# SENATE MEETING
# AGENDA

### Tuesday, May 6, 2008

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

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

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| | **1.** | **President's Report** |
| Pages 1-4 | 1.1 | President's Update |
| Pages 5-8 | 1.2 | Ryerson Achievement Report |
| | 1.3 | First-year Student Survey 2007 Highlights – Paul Stenton |

**2.**     **Report of the Secretary of Senate**
2.1     Report from the *Ad hoc* Committee on Religious Observance
*[see www.ryerson.ca/senate/relobservreport.pdf]*
2.2     Special Meeting of Senate – [June 3, 2008, 3:00 p.m., LIB72]
2.3     Senate Calendar: 2008-2009
*[see www.ryerson.ca/senate/documents/senatetimetable.pdf]*

**3.**     **The Good of the University**

**4.**     **Minutes:**
Pages 9-15     4.1     Minutes of the April 1, 2008 Meeting

**5.**     **Business arising from the Minutes**
5.1     Report – *Shaping the Future: An Academic Plan for 2008-2013*
*[to be distributed prior to the meeting]*
Pages 16-31     5.2     Report of the *Ad hoc* Senate Review Committee
Pages 32-45     5.3     Report of the *Ad hoc* Committee to Review the Student Code of
Non-Academic Conduct (Policy # 61)
5.1.1     **Motion:**  *That Senate approve the revised Student Code of
Non-Academic Conduct (Policy # 61)*

**6.**     **Correspondence**

**7.**     **Reports of Actions and Recommendations of Departmental and
Divisional Councils**
Pages 46-52     7.1     Significant course changes from the G. Raymond Chang School
of Continuing Education regarding:
-     Departments of English; French/Spanish; and Psychology;
-     Certificates in Accounting Finance; Financial Planning; and
International Business

**8.** **Reports of Committees**

8.1 Report #W2008-2 of the Composition and By-Laws Committee

8.1.1 **Motion:** *That Senate approve an increase of four (4) members-at-large and one (1) graduate student member on the Research Ethics Board, effective immediately.*

8.2 Report #W2008-1 of the Nominating Committee

8.2.1 **Motion:** *That Senate approve the list of representatives of the Senate Standing Committees as presented in this report*

8.3 Report #W2008-3 of the Academic Standards Committee:

8.3.1 **Motion #1:** *That Senate approve **the Periodic Program Review of the Collaborative Nursing and Post Diploma Degree Completion Nursing Programs**.*

8.3.2 **Motion #2:** *That Senate approve the proposed **revisions to Policy #112 – Approval Process for New Undergraduate Programs, and to Policy #126 - Periodic Program Review of Undergraduate Programs.***

8.3.3 **Motion #3:** *That Senate approve the **revisions in Architecture and Landscape Design Certificate Programs.***

8.3.4 **Motion #4:** *That Senate approve the **new Certificate Programs in Introductory International Economics, Microeconomic Theory and Policy, Macroeconomic Theory and Policy, Industrial Organization and Policy, and Quantitative Economics.***

8.3.5 **Motion #5:** *That Senate approve **the discontinuation of the Advanced Certificate in International Economics.***

8.3.6 **Motion #6:** *That Senate approve **the revised Certificate in English as a Second Additional Language.***

8.3.7 **Motion #7:** *That Senate approve **the revised Certificate in Financial Planning.***

8.3.8 **Motion #8:** *That Senate approve **the revised Certificate in Image Arts, Certificate in Media Writing Fundamentals and Certificate in Public Relations.***

**9.** **New Business**

9.1 Report to the Senate on Ryerson's Scholarly, Research and Creative Activities, April 2007 – March 2008

9.2 Final Report - *Learning Together: An Academic Plan for Ryerson, 2003-2008*

**10.** **Adjournment**

**Ryerson University
Senate**

**President's Update
for the meeting of:  May 6th, 2008**

**Thank you** – With the 2007-08 academic session coming to a close, I would like to thank every member of Senate for your representation, input, and dedication to advancing Ryerson academic quality and distinction. Special thanks to Prof. David Checkland, Chair, Senate Review Committee, and the members of the Committee [Prof. Annick Mitchell, Prof. Suanne Kelman, Prof. Neil Thomlinson, student member Tom Schwerdtfeger, and Dr. Diane Schulman] for undertaking an important analysis that will inform discussions on the further development of Senate at Ryerson.

**University Budget** – The 2008-09 Ryerson University Budget is on the agenda of the Board of Governors meeting of April 28th. The budget continues the advancement of our Quality Agenda  priorities – improving the undergraduate experience, expanding graduate studies, increasing SRC activity, and building Ryerson's reputation – and I will provide a report at the Senate meeting.

**Convocation** – We look forward to Spring 2008 Convocation to be held from June 9th to 17th, celebrating our graduates and conferring honorary doctorates on Peter Busby, Dominic D'Alessandro, Norman Jewison, Margaret Norrie McCain, Brenda Milner, Janet Rosenberg, and Lofti Asker Zadeh. Following on the great success of last year, some of the Convocation addresses will be delivered by Ryerson faculty members. Our students and families tell us that the presence of faculty in the procession and on the platform is especially meaningful, and I am pleased to invite everyone to attend this important occasion for our students, families, and esteemed colleagues.

**Disabilities Exhibit at the ROM** – From April 17th to July 13th, 2008 the Royal Ontario Museum (ROM) will feature *Out from Under: Disability, History and Things to Remember*, a collaboration of students, scholars and alumni from the School of Disability Studies that is the first of its kind in Canada. The curatorial team of Associate Professor Kathryn Church, Professor of Distinction Catherine Frazee, and Director Melanie Panitch, with support from the RBC Foundation through the Ryerson–RBC Institute for Disabilities Studies Research and Education, has worked with colleagues to assemble a compelling and moving exhibit that should be seen by everyone. More information at http://www.rom.on.ca/exhibitions/special/out_from_under.php, and the Ryerson web site at http://www.ryerson.ca/news/media/General_Public/20080408mr_out%20from%20.html.

**Students** – This has been a very strong year of student engagement in which students have initiated and led many events across campus, student groups have been active in advancing their membership and interests, and support for Ryerson as a community has been spirited and confident. Not only do I enjoy participating in student activities, I am honoured to be invited. Although my calendar does not let me do everything, I wish I could go everywhere and I would like to congratulate all of our students who participate in the life of the university in varied and special ways.

**25-Year Club** – On April 21, 2008 we honoured long-service faculty and staff whose contributions have played a significant part in the development of Ryerson over a period of remarkable progress and change. Our annual 25-Year Club event celebrates the dedication of these special members of our community with thanks and appreciation, and this year we had an outstanding turnout and a wonderful time. Special thanks to everyone involved in making the occasion such a success.

**Master Plan** – Taking a tour of the AMC Theatres in Toronto Life Square, and having the chance to see a movie, offered insight into our new Ryerson space. It is clear the design says 'lecture hall' first, and was approached from the perspective of AMC having access to university teaching space, rather than the university using the theatres for classrooms. There will doubtless be some challenges getting started, but there will be many very interesting opportunities as well. We will be working very hard to ensure the Fall term is as seamless and positive for students and faculty as possible.

**Government Relations** – An integral part of advocacy and government relations is recognizing new appointments and extending invitations to visit Ryerson. This year we have had an increasing number of opportunities to meet with government to discuss the ways in which we can advance each other's priorities and successes. In recent weeks we hosted The Hon. John Wilkinson, Minister of Research and Innovation for a campus visit, and The Hon. George Smitherman, Minister of Health and Long-Term Care for the announcement of government investment in Campus Renewal, as well as colleagues from the Ministry of Training, Colleges and Universities, the Ministry of Research and Innovation, and the Ministry of Transportation. These occasions are a valuable part of a critically important partnership, and it is especially gratifying when we hear stories of student success, for example that our co-op students did so well they have been hired as employees. Ryerson is also very often remarked for its direct connection to social and economic realities.

### *President's Congratulations*

Note: *I am delighted to recognize that SRC activity has achieved a level of volume at Ryerson that precludes individual mention in these monthly lists. It is a privilege to congratulate colleagues on their outstanding and distinctive success in attracting research grants and engaging in scholarly and creative output that advances their own work and interests, and shares renown with Ryerson.*

❖ *January 24, 2008: A team from University of Waterloo/Ryerson University/Simon Fraser University is one of twenty teams chosen by the U.S. Department of Energy (DOE) to compete in the 4th Solar Decathlon on the National Mall in Washington, DC, in Fall 2009. Each team will receive $100,000 from DOE to design, build and operate an energy efficient, fully solar-powered home. In 2007, over 120,000 people attended the competition to walk through the display homes.*

❖ *March 16-19, 2008: At the 60th Annual Technical Association of the Graphic Arts (TAGA) Conference in San Francisco, Ryerson won the Helmut Kipphan Student Publication Grand Prize; and Ryerson student Zeinab Panahi received the Harvey Levenson Undergraduate Student Paper Award. Organized in 1948, TAGA is a worldwide organization that aims to engage students in the Graphic Arts industry; the annual conference requires students to produce a publication containing*

*student research, including the steps taken in design, prepress work, printing and binding.*

❖ *March 28, 2008: Martha Jack, graduating with a Bachelor of Journalism this year, has been awarded the $15,000 Gordon Sinclair Fellowship by the Gordon Sinclair Foundation, and will enter the MA program in Digital Media at London Metropolitan University in the U.K.*

❖ *April 2008: The Chang School of Continuing Education Marketing and Communications team led by Janet Hercz and Marilou Cruz won awards in every category entered at the University Continuing Education Association (UCEA) 2008 Marketing and Publications Awards. The Chang School won four Gold Awards, one Silver Award, and the overall New York Times "Best of Show" for the second consecutive year, competing against more than 475 entries from 65 North American and international institutions, including New York University, UC Berkeley, Stanford, Harvard, UCLA, the University of Toronto, and the University of Auckland in New Zealand.*

❖ *April 2008: Ryerson MBA students Kent Chin, Han Liu and Maggie Yang have taken first place in the Oxford Properties Real Estate Research Competition, winning $10,000 – and fellow MBA student Mia Colceriu came in third, winning $2,500. Chin and Yang were half of the team that won the 2008 RBC Next Great Innovator Challenge. The Oxford Properties competition was open to students in related programs from York University, the University of Toronto, University of Western Ontario, Queen's University, and Ryerson University.*

❖ *April 17-27, 2008: Four of the 16 participants chosen by the Hot Docs International Documentary Film Festival for its "Doc U" program are from Ryerson: Hilary Dean, Amanda Feder, and Daniel Montgomery are all in 4$^{th}$ year Image Arts, and Elaisha Stokes is in the MA program in Media Production. Students participate in sessions with leading documentary directors and producers.*

❖ *April 18, 2008: A team from the Ted Rogers School of Management was among the top three finishers in the 3$^{rd}$ annual* Financial Post *MBA Portfolio Management Competition. Sixteen teams from across Canada entered the contest, which was won by the University of Alberta, with the York University Schulich School of Business and Ryerson's TRSM finishing second and third.*

❖ *July 2008: Jehangir Saleh, 4$^{th}$ year Arts and Contemporary Studies (ACS Philosophy Option), has had a paper accepted for presentation at an academic conference entitled "Making Sense of Health, Illness and Disease," to be held at [Mansfield College, Oxford](#) University.*

❖ *Summer 2008: Christoper Wright, 2$^{nd}$ year Arts and Contemporary Studies (ACS), has been selected as one of twenty students from across Canada to take part in the [World University Service of Canada](#) International Study Seminar, this year taking place in Ghana. Christopher is the first student to represent Ryerson University at this prestigious international seminar.*

▪ *Varsity Athletics:*

- *April 6, 2008: The Stingers Women's Hockey team\* captured the Golden Blades Women's Hockey League Division 4 championship, ending an incredible season that included no losses, and having five of the top ten leading scorers in the league. [\*The Stingers compete as a probationary team until 2010, when they will join the OUA as the Ryerson Rams].*

- *Joycelyn Ko, Varsity Badminton, won gold in women's singles and silver in both the women's doubles and the mixed doubles (with Ryerson's Kevin Li) at the Canadian College and University Championships; and gold in both the women's singles and mixed doubles at the Ontario U23 Badminton Championships*

- *Cara Cheung won gold in women's doubles at the Ontario U23 Badminton Championships*

- *Kevin Li won silver in the mixed doubles (with Joycelyn Ko) at the Canadian College and University Championships; and gold in both the men's singles and men's doubles at the Ontario U23 Badminton Championships.*

# RYERSON ACHIEVEMENT REPORT

A sampling of achievements and appearances in the media by members of the Ryerson Community for the May 2008 meeting of Senate.

## *Events*

The Honourable David Onley, Lieutenant Governor of Ontario, opened *Out from Under: Disability, History and Things to Remember*, a powerful exhibit at the Royal Ontario Museum which explores Canadian disability history. The first of its kind in Canada, *Out from Under* was curated by **Melanie Panitch, Director, School of Disability Studies**, **Professor of Distinction Catherine Frazee** and **Associate Professor Kathryn Church**. Produced in collaboration with students, scholars and alumni the exhibit will be at the ROM from Thursday, April 17, 2008 to July 13, 2008. Prior to opening the exhibit was covered by CBC Radio's *Metro Morning, The Toronto Star*, Canadian Press, the torontoist.ca. **President Sheldon Levy** spoke at the opening.

The Honourable George Smitherman, Minister of Health and Long-Term Care and MPP for Toronto Centre announced at a news conference at Ryerson that the Government of Ontario will be investing just over $50-million to help renew campus infrastructure at Ryerson University, the University of Toronto and the Ontario College of Art and Design. Ryerson will receive $10.1 million. **President Levy** acted as emcee and responded to the announcement.

The **School of Fashion** launched its first Ryerson Fashion Week. Events included *Mass Exodus: Paramnesia*, a spectacular fashion show of 79 collections by fourth-year students; IGNITE an exhibition of works created by the graduating Fashion Communication students; and, *Original Sin* a showcase of designs by second- and third-year Fashion Design students. *Paramnesia*, the largest show in Mass Exodus 58-year history, was a collaborative effort by third-year Fashion Communication and **Ryerson Theatre School** students who produced the show.

The Ryerson Rams honoured more than 200 student-athletes at the 60th annual **Interuniversity Sports Awards**. With more than 350 people in attendance at Kerr Hall Gym, the banquet celebration was the biggest ever.

Members from across the Ryerson community recently participated in **"The Say No to Racism" Rally** on campus in honour of International Day for the Elimination of Racial Discrimination. The rally included a march on campus that ended at the George Vari Engineering and Computing Centre where a panel discussion took place. Before the march began, **President Levy** announced the formation of the Task Force on Anti-Racism. The Task Force's role is to identify and examine systemic racism at Ryerson and make recommendations to encourage a respectful campus environment that provides everyone with an equal opportunity to study, teach and work. The co-chairs are **Dr. Grace-Edward Galabuzi**, Assistant Professor in Ryerson's Department of Politics and Public Administration, and Dr. Eileen Antone, Director, Aboriginal Studies and Associate Professor, Adult Education, OISE, and the Transitional Year Program at the University of Toronto.

*The **George Vari Engineering and Computing Centre** was the site for the launch of two new conservation programs announced by the City of Toronto and Enbridge Gas Distribution (Enbridge). Ryerson was selected as the launch site because of its leadership in the institutional sector in implementing energy efficiency and*

*environmental programs and design. Speakers at the event included **President Sheldon Levy**, Mayor David Miller, and Janet Holder, President, Enbridge Gas Distribution. CBON-FM's* Les Nouvelles *and* Novae Res Urbis *reported on the announcement.*

Two notable film screenings occurred on campus recently. Ryerson alumni, Josh Raskin, Alex Kurina and Finlay Braithwaite, the creative minds behind the Oscar-nominated animated short film, *I Met the Walrus*, returned to campus for the screening and discussion with students. The **School of Image Arts** hosted actor John Cusack who screened and discussed his yet-to-be released film, *War Inc.* The showing was the first in North America. The *Toronto Star, National Post, ET Canada* and 680 News covered the event.

## *Media Appearances*

**President Sheldon Levy** participated in a round table discussion on athletics with the presidents of the University of Toronto and York University on The FAN 590.

Thestar.com reported that Journalism student **Martha Jack** won the Gordon Sinclair Fellowship. Martha will use the $15,000 award to enter the master's program in Digital Media at London Metropolitan University in the U.K.

Macleans.ca profiled **Gregory Levey**, Department of Professional Communication, and his book, *Shut Up I'm Talking and Other Diplomacy Lessons from the Israeli Government – A Memoir,* released April 22*.*

**Usha George**, Dean, Faculty of Community Services, appeared on *Goldhawk* alongside Ontario Human Rights Commissioner Barbara Hall, discussing cultural dress and the law.

Professor Emeritus **Marvyn Novick** was quoted in a *Hamilton Spectator* article on the fight against poverty**.**

CBC Radio's *Metro Morning* spoke to Ryerson students regarding a land dispute involving a commercial developer in Toronto.

Citytv's *Citynews at Noon* reported on the TARA Awards, the annual showcase of work by Radio and Television Arts students.

The *Toronto Star* reported on the Ryerson Sustainable Collection created by six Fashion Design students. **Sandra Tullio-Pow**, Fashion, was quoted in the coverage.

**Anita Shilton**, Dean, G. Raymond Chang School of Continuing Education, was quoted in a *Toronto Sun* article on choosing the right continuing education course.

The *Globe and Mail* and the *Ottawa Citizen* published book reviews of *Looking for Anne: How Lucy Montgomery Dreamed Up a Literary Classic* by **Irene Gammel**, Department of English.

**Mark Gorgolewski**, Architectural Science, was quoted in a *Toronto Star* article on green townhomes in the City of Toronto.

The *St. Catharines Standard* reported on a line of sustainable clothing created by Fashion Design student **Heidi Ackerman**.

**Catherine Frazee** and **Melanie Panitch** of the School of Disability Studies were quoted in a *Toronto Star* article examining the disability community in Canada. Prof. Panitch was quoted in two other articles in writer Helen Henderson's "Levelling the Barriers" series.

**Janet Chappell**, Nutrition, spoke to CKGL-AM's *Gary Doyle Show* regarding her study on the impact of a spouse's support while dieting.

**Phil Schalm**, G. Raymond Chang School of Continuing Education, spoke to *Metro* about programs tailored to new Canadians.

The *Toronto Star, Ottawa Citizen* and *Toronto Sun* reported on the first novel by **April Lindgren**, Journalism – the mystery novel *Headline: Murder*.

The *National Post, Toronto Star* and *Toronto Sun* reported on the opening of the AMC Theatres at Yonge-Dundas, half of which will be used as Ryerson classrooms on weekday mornings.

**David Naylor**, Mechanical Engineering, spoke to the *Toronto Star* regarding his research on the topic of heat transfer and Venetian blinds. Dr. Naylor has found that the angle of the blind slats and their colour can contribute to energy savings.

The Canadian Press reported that Ryerson students served as actors in a staged exercise to test the ability of the Toronto area emergency system to deal with a fictional dirty bomb explosion.

**Rachel Langford,** Director, School of Early Childhood Education, was quoted in a *Toronto Star* article about course offerings and career paths in the field of ECE.

**Judy Paisley**, Nutrition, spoke to the *Globe and Mail*, and CHML-AM's *The Jamie West Show* discussing a study dealing with dietary changes for individuals.

The *Toronto Star* reported on comments made by **Atkinson Lecture speaker Derrick Z. Jackson** regarding the issue of race in America in the presidential campaign.

**Phil Schalm**, G. Raymond Chang School, spoke to *The Link* (Sirius Satellite Radio) about the Gateway for International Professionals Program.

**Wendy Cukier**, Ted Rogers School of Management, was quoted in a *Globe and Mail* feature on Canada's MBA programs.

**Doreen Fumia**, Sociology, spoke to the *Brock Press* regarding homophobia on campus.

Journalism student **Nayani Thiyagarajah** published an article in thestar.com on the issue of the sex trade. The article quoted fellow Journalism student **Bhairavi Thanki**, a member of Ryerson's Journalists for Human Rights chapter, who says that sex slavery is prevalent in her hometown of Dubai.

The *Yonge Buzz Newsletter* produced by the Downtown Yonge Business Improvement Association reported on the unveiling of the design for the Ryerson Photography Gallery and Research Centre.

*Inside Toronto - Beach Mirror* reported that Urban and Regional Planning students were examining possible land uses for the Toronto Film Studios site.

CBC Radio's *Metro Morning* spoke to **Greg Elmer**, Infoscape Research Lab, regarding a forum to discuss the role of the Internet in political campaigning.

**Darrick Heyd**, Interim Chair, Department of Chemistry and Biology, published a letter to the editor in the *Globe and Mail* regarding the role of technology in learning and teaching.

**James Norrie**, Ted Rogers School of Information Technology Management, was quoted in a *National Post* article about real-world consequences for online actions.

**Bryan Evans**, Politics and Public Administration, appeared on CBC's *The World at Six* discussing the by-elections in four federal ridings.

**Andrew Laursen**, Chemistry and Biology, publishes a regular column in the *Metro* newspaper.

*Prepared by the Office of Public Affairs.*

## MINUTES OF SENATE MEETING
## TUESDAY, APRIL 1, 2008

**Members Present:**

| Ex-Officio: | Faculty: | | Students: |
|---|---|---|---|
| K. Alnwick | P. Albanese | D. Lee | S. Abdelgadir |
| S. Boctor | M. Antony | Y. T. Leong | O. Falou |
| G. R. Chang | I. Baitz | D. Mason | E. Moss |
| M. Dewson | J. P. Boudreau | A. Matthews David | H. Otieno |
| D. Doz | V. Chan | M. McAllister | R. Rose |
| Z. Fawaz | D. Checkland | A. Mitchell | R. Sadjadi |
| U. George | P. Corson | Z. Murphy | T. Schwerdtfeger |
| L. Grayson | C. Farrell | M. Panitch | T. Whitfield |
| A. Kahan | P. Goldman | D. Rose | |
| M. Lefebvre | M. Greig | A. Singh | |
| A. Shepard | R. Hudyma | C. Stuart | |
| M. Yeates | R. Keeble | D. Sydor | |
| | J. Lassaline | D. Tucker | |
| | | K. Webb | **Alumni:** |
| **Regrets:** | **Absent:** | | S.Dhebar |
| G. Alivio | D. Androutsos | | |
| C. Cassidy | A. Bahadur | | |
| T. Hassan | T. Dewan | | |
| K. Jones | D. Elder | | |
| M. Levine | S. Ghebressllassie | | |
| S. Levy | H. Kere | | |
| R. Ravindran | J. Norrie | | |
| S. Rosen | S. Omer | | |
| A. Shilton | M. Stanton | | |
| P. Stenton | A. Walker | | |
| A. Venetsanopoulos | | | |

1. **President's Report**
President Levy was at AUCC and A. Mitchell chaired. He sent his regrets. Members were informed that if they had questions about the President's report, they could send them to the President.

2. **Report of the Secretary of Senate**
2.1 Special Senate Meeting – The Secretary informed Senate of the Special Senate meeting, which is scheduled for June 3, 2008 at 3:00 p.m. in LIB-72.  The meeting will be to discuss approval of the Academic Plan, approval of the Report of the *ad hoc* Committee to Review the Senate, and possibly to approve graduate programs.

3. **Good of the University**
M. Lefebvre announced the Writers' Series, which takes place this Thursday, April 10.  The first speaker will be Trish Cohen.

T. Whitfield announced that Gould Street was closed last week by the student unions, and that there is a petition at the table if people care to sign.

S. Abdelgadir announced that the National Society of Black Engineering's (NSBE) conference was held recently.  He thanked President Levy, the Provost and the Dean of Engineering for their support. The convention will be at Ryerson in 2010. There will be a planning meeting scheduled shortly.

I. Baitz reported that there was a team from GCM, who traveled to a competition in San Francisco and took first prize for their submission.

4. **Minutes of the March 4, 2008 Meeting**
**4.1 Motion that Senate approve the minutes of the March 4, 2008 meeting**
D. Mason moved, T. Schwerdtfeger seconded.

**Motion approved.**

6. **Business Arising from the Minutes**
5.1      Amendments to Policy #157 – "Establishment of Student Email Accounts for Official University Communication" (the Email Policy).

5.1.1   **<u>Motion:</u>  That Senate approve the amendments to Policy 157 – Establishment of Student Email Accounts for Official University Communication**
K. Alnwick moved, D. Mason seconded

K. Alnwick reported that the committee discussed the issues in terms of electronic communication from students. D. Checkland asked about "official" vs. "formal" communication. K. Alnwick stated that there is a spam filter that might remove messages from non-Ryerson accounts and that when they come from other email accounts, there may be a question as to who it is from. J.P. Boudreau asked if there should be a cross reference in

the Course Management Policy. The Secretary said this would be reviewed and brought back to the next meeting.

**Motion approved.**

**5.2 Report of the Senate Appeals Committee to review the Student Code of Academic Conduct (Policy #60)**

**5.2.1  Motion: That Senate approve the revised Student Code of Academic Conduct (Policy #60)**

D. Sydor moved, K. Alnwick seconded

D. Mason asked about the onerous process for faculty to discuss misconduct issues with students and stated that this can be difficult for large groups. He also believes there is a perception that the minimum penalty is too high, and that is why some faculty do not charge students. D. Heyd, Chair of the Senate Appeals Committee, spoke from the floor. He stated that there is no requirement to assign a penalty, and if there are large numbers of students involved, the policy is flexible, and there can be an equitable way to deal with the situation in consultation with the Academic Integrity officer. On the issue of penalties, there is no onus on the professor to give even a minimum penalty if there is no finding of misconduct, and there is an Academic Integrity seminar that is a possible educational intervention.

D. Checkland asked, under section D6, how it is known if there is a decision not to charge. D. Heyd stated that there needs to be a written decision. If the instructor does not make a decision, then it is *de facto* not made.

T. Whitfield asked about the change to Section C7 stating that the Faculty Appeals Committee may assign a penalty higher. He asked that if there can be a second appeal to a Faculty Appeals Committee. D. Heyd commented that firstly, "exceptional" circumstances, as stated in the previous policy, could not be defined, and secondly, the Faculty Appeals Committee is a deliberative committee that has knowledge of community standards and their decision has more weight than that of an individual instructor. This maintains a common standard. D. Schulman, stated that there is always an appeal to the Senate where there is no ability to increase the penalty.

T. Whitfield also asked about notification via Ryerson email addresses. He asked if a student facing suspension or expulsion could be contacted by phone or in writing. D. Schulman clarified that students need to check their email as per the previous e-mail policy discussion, and that it is also not optimal for students to be contacted by letter or phone as it is not confidential. S. Abdelgadir stated that students should know that they need to check their email. A. Shepard stated that suspension or expulsion is serious, and that there are breaches of privacy in leaving voice mail or writing a letter, and that this is not disrespectful.

D. Mason commented on the penalty section, stating that faculty can be very detail oriented and the fact that the minimum penalty is a "0" on the work.  D. Heyd clarified that if the

professor does not know if there has been misconduct, or if there are doubts, then the student should not be assigned a penalty. If the instructor is sure, the minimum penalty is assigned. Then there is a two-tiered appeals process. D. Heyd clarified that there is an Academic Integrity tutorial. D. Schulman stated that there were over 400 students who went through the process and only half of those were charged with misconduct. Of those, the vast majority received the minimum penalty.

R. Rose asked about notification and whether an electronic receipt could be requested. She also asked if there is a telephone number for someone to contact to ask questions. K. Alnwick stated that there is no capacity to get a receipt that an email has been received. It is the student's obligation to monitor their email. This is how the university communicates important matters. The Academic Integrity Office can be called for questions.

T. Whitfield proposed an amendment to section D10 to include students from RSU and CESAR in the formulation of procedures. D. Schulman stated that it would be difficult to determine who was an RSU or CESAR member. A. Shepard spoke for the amendment.

There was a discussion of whether there should be an acceptance of the amendment without a vote. A. Mitchell accepted the motion as amended.

**Motion approved as amended.**


**5.3 Status Report of the *Ad hoc* Committee to Review the Student Code of Non-Academic Conduct, (Policy #61)**

Z. Fawaz reported that the draft Code has been reviewed at four very productive meetings, one of which was held just after Senate and attended by the public. Subsequent meetings were held, and the Code may be ready to come forward to the next meeting of Senate. Members of the committee are at the table.

**7.   Correspondence** – There was no correspondence.

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

**7.1 Report #W2008-1 of the Composition and By-Laws Committee**
7.1.1   **Motion #1:  That Senate approve the Graphic Communications Management School Council By-Laws**

D. Checkland moved, D. Doz seconded.

**Motion approved.**

7.*1.2*   **Motion #2:  That Senate approve the amendments to the Physics Department Council By-Laws**

D. Checkland moved, P. Goldman seconded.

**Motion approved.**

**7.2     Report #W2008-1 of the School of Graduate Studies:**
**7.2.1   Review of Status of New Graduate Programs**
M. Yeates reviewed the status table, adding that Wallace and Stone have submitted their report and the Literature of Modernities report is being prepared. There were no questions.

7.2.2   **Motio*n*:**  **That Senate approve the submission of the proposal for a Master of Arts in Fashion to the Ontario Council on Graduate Studies for Standard Appraisal.**

M. Yeates moved, R. Rose seconded.

The full details of the brief are on the web. The CVs are in the Senate office and the School of Graduate Studies office. The program was outlined. There was an internal/external review of the program with suggestions added to the proposal. D. Checkland asked if there is a statement of 16 faculty associated with this program, and if that is a commitment on the part of the University. M. Yeates clarified that this included retirements, etc. D. Checkland noted that if there were fewer hires, this would be reflected in increased undergrad teaching loads. L. Lewis, chair of Fashion, commented from the floor that there will be replacements for retirements and a number of new positions, and she is quite confident that there will be sufficient faculty for the program.

J. P Boudreau noted that there is a member of the School of Fashion on Senate.  He asked if there is an ongoing search for a director, and this was confirmed. This will not affect the timing of the hiring.

**Motion approved.**

M. Yeates thanked and congratulated L. Lewis and the School of Fashion. A. Matthews David commented that this would be a first for a graduate program in Canada.

**8.     Reports of Committees**
**8.1    Report #W2008-2 of the Academic Standards Committee:**

8.1.1 **Motion #1: That Senate approve the periodic program review of the Urban and Regional Planning program with the recommendations listed in the ASC Evaluation section.**

A. Shepard moved, D. Mason seconded.

M. Zeytinoglu commented on the program review process, and that there are three parts to the report: a calendar-type review; a documentation review including a peer review and the response to the peer review; and the ASC assessment of the review. He briefly reviewed the three recommendations. A. Kahan asked what "non-verbal communication" means. J.P. Boudreau stated that there was an appreciation of the recognition of individual efforts, and

asked about the structured advising system. M. Zeytinoglu stated that this means that faculty provide individual advice, but that as faculty go on leave, etc, there should be a more formal method of providing advising. The Program Advisory Committee will be asked to give a report in a year, and they will be asked to state what they have done.

