RYERSON UNIVERSITY

AGENDA

ACADEMIC COUNCIL MEETING

Tuesday, May 9, 2006

5:30 p.m. Dinner will be served in The Commons, Room POD-250.

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

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1. President's Report

Pages 1-5

1.1 Ryerson Achievement Report
1.2 Sarwan Sahota Award
1.3 National Survey of Student Engagement 2005: Highlights of Results

Page 6-8

2. Report of the Secretary of Academic Council - #W2006-3

2.1 CESAR representative for 2006-2007
2.2 Academic Council timetable (2006-2007)

3. The Good of the University

4. Minutes:

Pages 9-17

4.1 Minutes of the April 11, 2006 Meeting

5. Business arising out of the Minutes

Pages 18-31

5.1 Report of the Ad Hoc Timetabling Committee

6. Correspondence

7. Reports of Actions and Recommendations of Departmental and Divisional Councils

Pages 32-43

7.1 From G. Raymond Chang School of Continuing Education: - Course changes from Health Services Management; and Nutrition and Food

7.2 From School of Graduate Studies –

Pages 44-48

7.2.1 Course additions from: Chemical Engineering; Communication & Culture; Electrical & Computer Engineering; Mechanical Engineering

7.2.2 Review of Status of New Graduate Programs –

i) **Motion #1**: *That Academic Council approve the submission of the proposal for an **MSc. in Computer Science** to the Ontario Council for Graduate Studies for Standard Appraisal.*

ii) **Motion #2:** *That Academic Council approve the submission of the proposal for a **Master of Architecture** to the Ontario Council for Graduate Studies for Standard Appraisal.*

iii) **Motion #3:** *That Academic Council approve the submission of the proposal for a **Master of Journalism** to the Ontario Council for Graduate Studies for Standard Appraisal.*

iv) **Motion #4:** *That Academic Council approve the submission of the proposal for an **MA in Media Production** to the Ontario Council for Graduate Studies for Standard Appraisal.*

v) **Motion #5:** *That Academic Council approve the submission of the proposal for an **MFA in Documentary Media** to the Ontario Council for Graduate Studies for Standard Appraisal.*

8. Reports of Committees

Pages 67-72 8.1 Report #W2006-1 of the Composition & By-Laws Committee
Motion: *That Academic Council approve the By-Laws of the Urban and Regional Planning School Council*

Pages 73-75 8.2 Report #W2006-2 of the Nominating Committee
Motion: *That Academic Council approve the nominees for Standing Committees for 2006-2007*

Pages 76-83 8.3 Report #W2006-3 of the Academic Standards Committee
Motion: *That Academic Council approve the proposed curriculum restructuring in the Architectural Science program.*

9. New Business

Pages 84-95 **9.1** Academic Plan Update

10. Adjournment

RYERSON ACHIEVEMENT REPORT

A sampling of achievements and appearances in the media by members of the Ryerson Community for the May 2006 meeting of

Academic Council.

Events

Sridhar Krishnan, Chair of Electrical Engineering, was profiled in the Toronto Star and on OMNI-TV upon receiving the New Pioneers Science and Technology Award from the non-profit agency Skills for Change. The award recognizes the achievements and contributions of immigrants to our communities. Dr. Krishnan was honoured for his biomedical engineering research in diagnostic medical devices.

Ryerson celebrated student excellence at the seventh annual **Dennis Mock Student Leadership Awards** presentation and reception. Named in honour of former Ryerson Vice-President, Academic Dennis Mock, 49 students received the award, which honours outstanding graduating students who demonstrate leadership, dedication and commitment to University life.

The **Ryerson Rams** celebrated an outstanding athletic season at the 58th annual Interuniversity Sports Awards Celebration, which recognized the dedication and achievement of Ryerson student athletes. Thirty-three Ryerson Rams were also lauded for their outstanding athletic achievement and wished continued success in the future at the annual honorary luncheon for graduating athletes.

This year, over 150 Ryerson Fashion and Theatre students collaborated to make the **Mass Exodus 2006** fashion show one of the most memorable ever. For the first time in its 56-year history, all four shows were completely sold out, resulting in a record attendance of 4,400. In addition, Mass Exodus 2006 was made accessible to the visually impaired via Live Describe, a new audio description technology developed by **Ryerson Information Technology Management Professor Deborah Fels**.

Information Technology Management graduate **Natalie Glebova**, Miss Universe 2005, made headlines when she visited Ryerson Apr. 10 as her last official Canadian engagement. The *National Post, Toronto Sun, Metro, Edmonton Journal, 24 Hours*, and Citytv reported on her visit.

Sixty international students were recognized for their contributions and achievements to the international community at the first **International Student Awards** reception, which was organized by the Office of International Affairs.

President Sheldon Levy and Vice-President Dr. Linda Grayson presented Tri-Mentoring Certificates, Mentor of the Year awards and the first ever Career Strategies Certificates at the **Tri-Mentoring Student Recognition Event**.

MEDIA APPEARANCES

President Sheldon Levy commented on Ronald Bordessa's appointment as President of the University of Ontario Institute of Technology in the Apr. 21 *Toronto Star*. "What I know about Ron is he is one of the very best at bringing colleagues together and talking about shared vision and actually implementing it. He is a sophisticated buyer of ideas ... He will pick the ones that will move the institution and have got traction."

President Levy discussed the cost of providing the latest technology for students in post-secondary institutions in the Apr. 14 *Huronia Business Times*. "All of us are trying to find the dollars necessary to keep up with the demands that are driven by the students and the iPods. If people had any sense of the cost of doing these things they would be amazed."

"The careers awaiting those who go to college have long been underestimated. They are needed for the economy and they offer tremendous satisfaction for the individuals who pursue them," **President Levy** commented on the important role of colleges in the Apr. 1 *Toronto Star*.

Gerald Hunt, Business Management, appeared on CJBC-AM Apr. 19 discussing the bid for the CAW leadership.

“The individual who wishes to remain with the organization and be relevant to the organization can take the challenge, learn new areas and be prepared to be more accountable,” **Art Pierce,** Business Management, was quoted in an Apr. 19 *Globe and Mail* article about challenging employees with increased responsibilities beyond their comfort zone.

John Miller, Journalism, was quoted in an Apr. 19 *Montreal Gazette* article on a new Muslim newspaper. “They (ethnocultural newspapers) do have a point of view … (but) it's quite clear journalism takes precedence over putting forth a favourable view of the religion.”

“The astute retailer, the astute developer follows those trends and it’s pretty easy to follow them. It’s just having the insights and, I suppose, the imagination to respond to them. That’s the challenge. It’s just rethinking. Thinking out of the box a little bit to reflect what the consumer wants,” **Ken Jones**, Dean of Business, commented in the Apr. 17 *Calgary Herald*.

Grace-Edward Galabuzi, Politics and Public Administration, author of the recently published book *Canada’s Economic Apartheid,* was quoted in an Apr. 16 *Toronto Star* article on urban violence. “There is significant anti-social behaviour that leads to violence, and a lot of anger that needs to be addressed along with the structural socio-economic issues that are the root causes of the behaviour, anger and alienation.” Prof. Galabuzi appeared on CBC Radio’s *Metro Morning* Apr. 20 discussing the creation of an independent body to review complaints against police.

”Why would you burn the house down because you spent too much money on the renovations? Fundamentally, the question is, what is it that our investment in gun control is giving us? I would argue we’re getting benefits in terms of preventing injuries, deaths and crime,” **Wendy Cukier,** Business, was quoted in an Apr. 16 Canadian Press article on the national gun registry. Dr. Cukier was among a panel discussing the impact of the Blackberry on the workplace on Report on Business TV’s *SqueezePlay* Apr. 13.

An Apr. 14 *Toronto Star* article on retail in Canada profiled a recent study on the country’s top 20 retail hotspots published by **Tony Hernandez**, Centre for the Study of Commercial Activity.

Suanne Kelman, Journalism, commented in the Apr. 14 *Calgary Herald* on whether reporting the family’s finances put a kidnap victim at risk. “You always have to weigh the benefits versus the disadvantages to the public - I don't see a benefit in knowing the family’s financial details at that point in time, and in fact that kind of information could have placed the boy at risk. The public could have happily waited for that bit of information.” She was also quoted in the Apr. 21 *Vancouver Courier*.

Robert Burley, Masters of Arts in Photographic Preservation and Collections Management Program, was quoted in the *Washington Post* Apr. 13 on preserving photographs. “Hard copies are the right choice if you are interested in long-term preservation. Always make at least two hard copies of those prints you most cherish.”

Janet Conway, Politics, appeared on APTN-TV Apr. 12 regarding a protest by Aboriginal groups against a development in Caledonia.
Citytv reported on Radio and Television Arts’s TARA Awards ceremony Apr. 11.

Alan Sears, Sociology, was a panellist on TVO’s *More to Life* Apr. 11, discussing the role of friendships in people’s lives.

Vrenia Ivonoffski, artistic director of Act II Studio at Ryerson, appeared on TVO’s *More to Life* Apr. 11 discussing the Studio’s unique approach to theatre.

”Certainly there’s always been a sort of sleazy aura around this end of the business (celebrity journalism). But you don't want to say, well, standards have declined so much that (the bribery allegations) are a surprise. This is a surprise,” **Suanne Kelman**, Journalism, was quoted in the Apr. 11 *Toronto Star* on the topic of blackmail allegations surrounding the *New York Post’s* Page 6 gossip columnist.

The Apr. 11 *Toronto Sun* reported on the Mass Exodus student fashion show. The article quoted alumni **Jeremy Laing** and **Susan Langdon**.

Arne Kislenko, History, appeared on OMNI-TV's *South Asian News* April 10, discussing the Tamil Tigers being listed as a terrorist group.

Lori Beckstead, Radio and Television Arts, was quoted in an Apr. 8 *Calgary Herald* article on the popularity of radio DJs. "Radio stations have certain target audiences, they know who they're speaking to. So, they're going to hire a DJ who relates to that kind of audience. There's a lot of people who connect with Howard Stern because they find him wildly funny and think he would be a great guy to have at their party. And, there's others who don't like him so much, it all depends on the audience."

Janet Mowat, Acting Manager of Public Affairs, commented on the importance of part-time professors in the Apr. 8 edition of *Now Magazine*. "One reason for part-timers is to expose students to [teachers with] real-world experience." **Don Elder**, President of Ryerson CUPE Local 3904, commented: "Part-time faculty has almost doubled in the past 10 years."

Kodak Lecture speaker Steve Schapiro appeared on Citytv's *Breakfast Television* Apr. 6 discussing his lecture at Ryerson. The *Toronto Star* reported on Mr. Schapiro's lecture Apr. 8.

Greg Inwood, Politics and Public Administration, commented on Gerard Kennedy's decision to run for the federal Liberal leadership in an Apr. 5 article carried on the Canadian Press wires.

Helen Wong, Director, Internationally Educated Social Work Professionals Bridging Program, spoke to the Apr. 5 *Toronto Sun* about the program. "It's a university (level) program. It's really meant to enhance employability and mobility. There is a vast resource of skills that is not being used."

Catherine Frazee, Co-Director of Disability Studies, appeared on CBC Radio's *Metro Morning* Apr. 4 to discuss attendant support for disabled people.

Stephen Muzzatti, Sociology, commented on new Internet trends in the Apr. 4 *Toronto Star*. "We are all part of the same GTA. But our communities are all very removed from each other," he said of the popularity in Toronto of service Meetup.com.

Holliday Tyson, Director, International Midwifery Re-registration Program and the Chang School Simulation Lab, was interviewed by CBOFT-TV's *Le Telejournal Magazine* Apr. 3.

Keith Hampson, Director of Distance Education at The Chang School, was quoted on the topic of online learning in the Apr. 2 *Toronto Sun*. "With blogging, people get to think about their answers and thoughts before contributing, so we're getting 100% contribution. They are reading and writing more than in a traditional classroom. We encourage interaction. Blogging makes it so easy for someone to be an author. You type, hit publish and there you go."

The Apr. 1 *Toronto Star* mentioned the work of **Akua Benjamin**, Director of Social Work, in designing a recruitment and retention program for the YWCA

"It may be an indication there's not huge dissatisfaction with the Liberal government at the moment," John Shields**, Politics and Public Administration, was quoted in the *London Free Press* and *Toronto Star* Mar. 31, commenting on the results of three by-elections in Ontario.**

Rob Wilson, Business Management, spoke to the Mar. 31 *National Post* about a new ice cream, called Bada Bing!, that capitalizes on the popularity of the hit TV show *The Sopranos*. "This is clearly tongue-in-cheek, and I don't see a lot of downside here providing the product is promoted and priced accordingly."

Myer Siemiatycki, Politics and Public Administration, appeared on CBC News at Six (CBLT-TV) Mar. 30 commenting on the three by-elections in Ontario.

Ryerson 1998 honorary degree recipient **Gaetano Gagliano** was profiled in the Mar. 30 *Toronto Star* upon receiving the New Pioneers Entrepreneurship Award.

Ben Carniol, Professor Emeritus of Social Work, published a letter to the editor in the Mar. 28 *Toronto Star*.

Business Management student and entrepreneur **Jason Trinh** was profiled in the Mar. 27 *Metro* along with his Pocket Plants – miniature biodomes retailing for under $10.

CTV Newsnet reported on a Mar. 27 public lecture at Ryerson by sociologist Pat Armstrong as part of the annual Phyllis Clarke Memorial Lecture organized by the Department of Political Science.

The Mar. 25 *National Post* and *Hamilton Spectator* profiled a map of Canada – made entirely out of wood – designed by Ryerson Interior Design students and displayed at the Design Exchange (DX) in Toronto. The map was put up for auction.

Judith Bernhard, Early Childhood Education, was quoted in the Mar. 25 *Toronto Star* on the topic of illegal immigrants fearing deportation. “We need people who are willing to work for minimum wage in precarious conditions - our economy depends on that, which is something that needs to be addressed. We have a structural problem in that we have a need for these people. Non-status people are basically subsidizing the economy.”

Ryerson’s New Media Image Arts festival was profiled on CBLT-TV’s CBC *News at Six* Mar. 24 and the *Toronto Star* Mar. 25.

Michael Doucet, Geography, published an opinion piece on funding university research in the Mar. 24 *Toronto Star*.

Nora Loreto, member of the Executive of the Ryerson Students Union, was interviewed on CBC News on March 9 and the Toronto Star on March 14 on tuition fee increases and the impact of the double cohort. “A lot of students don’t qualify for assistance so they will end up with huge debts when they graduate.”

Prepared by Office of Public Affairs

Report of the Secretary of Academic Council
 # W2006-3
May 9, 2006

1. CESAR representative to Academic Council for 2006-2007:
   - Gail Alivio

2. Academic Council timetable for 2006-2007 (attached)

ACADEMIC COUNCIL CALENDAR
2006-2007
ACADEMIC COUNCIL MEETINGS

(For Agendas and Minutes, please go to: www.ryerson.ca/acadcouncil/agenindex.html)

MEETING DATE	AGENDA DEADLINE
Tuesday, October 3, 2006	Tuesday, September 19, 2006
Tuesday, November 7, 2006	Tuesday, October 24, 2006
Tuesday, December 5, 2006	Tuesday, November 21, 2006
Tuesday, January 30, 2007	Tuesday, January 16, 2007
Tuesday, March 6, 2007	Tuesday, February 20, 2007
Tuesday, April 3, 2007	Tuesday, March 20, 2007
Tuesday, May 1, 2007	Tuesday, April 17, 2007

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 ***for significant curricular changes*** to the Provost and Vice-President Academic for consideration by Academic Standards Committee	June 30, 2006
Submission of material for Calendar (submit to Academic Advising)	October 9, 2006
Submission of material for November Academic Council Agenda	October 24, 2006
Final Academic Council meeting to approve degree program changes for 2007/2008	November 7, 2006
Deadline for submission of most CE proposals to the Provost and Vice President Academic for ASC consideration	January 11, 2007
Final Academic Council meeting to approve CE changes for 2007/2008	February 27, 2007

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 **June 30, 2006** deadline will be discussed in time for approval at the November 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 2006	
FCS Detail lists to Departments	Tuesday, September 12, 2006
FCS Detail lists returned to Secretary of Academic Council by	Tuesday, September 19, 2006
FCS Forms delivered to departments	Friday, October 20, 2006
FCS Administered	**November 6-November 24, 2006**
FCS Forms returned to Secretary of Academic Council by	Monday, December 4, 2006
Reports to departments	Friday, January 12, 2007
WINTER 2007	
FCS Detail lists to Departments	Monday, January 15, 2007
FCS Detail lists returned to Secretary of Academic Council by	Friday, February 9, 2007
FCS Forms delivered to departments	Friday, March 2, 2007
FCS Administered	**March 19-April 5, 2007**
FCS Forms returned to Secretary of Academic Council by	Monday, April 9, 2007
Reports to departments	Thursday, May 10, 2007

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 15, 2007
Nominations open	Monday, January 22, 2007
Orientation meeting for student candidates	Monday, January 29, 2007
Nominations close	Wednesday, January 31, 2007
Names of nominees forwarded by Chair to Dean	Thursday, February 1, 2007
Names of nominees forwarded by Dean to Secretary of Academic Council	Friday, February 2, 2007
E-mail message to students announcing candidates	Monday, February 5, 2007
Student Voter Eligibility lists verified by Registrar's Office	Wednesday, February 7, 2007
On-Line Student voting (8:00 a.m. – 9:00 p.m.)	Monday, February 12, 2007 – Friday, February 16, 2007
Faculty/Chair vote (10:00 a.m. – 3:00 p.m.)	Monday, February 12, 2007
Faculty/Chair results to Secretary of Academic Council	Friday, February 16, 2007
Verification of Student On-Line Votes	Monday, February 19, 2007

MINUTES OF ACADEMIC COUNCIL MEETING
Tuesday, April 11, 2006

Members Present:			
Ex-Officio:	**Faculty:**		**Students:**
K. Alnwick	H. Alighanbari	G. Hunt	C. Alstrom
E. Aspevig	J. P. Boudreau	A. Johnson	L. Brown
S. Boctor	S. Cody	D. Johnston	M. Carter
D. Doz	T. Dewan	J. Lassaline	A. Chaleff-Freudenthaler
K. Jones	J. Dianda	N. Lister	A. Ganuelas
A. Kahan	M. Dionne	A. Lohi	M. Kamali
S. Levy	S. Edwards	D. Mason	P. Lewkowicz
Z. Murphy	C. Evans	J. Morgan	N. Loreto
J. Sandys	E. Evans	G. Mothersill	S. Persaud
A. Shilton	C. Farrell	S. Rosen	T. Spencer
P. Stenton	M. Greig	D. Shipley	L. Yung
	R. Hudyma		V. Tighe
			Alumni:
			L. Merali
Regrets:	**Absent:**		
L. Bichler	G. Brown		
C. Cassidy	F. Duerden		
N. Ciffolillo	D. McKessock		
M. Dewson			
D. Elder			
L. Grayson			
J. Gryn			
D. Lee			
D. Mahoney			
C. Matthews			
C. O'Brien			
R. Ravindran			
P. Schneiderman			
K. Tucker Scott			
S. Williams			
M. Yeates			

1. **President's report** – The President congratulated Sri Krishnan for winning the New Pioneer Awards, and will send him a congratulatory letter on behalf of Council. The Board approved the Benefactor Naming policy at its last meeting. The Chancellor Search committee has met and candidate names and suggestions are welcome. The budget as outlined in the infoline message was approved by the Board. Graduate allocations have not been announced but there is money for a large expansion in Ontario and a complex method of distributing these funds. The discussions will be bilateral with the government.

