts with other instructional development centres both in Canada and internationally.   The LTO should maintain active links with the national society, the Society for Teaching and Learning in Higher Education, and explore links with centres and organizations abroad, especially in the USA, Europe, and Australia, where there is a long tradition of education development for university teachers.
Response: The LTO maintains, and will continue to maintain, links with STLHE and POD, and will develop other linkages that support its mission, as resources permit.