**Motion approved.**

8.1.2    **Motion #2***:* **That Senate approve the periodic program review of the Journalism program with the recommendations listed in the ASC Evaluation section.**

A. Shepard moved, U. George seconded.

R. Rose commented that the critical issues course should be earlier in the four years. She asked whether equipment included labs and computers. P. Knox, Chair of the School of Journalism, said that it does. There are 600 students at the graduate and undergraduate programs and that there is a constant need for the programs to be upgraded.

D. Checkland asked about the comment regarding weaknesses in critical thinking skills and abilities. He is interested in knowing what gets taught, and how to identify the particular skills in specific disciplines. There are also broad considerations in terms of contradictions in different ways of thinking. He is frustrated about the generic nature of the comments on critical thinking skills. There is not an obvious answer as to what students really should know. There also seems to be a generic issue around writing skills. He did not mean this to be a discussion about turf wars. P. Knox commented that curriculum changes had been approved several years ago and there was a great deal of discussion of this issue at that time. These are good questions that cannot be addressed in the context of one program's review. Journalism is constrained in the curriculum. There were compulsory courses in an earlier iteration of the program, and there was a need to reduce the number of courses. The Critical Issues in Journalism course is not meant to replace anything offered by Philosophy which are open to journalism students. The same is true for the ethics course, and this is in keeping with what happens in other journalism schools. A. Mitchell commented that this kind of discussion happens regularly at Academic Standards Committee meetings.

Z. Murphy commented that she commends the inclusion of the item on language and reading skills as a weakness area, and that there may be ways to respond to deteriorating language skills across the board. She asked where the issue might be addressed in the report going forward. She asked if there could be an improvement in these skills in student retention, particularly English Language support.

**Motion approved.**

P. Knox stated that the person who deserves the credit for the report is S. Kelman, who was in attendance. He thanked M. Zeytinoglu and the Academic Standards Committee.

8.1.3  ***Motion #3:*** **That Senate approve the proposed revisions to Policy #112 Approval Process for New Undergraduate Programs and to Policy #126 Periodic Program Review of Undergraduate Programs.**

This motion was withdrawn as the undergraduate degree level expectations were not included. This will be brought back to Senate at the next meeting.

**9.     New Business**
**9.1    Senate Representation on the Ryerson University Alumni Association**

A. Kahan recognized T. Forkes, and then briefly outlined the engagement of alumni through the newly formed Ryerson University Alumni Association (RUAA). R. Besse has agreed to be the chair of RUAA. There is an alumni member of the Board sitting on RUAA. And S. Dhebar will sit on the RUAA as the Senate representative.

**10.    Adjournment**
Meeting adjourned 7:35 pm.

Respectfully submitted,

Diane R. Schulman, Ph.D.
Secretary of Senate

# <u>INTERIM</u> Report of the Senate Review Committee
### 23 April 2008

## *Contents:*

## *Section 1:       Terms of Reference and Introduction to the Report*

In the fall of 2008, Ryerson's Provost, Dr Alan Shepard, at the request of the President, established a Senate Review Committee with the following terms of reference:

> The Senate Review Committee is charged, within the parameters of the *Ryerson Act*, to engage in a comprehensive review of:
>
> 1.  the fundamental principles appropriate to specifying the role of Senate as the guiding academic body in a bicameral system of governance;
>
> 2.  the relationship between the Senate and the Board of Governors, and the means of establishing and maintaining an appropriate relationship;
>
> 3.  the membership of Senate and an appropriate allocation of seats among the elected members;
>
> 4.  the procedures by which elected members of Senate are chosen, and by which members of Senate Committees are chosen;
>
> 5.  the nature, number, membership and mandate of Senate Committees in order to promote an optimal balance between the needs of Senate to be efficient in conducting its business, and responsive to the needs and concerns of the Ryerson community which may arise *vis-à-vis* academic matters; and
>
> 6.  any other matter concerning the running of Senate meetings and the rules thereof.

The Senate Review Committee was constituted as follows: Chair, *David Checkland* (Philosophy), faculty Senator from Arts; *Annick Mitchell* (Chair, Interior Design), Vice-Chair of Senate and faculty Senator from the Chang School of Continuing Education; *Suanne Kelman* (Associate Chair, Journalism); *Neil Thomlinson* (Chair, Politics & Public Admin); *Tom Schwerdtfeger* (Urban & Regional Planning), student Senator from Community Services;

*Diane Schulman* (non-voting), Secretary of Senate.  We were asked to have a report ready for the special June, 2008 Meeting of Senate.

While no specific reasons were cited by Dr. Shepard, the Committee believes that the following three concerns were instrumental in the President's request, and were on the minds of many in the Ryerson community at the time.

1) Change from "Academic Council" to "Senate": it seemed appropriate to investigate the ways in which that body's operations compared with Senate practices at other universities.
2) Role of Senate in larger academic issues: there was a fairly widespread feeling that Ryerson's Senate had, for some time, failed to grapple successfully (or at all) with some of the larger academic issues, becoming enmeshed in detail or even minutiae instead. An examination of causes, and suggestions regarding how to improve matters, also seemed appropriate.
3) Standing Committee structure:  a number of Senate Standing Committees seemed to be floundering, unclear of their role or responsibilities, and an examination of the Standing Committee structures and mandates seemed appropriate.

In what follows, the Senate Review Committee presents a number of recommendations to Senate addressing specific issues and problems.  These could be put in place by autumn 2009, with somewhat greater detail, in some cases, added in Fall 2008.  Although not explicitly charged to do so, the report raises a number of issues from a more evolutionary perspective which, for various reasons, are not easily or effectively addressed at present.  We would hope Senate would keep these in mind, reflect on our suggestions, and consider addressing these issues at a later, more appropriate, time.

## *Section 2:        General Principles and Perspective*

Most Canadian universities operate under a bicameral system of governance wherein there exists both a Senate and a Board of Governors.  While there is considerable variation with respect to certain specifics such as membership, the basic idea seems almost universal:  the Board of Governors is responsible for the general fiscal operation and financial well-being of the university, while the Senate is responsible for the academic policies, procedures and structures of the university.  This differentiation of duties and functions is important and to be respected; however, the consideration of academic matters must, by necessity, also involve some consideration of financial matters.  The issues of Board/Senate interaction, as well as the advisory role of Senate on matters financial, are addressed in Section 4, below.

The *Ryerson University Act* states that "The Senate has, subject to the approval of the Board with respect to expenditure of funds, the power to regulate the educational policy of the University and without limiting the generality of the forgoing has the power…" and there follows a list which includes the power to create, change or terminate programs, schools and departments, to determine curricula, to conduct examinations, to award diplomas and degrees, and create its own by-laws and committees. (*Ryerson University Act*, 10).  In performing these tasks, the Senate is guided by the general "objectives of the university" found in Section 3 of the Act (the oft-referred to "Ryerson mandate").  But beyond that, there are, in the very idea

that a university should have a Senate, further assumptions in play.  Why, for instance, does the Act specify that elected members must be teaching faculty, students, librarians, or alumni?  We suggest it is because these groups have, in varying degrees, the expertise and/or experience required to make responsibly the sort of decisions envisioned by the Act, and also because they, and their members, have interests that are at stake in such decisions.  Their relative ratios on Senate also are a reflection of these same criteria.

Senates traditionally have been viewed as an important aspect and expression of *collegial governance* within the university.  This term recognises a seeming contradiction:  under the Ryerson Act, "the University" is "a corporation without share capital composed of the members of the Board of Governors;" but in a practical sense "the university" really is constituted by those who enact and participate in its educational and scholarly missions.  Moreover, the term "collegial governance" recognises that those who so enact the missions have both a right and an obligation to participate in making the myriad decisions that shape the academic elements of the university as members of the *collegium*.  When linked with the equally fundamental principle of *academic freedom*, the principle of collegial governance establishes the university – however large and bureaucratic it may become – as different in important ways from most other large organizations such as government departments, corporations, research institutes, etc.

The Senate Review Committee is deeply committed to maintaining and enhancing structures that further the operation of collegial governance.  However, a modern university of the size and complexity of Ryerson may, from time to time, be called upon to re-examine and reinterpret what collegial governance means and how it should be applied.  It is not a concept frozen in time.  Contemporary universities are distinguished from their pre-World War II predecessors by sheer size, but also by the necessary existence of a large number of administrative staff, only some of whom are, or were, academics.  Therefore one major preoccupation of a modern university Senate is the interaction and intersection of academic faculty, administrators, and students within a framework of collegial governance.  At the very least, any properly functioning university requires that there be a substantial degree of trust, respect, cooperation and transparency evident between and among administrators, faculty, and students in the carrying out of the duties of Senate.  Terms such as "trust" and "respect" leave, of course, plenty of room for disagreement and debate.

In the recommendations below, the Committee tried to find an appropriate and sustainable balance between the different, and possibly conflicting, needs of Ryerson's Senate: to be all of *democratic*, appropriately *representative*, *efficient*, and *responsive* to circumstance.

A Senate should be *democratic* both in ensuring that the decisions of the majority are heard and take effect, and also in being a place where the "voices" of the members of the Ryerson community are respectfully heard and considered on all matters within its scope, and in a timely way.  This implies that, while much of the "business" of Senate can be appropriately delegated to Standing Committees with particular expertise, care must also be taken to retain the sense of Senate as a *deliberative body*.  A climate of information sharing, discussion, and respectful debate is central to the good functioning of Senate as it strives to insure that its policies and decisions are always appropriately informed by the multiple aspects of the big picture.  Such a climate will pay off in the long run by encouraging involvement, but also by

developing a professoriate and student body more informed about administrative and financial matters, and an administration more informed about "life on the ground" for these other two groups, and the ways in which those realities inform their attitudes and priorities.

The Senate is appropriately *representative* when its membership and procedures reflect the different constituencies that its decisions affect in appropriate and fair ways.  [Here, the *Ryerson Act* imposes certain limitations, as it excludes some constituencies (i.e., part-time teaching faculty and non-academic staff) from membership.]  A Senate should be structured to allow for the various constituencies in the University to bring matters within their respective purviews forward, and to have those matters dealt with in a timely way through decision procedures that are fair and seen to be so.  The retention of a modified "constituency model" of organizing the membership of Senate, wherein most elected Senators represent and are elected by a particular body within the university should therefore be retained (see Section 4, below).  But there are limits to how far Senators should be seen as representing a particular group.  They must also strive to represent the interests of the University as a whole. Communication between representatives and constituents are rarely developed or relied upon in a university Senate.  However, it is important to retain a potential channel of representative "voice" for issues where it may matter greatly to particular groups or communities what is said on their behalf.

With respect to *efficiency*, it has been the goal of the Committee to find appropriate balances between the need for Senate to accomplish its business without undue delay or unnecessary layers of procedure, the general need for a body of "sober second thought," and the aforementioned needs of a deliberative climate.  Indeed, one of Ryerson's strengths has been that its governance structures have not been so unduly complex or time-consuming that it prevented the University from responding to changing circumstances innovatively and quickly. While true and important, this need must always be balanced by the wider needs discussed above.

In his 1992 reflections on the history and nature of the university, Jaroslav Pelikan[1] lists what he takes to be the distinctive characteristics of a university:

> advancement of knowledge through research; extension of knowledge through undergraduate and graduate teaching; training that involves both knowledge and professional skill in the professional programs or schools of the university; preservation of knowledge in libraries, galleries, and museums; and diffusion of knowledge through scholarly publication (Pelikan, 1992: 76).

The Senate Review Committee believes that these functions, if they are to co-exist happily or creatively, involve or presuppose the existence of a body such as Senate to organise and structure, through policies and procedures, an environment in which they may flourish and be accountable to each other.  How to make that body more effective in performing that task has been our guiding aim.

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1 Pelikan's *The Idea of a University: a Reexamination* (Yale U Press, 1992) is structured as a dialogue with John Henry Cardinal Newman's 1852 classic *The Idea of a University*.  The reader of both can hardly fail to be impressed by *both* the extensive continuities between the institutons described, and also the great degree of change or evolution that has occurred.

## Section 3:        The Organization and Operation of Senate Meetings

Recommendations:

***Seating Plan****:* Some believe that Senators are too distant from each other and that the seating plan is oppositional in nature and discourages participation.  Part of the perceived problem at Ryerson is due to the structure of the room.  Having visited six other Senates, the Committee has concluded that there is no perfect solution; improvements could be made in them all.

Based on observations, and the limitations of the current room, the Committee recommends the adoption of a seating plan similar to that used at Wilfrid Laurier, Waterloo and Queen's.  It consists of two squared-off U-shapes, one smaller and fitting inside the other, with the Chair, the Vice-Chair, and the Secretary at the open ends (see Appendix 'A').  The Committee further recommends that Senators be given an assigned seat (perhaps alphabetical) for each meeting.

***Consent Agenda:***  Most Senates deal with routine or smaller-level business such as minor program changes or single course changes via a "consent agenda."  The idea is that certain matters, having been decided by a Standing Committee, are deemed passed unless challenged.  This speeds up meetings, and leaves more time at Senate for the larger issues.  It is important, however, that a clear idea of exactly what is and is not part of the consent agenda be developed.  This is a task the implementation body must consider next year.

***"Senators Announcements" section***:  The Committee recommends the addition to the agenda – after the President's report – of a specific section wherein announcements about achievements, events, etc. are to be made by Senators, rather than, as is current practice, in "The Good of the University" section.

***The Good of the University:*** The Committee would like input on this agenda item and will forward a recommendation to Senators prior to the June meeting.

***In Camera Meetings:*** The Committee would like to hear more from Senators as to the need or desirability of *in camera* sessions, and will forward a recommendation to Senators prior to the June meeting.

***New Rules:*** The Committee further recommends the adoption of new rules for the running of Senate meetings.  At present, there are certain "Ryerson-specific" rules found in the Bylaws, with *Robert's Rules of Order* covering all matters not covered by those specific rules.  It is recommended that the Ryerson-specific rules be updated to address some specific situations not currently covered, and that Senate switch to using *Bourinot's Rules of Order*[2] instead of Robert's to resolve matters not covered by the Ryerson-specific rules.  Bourinot's rules are similar in many respects to Robert's, but are considerably briefer, easier to understand, and rather less formal.  The Ryerson Board of Governors currently uses *Bourinot's Rules of Order*, which were developed in Canada out of the parliamentary experience and traditions.

## Section 4: Senate Membership

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2 Geoffrey Stanford, *Bourinot's Rules of Order*, 4th revised ed. (Toronto: McClelland and Stewart, 1995).

Senate membership is structured by the *Ryerson University Act*, which is somewhat more prescriptive and detailed in this regard than many such Acts. The Act divides members into two classes: elected Senators, and *ex officio* Senators (those who are Senators by virtue of another office held). It further specifies the groups from which Senators may be elected, and limits the total number of Senators representing those specified groups to fifty-one. (See section 5 for the Committee's recommendations regarding possible changes to the Act at some future time.) The *ex officio* members are specified by office in the Act.

The Committee has re-examined the issue of membership in light of the possible creation of new Faculties and has reflected on a number of possible principles that might guide the structuring of Senate. These are discussed below.3 The issue of certain groups that are excluded from Ryerson's Senate, but which are represented on the majority of university Senates in Ontario, has also been considered.

***The Current Senate System of Membership***:

51 Elected Senators + 18 *Ex Officio* Senators = 69 (plus Secretary of Senate and recorder)

<u>Elected Senators (51)</u>

*Faculty*
- 4 faculty elected from and by faculty in teaching Faculty
  (Arts, FCAD, FCS, FEAS, Ted Rogers School)                                           20
- 1 Chair/Director elected by Chairs/Directors in each teaching Faculty                  5
- 5 faculty elected from each Faculty representing the Chang School (CE)                  5
- one librarian elected from and by librarians                                           1
- RFA President                                                                          1
- CUPE 3904 President                                                                    <u>1</u>
                                     *Faculty Total*                                    33

*Students*
- 2 undergrads elected from and by students in each teaching Faculty                    10
- 2 undergrads elected "at large" from the Chang School (CE)                             2
- 2 grad students elected "at large" by and from all grad students                       2
- RSU rep (VP education)                                                                 1
- CESAR rep (VP Student Rights)                                                         <u>1</u>
                                     *Student Total*                                    16

*Alumni*                                                                                <u>2</u>

  **Total elected Senators**                                                          **51**

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3 The Acts creating some universities specify certain principles of representation. Not all such Acts do so, however, and the principles specified vary quite considerably. See below.

<u>Ex Officio Senators</u> (18)

- By Act:  Chancellor; President; VP Academic & Provost; VP Admin; VPRI; VPUA; 7 Deans; Registrar; Chief Librarian — 15
- By Bylaw:  AVP Students; AVP Faculty Affairs; AVP U Planning — <u>3</u>

       **Total *ex officio* Senators** — **18**

       **TOTAL SENATE MEMBERSHIP** — **69**
       (plus Secretary of Senate and recorder)


***The Recommended New System of Senate Membership***

The Senate Review Committee recommends the following changes to the membership of Senate (the rationale for our recommendation follows):

<u>Elected Senators</u> (51)

*Faculty*

- 3 faculty elected from and by faculty in each teaching Faculty (Arts, FCAD, FCS, FEAS, Ted Rogers School) — 15
- 5 Chairs/Directors elected by the Chairs/Directors in each teaching Faculty — 5
- 2 faculty elected from and by all faculty affiliated with the Chang School — 2
- 8 faculty elected "at large" by all faculty (no more than 3 from any one Faculty) — 8
- one librarian elected from and by librarians — 1
- RFA President — 1
- CUPE 3904 President — <u>1</u>

       *Faculty Total* — 33

*Students*

- 1 undergrad elected from and by each teaching Faculty — 5
- 2 undergrads elected "at large" from the Chang School (CE) — 2
- 5 undergraduates elected "at large" by all undergrad students (no more than 2 from any one Faculty) — 5
- 2 graduate students elected "at large" by and from all grad students — 2
- RSU rep (VP education) — 1
- CESAR rep (VP Student Rights) — <u>1</u>

       *Student Total* — 16

*Alumni* — 2

       **Total elected Senators** — **51**

<u>*Ex Officio* Senators</u> (18)  [*no change*]

- By Act:  Chancellor; President; VP Academic & Provost; VP Admin; VPRI; VPUA; 7 Deans; Registrar; Chief Librarian — 15
- By Bylaw:  AVP Students; AVP Faculty Affairs; AVP U Planning — <u>3</u>

       **Total *ex officio* Senators** — **18**

Participating Associates (non-Voting) (**\*NB : New category**)

- 2 Program Directors elected from and by Chang
  School (CE) Program Directors        2
- 2 instructors elected from and by the part-time, sessional, and CE
  instructors of University (CUPE 3904 units 1 and 2)     <u>2</u>

|  |  |
|---|---|
| **Total Participating Associates** | **4** |
| **TOTAL SENATE MEMBERSHIP** | **73** |

(plus Secretary of Senate and recorder)


## *Rationale:*

### *Ratios regarding members:*

The Committee recommends that Senate adopt two principles

- that there should be a ratio of, minimally, 1.5:1 faculty-to-ex officio Senators, and optimally a ratio of close to 2:1.

- that there should be approximately 2 faculty Senators for each student Senator.

     Faculty should be the majority as they generally have the greatest experience and are presumed to have the largest ongoing stake in, and knowledge of, academic matters.  This is implicit in talk of "collegial governance."  Practice varies at other universities regarding the ratio of faculty to ex officio.4  Currently Ryerson's faculty/ex officio ratio is 33:18, or 1.8:1.  Although not all university Acts explicitly establish a ratio of faculty to students, the dominant practice is something close to our recommended 2:1 ratio: slightly more universities have less than that ratio than have more.  Ryerson's current faculty/ student ratio is 33:16, or just slightly more than 2:1.

     The rationale for stating an explicit ratio is that it establishes a clear guideline derived, presumably, from the idea of collegial governance. The relevance of the particular ratio can then be debated and re-examined as needed.

### *At-Large Senators:*

     The rationale for creating "at-large" faculty and student Senators is two-fold.  One reason is purely pragmatic. The other contains an element of principle.

     Pragmatically, the current system, because of the legislated cap of 51 elected Senators, cannot accommodate the creation of any new Faculties.  A system that would allow for such changes with minimal disruption to the whole system is desirable.  On the faculty side, the proposed system would allow for the creation of two new Faculties, with at-large members serving in the interim.  Once two new Faculties were created, there would no longer be "at-

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4 that range extends from 3:1 (Dalhousie) at the highest, to "one more faculty Senator than ex officio Senators" at the lowest (Guelph).  Between these extremes lie stated ratios of 2:1 and that there be "an absolute majority of Senators," as well as Senates where there is no such stated principle.

large" faculty Senators. On the student side, no similar limitation would exist: up to five new faculties could be accommodated.

The issue of principle arises because the current system treats all Faculties as equal in terms of Senate representation, regardless of their numbers of students and/or faculty. This structure runs counter to the widely accepted principle of "representation-by-population." The Senate Review Committee, however, unanimously rejects the idea of a full-blown "rep-by-pop" approach, as is in place in small number of universities. Since the needs of each Faculty are, to some degree, unique, but also involve multiple common interests, a fully "rep-by-pop" approach risks giving mere size too much power. Moreover, it might reduce the need for mutual understanding and compromise among the Faculties, as well as emphasise the division into Faculties in ways which could undercut the responsibility of Senators to also consider the good of the whole university. Finally, issues where votes divide along Faculty lines are, in fact, exceedingly rare at Senate.

Nonetheless, there are powerful reasons to support the principle of representation by population. The existence of a certain number of "at-large" Senators would allow for a modest degree of "rep-by-pop" to emerge should candidates from larger faculties attract electoral support at levels commensurate with their faculty and/or student populations. The Committee recommends that the whole issue of at-large Senators and the merits of any degree of "rep-by-pop" be re-evaluated if and when the *Ryerson University Act* is amended in the future. By then there will be some experience of its workings.

The Committee considered the requirement that each Faculty have a designated seat on Senate for a Chair/Director. The Committee concluded that the experience of Chairs/ Directors in implementing Senate policies is too valuable a source of information to warrant any reduction in this area.

*Participating (Non-Voting) Associates:*

Consultations with the Chang School revealed a strong sense that the current system of electing faculty Senators involved with the Chang School did not always provide the most informed or effective voice at Senate on its behalf. This is not a criticism of many who have served in that capacity, but a consequence of the fact that the criteria for candidates and electors representing the Chang School require only minimal involvement. Operationalising more restrictive criteria has proven to be difficult. Moreover, continuing parity of representation with the teaching Faculties could potentially reduce the "voice" of the Chang School at Senate, since the Chang School lacks permanent faculty to run for the "at-large" seats. The present proposals retain elected faculty representation (although not on par with other Faculties), but also bring two Program Directors to the table to bring forward and speak to, but not vote upon, relevant issues. The Committee feels, after consulting with the Chang School, that the informed character of the "voice" at Senate is generally more important than the number of votes.

Most, but not all, Senates have provision for non-permanent faculty to be represented at Senate, though usually in relatively small numbers. Part-time and Sessional Instructors (represented by Unit 1 of CUPE3904) do much of the teaching at Ryerson, and many of them do

so over a protracted number of years.  CE Instructors (represented by Unit 2 of CUPE3904) deliver a major percentage of the courses delivered by the Chang School, but there is overlap between the two groups.  The prevailing interpretation of the current *Ryerson Act* dictates that it is impossible to provide Instructor representatives with full voting rights at Senate, something seen by some as problematic in any event because of the potential lack of permanency of commitment to Ryerson.  However, the Committee thinks it desirable that these groups be represented at Senate so that their perspective can be heard.  Hence, our recommendation to create two positions for Instructors (Part-Time, Sessional and CE) as Participating Associates.

## *Section 5: Senate Standing Committees*

The importance of the work done on behalf of Senate by its Standing Committees cannot be overemphasised.  Many issues require a level of examination – and a concentration of experience and expertise – that a large body such as Senate simply cannot give.  Yet, sometimes particular Committees cease to serve a useful purpose, either because circumstances have changed so that they are no longer needed, or because their terms of reference are unclear so that its members have no clear idea of their responsibilities.  Moreover, from time to time the relationships between and among Committees, and between each Committee and Senate as the over-arching body, need to be examined.

The Standing Committee structure at Ryerson is, at present, a very horizontal one.  That is, almost every Committee reports directly to Senate, and not to some other Committee of Senate.  Such a system has clear advantages as it is efficient and maximally responsive.  But it also leaves any and all oversight and co-ordination of Committee activities to the Senate as a whole.  In some cases this is appropriate but, in other cases, a body as large as Senate may not be the best place in which to vest responsibility for matters such as co-ordination and oversight, as it may mean that, effectively, no one does this job at all.

In what follows the Senate Review Committee puts forward a number of recommendations for re-structuring Senate's Standing Committees.  Some current committees have their areas of responsibility rolled into those of another committee.  A few are eliminated entirely.  Three new Committees are recommended, and the reporting relationships and policy review responsibilities that govern a number of existing Committees are clarified and/or altered.  This will introduce a certain element of "verticality" into Senate's structures, but it is hoped this will be useful and not cumbersome or limiting of Senate's capacity to respond quickly when needed.

### *Standing Committees to be Eliminated or Subsumed Into Another Committee*

*Admissions Committee*. This Committee meets very rarely, if at all.  It is recommended that this committee be eliminated and its duties regarding oversight of admissions policies be assigned to the new Academic Governance and Policy Committee.

*Composition and By-Laws Committee*. This Committee, while far from inactive, has responsibilities which could easily and usefully be assumed by the Academic Governance and Policy Committee.

*Faculty Course Survey Committee*. This Committee is moribund, and its responsibilities are effectively a matter governed by the RFA/University CUPE/University Collective Agreements. Its elimination is recommended.

*Information Technology Committee*. This Committee, too, is moribund and should be eliminated.  It is conceivable that Senate might want to speak to the issue of information technology at a future date.  Any such issues would then go to the Senate Priorities Committee5 or to Senate directly.

*Nominating Committee*. This Committee is only modestly active, with much of the responsibility for finding members for Standing Committees devolving to the Secretary of Senate.  It is recommended that the new Senate Priorities Committee[5] be given the responsibility of creating a Nominating Committee as an ad hoc committee of Senate established on an annual basis, with clear responsibilities and timelines for carrying out its duties.

*Planning and Priorities Advisory Committee*. It is recommended that the functions and responsibilities of this Committee be taken over by the new Senate Priorities Committee[5].

### *New Committees, or Committees with Substantially Altered Areas of Responsibility*

### 1.      Senate Priorities Committee[5]

This Committee is envisioned as the body that takes responsibility for proposing priorities to Senate, and that monitors the "big picture" issues on behalf of Senate.  It will examine the financial situation and its effects on the academic performance of Ryerson, in the process identifying problems needing address and priorities for additional consideration.  This process is a major function of most university Senates, but has been lacking at Ryerson.  This Committee is *not* envisioned as an extra layer of approval, and in fact under the proposed structure no other Committee reports to the SFRC, and it reports directly to Senate.

a)   *Membership:*

Full details will be provided prior to the June meeting in the agenda package, but we envision a size of approximately 10-12 Senators from all constituencies, with a majority drawn from faculty.  It would be chaired by the Vice-Chair of Senate.

b)   *Terms of reference:*

i.      to draft and make available, in a timely way, the agenda for each Senate meeting together with supporting documentation;

ii.     to select topics of importance and interest to the Ryerson community, relevant to the responsibilities of Senate, for "Committee of the Whole" facilitated discussions of 40-60 minutes in at least 2 meetings per academic year; to notify Senate of these in advance; and to arrange for their presentation to Senate;

iii.    to bring to the attention of Senate, and to consult with senior administration regarding, emergent issues facing the University; and, when appropriate, to recommend to Senate the referral of such issues to a Standing Committee or sub-

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5 The name of this committee may be changed in the final document presented to the June Senate meeting.

committee, or to recommend to Senate the creation of an *ad hoc* committee to address such an issue, or to recommend some other course of action;

iv    to examine annually the state of University finances and priorities regarding their impact on academic programs and activities, and to present to Senate a report on these matters, identifying priority areas where some action or change is thought desirable, and to consult with and advise the Provost, during the annual budget development process, with respect to academic priorities in light of the Academic Plan;

v.    to represent Senate in meetings, to be established on a regular basis that is mutually agreeable, with the Board of Governors (or a designated Committee thereof) to discuss matters of mutual concern; to report back to Senate on the nature of, and any outcomes from, such meetings;

vi.   to advise Senate regarding the financial implications and sustainability of the creation of new Faculties and/or Departments/Schools;

vii   to bring forward to Senate a list of names, including at least one Dean, one faculty Senator from each Faculty and at least two students/alumni, to constitute an Annual Nominating Committee, whose duty shall be to prepare and present a list of nominees for Senate Standing Committees at the May meeting of each year (the Secretary of Senate, or his/her designate, shall sit on the Nominating Committee as a non-voting member);

viii.  to act on behalf of Senate, if needed, during the summer months, and to report to Senate at its first meeting in the fall any actions taken on its behalf.

## 2.    Academic Governance and Policy Committee (AGPC)

Ryerson has multiple policies which bear on the behaviour of students and faculty, mostly regarding academic matters.  At present, small policy changes in an area come forward from the relevant Committee, and larger reviews are either done by a specially constituted *ad hoc* Review Committee (especially when there is no clearly responsible existing Standing Committee) or by the Committee itself.  The latter option has the clear advantage of drawing on experience, but it also can be perceived as too insular and lacking an outside perspective.

The new Academic Governance and Policy Committee is envisioned as the body which would take responsibility to organise a Policy Review Committee for any of the stated areas, or even for an area not covered herein but delegated to it by Senate.  The Committee would not, itself, carry out such reviews, but would have members on each Policy Review Committee.  The AGPC would also be responsible for more minor policy recommendations in these areas.