   There is an RFP for master planning companies which will begin in the fall. Broad consultation will be a major requirement of that RFP. The President gave a speech at the Canadian Club which was well attended and well received. He went on a walk-about through Cabbagetown and also on Church Street. There is a good feeling about Ryerson in the community. There have been meetings with Minister George Smitherman, who is a long time supporter, who brought forward ideas for partnership opportunities for Ryerson. The President also met with Minister Bentley, who seemed positive on Ryerson's space needs. There are two new Deputy Ministers at the MTCC and he has met with them both. The President attended the AUCC meeting in Ottawa.

   The President was asked how much more students will be paying in tuition fees, and it was replied that the average is $165 for two terms.

   P. Stenton presented Progress Indicators and Related Statistics, a copy of which was distributed with the agenda. The report is intended as a resource document for the use of departments and programs over the year. He highlighted a few indicators: There is a double cohort effect, with demand and entering averages at a peak. These are still above the 2003 indicators. The number of students from the GTA has decreased, and this is offset by international and out-of province students. This is unexpected and will be tracked. Clear standings after one year have decreased, but retention has gone up. Expenditures on library and student services have gone up, as has library service, but the proportion of the library budget spent on new acquisitions has gone down. The percentage of faculty with doctoral degrees continues to rise. Research funding per faculty member has gone down this year. The student/faculty ratio has gone up due to a volume issue, and it is hoped that this will be addressed in the next year with new faculty hires.

2. **Report of the Secretary of Academic Council**
   The Secretary reported on the two items in the report.

3. **Good of the University** – J. Dianda chaired.
   J.P. Boudreau congratulated University Advancement on the new website and asked about the mechanism for providing the requested feedback. A. Kahan stated that it will not be changed based on each individual comment. It is a dynamic site and the information will be updated over time. There are technical issues that prevent daily updates. Only the top 2000 of the 100,000 pages have been updated. Patience is appreciated.

   N. Loreto announced the post-residency fee campaign of the Graduate Student Caucus, with 10% of graduate students signing a pledge not to financially support Ryerson until a system of post-residency fees is instituted. She expressed concern that throughout the year there is an achievement report included in the agenda, and brought forward several instances in which students, including T. Spencer and her, were featured in the media but their achievements not

reported. The President commented that these should be mentioned and this will be taken under advisement.

L. Yung asked about the $15M for the naming of the Business Building and the Faculty of Business, commenting that he believed these were normally named separately. A. Kahan stated that this is not his understanding. The President commented that the Rotman School naming applied to both the school and the building and that initially the Schulich School also applied to the school and building. The $15M is in the same ballpark as these two examples. It was stated that the policy discussed by Council on Benefactor Naming was not in regard to naming buildings.

N. Loreto asked why students who are not Ontario residents are not allowed to be RAs and TAs and asked if this could be changed. Marion Creery volunteered to look into this issue.

N. Loreto reported that the RSU passed a motion to ask the university to absorb the cost of a fee statement error which resulted in some students having a $7.60 balance. K. Alnwick responded that this was the first he had heard of the issue, and there will be follow-up and a report back to Council.

N. Loreto asked about the follow-up from the last meeting concerning an Occupational and Public Health class. K. Alnwick did follow-up and determined that seating for 10 had been removed from the room and arrangements were made to return the 10 seats. At the start of the semester there is sufficient seating for the enrollment but whether it remained in the room, he could not say. There is a larger issue of how to learn about such problems. N. Loreto agreed that students do take chairs, but she commented that furniture does tend to fall apart. K. Alnwick commented that awareness is important and that these matters need to be reported when a situation arises.

A. Chaleff-Freudenthaler commented that the follow-up on the tax forms was very good. He noted that there are seniors taking CE courses who could not figure out how to access RAMSS, and the cost of getting the form for $10 may be too much for them. He asked if the fee could be waived for seniors who are computer illiterate and who find the fee a hardship. The President asked that there be follow-up with the Dean of the Chang School.

A. Chaleff-Freudenthaler then asked how Ryerson was doing in allocating the new funds for faculty hiring and the President reported that there are 52 new tenure stream appointments. On average Ryerson did considerably better than average. A. Chaleff-Freudenthaler asked if he could have a copy of the Interim Accountability Agreement, and it was stated that he could.

4. **Minutes**
Motion to approve the minutes of the March 7, 2006 meeting

A. Ganuelas moved, C. Farrell seconded.

N. Loreto commented that she wished to have two sentences added to the minutes in regard to her comments on private influence in public institutions. These were read and given to the Secretary for insertion in the minutes.

J. Morgan commented that the minutes misrepresented his statement on the acceptance of private donations and asked that the minutes be corrected to state that donations without privileges are acceptable.

Motion approved.

5. **Business arising out of the Minutes**

5.1 Report of the Ad Hoc Timetabling Committee

D. Mason stated that the committee met 14 times over the last few months and has come to understand the issues a lot better. The interim report discussed the possible alternatives for timetabling. This report looks at the stages of implementation and, given the challenges of stage 3, the report concentrates on that stage. Currently timetables are built around individual students. The challenges in moving to earlier dates are that there is no way to assess student intention and there need to be ways to maintain student access to courses. This has to do with curriculum issues, loading, and classrooms.

Motion:

WHEREAS Academic Council continues to desire improvements to the timeliness of Timetable production, and

BE IT RESOLVED THAT Academic Council accept in principle the goal recommendations as set out in Section F of the *Ad Hoc* Committee on Timetabling; and

BE IT FURTHER RESOLVED THAT the Provost and Vice President Academic shall strike an *ad hoc* committee, with suitable representation of academic and administrative staff to undertake a detailed analysis of the feasibility and implementation requirements to pursue the changes necessary in achieving that goal; and

BE IT FURTHER RESOLVED THAT the Provost report back to Council at appropriate times on the progress of achieving necessary changes to timetable production and related changes that support that goal.

D. Mason moved, K. Alnwick seconded.

J. Morgan stated that he believed the motion is out-of order as it does not meet the By Law stipulation on the formation of an *ad hoc* committee. The President responded that this is not intended to be a committee of Council but rather a committee of the Provost. D. Mason agreed. J. Morgan accepted this ruling. He went on to state that, in regard to the motion, he was not clear what it means for Academic Council to accept something n principle. He further commented that the motion calls for a detailed analysis of the feasibility etc. and he assumes that this is to done by the committee. There is a lack of a mandate to pursue the changes, unless this is included in the notion that Council accepts something in principle. Council's role is not clear. He thinks that the final report is good, and it explains that there is a price for having earlier timetables. The report should be taken back to constituencies for their input. They might find that the earlier timetable is not actually the most important goal. The new system should not create a less favorable situation.

D. Mason stated that he believes that the costs have been laid out, and that the suggested amendment would redo what has already been done, delaying the process by a year. The primary cost is that information would have to be gotten earlier. The other cost is the potential for students not getting the courses they need due to the prescriptive curriculum. He is therefore concerned that the work of the 14 meetings would be undone. The President stated that this is therefore not a friendly amendment, and there would need to be a motion to amend the motion. D. Mason stated that one of the goals of the committee is to have a discussion on the report, and he welcomed comments. J. Morgan suggested that there should have been a widespread distribution of the report. He suggested that the motion be postponed to the May meeting so that faculty have time to reflect on the report. D. Mason agreed that he could table this until the May meeting.

J.P. Boudreau commented that, as loading is due at the end of the month, he is reluctant to table the motion. The dates which are suggested are an improvement over last year. The Registrar commented that the April 21 submission date will be observed and that he will ensure that this deadline is met. The expectation is that there will be more cooperation. J.P. Boudreau stated that he received his intentions data last week, and there was a great deal of paper generated to show that one student had selected a course. He suggested that intentions be dealt with differently.

T. Dewan commented that the report was excellent. He asked about why the previous year's activity cannot be used as student intent and why the requests for courses cannot be submitted without names assigned. Procedurally he suggested that there cannot be a non-friendly amendment and suggested that there need to be time to reflect on it. The President asked that Council not get into the details of the report but rather address the procedural issue.

D. Mason stated that the intention information is not just data, as it is built around what students need to graduate. The President again stated that the discussion is not about the detail of the report, and asked D. Mason if there can be a forum to discuss these details as there seem to be many questions. The committee could make itself available to a community forum.

Motion to postpone to a definite time (the May 9, 2006 meeting)
D. Mason moved, K. Alnwick seconded.

K. Alnwick suggested that the interim report also needs to be read, as it answers some of the questions being posed.

Motion approved.

6. **Correspondence**
   There was no correspondence.

7. **Report of Actions and Recommendations of or Departmental and Divisional Councils**
   Course changes from Graduate Studies were presented.

8. **Reports of Committees**
   8.1 Report of the Ad Hoc Committee to Review the Course Management Policy
   S. Cody presented the report.

Motion: That Academic Council approve the revisions to the Course Management Policy as outlined in the report.
S. Cody moved, A. Ganuelas seconded

J. Morgan asked if the Chair is bound by the exceptions to the prohibition on testing in the last week and D. Schulman clarified that the Chair did not have to abide by the exceptions as listed. It was further asked why the Dean was eliminated as needing to approve an exception. It was clarified that having a Dean approve individual exceptions was too much micro-management.

There was a discussion of the requirement that a final not be worth more than 70% of the final grade. D. Mason commented that 70% is an arbitrary line. The President stated that there either needs to be a number or there was no policy. S. Cody stated that this is a repositioning of the item and not a new item and asked if this is a reasonable discussion. N. Loreto asked if there should be a mechanism for students who cannot meet the 70%.

J.P. Boudreau asked about the notion of "valid and verifiable reasons". D. Schulman explained that The Academic Consideration and Appeals Policy addressed this. For consistency, section F should read for "valid and verifiable reason". This was agreed

J. Dianda commented on the statement that ideally evaluation should be of two or more types, stating that a faculty member might define what they believe is ideal. This should be clarified. He asked about the consequences of work not being returned and whether this opens the door to more appeals. The President commented that this is the intended consequence. D. Mason asked about the phrasing of the statements on return of graded work before the last date to drop, for example, if there is a 4th year thesis project.

N.M. Lister commented that the phrasing is such that the policy makes course outlines more and more about exceptions and the policy seems to be more and more absolute.

T. Dewan commented on the requirement that assignments not be due in the first two weeks of class. K. Alnwick replied that university policy allows students to add and drop in the first two weeks. D. Mason commented that in his course he gives an assignment in the first week that is worth 3%. R. Hudyma commented that students should have bought a book by week two and a quiz is an important component for them at the beginning.

A. Johnson commented on the 70% final exam issue and the addition of the value of missed midterms onto the value of the final exam. Depending on the relative weightings of midterms and finals, the final could potentially be worth twice as much as it was originally if the weighting of the midterm and the final are roughly equal. This is a much more drastic change to the grading scheme than if the student missed a midterm which was worth much less than the final.

N. Loreto asked to table the motion and that this continue to be worked on.

Motion to table.
N. Loreto moved, D. Mason seconded.

It was commented that there had been consultation on the policy and it is not clear, if the report were returned to the committee, what the committee would do to change it. J. Morgan

commented further that people could make an amendment to the individual things to which they disagree. The President commented that policy should not be written on the floor. T. Dewan suggested that the changes be presented as a sequence of motions.

Motion to table defeated.

Motion to approve the report defeated.

The existing policy remains in effect.

8.2 Amendment of the Student Code of Academic Conduct
Motion: That Academic Council Approve the amendment of the Student Code of Academic Conduct as outlined in the report.

J.Dianda moved, G. Mothersill seconded.

N. Loreto commented that there were no track-changes in the document, and it was suggested that the original report be included. She found it difficult to read. She asked if there was a student on the committee. D. Schulman stated that the document was significantly different from the original and that track-changes would have been inappropriate. The url for the original policy was included for members' reference. She reported who was on the committee, and that, although there was not a student, the Ombudsperson was a consultant to the committee. A. Chaleff-Freudenthaler commented that this is a complex document as he was quite busy, he did not asses the policy as he did not read it.

S. Cody commented that there had been a student on the Course Management Committee.

J.P. Boudreau commented that it is an important and heavy document and it appears that there are new additions. It was asked what drives the changes. J. Dianda stated that he agrees that this is a weighty policy and that until the current Secretary of Academic Council came to Ryerson and decided to do something with policies they had been chaotic. When this policy was rewritten it was evaluated by a law professor and found to be comprehensive and well written. Since then there has been feedback on needed improvements, including the addition of an Academic Integrity Officer and after two years the policy needed to be reviewed. The President commented that there is a case for having a committee of Academic Council representing the group.

D. Shipley was concerned about the ability to remove a DN from students' records in their last year. J. Dianda responded that students who are applying for graduate programs are prevented from applying until one year after graduation as the DN is on their record until they graduate. If they have received a DN in the first half of their program, it is up to the discretion of the chair to be determined if it can be removed.

It was clarified for T. Dewan that contributing to academic misconduct is already in the policy as academic misconduct.

R. Hudyma commented that it is a challenge to digest and understand the policy and that the guidelines need to be laid out in a digested way. The President noted that the committee is being

commended for its work and yet there is a notion of voting the policy down. The committee is doing the work of the whole, and there is no point to a committee if the work is to be redone by Academic Council.

S. Cody called attention to the preface report to the policy where notable changes have been explained, e.g. the recognition of the Academic Integrity Officer. She believes it is by no means an inconsiderate presentation.

N. Loreto stated that she was concerned that students would not understand the word "petition" with respect to having a DN removed. J. Dianda stated that it was hard to accept that the word petition would not be understood by a university student and that it could be looked up.

N. Loreto was further concerned about an advocate not being present at a discussion between faculty and student. G. Mothersill commented that many of the parts of the policy were designed to be beneficial to the students. Having a facilitator present is best for students and would prevent the escalation of the process.

N. Loreto further asked about an appeal of a charge or a penalty of greater than 0. J. Dianda explained that the minimum penalty is a 0, and that cannot be appealed. An F can be appealed as too severe, but if plagiarism is accepted, the minimum penalty is a 0.

It was clarified for A .Chaleff-Freudenthaler that contacting the RSU or CESAR advocate was mentioned on page 46. It was agreed that it would be added to the consultation paragraph of the procedures section.

JP Boudreau commented that there are difficult changes. The Secretary commented that it is important to read the policy in its entirety to see if, as a whole, it was a good policy.

It was clarified that the Chair of the student's program would be the one to remove the DN.

T. Dewan commented on group misconduct, stating that it is sometimes impossible to tell who in a group has cheated. He stated that at the Rottman School, each person signs an agreement that they will not commit misconduct and that penalties cannot be applied to a group unless this is done.

It was clarified for N. Loreto that the advocate can participate in the hearing.

J. Morgan proposed a friendly amendment to include "cannot be removed by the committee" in section C5.c.

Motion approved.

8.3 **Report of the Academic Standards Committee.**
Motion: That Academic Council approve the Certificate in Design for Arts and Entertainment.
E. Aspevig moved, A. Ganuelas seconded.

Motion approved.

9. **New Business**
   There was no new business.

10. **Adjournment**
    The meeting was adjourned at 8:50 p.m.

    Respectfully Submitted,

    Diane R. Schulman, Ph.D.
    Secretary of Academic Council

Final Report
of the
Ad Hoc Committee on Timetabling
to
Academic Council of Ryerson University
11 April 2006

The following is the final report of the *ad hoc* committee struck to **"examine the assumptions, issues, and problems that lead to the current unfortunate timetabling situation, and report back … with recommendations to resolve the problem."**

A. THE COMMITTEE

Michael Dewson	Vice Provost, Faculty Affairs
Keith Alnwick	Registrar
Dave Mason (Computer Science)	Engineering and Applied Science
Don Snyder (Image Arts)	Communication and Design
Janice Waddell (Nursing)	Community Service
Neil Thomlinson (Politics & Public Admin)	Arts
Maurice Mazerolle (Business Management)	Business
Paul Lewkowicz (Geography)	Student Representative

B. THE WORK OF THE COMMITTEE

We have met fourteen (14) times (Jan. 06, 13, 20, 27; Feb. 03, 08, 10, 17; Mar. 03, 10, 17, 24, 29 and 31). The Committee presented an ***Interim Report*** to Academic Council on 07 March 2006. [1] At its meetings since then, Committee members were frequently joined by Robert Rocca whose understanding of the intricacies of timetabling and scheduling at Ryerson is greatly appreciated. The Committee also met once with Provost and Vice-President Academic, Errol Aspevig, and the Vice-Chair of Academic Standards, Mehmet Zeytinoglu, of both of whom were generous with their time and ideas.

C. BACKGROUND

Faculty, Instructors and students at Ryerson University have long been concerned that timetables are delivered far later than most would want[2]. The desire for earlier release of timetables is grounded in the very real need for faculty to plan SRC and other activity far in advance, the need of part-time and sessional instructors to plan the component elements of their teaching and other obligations, and the need of students to balance their obligations, particularly with respect to part-time employment. The need to plan child-care and other arrangements is pressing and real in all three affected groups.

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[1] The *Interim Report of the* Ad Hoc *Committee on Timetabling* is available online, as pp. 17-24 in the Agenda package for the 07 March 2006 meeting.
http://www.ryerson.ca/acadcouncil/agenmin.html/2006/200603.agenmin.pdf

[2] This issue was originally raised at Academic Council in January 2005. A report was produced by the Registrar, available online, as pp. 16-17 in the Agenda package for the 09 May 2005 meeting:
http://www.ryerson.ca/acadcouncil/agenmin.html/2005/200505.agenmin.pdf

These ongoing concerns resulted in the motion passed at the December 06, 2005 meeting of Academic Council directing the creation of the ad hoc Timetabling Committee and its mandate as referenced in the first paragraph of this document.

The *Interim Report* explained the current scheduling priorities (Section D), set out a five-point continuum of timetable delivery (Section E), provided a plan to modestly improve delivery of the 2006/2007 timetables (Section F), and identified a number of issues and challenges that must be addressed in order to improve upon the delivery of faculty and student timetables beyond that envisaged for 2006/2007 (section G).

D. THE 2006/2007 ACADEMIC YEAR

The Registrar is implementing the plan for 2006/2007 as outlined in Section F of the *Interim Report*. That plan is intended to produce faculty timetables and student schedules as follows:

	Fall 2006	**Winter 2007**
Faculty	14 July 2006	15 November 2006
Students	07 August 2006	04 December 2006

Under the plan adopted for 2006/2007, returning students will be able to view their schedules via RAMSS no later than the dates indicated above. Opportunity to add or change their schedule via RAMSS will occur later in August and December.

E. MOVING FORWARD

The *Interim Report* identified a five-point continuum – or five possible models – of timetable delivery, and promised "… a final report to the 11 April 2006 meeting of Academic Council which identifies and examines the constraints and 'trade-offs' that would be necessary to achieve each of the points on the continuum of timetable production" (p. 2).

Since the *Interim Report* was forwarded to Academic Council, the Committee has come to three important conclusions:

1) That the dates proposed for the 2006/2007 academic year are the best that can be achieved without major changes (and trade-offs) in the ways in which Ryerson operates; and
2) That the constraints and trade-offs necessary to improve on the 2006/2007 model are, in fact, common to all models of further improvement; and
3) That both faculty and students are probably more interested in the timely provision of a full-year timetable than in the actual dates as set out in the *Interim Report*.[3]

Accordingly, this *Final Report* deviates from what was promised in the *Interim Report*. Rather than examine in detail the constraints and trade-offs attendant upon each of the points on the continuum of timetable production, this report focuses on point 3 of the continuum as the next logical step from the 2006/2007 plan. Therefore this report sets out a goal that the Committee believes to be acceptable to both faculty and students, and then attempts to highlight the things

[3] The third point on the continuum envisaged faculty timetables by 01 April; the fourth point by 01 January; and the fifth point a fixed timetable.

that would have to change to achieve that goal - or indeed to achieve any significant improvement to the schedule envisaged for 2006/2007.