Existing Standing Committees such as Appeals and Academic Standards would participate heavily in any policy review of their area, and would forward to the AGPC more minor "housekeeping" matters.  Such committees would report directly to Senate with respect to their regular recommendations and decisions, but would report to the AGPC with respect to their annual reports, overviews of their activities, the aforementioned minor policy changes, and the need for a periodic more general policy review.

a. *Membership:*

Full details will be provided prior to the June meeting in the agenda package, but the Committee is envisioned as having approximately 10-12 Senators from all constituencies, likely chaired by the Provost/VP Academic.

b. *Terms of Reference:*

i) to propose, oversee and periodically review policies regarding those elements of the academic administration of Ryerson University's academic programs which regulate the behaviour of faculty and students on a general or university-wide basis, including; admissions policies; course management policies; grade point average policy; timetabling and scheduling policies; examinations policies; academic codes of conduct; non-academic codes of conduct; appeals policies;

ii) to recommend to Senate the establishment of Policy Review Committees, mandated by Senate, each to undertake any periodic review or special review of an existing policy or policy area; to ensure that such Review Committees draw substantially on appropriate experience and expertise in the policy area (e.g., from an existing Senate Standing Committee such as Appeals for review of Appeals policies); to ensure that appropriate co-ordination with other existing policies occurs by, when necessary given the policy area in question, having a Policy Review Committee report directly to it (the AGPC) and not to Senate;

iii) to propose policies in new areas when and where the absence of policy is demonstrably necessary or prudent, and to propose, when necessary, the formation of a special task force or subcommittee to draft such policies.

## 3. Scholarly, Research, and Creative Activity Committee

Technically, this is not a new Committee. But the exact responsibilities of the existing SRC Committee have been unclear. The new SRC Committee will become responsible for SRC policy in general, with other Standing Committees of Senate that have responsibilities related to SRC relating to the SRCAC in a manner similar to the relationship described above of the Academic Governance and Policy Committee and Academic Standards or Senate Appeals. The current Scholarly Research Representatives Group is formally constituted as a sub-committee of the SRCAC.

The Research Ethics Board and Animal Care Committee would continue as they are, except with annual reports and minor policy changes going to the SRCAC and thence to Senate, and with major policy reviews being organised by SRCAC.

a. *Membership:*

Full details will be provided prior to the June meeting in the agenda package, but we envision it being very similar to the existing Committee, chaired by the VPRI.

b. *Terms of Reference:*

i) to examine and report annually to Senate regarding, an overview of the state of SRC activity at Ryerson, and issues regarding SRC activity that are likely to arise;

ii) to provide input regarding SRC activity into the academic and strategic planning processes regarding SRC activity;

iii) to recommend to Senate the establishment of research policies to promote, support, and, when necessary, regulate SRC activity at Ryerson; to review existing policies, including policies regarding the establishment, reporting and review of any research centres and institutes;

iv) to advise Senate and the VPRI on the funding of research generally, and specifically on internal University research funds;

v) to initiate periodic review of the policies and procedures governing the Research Ethics Review Committee and the Animal Care Committee by establishing a Review Committee (drawing substantially on faculty members with expertise in these areas), and bringing any proposed changes in such policies forward to Senate for approval.

vi) to make recommendations to Senate regarding any need which may arise for policies governing research partnerships with external organizations.

### *Existing Committees Without Substantive Changes*

*Senate Appeals Committee*: no changes except for the reporting and policy review issues discussed above under the Academic Governance and Policy Committee.

*Academic Standards:*  no changes proposed; reports directly to Senate except as indicated

*Awards and Ceremonial Committee*:  no changes proposed; reports directly to Senate.

*Council of the School of Graduate Studies*: details will be provided prior to the June meeting in the agenda package

*Learning and Teaching Committee*; no changes proposed; reports directly to Senate.

*Research Ethics Review Committee*: no changes proposed except for the reporting and policy review issues discussed under the Scholarly, Research and Creative Activity Committee above.

*Animal Care Committee*: no changes proposed except for the reporting and policy review issues discussed under the Scholarly, Research and Creative Activity Committee above

## *Section 6: Issues for the Future (an Evolutionary Perspective)*

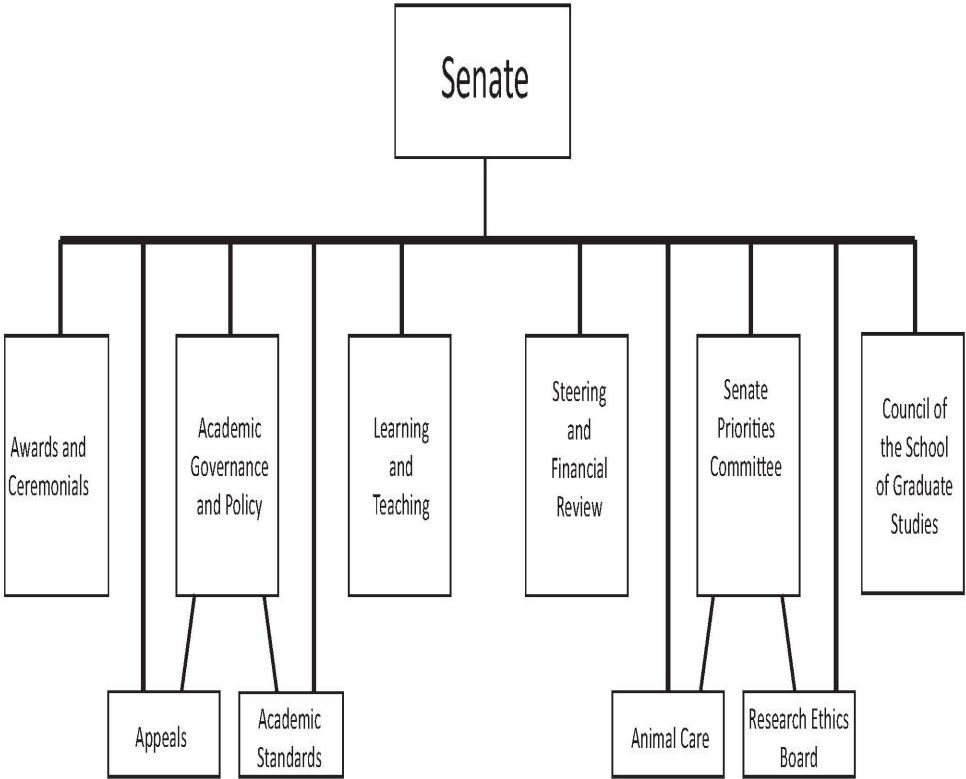(Note: This section will provided prior to the special June Meeting of Senate)
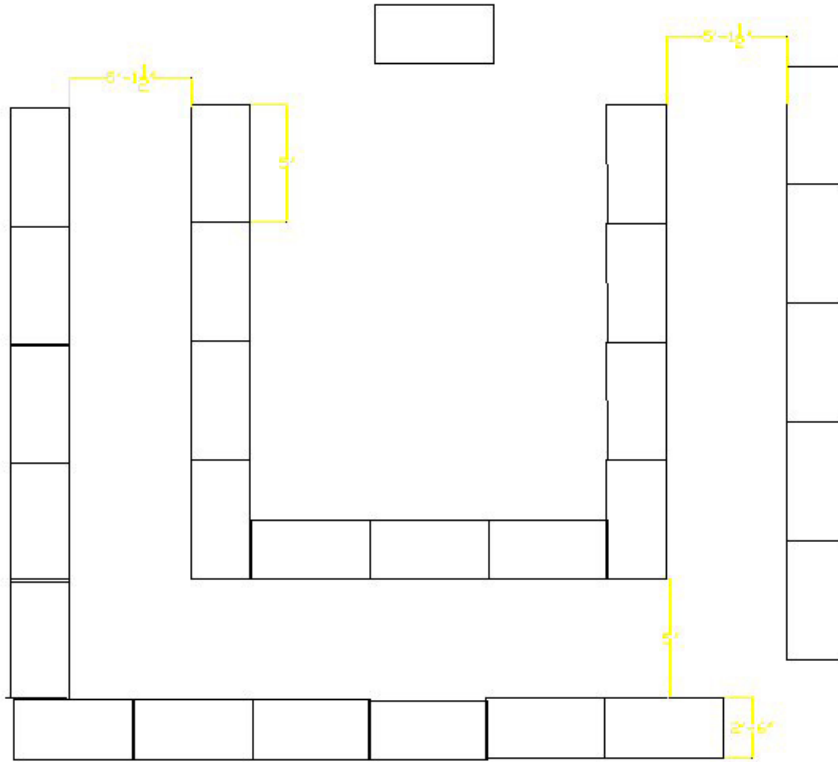
Notes:
- There is a five foot space between the two table rows
- Each table was estimated at five foot by 2.5 feet dimensions

*Appendix B:  Organisational Chart*

Report to Senate of the
*Ad hoc* Committee to Review the
Student Code of Non-Academic Conduct
May 6, 2008

The following updated report was submitted in its initial form to Senate at the March 4, 2008 meeting. It presented a draft of a revised *Student Code of Non-Academic Conduct* (Policy 61) which was completed in February 2008 following a review process that began on June 15, 2007. Additional discussions and feedback from Senate members and students have prompted the committee to re-visit the proposed policy and provide additional adjustments and clarifications. The most significant of these are: removing a specific reference to on-line conduct and replacing it with a principle that the Code will be applied irrespective of the medium used for committing misconduct (principle 7); clarifying that the University is not concerned with the way students conduct their personal lives and will not institute disciplinary proceedings unless the University's interests are affected (principle 4); making explicit the standard and burden of proof (E.1); and adding a provision relating to timeliness (E.6).

At the April 4, 2007 meeting of Senate (Academic Council), the President asked that the Vice Provost Students establish a committee to review the Student Code of Non-Academic Conduct. In response to that request, a committee was formed consisting of:

 D. Bowden, Educational Equity Officer, Discrimination and Harassment
   Prevention Services;
 D. Brecher, Coordinator, Centre for Student Development and Counseling;
 A. Bridges, Student Member of Senate Appeals, Arts and Contemporary Studies;
 M. Creery, Director of Student Services;
 Z. Fawaz, Vice Provost Students;
 J. Hanigsberg, University General Counsel and Secretary of the Board;
 H. Kere, VP Education, RSU;
 M. Levine, Student Senator, Ted Rogers School of Management;
 J. Lewis, Associate Director, Centre for Environmental Health, Safety and
   Security Management;
 D. Mason, President, RFA;
 J. Offenbeck, former RSU Students' Issues and Advocacy Coordinator;
 D. Schulman, Director, Office of the Provost and Vice President Academic,
   and Secretary of Senate;
 T. Schwerdtfeger, Student Senator, Urban and Regional Planning;
 E. Shelton, Students' Rights Coordinator, CESAR; and
 A. Whiteside, Discrimination and Harassment Prevention Officer.

The Committee was joined in January 2008 by:

 G. Alivio, President, CESAR;
 N. Loreto, President, RSU; and
 K. Neale, RSU Students' Issues and Advocacy Coordinator.
 N. Farrell, Ombudsperson, acted as a very helpful consultant throughout.

**Context:**
Ryerson has both a *Student Code of Academic Conduct* (SCAC) and a *Student Code of Non-Academic Conduct* (SCNAC). The SCNAC was originally part of a combined 1988 policy which encompassed both academic and non-academic conduct which was reviewed in 1999. In

2003, the two policies were separated. The changes made to the SCNAC at that time were largely related to appeals procedures, but the basic process of dealing with non-academic misconduct was left to the Director of Student Services as it had been in the original 1988 policy. When the original process for dealing with non-academic misconduct was developed, Ryerson was a much smaller place. Today, the position of Director of Student Services has expanded, as has the student body. The nature of misconduct has changed and the scope of the need has grown.

In response to the need to immediately deal with critical cases that affect the safety of the Ryerson community, the Assessment of Behavioural Risk Team (ABR) was developed, and, as recent events on university and college campuses prove, its role has become essential. The ABR Team receives referrals from anyone on campus and works to immediately put plans in place to deal with the safety issues while ensuring that the student gets appropriate support. The ABR Team proposed the establishment of the position of Student Conduct Officer (SCO) to assist with this process, including education and appropriate case management and follow-up. In the writing of the proposed SCNAC, it became clear that the SCO would play a vital role in managing student conduct incidents, whether they be referred to the ABR Team or not. The SCNAC establishes the SCO as the one point of contact for all concerns about student non-academic conduct so that Ryerson can try to avoid allowing students who exhibit risky behaviour to "fall through the cracks".

The Committee reviewed the conduct codes of a wide variety of universities and met regularly to discuss issues and drafts. The Committee consulted with the Senate Appeals Committee, which is charged with the ultimate enforcement of the policy, and received very helpful input.

**Policy elements:**
Actions under the SCNAC are based on complaints made by members of the Ryerson community, initially to the SCO who is charged with responding in an appropriate manner. The basic principles under which the SCNAC has been established and should be enforced are described. Offences and penalties which can be assigned are clearly outlined. Penalties for more minor offences are left to the discretion of the SCO, as they are currently left to the Director of Student Services. For more major offences, penalties which may have academic consequences for the student can be recommended by the SCO to the Vice Provost Students, and in the most significant cases, from the Vice Provost Students to the Senate Appeals Committee.

An appeals process, including a final appeal to the Senate Appeals Committee, is put in place. Establishing procedures which support the SCNAC is the responsibility of the Vice Provost Students. Procedures are not part of the policy, and as with the SCAC, they must be reviewed and published annually.

The Committee is submitting this report with the following motion: **That Senate approve the revised Student Code of Non-Academic Conduct (Policy 61)**.

Respectfully submitted,

Z. Fawaz, Vice Provost Students
for the Committee

**RYERSON UNIVERSITY**
**POLICY OF SENATE**

**STUDENT CODE OF NON-ACADEMIC CONDUCT**

Policy Number:          61

Approval Date:          May 6, 2008

Presented by:          *Ad Hoc* Committee of Senate

Responsible Office:          Vice Provost, Students

Implementation Date:          Fall, 2008

Review Date:          Fall, 2011 or sooner at the request of the Vice Provost, Students

**Table of Contents**

# I. POLICY

## A. STATEMENT OF PRINCIPLES

Ryerson University is a learning community of students, faculty and staff, committed to providing a civil and safe environment which is respectful of the rights, responsibilities, well-being and dignity of all of its members.

The Student Code of Non-Academic Conduct ("Code") reflects the expectation that students will conduct themselves in a manner consistent with generally accepted standards of behaviour and University regulations and policies and in compliance with federal, provincial and municipal laws as well as professional codes of ethics that govern students who are members of some regulated professions.

The Code outlines, in a non-exhaustive manner, actions which the University considers to be non-academic misconduct offences and the range of remedies and/or penalties which may be imposed. The principles underlying this Code are educational and whenever appropriate the University encourages informal resolution of minor incidents. However, when necessary due to unacceptable conduct, penalties will be imposed in the manner described in the 'Procedures' document aligned with this Code to ensure an acceptable standard is maintained.

The foundational principles upon which the Code has been built include:
1. Every student enjoys within the University all rights and freedoms recognized by law.
2. The University has an obligation to maintain safe and suitable conditions for learning.
3. Students will conduct themselves in a manner consistent with the educational mission and policies of the University.
4. The University is not concerned with the way students conduct their personal lives and will not institute disciplinary proceedings unless Ryerson's interests are affected, the actions have a negative impact on faculty, staff or other students, the actions damage the learning and teaching environment of the University, or the actions impact the peaceful and safe enjoyment of University housing by residents and neighbours.
5. This Code is applied only on the basis of a written complaint of a Ryerson student, faculty or staff.
6. All complaints will be handled and decision-making processes conducted in a manner consistent with the principles of natural justice and administrative fairness.
7. This Code will be applied regardless of the medium used for committing misconduct.
8. When a student's behaviour indicates a risk to others, then an interdisciplinary approach will be employed to assess risk and make recommendations.

This Code applies to non-academic conduct. Academic conduct is governed by the *Student Code of Academic Conduct*, Senate Policy 60.

Ryerson students are responsible for familiarizing themselves with this Code.

**B.    APPLICATION OF POLICY**

1.  Peaceful Assemblies and Freedom of Expression

Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of expression.

2.  On Campus

This Code applies to all conduct which takes place on University land and premises either rented or owned or using University owned or run property or equipment including, but not limited to, telephones, computers and computer networks.

3.  Off Campus

This Code applies to the conduct of students off campus:

   a.  When they have declared publicly that they represent the University;

   b.  When they are participating in an organized course activity;

   c.  When they are participating in a Ryerson University event that has been identified as such; or

   d.  In exceptional circumstances when the potential consequences of the conduct  may adversely affect the complainant's course of work or study at the University.

.
4.  Persons Covered by this Code

   a.  Currently enrolled students: Special, graduate, undergraduate, exchange, audit and continuing education students enrolled either full-time or part-time in courses, either credit or non-credit, of the University, including when on placements that are part of their academic program;

   b.  Students active in a program but not currently enrolled in classes:  students who are active in a program but not currently enrolled in classes including students who have been assigned a "Required to Withdraw" academic standing.

   c.  Former Students: if the person was a Student at the time of the alleged violation of the Code. If any proceedings under this code cannot be initiated or completed because a person against whom a complaint has been filed is no longer a Student as defined in this section, the proceeding may continue if the person becomes a Student again.

   Penalties levied against a former Student shall be noted on the person's record and the person shall not be permitted to register for any course or courses at the University until such time as the penalty imposed has been fulfilled.

5.  Relationship to Other Policies and Proceedings

a.  Code Does Not Supersede Other Policies

   Nothing in this Code shall replace or supersede any complaint, grievance or appeal procedure set out in any collective agreement to which the University is a party, the Student Code of Academic Conduct, or other University policies (e.g. Discrimination and Harassment Prevention Policy, Civility Policy, Ryerson Student Computing Guidelines, Residence Contract and Community Standards, etc.) .

When conduct may violate multiple policies the Conduct Officer will assess whether this Code should apply and how best to proceed to ensure a fair, expeditious and, where possible, streamlined approach.

b.   Civil or Criminal Proceedings

Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil proceedings. In most cases formal resolution by the University of any allegations, which are the subject of a court proceeding will be suspended until the resolution of that proceeding.

In cases in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests, the University reserves the right to proceed with discipline under this Code.

## C.    OFFENCES PROHIBITED UNDER THIS CODE

The offences described in this Code are not intended to be exhaustive, but to provide reasonable parameters that will guide students in their actions.

1.   Disruption of Learning and Teaching - Students shall not behave in disruptive ways that obstruct the learning and teaching environment.

2.   Malicious or Untrue Material –Students shall not distribute malicious materials or materials they know to be untrue about faculty, staff or students.

3.   Threats and Harm to Health and Safety –Students shall not endanger, threaten, harm or encourage others to endanger, threaten or harm faculty, staff or students.

4.   Unauthorized Entry and/or Presence - Students shall not enter, use or let someone else use non-public areas of the University without permission and must leave those premises if asked to do so by authorized University staff.

5.   Theft, Damage and Destruction of property - Students shall not steal, damage or destroy property of the University or a faculty, staff or other Student.

6.   Misuse of Facilities, Equipment, Materials or Services - Students shall not:

a.    use any facility, equipment, material or service in a manner which might put another person at risk and without proper authority;

b.    obtain any University equipment, material or service by fraudulent means or by knowingly providing false information.

7.   Misuse of Library or Computer Resources - Students shall not:

a.    remove books, equipment or other library material from the university libraries without proper authorization;

b.    mutilate, deface, intentionally misplace library books or material or in any way deprive others of access to library resources;

c.    abuse any University computer or computer related facility or software, alter or remove computer files or software without proper authorization, purposefully misplace, or deprive others of access to such computer resources;

d.    use computer equipment on campus to download, distribute or send offensive, discriminatory, and/or harassing material.

8. Compliance with Directions from University Employees - Students are required to comply with directions of University employees (including faculty and staff) acting in the legitimate performance of their duties (e.g. regarding exam rules, instructor course management policies, smoking, evacuation, pets).

9. Identification on Request - Students are required to identify themselves to representatives of University Security & Emergency Services, exam invigilators, or other University employees where such information is relevant to the legitimate pursuit of their duties.

10. Harassment - Students shall not:

    a. engage in activity that violates the Discrimination and Harassment Prevention Policy based on the grounds specified by the Discrimination and Harassment Prevention Policy (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status, disability);

    b. engage in conduct which, although not based on the grounds specified by the Discrimination and Harassment Prevention Policy, is abusive, demeaning, threatening, or intimidating, or involves the misuse of authority or power.

11. Possession, Use or Distribution of False Identification - Students shall not possess, distribute or use false or altered identification.

12. Misconduct Related to the Use of Alcohol/Drugs - Students shall not:

    a. be drunk and disorderly in public;

    b. possess, provide, or consume illegal drugs;

    c. possess or consume alcoholic beverages, except when properly in attendance at a licensed campus pub or event, or as permitted under the Residence Contract;

    d. possess or consume alcohol anywhere on University premises if under the age of nineteen (19) years;

    e. provide alcoholic beverages to any person under the legal drinking age (nineteen (19) in Ontario).

13. Hazing - Students shall not engage in any act which endangers, or could reasonably be seen to endanger the mental or physical health or safety of a student, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

14. Firearms, Explosives, Weapons – Students shall not use, possess, or distribute firearms, explosives, or other weapons.

15. Unauthorized Use of Dangerous Chemicals – Students shall not use dangerous chemicals unless they have proper authority from the University.

16. False, Frivolous or Malicious Charges - Complainants shall not knowingly bring a false, frivolous or malicious charge under this Code or any other policy of the University.

17. Abuse of the Student Code of Non-Academic Conduct - Students shall not falsify, distort or misrepresent information, or obstruct the application of this Code.


## D.    REMEDIES AND PENALTIES

The following penalties may be imposed for a breach of the Code. More than one penalty may be imposed concurrently for a single breach. When imposing a penalty the full context will be considered including elements such as the severity of the offence, the harm caused, and whether the student has been found guilty of prior breaches of the Code. The Assessment of Behavioural Risk Team may be consulted in determining appropriate penalties or the need for supports (e.g. those provided by the Access Centre or the Centre for Student Development and Counselling).

1. Penalties imposed by the Conduct Officer

   The following penalties may be imposed by the Conduct Officer:

   a. Written reprimand—a notice in writing to the Student that the Student has committed or is committing an offence

   b. Apology —an expression of regret for the offence in a form satisfactory to the Conduct Officer

   c. Letter of Behavioural Expectations —an undertaking (i) not to engage in certain behaviour, and (ii) setting out the consequences if the letter is not followed, and in some cases (iii) that prescribes a range of actions to be taken (e.g. seeking counselling, a psychiatric assessment, registration with the Access Centre, attending services off campus that should help the student).

   d. Community or University service or other activity that allows students to reflect on and learn from their behaviour of its impact

   e. Restitution—compensation for loss, damage or injury in the form of monetary or material replacement

   f. Loss of privileges—prohibition or limitation on entering University premises or specific parts thereof or restriction on contact with specific person(s).

2. Penalties imposed by the Vice Provost, Students

   The following penalties may be imposed by the Vice Provost, Students, on the recommendation of the Conduct Officer:

   a. Deregistration from a single course

   b. Non-Academic Disciplinary Suspension (NDS) for a period up to two (2) years. For continuing education students, suspension will result in the student being prohibited from enrolling in any courses at Ryerson during the period specified by the Appeals Committee.
   i. The length of the suspension is determined by the Vice Provost, Students and may be recommended by the Conduct Officer.

   ii. The NDS notation shall remain until students graduate, or for eight (8) years, whichever comes first. Students who subsequently graduate from another post-secondary institution may petition the Registrar's Office to have the notation removed. Continuing education students and part-time degree students may petition the Registrar to remove the NDS two years after the period of suspension has been served.

   iii. No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education during the period of NDS. Course work taken elsewhere during the period of suspension will not be credited towards GPA calculations, Academic Standing or graduation requirements within the student's program.

iv. If the NDS is assigned during the semester, students may be permitted to complete some or all of the other courses in which they are enrolled, and the suspension will become effective at the end of the semester.

v. A student who is assigned an NDS may not be admitted to any program or certificate until the specified period of suspension has been served and any specified conditions have been met.

3. Penalties imposed by the Senate Appeals Committee

The following penalties may only be imposed by the Senate Appeals Committee, on the recommendation of the Vice Provost, Students:

a. Non-Academic Disciplinary Withdrawal (NDW)—Students who are assigned a NDW for non-academic misconduct shall be withdrawn from the University for a period of at least two (2) years. A NDW shall be permanently noted on a student's academic record and official transcript.

i. A student who is assigned a NDW may not apply to the same program but may apply to any other program after serving the specified period of withdrawal and after meeting specific conditions established by the Senate Appeals Committee;

ii. No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education, during the period of NDW. Course work taken elsewhere during this period will not be credited towards GPA calculations, Academic Standing or graduation requirements within any Ryerson program;

iii. For continuing education students, NDW will result in the student being prohibited from enrolling in any courses at Ryerson during the specified period, and from enrolling in certificate programs or courses as determined by the Senate Appeals Committee.

b. Expulsion-- Students who are expelled from the University shall not be allowed to register or enroll in any course or program of the University. Expulsion shall be permanently noted on a student's academic record and official transcript.

## E. APPEALS AND HEARINGS

1. Burden and Standard of Proof: The burden of proof is on the University. This means that the University must demonstrate that the offence has occurred and, in the case of an appeal, that the remedy or penalty is reasonable given the nature of the offence. The standard of proof in all decisions shall be a balance of probabilities. This means that it must be shown that it is more likely than not that the student committed the offence.

2. Appeals of the charges brought by, or penalties imposed by, the Conduct Officer under section D1, are to the Vice Provost, Students. If the Conduct Officer recommends a penalty under section D2, the Vice Provost, Students shall be the decision maker.

3. Appeals of charges brought by, or penalties imposed by the Vice Provost, Students under section D2 are to the Senate Appeals Committee.

4. If the Vice Provost, Students recommends a NDW or Expulsion, the Senate Appeals Committee shall hold a hearing.

5. Decisions of the Senate Appeals Committee are final.

6. Timeliness: Every effort will be made to ensure these proceedings are handled in an expeditious manner. Students may contact the Student Conduct Officer when they are concerned about delays in the process. The Student Conduct Officer may dismiss charges when the University unduly delays the process.

## F.    INTERIM MEASURES

1. Disruption of Instructional Activities

   Disruption of instructional activities, including examinations, may be dealt with by the appropriate instructor as a matter of classroom discipline. The instructor may require the student to leave the area for the remainder of the particular class or examination. Any disruption that results in the removal of a student shall be reported to the Chair, Course Director or Program Director.

2. Urgent Situations and Risk to On-going Personal Safety

   a. In some circumstances, such as those involving serious threats or violent behaviour, it may be necessary to remove a student from the University. In such cases, the Conduct Officer may recommend to the Vice Provost, Students that the student be suspended for up to five (5) working days if there is a reasonable apprehension that the safety of others is endangered, damage to University property is likely to occur, or the continued presence of the student would be disruptive to the legitimate operations of the University. A temporary suspension must be reviewed by the Vice Provost, Students within the five (5) working day suspension period, and either revoked or continued.

   b. The Conduct Officer may also convene a meeting of the Assessment of Behavioural Risk Team in order to assess risk of harm to self or others and determine the best course of action to enhance safety.

   c. In extreme circumstances indicating risk to self or others, Security and Emergency Services may immediately and temporarily remove ("bar") a student from campus or a specified part of campus pending application of these Interim Measures and other parts of this Code.

   d. If the suspension under (a) is continued, the student may request a hearing by the Senate Appeals Committee, who shall hear and decide on the matter within ten (10) working days. Grounds for appeal are limited to the following:

      (i)   That the Vice Provost, Students had no power under this Code to reach the decision taken

      (ii)  That there was a fundamental procedural error seriously prejudicial to the appellant; or

      (iii) That the appellant has new evidence to present that could not reasonably have been presented earlier.

## G.    POWER TO CREATE PROCEDURES UNDER THIS CODE

Procedures under this Code shall be established by the Vice Provost, Students in keeping with fair process and the principles of natural justice and in consultation with the Conduct Officer who shall convene a committee to provide recommendations for this purpose. The committee will include students and faculty

among its members. Procedures shall be published annually at the start of each academic year. Published procedures shall be in effect for that academic year.

**APPENDIX A:**
**DESCRIPTION OF THE ASSESSMENT OF BEHAVIOURAL RISK TEAM (ABRT)**

**Purpose of Team**

To provide the university with a working group to provide behavioural risk recognition, information gathering, initial risk assessment, critical interventions, and finally, recommendations and referral to the appropriate person or group with long term responsibility for risk mitigation and case management. The team itself is not responsible for long term case management but will refer to the appropriate resource on or off campus.

**Team Composition**

Manager, Centre for Student Development and Counselling (Psychologist)
General Counsel and Secretary of the Board of Governors
Supervisor, Safety and Security
Manager, Access Centre for Students with Disabilities
Manager, Safety and Security
Director, Office of the Provost and Vice President Academic
Coordinator, Ryerson Health Centre (Physician)
Psychologist, Centre for Student Development and Counselling
Consulting Psychiatrist, St. Michael's Hospital
Officer, Discrimination and Harassment Prevention Services
Housing Manager (if the community member whose behaviour has activated the ABRT lives in residence or if an assessed risk may impact others living in residence)
Student Conduct Officer

**Team Activation**

The team is activated by any member of the team when someone from the Ryerson Community either:

- threatens harm against another person or intentionally causes harm to another person;
- threatens harm to themselves, or intentionally causes harm to themselves;
- causes Ryerson community members to believe that the person poses a danger to themselves or any other person.

**Activation Timeframe**

The team makes every effort to respond to a crisis as soon as possible – usually within one business day or less.