F. GOAL

The Committee proposes that the University work toward the following schedule:

	Fall Term	Winter Term
Faculty timetable distribution	01 April	mid-to-late June
Students register directly beginning (the "intentions" process is likely eliminated)	15 May	15 September

G. ISSUES AND TRADE-OFFS

In order to achieve the goal dates above, a number of issues must be addressed and trade-offs made. These issues and trade-offs may be grouped into the categories contained in Section G (the Addendum) of the *Interim Report*: Students, Faculty, Classrooms, and Curriculum.

1. Students

The current scheduling process is driven by student demand data (the "intentions" process) which attempts to ascertain a combination of student need and student preference. In order to improve on the 2006/2007 model in any significant way, it is almost certainly necessary to eliminate the "intentions" process and implement a system of direct registration within a pre-configured timetable.

Although such a change would have many advantages, the implementation challenges should not be underestimated. Currently, course timetables are built around this information so that virtually every student has the courses available that they require. If "intention" data are not available, only probabilistic scheduling can be performed. The most serious challenge, of course, is that students (especially those nearing completion) might find themselves unable to schedule the courses required to graduate on-schedule. Student preferences may also be constrained by a fixed schedule.

There are, however, a number of ways in which concerns about student access to courses could be addressed. For example:

a. staged registration

Registration periods would need to be staged so that those students closest to completion of their programs would have the first opportunity to register in courses required to complete. Registration "windows" would need to be set up to allow 4th-year students to register first, 3rd-year students to register next, and so on. This system of staged enrolments has been in place for the last two semesters.

b. early identification and intervention

It would be absolutely critical that program departments identify, at the earliest possible moment, any problems that would prevent students from accessing the courses they ***need*** at their point in their programs. This would be particularly important for students who are planning to graduate at the end of the academic year and are unable to schedule the courses necessary to do so. Similarly, program departments would want to be alert to any significant inability to satisfy

student preferences. A number of possible interventions suggest themselves, should serious problems be discovered:

i. unassigned time-slot

In the early production of the timetable, a 3-hour conflict free time-slot could be left unassigned. In the event that programs discovered, at the point of student registration, the need to offer a course not previously scheduled, the availability of an unassigned time-slot would make it possible for them to do so.

ii. enrolment "slack"

For courses likely to be required by students in their final year of a program, it will be necessary to ensure that there is some "slack" between the enrolment cap at the point of registration and the actual physical capacity of the classroom. This would enable program departments to raise the cap if/when it became necessary to add a student who needs the course to graduate.

iii. an improved – and utilised – "Waiting List" function on RAMSS

Steps must be taken to ensure that students who utilize the "waiting list" function on RAMSS (currently available but not currently activated) for any class that is full at the time of selection, are given priority over students who happen to be online at the moment space becomes available.

iv. course substitutions

Program departments may need to continue to exercise some creativity in curriculum substitution as another way of ensuring that no student is prevented from graduating because of course non-availability.

c. Meeting preferences as well as needs

Departments and Schools may wish to poll students (using my.ryerson.ca) *before* the list of courses to be offered is provided to Timetabling. This would be particularly useful in determining which professional electives to offer in a given semester or year. While helpful in determining demand for courses, this would be of little use in preventing scheduling conflicts.

For further discussion of the "fit" between course offerings and student desires in the area of liberal studies and professionally-related electives, see section G4 (Curriculum) below.

2. Faculty and Instructors

For faculty and instructors, the trade-off is clear. The "price" of earlier release of a full-year timetable is decreased flexibility flowing from the need for increased "lead-time."

a. determination of teaching assignments

For timetables to be confirmed by 01 April, teaching assignments would be needed from Departments/Schools by 01 February. It may be possible to simply move the current "loading" exercise ahead which, of course, means that any teaching preferences, needs or requirements must be dealt with prior to the submission of loading data. Another option might be to schedule the courses first, and then find faculty and instructors to teach at the times scheduled. This could reduce faculty/instructor choice, both in terms of personal schedules, and in terms of teaching mode, as that, too, would need to be pre-determined.

In an ideal world, it would be possible for Departments/Schools to confirm their Part-Time and Sessional assignments prior to the submission of the teaching assignments. In many cases, this may not be possible and, as a result, there may be no ability to re-schedule courses to

accommodate the needs and preferences of instructors hired later. This approach does, however, ensure that positions can now be posted showing the dates and times of the class, information that would surely be welcomed by prospective instructors.

b. amendment of teaching assignments

Determination of teaching assignments by 01 February – and publication of faculty schedules by 01 April – *for the subsequent year* means that there will be considerably less ability to make changes to the schedule once it is submitted. Whereas the current system permits considerable "tinkering," it must be recognised that the "domino effect" of late amendments is a significant factor contributing to delays in the release of faculty schedules.

3. Classrooms

a. room availability

For timetables to be confirmed by 01 April, room availability and room suitability *for the subsequent year* must be confirmed by 01 February. The need for much earlier data on room availability will obviously reduce options, and it is not clear what measures could be employed to address unexpected developments.

b. number and capacity of rooms

Whereas the current system of intentions, loading and timetabling results in a very high rate of space optimisation, the University must expect a somewhat lower rate if an 01 April timetable is to be achieved because, in order to avoid a serious problem of student access to courses required to graduate, adequate "slack" must be built into the system. It must, for example, be possible for Departments and Schools to get students into the classes that they absolutely require to graduate. A widespread practice of establishing enrolment caps that are lower than the room capacity has obvious implications for the total amount of classroom space required to deliver the total range of courses offered across the University. In short, more classrooms are needed. In particular, more classrooms are needed of a size that facilitates the needed "slack." The good news is that the new Business Building is expected to be occupied in Fall 2006, and the Metropolis theatres may be available by Fall 2007.

c. equipment

Flexibility in scheduling is currently constrained by the need for specific classroom environments and for technological or pedagogical equipment. To the extent that more classrooms are suitably designed and equipped to serve a greater range of teaching and learning activities, scheduling will be able to make better use of available space and better serve the needs of students and faculty. The work of the Committee for Effective Teaching and Learning Environments (which grew out of the former Presentation Technology Implementation Committee, or PTIC) is crucial in ensuring increased availability of appropriate classroom space which will, in turn, provide greater flexibility in the assignment of courses to appropriate classrooms.

4. Curriculum

a. finalising curricular amendments

To develop faculty teaching assignments for 01 February, it would be necessary for Departments/Schools to confirm curriculum considerably earlier than is presently the case. To provide Departments/Schools with the necessary information it could conceivably be necessary

to confirm curricular changes through Academic Council as early as the May meeting of the *previous year*. The current deadline of November for approval of curricular change may make it impossible for departments to provide teaching assignments for a newly approved curriculum by 01 February.

b. Scheduling Electives: Liberal Studies and Professionally Related

At present, the scheduling of Professionally-Related (PR) courses across numerous Ryerson programs has the most constraining effect on the scheduling of courses because any PR course must fit the timetables of students in several programs. There are no common time-slots during which PR courses are offered. Eliminating the "intentions" process may, in the short term at least, limit the range of PR electives available to students. In the longer term, a form of "demand data" will emerge and will help guide scheduling of course sections and room sizes.

Liberal Studies electives are currently scheduled in "bands": two bands for the Lower Level; two bands for the Upper Level; and one "Technology" band. Programs are then grouped into the bands. Thus, any Liberal Studies elective that is offered in a particular "band" is theoretically available to all students in all programs assigned to that band. But not all Liberal Studies electives are offered in both bands. And the bands themselves represent "prime-time" that is not then available for the scheduling of anything else. However, as long as the curricular structure of the University remains both prescriptive and tripartite (more on this below), the use of Liberal Studies bands must continue. The presence of the bands should ensure that students will be able to get the necessary combination of Liberal Studies electives to graduate.

c. Placements

Departments/Schools that rely on significant amounts of clinical or other placement in their programs will be obliged to define the needs of their curriculum timetable much earlier if they are to be accommodated in the course scheduling process. One possible option – though certainly not the only one – would be to encourage programs with placement requirements to submit a "fixed" timetable for students in each group of placement courses (e.g., Tuesday/Wed and Thurs/Fri) so that the other courses can be scheduled around the inflexible demands of the practice settings. Further investigation would be required to determine whether such a plan would help with the timely delivery of schedules.

d. curricular prescriptiveness

Most programs at Ryerson have what they like to call an "intentional" curriculum. What this means is that, instead of simply providing students with a list of graduation requirements, Ryerson programs tend to prescribe precisely what must be taken in each of eight semesters. The timetabling consequences of this structure are, of course, enormous. Whereas most Universities focus on the curriculum of the program, and control course sequencing through the judicious use of prerequisites, Ryerson programs typically have what amounts to eight separate curricula, one for each semester. When a student fails a course, takes less than full course load, or in any way deviates from the prescribed curriculum of any given semester, s/he becomes "out of phase," a status that would be quite foreign to most University programs. Again, the timetabling implications are profound. Currently, the "intentions" process allows the University to accommodate, often at the expense of considerable manipulation and delay, "out of phase" students.

The Committee is of the view that, as the University reviews its curricular structure, it should attempt to make the curriculum less prescriptive. While we recognise that it is not possible for

some programs – because of professional, accreditation, and other constraints – to move away from a curriculum that prescribes what is taken in each of eight semesters, we note that if most programs were to adopt a less prescriptive model, student access and choice would certainly be improved, and some pressure on the timetabling system would certainly be relieved.

Currently, at Ryerson, the "default position" is eight highly prescriptive semesters. Perhaps the time has come for the University to make the "default position" a list of graduation requirements – recognising that such a model will not be possible for every program in the University.

e. Ryerson's tripartite curriculum

For timetabling, the demands of Ryerson's tripartite curriculum are also onerous. In addition to the need to provide five Liberal Studies "bands" and the difficulty in scheduling Professionally Related electives to meet the needs of many programs simultaneously, there are implications that negatively affect student choice. While it is true that, currently, most students are able to get what they ***need*** to graduate, it is also true that they are often unable to get what they ***want***. Greater flexibility in terms of satisfying elective requirements would obviously enhance the odds that students would be able to get into courses that satisfied both preference and need. However, even if there is greater flexibility in choice, student access to what they want will still be governed by space made available by the teaching Department. Obviously, if 900 students choose a course where the department provides 90 spaces, many preferences will not be met. However knowing that 900 students chose the course would certainly be useful information for the Teaching Department as it contemplates its future offerings.

As the University reviews its curricular structure, it is imperative that the timetabling consequences of any model under consideration be kept at the forefront of discussion.

H. POSSIBLE EARLIER DELIVERY

Although the Committee has come to these conclusions:

a. that the 2006/2007 dates are as good as it's going to get given the way things are currently done at Ryerson; and
b. that faculty, and students would probably be very happy if full timetables were to be available according to the schedule outlined in Section F above;

even earlier distribution may be possible. It is for Academic Council to determine whether such a direction is desirable.

The remaining two positions of the continuum (#4 and #5 in the *Interim Report*) present themselves as possible improvements that might be the subject of further discussion after the plan presented here has been accomplished:

1. January 1 distribution of course timetables, with faculty choosing courses from a predetermined schedule of course offerings in order to construct their personal timetables. This has all of the requirements of the plan outlined above, but would additionally require a greater interchangeability in loading options among faculty (complicated by Mode I/Mode II workload differences), a rather different style of course assignments than is traditional at Ryerson, earlier commitment to curriculum change, and possibly other issues that we have not had time to address. Since it presumes all of the issues described above have been addressed, and offers debatably minimal additional utility over the plan outlined above, it need only be given further consideration after that plan has been achieved.

2. Fixed timetable, with only minor modifications occurring each year. This option has all the requirements of the other options, but to be useful would additionally require a much lower level of curriculum "churn" than is currently the case for Ryerson curriculum.

I. MOTION TO ACADEMIC COUNCIL

WHEREAS Academic Council continues to desire improvements to the timeliness of Timetable production, and

BE IT RESOLVED THAT Academic Council accept in principle the goal recommendations as set out in Section F of the *Ad Hoc* Committee on Timetabling; and

BE IT FURTHER RESOLVED THAT the Provost and Vice President Academic shall strike an *ad hoc* committee, with suitable representation of academic and administrative staff and students to undertake a detailed analysis of the feasibility and implementation requirements to pursue the changes necessary in achieving that goal; and

BE IT FURTHER RESOLVED THAT the Provost report back to Council at appropriate times on the progress of achieving necessary changes to timetable production and related changes that support that goal.

Interim Report
of the
Ad Hoc Committee on Timetabling
to
Academic Council of Ryerson University
07 March 2006

The following is an interim report from the *ad hoc* committee struck to **"examine the assumptions, issues, and problems that lead to the current unfortunate timetabling situation, and report back … with recommendations to resolve the problem."** As explained herein, the Committee proposes to produce a final report for consideration at the 11 April 2006 meeting of Academic Council.

This interim report has seven sections:

A. Background
B. The Committee
C. The Work of the Committee
D. Scheduling Priorities
E. Continuum of Timetable Production Schedules
F. Schedule for 2006/07 Timetable Production
G. Issues and Challenges for Discussion and Recommendations *(to be distributed at Council Mar*

A. BACKGROUND

Faculty, Instructors and students at Ryerson University have long been concerned that timetables are delivered far later than most would want[4]. The desire for earlier release of timetables is grounded in the very real need for faculty to plan SRC and other activity far in advance, the need of part-time and sessional instructors to plan the component elements of their teaching and other obligations, and the need of students to balance their obligations, particularly with respect to part-time employment. The need to plan child-care and other arrangements is pressing and real in all three affected groups.

These ongoing concerns resulted in the motion passed at the December 06, 2005 meeting of Academic Council directing the creation of the ad hoc Timetabling Committee and its mandate as referenced in the first paragraph of this document.

B. THE COMMITTEE

Michael Dewson	Vice Provost, Faculty Affairs
Keith Alnwick	Registrar
Dave Mason (Computer Science)	Engineering and Applied Science
Don Snyder (Image Arts)	Communication and Design
Janice Waddell (Nursing)	Community Service

[4] This issue was originally raised at Academic Council in January 2005. A report was produced by the Registrar, available online, as pp. 16-17 in the Agenda package for the 09 May 2005 meeting: http://www.ryerson.ca/acadcouncil/agenmin.html/2005/200505.agenmin.pdf

Neil Thomlinson (Politics & Public Admin)	Arts
Maurice Mazerolle (Business Management)	Business
Paul Lewkowicz (Geography)	Student Representative

C. THE WORK OF THE COMMITTEE

1. Meetings

We have met nine (9) times (Jan. 06, 13, 20, 27; Feb. 03, 08, 10, 17; Mar. 03) to date, and expect to meet at least three more times (Mar. 10, 17, 24) to complete a final report.

In order to better understand the way in which scheduling is dealt with 'on the ground', we asked a number of people to tell us of their own experiences. All of our guests were generous with their time and advice, both of which we gratefully acknowledge.

Ken Scullion	Associate Registrar
Robert Rocca	Supervisor, University Scheduling
Carla Cassidy	Dean, Faculty of Arts
Richard Perras	Student Affairs Coordinator, Nursing
Elena Torchia	Assistant to the Director, School of Business Management
Tina Fiorante	Coordinator, School of ITM

2. Methodology

We recognised at the outset that models of timetable production can be considered conceptually as points on a continuum ranging from *status quo* on one end, to a mostly-fixed course schedule at the other. This led to the conclusion that it would be useful to identify points (or models), on that continuum, the challenges and obstacles that would need to be overcome in order to achieve each of the identified models, and the advantages and disadvantages of each model. The continuum is set out as "E. Continuum of Timetable Production Schedules" below.

It quickly became apparent that for the 2006/2007 academic year it would be impossible to move beyond a modest improvement (point 2 in the continuum in section E), if for no other reason than timing of the committee meetings and the timelines associated with the current production of timetables.

We decided to proceed in two phases:

1) an interim report to the 07 March 2006 meeting of Academic Council identifying ways in which the 2006/2007 academic timetable can be released earlier without changing:
    a) the priorities currently used in the building of faculty and student group timetables (see "D. Scheduling Priorities" below); or
    b) the "trade-offs" that are inherent in any system of timetable production; or
    c) the range of constraints that have dictated – or at least guided – the way in which "trade-offs" have been balanced until now.

See "F. Schedule for 2006/2007 Timetable Production" below.

2) a final report to the 11 April 2006 meeting of Academic Council which identifies and examines the constraints and "trade-offs" that would be necessary to achieve each of the points on the continuum of timetable production.

We decided that the report to the 07 March 2006 meeting of Academic Council should, in addition to proposing a schedule for 2006/2007 timetable production, highlight the issues that will require discussion and recommendation(s) at the 11 April 2006 meeting of Academic Council if it is Council's wish to improve further the timeliness with which timetables are produced. The final section of this report – "G. Issues for Discussion and Recommendations" – will be distributed at the 07 March 2006 meeting of Academic Council.

D. SCHEDULING PRIORITIES (CURRENT)

The following priorities, approved by the Academic Planning Group (APG), are used in the building of faculty and student group timetables. Note that collective agreement requirements are mandatory, while the other 'Priorities' are dealt with on a 'best effort' basis.

- Observance of RFA and CUPE workload provisions including teaching span limits
- Support requests for dependent care arrangements[5]
- Support requests for approved research and professional upgrading activities
- Support requests for teaching modes:
  - combined sections
  - 3-hour block deliveries
  - 1 + 1 + 1 deliveries
  - 2 + 1 deliveries
  - 4-day week
- Support requests for special rooms, equipment, and facilities
- Support requests for meetings:
  - Academic Council
  - Academic Planning Group
  - Academic Standards
  - Advisory Committee on Academic Computing
  - Learning Resources Committee
  - Weekly Department/School meetings
  - RFA Executive
- Support for student days-off-campus (placements, etc.) in relevant programs
- Accommodation of special time requirements for sessional and part-time instructors if received before the deadline

[5] Dependent care arrangements which limit a member's availability during the normal teaching day would be made only under exceptional circumstances and with the approval of the Dean and the Registrar.

- Optimisation of space and specialised facilities
- Optimisation of available faculty and instructors

E. CONTINUUM OF TIMETABLE PRODUCTION SCHEDULES

Our present view is that there are effectively 5 useful points (models) on the faculty and course scheduling timeline. We will elaborate on these in our April report.

1. The *status quo*

Timetables arrive days before classes start.

Advantages:
- 80% of students get complete timetables
- very efficient use of space
- maximises opportunity to address Scheduling Priorities
- can handle last-minute changes, including part-time instructor requirements

Disadvantages:
- scheduling problems outside (jobs, conferences, workshops)
- problems laying out course lectures/labs etc.
- problems attracting part-time and Sessional instructors
- problems for students who are also attempting to balance competing demands on their time

2. A modest improvement

Term schedules arrive a couple of months before the start of classes

Advantages:
- retains relatively high percentage of students getting complete timetables
- retains relatively efficient use of space

Disadvantages:
- only modest improvement to all disadvantages listed under #1 above
- less ability to respond to Scheduling Priorities

3. April 1 Distribution

Schedules for whole (subsequent) year would arrive on or about April 1

4. January 1 Distribution of Timetable for subsequent academic year

Schedules for whole (subsequent) year would arrive on or about January 1

5. Fixed Timetable

Courses and sections would be "pegged" and adjusted only by yearly curriculum changes submitted far in advance. (This is the so-called "UofT model.")

In general (but not always), as we move from a *status quo* model towards earlier and earlier fixing of the schedule, the result is to diminish both the disadvantages and the advantages of the *status quo* model. For example, in a fixed model everyone can plan their time with great certainty well in advance, but there will be little flexibility for dealing with changing circumstances. In order to achieve points 3, 4, and 5 on the continuum, it is clear that the University must re-visit:

a) the priorities used in the building of faculty and student group timetables;
b) the "trade-offs" that are inherent in any system of timetable production;
c) the range of constraints that have dictated – or at least guided – the way in which "trade-offs" have been balanced until now.

F. SCHEDULE FOR 2006/2007 TIMETABLE PRODUCTION

REGISTRAR'S IMPLEMENTATION PLAN

1. Finalization of Curriculum (November)

Done.

2. Analysis and Input of Curriculum to Electronic Systems (November - January)

Done.

3. Confirmation of Curriculum Offerings for Fall and Winter Semesters (February)

Done. Departments were also asked to begin planning loading strategy at this early stage. It was suggested that tentative scenarios for elective offerings be developed which would then be fine-tuned based on course selection data provided to Departments in early April. It was also suggested that the process for finalization of part-time hires be accelerated and relevant information on this was provided by the Vice-Provost, Faculty Affairs.

4. Capture of Student Demand for Courses (March)

This process will be continued for the coming year but Departments will be urged to load to excess capacity (particularly for elective courses) as this will be necessary to facilitate earlier release of student timetables, particularly for the Winter semester. Data from this will be availability April 6th.

5. Confirmation Of Faculty Resources And Section Strategies (April/June)

Fall semester loading data for both faculty and part-time instructor will be required from Academic Departments by April 21st. Winter semester loading data will be required by June 30th. This will include information such as: sections to be offered and teaching assignments, teaching mode, facilities required, and specific timetabling requirements for part-time instructors.

Prior to these dates the Registrar will confirm with each Academic Department that the necessary information will be submitted by the deadline. Any exceptions must be approved by the Dean, Registrar and Provost. In any event all submissions MUST be in by April 28. Changes to original submissions will only be accepted under exceptional circumstances (with the approval of the Chair, Dean and Registrar). We will also review what scheduling constraints will continue to be priorities in the current cycle. Forms for submission of departmental loading data will be updated and will anticipate the online submission planned for future years.

6. Posting Of Part-Time and Sessional Instructor Positions (April)

Departments will need to accelerate this process, as the option of dictating course times will not be available after the dates above. It is suggested that postings be made about April 15th so that CUPE members with seniority would have the opportunity to specify availability, since requests for specified times after April 21st will not be accommodated.

7. Analysis And Validation Of Data

a) Resources and curriculum are distinct for the Fall and Winter semesters. To produce Fall and Winter timetables simultaneously will result in a delay in the release of Fall course schedules which we assume is unacceptable. As a result we will do Fall semester in May and June. Work will then commence on the Winter semester schedule in July. August 15 to September 15 will be devoted to semester start-up and Exam scheduling will be done in September and early October.

b) One of the objectives of work at this stage is to confirm that what has been submitted is accurate and supports the curriculum approved for Ryerson programs.

c) The pool of schedule-able classrooms for Fall and Winter semesters must be confirmed May 1 along with any changes in rules for allocation of teaching space.

d) As noted above, we will review what constraints can be lifted to facilitate the loading of data.

e) Once data are entered, it may be possible to run simulations on various items to see the impact of more profound changes in future years.

f) We will explore whether the software vendor can/will provide staff and expertise to facilitate and accelerate this work.

8. Scheduling Validation / Iterative Scheduling

a) Under our current methodology, there are three basic elements (room, instructor and student) that need to be addressed in order to determine a schedule for an individual course-section. The questions that must be answered are:

3. Is there an appropriate room available?
4. Is the instructor available?
5. Are the students available?

In this stage we engage in a process of analysis and simulation to achieve a draft schedule. We analyze each element as noted above, their respective constraints (room capacity, contractual obligations, student availability, specific facility requests such as PTIC, individual faculty requests, teaching modes, equipment requests, etc.) and how these elements affect each other in order to answer the above questions.

The creation of the teaching schedule is a block-building process of the three elements. Each iteration builds upon the previous iteration. A draft schedule is achieved when we are able to answer “yes” to all three questions for every section of every course.

We will explore whether the software vendor can/will provide staff and expertise to facilitate and accelerate this work.

b) The draft schedules are issued to academic Departments for “White Space Review”. Departments have an opportunity to review the draft schedules and request changes to accommodate specific issues. This process typically requires a week.

c) Under the above arrangements, faculty schedules will be available no later than July 14 for the Fall semester and no later than November 15 for the Winter semester.

9. Student Schedules

As noted above, student availability is a key factor as we finalize the course schedule. After the final schedule of courses and sections has been confirmed, students will then be loaded into the schedule based on their course selections. Finally, schedules for course sections, faculty and students are loaded to the SAS.

Under proposed arrangements, returning students will be able to view their Fall schedules via RAMSS no later than August 7. Opportunity to add or change the schedule via RAMSS will occur later in August based on appointments. First year students will be provided access at a later date in August.

Students will be able to obtain their Winter schedules via RAMSS no later than December 4. Opportunity to add or change the schedule via RAMSS will occur in late December based on appointments. Before changes or additions are accepted, Winter semester enrolments will be dropped for suspended students and students who lack prerequisites for courses selected. This will serve to free space which can then be accessed by students through RAMSS.

The winter semester strategy assumes that the necessary additional course resources have been provided (i.e., more sections and more space in sections, particularly for elective courses). Without those additional resources, student timetables could be confirmed by the dates in question but the results would probably be very problematic in terms of student access to courses.

Submitted to the Secretary of Academic Council
22 February 2006

_____
Michael Dewson
Vice Provost, Faculty Affairs
Ad hoc Committee Chair

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: **The G. Raymond Chang School of Continuing Education** **DATE of SUBMISSION:** January 11/06

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

Provost and Vice-President Academic

April 26/06
Date

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

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
COEN311	Integrated Skills I	3L	N	R			R				Certificate in English as a Second Language	**Move COEN311 from Level I to Level II of the certificate program.** Rationale: Students who are at lower intermediate level and who are taking Level I certificate courses cannot handle a course (COEN311) that uses fiction reading material.		

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: The G. Raymond Chang School of Continuing Education **DATE of SUBMISSION:** January 11/06

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

Provost and Vice-President Academic

April 26/06
Date

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CFRE101	Introductory French I	3L	N	R			R				Certificate in Proficiency in French	**Eliminate CFRE101 from the French Certificate** Rationale: To ensure symmetry between the French Certificate and the new Spanish Certificate, the Department would like to begin both certificate programs at the CFRE/CSPN 201 level. This would require students to take at least one course at the more advanced level beyond CFRE601. This change is also motivated by a desire to increase parity between direct entry students and those who begin at the elementary level and to ensure a higher level of proficiency in French in order to enhance the reputation of the certificate.		

Initiating School/Department: **The G. Raymond Chang School of Continuing Education** **Date of Submission: November 29, 2005**

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

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

_____ Purchasing and Supply Chain Management
Vice President, Academic Date

Course Code/ Number	***Course Title***	***Nature of Change (Use letters to indicate where provided)***				*Program(s)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R) Elective(E) Professional-Elective(PE) Professionally-Related Elective (PRE)***				
CZPU 241	Supply Management II	3 L	N	D	R	Purchasing & Supply Chain Management	As a result of a review of current PMAC (Purchasing Management Association of Canada) content requirements and School of Business Management related courses (MGT 701 Purchasing and Supply Management, and MGT 801 Purchasing and Supply Management II) this course is no longer required and will be deleted from the certificate and discontinued. Students currently registered in the certificate will be offered a substitution.		July 1, 2006

Initiating School/Department: **The G. Raymond Chang School of Continuing Education** **Date of Submission: January 11, 2006**

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

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

_____ Certificate in Financial Planning

Vice President, Academic Date

Course Code/ Number	***Course Title***	***Nature of Change (Use letters to indicate where provided)***				*Program(s)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R)*** ***Elective(E)*** ***Professional-Elective(PE)*** ***Professionally-Related Elective (PRE)***				
CLAW 603	Advanced Business Law	3 L	N	D	R	Certificate in Financial Planning	The Financial Planners Standards Council (FPSC) have changed their requirements and agreed to the removal of CLAW 603 as long as the curriculum requirements are included in another course. CFIN 512, Risk Management and Insurance has been revised to include the required information.		July 1, 2006

Initiating School/Department: **The G. Raymond Chang School of Continuing Education**
Date of Submission: January 11, 2006

Is this the Teaching School/Department, Program School/Department, or both? Program School Certificate in Training & Development

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)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R)*** ***Elective(E)*** ***Professional-Elective(PE)*** ***Professionally-Related Elective (PRE)***				
CMHR 637	Instructional Delivery	42	N	D	R	Training & Development Certificate	Curriculum to be merged with CMHR 636, as design of Training & Delivery is becoming an iterative rather than a linear process		July 1, 2006

Initiating School/Department: **The G. Raymond Chang School of Continuing Education** **Date of Submission:** January 23, 2005

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)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R) Elective(E) Professional-Elective(PE) Professionally-Related Elective (PRE)***				
CHSM315	Health Services Management: The Canadian Health System I			Deletion	Required	Certificate in Health Services Management through the Raymond G. Chang School of Continuing Education	Incorporate changes made in the degree program. CHSM315 has been deleted from the degree program.		Fall 2006
CHSM316	Health Services Management: The Canadian Health System II			Deletion	Elective	Certificate in Health Services Management through the Raymond G. Chang School of Continuing Education	Incorporate changes made in the degree program. CHSM316 has been deleted from the degree program.		Fall 2006
CHSM301	Health Services Management: The Health Systems	42 hours lecture	Y	Addition	Required	Certificate in Health Services Management through the Raymond G. Chang School of Continuing Education	Incorporate changes made in the degree program. CHSM301 replaces CHSM315 and 316		Fall 2006
CCMN279	Communication: Introduction to Business Communication			Re-position	Elective	Certificate in Health Services Management through the Raymond G. Chang School of Continuing Education	Move the CCMN279 from a required to an elective in order to standardize the Certificate at eight rather than nine credits for graduation.		Fall 2006

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: Chang School **DATE of SUBMISSION:** 12 February, 2006

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

Provost and Vice-President Academic — Date: April 26/06

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

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CCMN 103	Oral Communication in Fashion	42	N			X		X				Course is being replaced		Sept. 2006
CCMN 202	Professional Writing in Fashion Communication	42	N			X		X				Course is being replaced		Sept. 2006
CCMN 373	Professional Communication in Fashion (communication option)	42	Y		X			X				This course replaces CCMN 103 and 202		Sept. 2006

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: Chang School _____ **DATE of SUBMISSION:** 11 January 2006___

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

Provost and Vice-President Academic — April 26/06 Date

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

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CDFP 383	Digital Capture I	42	X		X			X			Image Arts Chang School	Additional digital content for students		6 Sept.
CDFP 384	Digital Capture II	42	X		X			X			Image Arts Chang School	Additional digital content for students		6 Sept.

Revised January 03/03

UNDERGRADUATE COURSE CHANGE FORM

INITIATING SCHOOL/DEPARTMENT: Chang School _____ **DATE of SUBMISSION:** 6 February 2006___

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

_____ April 26/06
Provost and Vice-President Academic Date

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

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CDDM 101	Introduction to Design Management	42	N			X	X				Certificate in Design Management	Replaced by degree credit course		Sept. '06
CDFM 102	Facility Management Theory	42	N			X	X				Certificate in Facility Management	Replaced by degree credit course		Sept. '06
CIDE 302	Design Management	42	N		X		X				Certificate in Design Management	Same curriculum as CDDM 101		Sept. '06
CIDE 311	Facilities Management	42	N		X		X				Certificate in Facility Management	Same curriculum as CDFM 102		Septe. '06

Initiating School/Department: **The G. Raymond Chang School of Continuing Education** **Date of Submission:** January 23, 2005

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)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R)*** ***Elective(E)*** ***Professional-Elective(PE)*** ***Professionally-Related Elective (PRE)***				
CFNN112	Nutrition: Nutrition and Health		N	Deletion	Elective	Certificate in Food Security through the Raymond G. Chang School of Continuing Education	CFNN112 has been deleted from the day-school calendar.		Fall 2006
CFNY409	Women and Food Security		Y	Addition	Elective	Certificate in Food Security through the Raymond G. Chang School of Continuing Education	Add to the pool of courses in elective grouping		Fall 2006

Initiating School/Department: **The G. Raymond Chang School of Continuing Education**

Date of Submission: February 2, 2006

Is this the Teaching School/Department, Program School/Department, or both? Program School Certificate in Human Resources Management

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)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R)*** ***Elective(E)*** ***Professional-Elective(PE)*** ***Professionally-Related Elective (PRE)***				
COHS 718	Systems Management I	3L	N	D	E	H.R. Mgmt. Certificate	COHS 718 is no longer accepted by the Human Resources Professionals Association of Ontario (HRPAO). Also, it is not necessary to have two courses from the Occupational Health and Safety area as electives in the Human Resources Management Certificate.		July 1, 2006

Initiating School/Department: **The G. Raymond Chang School of Continuing Education** **Date of Submission: January 11, 2006**

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

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

_____ Certificate in Retail and Services Management I

Vice President, Academic Date

Course Code/ Number	***Course Title***	***Nature of Change (Use letters to indicate where provided)***				*Program(s)/ School(s)/ Department(s) affected and informed of change*	***Purpose of Change***	***Minors Affected***	***Implementation Date***
		Hours and Mode	***New Course (Y/N)***	***Re-position(R) Addition (A) Deletion(D)***	***Required(R)*** ***Elective(E)*** ***Professional-Elective(PE)*** ***Professionally-Related Elective (PRE)***				
CRMG 153	Human Resources Management for Non-Human Resources Professionals	3 L	N	D	R	Certificate in Retail and Services Management I	With the deletion of RMG 153 Human Resources Management for Non-Human Resources Professionals from the full time curriculum, key modules from the course will be considered for incorporation into the (C)RMG 100 Issues and Innovations in Retailing I and (C)RMG 200 Introduction to Retail and Services Management courses. Consistent with the rationale for the change to the full-time degree, this course content was viewed as being more effectively delivered in upper level retail management courses.		F2006

COURSE CHANGE FORM - 2

School of Graduate Studies

Graduate Program: Chemical Engineering

Initiating School/Department: Dept. of Chemical Engineering

Approval of VP Academic: _____
Dr. Errol Aspevig

Course **Number**	**Course Title**	**Mark with "X"**			**Y/N**	**Credits**	**Programs Affected**	***Implement Date***	***Purpose of Change***
		Amended	**Deleted**	**Added**	**Required Elective?**				
CE9000	Dissertation	X			Y	N/A	CP001	Sept. 2006	Doctoral students are required to present two seminars in the Graduate Student Seminar Series. This change is needed to enhance the PhD program

COURSE CHANGE FORM - 2

School of Graduate Studies

Graduate Program: Joint Graduate Program in communication and Culture

Initiating School/Department: **School of Graduate Studies**

Approval of VP Academic: _____
Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required/ Elective	Credits	Programs Affected	Implement Date	Purpose of Change
		Amended	Deleted	Added					
CC88xx	The 'Sacred' in Film & Theory			x	Elective in Media and Culture	1	OM001, OM002, OP001, OP002	09/2006	This course fills a void in the study of fundamental cultural phenomena with the 'sacred' in film and cultural theory. This course is an important addition to the Media and Culture option and complements other courses on film as well as other media.

COURSE CHANGE FORM - 2

School of Graduate Studies

Graduate Program: **Communication and Culture**

Initiating School/Department: **School of Graduate Studies**

Approval of VP Academic: _____
Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required/ Elective	Credits	Programs Affected	*Implement Date*	*Purpose of Change*
		Amend-ed	Deleted	Added					
CC88xx	Writing the Self, Reading the Life			X	Elective in Media and Culture	1	Om001, OM002, OP001, OP002	Fall 2006	This course examines a variety of genres of life writing to explore the diverse ways that people have communicated their personal and public histories. This course is an important addition to the Media and Culture option and complements other courses on journalism as well as other media.

COURSE CHANGE FORM - 2

School of Graduate Studies

Graduate Program: Mechanical Engineering

Initiating School/Department: Mechanical and Industrial Engineering

Approval of VP Academic: _____
Dr. Errol Aspevig

Course **Number**	**Course Title**	**Mark with "X"**			**Y/N**	**Credits**	**Programs Affected**	***Implement Date***	***Purpose of Change***
		Amended	**Deleted**	**Added**	**Required Elective?**				
ME8141	Transportation Phenomena in Porous Media			X	Y	1	MM001 MM003 MM004 MP001	April 2006	Needed to enhance/strengthen the graduate program

COURSE CHANGE FORM – 2 School of Graduate Studies
Graduate Program: Electrical and Computer Engineering
Initiating School/Department: Electrical and Computer Engineering

Approval of VP Academic:
Dr. Errol Aspevig

Course Number	Course Title	Mark with "X"			Required Elective?	Credits	Programs Affected	Implement Date	Purpose of Change
		Amended	Deleted	Added	Y/N				
EE8020	Applied Optimization Techniques and Algorithms			X	Y	1	EM001/EM003/ EM004/EP001	Fall 2006	New course of fundamental nature.
EE8215	Human Computer Interaction			X	Y	1	EM001/EM003/ EM004/EP001	Fall 2006	New course in computer systems area.
EE8115	Network Engineering and Analysis			X	Y	1	EM001/EM003/ EM004/EP001	Fall 2006	New course in communications area.

SCHOOL OF GRADUATE STUDIES

REPORT TO ACADEMIC COUNCIL, MAY 9, 2006

1. **Review of Status of New Graduate Programs**

   Planned for 2007/2008

2. MSc in Computer Science
   Motion:

   To approve the submission of the proposal for an *MSc in Computer Science* to the Ontario Council for Graduate Studies for Standard Appraisal.

3. Master of Architecture
   Motion:

   To approve the submission of the proposal for a *Master of Architecture* to the Ontario Council for Graduate Studies for Standard Appraisal.

4. Master of Journalism
   Motion:

   To approve the submission of the proposal for a *Master of Journalism* to the Ontario Council for Graduate Studies for Standard Appraisal.

5. MA in Media Production
   Motion:

   To approve the submission of the proposal for an *MA in Media Production* to the Ontario Council for Graduate Studies for Standard Appraisal.

6. MFA in Documentary Media
   Motion:

   To approve the submission of the proposal for an *MFA in Documentary Media* to the Ontario Council for Graduate Studies for Standard Appraisal.

7. New Courses:
   Communication and Culture
   Chemical Engineering
   Mechanical Engineering
   Electrical and Computer Engineering

8. Program Change: *Computer Networks*

Submitted by:

_____

Maurice Yeates, Dean
Chair, School of Graduate Studies

Status of New Programs in Graduate Review Process (programs planned for September, 2007_1)						
Approval or Action by	**Responsibility**	**PhD Aerospace Engin. (06 or 07)**	**MSW Social Work**	**MFA Doc Media**	**MJ Journalism**	**MArch Architecture**
Ryerson Review						
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X	X	X
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X	X	X
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X	X	X
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	Bell, in	Nelson, in	Fletcher in	Dornan, in	Covo, in
Provost	Discusses proposal with Dean, sponsor.	X	X	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	X	X
Council, SGS	Reviews proposal	X	X	X	X	X
Academic Council	Reviews program proposal for academic quality and moves to proceed to OCGS	X	X	May 9	May 9	May 9
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	Pennell -- NCS Lundy -- Carleton June 15/16			
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.					
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 decides about implementation					

Status of New Programs in Graduate Review Process (programs planned for September, 2007_2)						
Approval or Action by	**Responsibility**	**Masters in Media Production**	**MSc Computer Science**	**MHSc Nutrition Communication**		
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	March 27 - def		
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X			
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	Feldman, in	Stacey, in			
Provost	Discusses proposal with Dean, sponsor.	X	X			
P&P	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality	X	X			
Council, SGS	Reviews proposal	X	X			
Academic Council	Reviews program proposal for academic quality and moves to proceed to OCGS	May 9	May 9			
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.					
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.					
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 decides about implementation					

2. The School of Graduate Studies has reviewed the proposal for an ***MSc in Computer Science*** 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') is also available for review at www.ryerson.ca/gradstudies/temp. Username: graduate Password: admissions

It is planned that the *MSc in Computer Science* will be implemented in Fall 2007.