**INSERT COURSE CHANGE FORMS   - ENGLISH**

**INSERT COURSE CHANGE FORMS   - FRENCH/SPANISH**

**INSERT COURSE CHANGE FORMS   - PSYCHOLOGY**

**SCHOOL/DEPARTMENT INITIATING THE COURSE CHANGE:** G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION, CERTIFICATE IN ACCOUNTING FINANCE

**DATE of SUBMISSION:** April 8, 2008

| Course Code/ Number | Course Title | New Course (Y/N) | Existing Courses Check one ✓ | | | Check one ✓ | | Purpose of Change | Program(s) / School(s) / Department(s) / Continuing Education affected by and informed of change | Implementation Date |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Re-position | Addition | Deletion | Required | Elective | | | |
| CACC 605 | PUBLIC SECTOR ACCOUNTING | N | | | × | | × | THIS COURSE IS NO LONGER OFFERED BY THE ACADEMIC PROGRAM AREA | CERTIFICATE IN ACCOUNTING FINANCE | FALL 2008 |
| | | | | | | | | | | |

# UNDERGRADUATE
# SIGNIFICANT COURSE CHANGE SUMMARY FORM
**Use only for course additions and changes that required signatures on the *Approvals, Consultations and Additional Information Form*.**

**SCHOOL/DEPARTMENT INITIATING THE COURSE CHANGE:** G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION, CERTIFICATE IN FINANCIAL PLANNING

**DATE of SUBMISSION:** April 8, 2008

| Course Code/ Number | Course Title | New Course (Y/N) | Existing Courses Check one ✓ Re-position | Existing Courses Check one ✓ Addition | Existing Courses Check one ✓ Deletion | Check one ✓ Required | Check one ✓ Elective | Purpose of Change | Program(s) / School(s) / Department(s) / Continuing Education affected by and informed of change | Implementation Date |
|---|---|---|---|---|---|---|---|---|---|---|
| CACC 522 | TAXATION FOR FINANCIAL PLANNERS & MANAGERS | Y | | × | | × | | THIS WILL REDUCE THE NUMBER OF COURSES IN THE CERTIFICATE FROM SEVEN TO SIX | CERTIFICATE IN FINANCIAL PLANNING | FALL 2008 |
| CACC 742 | CANADIAN BUSINESS TAXATION I | N | | | × | × | | THIS ACCOUNTING COURSE IS TOO DETAILED FOR THE CERTIFICATE'S REQUIREMENTS | CERTIFICATE IN FINANCIAL PLANNING | FALL 2008 |
| CACC 842 | CANADIAN BUSINESS TAXATION II | N | | | × | × | | THIS ACCOUNTING COURSE IS TOO DETAILED FOR THE CERTIFICATE'S REQUIREMENTS | CERTIFICATE IN FINANCIAL PLANNING | FALL 2008 |
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Final – April 9, 2007

**UNDERGRADUATE COURSE CHANGE FORM**

**SCHOOL/DEPARTMENT INITIATING THE COURSE CHANGE:** G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION, CERTIFICATE IN FINANCIAL PLANNING

**DATE of SUBMISSION:** April 8, 2008

| Course Code/ Number | Course Title | New Course (Y/N) | Re-position | Addition | Deletion | Required | Elective | Purpose of Change | Program(s) / School(s) / Department(s) / Continuing Education affected by and informed of change | Implementation Date |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Existing Courses Check one ✓ | | | Check one ✓ | | | | |
| CFIN 562 | PERSONAL FINANCE | Y | | × | | | × | PROGRAM WANTS TO OFFER THIS COURSE THROUGH THE CHANG SCHOOL IN ORDER TO REACH A BROADER AUDIENCE | CERTIFICATE IN FINANCIAL PLANNING | FALL 2008 |

**SCHOOL/DEPARTMENT INITIATING THE COURSE CHANGE:** G. RAYMOND CHANG SCHOOL OF CONTINUING EDUCATION, CERTIFICATE IN INTERNATIONAL BUSINESS

**DATE of SUBMISSION:** April 8, 2008

| Course Code/ Number | Course Title | New Course (Y/N) | Nature of Change | | | | | Purpose of Change | Program(s) / School(s) / Department(s) / Continuing Education affected by and informed of change | Implementation Date |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Existing Courses Check one ✓ | | | Check one ✓ | | | | |
| | | | Re-position | Addition | Deletion | Required | Elective | | | |
| CZIB 100 | PRACTICUM IN INTERNATIONAL BUSINESS | N | × | | | × | | ADD THE FOLLOWING PREREQUISITES TO CZIB 100: CCMN 443, CIBS 522, CIBS 723, CIBS 800, CMHR 700. THE PRACTICUM IS THE FINAL COURSE IN THE CERTIFICATE AND WE MUST PREVENT STUDENTS FROM REGISTERING BEFORE THEY HAVE COMPLETED ALL OF THE REQUIRED COURSES | CERTIFICATE IN INTERNATIONAL BUSINESS | FALL 2008 |
| CRMG 910 | VIRTUAL RETAILING | N | | | × | | × | VIRTUAL RETAILING IS NO LONGER A RELEVANT FIT FOR THIS CERTIFICATE | CERTIFICATE IN INTERNATIONAL BUSINESS | FALL 2008 |

Having reviewed the attached submission by the Chair of the Research Ethics Board regarding a change in the composition of its membership, we are proposing the following motion.

**Motion:** *That Senate amend Section 3.6.14 of its by-laws and approve an increase of four (4) members-at-large and one (1) graduate student member on the Research Ethics Board, effective immediately.*

Respectfully submitted,

Sheldon Levy, Chair
For the Committee:

A. Bahadur, V. Chan, D. Checkland, C. Farrell,  R. Keeble, D. Lee, A. Mitchell, S. Omer
D. Schulman *(ex-officio, non-voting)*

April 21, 2008

Dear members of the Senate Composition and By-laws Committee,

Please find herein a proposal forwarded by Dr. Nancy Walton, Chair, Research Ethics Board (REB), on behalf of the REB, to change our Composition. We would like to increase the number of faculty members on the Board by a total of four (4) faculty positions (Members at large) and one (1) graduate student position.

Currently, our Composition consists of a Chair, nominated by the Vice President, Research and Innovation, in consultation with the Research Ethics Board; nine (9) faculty members, one representing each Faculty as well as one from each of the three Faculties responsible for the largest number of protocols submitted (Members at large). Additionally we have three (3) Community members, two (2) undergraduate students; one (1) graduate student, the Vice President, Research and Innovation or designate (ex-officio), the Research ethics Coordinator or designate (ex-officio).

Our aim to increase our Composition is primarily to deal with the high increase in volumes of submitted protocols.

Background

As you are well aware, the University has increased the number of graduate programs in the last 2 years. Enrollment in graduate programs has increased exponentially and it has been acknowledged that the current enrollment of 1600 students, which was a goal for the end of the decade, has already been reached. By the year 2010, it is expected that the number of graduate students will be approximately 2200 (School of Graduate Studies 2007-2008 Newsletter).

As of 2006, there were 18 Master's Programs and 5 Doctoral programs. Since that time, in one year, we have added an additional nine Master's Programs and two Doctoral programs.

***The research ethics review process is an integral part of conducting research. As we increase our capacity for conducting graduate level research, we must also ensure that the infrastructures at the University, which clearly support these research endeavours, are also enhanced, supported and thus sustainable. .***

For the REB, this has meant a noteworthy increase in the number of protocols from graduate students and new faculty members as well as increased complexity of the submissions and more requests for quicker response times. Each of these issues will be addressed separately below.

 (I) Increase in number of protocols

In the calendar year 2007, there were a total of 240 submitted protocols to the Board. Currently, in the calendar year 2008, we have already received 119 submitted protocols. Last year, we reached a total of 119 at the end of July. So we have noted a substantial increase in volume. This increase in

volume is primarily due to the increased number of graduate student protocols that are submitted to the Board.

REB members are reviewing an average of approximately 5-6 protocols each month. Each protocol is assigned a number of reviewers based upon a clear risk assessment. Every year, the number of protocols assigned to each reviewer per month increases.

While we do increase in numbers each year, there also needs to be understanding that the concomitant workload of the volunteer REB Faculty members increases each year, with growing demands around teaching, research and publication. Volunteering one's time to serve on the REB is a significant demand on time and energy. In order to effectively review a protocol, it is read in depth and a detailed review is submitted by each assigned member, in a strict required amount of time.

(II) Increased complexity and submission response times

Each year, on an ongoing basis, faculty members and graduate students contact us on an ad hoc basis to request expedited reviews. This has been an ongoing trend, as the demands from funding agencies for access to funds change in addition to the fact that there seems to be less available time to work on research, in a given academic year. Quite often, time available for faculty members to conduct their research is fairly condensed, and therefore there is pressure to make the REB submission process as quick as possible. Additionally, many graduate students completing MRPs or theses have short timelines and require very timely responses and reviews. While a timeliness of an REB response is certainly an important consideration, as a Board, our main concern is that we deliver thoughtful, relevant and high quality reviews that address important ethical issues.  Our members are under a great amount of pressure to return reviews in a timely way however we now put increasing pressure on them to accommodate late submissions and special requests.

Across Canada, academic research ethics boards are coping with increased demands. *Our response time, at Ryerson, remains one of the fastest of all academic REBs*. We would like to continue to allow this facilitation of the research process by being able to keep our response times as short as possible, while continuing to return high quality and thoughtful reviews.

Finally, the submissions from graduate students are more complex to read and review. As the majority of graduate students are novice researchers, there are many more issues that must be addressed when reviewing the protocols. We aim to also ensure that we provide clear rationale for graduate students, when returning reviews, in order to help them understand the comments and learn, as new researchers.

Many times, the submissions have significant problems and issues with either methodology which has subsequent ethical implications or more direct ethical issues, such as confidentiality, privacy or risk. We have found, in some cases, that the students' supervisors are unaware of the submitted protocols or that they have not been privy to a discussion of the project. Therefore, we are, at times, seeing projects that have little to no contribution from a supervisor, and this creates a serious ethical obligation for reviewers and the Chair. It requires a great deal of time and discussion with the student and usually with the supervisor as well. While we do see our role as supportive, there is a role for the supervisor and a clear, but separate role, for the REB.
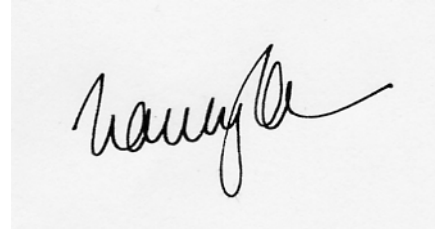
Please note that ongoing work is continuing to support and educate graduate students and faculty members about the research ethics review processes. Ongoing work to support graduate students includes: visiting as many graduate student orientation sessions as possible in programs with human participant research, visiting graduate faculty meetings, visiting individual classes with research projects to advise students individually and advising students on a one-on-one basis outside of the classroom. In the meantime, having additional members to review protocols would allow these educational and supportive activities to continue, as there is a real and demonstrated need for such.

Implications

We note that, by increasing a Board to a slightly larger number has an implication for voting and quorum, the majority of our work is carried out online, by individual reviewers. We meet on a face-to-face basis every six weeks and consistently are able to meet quorum requirements.

While increasing the Board will allow some relief with direct workload issues as well as keep our response times as efficient as they have been in the past while still ensuring the same quality and ethical soundness of our responses. It will also allow the Board to continue to engage in educational and supportive activities, such as information sessions and educational sessions with both graduate students and faculty members.

Thank you for your consideration,

Nancy Walton, PhD
Chair, Ryerson University Research Ethics Board

**Report #W2008-1**
**of the Nominating Committee**
**May 6, 2008**

The following are being nominated to serve on the Standing Committees of Senate beginning September 2008, filling vacancies on these committees. Faculty terms are for two years and student terms are for one year.

Note that members of the Nominating Committee have abstained from voting for themselves for any committee position.

## SENATE APPEALS COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Sanjeev Bhole | Engineering, Architecture & Science | Mechanical & Industrial | 2$^{nd}$ term |
| Jean Bruce | Communication and Design | Image Arts | 2$^{nd}$ term |
| Patrice Dutil | Arts | Politics | 2$^{nd}$ term |
| Sue Edwards | Community Services | Nursing | 2$^{nd}$ term |
| Darrick Heyd (chair) | Engineering, Architecture & Science | Chemistry & Biology | 3$^{rd}$ term |
| Martin Greig | Arts | History | 3$^{rd}$ term |
| Susan Laskin | Arts | Geography | 3$^{rd}$ term |
| Yew-Thong Leong | Engineering, Architecture & Science | Architectural Science | 1$^{st}$ term |
| Peter Pille | Ted Rogers School of Management | Information Technology Mgmt. | 3$^{rd}$ term |
| Mitu Sengupta | Arts | Politics | 2$^{nd}$ term |
| Jeffrey Yokota | Engineering, Architecture & Science | Aerospace Engineering | 3$^{rd}$ term |
| Margareth Zanchetha | Community Services | Nursing | 1$^{st}$ term |
| | | | |
| **STUDENTS** | | | |
| Kateryna Aksenchuk | Community Services | Nursing | 1$^{st}$ term |
| Ken Chadha | Engineering, Architecture & Science | Industrial Engineering | 1$^{st}$ term |
| Christine Demitriades | Community Services | Social Work | 1$^{st}$ term |
| Osman Hamid | Ted Rogers School of Management | Business Management | 1$^{st}$ term |
| Susan Lamola | Community Services | Urban & Regional Planning | 1$^{st}$ term |
| Shakera Martin | Community Services | Occupational Health & Safety | 1$^{st}$ term |
| Jason McIntosh | Ted Rogers School of Management | Human Resource Management | 1$^{st}$ term |
| Elizabeth Moss | Arts | Arts & Contemporary Studies | 1$^{st}$ term |
| Asif Sharif | Engineering, Architecture & Science | Mechanical Engineering | 1$^{st}$ term |
| Frank Whitestone | Ted Rogers School of Management | Business Management | 1$^{st}$ term |
| Natasha Williams | Ted Rogers School of Management | Business Management | 1$^{st}$ term |
| Paul Yoon | Engineering, Architecture & Science | Aerospace Engineering | 1$^{st}$ term |
| Katie Zeppieri | Communication and Design | Radio & Technology Arts | 1$^{st}$ term |

## ACADEMIC STANDARDS COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Alex Bal | Communication and Design | Image Arts | 1$^{st}$ term |
| Jim Dianda | Arts | Philosophy | 2$^{nd}$ term |
| Des Glynn | G. Raymond Chang School of Continuing Education | CE | 4$^{th}$ term |
| Gerald Hunt | Ted Rogers School of Management | Business Management | 2$^{nd}$ term |
| Joyce Smith/ Gene Allen* | Communication and Design * (beginning in January) | Journalism | 2$^{nd}$ term |
| | | | |
| **STUDENTS** | | | |

| Vacant | | | |
|---|---|---|---|
| Gregory Murray | Ted Rogers  School of Management | Retail Management | 2nd term |

## ANIMAL CARE COMMITTEE

| | | | |
|---|---|---|---|
| Vadim Bostan | Engineering, Architecture and Science | Chemistry & Biology | 3rd term |
| Victor Yang | Engineering, Architecture and Science | Electrical and Computer Engineering | 1st term |
| Nancy Ford | Engineering, Architecture and Science | Physics | 1st term |

## AWARDS AND CEREMONIALS COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Debora Foster | Engineering, Architecture & Science | Chemistry & Biology | 1st term |
| April Lindgren | Communication and Design | Journalism | 1st term |
| Rena Mendelson | Community Services | Nutrition | 3rd term |

**DEANS/CHAIRS/DIRECTORS**

| | | | |
|---|---|---|---|
| Carla Cassidy | Arts | Dean, Arts | 2nd term |
| Sri Krishnan | Engineering, Architecture & Science | Chair, Electrical Engineering | 2nd term |
| Anita Shilton | G. Raymond Chang School of Continuing Education | Dean, Chang School | 2nd term |

**STUDENTS**

| | | | |
|---|---|---|---|
| Melissa Piacente | Ted Rogers School of Management | Business Management | 1st term |
| Asif Sharif | School of Graduate Studies | Mechanical Engineering | 1st term |

## COMPOSITION AND BY-LAWS COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Murtaza Haider | Ted Rogers School of Management | Retail Management | 1st term |
| George Kapelos | Engineering, Architecture & Science | Architecture | 1st term |
| Ronald Keeble | Community Services | Urban & Regional Planning | 2nd term |
| Annick Mitchell | G. Raymond Chang School of Continuing Education | Interior Design (CE) | 2nd term |
| **STUDENTS** | | | |
| Mohamed Malik | Community Services | Social Work | 1st term |
| Natasha Williams | Ted Rogers School of Management | Business Management | 1st term |

## LEARNING AND TEACHING COMMITTEE

**STUDENTS**

| | | | |
|---|---|---|---|
| Arzan Bharucha | Ted Rogers School of Management | Business Management | 1st term |
| Roxana Canari | Engineering, Architecture &  Science | Electrical Engineering | 1st term |
| Sochi Fried | Communication & Design | Theatre | 1st term |
| Katherine Mackay | Community Services | Social Work | 1st term |
| Shannon McKennitt | School of Graduate Studies | Nursing | 1st term |
| Hennesseyy Don Mwendwa | G. Raymond Chang School of Continuing Education | Public Administration (CE) | 1st term |
| Christopher Wright | Arts | Arts & Contemporary Studies | 1st term |

## NOMINATING COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Youcef Derbal | Ted Rogers School of Management | Business Management | 1st term |
| Jana Macalik | Communication and Design | Interior Design | 1st term |
| Melanie Panitch | Community Services | Disability Studies | 2nd term |

**DEANS**

| | | | |
|---|---|---|---|
| Carla Cassidy | Arts | Dean | 2nd term |
| Ken Jones | Ted Rogers School of Management | Dean | 2nd term |

**STUDENTS/ALUMNI**

| | | | |
|---|---|---|---|
| Sanjay Dhebar | Alumnus | | 2nd term |
| Darius Sookram | Arts | Politics | 1st term |
| Charles Sule | School of Graduate Studies | Env. Appl. Science & Mgmt. | 1st term |

## RESEARCH ETHICS BOARD (pending)

## SRC COMMITTEE

**FACULTY**

| | | | |
|---|---|---|---|
| Catherine Ellis | Arts | History | 1st term |
| Blake Fitzpatrick | Communication & Design | Image Arts | 1st term |
| Alan Fung | Engineering, Architecture & Science | Mechanical Engineering | 2nd term |
| Kernaghan Webb | Ted Rogers School of Management | Business Management | 1st term |

**STUDENTS**

| | | | |
|---|---|---|---|
| Charles Sule | School of Graduate Studies | Env. Appl. Science & Mgmt | 1st term |
| Katie Zeppieri | Communication & Design | RTA | 1st term |

Respectfully submitted,


Ian Baitz
Chair for the Committee:
M. Antony, S. Dhebar, C. Cassidy, O. Falou, C.Farrell, K. Jones, M. Panitch, R. Ravindran,
M. Stanton, D. Schulman (non-voting)

# Report #W2008–3; May 2008

In this report Academic Standards Committee (ASC) brings to Senate its recommendations on several items:

- *Section A* presents the periodic program review of *Nursing* programs.
- *Section B* presents the committee's evaluation and recommendations to revise Senate Policy #112 *Approval Process for New Undergraduate Programs* and Senate Policy #126 *Periodic Program Review of Undergraduate Programs.*
- *Section C* presents proposals by the G. Raymond Chang School of Continuing Education which include new certificates in:
    - International Economics,
    - Microeconomic Theory and Policy,
    - Macroeconomic Theory and Policy,
    - Industrial Organization and Policy,
    - Quantitative Economics; and

    revisions to certificates in:
    - Architecture,
    - Advanced Architecture,
    - Architectural Preservation and Conservation,
    - Landscape Design,
    - English as a Second/Additional Language,
    - Financial Planning,
    - Image Arts,
    - Media Writing Fundamentals,
    - Public Relations.
- *Section D* presents changes to academic standing variations in nursing programs.

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

**SECTION A:** PERIODIC PROGRAM REVIEW6: Nursing

## Program Description

In 1964, Ryerson became the first post-secondary institution in Canada to offer a diploma program in nursing. The program was developed to demonstrate the feasibility of a nursing program delivered in a general education setting as opposed to the typical hospital environment. In 1988, the School of Nursing introduced a 4-year program leading to a Bachelor of Science in Nursing to replace the diploma program. This development was in response to the position taken by the Canadian Nurses Association that a baccalaureate degree in nursing would be the educational requirement for entry to the profession. The School of

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6 The following review has been completed in accordance with Senate Policy #126.

Nursing currently offers two distinct programs that lead to the degree of Bachelor of Science in Nursing:

- **The Collaborative Program:** The Ryerson, Centennial, George Brown Collaborative Program is a 4-year full-time degree program designed to prepare individuals with no previous experience in nursing. This program is the largest collaborative nursing education program in Ontario. Students may apply and be admitted to the Collaborative program at any of the three partner sites. Students admitted to the Ryerson site complete their four years of study at the University. Students entering the program at the Centennial and George Brown sites complete their first two years of study at the colleges and move to the Ryerson campus for the final two years of the program. The college sites continue to teach the nursing practice courses in years three and four, thus providing consistency to the practice experience. Regardless of initial enrollment site, all students in the Collaborative program complete a common curriculum.

- **The Post Diploma Program:** This is a 2-year post diploma degree completion program designed for: (i) registered nurses who graduated from nursing diploma programs, and (ii) graduates from a Ryerson approved bridging program (for example, the bridging program designed for internationally prepared registered nurses). The Post Diploma program develops an analytical approach to nursing practice and expands students' knowledge and understanding of the profession and the health care system. The program is offered both on a full- and part-time basis.

The baccalaureate nursing program received its *candidacy* status for accreditation in 1990. Since then, both programs administered by the School have undergone two successful accreditation reviews by Canadian Association of Schools of Nursing (CASN). Most recently in April 2007, both programs received seven-year accreditation from CASN's Bureau of Accreditation.

In 1995, Ryerson, as part of a consortium of ten Ontario universities7, began to offer a Primary Health Care Nurse Practitioner (PHCNP) certificate program designed for experienced registered nurses. The consortium schools are divided into regional centres and Ryerson is the lead university for the Central Region.

In 2005, the School launched a Master of Nursing program and admitted 40 students in its first year. The program has a course-work stream offered both on a full- and part-time basis. A separate thesis stream started in Fall 2007 and is offered on a full-time basis only.

The School admits approximately 170 students to the first year of the Collaborative program at the Ryerson site. In addition, approximately 180 students start their studies at George Brown College and 165 students at Centennial College. With a total current enrolment of 1824 students in the Collaborative program, 165 full- and 2000–2500 part-time students in the Post Diploma program, 40 PHCNP certificate students, and 131 graduate students, the School of

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7 Other members of the consortium are Lakehead, Laurentian, McMaster, Ottawa, Queens, Toronto, Western, Windsor and York.

Nursing is the largest nursing program in Canada and one of the largest academic units within Ryerson.

**The Curriculum:**

- **The Collaborative Program:** The curriculum of the Collaborative program is based on a philosophical foundation of phenomenology and critical social theory.  The program has five themes8 that serve to organize program content; these themes are reflected in all years of the program and covered to varying degrees of depth. The curriculum consists of 41 courses (Ryerson calendar, 2007/2008, pp. 383–388) with a total of 221 hours of instruction. Of these, 23 are required professional and 8 are required professionally-related courses.  Program students also take 1 professional elective, 3 professionally-related electives and 6 liberal studies courses.  Professional courses include 170 hours of instruction corresponding to 77 percent of the total program hours and professionally-related courses represent 33 instruction hours corresponding to 15 percent of the total program hours.  In particular, students complete required professionally related courses in anatomy, physiology, nutrition, ethics, psychology and sociology. Nursing placements begin in the first year of the program and expose students to a broad range of nursing practice settings and the multiplicity of nursing roles.

- **The Post Diploma Program:**  This is a 2-year post diploma degree completion program and consists of a total of 19 one-semester courses (Ryerson calendar, 2007/2008, pp. 389–393). Of these, 12 are required professional courses and one is a required professionally-related course. Students also take 1 professional, 2 professionally-related electives and 3 liberal studies courses.  Students also complete two nursing practice courses.  The nursing practice courses allow students to focus on a selected client population and acquire in-depth knowledge of that population.

**Admission Requirements:**

- **The Collaborative Program:** O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English, Biology, Chemistry, and Grade 11 U or M or Grade 12 U Mathematics (one of Functions and Applications, Functions and Relations, Advanced Functions, Calculus and Vectors, Mathematics of Data Management) with a minimum grade of 60 percent or higher in each of these courses.  All students in the Collaborative program must also meet non-academic program requirements including an annual criminal reference/police check and have/maintain immunization, Basic Cardiac Life Support certification and Basic Rescuer First Aid certification.

  Students may apply for admission to the program at one or all three of the partner sites. The same university level admission requirements apply, regardless of site.

- **The Post Diploma Program:**  All qualified applicants to the Post Diploma program must be registered with the College of Nurses or must be eligible for registration in Ontario. Applicants must be graduates from a nursing diploma program for registered nurses at an

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8 The themes are: primary health care/health promotion, reflective practice/critical thinking, meaningful relationships/caring/communication, political/social justice and personal/professional development.

Ontario College of Applied Arts and Technology (CAAT), or from a Ryerson School of Nursing approved bridging program with a 'B' Cumulative Grade Point Average. Potential applicants from diploma programs other than a CAAT are assessed on an individual basis.

The admission requirements reflect the standard for admissions to undergraduate nursing degree programs across the province.

## The Program Review

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys, observations gathered from focus groups and a comparator review. The CASN Accreditation report and the School's response to the accreditation report provide further insight into the program.

### Assessment of Strengths and Weaknesses

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

Strengths:

- **Faculty:** The School has a complement of 32 full-time faculty who participate in a range of teaching, SRC and service activities. A minimum of 60 additional sessional faculty also teach in the undergraduate, graduate and PHCNP certificate programs. All faculty members are highly committed to the School, its programs and students. There is a strong sense of team work and collegiality between faculty, students, support staff and administration.

- **Staff:** Nine administrative support staff, 7 Central Placement Office staff and 3 continuing education staff assigned to nursing programs support the School and its programs. The School was successful in obtaining funding for additional clerical and administrative staff to support the increased demands of the curriculum, SRC and student services functions related to its undergraduate and graduate programs. The dedication and competency of its support staff are significant factors in the effective and efficient delivery of the programs administered by the School.

- **Involvement in Professional Organizations:** Faculty members have a high level of involvement and representation in local, national and international professional organizations and agencies that raise the public profile of the School and the University.

- **Partnerships:** The School has been successful in establishing, nurturing and developing successful partnerships within the University as well with external organizations and institutions. In particular, partnership with the Chang School in delivering Post Diploma program courses at more than 30 regional access centers in Ontario has increased access to educational opportunities for diploma educated registered nurses. A successful collaborative partnership with Centennial and George Brown colleges has demonstrated

leadership in nursing education in Ontario.  The School has also been successful in forging partnerships with organizations where program students have their placements. Faculty members participate in collaborative research projects and participate in various ethics and research committees.

Weaknesses:

- **Faculty Recruitment and Retention:**  In recent years the School has been successful in recruiting highly qualified faculty with doctoral degrees despite a shortage of qualified university nurse educators. Despite this success, there is an ongoing challenge in the recruitment and retention of faculty given the current market situation and the aging of the professoriate.

- **Reliance on Sessional Instructors:** The School employs a large number of sessional instructors for the delivery of its programs. Many sessional instructors are long-serving members of the School and have contributed significantly to the success of the School and its programs.  Yet, having to hire many sessional instructors brings its own challenges. Indeed, the School identifies reliance on sessional instructors as a potential challenge and states "…reliance on a large proportion of sessional instructors is becoming an increasing burden on the course leads and associate directors to maintain the integrity of the Collaborative and the Post Diploma programs."

- **Maintaining Partnerships:**  A high level of coordination and communication are required to effectively deliver the Collaborative program. The CASN Visiting Team commented that "[a] high degree of energy has gone into developing and maintaining the collaboration partnership.  Although it is not identified as a current issue by faculty and staff, it is noted that the energy to maintain the harmonious and integrated nature of the partnership could create tension over time.  Attention could or should be paid to finding ways to work effectively together that is time efficient.  This is beginning to happen in the form of teleconferencing etc. but more [can] possibly be done." The Visiting Team also recommended that "[o]ver time the energy required for these activities may be reduced so attention should be paid to streamlining process."

Developmental Plan:

As part of the periodic program review process the School considered program strengths, weaknesses, opportunities and challenges, as well as the program's context, mission and goals. The School then responded to observed strengths and weaknesses and has a developmental plan in place to address others. The plan addresses specific issues faced by the School in the near future, and sets specific goals and objectives to help strengthen the School, its programs and its faculty. The development plan identifies the following objectives:

- **Course Delivery:**  Seven nursing courses in the Post Diploma program are currently available online through distance education.  A total of eleven courses are also offered in a hybrid mode with two hours of class per week and one hour per week of on-line discussion.  As part of its development plan, the School wants to increase accessibility to Collaborative program courses by drawing on its experience with online course delivery

and the variety of delivery modalities incorporated into the Post Diploma program. The School is also working with the Chang School to utilize the Ontario Telemedicine Network to deliver Post Diploma program courses by video-conferencing. This initiative can potentially enhance access by remotely located nurses and facilitate improved communication among participants.

- **Placements:** The School has identified as a priority the development of strategies that would expand the range and scope of placements available to program students. In particular, the School is exploring enhanced opportunities for international placements, rural placements and placements in diverse health and community service settings. The School has received grant money from the Faculty of Community Services to facilitate the development of international placements. In recent years, the School has also added an additional Central Placement Office Coordinator position. This position has greatly enhanced the School's ability to explore and develop placement opportunities specifically for the Post Diploma and graduate program students. The School is also seeking to enter into a national partnership with Victoria Order of Nurses Canada for student placements.

- **Partnerships:** In the self-study report, the School has identified the high level of coordination and communication required to effectively deliver program courses as a potential challenge, a view which was also reflected in the CASN Visiting Team report. In response, the School is exploring means to streamline the coordination process. While faculty has observed that it is the face-to-face meetings that allow for a greater sense of connection, understanding and team building, it is also recognized that judicious use of alternate communication technologies may help to mitigate the effects of too frequent meetings. Consequently, the School has started to investigate the effectiveness of alternate means of communications such as video-conferencing.

- **SRC and Graduate Programs:** In recent years, faculty members in the School of Nursing have significantly increased their SRC productivity, capacity and external research funding. With several research-active faculty and the successful recruitment of a Tier-1 Canada Research Chair, the School is establishing a strong foundation to expand and enhance its SRC activities. The School will continue to build the infrastructure and procedures to track faculty accomplishments and promote SRC activity within the School and with external partners. The School has also begun to explore and develop plans for offering a PhD program as part of its upcoming academic plan.

## ASC Evaluation

The program review documents were comprehensive and well organized. As is the case with other accredited programs, the report prepared for the accrediting body—in this instance for Canadian Association of Schools of Nursing—forms the foundation of the self-study report. In accordance with the Ryerson Undergraduate Periodic Program Review policy, the School supplemented the accreditation report with additional information, ensuring that the self-study report addresses all the issues specified in the policy. The self-study report provided ASC with detailed background information and a candid analysis of the program strengths and

weaknesses.  Student, alumni and employer survey results provided valuable insight into their views on various program elements.

The self-study report states that the School's vision is "*to lead collaborative baccalaureate nursing education in Ontario; to provide leading edge, innovative and distinctive education to nursing graduate students who wish to achieve an advanced level of skill and knowledge in evidenced based practice, education, policy and leadership, and to lead the development and advancement of knowledge and research for practice and education.*"  Within this framework, the School also expresses its mission as "*We are committed to preparing nursing leaders who are highly competent, knowledgeable and who play an integral role in shaping our health care future.  We are committed to building upon our reputation for excellence by creating and delivering innovative, accessible baccalaureate nursing, and advanced practice education. We support an environment that respects differences, encourages inquiry, promotes the discovery of the human lived experience, and champions social justice.  We engage in the scholarship of teaching, discovery, integration, and application to further excellence in nursing practice, education and leadership.*"  Indeed, the School of Nursing has made significant progress towards meeting its objectives.  Today, the School has a well-deserved reputation for the high quality programs it offers to a diverse student population. The success of the Collaborative and Post Diploma Nursing programs is the result of a strong leadership and faculty and staff members' commitment to deliver innovative and accessible nursing education.

ASC acknowledges the School's efforts in developing, implementing and maintaining collaborative programs with internal and external partners.  These collaborative partnerships built on the principle of equality aim to fully utilize the strengths of all partners.  ASC concurs with the accreditation visitors' observation that "*energy to maintain the harmonious and integrated nature of the partnership could create tension over time*."  The School is fully cognizant of this challenge and has started to consider processes to streamline operational procedures of its collaborative programs.


## Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of Faculty of Community Services and the Provost and Vice President Academic by the end of June 2009.


## Recommendation

Having determined that the program review of the *Collaborative Nursing* and *Post Diploma Degree Completion Nursing* programs administered by the School of Nursing satisfies the relevant policy and procedural requirements, ASC recommends:

> *That Senate approve the periodic program review of the Collaborative Nursing and Post Diploma Degree Completion Nursing programs.*

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**SECTION B:** REVISED SENATE POLICIES #112 and #126

As part of their commitment to offering undergraduate programs of high quality and standards, all publicly assisted universities in Ontario have policies and procedures that govern the processes for the approval of new undergraduate programs and for the periodic review of existing undergraduate programs. These processes are endorsed by the Council of Ontario Universities (COU) and are monitored by the Ontario Council of Academic Vice- Presidents (OCAV) through the Undergraduate Program Review Audit Committee (UPRAC).

In December 2005, the COU endorsed OCAV's *Guidelines for University Undergraduate Degree Level Expectations* (UUDLES)9 which lay out the intellectual and creative development of students and the acquisition of relevant skills expected for undergraduate programs. As a consequence of this endorsement, Ontario universities have agreed to modify their existing policies on program review and new program approval no later than June 2008. Once the revised policies are approved, programs will be expected to develop and state intended outcomes at both the program and course level, as well as articulate the relationship of those outcomes to the undergraduate degree-level expectations.

At Ryerson, Senate Policies #112 and #126 govern the approval process for new undergraduate programs and the periodic program review of undergraduate programs, respectively. The proposed revisions to these policies aim to integrate UUDLES into new program approval and periodic program review practices. The proposed changes also update the language used in the text, delineate the procedures for the periodic review of accredited programs (Policy 126, Article IV.A.5) and enhance the mechanism for the program review follow-up (Policy 126, Article VIII). The revised policies are provided in the Appendix B.

## Recommendation

Having satisfied itself of the merits of these proposals, ASC recommends:

> *That Senate approve the proposed revisions to Policy #112 Approval Process for New Undergraduate Programs and to Policy #126 Periodic Program Review of Undergraduate Programs.*

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9 These degree-level expectations are provided in the Appendix B. They will also be integrated into the Periodic Program Review Manual and will be available from the Office of the Provost and Vice-President Academic.

## C.1   Revisions to Architecture and Landscape Design Certificates

The Chang School of Continuing Education in collaboration with the Department of Architectural Science offers a number of certificate programs in architecture and landscape design.  The proposed revisions are the result of a detailed review of the goals and objectives of these certificate programs and also reflect the input from program/certificate advisory councils.  The proposed changes aim to provide students with exposure to emerging trends in professional practice and in the application of skills.

Specific changes to individual certificate programs are listed below.  The curricula of all revised certificate programs are given in Appendix C.1.

**Certificate in Architecture:**

Proposed revisions to the *Certificate in Architecture* program are:
- reducing the number of courses from 8 (5 required and 3 elective) to 6 (4 required and 2 elective);
- changing the admission requirements from *"OSSD with six Grade 12 U/M credits, or equivalent, or at least five years of work experience in architecture or the related fields of the building industry"* to *"applicants admitted to this program will normally possess a post-secondary undergraduate education (university or college) in a relevant field of study including programs related to architecture and or environmental sciences"*;
- introducing new courses that focus on sustainability and digital design.

**Certificate in Advanced Architecture:**

Proposed revision to the *Certificate in Advanced Architecture* includes changing the balance between the required and elective courses from 3 required and 3 elective to 4 required and 2 elective. In addition, the *Architecture,* the *Advanced Architecture and* the *Architectural Preservation and Conservation* certificate programs will share an amalgamated list of electives.

**Certificate in Architectural Preservation and Conservation:**

Proposed revisions are:
- reducing the number of courses from 8 (6 required and 2 elective) to 6 (4 required and 2 elective) where the electives are to be chosen from the amalgamated list of electives;
- introducing new courses in sustainability and conservation.

**Certificate in Landscape Design:**

Proposed revisions in this certificate program are:

- reducing the number of courses from 8 (5 required and 3 elective) to 6 (4 required and 2 elective). There is some overlap in the electives list for this and the other architecture certificate programs;
- changing the admission requirements from *"O.S.S.D. with six Grade 12 U/M credits, or equivalent"* to *"applicants admitted to this program will normally possess a post-secondary undergraduate education (university or college) in a relevant field of study including programs related to architecture and or environmental sciences"*;
- introducing new curriculum content to address sustainability, energy efficiency and digital design.

## Recommendation

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

*That Senate approve the revisions in architecture and landscape design certificate programs.*

# C.2   Restructuring of Economics Certificates

Currently, the Chang School of Continuing Education and the Department of Economics jointly offer two certificate programs: the *Certificate in Economics* and the *Advanced Certificate in International Economics*. The completion of the *Certificate in Economics* is an admission requirement for the advanced certificate program. The *Certificate in Economics* includes most of the first-year courses of the *International Economics and Finance* undergraduate degree program, while the advanced certificate contains most of the second-year courses. Students who complete these two certificate programs will have most of the credits for the first two years of the undergraduate degree program.

Enrollment statistics indicate that few, if any, students applying for the degree program are graduates of either of the two existing certificates. Students are clearly not interested in using these certificates as stepping stones into the undergraduate degree program. On the other hand, many students have expressed an interest in the existing advanced certificate, but were disappointed that they had to graduate from the *Certificate in Economics* to qualify for admission to the advanced certificate program.

The proposed restructuring of economics certificate programs retains the *Certificate in Economics* as currently offered, replaces the advanced certificate with a new entry-level *Introductory Certificate in International Economics*, and introduces four new certificate programs in *Microeconomic Theory and Policy*, *Macroeconomic Theory and Policy*, *Industrial Organization and Policy*, and *Quantitative Economics*. Each of the new certificates will be a stand alone program. All certificate programs including the existing the *Certificate in Economics* will have the common admission criteria of O.S.S.D. with six Grade 12 U (including Grade 12 U credits in English and Mathematics) or M credits, or equivalent, or mature student status.

Appendix C.2 presents the curricula of the five new certificate programs.

**Recommendation**

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

> *That Senate approve the new certificate programs in Introductory International Economics, Microeconomic Theory and Policy, Macroeconomic Theory and Policy, Industrial Organization and Policy, and Quantitative Economics.*

> *That Senate approve the discontinuation of the Advanced Certificate in International Economics.*

## C.3   Certificate in English as a Second/Additional Language

The current *Certificate in English as a Second/Additional Language* consists of 12 courses which are grouped into First-Level (5 courses) and Second-Level (7 courses). To complete the certificate, students must earn six certificate credits with three credits from First-Level and three credits from Second-Level. Students ranked above the First-Level in the placement assessment will need to complete 4 Second-Level courses. Proposed changes to the certificate program are:
- inclusion of CLNG 300 in Second-Level courses;
- inclusion of COEN 460 in First-Level and COEN-461 in Second-Level courses.

In the revised certificate program, the duration of all courses is 35–42 hours whereas the new courses COEN 460 and COEN 461 are of 100 hours duration. Therefore, COEN 460 and COEN 461 will count as two certificate credits. Appendix C.3 presents the curriculum of the revised *Certificate in English as a Second/Additional Language.*

**Recommendation**

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

> *That Senate approve the revised Certificate in English as a Second/Additional Language.*

## C.4   Certificate in Financial Planning

The current *Certificate in Financial Planning* consists of 7 required courses. The proposed changes to this certificate program will reduce the number of courses to 6 required courses by replacing the current certificate courses CACC 742 and CACC 842 with the new course CACC 522. As CACC 742 and CACC 842 were designed for students who plan to obtain an accounting designation, these courses provide more detail than what financial planners need. The new course CACC 522 includes material from both deleted courses and will meet the educational requirements set by the Financial Planners Standards Council (FPSC) that are required to write the Certified Financial Planner (CFP) exam. Appendix C.4 presents the curriculum of the revised *Certificate in Financial Planning.*

**Recommendation**

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

*That Senate approve the revised Certificate in Financial Planning.*

## C.5   Revisions to Selected Communication and Design Certificates

**Certificate in Image Arts:**

The current certificate program consists of 10 (6 required core and 4 specialization-specific required) courses with 3 specialization streams: Film Studies, New Media and Photography Studies.  Proposed revisions are:
- reducing the number of courses to 8 (4 required and 4 specialization-specific required courses);
- restructuring the New Media stream to reflect the changes in the undergraduate Image Arts/New Media program.

**Certificate in Media Writing Fundamentals:**

The proposed revision to this certificate program is to reduce the number of courses from 8 (3 required and 5 elective) to 7 (2 required and 5 elective) by deleting the required course CBDC 940.

**Certificate in Public Relations:**

Proposed revisions are:
- reducing the number of courses from 9 (8 required and 1 elective) to 8 (all required);
- deleting the existing courses CDPR 109, CDPR 112, CDPR 202, CDRT 204 and adding two new courses CDPR 113, CDPR 114.

The curricula of all revised certificate programs are given in Appendix C.5.

**Recommendation**

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

*That Senate approve the revised Certificate in Image Arts, Certificate in Media Writing Fundamentals and Certificate in Public Relations.*

**SECTION D:** Academic Standing Variations in Nursing Programs

The *School of Nursing* has comprehensive academic standing variations applicable to students registered in its programs (2007/2008 Full-Time Undergraduate Calendar, pp. 61–64 and 2007/2008 Part-Time Undergraduate Calendar, pp. 61–62).   Appendix D presents changes to these academic standing variations.  The text presented in Appendix D is a consequence of the revised Policy #46 *Policy on Undergraduate Grading, Promotion and Academic Standing* approved by Senate in its January 29, 2008 meeting and otherwise does not alter the intent of the current academic standing variations.  Therefore, this report presents the text of the revised academic standing variations for information only.

Respectfully submitted,

Alan Shepard,
for the 2007/2008 Academic Standards Committee

K. Alnwick (Registrar)
D. Androutsos (Electrical & Computer Engg.)
J. Dianda (Philosophy)
E. Evans (Retail Management)
D. Glynn (Continuing Education)
D. Granfield (Library)
P. Hadian (Student, Sociology)
G. Hunt (Business Management)
R. Keeble (Urban & Regional Planning)

L. McCarthy (Chemistry and Biology)
A. Mitchell (Interior Design)
G. Murray (Student, Retail Management)
D. Schulman (Secretary of Senate; ex-officio)
J. Smith (Journalism)
R. Stagg (History)
J. Waddell (Nursing)
M. Zeytinoglu (Electrical & Computer Engg.)

# Guidelines for University Undergraduate Degree Level Expectations

The following degree level expectations adopted from OCAV's Guidelines define a threshold framework for the expression of the intellectual and creative development of students. Under these Guidelines all undergraduate degree programs at Ryerson will be expected to demonstrate that at the completion of the program students would have acquired the following set of skills.

## 1. Depth and Breadth of Knowledge
a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline
b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
c) a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline
d) a developed, detailed knowledge of and experience in research in an area of the discipline
e) developed critical thinking and analytical skills inside and outside the discipline
f) the ability to apply learning from one or more areas outside the discipline

## 2. Knowledge of Methodologies
… an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
- evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
- devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

## 3. Application of Knowledge
a) the ability to review, present and critically evaluate qualitative and quantitative information to:
    i)       develop lines of argument;
    ii)      make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
    iii)    apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
    iv)    where appropriate use this knowledge in the creative process; and
b) the ability to use a range of established techniques to:
    i)       initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
    ii)      propose solutions;
    iii)    frame appropriate questions for the purpose of solving a problem;
    iv)    solve a problem or create a new work; and

c) the ability to make critical use of scholarly reviews and primary sources.

**4. Communication Skills**
… the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences

**5. Awareness of Limits of Knowledge**
… an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

**6. Autonomy and Professional Capacity**
a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
  - the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
  - working effectively with others;
  - decision-making in complex contexts;
b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
c) behaviour consistent with academic integrity and social responsibility.

# 2. Policy #112

Revisions to the text of current policy are highlighted.

**APPROVAL PROCESS FOR NEW UNDERGRADUATE PROGRAMS**

**Policy Number:**          112

**Original Approval Date:**          March 1, 2005
May 9, 2002
February 7, 1995 (original policy)

**Current Policy Approval Date:**          May 6, 2008

**Policy Review Date:**          May 2013 *(or sooner at the request of the Provost and Vice President Academic or Senate)*

**Responsible Committee or Office:** Provost and Vice President Academic

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## POLICY STATEMENT

Before a proposal for a new undergraduate degree program is forwarded to Senate for approval, it will have passed through a rigorous development and review process that includes an assessment as set out in the associated procedures.

## ASSOCIATED PROCEDURES

The stages of the developmental and approval process are:

1.    **GENERATION OF A PRELIMINARY PROPOSAL**

**1.1    Initiation of the Process**

Preliminary proposals for new degree programs will be developed by faculty groups ("originating units") that are comprised of faculty from a single school or department, from several schools and/or departments within a Faculty, from schools and departments from different Faculties, or from collaborative structures involving other post-secondary institutions.

**1.2    Authorization to Proceed**

The authorization of the Provost and Vice President Academic1 is required before a full program proposal is developed.  The first step in obtaining this authorization is a *Letter of Intent (LOI)* to be prepared by the originating unit. When the unit has received approval from the relevant Dean(s), the LOI will be transmitted to the Provost. This letter will include:

a)    a brief statement of the consistency of the program with Ryerson's mission and academic plan, the Faculty plan and the Department/School plan;

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1 Hereinafter referred to as Provost.

b) a brief description of the proposed program including its purpose, anticipated student clientele, and curriculum;

c) a preliminary statement of existing and/or emerging societal need and the basis on which this has been determined;

d) a preliminary projection of faculty and other resource requirements;

e) the proposed schedule for program implementation; and

f) an executive summary.

The executive summary will be circulated by the Provost and, along with the complete LOI, will be available for inspection by any interested member of the Ryerson community. A period of one month is set aside for comment on the proposal.

The Provost will respond to the letter of intent as soon as possible after the expiry of the one-month community response period, either authorizing or not authorizing the development of a formal proposal. If the development of a proposal is authorized, an academic unit will be formally designated to assume responsibility for it and a Dean will be designated to provide primary administrative support and leadership. The designated academic unit may correspond to an existing school/department or be newly created for the purpose of developing a formal proposal. In the case of inter-Faculty proposals the Provost shall decide which Dean shall be given primary responsibility.

Authorization to proceed signifies that the University supports the development of a formal program proposal, but it does not commit the University or the Faculty to final endorsement.

2. **DEVELOPMENT OF THE FORMAL PROPOSAL**

**2.1 The New Program Advisory Committee**

Once authorization to proceed has been given, a New Program Advisory Committee2 will be constituted. This Committee will consist of at least 5 members. The designated academic unit will provide the relevant Dean(s) with a list of suggested members and brief biographical sketches. The suggested members may be drawn, as appropriate, from business, industry, labour, agencies, government, and other universities.

As the proposal is developed, the role of the committee is to provide advice on:
a) program objectives;

b) proposed courses and curriculum structure;

c) equipment and other required support (where relevant);

d) likely employment patterns for graduates; and

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2 If the program is ultimately approved, the initial membership of the Program Advisory Council (See Senate Policy 158: *Program Advisory Councils*) will include members from the New Program Advisory Committee.

e) any other aspects of the proposed program related to its objectives, structure, and societal relevance.

In general, the committee's advice will be sought periodically during the development of the proposal. Its working relationship with the designated academic unit should be iterative.

**2.2**. **Proposal Content**

A proposal must include:

**2.2.1** *Basic information*

a) Name of the program and the proposed degree designation, identification of the designated academic unit, and the names of the principal faculty members involved in its development.

b) Statement of the program goals, clearly identifying the rationale for offering this new program as it relates to societal need, Ryerson's mission and academic plan and the academic plans of the Faculty and the Department/School.

c) Overview of the curriculum, major disciplines/options of the program, and mode of delivery.

d) Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.

e) Copy of the Provost's authorization to proceed and a summary of major departures from the Letter of Intent.

f) List of names, positions, and affiliations of the members of the New Program Advisory Committee.

**2.2.2** *Program details*

a) Clearly defined program learning objectives as they relate to program goals and the University's degree level expectations3.

b) An explanation of the appropriateness of the mode of delivery to meeting the program learning objectives.

c) A presentation of the curriculum of the program, in both a clear tabular format and as it would be entered in the calendar, specifying the courses, their modes of delivery and scheduled hours per week, for each term of the program.

d) Discussion of the appropriateness of the program's structure and curriculum for its learning objectives.

e) An analysis of how the program structure and curriculum provide students with the stated learning objectives.

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3 The Ontario Council of Academic Vice-President's (OCAV) Guidelines for degree level expectations can be found in the Periodic Program Review Manual, and are also available from the Office of Senate.

f)  An analysis of the program's curriculum content in terms of professional licensing/ accreditation requirements, if relevant.

g)  Report by the University Library on existing and proposed collections and services to support the program goals and learning objectives.

h)  A statement of the methods, and appropriateness of these methods, for evaluation of student progress.

i)  Statement of admission requirements and how these prepare students to meet the learning objectives of the program.

j)  Comparison of admission requirements with those of comparable programs at other universities.

k)  Promotion and graduation requirements, if variant from Ryerson's Policy on Grading, Promotion, and Academic Standing.

*2.2.3*   *Appendices* - The following information, relevant to the above, should be included as appendices to the proposal.

a)  Calendar-type course descriptions of each of the proposed courses including course level outcomes and articulating the relationship of these outcomes to program expectations.

b)  A synopsis of each professional and required professionally-related course, identifying the major topics of study, potential text(s), methods of evaluation and related computer, laboratory, or studio experience.

c)  Curriculum Vitae of the faculty members who will be involved in the development/delivery of the proposed program. These should be in standard format for the discipline and demonstrate the faculty members' expertise in the area of the proposed program.

*2.2.4*   *Institutional appropriateness, societal need, and student demand*

a)  Assessment of institutional appropriateness. This assessment should refer to the university's mission and to relevant areas of strength within the university and the designated academic unit. These would include teaching, SRC activity, and others as appropriate.

b)  Description of the existing and/or emerging societal need(s) that will be met by the program's graduates, and any relevant trends in the anticipated societal need.

c)  Indication of any innovative and distinctive aspects of the proposed program, and a comparison with the most similar programs in Ontario. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.

d)  Evidence of student demand for the program, through application statistics for related programs in Ontario or elsewhere and other research as may be appropriate.

e)  Evidence that the graduates of the program are and will be needed in the public, voluntary, and/or private sector. The evidence required would include:

i. letters from potential employers of graduates who have seen the curriculum and commented upon the existing and emerging need for graduates within their organization and more broadly in their field of endeavour,

ii. where applicable, professional society and/or association comments about the need for graduates based on a review of the curriculum.

It may also include:

iii. a formal survey of potential employers, statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad, and the comments of relevant student groups.

f) Examination of potential collaboration/cooperation with other Institutions offering similar or complementary programs, and the rationale for whether such joint arrangements may or may not be beneficial. The outcome of any consultations with other institutions offering similar programs regarding the possibility of cooperation, sharing of resources, facilities and faculty should be indicated.

**2.2.5** *Data developed in consultation with the University Planning Office (UPO).*

a) Projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached.

b) The facilities, specialized equipment, and other physical resources that will be required to offer the proposed program.

c) Estimated number of faculty members (total and additional, in FTEs) and support staff that will be required to deliver the program at the steady-state conditions.

d) Estimated annual operating and capital funds required to deliver the proposed program.

e) Space, computing and library support that will be required.

A preliminary assessment of financial viability will be carried out as soon as possible after the required information is gathered. The proposal will not be submitted for Decanal approval prior to this preliminary assessment.

**3. DEPARTMENTAL/SCHOOL COUNCIL(S), NEW PROGRAM ADVISORY COMMITTEE, AND DECANAL REVIEWS**

**3.1 Departmental/School Council(s)**

The formal program proposal will be presented to the relevant Departmental/School Council(s) for review and approval. Where such a Council does not exist the Dean shall establish an appropriate committee consisting of members of related department/school councils.

A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed on approval by the Council(s). This information must be forwarded to the Dean.

**3.2     New Program Advisory Committee**

After the proposal has been approved by the School/Departmental Council(s) it will be forwarded to the New Program Advisory Committee for its review, and recommendations. A record will be kept of meeting dates, and members attending. This information will be forwarded to the Dean.

**3.3     Dean(s) of Faculty**

After the proposal has been approved by the Department/School(s) and reviewed by the New Program Advisory Committee it will be forwarded to the Dean(s) for approval. If approved, the Dean will submit the proposal to a peer review team and to the Provost. Inter-Faculty programs will require the approval of the Deans of all involved Faculties.

**4.     PEER REVIEW AND RESPONSE**
As soon as possible after a proposal has been approved by the Dean(s), it will undergo review by a peer review team as described below.

**4.1     The Mandate of the Peer Review Team**

The general mandate of the Peer Review Team (PRT) is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will address:

a)   the currency, rigour, and coherence of the proposed curriculum;

b)   the appropriateness of the program's goals and learning objectives;

c)   the ability of the proposed curriculum to meet the program's goals and learning objectives;

d)   the adequacy of the proposed number of faculty;

e)   the academic expertise of the faculty in relation to the program's goals and objectives;

f)   the adequacy of proposed levels of support staff and infrastructure (e.g. space, facilities, technology, library) for the proposed program, within the unit and (to the extent relevant) the university; and

g)   any recommendations for improvement and/or modification to the program.

**4.2     Composition and Selection of the Peer Review Team**

**4.2.1**   The PRT will consist of a minimum of three members as follows:

a)   two or more faculty from the discipline, field, or profession who are external to the University and at arm's length from the program school/department;

b)   one or more faculty from a closely related field or discipline within Ryerson;
c)   one additional representative of industry or the profession if requested, and upon approval of the Provost.

The number of external members will exceed the number of internal members.

**4.2.2**   The peer review team will be appointed by the Dean in consultation with the Provost, based on written information provided by the originating unit. This information will include the names and brief biographies of six or more faculty external to Ryerson and of three or more faculty internal to Ryerson. No current or former member of the New Program Advisory Committee may be appointed to the PRT.

**4.2.3**   The Dean will invite one of the external faculty members to Chair the team.

**4.3**     **Peer Review Procedures**

**4.3.1**   A PRT site visit is required.

**4.3.2**   The team will be provided with:

a)   the formal proposal and all documentation pertinent to its approval to this point;

b)   access to departmental administrators, staff, and faculty, administrators of service departments and librarians as appropriate; and

c)   any additional information that may be needed to support a thorough review.

**4.3.3**   Immediately upon completion of the site visit, the PRT will hold a debriefing involving the Dean and/or the Provost and any others who may be invited.

**4.3.4**   Within four weeks of the completion of the site visit, the PRT will submit its written report to the Dean and the Provost. The Dean will circulate this report to the designated academic unit.

**4.4**     **Response to the PRT Report**

Within four weeks of receipt of the PRT report, the designated academic unit will submit its response to the Dean. The response will take the form of a statement that identifies any corrections or clarifications, indicates how the PRT recommendations are being accommodated or, if they are not to be accommodated, reasons for this. Alternatively, if the PRT report is strongly favourable, the designated academic unit may respond by resubmitting its proposal incorporating any modifications.  The designated academic unit may also withdraw its proposal at this stage.

If the formal proposal is revised following, or as a result of, the PRT review, the formal proposal originally approved by the department/school(s) must be attached as an appendix and the formal proposal must be resubmitted to the Dean(s).

If the Dean(s) believes that this revised proposal differs substantially from the appended formal proposal s/he is required to return it to the Department/School Council(s) for further endorsement before providing decanal endorsement.

The entire proposal, with revisions, including the PRT review and response and the Dean's approval, is submitted to the Provost.

**5.**     **PROVOST AND ACADEMIC STANDARDS COMMITTEE REVIEW**
The Provost will review the proposal and either refer it back to the Dean for further consideration or submit it to the Academic Standards Committee of Senate (ASC) for review. The ASC will review the proposal for academic quality and societal need and make one of the following recommendations:

    a. That the program be approved, with or without qualification;
    b. That the program proposal be returned to the originating unit for further revision;
    c. That the program not be approved.

**6**.     **SENATE APPROVAL**
The Provost, as Chair of the Academic Standards Committee, will submit a report to Senate. Senate approval is the culmination of the internal academic approval process.[4]

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4 The Provost is responsible for presentation of the program to the Board for approval of financial viability. Final implementation of the program is the responsibility of the Provost.

# 3. Policy #126

Revisions to the text of current policy are highlighted.

**PERIODIC PROGRAM REVIEW OF UNDERGRADUATE PROGRAMS**

**Policy Number:**          126

**Original Approval Date:**      April 5, 2005
May 9, 2002 (Revised from original policy May 7, 1996)

**Current Policy Approval Date:**     May 6, 2008

**Policy Review Date:**      May 2013 *(or sooner at the request of the Provost and Vice President Academic or Senate)*

**Responsible Committee or Office:** Provost and Vice President Academic

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## I.    PREAMBLE

Periodic reviews of undergraduate programs serve primarily to help ensure that programs achieve and maintain the highest possible standards of academic quality and continue to satisfy societal need. They also serve to satisfy public accountability expectations through a review process that is transparent and consequential. The process is endorsed by the Council of Ontario Universties (COU) and monitored by the Ontario Council of Academic Vice- Presidents (OCAV) through the Undergraduate Program Review Audit Committee (UPRAC). Academic programs at Ryerson are also aligned with the statement of undergraduate degree-level expectations adopted by the COU in December 2005. These degree-level expectations can be found in the Periodic Program Review Manual associated with this policy.

Program reviews are carried out under the authority of Senate as set out in the *Ryerson University Act, 1977 (amended),* and apply to all undergraduate degree programs, including second-entry, those offered in full or in part by federated or affiliated institutions and those offered in partnership with other higher education institutions (colleges and universities) through collaborative or other affiliation agreements.

The approval of the relevant Department/School Councils, review by the relevant Program Advisory Council(s), approval of the relevant Dean(s) and the approval of the Provost and Vice President Academic1 are integral to the process. Ultimately Senate approval is required.

Multidisciplinary and Interdisciplinary Programs shall be reviewed as distinct programs and must establish an administrative entity that will be responsible for curriculum and program review.

The process is to be applied to all programs on a cycle of approximately seven years and will be coordinated with any professional accreditation review required for a program.  The accreditation

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1 Hereafter referred to as Provost.

review can be used to satisfy the program review requirement to the extent that it meets that requirement. The program must submit a supplementary report containing additional information required by the program review process, if any.

## II. THE SELF-STUDY REPORT

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for program schools or departments, in conjunction with service departments and support units, to assess all dimensions of the program's academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The self-study consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative.2

A. Narrative – The narrative must provide a reflective, self-critical and analytical review of the program based on data and surveys, and must be the result of active involvement of faculty and students. The narrative must include, but is not limited to:

1. Basic Information
   a. a brief history of the program's development;
   b. statement of the goals, learning objectives and program expectations and their consistency with the University's mission and academic plan, the Faculty academic plan, the school/department academic plan, and the OCAV degree-level expectation guidelines.

2. Development Since Previous Program Review – a report on how the program has met the goals and objectives of the developmental plan submitted in the previous Program Review and how it has addressed the Senate recommendations on that Program Review.

3. Societal Need3
   a. a description of current and anticipated societal need;
   b. an assessment of existing and anticipated student demand.

4. Academic Quality
   a. description of the program curriculum and structure, including the relationship of the curriculum and individual courses to the program goals and learning objectives;
   b. a list of comparator programs, the rationale for the selection of these programs and a discussion of how the Ryerson program compares and contrasts with the structure, focus, learning objectives and overall curriculum of the comparators;
   c. a summary and analysis of the results of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the program;
   d. a summary and analysis of the results of employer surveys/focus groups;
   e. an analysis and evaluation of the appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives;
   f. an analysis and evaluation of the appropriateness of the methods used for the

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2 The Vice-Chair of the ASC will advise program departments/schools throughout the review process on matters of content and format and to ensure that policy requirements are met.
3 Elements of employer surveys/focus groups may be relevant in this section.

evaluation of student progress and, where possible, consideration of the effectiveness of the methods used;

g.   an analysis and evaluation of the level of achievement of students, consistent with the educational goals for the program and the degree, and the University standards;

h.   a statement of admission requirements and an analysis and evaluation of the appropriateness of these requirements;

i.   a statement of any variations from Ryerson's GPA policy  and an analysis and evaluation of the appropriateness of these variations;

j.   a summary and evaluation of library resources;

k.   a summary of faculty qualification, teaching and SRC activity relative to program goals and learning objectives;

l.   an analysis and evaluation of the appropriateness and effectiveness of the use of existing human and physical resources  to support the program;

m.   a summary and evaluation of any partnership or collaborative agreements with other institutions.

n.   a summary and evaluation of any experiential learning opportunities.

5. Strengths and Weaknesses - a self-critical analysis of the strengths and weaknesses of the program, addressing:

a.   academic quality based on the elements in part (4) above;

b.   the ability of the program to meet its goals and learning objectives.

6. Developmental Plan - a 3-5 year developmental plan.

B.  Appendices

1. Appendix I: All data and survey information on which the narrative is based4, including but not limited to:

a.   Admissions data and information on student demand;

b.   Retention and graduation data;

c.   Data on enrolment in all program courses (required and elective);

d.   Student satisfaction survey (and focus group comments where appropriate);;

e.   Recent graduate survey;

f.   Employer survey (or focus group comments where appropriate);

g.   Comments from service departments.

2. Appendix II: Curriculum Vitae of all faculty members in the program school or department, and of all other faculty who have recently taught required courses to program students.