Motion

To approve the submission of the proposal for an ***MSc in Computer Science*** 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
MSc in Computer Science

EXECUTIVE SUMMARY

The study of computer science may be defined as the inquiry into the nature of computation and its use in solving problems in an information-based society. Computer science is a rapidly evolving discipline, but it has a well-defined core of knowledge and a set of characteristics and methodologies. The methods and skills required of the computer scientist include:

- Manipulation of unstructured data into information and knowledge;
- Abstraction, Modeling, and Formalization;
- Design;
- Human Interaction Paradigms and Models;
- Architectures of Software and Network Systems; and,
- Language Development and Programming

Ryerson University, with a long history of involvement in, and commitment to, Computer Science Education is ready to continue to contribute to the dissemination, expansion and

furtherance of the methods and skills of Computer Science at the graduate level. Many of the faculty members involved in this proposal have been contributing research and teaching at the graduate level to other disciplines within Ryerson and at other Universities. It is time we stood on our own.

The proposed program leading to a Master of Science degree in computer science is a general (no fields), six-term, thesis-based program requiring participants to take 5 graduate courses in two categories, in addition to one research methods course, and a mandatory non-credit seminar. The program has the objectives of providing both advanced graduate technical education and scientific research experience to participating students in the field of computer science.

The curriculum is based on the standard minimum ten-course research Master's program at Ryerson:

1. A successfully defended master's thesis (4 course equivalent weighting)
2. CS8100 Research Methods course
3. A minimum of 2 Core courses
4. A minimum of 3 Non-core Areas courses

In addition, students will be required to register in and attend four terms of a non-credit Graduate Research Seminar course; during which time each student will be required to deliver at least one presentation related to their thesis research.

Courses are to be selected by the student in consultation with their supervisor(s). The following sections provide listings and brief descriptions of the courses in the proposed curriculum. More detailed course descriptions can be found in Appendix II of Volume 1 of the OCGS brief.

Mandatory Courses
CS8100 Research Methods
CS8101 Computer Science Seminar

Core Courses
CS8200 Algorithms and Computability
CS8201 Advanced Software Engineering
CS8202 Advanced Database Systems
CS8203 Advanced Programming Languages
CS8204 Advanced Human-Computer Interaction
CS8205 Soft Computing and Machine Intelligence
CS8206 Special Topics in the Core of Computer Science

Non-core Areas Courses
CS8300 Secure Computing
CS8301 Software Metrics
CS8302 Collaborative Computing
CS8303 Distributed Systems
CS8304 Knowledge Discovery
CS8305 Presence
CS8306 Image Analysis
CS8307 Visualization
CS8320 Special Topics in Non-core Computer Science

A complement of 25 faculty members will present courses and supervise graduate students within the program. They will support a yearly intake of 20 students who meet or exceed Ryerson's admission standards. Many of the faculty members have supervisory experience from other graduate programs in other departments and universities. With a history of research excellence and current operating funding in excess of $220K, for the support of graduate research, the proposed program is poised for success.

Located on the second floor of a new state-of-the-art computing and engineering building, the program will have access to generous research and office space highlighted by five labs equipped with CFI funding of over $200K.

3. The School of Graduate Studies has reviewed the proposal for a ***Master of Architecture*** 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') is also available for review at www.ryerson.ca/gradstudies/temp. Username: graduate Password: admissions

It is planned that the *Master of Architecture* will be implemented in Fall 2007.

Motion

To approve the submission of the proposal for a ***Master of Architecture*** 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
Master of Architecture

EXECUTIVE SUMMARY

Master of Architecture (MArch) Executive Summary

In Canada, architecture is practiced as a self-regulating profession, with the Ontario Association of Architects (OAA) being the regulatory body in Ontario. The highly-demanding process of professional qualification starts with formal education in a professionally-accredited university program in architecture. Recent research suggests that Ontario is underserved in terms of professional degrees in architecture. Based on the projected demand for architectural services and the projected decline in licensed architects per capita, if current trends continue Ontario will experience a shortfall of between 150 and 400 licensed architects by 2007[6]. This decline is expected to have significant repercussions and comes at a time when construction activity in Canada has increased dramatically. Between 1999 and 2003, the value of all building permits in the country increased by 42% from $35.7 to $50.8 billion, while in Ontario the increase was 39%, from $16.7 to $23.2 billion. The surge in construction activity brought with it a concomitant demand for professional services related to construction, while at the same time the number of professional architects available to undertake such work has declined.[7] This phenomenon underscores research projections of an increasing gap between the demand for and supply of professional architects, and speaks to the need for additional professionally-accredited architecture graduates eligible for entry into the profession.

Architects operate in an increasingly dynamic environment that demands highly-educated and qualified professionals equipped to deal with changing requirements and technologies. The level of expertise required by architects and the scope of architects' professional services, traditionally understood to include design and management of building projects, have increased exponentially. Changing social and technological needs have resulted in far more sophisticated building responses, requiring a level of specialized knowledge that has driven the demand for higher standards of education and professional qualification among architects. Increased awareness of health and safety issues, environmental sustainability, differing cultural traditions, integration of urban design and infrastructure, changing social dynamics and the rapid pace of technological change are just a few of the many forces acting on the design and construction of buildings. To respond to these complex forces, in recent years professional education in architecture has risen from the undergraduate to the graduate level, and has included greater research activity related to an array of issues in the design and construction of the built environment.

Student demand for professionally accredited architecture programs in Ontario has grown along with the population, but university programs have not expanded to keep pace. The disparity of architecture schools to population is reflected in the percent of applicants accepted into Master of Architecture programs. Ryerson University Architectural Science graduates have a long-standing tradition of entry into the Architecture / Construction / Engineering (ACE) industry. Of recent graduates, by far the largest group, 41.6%, enters design, with management and construction being second choices at 18.7% and 16.4% and half of Ryerson's graduates continue with further education, including professional education in architecture.

The proposed Master of Architecture (MArch) degree as presented in the Appraisal Brief to the Ontario Council of Graduate Studies / OCGS, (and which will also be submitted for accreditation by the Canadian Architectural Certification Board/CACB) would respond to current and future societal needs and is formulated to be a unique place for graduate programs in architecture both in Ontario and in Canada. The proposed Master of Architecture is designed to provide a high

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[6] McGill Business Consulting Group, *Succeeding by Design / A Perspective on Strengthening the Profession of Architecture in Ontario and Canada*, Ontario Association of Architects *et al.* (Toronto), 2003, p. 10

[7] During the period 1999 – 2003, the number of licensed architects in Ontario declined from 2,610 to 2,500, and the number of new members entering the profession declined even more dramatically, from 146 to 91(*Annual Report* of the Ontario Association of Architects, 2003, p. 39)

quality professionally relevant graduate education for students considering careers in the AEC industry. Furthermore, the proposed program is aligned with Ryerson's mandate of applied professional education, and complements the proposed revisions to the undergraduate Bachelor of Architectural Science degree, scheduled for roll out in 2007. Enhanced undergraduate and graduate education in architecture and architectural science will ensure our ability to attract and retain the best students and faculty and to ensure excellence in our professional programs.

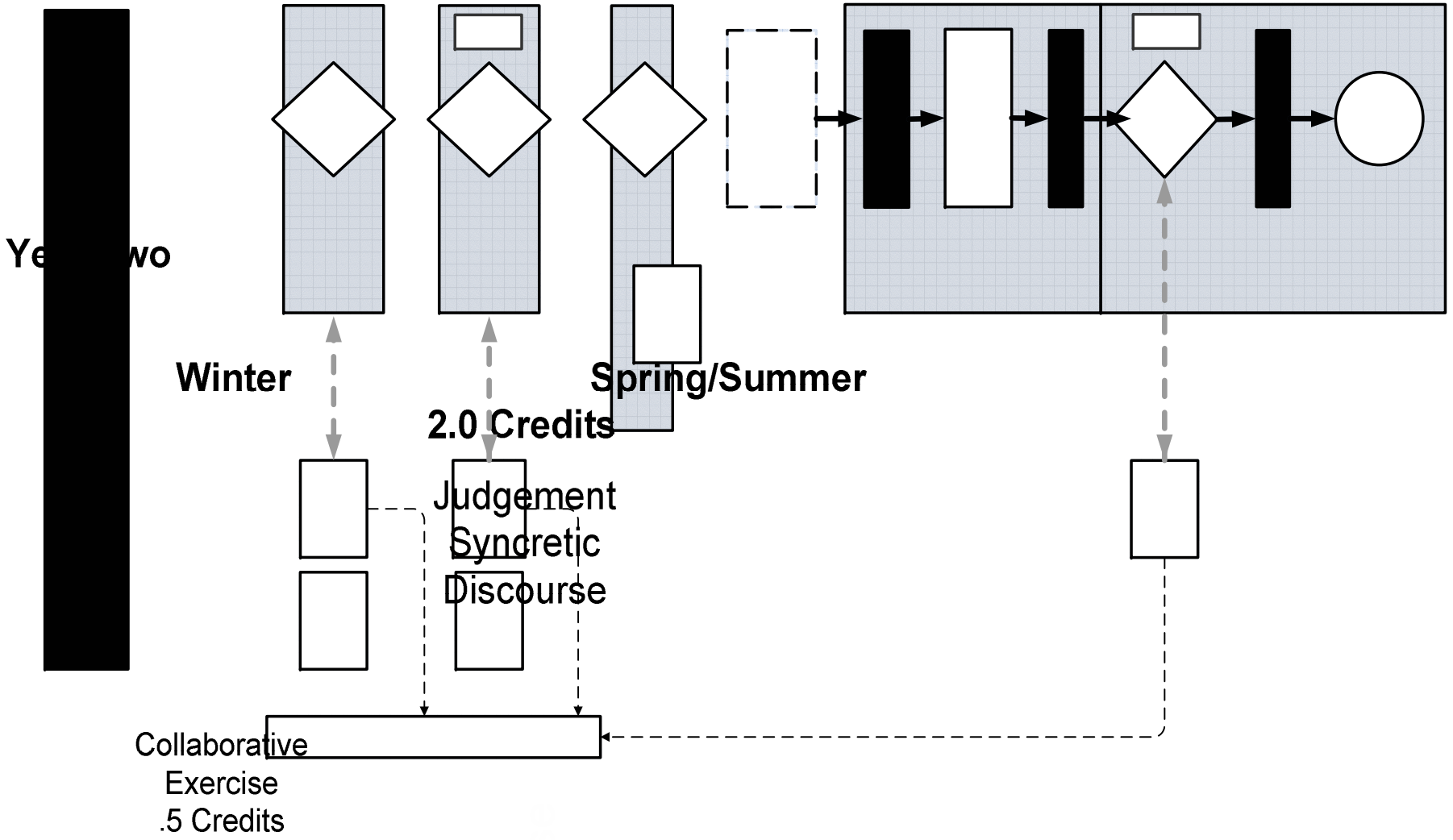
The proposed program meets all the requirements documented in Ryerson's Academic Plan (2003 – 2008) and is aligned with Ryerson's strategic plan to develop as a "comprehensive university," one that has traditional strength in undergraduate programs, and a spectrum of relevant graduate programs. Principles elaborated within the Master of Architecture program – sustainability, new technology and Toronto-as-laboratory – reflect the centrality of technology and 'green' issues in architectural practice today. Ryerson University's location in the heart of Ontario's and Canada's most important municipality, provide the program the opportunity for teaching and learning drawn from the environment at our doorstep. Further, the professional program shall be relevant to industry, bringing theory into practice; forward-thinking, progressive, and future-oriented, striving to lead industry into the coming decades; and cognizant of the Department's traditions, which foster a practice-oriented, holistic approach to architectural studies. The program's graduates – educated to become strong collaborators, with the flexibility to take on many roles in the AEC industry, as independent, critical thinkers, with the skills needed to conduct the research required in contemporary architectural practice – shall become leaders.

The Master of Architecture is studio-based and the requirement of the two-year, six-term Master of Architecture degree is successful completion of 6 courses, 3 studios and a thesis project. The structure of the Master of Architecture, as detailed in the OCGS brief, is pictured below. The curriculum is structured to facilitate completion in two calendar years of full-time study. The curriculum also offers opportunities for studios and student research to be undertaken in off campus locations. It is anticipated that the program will accept its first students in September 2007 (28 full-time students) and will have a steady state enrolment of 56 students[8]. Applicants must meet normal requirements for admission to the Ryerson School of Graduate Studies (i.e. four year honours degree or its equivalent).

The OCGS brief lists 16 tenure, tenure-track and limited term faculty as core faculty for the program, all in the Department of Architectural Science, seven of whom have been hired since 2002. The OCGS brief also identifies significant growth in SRC within the Department of Architectural Science. The Department is currently in process of establishing local norms for teaching and the proposed graduate program has been developed in anticipation of norms being in place that would be equivalent to teaching norms in other accredited architecture programs in Ontario. The program will not place any significant financial burden on the University, as evident by the changes to the undergraduate curriculum, the reduction in enrolment in the undergraduate program and the ability of the Department of Architectural Science to offer graduate assistant positions.

In summary, the new viable Master of Architecture is a natural evolution of teaching in architectural science that has been at the core of Ryerson's teaching since its inception in 1948. The new program is supported by the growth in faculty research and changes to the faculty complement. The program is strongly supported by industry and fuelled by societal needs for highly qualified personnel with advanced and professional expertise in architecture.

[8] The module is based on the ratio of 14 students per studio section, with two sections per year, for a total of 56 students in the program.


Winter
Spring/Summer
2.0 Credits
Judgement
Syncretic
Discourse
Collaborative
Exercise
.5 Credits

4. The School of Graduate Studies has reviewed the proposal for a ***Master of Journalism*** 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') is also available for review at www.ryerson.ca/gradstudies/temp. Username: graduate Password: admissions

   It is planned that the *Master of Journalism* will be implemented in Fall 2007.

Motion

To approve the submission of the proposal for a ***Master of Journalism*** 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
Master of Journalism

EXECUTIVE SUMMARY

For many years, Ryerson University's School of Journalism has enjoyed an excellent reputation for the quality of its undergraduate journalism education. We now propose to establish a Master of Journalism program, in which university graduates will be offered advanced professional education in journalism. Graduates of the M.J. program will be well prepared for employment in newsrooms and other journalistic workplaces; they will also receive a thorough grounding in advanced analytical and research skills and a sophisticated understanding of the vital relationship between journalism and the society in which it is practiced. The program will emphasize innovative approaches to journalistic practice, preparing graduates to adapt to rapid change and lead the developments that will transform journalism over the course of their careers. A focus on journalistic coverage of urban issues will inform the curriculum at all levels, and optional courses will give students opportunities to specialize in specific forms of journalism and in additional subject areas. Over all, the program's goal is to integrate high standards of practice and informed critical reflection in order to produce better-educated journalists and better journalism. Given journalism's central role in public life (and the continuing debates over how well it carries out this role), it is essential that those entering the profession receive the best and most sophisticated education possible. The proposal is entirely in keeping with Ryerson's current Academic Plan and the university's strategic direction of developing graduate programs in areas of existing strength.

This is a professional education in that students will learn the highest standards of professional practice under the close supervision of highly qualified instructors. This aspect of the program is rigourous and intensive. The School of Journalism has a well-established system of professional internships for its senior students, and these will be available to M.J. students. The program

culminates in completion of a Major Project, which will have the same importance as a thesis or Major Research Paper in other graduate programs. This will be a substantial piece of journalistic work in the student's chosen medium exhibiting sophistication in conception and research and superior presentation skills.

It is an advanced education in that students will also take graduate-level academic courses and seminars (including research methods) in order to understand journalism from historical and critical perspectives. Its graduates will be sophisticated journalists who understand both the full possibilities and the limitations of current journalistic practice, and who are encouraged to innovate. Graduates will be well prepared to take leadership positions in the profession and contribute to the improvement of journalistic standards and practices throughout their careers. The program is not designed to prepare students for doctoral studies.

Toronto is the centre of journalistic activity in Canada, and the program will take full advantage of Ryerson's proximity and unparalleled connections to virtually all of Canada's national news organizations. The active connections of Ryerson's faculty to these organizations will ensure a continuing cross-fertilization between teaching and the industry. Many senior working journalists will be involved in the program as guest lecturers, and, where they possess highly specialized skills, as adjunct faculty. The concentration of journalistic head offices in Toronto also makes Ryerson a logical place to experiment with innovative approaches to journalistic practice.

Faculty members in the M.J. program have extensive, high-level journalistic experience and a wide network of contacts among journalists at all levels, which will substantially enrich the educational experience and employment prospects of graduates. Of the 15 full-time professors in the School of Journalism, 12 will teach in the M. J. program. Three of these have Ph. D. degrees, and all the others have Master's degrees; all have active research agendas relating to journalism. Two new faculty members are expected to be hired by 2007, and suitability to teach in the M.J. program will be a requirement for at least one of these positions. All core courses will be taught by regular, full-time Journalism faculty (assisted in some cases by adjunct faculty), assuring the cohesiveness of the academic unit.

The program will focus throughout the curriculum on journalism that deals with urban issues, in keeping with Ryerson's mandate and taking full advantage of the university's location and expertise. Complementary courses such as "Urban Politics and Society for Journalists" will deepen students' knowledge in these areas and will build on the School of Journalism's pioneering work in covering diversity. No university in Canada is as well situated as Ryerson to make the complex urban society of the 21st century the focus of its journalism education.

Students entering the two-year Normal Stream will have acquired a broad general education by completing a four-year undergraduate program with good academic standing. They will be required to complete 20 credits for the M.J. degree, and the program of study will take six semesters. We plan to admit the first Normal Stream students in September 2007, and it is anticipated that admissions will be highly competitive.

Applicants who have substantial experience as journalists or an undergraduate degree in Journalism may qualify for admission to the three-semester, 10-credit Accelerated Stream; this will make the program attractive to working journalists in mid-career who seek more advanced professional education. The focus will be on academic and theoretical courses (with some provision for advanced specialized training in particular forms of journalism). A maximum of five students will be admitted to the Accelerated Stream each year, and the Normal Stream will admit 20 students each year. The total enrolment at any time will thus be 45.

Curriculum (Normal Stream)

First year	Second year
Covering the City: Reporting, Writing and Editing	Law and Ethics for Journalists
Research Methods for Journalists	Journalism Workshop
Urban Politics and Society for Journalists	History of News
TWO courses from: • Broadcast Journalism • Online Journalism and New Media • Magazine and Feature Writing	Interdisciplinary Graduate Courses: ONE course from • Media Languages: Forms and Approaches • Topics in Cross-Cultural Communication • Audiences and the Public
Critical Approaches to Journalistic Practice	Advanced Journalism: ONE course from • Advanced Newspaper Journalism • Advanced Magazine Journalism • Advanced Broadcast Journalism • Advanced Online Journalism
Internship	Advanced Specialized Courses: TWO credits from • Advanced Research Methods: Investigative Techniques (1 credit) • Television Documentary (2 credits) • Business Journalism (1 credit) • International Journalism (1 credit) • Health and Science Journalism (1 credit) • Advanced Topics in the History of Documentary (1 credit) • Changing Multicultural Mosaic of the GTA (1 credit)
Directed Reading (Subject specialty – preparation for Major Project)	Major Project

5. The School of Graduate Studies has reviewed the proposal for an ***MA in Media Production*** 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') is also available for review at www.ryerson.ca/gradstudies/temp. Username: graduate Password: admissions

It is planned that the *MA in Media Production* will be implemented in Fall 2007.

Motion

To approve the submission of the proposal for an ***MA in Media Production*** 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
MA in Media Production

EXECUTIVE SUMMARY

Introduction and Rationale

Radio and Television Arts at Ryerson University proposes to establish a Master's degree in Media Production that will build on the success of its existing undergraduate program by offering advanced-level studies in broadcast theory, practice and policy designed to prepare graduates for future leadership roles in the rapidly-evolving Canadian media industry. The establishment of a Master's in Media Production at Ryerson will further enhance the program's reputation and profile by attracting faculty and graduate students interested in conducting media research in radio, audio, electronic field production (EFP), TV studio, digital media production and broadcast theory.

The cultural industries account for billions of dollars of annual revenue and produce millions of jobs for Canadians. According to Statistics Canada, revenues in the television broadcasting industry alone surpassed the $5 billion mark last year, the result of growth in both private conventional and specialty channels. Digital channels have done particularly well with a 35% jump in subscribers over the previous year and a doubling in revenues to over $100 million. This trend is expected to continue, even in the event of an economic downturn.

Last year, airtime sales by private radio grew by 8.4% to $1.2 billion, despite downloading and Internet radio. This, and the development of high definition television and podcasts, has resulted in an ever-growing demand for highly skilled graduates. A steady flow of trained content creators, researchers and business specialists will be needed in the coming years if Canada is to maintain its currency in a rapidly expanding and increasingly competitive media environment. This demand is being driven by broad economic forces dictating the need for Canada to become more competitively productive and research-focused, particularly in relationship to its largest trading partner, the United States and emerging economies such as China and India.

Objectives and Structure of the Proposed Program

Specifically, RTA has ten stated objectives for the Master's in Media Production program:

1. To train broadcast graduates who possess superior research skills.
2. To provide an opportunity for media students and media practitioners to build on their undergraduate and industry experience to assume roles as cultural leaders in Canada's media community.
3. To meet the needs of the Canadian media industry by establishing a program that reflects excellence in program design and delivery.
4. To provide an innovative curriculum capable of fostering creativity, innovation and professional skills with respect to advanced media production.
5. To develop a graduate program able to respond to students wishing to pursue professional studies at a higher level by expanding their practical and theoretical knowledge.
6. To provide students with project management and decision-making skills through project-based work.
7. To assist students in becoming adaptable to changing developments in the media industry and to understand the creative, social and economic issues relating to advanced media production.

8. To provide students with a critical framework with which to analyze the cultural, historical and theoretical concepts of Canadian media production.
9. To raise RTA's profile at a national and international level through the delivery of a media curriculum capable of attracting outstanding students from Canada and abroad and facilitating international exchanges for both them and faculty.
10. To further enhance a research culture within RTA through shared projects and initiatives within the larger university community and the media industry.

To achieve these goals, RTA will work in regular consultation with external media partners to foster pedagogical and research opportunities. It is anticipated that these collaborations will also help to develop new media-based productions, products and services. This core vision is supported through a flexible series of production and theory courses, culminating in either a major professional project or a research paper.

The RTA Master's in Media Production is a one-year, three-semester, 11 credit course of study. Students will be able to develop and challenge their own intellectual, aesthetic and professional capabilities through the completion of a major project or Major Research Project (MRP), selected from a cluster of media specialties including: television studio, electronic field production, radio, audio and audio post-production, screenwriting and interactive digital media. They will also be able to choose from a range of graduate courses offered from within the ESRS Graduate School for Advanced Communications, ensuring that their work is positioned within broader social, historical, cultural and theoretical contexts. By incorporating this degree of flexibility directly into the program, RTA believes that students will not only be able to tailor a course of study to their specific needs but also be better prepared to work in a rapidly changing and increasingly interdisciplinary media environment.

The RTA Master's in Media Production places special emphasis on developing each student's research capabilities through Research Methods, a core course that stresses both theoretical and applied models of research. The program provides students not only with the skills to conduct their own research but, if they choose, to opportunity to work as graduate assistants in collaboration with faculty.

The following are the specific requirements of the proposed Master's program:

The program will accept advanced-level students with a media or related undergraduate degree and a minimum 'B' average. The program may also elect to accept highly motivated individuals from other fields of study with a desire to develop intensive knowledge in another discipline. To prepare less technically experienced students coming from other degree disciplines, a Summer Background program will be offered as a pre-requisite for entry into the course. RTA will conduct a technical proficiency test, a written test and an interview with candidates. All applicants will be further required to apply through Ryerson's School of Graduate Studies, and to adhere to all standard admissions regulations, including those of providing transcripts, and letters of recommendation.

Faculty Resources

RTA is well positioned to offer a Master's in Media Production, particularly after the recent hiring of 9 new faculty members including two research chairs and a new Academic Director of the Rogers Communication Centre. The program currently has five OCGS Category 1 instructors holding PhDs and an additional faculty with a terminal Master's degree possessing industry currency and reputation. Two faculty members are presently graduate instructors in the Communications and Culture Master's and PhD programs. When this program is launched in

2007/8, RTA will have one to three additional PhDs and two terminal degrees within its faculty complement.

The core faculty members, individually and as a group, in the above-mentioned fields of study possess considerable research experience and expertise exhibited by their publication records in peer-reviewed journals, books and international conferences and/or significant and internationally-recognized creative activities, demonstrated through major festival competitions and media awards.

Members of the founding faculty have authored or co-authored at least 9 books, edited or co-edited 8 more, contributed 39 chapters to books, and at least 77 articles in refereed journals. In addition, faculty members have been involved as writers, producers or technical crew on literally hundreds of hours of nationally and internationally broadcast radio and television programming, ranging from award-winning documentaries to children's programming to lifestyle shows to dramas. 8 of the 14 founding faculty members also have graduate supervision experience – in some cases quite extensive experience, ranging up to 50 students supervised.

Research funding for the last seven-year period is just over $2.9 million, and averages out to approximately $420,000 per year. The majority of this funding emanates from SSHRC sources, and other peer-adjudicated sources. As well, creative activity accounts for an additional $500,000 in external funding. It should be noted that these figures represent a significant amount of research funding for what had been a primarily undergraduate institution until the late 1990s. With a growing critical mass of research expertise, it is anticipated that research funding and output will grow substantially over the coming years.

6. The School of Graduate Studies has reviewed the proposal for an ***MFA in Documentary Media*** 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') is also available for review at www.ryerson.ca/gradstudies/temp. Username: graduate Password: admissions

It is planned that the *MFA in Documentary Media* will be implemented in Fall 2007.

Motion

To approve the submission of the proposal for an ***MFA in Documentary Media*** 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
MFA in Documentary Media

EXECUTIVE SUMMARY

Ryerson University proposes to establish a Master of Fine Arts in Documentary Media program, which will be a high-quality program to prepare students for advanced visual production work and careers in the professions related to documentary practice in all visual media. The program is presented in recognition of several factors: the lack of MFA programs in Canada dealing with documentary media, the rapid expansion of the global market for documentary material in all media forms, and the growing intellectual and critical debate about visual information in the digital era. This is a single-field program which will be open to applicants with interests or production experience in any of the traditional imaging fields associated with visual documentation (photography, film/video, web-based archives and information resources).

Ryerson University's downtown campus location places the program in the geographical center of many of Toronto's significant arts and cultural resources, and makes a wealth of resources available to program participants, including the City of Toronto Archives, the CBC Archives, the Toronto office of the National Film Board, and the Metro Reference Library. Opportunities for practical work with professionals in all media industries are likewise an asset to the program, as are activities associated with the Toronto International Film Festival and the many other film festivals the GTA hosts annually, the Images Festival of new media work, and programs at the Cinematheque Ontario and the Canadian Film Centre.

The program meets all of the conditions and requirements outlined in Ryerson University's Academic Plan as they relate to graduate programs of study. The program has a particular focus on applied knowledge, societal need and career/professional relevance; builds on established strengths of the University and the Faculty and contributes to the strategic goals of each; has potential to enhance scholarly, research and creative activity and undergraduate program strength; is consistent with the School's own goals as stated in a recent Program Review; and will not place undue financial or facilities burdens on the University. It has particular timeliness in terms of the University's recent acceptance of the gift of the Black Star Historical Black and White Photography Collection, an archive of nearly 300,000 journalistic and documentary photographs spanning most of the twentieth century.

The program curriculum is designed for full-time participants, and anticipates accepting its first cohort of students in September 2007. The intake is targeted at twenty students per year. While the program has a core sequence of required courses, it incorporates a number of options in terms of the array of elective courses available, and the focus of each student's chosen Master's Project during the second year.

The requirement for the MFA degree is 20 course units over a period of six semesters, and completion of the Master's Project/Thesis Production. Student academic performance will be monitored each term, through grade evaluations, a Progress Report, and meetings with faculty advisors. Each student will be assigned a faculty advisor in the first year of the program; in the second year, faculty advisors may be selected on the basis of the student's production discipline.

The curriculum is represented in table form, below. A core sequence of four required Production courses is supported by two required Documentary Studies courses, two Project Development courses, and a Master's Project, to be completed by the end of a student's sixth term. A course in

Research Methods, an Interdisciplinary Elective, and two additional Theory electives round out the curricular structure.

Year One **Fall Term**	**Cr.**	**Winter Term**	**Cr.**	**Spring/Summer Term**	**Cr.**
Production I: Image, Frame, Sequence	2	**Production II**: Motion, Time, Sound	2	**Production III**: Narrative and Interactive Forms – Editing, Scripting, and Programming	2
Documentary Studies I	1	Documentary Studies II	1	Master' Project Seminar	1
Research Methods	1	Interdisciplinary Graduate Course from Table I (Faculty to offer 2 courses from Table I)	1		
SUB TOTAL	**4**		**4**		**3**
Year Two					
Project Development: Supervised Preliminary Work on Master's Project	2	Production IV: Presentation and Exhibition – Venues, Markets and Networks	1	**Master's Project Completion**	2
Advanced Theory Elective (School to offer 2 courses from list)	1	**Master's Project Production**	2		
Image Arts Elective (from cross-listed courses)	1				
SUB TOTAL	**4**		**3**		**2**
TOTAL					**20**

There are eighteen faculty associated with the program. The core faculty all have recognized production experience in their respective disciplines; and all Category III faculty have research, graduate supervision and exhibition/publication records of note. Four faculty represent related disciplines in the Faculty of Communication & Design (Journalism, Professional Communication) and in the Faculty of Arts (English, Geographic Analysis). The remaining listed faculty are affiliated with the School of Image Arts and the joint York-Ryerson program in Communication and Culture. Six faculty in Categories I and III hold the PhD degree; all others hold MA or MFA degrees, five of which are terminal in their respective fields. Four program faculty hold administrative positions in the University, including Chair, Graduate Program Director, and Program Director.

8. **Computer Networks** (for information)

1. The program duration is being changed from four to six terms. With the change, MASc students will be eligible to apply for OSAP in their fifth and sixth terms of study. Also with the change, the MASc program in *Computer Networks* will harmonize with the rest of the MASc programs, which all have the program duration of six terms.

2. The official program fees for the MASc program will be changed to $24,000 from $20,000. This change simply reflects the fees the MASc students have been paying. The *Computer Networks* program will continue to provide awards of $2100 to the MASc students in their fifth and sixth terms. Thus, the change will not increase the financial burden to the students.

Report of the Composition and By-Laws Committee #W2006-1
May 9, 2006

The Composition and By-Laws Committee met to consider the By-Laws of the Urban and Regional Planning School Council to determine if it was in compliance with Academic Council Policy 45 - Constitutional Provisions for Department/School Councils. While it was determined that the By-Laws were in compliance with the policy, several suggestions were made to the School regarding the By-Laws structure. The By-Laws were reconsidered by the School, and those changes that were deemed appropriate were made.

Having satisfied itself that the By-Laws of the Urban and Regional Planning School Council are in compliance with Academic Council policy, the Composition and By-Laws Committee makes the following motion:

Motion: That Academic Council approve the By-Laws of the Urban and Regional Planning School Council.

Respectfully submitted,

S. Levy, Chair

For the Committee:

H. Alighanbari, M. Dionne, C. Farrell, D. Lee, P. Lewkowicz, N.M. Lister, A. Lohi, S. Persaud, D. Schulman (*ex officio*, non-voting)

RYERSON UNIVERSITY

BY-LAWS OF THE URBAN & REGIONAL PLANNING SCHOOL COUNCIL

(Hereinafter called "Council")

OBJECT

The Object of the Council is to develop and recommend to the School, policy that is relevant to the School's responsibilities within the University, and to the general policy of the University.

AUTHORITY

By the authority of Ryerson University's *Policy 45*, Council may initiate policy recommendations on any matter pertaining to the operation of the School. If such policies have significance and effect only within the School, approval by the Council and by the Director of the School and the Dean will provide authority for action. Such action will be reported by the Dean to Academic Council, for its information.

If such policies have extra-School ramifications, they shall be transmitted to the Dean of the Faculty for discussion with the Academic Planning Group. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean, and shall be reported to the Academic Council by the Dean, for its information. If there are broader ramifications, the recommendations shall be brought to Academic Council for action.

In the event of a disagreement between the School Council and the Dean, or between the School Council and the School Director and the Dean, the disagreement will be referred by the disputants to the Provost and Vice-President Academic In the event of a continuing disagreement, the matter shall be reported to the President for action. Should such a dispute have bearing on the academic policy of the University as a whole, the matter shall be reported to Academic Council upon its resolution.

A. MEMBERSHIP:

There shall be a School Council of the School of Urban and Regional Planning, which shall be composed as follows:

1. The Director of the School.

2. All members of the full-time teaching faculty of the School.

3. One member of the part-time/sessional faculty of the School.

4. Degree students enrolled in the School, the total number of which shall be not less than one-third, and not more than one half of the total of faculty members on the Council, consisting of a representative from each of the following categories: PLAN 1, PLAN 2, PLAN 3, PLAN 4, and combined PLAB/PLAD. The President of the Ryerson Association of Planning Students (RAPS) shall represent the category in which she/he is enrolled.

5. One (1) alumna/us representative, and an alternate designated by the Ryerson Planning Alumni (RPA)

B. OFFICERS:

The Council's Officers shall be:

1. A Chair, who shall be a member of School Council, but not the School Director, and who shall be elected at the first Fall meeting of each academic year by the members of the Council, and;

2. A recording secretary, who shall normally be the School Secretary and shall be a non-voting officer of the Council.

C. ELECTIONS:

1. Student, alumni, and part-time/sessional faculty representatives shall be elected annually by students, alumni and part-time/sessional faculty respectively, prior to the first meeting of the Council in each academic year.

2. The Ryerson Association of Planning Students (RAPS) shall ordinarily conduct elections for student representatives.

3. The Ryerson Planning Alumni Committee shall ordinarily conduct the election for the alumna/alumnus representative.

4. The School Director shall facilitate the election for a part-time/sessional faculty representative (where part-time/sessional candidates volunteer to run).

5. Council Chair shall be elected by a simple majority of the members present at a duly constituted Council meeting, which shall be called during the month of September in each year.

D. MEETINGS:

1. There shall be two regularly scheduled meetings of Council in each of the Fall and Winter semesters.

2. Meeting times and agendas shall be conspicuously posted within the School and circulated to all Council members at least seven (7) days before scheduled meetings in order to encourage general attendance and to offer members appropriate time to prepare for matters being brought before Council.

3. Additional meetings may be called by either the Council Chair or by the Director of the School, and shall be called within seven (7) days of receipt, by the Council Chair or the Director, of a written petition signed by not less than four (4) members. In situations where external conditions warrant, emergency meetings may be called by the Council Chair or by the Director with 24 hours notice provided to members via e-mail.

4. Meetings of Council shall be open to all students and alumni who are otherwise not Council members, as observers.

5. At the last meeting of the calendar year, the Director of the School shall be invited to give a Director's Annual Report including a budget summary, to Council with plans for the coming year

E. QUORUM:

A quorum shall be fifty percent (50%) of the total Council membership, which shall include at least one (1) student representative.

F. VOTING:

1. Each member of Council, excepting only the Council Chair, may cast one (1) vote on any matter before Council and, in the event of a tied vote, the Council Chair may elect to cast a deciding vote or to refer the matter back to the Council for a decision at a future date.

2. Observers and guests attending meetings shall not vote.

G. COMMITTEES:

1. At the beginning of each academic year, the Council shall appoint two (2) Standing Committees. These Committees serve in an advisory capacity to the School Director, and as information gathering and reporting bodies to Council. None of the powers of Council are conferred to the Committees. The two Standing Committee are:

    a) The Curriculum and Course Development Committee
    b) The Annual Review Committee

    i. The Standing Committees shall consist of interested parties and attempt to be representative of all School stakeholders.

    ii. The members of the Standing Committees shall consist of a proportion of the student and faculty members of Council, representing the same distribution of membership as Council itself. The Chair of School Council and the Director of the School shall be ex-officio members of the two Standing Committees**.**

2. The mandate of the Standing Curriculum and Course Development Committee shall include, but not be limited to the following:

    i. To consider curriculum and course development as it relates to the department/school, and to provide advice to the School Director.

    ii. Review curriculum for currency, relevance and delivery; identify those aspects the curriculum is addressing well and those aspects where improvements could be made.

3. As advisory to the School Director, the mandate of the standing Annual Review Committee may include, but not be limited to the following:

    i Examine the special needs that arise out of (e.g.) workplace pressures, language, religion, gender, ethnicity, sexual orientation and/or age of the student and faculty bodies as it relates to the School and bring these to the attention of the Council.

    ii Examine the adequacy of resources for students and faculty within the School.

    iii Examine the outcomes of existing student exchanges, placements, fieldtrips, and excursions and the prospect of new ones.

    iv Examine the relationships between the School and outside parties (i.e. employers, other schools & universities, professional accreditation organizations).

    v Document the above and make recommendations for action.

vi Publish a report that will be made freely available to all incoming and outgoing students, faculty, alumni, and others who request it.

4. Ad Hoc Committees may be established by the Council as and when required to examine and report to the Council on specific issues and questions, provided that the convenor of each such Committee shall be a member of the Council.

5. Each Standing and Ad Hoc Committee shall report in writing at least once a year to Council.

H. AMENDMENT:

Amendment of these By-Laws shall:

1. Require passage by Council of an amending By-law with a vote in favour by at least one-half (1/2) of the total members of the fully constituted Council, provided that advance written notice of the intent of the amendment shall be given to each member of the Council not less than fourteen (14) days prior to tabling of the amending By-law by Council.

I. Commencement:

1. These By-laws shall come into force on the day on which they are ratified by the Academic Council.

2. Any amendment to these By-laws shall come into force on the day they are ratified by Academic Council.

[As amended and passed by Council on April 11, 2006. Changes recorded by N.M. Lister.]

Report of the Nominating Committee
May 9, 2006

The following people are being nominated for service on the Standing Committees of Academic Council for 2006-07. This does not represent a complete committee list, as there are members who are in the middle of their terms and who do not need to be replaced or renominated.