3. Appendix III: Course outlines for all courses offered by the program.

4. Appendix IV: Documentation of Advisory Council comments, Department/School Council Approvals, and approval by the Dean (see section III).

Detailed guidelines for the above are contained in a Program Review Manual available from the Office of the Provost.

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4 Relevant statistical information is available from the University Planning Office.

**III. REVIEWS AND APPROVALS AT THE PROGRAM DEPARTMENT/SCHOOL AND DECANAL LEVELS**

    **A. Department/School Council**

        The Chair/Director of the program department/school will forward the full self-study report to the Dean who will review it and either refer it back to the department/school for further development or for presentation to the Department/ School Council (or other appropriate administrative entity in the case of multi-disciplinary or inter-disciplinary programs) for its review and approval. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council on the approval.

    **B. Program Advisory Council**

        Following approval by the Department/School Council, the self-study report, along with any Department/School Council qualifications or limitations, will be sent to the Dean for presentation to the Program Advisory Council (PAC) for its review and comments**.** A record will be kept of the date(s) of the meeting(s) and members attending the meeting(s).

    **C. Dean of the Faculty**

        After the Program Advisory Council has completed its review, the self-study report, along with any Department/School Council qualifications or limitations and PAC comments, will be returned to the Dean. The Dean will approve its appropriateness for submission to an external peer review team.

**IV. PEER REVIEW AND RESPONSE**

The program must undergo an external evaluation by a Peer Review Team (PRT). Members of the PRT will be given information on the University and its mission, a complete copy of the self-study report, including Department/School Council qualifications or limitations and PAC comments, and a copy of this policy.

    **A. Composition and Procedure5**
       1. The PRT will consist of two or more faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, who are at arms length from the program school/department.
       2. The membership of the PRT will be determined and appointed by the Dean, in consultation with the Provost. The school/department will provide, for the Dean's consideration, names and brief biographies of at least six potential reviewers.
       3. The Dean will invite one of the reviewers to act as Chair of the PRT.
       4. There will be a site visit, structured to include the opportunity for PRT discussion with students, faculty and staff.
       5. In the case of accredited programs,at his or her discretion, the Provost may require a separate Peer Review when the accrediting body's assessment does not fully cover all of the areas required by the University's program review process or may require an Addendum to the materials presented to an accreditation board associated with the academic discipline under review.

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5 The Peer Review procedures are outlined in the *Peer Review Team Guide* found in the Program Review Manual.

**B. The Peer Review Team Mandate**
The general mandate of the PRT is to evaluate the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. More specifically, the Peer Review will address:
1. the appropriateness of the program's goals and learning objectives and the consistency of the program's curriculum with these goals and objectives;
2. the currency, rigour, and coherence of the program's curriculum;
3. the appropriateness of the mode of delivery and methods used for the evaluation of student progress;
4. the appropriateness of the program's admissions requirements to the program goals and learning objectives;
5. the adequacy and effectiveness of existing human and physical resources, including library resources, to support the program;
6. the quality of support to students and general student satisfaction with the program; and
7. the degree to which the scholarly, research and creative activity in the offering unit provides support for the program goals and learning objectives.

The PRT should, at the end of its report, specifically comment on:
1. the program's strengths and weaknesses;
2. the program's developmental plan; and
3. recommendations for actions to improve the quality of the program, if any.

**C. Peer Review Team Report**
1. Upon completion of the site visit, the PRT will conduct a debriefing involving the Dean and/or the Provost, the Chair/Director of the program school or department, Assistant/Associate Chairs and Program Directors, if any, and any other individuals who may be invited by the PRT Chair. During the debriefing, the PRT will present its preliminary observations on the program. This is meant to be informational only.
2. The PRT shall submit a written report to the Dean and Provost within four weeks of its site visit.
3. A copy of the PRT report will be forwarded to the Chair/Director.

**D. Response to the Peer Review Team Report**
1. Within four weeks, the program will prepare a written response to the PRT report. The written response may include any of the following: corrections or clarifications of items raised in the PRT report; a revised developmental plan with an explanation of how the revisions reflect the recommendations or respond to the weaknesses or deficiencies identified in the report; and/or an explanation of why recommendations of the PRT will not be acted upon.
2. The Dean may accept the response as submitted or refer it back to the program for further action. Once accepted, the Dean will provide a copy of the response to each PRT member as a courtesy.
3. The Chair/Director will forward the revised developmental plan, if any and the final response to the PRT report to the Department/School Council for its information.

## V. SUBMISSION TO PROVOST

The Dean will submit a final report to the Provost, which will include the following:

1. The original self-study report, including all appendices (Appendix IV must be updated.);
2. The PRT report, including the names, positions, and credentials of the reviewers;

3. The program's final response to the PRT report;
4. A developmental plan, if different from the original, reflecting input from the Department/School Council, PAC, PRT and Dean; and
5. Any comments the Dean may wish to make concerning the program and/or any aspect of the review.

## VI. SENATE REVIEW AND APPROVAL

The Provost will review the submission and either refer it back to the Dean for further action or present it to the Academic Standards Committee (ASC) for academic review and recommendations. The ASC may recommend:
1. Approval of the review as submitted, with or without recommendations for further action.
2. Conditional approval of the review, with conditions specified.
3. Referral of the review to the Dean for further action in response to specified weaknesses and/or deficiencies.
4. Rejection of the review as submitted.

The Provost, as Chair of the ASC, will submit a report to Senate that summarizes the findings and conclusions of the ASC review of the program, including the program's strengths and weaknesses, and outlines the actions to be taken on the recommendations arising from the review. If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval. The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution.

If the report is referred to the Dean, a date will be specified for the completion of a revised report. If the revised report is not filed by that date, the program review will be rejected.

Senate is charged with final academic approval of the Program Review.

## VII. REPORT TO THE BOARD OF GOVERNORS

Following presentation to Senate, the Provost will present a report that summarizes the outcomes of the Program Review to the Board of Governors for its information.

## VIII. PROGRAM REVIEW FOLLOW-UP

The Chair/Director is responsible for the presentation of the required follow-up report to the Dean and Provost by the specified date. The Provost shall forward the report to the ASC for its information, review, and report to Senate. If it is believed that there has not been sufficient progress in addressing any issues raised by the Program Review, an additional update and course of action may be required by a specified date.

**Appendix C**

## 1. Architecture and Landscape Design Certificates

### Certificate in Architecture

| Required courses: | Electives: |
|---|---|
| CKAR 103  Architectural Studio | Select two courses from **Table 1.** |
| CKAR 301  Architectural Drawing | |
| CKAR 303  Materials and Methods | |
| CKAR xx1  Sustainable Building Science | |

### Certificate in Advanced Architecture

| Required courses: | Electives: |
|---|---|
| CCMN 432  Communication in the Engg Professions | Select two courses from **Table 1.** |
| CKAR 201  Mech. and Elect. Systems for Buildings | |
| CKAR 206  Drawing | |
| CKAR 601  Bld. Sci. for Arch. Preservation and Conservation | |

### Certificate in Architecture Preservation and Conservation

| Required courses: | Electives: |
|---|---|
| CKAR 502  Arch. Preservation and Cons. Techniques | Select two courses from **Table 1.** |
| CKAR 600  Arch. Preserv. & Conservation Workshop | |
| CKAR 604  Management and Regulatory framework | |
| CKAR 601  Building Science for Arch. Preservation and Conservation | |

| Table 1 | |
|---|---|
| CENT 500  New Venture | CKAR 203  Specifications and Contractual Documents |
| CKAR 204  Cost Estimating and Control | CKAR 205  Building Codes and Regulations |
| CKAR 209  Digital Graphics for Arch. and Design | CKAR 210  Toronto: An Architectural History |
| CKAR 605  Comprehensive Seminar/project | CKDA 602  Digital Architectural Modeling |
| CKDA 607  Progr. for Digital Arch. and Design | CKDA 608  Digital post production Principles |
| CKLA 109  Ecology and Sustainable Landscapes | CKLA 110  Horticultural Science |
| CKPM 202  Fundamentals of Project Management | CKPM 213  Management of Projects in the AEC |
| CKPM 214  Project Development and Control | |

### Certificate in Landscape Design

| Required courses: | Electives: (select 2) |
|---|---|
| CKLA 707  Lands. Design Communications & Theory | CKLA 109  Ecology and Sustainable Landscapes |
| CKLA 709  Lands. Construction, Materials & Methods | CKLA 110  Horticultural Science |
| CKLA 710  Plant Materials | CKLA xx1  The Art of Planting Design |
| CKLA 711  Landscape Design Studio | CKLA xx2  Digital Landscape Design |
| | CKLA 735  The Making and Meaning of Landscape |

## 2. Economics Certificates

### Introductory Certificate in International Economics

| Required courses: | Electives: (select 3) |
|---|---|
| CECN 104  Introductory Microeconomics | CECN 220  Evolution of the Global Economy |
| CECN 129  Statistics for Economics I | CECN 330  Economic Systems in the New World Economy |
| CECN 204  Introductory Macroeconomics | CECN 501  Industrial Organization |
| CECN 301  Intermediate Macroeconomics I | CECN 503  Economic Development |
| CECN 504  Intermediate Microeconomics I | CECN 606  International Monetary Economics |
| | CECN 609  European Economic Development |
| | CECN 707  Economics of International Trade |
| | CECN 802  The Economies of East Asia |

### Certificate in Microeconomic Theory and Policy:

| Required courses: | Electives: (select 3) |
|---|---|
| CECN 104  Introductory Microeconomics | CECN 129  Statistics for Economics I |
| CECN 204  Introductory Macroeconomics | CECN 501  Industrial Organization |
| CECN 504  Intermediate Microeconomics I | CECN 502  Economics of Natural Resources |
| | CECN 510  Environmental Economics |
| | CECN 605  Labour Economics |
| | CECN 700  Intermediate Microeconomics II |
| | CECN 703  Public Finance I |
| | CECN 707  Economics of International Trade |
| | CECN 710  Transportation Economics |
| | CECN 715  Advanced Microeconomics |
| | CECN 803  Public Finance II |

### Certificate in Macroeconomic Theory and Policy:

| Required courses: | Electives: (select 3) |
|---|---|
| CECN 104  Introductory Microeconomics | CECN 129  Statistics for Economics I |
| CECN 204  Introductory Macroeconomics | CECN 503  Economic Development |
| CECN 301  Intermediate Macroeconomics I | CECN 506  Money and Banking |
| | CECN 600  Intermediate Macroeconomics II |
| | CECN 605  Labour Economics |
| | CECN 606  International Monetary Economics |
| | CECN 802  The Economies of East Asia |
| | CECN 815  Advanced Macroeconomics |

### Certificate in Industrial Organization and Policy

| Required courses: | Electives: (select 3) |
|---|---|
| CECN 104  Introductory Microeconomics | CECN 230  Mathematics for Economics |
| CECN 129  Statistics for Economics I | CECN 321  Introduction to Law and Economics |
| CECN 204  Introductory Macroeconomics | CECN 329  Statistics for Economics II |
| CECN 501  Industrial Organization | CECN 601  The Economics of Information |
| CECN 504  Intermediate Microeconomics I | CECN 614  An Introduction to Game Theory |
| | CECN 700  Intermediate Microeconomics II |
| | CMTH 189 Introduction to Mathematics for Economics |

**Certificate in Quantitative Economics**

| Required courses: | Electives: (select 2) |
|---|---|
| CECN 104  Introductory Microeconomics | CECN 504  Intermediate Microeconomics I |
| CECN 129  Statistics for Economics I | CECN 600  Intermediate Macroeconomics II |
| CECN 204  Introductory Macroeconomics | CECN 605  Labour Economics |
| CECN 230  Mathematics for Economics | CECN 700  Intermediate Microeconomics II |
| CECN 301  Intermediate Macroeconomics I | CECN 702  Econometrics II |
| CECN 329  Statistics for Economics II | |
| CECN 627  Econometrics I | |
| CMTH 189 Intro to Mathematics for Economics | |

## 3.  Certificate in English as a Second/Additional Language

| First-Level Courses: | Second-Level Courses: |
|---|---|
| COEN 204  Intermediate Grammar | CLNG 100  Language and Identity |
| COEN 294  Writing Accurately and Clearly | CLNG 200  Language and Public Life |
| COEN 295  Critical Reading and Effective Writing | CLNG 300  Language: Spoken and Written |
| COEN 299  Effective Conversation Strategies | COEN 296  Industry-Specific Writing for Professionals |
| COEN 301  Pronunciation | COEN 304  Advanced Grammar |
| COEN 460* Acad. & Prof. Skills Upper Intensive | COEN 306  ESL/EAL: Oral Communication for Professionals |
| | COEN 311  Integrated Skills I |
| | COEN 312  Integrated Skills II |
| | COEN 461* Acad. & Prof. Skills Upper Advanced Intensive |

* These two courses will count as two certificate credits.

## 4.  Certificate in Financial Planning

**Required courses:**

CACC 522  Taxation for Financial Planners and Managers
CFIN 501  Investment Analysis I
CFIN 502  Personal Financial Planning
CFIN 512  Risk Management and Insurance
CFIN 612  Retirement and Estate Planning
CFIN 812  Advanced Personal Financial Planning

Note: Completion of both CACC 742 and CACC 842 can substitute for CACC 522.

## 5. Certificates in Communication and Design

### Certificate in Image Arts

| Required courses: |
| --- |
| CDNM 110  Image History I: Twentieth Century Art |
| CDNM 111  Image Theory I: Image Analysis |
| CDNM 113  Visual Studies I |
| CDNM 210  Image History II: Contemporary Art |

| Specialization-Specific Required Courses: | | |
| --- | --- | --- |
| **Film Studies** | **Photography Studies** | **New Media** |
| CDMP 117  Film Technology I | CDFP 320  Tech. of Photography I | CDNM 109  Intro to Web Present |
| CDMP 129  Motion Picture Prod. I | CDFP 321  Tech. of Photography II | CDNM 209  Flash for New Media Artists |
| CDMP 223  Film Technology II | CDFP 385  Digital Tools I | CDNM 121  Intro to Interaction Design |
| | CDFP 386  Digital Tools II | CDNM 221  Video & Audio for New Media |
| | | CDNM 322  Introduction to Physical |

### Certificate in Media Writing Fundamentals:

| Required Courses: | Electives: (select 5) |
| --- | --- |
| CBDC 102  Media Writing I – Audio and Digital Media | CBDC 941  Dramatic Writing |
| CBDC 202  Media Writing II – TV Studio and EFP | CBDC 942  Commercial Writing |
| | CBDC 943  Comedic Writing |
| | CBDC 944  Writing for Animation |
| | CBDC 945  Writing for Factual Programs |
| | CBDC 946  Interactive Writing |
| | CDRT 204  Writing for Electronic Media |

### Certificate in Public Relations:

| Required Courses: |
| --- |
| CDPR 104  Planning Programming and Budgeting |
| CDPR 105  Research and Program Evaluation |
| CDPR 106  Media Relations |
| CDPR 107  Public Relations Project |
| CDPR 111  Writing for Public Relations |
| CDPR 113  Internal Communication Management |
| CDPR 114  Reputation Management |
| CDPR 201  Public Relations Principles I |

**Appendix D:** Academic Standing Variations in Nursing Programs

## 1. Collaborative Nursing Degree Program

Students must achieve a grade of 'C' or above in all nursing theory courses (all NSE, NUR, PAT courses) and a 'Pass' grade in all nursing practice courses in order to be eligible to enroll in nursing courses in subsequent semesters.

Students who earn a grade of 'C-' or below in any nursing theory course or an 'F' grade in a nursing practice course will be given a PROBATIONARY standing regardless of their overall GPA.

Students will remain on PROBATION until they receive a grade of 'C' or above in all nursing theory courses and/or a 'Pass' in all nursing practice courses.

Students on PROBATION, as part of the probationary contract, will be required to repeat all nursing theory courses in which they obtain a grade of 'C-' or below and practice courses in which they receive an 'F' grade. Students who have failed one or more nursing courses and have earned a grade of 'C+' or below on courses designated as corequisite courses for the failed course(s) will be required, as part of their PROBATIONARY contract, to repeat all failed courses, the corequisite courses in which the student has earned a grade of 'C+' or below, and the corequisite practice course. Students who have earned a 'B-' or above in designated corequisites will be required to develop a currency plan that outlines specific strategies and evaluative processes that will demonstrate currency in all course-specific professional practice competencies and course outcomes prior to proceeding to the next level of nursing theory and practice courses. As an alternative to the currency plan, students may choose to repeat the co-requisite courses in which they earned a 'B-' or above.

Students on PROBATION who earn a grade of 'C-' or below in a nursing theory course other than the nursing theory course(s) in which they previously obtained a grade of 'C-' or below, **OR** who receive a first time 'F' grade in a nursing practice course will be given a **Required to Withdraw** status.

Students who receive a second grade of 'C-' or below in the same nursing theory course **OR** who receive a second 'F' grade in any nursing practice course (either a repeated or subsequent practice course) will result in a **Permanent Program Withdrawal** standing. This variation will be enacted even when the student has taken less than three courses and has not acquired a cumulative grade point average.

At any point during the academic year, the School of Nursing reserves the right to terminate a student's experience in a nursing practice setting when patterns of behaviour place self, clients or others at risk. This will result in the student receiving an 'F' grade for the course. In this circumstance, students shall have established rights of appeal; however, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect students' rights.

The student may be **assigned a Permanent Program Withdrawal** from the Nursing program for reasons of unprofessional behaviour or professional misconduct.

All nursing theory courses must be completed within five years of **their first** prerequisite professional course.  (For example, no more than five years can elapse between completion of Year 1 professional courses and enrollment in Year 2 professional courses.)

**Notes:**

This is a regulated and accredited program.  As such, these variations are required to meet regulated profession requirements or to maintain the program's accreditation.

## 2. Nursing Post Diploma Degree Completion Program

All students enrolled in the Post Diploma Degree Completion Program in Nursing must have valid or pending registration with the College of Nurses of Ontario (CNO). Students are required to notify the School of Nursing of any change in CNO registration status. Failure to attain/maintain CNO registration will result in WITHDRAWAL from the Nursing course(s) and the program. The exception to the policy of CNO registration are those students from an approved bridging program.

Students must achieve a grade of 'C' or above in all nursing theory and practice courses (all NCL, NUC, NUR courses) in order to be eligible to enroll in nursing courses in subsequent semesters. Students who earn a grade of 'C-' or below in any nursing theory or practice course will be given a PROBATIONARY standing regardless of their overall GPA.

Students will remain on PROBATION until they receive a grade of 'C' or above in all nursing courses.

Students on PROBATION who earn a grade of 'C-' or below in a nursing theory course other than the nursing theory course(s) in which they previously obtained a grade of 'C-' or below, OR who receive a first time 'C-' or below in a nursing practice course will be given a Required to Withdraw status.

Students who receive a second grade of 'C-' or below in the same nursing theory course OR who receive a second 'C- 'grade in any nursing practice course (either a repeated or subsequent practice course) will result in a Permanent Program Withdrawal standing. This variation will be enacted even when the student has taken less than three courses and has not acquired a cumulative grade point average.

At any point during the academic year, the School of Nursing reserves the right to terminate a student's experience in a nursing practice setting when patterns of behaviour place self, clients or others at risk. This will result in the student receiving an 'F' grade for the course. In this circumstance, students shall have established rights of appeal; however, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect students' rights.

The student may be assigned Permanent Program Withdrawal from the Nursing program for reasons of unprofessional behaviour or professional misconduct.

All nursing courses must be completed within five years of their first prerequisite professional course. (For example, no more than five years can elapse between completion of Year 1 professional courses and enrollment in Year 2 professional courses.

**Notes:**
1. The School of Nursing has decided to use letter grades to replace the Pass/Fail grading system for the nursing practice courses (NCL 700 and NCL 800) in the Post-Diploma Degree Completion Program. The proposed changes are a consequence of the letter grade system and otherwise do not alter the intent of the current academic standing variations.

2. This is a regulated and accredited program. As such, these variations are required to meet regulated profession requirements or to maintain the program's accreditation.

### 3. Primary Health Care Nurse Practitioner

For students enrolled in the former integrated BScN/NP program (now discontinued), the academic variations of the Post Diploma Nursing Degree Completion Program apply with the addition of those variances noted below.

For students enrolled in the Nurse Practitioner certificate program, only the academic variations noted below apply.

Students in the Primary Health Care Nurse Practitioner program are required to have obtained a minimum grade of 'C' in NUC 832, NUR 80A/B, NUR 805, NUR 816, NUR 831, and NUR 833. A grade of less than 'C' constitutes failure of the course.

Students must also obtain a minimum grade of 'B-' in the following core courses: NCL 90A/B, NUR 808, NUR 809, NUR 812, NUR 822, NUR 909, and NUR 912. A grade of less than 'B-' constitutes failure of the course.

In addition to all of the above, failure of one course will result in PROBATIONARY status for the student. Failure of two courses or one course twice, requires mandatory Permanent Program Withdrawal standing from the program. If a student has a mandatory Permanent Program Withdrawal, reapplication cannot be processed at any of the Ontario Consortium Nurse Practitioner programs for one year.

**Notes:**

1. Academic requirements in this program are determined in collaboration with other participants in the Ontario Consortium Nurse Practitioner Programs group.

2. This is a regulated and accredited program. As such, these variations are required to meet regulated profession requirements or to maintain the program's accreditation.

**RYERSON UNIVERSITY**

# REPORT TO THE SENATE ON RYERSON'S SCHOLARLY, RESEARCH AND CREATIVE ACTIVITIES APRIL 2007 – MARCH 2008

## 1.    Introduction

This is the second report on Scholarly, Research and Creative activities (SRC) to the Senate from Dr. Anastasios (Tas) Venetsanopoulos, Vice President, Research and Innovation (VPRI). This was the year that the entire VPRI operation has moved to a new location (11th floor, 1 Dundas Street West). During this year, four major initiatives were undertaken by the VPRI and his Office:

1. The VPRI SRC Enhancement Measures

2. The Initiation of the SRC Strategic Planning Process

3. The Development of the first budget for VPRI Operations

4. A Comprehensive Review of the VPRI Office

This report will outline the essentials of these initiatives along with the brief operational reports from the four units presently reporting to the VPRI.

## 2.    Scholarly, Research and Creative (SRC) Enhancement Measures

In December 2006, I outlined my vision for SRC at Ryerson with a focus that has direct relevance to the needs of society, industry, business and the artistic community (http://www.ryerson.ca/research/forefront.html).

This announcement outlined some programs which were designed to contribute to our SRC enhancement. Our primary goals were as follows:

1. To expand Ryerson's SRC and advance Ryerson's reputation as a university that is actively promoting and involved with SRC.

2. To allow scholars to pursue their SRC activities and make applications for external funding.

3. To enrich scholarship, research, and creative activity in newly developed fields of knowledge, as well as traditional disciplines.

4.     To enhance interdisciplinary SRC and benefit from the great diversity of this university.

5.     To strengthen local initiatives and support SRC for new members of the academic staff.

6.     To facilitate greater SRC involvement in disciplines having less access to funding from external sources of funding.

7.     To develop more partnerships that share our wealth of knowledge with business, industry and the community.

8.     To promote international research, and support international education opportunities for Ryerson students.

9.     To create an administrative structure that supports SRC activities.

## 3.     SRC Enhancement Measures Announcement

In April 2007, the following SRC Enhancement Programs were announced in order to implement the priorities listed above:

### 1.     *Ryerson University SRC Enhancement Program ($3 million over three years)*

The goals for this program are to enrich scholarship and SRC throughout Ryerson, to strengthen local initiatives and enhance our abilities to receive external support. This is a multi-year program whereby Faculties will be able to determine their priorities for enhanced support for SRC activities.

### 2.     *Ryerson University Post-Doctoral Fellow (RPDF) and SRC Associate (SRCA) Program ($3 million over four years)*

The aim of this program is to attract outstanding post-doctoral fellows and distinguished practitioners who will enhance Ryerson's SRC productivity. The cost of the program will be shared 50/50 between the VPRI and the respective Faculty/Department/School. The Ontario Post-Doctoral Fellowships will be incorporated into this program.

### 3.     *Funding of Interdisciplinary SRC ($0.3 million over two years)*

The Ryerson Fund for Interdisciplinary Research (RFIS) created by the Office of the Vice President for Research and Innovation (VPRI) will financially support Ryerson academic departments in the development of interdisciplinary research project proposals for submission to external funding agencies.

### 4.     *Ryerson International Initiatives Fund (RIIF) ($ 0.3 million over two years)*

The Ryerson International Initiatives Fund (RIIF) administered by the Office of the Vice President, Research and Innovation (VPRI), will provide financial support to Ryerson academic units that wish to undertake strategic academic initiatives in India, China, and other key economies around the world. This internal fund is the University's response to requests from the Ryerson community for support to undertake a broad range of international activities.

**5.** *Current Central Support Mechanisms for SRC ($1.6 million over four years)*

Existing support programs will receive additional funding at a level which will be 17% greater than last year. These programs are:

a. Ryerson SSHRC-SIG Research Fund      (**Deadline: November 15 annually**)

b. Ryerson Creative Fund      (**Deadline: December 1 annually**)

c. Ryerson New Faculty SRC Development Fund  (**Deadline: January 22 annually**)

d. Ryerson NSERC Equipment Fund      (**Deadline: October 25 annually**)

The Ryerson International Research Fund has been revamped into the new Ryerson International Initiatives Fund (RIIF) listed under item 4 above.

These SRC Enhancement Programs serve to support the development of SRC excellence at Ryerson, to increase the capacity of Ryerson faculty to engage in high impact, peer reviewed knowledge dissemination activities and artistic endeavours, and to promote involvement in externally funded interdisciplinary SRC initiatives. Together with an increased budget to maintain current central support mechanisms and SRC commitments, it is estimated that these programs will contribute over $ 5 million in support over the period 2006 – 2008, while additional commitments will be sought in later years.

**4.**    **Detailed Goals**

The detailed goals announced to the Board of Governors on February 26, 2007 were:

- Articulation and active advancement of SRC vision
- Continued building of Ryerson strength and uniqueness as a developing SRC centre renowned for scholarship, innovation, entrepreneurship, and transformative creativity
- Emphasis on Knowledge Transfer, Commercialization, and Careers
- Active development of strategic international relationships
- Focus on research that has direct relevance to the needs of society, industry, business, and culture
- Continuing support for the arts, culture and the life sciences
- Funds to Stimulate Faculty Initiatives with Deliverables
- Interdisciplinary Funds

- Postdoctoral and Research Associate Funds

- Fulfill our commitments to CRC, CFI and other grants

- Aim for a few large Collaborative Grants

- Mentoring of New Researchers

- Decentralization of Research Services

- Strengthening our research profile in Physical/Life Sciences

- Collaborating with the Provost to enhance the teaching/research environment

- Pursuing additional linkages with granting agencies, hospitals, foundations, industry and community

- Strengthening graduate education and Highly Qualified Personnel (HQP) production

- Establish strategic centres and institutes in key areas such as energy, environment, life sciences, culture, biomedical, psychology, media, gaming, business, etc.

- Improving our national and international exposure

- Increasing national and international awards and recognition

- Strengthening research-industry exchanges

- Enhancing entrepreneurship, technology transfer and commercialization

- Establishing angel investor events

- Enhancing co-op and international exchanges

- Reorganizing to better meet our goals


**5.    The Scholarly, Research and Creative (SRC) Strategic Planning Process**

On January 24, 2008, the VPRI announced the creation of a Scholarly, Research and Creative (SRC) Strategic Plan for the University. The SRC Strategic Plan is being developed in consultation with the Ryerson community in conjunction with the Provost's new Academic Plan entitled *Shaping the Future: An Academic Plan for 2008-2013*. A summary of this strategic plan is being embedded into the Academic Plan.

Based on Ryerson's mandate, the University must encourage and support innovation in SRC, particularly in areas that have direct applications in industry, the community, infrastructure and systems, and that contribute to the prosperity, culture and health of society. To achieve these objectives we should increase Ryerson's profile as a research comprehensive university, which will enhance its reputation nationally and internationally as a centre of SRC activity.  The Plan will promote a culture of innovation and research integrity, while encouraging SRC collaboration and interdisciplinary activities and will allow the University to respond to changes in the academic, government, commercial and funding environments. The ability to refocus this plan annually based on existing prospects and opportunities will allow the University to achieve its goals.

In order for the VPRI Office to achieve this objective it is necessary that its goals, objectives and operations are aligned with those of the University. To assist in our readiness, we have planned a review of operations of the VPRI Office that will allow us to catalogue the current services available, and to provide direction for future capacity building.  Undertaking this review will:  1) help us understand those things we do well that we want to maintain;  2) use the catalogue to assist the strategic planning exercise; and  3) position us to provide responsive, agile and supportive services to the Ryerson SRC community. The goal of the review is to create an organization that promotes a culture of excellent service and prompt and proactive response to the University community, while promoting a culture of research integrity and accountability.

To contribute to the increase of Ryerson's reputation, the Office of the VPRI will initiate nominations for awards and distinctions by the national and international research community. We will examine collaborations with University Advancement and the Faculties to forward the SRC goals and celebrate their success. Public advocacy and a communications strategy to build relations with government, the community at large and industrial stakeholders will enhance Ryerson's profile and reputation and increase our ability to attract research funds from the Tri-council funding agencies as well as other sources of support.

Based on the discussions of the Senate SRC Advisory Committee in the formulation of our SRC Strategic Plan, the following were some areas deemed to have strategic importance for Ryerson:

1.  Digital Media, Communication and Information Technology – This area of strategic importance can be defined as "the creative convergence of digital arts, science, technology and business for human expression, communication, social interaction and education".

2.  Sustainability and the Environment - This area focuses on the complex interactions between development and environment, and the means for achieving sustainability in all human activities aimed at such development.

3.  Health and Well Being – As defined in the World Health Organization (WHO) constitution, "health is a state of complete physical, mental and social well-being".

4.  Management, Competitiveness & Entrepreneurship – The study of planning, organizing, resourcing, leading or controlling an organization, starting new organizations or revitalizing mature organizations while best managing performance.

5.  Cultural Prosperity – The contribution of the social sciences, humanities, media, and fine arts to society and the economy.

6.  Learning and Teaching Effectiveness – Developing a meaningful and practical body of knowledge about teaching effectiveness in higher education.