Academic Council Appeals Committee
Faculty:
Cyndy Baskin, Community Services (Social Work)
Jean Bruce, Communication & Design (Image Arts)
Janet Chappell, Community Services (Nutrition) (2nd term)
Sue Edwards, Community Services (Nursing)
Martin Greig, Arts (History) (2nd term)
Darrick Heyd, Engineering Architecture & Science (Chemistry & Biology) (2nd term)
Susan Laskin, Arts (Geography) (2nd term)
Ali Lohi Engineering Architecture & Science (Chemical Engineering) (3rd term)
Gillian Mothersill, Communication & Design (GCM) (3rd term)
Peter Pille, Business (ITM) (2nd term)
Jeffrey Yokota, Engineering Architecture & Science (Aerospace Engineering) (2nd term)

Students:
Lukas Bichler, Graduate studies, Mechanical Engineering (2nd term)
Anna Bridges, Arts & Contemporary Studies (3rd term)
Laura Brown, Nutrition (2nd term)
Kyrie Hallie, Radio & Television Arts
Taras Koulik, Business Management
Anna Lyn, Business Management
Truc Nguyen, Graduate Studies, Communication & Culture
Jason Pierce, Arts & Contemporary Studies
Angy Tadros, Industrial Engineering
Vincent Tighe, Continuing Education (2nd term)

Academic Standards Committee
Faculty/Librarian:
Des Glynn, G. Raymond Chang School of Continuing Education (3rd term)
Gerald Hunt, Business (Business Management)
Lei Jin, Librarian
Rena Mendelson, Community Services (Nutrition)
Donna Smith, Communication & Design (Assoc. Dean) (2nd term)
Joyce Smith, Communication & Design (Journalism)

Students:
Seyon Kandasamy, Civil Engineering (2nd term)
Tara Spencer, Arts & Contemporary Studies

Admissions Committee
Faculty:
Scott Anderson, Business (Business Management) (2nd term)
Amy Casey, Chang School of Continuing Education (2nd term)
Ali Hussein, Engineering, Architecture and Science (Electrical Engineering) (2nd term)
Melanie Panitch, Community Services (Disability Studies)

Students:
Roxana Gherman, Nursing
Nora Loreto, Journalism
Andrea Warnick, Image Arts

Alumnus:
Anthony Ganuelas

Awards & Ceremonials Committee
Faculty:
Kamran Behdinan, Engineering Architecture & Science (Aerospace Engineering) (2nd term)
Rena Mendelson Community Services Nutrition (2nd term)

Deans/Chairs/Directors
Carla Cassidy, Dean, Arts
Sri Krishnan, Chair, Electrical Engineering
Sue Wilson, Assoc. Dean, Community Services (2nd term)

Composition & By-Laws Committee
Faculty:
Pat Corson, Community Services (Early Childhood Education)
Carlyle Farrell, Business (Business Management) (2nd term)

Students:
Nora Loreto, Journalism
Laura Brown, Nutrition

Learning & Teaching Committee
Students:
Anna Lyn, Business (Business Management)
Omar Falou, Graduate Student, Computer Engineering
Maudud Quazi, Engineering, Architecture and Science (Mechanical Engineering)
Maame Twum-Barima. Community Services (Nursing)
Ricky Kruger, Communication & Design (Fashion Communication) Fall 2006
Amber Hubka Cook, Communication & Design (Interior Design) Winter 2007

Nominating Committee
Faculty:
Chris Evans Engineering, Architecture and Science Chemistry & Biology (2nd term)
Liz Evans, Business Retail Management
Gillian Mothersill Communication & Design GCM (2nd term)
Melanie Panitch Community Services Disability Studies

Deans:
Carla Cassidy, Arts
Ken Jones, Business

Students:
Omar Falou, Electrical & Computer Engineering
Taras Koulik, Business Management

Alumnus:
L. Merali

SRC Committee
Faculty:
Maria Gurevich, Arts (Psychology) (2nd term)
Mary Foster, Business (Business Management) (2nd term)
Alan Fung, Engineering, Architecture & Science (Mechanical Engineering)

Students:
Omar Falou, Graduate Student, Computer Engineering
Roxana Gherman, Undergraduate Student, Nursing

Respectfully Submitted,

Michelle Dionne, Chair
For the committee:
Stalin Boctor, Tarun Dewan, Gillian Mothersill, Dale Shipley, Chris Evans, Sue Williams, Lukas Bichler, Paul Lewkowicz, Diane Schulman (non-voting)

NOTE: Members of the Nominating Committee have refrained from voting on their own committee nominations.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2006–4; May 2006

In this report Academic Standard Committee (ASC) presents its evaluation and recommendation on a curriculum restructuring proposal from the *Department of Architectural Science*.

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

Curriculum Restructuring: *Architectural Science*

Introduction

The *Department of Architectural Science* offers a 4-year program leading to *Bachelor of Architectural Science* degree with specialization options in *Architecture*, *Building Science*, and *Project Management*. Students choose their options following two years of foundation studies. The program educates students for a wide range of professional roles in the construction industry while emphasizing design theory, technology, and management. The long-standing reputation of the program rests in part on this unique curriculum emphasis.

The *Department* had not done a substantive curriculum change since the mid-nineties. Consequently, in the last two years the *Department* undertook an extensive review to create a curriculum that reflects the many changes in the architecture, engineering and construction industries since that time. The review of the undergraduate curriculum was done in conjunction with the development and delivery of an accredited[9] Master of Architecture program. Through consultations with faculty, students, alumni and industry representatives, the review identified a set of goals:

- to design an enhanced curriculum which meets accreditation requirements in all program options;
- to increase integration of course content across program options;
- to reduce student and faculty workload;
- to introduce thresholds for evaluation of student performance; and
- to expose students to other related disciplines.

The New Curriculum

[9] The provincial architectural associations in Canada require that an individual intending to become an architect hold a professional degree in architecture accredited and/or certified by the Canadian Architectural Certification Board (CACB). Three- and four-year pre-professional degrees are not accredited by the CACB. These degrees are useful to those seeking a foundation in the field of architecture as preparation for either continued education in a professional degree program or for other professional studies or employment options in fields related to architecture. At the present time all programs accredited by CACB are at the Masters level.

The new curriculum consists of 46 courses with a total of 177 contact hours[10] of which 75 are studio hours. The first three years of the new program are foundation studies. In final year, students opt to specialize in one of the three program options. The new curriculum also separates the program into four conceptual phases:

- Phase I: Introduction and Context ..... Semester 1.
- Phase II: Preparation: Tools and Elements ..... Semesters 2–4.
- Phase III: Integration ..... Semesters 5–6.
- Phase IV: Specialization ..... Semesters 7-8.

The program emphasizes Phase III which presents architecture as an integrated discipline.

Progress from Phase II to Phase III, and from Phase III to Phase IV will be based on block promotion. Students will have to complete all required program courses in Phase II and Phase III before they can proceed to Phase III and Phase IV, respectively.

The new curriculum includes core courses to be delivered by other academic units (*Arts and Contemporary Studies*, *Civil Engineering*, *Physics*, and *Urban and Regional Planning*). Students in the final year of the program will be able to choose from an extensive elective list which includes several *Urban and Regional Planning*, and *Interior Design* courses. In addition, students in the Architecture Option may substitute an upper level *Interior Design* studio course in place of one of two Architecture studio courses.

If approved, the new curriculum will start in Fall 2007 with the implementation of Phase I and will be phased in. The *Appendix* presents the complete curriculum.

ASC Evaluation

The new curriculum builds on the current curriculum and improves on it in many ways. The main structural changes are: (i) creation of a strong foundation in the first three years of study which will provide enriched content and allow students a greater understanding of architecture as an integrated discipline, (ii) increased studio hours and placement of studio at the core of architecture education, (iii) reduction of student workload to allow more time for reflection and independent research in line with the norms at other pre-professional architecture programs, (iv) exposure to other disciplines by incorporating core and elective courses to be delivered by other academic units.

ASC recognizes that the proposed curriculum restructuring will result in an academically stronger program which will benefit the students and allow the *Department* to progress towards its educational goals of delivering industrially-relevant and studio-centric programs.

[10] A typical 40 course program with 3 hrs/week contact hours per course would correspond to 40 x 3 = 120 total contact hours.

Recommendation

Having satisfied itself of the academic merit of these proposals, ASC recommends:

> *That Academic Council approve the proposed curriculum restructuring in the Architectural Science program.*

Respectfully submitted by

Errol Aspevig,
for the 2005/2006 Academic Standards Committee

K. Alnwick (Registrar)
E. Evans (Retail Management)
Z. Fawaz (FEAS)
D. Glynn (Continuing Education)
T. Haug (student, Arts & Contemp Studies)
S. Kandasamy (student, Civil Engineering)
L. McCarthy (Chemistry and Biology)
R. Mendelson (Nutrition)
A. Mitchell (Interior Design)
B. Murray (Philosophy)
D. Phelan (Library)
D. Schulman (Secretary of Academic Council; ex-officio)
D. Smith (FCAD)
R. Stagg (History)
D. Sydor (Business Management)
J. Waddell (Nursing)
M. Zeytinoglu (Electrical and Computer Engineering)

APPENDIX: Proposed Curriculum in Architectural Science

Semesters 1–6 are common across all program options.

First Semester

Course Number and Title		Hours *Lec*	*Lab*	*Studio*
ASF 1Sx	COMMUNICATIONS STUDIO: *Representation & Composition* †			9
ASF 1Ax	THE BUILT WORLD: *Management and Finite Resources*	3		
PCS 1Bx	THE NATURAL CONTEXT: *Physical Concepts & Processes*	2	1	
ACS 1Cx	THE HUMAN CONTEXT: *Ideas & Forces in the Contemporary World*	3		
ASF 1Dx	THE BUILT CONTEXT: *Concepts & Themes for Architecture*	2	1	
	LIBERAL STUDIES: *One course from Table 1*	3		

Second Semester

Course Number and Title		Hours *Lec*	*Lab*	*Studio*
ASF 2Sx	DESIGN STUDIO 1: *Program & Site* †			9
ASF 2Ax	SUSTAINABLE PRACTICES: *Principles*	2	1	
ASF 2Bx	THE BUILDING PROJECT: *Components*	3		
ASF 2Cx	STRUCTURES 1: *Concepts and Systems*	2	1	
ASF 2Dx	IDEAS, TECHNOLOGIES & PRECEDENTS 1: *Ritual & Stone*	2	1	
ASF 2Ex	COLLABORATIVE EXERCISE 1: *Mobility* ‡			3

Third Semester

Course Number and Title		Hours *Lec*	*Lab*	*Studio*
ASF 3Sx	DESIGN STUDIO 2: *Intention & Expression* †			9
ASF 3Ax	ENVELOPE SYSTEMS	2	1	
ASF 3Bx	THE CONSTRUCTION PROJECT: *Processes & Resources*	3		
ASF 3Cx	STRUCTURES 2: *Materials & Detailing*	2	1	
ASF 3Dx	IDEAS, TECHNOLOGIES & PRECEDENTS: *Secular Representations*	2	1	
	LIBERAL STUDIES: *A lower level Liberal Studies elective*	3		

Fourth Semester

Course Number and Title		Hours *Lec*	*Lab*	*Studio*
ASF 4Sx	DESIGN STUDIO 3: *Technical & Regulatory Issues* †			9
ASF 4Ax	BODILY COMFORT SYSTEMS	2	1	
ASF 4Bx	SITE DEVELOPMENT AND PLANNING	2	1	
CVL 4Cx	STRUCTURES 3: *Quantitative Methods*	2	1	
ASF 4Dx	IDEAS, TECHNOLOGIES & PRECEDENTS*: Discipline & Revolution*	2	1	
ASF 4Ex	COLLABORATIVE EXERCISE 2: *Social Responsibility* ‡			3

Fifth Semester

Course Number and Title		*Hours* Lec	Lab	Studio
ASF 5Sx	INTEGRATION STUDIO: *Complex Building - Feasibility Study* †			9
ASF 5Ax	LIGHT & SOUND IN ARCHITECTURE	2	1	
ASF 5Bx	PROJECT ECONOMICS 1: *Fund. from Feasibility through Construction*	3		
PLE 5Cx	THE HUMAN WORLD: *Urban Structures & Processes*	2	1	
	LIBERAL STUDIES: *A lower level Liberal Studies elective*	3		

Sixth Semester

Course Number and Title		*Hours* Lec	Lab	Studio
ASF 6Sx	INTEGRATION STUDIO: *Complex Building – Design Development* †			9
ASF 6Ax	TECTONICS & MATERIALITY	3		
ASF 6Bx	DOCUMENTATION & THE CONSTRUCTION CONTRACT	2	1	
ASF 6Cx	PRINCIPLES OF DETAILING	2	1	
ASF 6Dx	COLLABORATIVE EXERCISE 3: *Research into Practice* ‡			3
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

OPTION: Architecture

Seventh Semester

Course Number and Title		*Hours* Lec	Lab	Studio
ARC 7Sx	ARCHITECTURE SELECTED STUDIO 1 †,❖			9
	PROFESSIONAL ELECTIVE 1: *Select one course from Table 3*	3		
	PROFESSIONAL ELECTIVE 2: *Select one course from Table 3*	3		
	PROFESSIONAL ELECTIVE 3: *Select one course from Tables 2,4,5*	3		
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

Eighth Semester

Course Number and Title		*Hours* Lec	Lab	Studio
ARC 8Sx	ARCHITECTURE SELECTED STUDIO 2 †,❖			9
	PROFESSIONAL ELECTIVE 4: *Select one course from Table 3*	3		
	PROFESSIONAL ELECTIVE 5: *Select one course from Table 3*	3		
	PROFESSIONAL ELECTIVE 6: *Select one course from Tables 2,4,5*	3		
ASC 8Dx	COLLABORATIVE EXERCISE 4: *Competition* ‡			3
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

OPTION: Building Science

Seventh Semester

Course Number and Title		*Hours* Lec	Lab	Studio
BSC 7Sx	BSC STUDIO 1: *Investigating How Buildings Work* †			9
BSC 7Ax	BSC THEORY / PERFORMANCE 1: *Looking at Existing Buildings*	2	1	
BSC 7Bx	BSC ADVANCED SUSTAINABLE SYSTEMS OF ENV. CONTROL	3		
	PROFESSIONAL ELECTIVE 1: *Select one course from Tables 2,3,5*	3		
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

Eighth Semester

Course Number and Title		*Hours* Lec	Lab	Studio
BSC 8Sx	BSC STUDIO 2: *Investigating How Details Work* †			9
BSC 8Ax	BSC THEORY / PERFORMANCE 2: *Sustainable Detail Design*	3		
BSC 8Bx	BSC ADVANCED ENVELOPES / COMPONENTS	2	1	
	PROFESSIONAL ELECTIVE 2: *Select one course from Tables 2,3,5*	3		
ASC 8Dx	COLLABORATIVE EXERCISE 4: *Competition* ‡			3
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

OPTION: Project Management

Seventh Semester

Course Number and Title		*Hours* Lec	Lab	Studio
PMT 7Sx	PMT STUDIO 1 †			9
PMT 7Ax	PROJECT ECONOMICS 2: *Financing, Cost Planning & Control*	3		
PMT 7Bx	INFORMATION SYSTEMS	3		
	PROFESSIONAL ELECTIVE 1: *Select one course from Tables 2,3,4*	3		
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

Eighth Semester

Course Number and Title		*Hours* Lec	Lab	Studio
PMT 8Sx	PMT STUDIO 2 †			9
PMT 8Ax	PROJECT ECONOMICS 3: *Delivery Methods & Techniques*	3		
PMT 8Bx	PROJECT PROCUREMENT & CONSTRUCTION MANAGEMENT	3		
	PROFESSIONAL ELECTIVE 2: *Select one course from Tables 2,3,4*	3		
ASC 8Dx	COLLABORATIVE EXERCISE 4: *Competition* ‡			3
	LIBERAL STUDIES: *An upper level Liberal Studies elective*	3		

NOTES:

† All studio courses have a weight of 3.0.
‡ All Collaborative Exercise courses are graded on a PASS / FAIL basis.
❖ Students in the Architecture Option may take an upper level Interior Design studio course in place of ARC 7Sx or ARC 8Sx.

ELECTIVES:

Writing-Intensive Liberal Studies Electives

Table 1

ENG 101	Laughter and Tears: Comic and Tragic Modes
ENG 104	What's The Story?
ENG 112	Zap, Pow, Bang: Pop Lit
ENG 212	Cultures in Crisis

In addition to the above courses, this list may be expanded to include a wider selection of writing-intensive lower level liberal studies.

Professional / Professionally-Related Electives

Table 2: Electives for all Program Options

ASC xx1	Architecture in Public Policy
ASC xx2	Architectural Writing
ASC xx3	Business Practices in the AEC Industry
ASC xx4	Contemporary Theories of Urbanism
ASC xx5	Creating Delightful Spaces Using Simulation Techniques
ASC xx6	Digital Tools
ASC xx7	Fire Safety in the Built Environment
ASC xx8	Glass in Architecture
ASC xx9	Globalisation and the Construction Industry
ASC x10	How Buildings Work
ASC x11	Landscape and Ecological Design in the Physical Environment
ASC x12	Landscape Design, Theory and Application
ASC x13	Performance Modelling
ASC x14	Sustainable Ratings Systems / Designing With LEED
ASC x15	The Small Building
ASC x16	Toronto: Architecture and Urbanism
PLE 515	Environmental Planning
PLE 525	Urban Transportation Planning
PLE 565	Community Sustainable Development
PLE 635	Feasibility Analysis of Development

PLE 715	Environmental Assessment
PLE 735	Private Development Seminar
PLE 755	Contemporary Urban Design
PLE 765	International Development
PLE 815	Facility Siting and Risk Assessment

Table 3: Architecture Electives

ARC xx1	Advanced Construction Case Studies
ARC xx2	The Architecture of Urban Housing
ARC xx3	Architectural Theory Since 1968
ARC xx4	Canadian Architecture Since 1945
ARC xx5	Digital Design, Non-Standard Practice
ARC xx6	Heritage Conservation Theory and Practice
IDE 301	Furniture Design
IDE 304	Set Design
IDE 307	Colour and Space
IDE 311	Facilities Management
IDE 312	Technology of Historic Interiors
IDE 500	Selected Topics in Interior Design

Table 4: Building Science Electives

BSC 7Ax	BSC Theory / Performance 1: Looking at Existing Buildings
BSC 7Bx	BSC Advanced Sustainable Systems of Environmental Control
BSC 8Ax	BSC Theory / Performance 2: Sustainable Detail Design
BSC 8Bx	BSC Advanced Envelopes / Components

Table 5: Project Management Electives

PMT 7Ax	Project Economics 2: Financing, Cost Planning & Control
PMT 7Bx	Information Systems
PMT 8Ax	Project Economics 3: Delivery Methods & Techniques
PMT 8Bx	Project Procurement & Construction Management

Academic Plan Update
Presented to
Academic Council
by
Errol Aspevig, Provost and Vice President Academic
May 9, 2006

Background

Learning Together: An Academic Plan for Ryerson, 2003-2008, was approved by Academic Council in May, 2003. The Plan is available on the Provost and Vice President Academic's website at www.ryerson.ca/provost/ . The Plan was a result of extensive consultation and sets the academic direction of the University for the five year period.

The mechanics of academic planning began in 2003, when Deans, in consultation with their Faculties, were first asked to develop academic goals for their Faculties. Each department or school was then asked to develop objectives and tasks that reflected those goals and to identify outcomes to be used as measures of success in achieving these objectives. Each Dean was then asked to develop a comprehensive Faculty plan. Supplementing this process, departments and schools submitted requests for academic plan investment funds to their Dean, and the Deans submitted prioritized requests to the Provost.

As the academic planning cycle normalizes, departments and schools are asked to submit annual updates to their Deans by mid-October, with the Deans providing updates to the Provost by the end of November. This allows adequate time to review the submissions and build planning priorities into the budget process. The University's academic plan will be reviewed and revised for implementation in 2008. Consultation on that revision will begin in Fall 2007.

Academic Planning Activity

The formal planning process was begun in 2003-04 and finalized Faculty[11] plans were submitted to the Provost in April 2004. The Provost reported to Academic Council in May of 2004. Interim reports were submitted in January 2005 in order to inform the Provost of the progress to that time and to enable decisions to be made on the allocation of Academic Plan Funds for the year. In January 2006 each of the Faculties submitted an Academic Plan update, based upon the planning of the individual schools and departments. Each Faculty developed its goals in keeping with the overall University goals established in *Learning Together*. There has also been considerable University-wide activity toward meeting those overall goals.

[11] For the purposes of this report, the term Faculty also includes The Chang School and the Library.

Learning Together: The Learning Community
Assessing Ryerson's Progress

Learning Together sets goals for both the near-term (the five year span of the current plan) and the longer term vision that reflect the University's ideals, aspirations and potentialities. Looking ahead a decade and beyond, the Plan envisions Ryerson as a "comprehensive university" in which its traditional strength in undergraduate programming is augmented by a significant number of graduate programs and by substantial and growing involvement in SRC activity. While it will fit the general definition of a "comprehensive university", it is seen as continuing to retain its distinctive nature in its program mix, its focus on societal need as a guiding principle for both its academic and SRC activities, its adherence to the notion of intentional, purpose-driven curriculum, its leadership in continuing education, and its attentiveness to the career and life aspirations of its students. Ryerson will continue to draw deeply from, and contribute profoundly to, the cosmopolitan environment in which it is located, linking to its broader community. And Ryerson will be a vibrant learning community in which all members – students, faculty, staff, and administrators – know themselves to be valued participants in a shared endeavour.

The following is a summary of the progress that has occurred in each of the core areas identified in *Learning Together*. This report is by no means exhaustive, as there is planning going on in all Faculties, Departments and Schools that cannot be reflected in any overall summary. It is impossible to capture the energy of the planning activity and evolution of the academic units at all levels in a few short pages. My review of the progress reports submitted to me by the Faculties, Schools and Departments, the Library and The Chang School assures me that Ryerson is moving toward the achievement of the broad University goals established in *Learning Together*.

Learning Together identifies several core activities and key stakeholders of the University and planning has focused largely on these.

- Academic
  - Undergraduate Programs
  - Graduate Programs
  - Scholarly, Research, and Creative (SRC) Activity
  - Teaching
- People
  - Faculty
  - Students
  - Staff
  - Academic Administrators
- Infrastructure and Environment
  - Space
  - Library
  - Information Technology

Academic

Undergraduate Programs

Learning Together committed the University to the review of the tripartite curriculum structure upon which all of Ryerson's undergraduate programs are based. This review was undertaken by an outside consultant and a report was submitted in May 2005. Since that time there has been consultation on the report with a variety of stakeholders and there has been a report from the Provost outlining recommendations for the revision of the curriculum model. Consultation on these recommendations will continue until the end of June, and there will be a final report to Academic Council in the Fall 2006.

Learning Together asks Departments and Schools to assess their role in the development of universal skills and perspectives, including: communication, international understanding, enquiry/research skills, information literacy, an understanding of cultural and social forces, ethics/professional practice, and IT proficiency. The tripartite curriculum review report stressed the need to address these universal skills when developing a curriculum model and suggests adding scientific and technological literacy and environmental understanding to the list. As program curricula evolve over the next few years, the development of universal skills and perspectives will be addressed.

The Plan also commits programs to ensuring that high standards of academic quality are met and that the curriculum remains relevant and current. There have been a number of initiatives to ensure that Ryerson programs address the issue of academic quality. In addition to the tripartite curriculum review, these include the following:

- The recommendations of the Task Force on Student Success and Retention are being implemented throughout the university (e.g. First-year experience courses, advisement, early interventions, curriculum change to eliminate first-year "killer courses", etc.).
- The *Periodic Program Review of Undergraduate Programs* (Policy 126) was revised and approved by Academic Council. The guidelines were improved to ensure quality and follow-up.
- The *Approval Process for New Undergraduate Programs* (Policy 112) was revised and approved by Academic Council. Proposal criteria have been improved to ensure quality
- Various institutional surveys of students have been done and performance indicators, including the National Survey of Student Engagement (NSSE), have been assessed and related issues have been addressed.
- The President commissioned his own review of Ryerson Student Engagement and Experience, independent of the Academic Plan, and a preliminary report has been made. A final report is due in June, 2006. There will be ongoing efforts to address the issues raised in this review.
- Through the department/school planning process, learning and teaching modes are being assessed and revised to provide optimum use of resources and space.

- Common platforms or first-years have been developed in some areas to address student transferability, and therefore student success and retention and the "silo" effects are being addressed. The Social Science platform, upon which several social science degrees area based, was launched in 2005, and applications to the new social science programs have been high. The common Science platform was also launched in 2005, and applications are strong.
- The Faculty of Business accreditation plan was accepted by the Association for the Advancement of Collegiate Schools of Business (AACSB) after two years of preparation. This plan will guide the direction of the Faculty for years to come and is key to the strategy of raising the quality of the educational and research opportunities for students.

Key to the Ryerson mission is the development of programs that address societal need. In order to advance that mission, the following undergraduate programs were approved by Academic Council in 2004-05:

- Medical Physics
- Psychology
- Midwifery – Full-time program
- Child and Youth Care – Full-time four-year and direct entry programs

There are currently letters of intent for a BSc in Mathematics and a BEng in Biomedical Engineering.

In addition to these new programs, there were substantial curricular changes in a number of programs (Arts and Contemporary Studies, Early Childhood Education, Fashion Communication and Fashion Design, Health Service Management, Information Technology Management, Midwifery Education, Retail Management, Theatre Performance Production and Theatre Technical Production) and several new minors (Child and Youth Services, Criminal Justice, Disability Studies and Politics) were developed. There were also a number of certificate programs developed in conjunction with The Chang School.

Certificates developed for the 2005-2006 Academic Year

- Database and Knowledge Management
- Database Technology
- Information Systems Development
- Physical Activity: Assessment and Promotion
- Residential Care for Children and Youth

Certificates developed for the 2006- 2007 Academic Year

- Audio Production Fundamentals
- Canadian Social Work Practice
- Design for Arts and Entertainment
- Media Writing Fundamentals
- Proficiency in Spanish

- Project Management (significant change: two new streams)
- Television Production Fundamentals

The past two years were unique in the history of post-secondary education in Ontario, with the need for the education of a double-cohort of students. The university did well in planning for and dealing with the surge of students, meeting enrollment targets as planned with modifications related to student demand.

Graduate Programs

The focus of the academic plan for Graduate Studies is to increase the number of graduate programs, and to integrate graduate students into the Ryerson culture. All of the Faculties are actively involved in the development of graduate programs, and the number of graduate students and programs at Ryerson has increased substantially since 2003. Graduate FTE enrolment is expected to increase three-fold from its 2003-04 level of 391.3 students to 1,172.4 FTE students in 2007-08. Currently, Ryerson offers 13 Master's level programs and 4 programs at the doctoral level. It is expected that by Fall 2007 a further 12 Master's programs and 2 doctoral programs will be added.

As stated in the Plan, the graduate programs reflect Ryerson's distinctive mandate, build on its established strengths and meet the University's strategic goals. The following Graduate programs were approved by Academic Council in 2004-06:

- Management of Technology and Innovation (MBA/MMSc)
- Biomedical Physics (MSc)
- Chemical Engineering (PhD)
- Early Childhood Studies (MA)
- Nursing (MN)
- Business Administration (MBA)
- Molecular Science (MSc)
- Social Work (MSW)
- Aerospace Engineering (PhD/MASc/MEng)

Other programs (MA in Media Production, MSC in Computer Science, MFA Documentary Media, MJ Journalism, MArch Architecture) are to be considered by Academic Council at its May 9, 2006 meeting.

Scholarly, Research and Creative Activities (SRC)

The growth of SRC is a key goal for Ryerson and each of the Faculties have developed individual goals to advance these activities. The growth of SRC initiatives and activities is evidenced by:

- an increase in CRC allocations from 9 to 11, reflecting a proportionate increase in granting council (CIHR, NSERC, SSHRC) research;

- an increase in the Federal Indirect Cost allocation reflecting an increased share in granting council funding;
- recruitment of a Tier 1 CRC in the Faculty of Arts;
- recruitment of a Tier 1 CRC and four Tier 2 CRC in the Faculty of Engineering, Architecture and Science;
- clear SRC goals and increased strategic investments at the Faculty level;
- increase in hosting of seminal research conferences;
- expansion of University SRC support including, for example, the New Faculty SRC Development Program, SSHRC 4A Incentive Funding, supplementary funding for the SSHRC Institutional Grant (SIG), Ryerson Creative Fund, Ryerson NSERC Equipment Fund and the Ryerson Research Chairs Awards Program;
- increased investments in research facilities and the Office of Research Services;
- the development of on-line resources such as the Research Ethics Online Application Database; and
- improved research communications vehicles such as *Impact* and the *Research Opportunities Newsletter*.

Investigators have been aided by mentoring and editorial support provided by the Office of Research Services and the Faculties in the development of their proposals. Faculties, Schools and Departments have been developing long range SRC plans. Perhaps most important, the University is currently engaged in a search for a full Vice President, Research and Innovation.

Teaching

Learning and teaching has been enhanced through many initiatives. One key initiative was the organizational changes in the Learning and Teaching Office which developed shared responsibility with each of the Faculties and with The Chang School. Faculty Associate positions were created in each Faculty to serve both local and University needs for faculty development and provision of innovative programming to support teaching excellence. In keeping with this restructuring, the mandate and membership of the Learning and Teaching Committee of Academic Council was changed to include all the Faculty Associates, thereby ensuring effective coordination of planning and programming.

The many recently hired faculty members were provided with a variety of development and orientation programs including the University Teaching Development Program (UTDP), which is a certificate program, and many seminars on specialized topics such as using technology effectively in the classroom. There has been a popular and successful program for past two years to assist faculty who are non-native speakers of English to improve their English pronunciation and speech patterns. There has been enhanced recognition of teaching excellence through University awards as well as new awards instituted by several of the Faculties. There have been significant increases in the funding for TA's as well as customized training programs for TA's. In addition, a position has been created in the Learning & Teaching office to develop TA training.

People

Faculty

Each of the Faculty plans details the hiring strategies for the past few years. Ryerson has attracted a large number of highly qualified faculty over the last few years, and that trend will be continuing.

- Arts – There were twenty eight faculty hired in the Faculty of Arts, with five of these recruited at the Associate Professor level from other universities. All except one of these new faculty has a PhD completed. Faculty come from a wide range of universities including the University of Bonn, the Chinese Academy of Science in Beijing, Cambridge, Harvard, University of Iowa, University of London, Oxford, Queen's, Western and the University of Zagreb., as well as a number from York and the University of Toronto.
- Business – A total of ten full-time faculty were hired in Business in 2004-05, and twenty-nine hires have been approved for 2005-06. Seven of these are directed specifically toward the two MBA programs.
- Communication and Design - There were fifteen new tenure stream appointments in 2004 and eleven in 2005, including the appointment of a new Dean, 2 School Chairs and a Research Chair. Of these, six hold PhDs. Others hold appropriate terminal degrees and professional qualifications. This is significant progress toward the goal of thirty new appointments in three years.
- Community Services – All of the faculty hiring goals have been met with the hiring of twelve replacement or growth positions and three LTF positions, all with first choice candidates. All of these faculty have completed or nearly completed doctoral degrees.
- Engineering, Architecture and Science – There were four new faculty hired in Engineering in 2004 and one new faculty member hired in Science in 2005. It is projected that in 2006 there will be two faculty hired in Engineering and two in Science, and four in Science in 2007.
- Library – Five continuing appointment librarians were hired to support key areas of the Library's academic plan. These are excellent appointments in a very competitive market.

Students

At the heart of any university plan lie its students. The attraction of highly qualified and motivated students and improvement of the level of academic success of these students are essential goals for Ryerson. The President's Commission on Student Engagement and Experience will make a major contribution to the enhancement of student life.

Each of the Faculties has goals related to students, and they have included initiatives related to the recommendations of the Report of the Task Force on Student Success and Retention. Student Services has been particularly responsive to the recommendations of that Task Force. The following are some of the highlights of Student Services initiatives:

- English Language Services, a new unit in Student Services (ELS), has been created to respond to the needs of students whose first language in not English. Its services include tutorials with peer tutors and conversational opportunities with seniors from the Seniors' Education Program.
- The Campus Leadership Advisors (CLAs) are a new group of peer advisors (five students from each faculty) who provide first year students with timely information and assist in making them aware of Student Services workshops and events.
- In cooperation with the Dean of Engineering, Architecture and Science a counselor was located half time in the new First Year Science office.
- The Tri-Mentoring Program grew to 1500 participants and a partnership was created with the Faculty of Business with the result that 15% of Business students become involved in the Tri-Mentoring program
- Student Services established Faculty Teams to partner with the Faculties in creating Faculty specific programming.
- New Student Orientation activities (Calling Team/ Pre-Orientation/ Orientation) added Parent Information sessions throughout the Orientation process and sessions specifically designed for Mature Students.
- A new Student Services information CD was sent to all incoming students in the Student Services' summer information package.
- To assist students in developing a more vibrant campus life that is safe as well as fun, Student Services cooperated with campus partners to create the new Student Events Risk Management process.
- Help Centres for difficult courses were established in Business and Engineering with the assistance of the Learning Success Centre.
- As a way to reach more students in a timely manner the Centre for Student Development and Counseling developed a variety of groups which met regularly. These included groups on depression anxiety, presentation skills, shyness, and stress reduction-Panic to Peak Performance.
- Program specific Study Groups guided by a Learning Strategist were created in the Residences and were supported through the use of Blackboard.
- The addition of a full-time staff member to Aboriginal Student Services increased the depth of that support program.
- To help international students understand the Canadian job market and determine their career path, International Services for Students cooperated with the Career Centre and English Language Services to create the Passport to Job Readiness, a series of workshops and learning opportunities for international students, beginning with an understanding of the immigration regulations.
- Through the monthly International Tea House Series, International Services for Students has established a popular venue for students to promote cultural understanding.

The double cohort years were a challenge that Ryerson met with great success. Between 2002/03 and 2003/04, the number of first-year undergraduate students in full-time programs increased by over 20 percent from 4,370 to 5,322 students. Estimates for 2006/07 and onward put the number of first-year students in full-time undergraduate

programs at roughly 5,000. Demand for full-time, first-entry programs has increased significantly in recent years, with the ratio of applications to registrations going from about 6.5 to 1 in the late 1990s to about 10 to 1 in the period from 2002/03 through 2004/05. Information about the students who were admitted during the double cohort indicates that they have been performing well – about 90 percent of the Fall 2003 cohort as well as the Fall 2004 cohort was retained after their first year of study.

The Ryerson curriculum is known for its emphasis on practical education, and the programs provide a wide range of experiential learning opportunities for students to enhance that career-ready outcome. The Provost has undertaken a university-wide survey of the existing experiential learning opportunities.

Internationalization is also an area which has been addressed in academic planning. In Communication and Design, the School of Fashion has been developing both faculty and student exchange programs and GCM has improved the ability of students to do foreign exchanges. RTA and Interior Design are also looking toward increased internationalization of their programs. A faculty-wide position paper is under development, and a database of current practices is being assembled. The Faculty of Engineering, Architecture and Science is establishing student exchange programs at both the undergraduate and graduate levels, and is increasing both faculty exchanges and international SRC activities. The Faculty of Business will be hosting the Toronto-Montreal Business Summit, which will focus on the potential international city-state status of these two Canadian cities. The Chang School and the School of Nursing are collaborating to develop an online capacity for the University of the West Indies to deliver UWI's nursing program across the Caribbean.

Staff

Learning Together recognizes that there have been serious stresses on the University's staff. They are overburdened and increasingly being asked to do more. They are often invisible to the larger University community. Part of the Decentralization plan is to provide some increase in staff, simplify processes and increase collaboration between central departments and academic units. Each of the Faculties has planned for some increases in staffing. The Faculty of Business has approved a major restructuring which will see the division of the School of Business Management into five departments, with both administrative and staff support. The increase in, and recognition of, staff is an area which will continue to evolve.

Academic Administrators

The key concern expressed in *Learning Together* in regard to Academic Administrators is the need to support the work of Chairs and Directors, thereby making leadership roles more attractive and doable. The reorganization of the Faculty of Business and the recommendations tied to decentralization initiative will assist Chairs and Directors toward this end. There was significant recruitment of new chairs and directors for 2005-06. New Deans were appointed in the Faculty of Business, the Faculty of Communication and Design and in The Chang School, and the Dean of Arts was reappointed for another five-

year term. A search is underway for a new Dean of the Faculty of Community Services. The position of Vice President, Research and Innovation was established, and the process of hiring is well underway.

The Academic Leadership Team (ALT) has been established. This team consists largely of Chairs and Directors and Senior administration, and its meetings provide an opportunity, currently twice each semester, for academic administrators to discuss issues of common concern. The Provost chairs this team. The agenda of its meetings are set jointly by him, the Academic Planning Group (APG) and a steering group of Chairs and Directors.

Infrastructure and Environment

Space (Our Physical Environment)

Physical space remains a challenge for Ryerson, but some progress is being made. Heaslip House, the home of the G. Raymond Chang School of Continuing Education and the Student Campus Centre were opened in the last 18 months, and the Business Building is scheduled to open in Fall 2006. Space vacated by The Chang School has been converted to space for the Faculty of Arts, and space vacated by student organizations is being converted to use by a variety of student services. The space which will be vacated by ITM is in the process of being reassigned to fill the space needs of a variety of other faculties. A plan for the eventual redevelopment of the current Business Building will begin with the initiation of an RFP later this spring.

The Library has undergone significant renovation, with the development of the Ronald D. Besse Information and Learning Commons, which transformed the first floor of the library, and with the addition of more learning space. The library also was given more space vacated by the School of Social Work. The library is still a future focus for space acquisition needs.

Significant renovations have been made across the campus, including planned reallocation of space generated by the opening of the new buildings (backfill). Some of these renovations were specifically done as part of the Strategic Plan Investments. This included improvements to the Theatre School and the Rogers Centre, and the development of graduate program space at 111 Gerrard Street. Strategic Plan investments were made in equipment and upgrades in Engineering, Architecture and Science and in Communication and Design.

The President has initiated a Master Planning project to develop a blueprint for building a campus for future generations. This includes additional space for the library. In the meantime, significant work is underway to create distributed study spaces throughout the campus so that students will have easy access to space for individual or group work.

The Library

In addition to the improvements to its physical space, the library has worked to strengthen its collections, through the acquisition of major electronic journals packages and an increase in its monograph collection. Collections continue to grow in support of new programs. The hiring, development and retention of librarians and staff has been very successful and has led to an increase in service hours and the achievement of other objectives. There continues to be collaboration with Departments and Schools in the development of strategies for student success. Significant Strategic Plan investment funds have been allocated to the growth of the library.

Information Technology

Use of new technologies, e-Learning (Blackboard) applications and web-based functions to support the curriculum have been the main IT focus. Currently there are pilots involving ipods, blogging, and clickers. Development is underway for upcoming pilots for virtual labs and video over IP. Recently, Class Schedule Signup and a Survey application have been launched. New web-based functions include Test Response ordering, student NetReady, ResNet registration, student authentication for re-activation of ids/passwords, faculty course evaluations and central Computer Lab Bookings.

Keeping Ryerson's SRC data secure and their applications running efficiently is a main priority. Ryerson's own Identity Management System is being developed for authentication by roles and single sign-on. Firewalls have been installed to the subnet level across campus. Backing up data and document storage and sharing is available for schools and faculty members. A "stress testing system" has been acquired that ensures applications such as Ryerson's e-Learning (Blackboard) and the Student Administration System (SAS) perform efficiently during the peak academic periods. An Emergency Response Management System (ERMS) for Information Technology (IT) contact/ notification is being implemented. The ERMS coupled with the existing IT lights-out operations, redundant computer rooms, remote system administration and control of central servers, and automated robotic backup system provides the means to support an alternative program delivery model, central IT functions and services that ensure academic integrity, financial integrity (SAS and OGF) and human resource management and payment (HRIS).

Communications is vital for teaching, learning and SRC activities. Wireless is installed across campus in all non-classroom areas, PDA synchronization for faculty is available and a Unified Messaging pilot will be available starting the summer of 2006. Significant investments have been made to refurbish and upgrade student computer labs. Presentation technology has been installed in all new buildings. Significant investment in presentation technology has been made in existing classrooms and will continue to be made.

Summary

Each of the Faculties, Departments, Schools, the Library and The Chang School are continuing to work on their individual academic plans. They will report on their progress and update their goals and objectives in the fall. Thus far, progress has, in my view, been excellent. To be sure, there are some areas in need of further development, some challenges to be dealt with, and some targets to be met. But overall, Ryerson has proven that it has the energy to change in extraordinary ways, and all the time and dedication of the faculty, staff, Chairs, Directors, administration and students is greatly appreciated. We are truly "learning together".