6. **Development of the First Budget for VPRI Operations**

In the fall of 2007, the management team of the Office of the VPRI worked on the development of the first budget for the Office of the VPRI aligned to the goals of our Strategic Plan. The work on the budget involved the creation of budget items for the various units and functions reporting to the VPRI. These included:

- Office of Research Services
- Office of International Affairs
- Research Integrity
- Commercialization
- Communications, Public Advocacy and Research Promotion

7. **Overall Progress**

Ryerson includes among its performance indicators the total external research funding, the value of peer-adjudicated research grants per eligible faculty member and the number of peer-adjudicated research grants per eligible faulty member. Additional performance indicators will be included in the future.

Currently the following three core performance indicators are being measured by the University Planning Office:

- Number of Peer-Adjudicated Research Grants per Eligible Faculty Member
- Value of Peer-Adjudicated Research Grants per Eligible Faculty Member
- Total External Research Funding

*2007-08 Core Performance Measures for Scholarly, Research and Creative Activity*

| Indicator | 2007-08 Budget level | Current level | Target level | Timeframe |
|---|---|---|---|---|
| Value of peer-adjudicated research grants per eligible faculty member | $ 6,248 (2005) | $ 7,943 (2006) | $ 7,800 | 2010-11 |
| Number of peer-adjudicated research grants per eligible faculty member | 0.278 (2005) | 0.313 (2006) | 0.35 | 2010-11 |
| Total external research funding | $ 12.2M (2005) | $ 16.2M (2006) | $ 24.4M | 2010-11 |

Additional SRC indicators will be proposed by the Office of the VPRI to be included in subsequent years (see Appendix 1).

**Total External Research Funding**

Total external research revenue received by the University reached an all time high of $16.2 million in 06-07 an overall increase of 32.8% over the previous year.
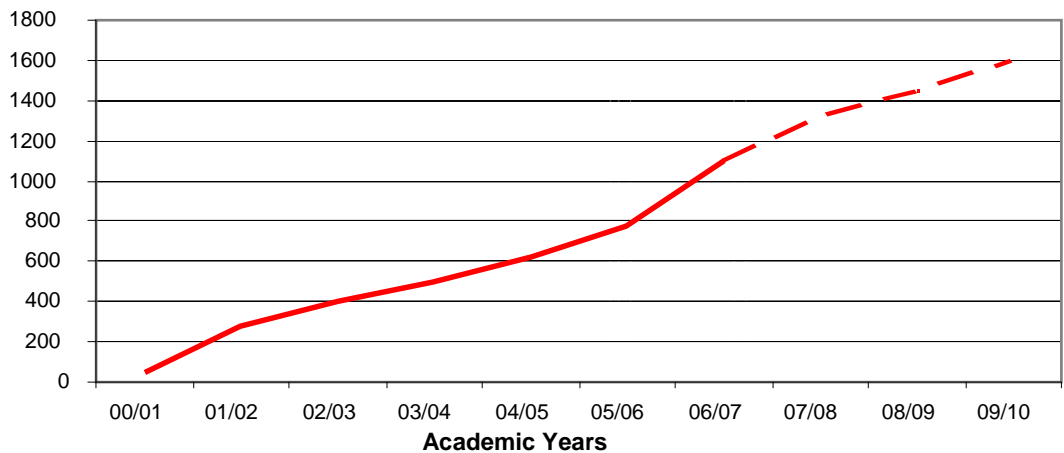
**Total Research Revenue Received**



**Ryerson NSERC Discovery Applications/Awards**
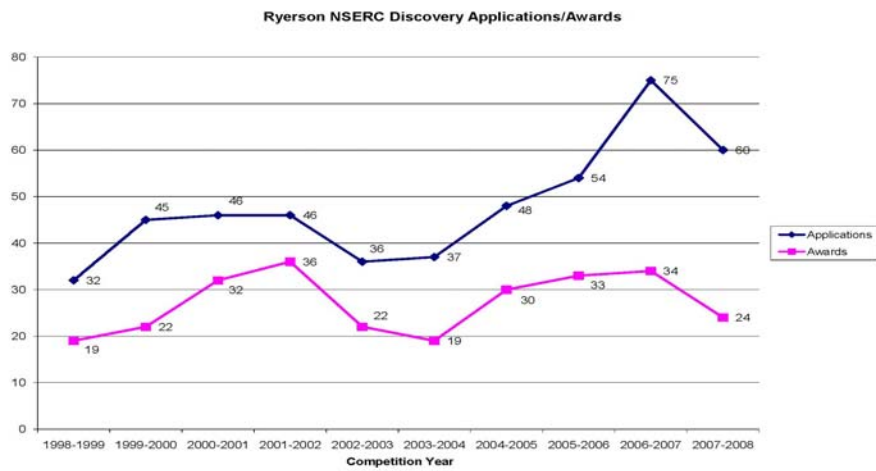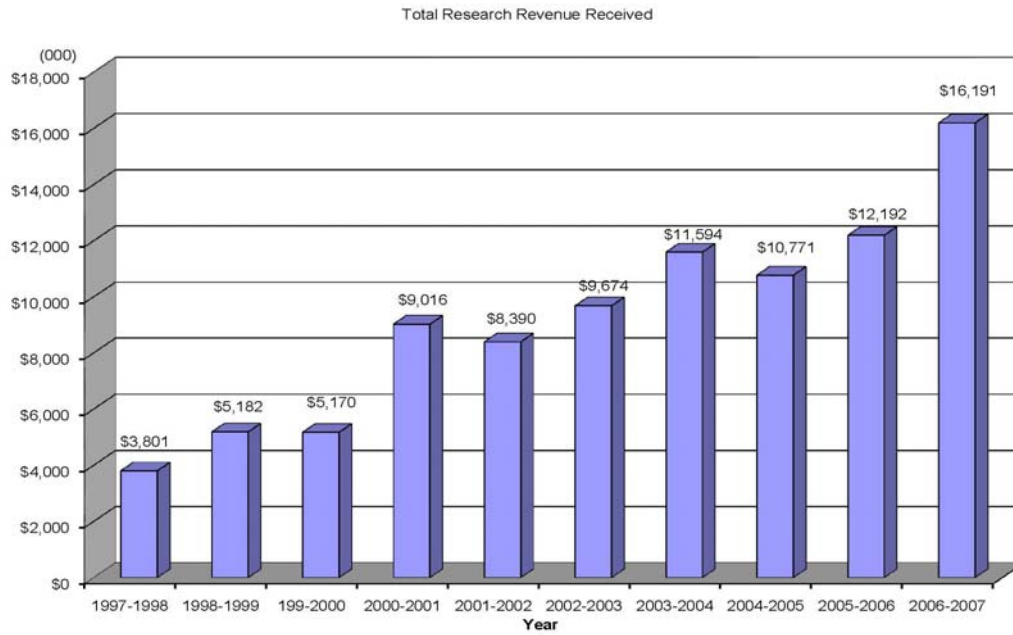
**Ryerson SSHRC Standard Grant Applications and Awards**
(Includes special call in Management 07-08)
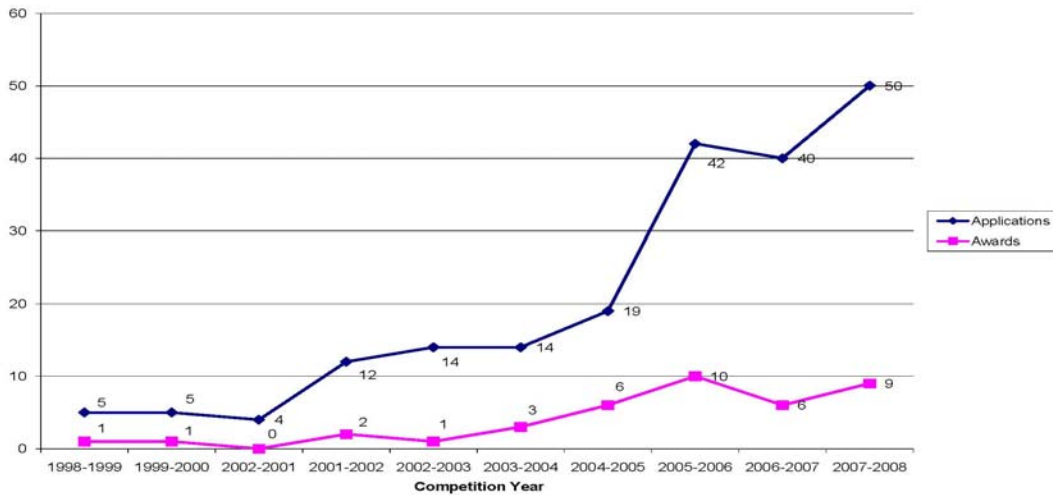


**Graduate Enrolment 2000/01 to 2006/07, and Planned Growth to 2009/10**

Nov 1 Graduate Student Headcount



Academic Years

### SRC Enhancement Measures

- **Ryerson Post Doctoral Fellow program** - In this first round of applications, Ryerson attracted a total of 118 applicants as follows:
    - 14 - Arts
    - 18 - Communications & Design

- 5 - Community Services
- 13 - Business
- 68 - Engineering, Architecture & Science

The applications came from Ontario, across Canada and Internationally – U of T, McGill, Alberta, UBC, Penn State, USC, Oxford UK, Tempere University Finland, Switzerland, Macao, China, Singapore, India, France, Turkey – and include Canadians applying from foreign institutions and foreign citizens applying from Canadian institutions. Fifty-eight applicants have either completed or are completing degrees at foreign institutions. A total of 24 offers were made and 19 individuals were funded under this program. An additional 5 postdoctoral fellows were subsequently funded by the Faculty of Engineering, Architecture and Science. In total, this almost doubles the existing 28 PDFs at Ryerson. A second round of the program is in progress with a target of 12 additional PDFs to be funded.

- **Ryerson Interdisciplinary Research Fund** – Proposals must involve the development and undertaking of an interdisciplinary research project involving at least two Ryerson faculty members, from different departments and from different disciplines. The proposal must be in keeping with research plans for the participating academic units. Eleven applications were received in the first round, and 6 interdisciplinary proposals were funded. A second round of the program has been announced and 25 applications were received and are currently being reviewed.

- **The Ryerson International Initiatives Fund RIIF -** In 2003, the OIA established the Ryerson International Initiatives Fund RIIF, to provide seed funding to support the development of international projects. Positive evaluation of the program led to it being revived in 2007-08, with the VPRI making $300,000 available to be split equally between initiatives focussing on China, India and elsewhere. The first call for proposals garnered thirty one applications, of which seven were approved. The second call for proposals has garnered 30 applications.
  - One recipient has already used the funds to leverage a SSHRC international opportunities grant of $64K, and research funding from UNICEF of €200,000.

Overall progress in SRC has also been experienced in the following domains:

- CFI programs

- CRC programs

- Total funds received from the Social Sciences and Humanities Research Council (SSHRC) grew by 62% from the previous year, from $0.8 million in 05-06 to $1.3 million in 06-07.

- Total funds received from the Natural Sciences and Engineering Research Council (NSERC) grew by 41% from the previous year, from $3.2 million in 05-06 to $4.5 million in 06-07.

- Canadian Institutes of Health Research (CIHR) funding declined slightly in 06-07 falling by 13% from $325 thousand in 05-06 to $283 thousand in 06-07. However a number of significant new awards have been received which promise to reverse this decline.

- Awards of Proof of Principle funding from the Ontario Research Commercialization Fund award to Ryerson

- We continued to actively participation in "CONCERT" a consortium for the Arts

- We continue collaborating with the Toronto Regional Research Alliance

- This year we collaborated with MaRS, University of Toronto, teaching hospitals and OCAD for an NCE on commercialization of research – MaRS Innovation

- We continue our successful networking with the research and artistic communities

- Our Research Integrity Program covering research involving humans and animals has been expanded to include research involving controlled goods

- Seven new exchange agreements were put in place, four with institutions ranked overall (or for research funding secured) in national top ten lists. Eight existing agreements were amended to include a broader range of Ryerson programs.

- International mobility funding programs have made a significant impact with Ryerson students.

- OIA special events have enhanced awareness within the Ryerson community more aware of the international accomplishments of Ryerson students and the internal funding support provided by the VPRI for student mobility programs.

- OIA Bulletin was successful in showcasing international activities at Ryerson. 2007-08 saw three issues released, featuring faculty and students from across the institution.

- Close collaboration with French and British consulates have resulted in new partnerships and international research initiatives, such as the formation of a strategic alliance between Ryerson's School of Radio and Television Arts and the Institute National de l'Audiovisuel of France



**ENHANCING THE GLOBAL PERSPECTIVE**

They may be the new Vice-Presidents on the block, but that isn't the only thing Anastasios (Tas) Venetsanopoulos and Alan Shepard have in common: they also want to expand Ryerson's international focus.

Dr. Venetsanopoulos joined Ryerson in late 2006 to fill the newly created position of Vice-President, Research and Innovation. Previously, he was Dean of the Faculty of Applied Science and Engineering at the University of Toronto. Dr. Venetsanopoulos says a strategic blueprint is critical to the future

University of Guelph. In his new role, he will guide Ryerson's academic planning processes over the next five years. And, during that time, he also plans to strengthen international education. "I would like to intensify the international content in existing courses," Dr. Shepard says. "It's also important that students have a variety of exchange opportunities." Those experiences, he explains, can include study terms and internships abroad, as well as joint projects with researchers in other countries.

The results will give students an edge in their careers, Dr. Shepard says. "We live and work in a global village, and students need a sophisticated understanding of the world beyond their local

## 8. Office of Research Services

### 8.1 Canada Research Chairs

With the appointment of Dr. Yang, Ryerson has filled all its allotted CRCs. The first successful renewal (Lachemi) was completed in 06-07. The CRC program provides Ryerson with $1.2 million annually in support of research.

**8.2     Canada Foundation for Innovation and Ministry of Research and Innovation**

The CFI Leading Edge and New Initiatives Funds award winners announced in last year's report have subsequently been awarded matching Provincial funding from the Ministry of Research and Innovation (MRI).  The awards from MRI are:
   Professor Michael Kolios – Physics $428,843
   Professor Ling Guan – Electrical and Computer $650,000
   Professor Tony Hernandez – CSCA $392,225

Dr. Abby Goodrum was awarded a total of $550,000 from the CFI and MRI for the creation of a digital cinema laboratory.

Three projects were successful in the Ontario Research Excellence Program.  These are collaborative applications with other universities
        Professors Kolios and Tavakkoli
        Professor Mustafa Warith
        Professors Guan and Venetsanopoulos

**8.3     Social Sciences and Humanities Research Council (SSHRC)**

Community University Research Alliance (CURA)
        Dr. Deborah Fels – Information Technology Management was awarded just under $1 million over 5 years for the project *Accessible Entertainment: Making Television, Film and Theatre More Inclusive*

Dr.  Cecilia Rocha's SSHRC-IDRC International Community University Research Alliance (CURA) has passed the Letter of Intent stage and has been invited to submit a full proposal.

**8.4     Natural Sciences and Engineering Research Council (NSERC)**

Professor Bin Wu has been awarded the NSERC - Rockwell Automation Industrial Research Chair in Power Electronics and Electric Drives.  Although the award had been bestowed at the time of last year's report no public announcement of the details had been made at the time.

Professor Xio-Ping Zhang, Department of Electrical and Computer Engineering has received Ryerson's first NSERC Idea 2 Innovation grant for proof of principle work on *An Intelligent Information Retrieval and Processing System for Financial Databases.*

**8.5     Research Information System**

ORS is in the process of implementing an improved Research Information System. The system will be available to all researchers and academic administrators.  This project is being pursued in cooperation with CCS and will roll out over the next two years.  At completion it is anticipated that there will be a "one-stop" easy to use web-based shop for faculty members and administrators for information on their research grants and contracts.

- o First phase of new system was rolled out in January 2008, allows for online submission and routing of research proposals
- o Future modules
  - Research Account Profile – needed for access to funds
  - Interactive link to the Ethics system
  - Interface with Tri-Council, financial reporting system
  - Links to Risk Management Office (radiation and biohazards)
  - Potential link to Financial System
  - Potential link to Faculty Annual reports to generate dynamic expertise database and to pre-populate some information on research grants and contracts
  - Development of on-demand research application and funding reports for academic administrators.

## 8.5     Industry Liaison and Technology Transfer

The Industry Liaison group functions within the Office of Research Services to provide services and advice to the Ryerson community to enhance innovation and commercialization at Ryerson.  Services are focused on existing opportunities brought forward by members of the Ryerson community and strategic forward looking projects.

- o 11 Proof of Principle projects were funded through the Ontario Research Commercialization Program (ORCP) total $141,655
- o First NSERC Idea to Innovation Award for $125,000. The Idea to Innovation Program provides funding to university researchers for research and development activities leading to technology transfer to a new or established Canadian company.
- o Industry participation and representation in IP Roundtable
  - Through the OPIC group, Ryerson organized and hosted a round table on Intellectual Property issues. Speakers included representatives from industry, large and small, an IP law firm, the Director of the University of British Columbia Technology Transfer Office and the Pro Vice Chancellor Research from Cambridge University.  A report on the days discussions is available on the OPIC website which may be reached through the ORS website www.ryerson.ca/ors

Licensing of technologies – A license for *Advanced Sun Sensor Processing Software* is being implemented

## 9.     Office of International Affairs (OIA)

During the 2007-08 academic year, the Office of International Affairs (OIA) supported Ryerson's academic units and service departments to develop international initiatives with

Canadian and international partners that provided opportunities for student and faculty involvement in international activities. The Office also supported the university's involvement in national and international events on and off campus, and provided ongoing administrative support and direction for externally funded international development projects.

Highlights of the OIA's activities for this period include the following:

- Seven new exchange agreements were put in place. Four with institutions ranked overall (or for research funding secured) in national top ten lists. These include Delft University of Technology, the Netherlands; the Dublin Institute of Technology, Ireland; the University of Surrey, England; and, the University of Karlsruhe, Germany. Additionally, eight existing agreements were amended to include a broader range of Ryerson programs.

- A joint Faculty-OIA review of international partnership agreements was initiated. This review is intended to determine whether the intended outcomes for Ryerson students and faculty members to enhance learning, teaching and educational development are being met, and to suggest action where they are not. Evaluation procedures for the delivery of OIA programs and services to international students on exchange at Ryerson were reviewed and updated. OIA services were rated as 'excellent' by 13 of 18 respondents on 'Inbound Student Exchange Evaluation Form'.

- Three of five Ryerson submissions to the CIDA-funded, AUCC-administered Students for Development program (138 awards distributed among 92 universities) were funded and one was ranked second on the alternate list.
- The successful delivery of Ryerson International Initiatives Fund (RIIF) program, funded by the VPRI. 31 proposals received for 1st call, 7 approved. The second call (Feb. 2008) garnered 28 proposals
- The provision of ongoing administrative support and management services for four CIDA funded projects with partner institutions in developing countries
- International development projects with annual budgets totalling $1,020,625.41 were administered by OIA. This funding is reported by ORS as an increase in research funding to the university

## 10.    Research Integrity

### 10. 1    Research Involving Humans - Research Ethics Board

The Research Ethics Board continues to receive a large volume of new protocols mainly due to the large increase in graduate programs where students are undertaking research involving humans in both course work and thesis/major research projects. As a standing committee of the Senate, the Research Ethics Board currently has 20 members and will need to be further enlarged to cope with the large number of protocols if the target for first response is to be maintained at the current level of 5 to 6 weeks.

### 10.2    Research Involving Animals - Animal Care Committee

Currently, there are six active protocols in place. At this time, all the research is conducted off campus at other research facilities (housed at other institutions). However, a fish facility has recently been licensed under the provincial *Animals in Research Act* and is being renovated for research in the near future. Discussions with the Provost have begun to negotiate access to animal research facilities at other institutions in the downtown area.

## 10.3    Research Involving Controlled Goods

The Controlled Goods program at Ryerson University is a joint initiative of the Office of the General Counsel & Secretary of the Board of Governors, the Human Resources Department, the Centre for Environmental Health & Safety Management, and the Office of the Vice President, Research and Innovation. The Office of the Vice President, Research and Innovation will oversee the compliance requirements under the federal Controlled Goods Regulations (CGR) and the federal Defence Production Act (DPA) as enforced by the Controlled Goods Directorate (CGD). Guidelines and procedures have been proposed and accepted by the Controlled Goods Working Group.

## 10.4    SRC Integrity Advisory Committee

The Scholarly, Research and Creative (SRC) Integrity Advisory Committee has been established to monitor issues relating to research integrity and ethics at the University. The committee has been working on a draft of a new SRC Integrity Policy which was recommended to the Vice President, Research and Innovation in the fall of 2007. The policy is based on a harmonized model which will be implemented at the University of Toronto, Ryerson University and York University.

## 10.5    Special Projects

Working closely with the Vice President, Research and Innovation to provide advice and support on the development of research policy and promotion initiatives. These include the SRC Enhancement Program, the SRC Strategic Plan, Budget planning and preparation, Annual Reports to the President, Board of Governors and Senate, as well as presentations for the VPRI. Participation on Project Team of The Consortium on New Media, Creative, and Entertainment R&D in the Toronto Region (CONCERT) and involvement in the development of partnerships and collaborations within and beyond Ryerson.

## 11.    Commercialization and Collaborations

## 11.1    Clean Water

To propel our ideas to industry, Steven Martin has been working on commercialization initiatives (with, for example, Manuel Alvarez Cuenca in Civil Engineering working on exploring commercialization of his water treatment technologies, or more recently with Bin Wu in Electrical Engineering to commercialize his novel power control technology). Moreover, he has identified several possible contract research and development initiatives that may provide additional opportunities for Ryerson researchers to interface with the larger community, enhancing Ryerson's research profile, and providing value to industry through collaboration.

## 11.2    Digital Media Initiative

Ryerson University, as a recognized leader in Digital Arts, Engineering and Content Production, is actively engaged in a project to develop a comprehensive Digital Media centre of excellence. We are creating the framework for this new Centre, ultimately to encompass a multi-player initiative lead by Ryerson to address issues in the Digital Media space, including pressing demands for access. This centre will build on the strengths of Ryerson University, and work to engage Government, Industry, and other Ontario Universities and Colleges to deliver world-leading research and development projects for the benefit of all Canadians. The goal is to create a centre that moves Ryerson to the forefront of Digital Media and recognizes all of Ryerson's strengths, while simultaneously addressing the needs of industry.

## 11.3    Aerospace

Ryerson Institute for Aerospace Design and Innovation (RIADI) was launched in 2003 to provide undergraduate Engineering students with a unique training opportunity by involving them in real life aerospace industry projects. The program prepares participating students for future careers and engineering graduate studies. RIADI also acts as a networking centre for students to establish links with the aerospace industry and better position them for future employment.

There is a clear need for a new aerospace R&D facility for conducting leading edge studies on environmentally friendly alternative jet fuels, engine materials, and to examine fuel/material interactions (corrosion for example). Such as facility will provide for enhanced collaboration for Ryerson with the aerospace industry to develop the next generation of biofuel capable jet engines.

We are working with Kamran Behdinan and Zouheir Fawaz (Aerospace Engineering) to explore the possibility of establishing a consortium in aerospace research as a starting point for the aerospace initiative. In keeping with the industry's identified need, the focus is on alternative fuels for use in aerospace, and will include industry, academic, and government as supporting elements in the final proposal. The goal will be to establish a sustainable initiative that will support Ontario's aerospace industry through both knowledge generation and knowledge transfer activities.

## 12.    Communications, Public Advocacy and Research Promotion

Establishing collaborative working groups with St. Michael's Hospital to investigate opportunities for further collaboration.

Exploring potential relationships with the University of Toronto and York University on various areas of interest: digital media, environment and health care.

Development of a Research Magazine to be published in June 2008 in cooperation with University Advancement.

Meetings with OCUR, AUCC, federal government leaders and Tri-council funding agency heads to maintain relationships and evaluate funding opportunities.

Established Awards Committee to coordinate and vet nominations for prestigious awards and fellowships.

Developing a strong working relationship with University Advancement to facilitate SRC related press releases and media alerts

The Research Opportunities Newsletter is published 10 times per year and provides faculty members with details on upcoming research funding opportunities.

We have continued to compile and circulate the SRC accomplishments of our faculty members.

In March 2008, the winner of the **2007 Sarwan Sahota – Ryerson Distinguished Scholar Award**, Dr. Wendy Cukier, made a presentation on *The Global Gun Epidemic: Scholarship, Relevance and Effecting Social Change.*

The VPRI had an opportunity to address various government policies and issues, such as the Strategic Plan of the Ministry of Research and Innovation, the Federal Budget, the Provincial Budget and the Study Evaluating the Federal Research Councils, the Mitchell Committee Report on the review of NSERC and SSHRC, etc.

The Research and Innovation web pages are updated on a regular basis.

In cooperation with the School of Graduate Studies and the Ryerson NSERC Representative, the Office of Research Services has operated the Graduate Student Research Article Competition. The competition encourages graduate student researchers to hone their communications skills so that they may become effective communicators and ambassadors to the general public. Since the founding of the program, ORS has coordinated the review process for 128 articles resulting in 24 prizes to deserving graduate students.

13.    **Priority Plans for 2008-2013 SRC Strategic Planning Process**

**13.1    Specific Objectives**

*Objective 1: Encouraging and Increasing the Quality and Quantity of Scholarly, Research and Creative (SRC) Activity*

It is the mandate of the Office of the VPRI to increase SRC activity at the University. The stated goal has been to double externally funded research from $ 12.2 million in 2006 to $ 25 million by 2011 and to increase the research intensity of researchers by encouraging more faculty members to engage in SRC activities. We will explore joint initiatives with University Advancement to seek endowments for research chairs in areas of strategic importance. The Office of the VPRI will investigate new research opportunities by working with national granting councils, research foundations, external research institutes, other institutions, as well as business, industry, governments (federal, provincial and municipal) and external communities.

We also aim to create a framework at both the central and the local level that will help Ryerson to fulfill its SRC objectives and foster an environment that ensures Ryerson's Faculties, Schools and the Library collaborate in research and creative scholarly and professional activities among scholars in various fields. The SRC Enhancement Program also includes internal programs to encourage interdisciplinary and international research initiatives with Ryerson.

The Office of the VPRI will work with the Provost and the VP, Administration & Finance and the Deans, Chairs and academic members, to attract resources and provide adequate infrastructure and funding for the Scholarly, Research and Creative activities and explore the establishment of partnerships with other institutions for possible access to specialized facilities in order to grow our SRC funding, output and impact.

### *Objective 2: Facilitating Knowledge Transfer*

Ryerson can help enable our ideas and innovations to be propelled into the community, industry and the marketplace by promoting and encouraging the transfer of knowledge, dissemination and commercialization of SRC outputs. The Office of the VPRI will oversee the promotion of knowledge transfer, commercialization of research and the management of intellectual property issues for maximum impact within the receptor community, to advance University, economic, and social goals.

### *Objective 3: Promoting SRC Strategic Activity through the Establishment of Partnerships and Collaborations*

Establishment of partnerships and collaborations to support, encourage and promote the development and strengthening of strategic research clusters will be undertaken by the VPRI in cooperation with the Provost and Deans. These endeavours will allow the University to concentrate on areas of strength and to take advantage of national and international opportunities in strategic research areas. Strategic research clusters will be identified as part of the SRC strategic planning process to optimize Ryerson's relationships with the teaching hospital network and associated health-related institutes. This will enable individual researcher projects to seek wider collaborations based on the specific strategic research clusters and research priorities of the University.

### *Objective 4: Fostering Strategic International Partnerships and Supporting Internationalization*

The Office of the VPRI will collaborate with Faculties, Departments/Schools and others service departments to establish strategic international partnerships with prominent institutions and identify opportunities to support a range of international initiatives for faculty and students (i.e. mobility programs) aimed at the increased internationalization of the institution, and ensure that the Ryerson name gains an increased international recognition.

*Objective 5: Undergraduate as well as Graduate students will be provided with Scholarly, Research and Creative activity opportunities*

It is important to recognize that undergraduate education should also include an SRC component tied to the SRC enterprise of the University. Undergraduate students, in all years, but particularly in their upper years, benefit enormously from this connection, which fits with Ryerson's experiential learning mission. And Ryerson's SRC endeavour benefits greatly from their participation.

## 13.2    Priority Plans

- Rollout of additional modules of the Research Information System available to all researchers
- Substantial completion of our new CFI projects
- Development of an expertise database of faculty
- Continued implementation of the SRC enhancement programs
- In cooperation with HR and Financial Services, creation of new user friendly reports for PIs
- 20% increase in the number of applications submitted to external funders
- 20% increase in funding received
- Development of an SRC mentoring program
- Carefully reconsider and start revision of our IP policy
- Preparation of the Principles under which our International Affairs work
- Beginning of decentralization by placing some business officers in selective Faculties
- Enhancement of the awards nomination program
- Active engagement in issues of public policy affecting SRC
- Active involvement in SRC communications
- Simplify access to SRC accounts
- Establishment of 10 new strategic partnerships per year for the next three years – including the formation of partnerships with institutions rated highly on international ranking systems such as the SJTU and THES lists

- The development of guidelines and revision of policies to support internationalization at Ryerson
- The development of a detailed plan to support the VPRI's 5 year SRC Enhancement Plan.
- Improved information services to faculty on externally-funded opportunities and continued support to faculty in the development of proposals to external funding agencies.
- A 15% increase in funding secured for international initiatives from external funding agencies
- A 25% growth, by the 2009-2010 application round, in number of student and faculty applications to OIA-administered mobility and funding programs ensure a strong Ryerson presence at important international conferences an in Canadian organizations with an international focus

Submitted by:

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Vice President, Research and Innovation                                    April 22, 2008

# Appendix

## *Appendix 1*

### SRC Metrics and Progress Indicators

Usual SRC metrics are listed below:

a)      Publications, Creative Works

- Publication of books, monographs, articles in refereed journals, book chapters, conference proceedings, creative works, exhibitions

b)      Knowledge Exchange

- Contributions to public policy, editorial and refereeing duties, innovative contributions to professional practice, scholarly presentations at conferences, seminars and workshops, technology transfer

c)      Research Grants

- For the individual: grant awards, follow up grants, dissemination of results
- For the organization: total dollar value, funding sources, percentage of faculty members receiving SRC support

d)      Awards and Honours

- Rank of award, type and number of honours

e)      Graduate Students

- Number and quality of students

Ryerson includes among its performance indicators the total external research funding, the value of peer-adjudicated research grants per eligible faculty member and the number of peer-adjudicated research grants per eligible faulty member. Additional performance indicators will be included in the future.

Currently the following three core performance indicators are being measured by the University Planning Office:

- Number of Peer-Adjudicated Research Grants per Eligible Faculty Member
- Value of Peer-Adjudicated Research Grants per Eligible Faculty Member
- Total External Research Funding

The following SRC indicators are being proposed by the Office of the VPRI:

- # of publications submitted to peer reviewed journals
- # of publications published in peer reviewed journals
- # of papers presented at conferences
- # of papers accepted for presentation at conferences
- # of graduate students supervised
- # of applications submitted to external funders
- # of successful awards from external funders
- Revenue received from external funders
- % of faculty members making external funding submissions
- % of faculty members with external funding
- Research intensity per faculty member (external funding in $ per faculty member)
- NSERC success rates for Discovery Grants
- SSHRC success rates for Standard Research Grants
- CIHR success rates for Operating Grants
- SRC Distinction

**Learning Together: An Academic Plan for Ryerson, 2003-2008**
**Final Update**
**Presented to Senate**
**by**
**Alan Shepard, Provost and Vice President Academic**
**May 6, 2008**

**Background**

*Learning Together: An Academic Plan for Ryerson, 2003-2008,* was approved by Academic Council (now Senate) in May, 2003. The Plan is available on the Provost and Vice President Academic's website at www.ryerson.ca/provost/ . The Plan was created a result of extensive consultation and set the academic direction of the University for the past five years. The University's academic plan for 2008-2013 will be brought to Senate for its approval at a special meeting in June, 2008.

The mechanics of academic planning began in 2003, when Deans, in consultation with their Faculties, developed academic goals and a comprehensive academic plan for their Faculties based on the University goals identified in *Learning Together*. Each department or school then developed objectives and tasks that reflected the Faculty plans, identifying outcomes to be used as measures of success in achieving these objectives.

*Learning Together* describes Ryerson as "a university with a difference…known for its distinctive mixture of innovative professionally relevant programs of study and an educational experience built on the creative integration of theoretical and applied learning." It goes on to say that the university is increasingly known "for the quality and value of its scholarship, research and creative endeavors [and above all] for the quality of its graduates who leave Ryerson well prepared to contribute to their professions, their communities, the economy, and society as a whole." These statements remain true.

In 2006-07, the academic planning process at Ryerson was modified to take into account three new, interrelated developments:

1) *The Quality Agenda: 2006-07 Ryerson Budget* outlining the University's strategic priorities and investments and the need for performance measures to track progress on these priorities.
2) *Decentralization of academic budgets* from the Provost to Faculties requiring clear accountability and performance measurement.
3) *The Government's Multi-Year Agreement (MYA) for 2006-07 through 2008-09,* outlining Government priorities for investment in post-secondary education and performance measures/targets.

A consolidation of the priorities identified in *Learning Together*, the Quality Agenda budget for 2007-08 and the Multi-Year Agreement for 2006-07 through 2008-09 established four "core quality enhancement priorities" upon which reports from the Faculties, Schools and Departments were based, and which form the basis for this report to Senate. These core quality enhancement priorities are:

1. Student engagement and success
2. Scholarship, research and creative activity (SRC)
3. Graduate program development
4. Reputation enhancement

As this is the final report on the outcomes of *Learning Together*, it presents an overview for the life of the plan.

**Learning Together: The Learning Community**
**Assessing Ryerson's Progress**

*Learning Together* set goals for both the near-term (the five year span of the plan) and the longer term vision that reflected the University's ideals, aspirations and potentialities. Looking ahead a decade and beyond, the Plan envisioned Ryerson as a "comprehensive university" in which its traditional strength in undergraduate programming was augmented by a significant number of graduate programs and by substantial and growing involvement in SRC activity. The University was 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. It would continue to draw deeply from, and contribute profoundly to, the cosmopolitan environment in which it is located, linking to its broader community. Ryerson would be a vibrant learning community in which all members – students, faculty, staff, and administrators – would know themselves to be valued participants in a shared endeavour.

That long view has rapidly become a reality. Not only has the University maintained the distinctive quality of its undergraduate program offerings, it has added to their numbers: from 38 in 2003/04 to 47 in 2007/08. On the graduate program side, the University went from 8 masters programs to 28 and from 1 doctoral program to 8 during the same period. Full-time undergraduate enrollment rose from 13,129 in Fall 2003 to 15,854 in Fall 2007; part-time undergraduate enrollment from 6,039 to 7,610; graduate enrollment from 497 to 1,639; and continuing education registrations from 62,070 to 66,100. Clearly Ryerson has grown in the past five years.

The following summary report consists of highlights of the progress that has occurred in the four core quality enhancement priorities outlined above. The report is by no means exhaustive, and there is ongoing activity 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. Nevertheless, a review of the progress reports submitted by the Faculties, Schools, Departments, and The Chang School shows that Ryerson is moving toward the achievement of the broad University goals established in *Learning Together*.

## New Academic Programming
### Undergraduate Programs

*Learning Together* recognized that Ryerson's self-identity, academic strengths and external image and reputation are based largely on Ryerson's distinctive mix of undergraduate programs and the success of its graduates. Key objectives were to introduce continuous quality-improvement mechanisms in every undergraduate program and to clarify the undergraduate niche(s) in the post secondary sector. It also indicated that the focus over the five years would be on program quality. Programs were challenged to improve demonstrably in the quality of their curriculum and program delivery.

*Learning Together* also asked 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 suggested adding scientific and technological literacy and environmental understanding to the list. As program curricula evolved over the next few years, the development of universal skills and perspectives were to 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.

In order to advance the Plan's mission, the following undergraduate programs were approved by Academic Council (Senate) in 2003 – 2007:

**Arts:** Criminal Justice, Politics and Governance, Psychology, Sociology

**Community Services:** Health Information Management

**Engineering, Architecture and Science**: Biology, Chemistry, Contemporary Science, Medical Physics: Mathematics and its Applications (2008), Biomedical Engineering (2008)

In addition, Child and Youth Care and Midwifery began offering full time programs in Fall 2006.

### Certificate Programs

In reviewing the literature on certificate education, it was found that there is limited research on defining the 'value' attached to earning a certificate, particularly among educators and employers. Drawing on information that is available, The Chang School developed and piloted a survey for June 2007 certificate graduates to gather evidence about the impact of earning a certificate on their personal aspirations and employment recognition and success. Once the instrument development process is completed, they will routinely request certificate graduates to participate in this process by completing the survey.

Twenty-six new Certificates were developed for the 2003-2007 Academic Period. In addition to these new programs, there were substantial curricular changes in a number of programs: 27 substantial curricular changes in a number of certificate programs.

Certificate programs currently under development include the following:

- Sustainability Management
- Neuroscience-Stroke
- Microeconomic Theory and Policy
- Macroeconomic Theory and Policy
- Industrial Organization and Policy
- Quantitative Economics

**New initiatives have been explored and developed in the Faculty of Communication and Design (such as 3 new certificates in RTA) and The Chang School has been a strong partner in developing interdisciplinary initiatives such as the Multidisciplinary Certificate in Design for Arts and Entertainment.**

Through funding support from the government of Ontario and the Government of Canada, The Chang School continues to play a unique role in bridging the gap for internationally educated professionals. In 2002, the International Midwifery Pre-registration program was created to help internationally educated midwives prepare for certification in Ontario. Subsequently, The Chang School, with an array of partners, designed and delivered the similar programming for internationally educated dietitians, social workers, engineers, accountants and finance professionals. Innovative programming has been introduced in prior learning and competency evaluation and in workplace communications and culture for international professionals

## Graduate Programs

Graduate Studies was to increase the number of graduate programs, and to integrate graduate students into the Ryerson culture. All of the Faculties have been 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 has increased from its 2003-04 level of 391.3 students to 1076 domestic FTE students in 2007-08. Currently, Ryerson offers 28 Master's level programs and 8 programs at the doctoral level. There is now a range of graduate programs at the master's level in all five Faculties. The graduate programs reflect Ryerson's distinctive mandate, build on its established strengths and meet the University's strategic goals.

The following Graduate programs have been approved by Academic Council (Senate) since 2003-04:

**Master's Programs added since 2003/4:**

| Degree | Program Name | Year |
|---|---|---|
| MASc/MEng | Aerospace Engineering | 2007 |
| MArch | Architecture | 2007 |
| MSc | Biomedical Physics | 2006 |
| MBA | Business Administration | 2007 |
| MSc | Computer Science | 2007 |
| MFA | Documentary Media | 2007 |
| MA | Early Childhood Studies | 2006 |
| MA | Immigration and Settlement Studies | 2004 |
| MA | International Economics and Finance | 2005 |
| MJ | Journalism | 2007 |
| MBA/MMSc | Management of Technology and Innovation | 2006 |
| MA | Media Production | 2007 |
| MSc | Molecular Science | 2006 |
| MN | Nursing | 2005 |
| MHSc | Nutrition Communication | 2007 |
| MA | Photographic Preservation and Collections Management | 2004 |
| MA | Psychology | 2007 |
| MA | Public Policy and Administration | 2005 |
| MSW | Social Work | 2007 |
| | | |
| | **Doctoral Programs added since 2003/4** | |
| PhD | Aerospace Engineering | 2007 |
| PhD | Chemical Engineering | 2006 |
| PhD | Civil Engineering | 2004 |
| PhD | Communication and Culture | 2003 |
| PhD | Electrical and Computer Engineering | 2004 |
| PhD | Mechanical Engineering | 2004 |
| PhD | Psychology (approved) | 2007 |

The following graduate programs are <u>pending approval</u> of the Ontario Council on Graduate Studies and the Ryerson University Board of Governors:

| Degree | Program Name | Year |
|---|---|---|
| MSc | Applied Mathematics | 2009 |
| MBSc/MASC | Building Science | 2009 |
| PhD | Environmental Applied Science and Management | 2009 |
| MA | Fashion | 2009 |
| MA | Literatures of Modernity | 2009 |
| PhD | Nursing | 2009 |
| MA | Philosophy | 2009 |
| PhD | Policy Studies | 2009 |
| MPC | Professional Communications | 2009 |
| MPL | Urban Development | 2009 |

The following graduate programs are <u>under development</u>:

| Degree | Program Name | Year |
|---|---|---|
| PhD | Biomedical Physics | 2009 |
| PhD | Business | 2009 |
| MBA/CFA | Financial Analysis (with Concordia) | 2009 |
| PhD | Molecular Science | 2009 |
| PhD | Nursing | 2009 |

## Core Quality Enhancement Priorities

### 1. Student engagement and success

Student engagement and success can be enhanced by a wide variety of routes and initiatives. Ryerson's quality undergraduate curricula and programs, its emphasis on teaching effectiveness and excellence, and policies and systems that are designed to increase student retention are all essential elements that support student engagement and success.  It is important to address the diverse learning needs of students.

Financial support, underrepresented group support and liaison, ESL programs, among other supports, address the non-academic supports students need to succeed.   Student financial assistance was to be increased through expanded bursary and scholarship programs.  Ryerson also committed to continuing to improve academic advising, developing more flexible delivery systems and to improving library facilities.   Some examples of strategies and outcomes which have been reported to support student engagement and success are as follows:

➢ **Part of the uniqueness of many programs in the *Faculty of Communication & Design* (and the University) relies on strong dialogue between the practical and the theoretical. FCAD focuses on providing students with knowledge and problem solving skills that will directly support them in their future professional environment and at the same time creates a culture that pushes/questions the boundaries of knowledge. This intellectual and practical "stretching" enables the student to travel professionally (and intellectually) horizontally (across disciplines) as well as within the traditional vertical evolution. To do this well requires quality programs as well as teaching effectiveness and excellence that symbolizes FCAD.**

➢ **In order to improve teaching quality and student success and retention in the *Faculty of Communication and Design (FCAD),* various activities were implemented including curriculum re-structuring. A program was put in place to address retention (in GCM) involving the hiring of staff specifically to liaise at the program level with the students.**

➢ A priority of the *Ted Rogers School of Management (TRSM)* is in the area of student engagement, success and retention. TRSM continues to invest in four areas which will enhance student engagement – as well as in monitoring and assessment. Modified enrolment targets ensure improved quality of incoming students. Also being explored are new approaches which will enhance the supports provided to students at risk, particularly in the first year, to increase their chances of success. In addition, TRSM and University Advancement are engaged in a process to significantly increase the number of endowed scholarships and bursaries across the School. As well, as part of their commitment to access, the faculty are involved in projects intended to increase the participation and success of under-represented groups, particularly women in technology.

To improve the ability of the TRSM to serve its students, new resources are being invested in enhancing student support in the following areas:

- Increased administrative, front-line staff in the Ted Rogers School of Business Management;
- Hiring a student coordinator in the Ted Rogers School of Hospitality and Tourism Management;
- Expanding support for Tri-Mentoring and student exchanges; and
- In cooperation with Student Services, enhanced career counseling and placement.

To enhance undergraduate curriculum, the AACSB accreditation will continue to provide a comprehensive framework for the development of learning objectives and the evaluation of assurances of learning to strengthen the curriculum and quality of the student experience in TRSM.

In addition to focusing on increased research, the TRSM plans to ensure high quality teaching and effective and appropriate pedagogy. Specifically, TRSM will invest in:

- Increased professional support for student engagement and teaching and learning activities across the Faculty;
- Performance monitoring and the development of student engagement metrics.

➢ The *Faculty of Community Services (FCS)* delivers a large number of courses through Distance Education, making programs increasing flexible. The FCS partners with the Chang School of Continuing Education in offering some interdisciplinary courses for both full-time and part-time students, and there are a large number of interdisciplinary placements in most of the Schools.

*A*ll the ten schools within FCS have implemented projects to enhance student engagement and success. All projects involved students in the planning and delivery. Within the framework of the logic model, these projects demonstrate how investments link to results. The Faculty is providing student services on site.

FCS was awarded funding from HEQCO to support a project designed to support and enhance the academic writing skills of undergraduate students. The project, entitled, *Writing for Success,* will be introduced in FCS first year curricula in Fall, 2008. The *Writing for Success* model consists of weekly writing support provided to full-time first-year students as part of one of their required first-year courses. The *Writing for Success* curricular framework draws on expertise from each of the participating Schools within the Faculty, the Learning and Teaching Office (LTO), the University Writing Centre, and the Ryerson Learning Success Centre. Weekly writing activities and mechanisms for engaging students in discussions and providing timely constructive feedback on written work are integrated into each of the selected first-year fall term course curriculum.

➢ A number of successful student engagement and retention initiatives were developed and/or strengthened by the *Faculty of Engineering, Architecture and Science (FEAS)* over the past four years. These include expanded experiential learning (Internships and Co-op programs) opportunities, remedial language and mathematics programs, an engineering competition teams support program, academic and social counseling, an enhanced transition program, early intervention and "student success" programs, Faculty and GA Teaching Excellence Awards program, and a GA/TA training program, among others. The Engineering Admissions and Recruitment pilot project, which was implemented in February, 2007, aims to attract more and better qualified students. Another on-going initiative in this regard is the highly successful high-school outreach program which was first implemented in the Summer of 2007. Through the Research Opportunities Program in Engineering and Science, the Faculty provided 10 weeks paid co-op placements for bright grade 11 female and male students in their Research Facilities in order to introduce them to Ryerson and the professional opportunities the various programs will help them achieve.

➢ The *Faculty of Arts* has seen extraordinary growth across the last plan period and has faced the challenge of student engagement in a number of ways. They have formed a Student Engagement Team that combines the skills of Student Services counselors, the Arts Faculty Associates, and staff with experience in service learning, community liaison, and student life. The Team has created experiential learning and student engagement opportunities, all of which provide services to Arts' increasing student complement. Innovative programming in the form of a common platform has also helped to provide options for students in choosing among the Faculty's various humanities and social science disciplines. As well, through the English Department, they have formed a Writing Issues Committee comprised of an applied linguistics faculty member and a writing/ rhetoric faculty member (a third member will derive from another writing/rhetoric new media position). The committee will be developing an appropriate ESL plan to address writing skills. One component of this plan was to help students through an experiential learning course in the teaching of writing skills launched in 2007. In collaboration

with the Chang School, the Department of English is also developing a new, non-faculty, ESL position to direct the second-language testing and placement for Admissions and Engineering and to establish appropriate programming in the academic bridging programs for Internationally Educated Professionals.

Another piece of the Department of English's ESL strategy includes working closely with the Department of French and Spanish to develop a proposal for a shared Language Resource Centre (LRC).

➢ The *Chang School* reviewed and updated Ryerson University Policy #76 that governs the review of certificate programs. As a result, ten certificates are undergoing review as part of an undergraduate program periodic review or stand-alone certificate program periodic review.

In April 2007, an ad hoc sub-committee of the Academic Planning Group was formed with a mandate to identify and review issues critical to the continued success of the collaborative model between The Chang School and Ryerson's five undergraduate Faculties. The outcomes included the following:
o renewed commitment to the Principles of the Collaborative Model
o revised Academic Coordinator Role and Responsibilities
o reviewed Instructor Selection and Posting Process and Roles of Academic Coordinator/Program Director within this process

➢ The *Library's* opening hours were increased by 25 hours per week, providing students with additional access to study space, collections and services. In addition, the Library now opens at 7am during exam periods. The number of student part-time jobs was increased by 25%, an important indicator for student retention and success as demonstrated by the NSSE survey. The Library appointed an Access Services Librarian who collaborates with the Access Centre to provide supportive services for students with disabilities. A number of technological enhancements have been introduced.

The Ronald D Besse Information and Learning Commons was established on the main floor of the Library, setting a path for integrated technology and collaborative academic services for students. Librarians collaborated with the Learning and Teaching Office and the Student Success Centre to develop workshops that integrate information literacy skills with study strategies, critical thinking and academic integrity. Collaboration with the Ryerson Writing Centre has been enhanced and improved and the Centre is now more visible and is open longer hours. Learning Success Peer Support Services were introduced, and Library orientation sessions are regularly held for the Academic Links in the Ryerson residence, Writing Centre tutors and English Language Support peer advisors. In addition, a new satellite research office was opened to meet the needs of students and faculty in the Ted Rogers School of Management.

The first floor of the Library Building was returned to the Library allowing for the relocation of staff offices and creating 110 new study spaces on the 5th and 7th floors. The 8th floor was also renovated, adding more group study rooms, and new study carrels and provide power for high demand laptop use. Additional lounge seating and electrical outlets, and a relaxation of food and drink rules in the Library were some of the measures taken to provide a congenial space for students. As a result, reference, visits to the library, and circulation statistics are reaching record levels.

## 2. Scholarship, research and creative activity (SRC)

Scholarship, research and creative activity at Ryerson has been growing and developing at a remarkable pace. Key objectives of the 2003-2008 Academic Plan were to increase significantly the level of peer-reviewed SRC "products" including, but not limited to, refereed publications and to increase the number and quality of research proposals submitted to external funders and the value and/or number of externally funded research grants. Other objectives were to improve the SRC infrastructure and to generate new and increased opportunities for undergraduate students to be involved in faculty SRC projects. The final objective was to increase the number of research/SRC partnerships, both within Ryerson and with external organizations.

The exponential increase in graduate programs that not only manifest more traditional forms of scholarship but also include Ryerson's well known and recognized creative activity has contributed greatly to achieving these objectives. Ryerson is becoming increasingly competitive through the attraction and retention of high quality faculty, new graduate programs, improvements in research infrastructure and services, and the expansion of SRC activity, capacity, productivity and excellence.

The hiring of more senior scholars is important for general faculty development and retention and ensures that there is a critical mass of experienced faculty in departments where there are a number of retirements. Key objectives in the Academic Plan were: to position Ryerson to attract the most promising new faculty; to hire strategically, allocating positions in relation to the academic plans; and to ensure that the environment is s faculty will conducive to faculty teaching and SRC interests and supportive of their professional development.

> **Between 2004 and 2009 the *Faculty of Communication and Design (FCAD)* achieved its goal with 45 tenure-stream appointments (42% PhDs) including three Research Chairs, start-up funding provided for each new faculty member, an increase in travel and project grant funding, and support for graduate tuition to encourage faculty obtaining graduate degrees. The percentage of faculty with PhDs went from 15.7% (2003) to 20.3% (2006), the percentage of faculty with Master's degrees went from 41.6% (2003) to 58.5% (2006) and the percentage of faculty with Bachelor's went from 25.8% (2003) to 16.1% (2006).**
>
> **The arrival of the three research chairs and the upgrading of Rogers Communication Centre (RCC), have contributed to the transformation of the RCC from a mere facility into a research-based environment supporting faculty as well as graduate programs. At least $1.6M in external research grants has been secured these last three years.**

> There have been a total of fifty RFA members appointed in the *Faculty of Community Services* during the plan period and emphasis has been placed on candidates with terminal degrees and all new RFA hires in 2006/07 have completed a Ph.D. A number of new initiatives have been implemented to enhance SRC activities and output within the Faculty. The amount of external grants and the number of SRC products have increased over the plan period. The School of Nursing was awarded its first CRC Chair in 2006.

> Since 2001 the *Faculty of Arts* has increased its faculty complement from 104 to 163 full time and LTF RFA or a 57% growth rate. Its staffing has grown from 12 to 28 or an increase of 133%. Its CUPE instructor complement has increased from 28.42 FTE to 34.5 FTE, a 21% growth rate. Its undergraduate enrolment has increased from 284 to 1,405 or a 395% growth rate, and its graduate enrolment from 35 to 120 or a 243% increase.

During this time, the Faculty of Arts has remained competitive in hiring highly qualified faculty, attracting highly qualified graduate students, and producing SRC output at rates at or above the sector norms for the social science and humanities disciplines. They are home to a Tier 1 CRC, and the CAW-Sam Gindin Chair in Social Justice and Democracy. Although system-wide SRC funding in the humanities and social sciences is significantly less than in the sciences, in the past academic year alone the Faculty of Arts has won over $5.3 million in external and internal grants as either the principal or co-investigator, among them grants from the CIHR, SSHRC, NSERC.

As well, in the past academic year the Faculty of Arts has hired faculty who have brought considerable SRC funding with them. In Psychology, for example, since 2006 their recent top hires have brought in or been awarded over $9 million in active and current research awards. In the past three years all positions in the Faculty have been posted as rank open and they have attracted faculty at the full and associate rank from other universities in Canada and the United States, as well as from Europe and Asia. Outstanding faculty from other universities are attracted by Ryerson's growing reputation, its innovative Arts programming, and of course its downtown location. Several "star" hires chose Ryerson over other very attractive alternatives.

➢ The *Faculty of Engineering, Architecture and Science* has established a number of financial and support mechanisms to enhance research activities in all of its departments. These include the conference travel subsidy program, the grant-bridging program, the special research equipment program, the PDF support program, the research seed-funding program, and the annual research excellence awards program. Research infrastructure facilities were extensively developed over the past four years to accommodate the significant growth in research and graduate program activities experienced during this period. The support of the University Leadership to achieve this goal has been gratefully recognized.

The number of external awards and recognitions achieved by the Engineering, Architecture and Science faculty members, including CRCs, NSERC-IRC, Fellowships, best paper awards, etc. exceeded their objectives. Similarly, the number of national research infrastructure funding awards received by Faculty researchers, including CFI and various Strategic Grants, were also impressive.

➢ In addition to supporting the upgrading of academic qualifications, the *Ted Rogers School of Management (TRSM)* has invested heavily in providing support to faculty undertaking research. Innovative programs include: graduate student stewardships, to allow faculty to attract research assistants from graduate programs before they had their own, support for visiting scholars, a full time grant facilitator/editor, and statistical and technological support. While more work is needed to develop this infrastructure, they have seen significant improvements in research productivity and grant applications.

An analysis of TRSM research productivity some time ago showed a preponderance of conference papers and a low level of peer reviewed journal publications. Since 2003, faculty applying for research grants or for travel money must indicate the peer reviewed journal that they are targeting and the data suggest that this has helped shift the focus of research activity. As well, the regular review of faculty productivity and the assessment of their qualifications, which is part of the AACSB process, have resulted in more focused research efforts.

In 1993, only six percent of the RFA faculty within the then Faculty of Business held a PhD. By 2007, that percentage had increased to 69.5%. This change was accomplished through the decision to both hire PhDs and to support existing faculty (including sessional, limited term, tenure track and tenured) to upgrade their academic credentials. As a result of this strategy, over the 2003-2008 period, ninety percent of the new hires (46) and all of the tenure stream hires (41) now hold either a PhD (35) or are registered in a PhD program (6); while 5 limited term appointments hold an MBA.

Over the same period there has been a remarkable increase in the research funding within the Ted Rogers School of Management. Faculty grants come from three funding sources: Tri-Council, Governmental Agencies, and from the other private, public and non-for-profit sources. In 2004-5 total faculty support amounted to $1.5 million. By 2007-8, research support from all sources that was generated by faculty attached to the TRSM had increased to $5.6 million – a 3.7 times increase. In addition, the TRSM has received its first Canada Research Chair.

The new building provided an opportunity to bring the four schools and graduate programs together, and the ability to house and facilitate the creation of new innovative research Centres and Institutes. Funding was used to support research intensive faculty and to create connections with external stakeholders (granting councils, other universities, government agencies, private and public sector organizations) as well as to develop profiles for their research.

➤ One aspect of the Quality Initiative in the *Chang School of Continuing Education* has been the investigation, assessment and documentation of the ongoing experience with adult learners through applied research. The Research Advisory Council, with representation from each Faculty was created in winter 2006. The Council is moving ahead with a request for proposals in two areas:
  o Gateway Programming for Internationally Educated Professionals (IEPs)
  o Examining the impact of the distributive model of learning used in the delivery of nursing education, delivering a program at 33 sites across the province, combining classroom and online delivery methodologies to maximize students' access to the courses they require while they continue to work in their profession.

➤ The *Library* primarily supports SRC through Library Collection activities. The Library continued to be an active participant in the Ontario Council of University Library (OCUL) initiatives; as well as the Library worked with the Canadian Research Knowledge Network (CRKN) to support national licensing of scholarly journals in digital form. In addition, the Library invested in journal back-files needed to support new graduate programs. A Digital Services Librarian was hired to ensure timely and seamless linking to this content through the Library's catalogue and Web pages.
A new position of Digital Initiatives Librarian was developed in 2008 to embark on a strategy and business plan for an Institutional Repository. This librarian will work closely with the Office of Research and faculty to develop a repository for scholarly output and Ryerson owned content.

The Library regularly evaluated its collections and services in depth as part of new program proposals submitted to the School of Graduate Studies Program and Planning process. In all cases, deficiencies were identified and remedies recommended. Special funds provided have been used to enhance collections and prepare for further expansion.

Collaboration with the Image Arts faculty resulted in four significant donations of photographic, print, film and image collections, including: the Kodak Canada Archives; the Graver Collection, the Mitchell Collection, and the MacInnis Collection.

Construction has begun on the 4th Floor, which was vacated by Urban Planning in 2007, to create graduate study space, graduate lounges, additional general study space and offices, and a climate-controlled Special Collections area.

### 3. Graduate program development

As noted, growth in graduate programs has been substantial since 2003. Some specific examples of that growth illustrate Ryerson's commitment to the establishment of unique, very high quality, societally-needed multi-disciplinary graduate programs that continue to differentiate it from its peers.

➤ Within the *Faculty of Community Services*, four Master's programs (Early Childhood Education Studies, Nursing, Nutrition Communication, and Social Work) were launched between 2003 and 2007. Competition for the graduate positions is very high and all but one has met its target number of students. As well, a number of RFA members participate in interdisciplinary programs such as Immigration and Settlement Studies (MA) and Environmental Applied Science and Management (MASc).

➤ Since 2003 the *Faculty of Arts* has contributed to the development of the Immigration and Settlement Studies M.A., and the MA and PhD programs in Communications and Culture. As well, an M.A. in Policy and Public Administration, and an M.A. and doctoral program in Psychology to add to their existing Spatial Analysis and International Economics & Finance masters' degree programs. The most recent addition is the M.A. program in Literatures of Modernity developed by the Department of English to begin in 2008.

➤ The *Faculty of Engineering, Architecture and Science* undertook significant quality enhancements of their graduate programs, resulting in a Good Quality status (the highest possible OCGS cyclical review assessment status) of their Electrical and Aerospace Engineering graduate programs. The three other engineering graduate programs are undergoing the scheduled OCGS quality review processes in 2007/08, and all are expected to be successful.

The Faculty intends to develop and implement such inter-Faculty and intra-Faculty academic programs as Building Science, Safety Engineering, and Biomedical Engineering, Multi-media Arts and Technology, and Engineering Innovation Management. These programs are a few examples of inter-Faculty multi-disciplinary programs currently being pursued.

➤ Since April 2004 four new graduate programs were implemented in the *Faculty of Communication and Design (FCAD)*:

   o **M. Journalism (Fall07)**
   o **M. Media Production (Fall07)**
   o **MFA Documentary Media (Fall07)**
   o M. Photo Preservation (Fall05**)**

➤ A key component of the Business Faculty's academic plan was the decision to develop and implement graduate programs within what is now the *Ted Rogers School of Business Management (TRSBM)*. This objective was realized in 2006-7 with the successful implementation of three

graduate programs with specializations in Marketing, International Business, Retail and Commercial Development and Human Resources Management, as well as an MBA/MMSc in the Management of Technology and Innovation with specializations in Information Systems Management, Supply Chain Management and Media Management.  In the initial year, the total enrolment in the program was 60 (36 FT and 24 PT) with an average GMAT of 573.  In the second year of operation, both the quality and number of registrants increased to 129 (62 FT and 67 PT) with an average GMAT score of 595.

## 4.  Reputation Enhancement

The enhancement of Ryerson's reputation has been a strategic priority during the last Academic Planning period.  Reputation enhancement is being realized by the enhancement and certification of quality (accreditation), the building of external relationships and the increased visibility/presence of the faculty and their activities.  Connections with Ryerson University alumnae and the cultivation of partnerships with external groups have also been instrumental in building its reputation as a city institution.  Ryerson's improved reputation will inevitably lead to positive outcomes that can and will include increased student quality at the graduate and undergraduate level,  increased ability to attract high quality faculty, and fund raising.

➢ The quality enhancements the *Faculty of Engineering, Architecture and Science*  undertook to improve the content and curriculum of their undergraduate programs have resulted in achieving the highest possible accreditation status for all of Engineering and Computer Science programs, based on external peer-review processes.

➢ The remarkable growth of the Faculty of Arts since 2001 has brought over 1,600 new undergraduate students to Ryerson to participate in the innovative programming offered in the Faculty, many of them with exceptional GPA averages. It has likewise attracted over 150 graduate students, and over ninety new and highly qualified faculty, including several at open rank. The Faculty's research publication output continues to enhance Ryerson's reputation in the Academy as well, and contributes to its reputation as an attractive institution for graduate studies.

➢ The *Faculty of Community Services* has seen an increase in overall application numbers, which is a reflection of their growing reputation within the post secondary sector.  In addition, Alumni associations have been established in the Schools of Child and Youth Care, Disability Studies, Health Services Management, and Nursing.  The establishment of these associations is a further indication of the Faculty's growing popularity.  A number of RFA members in all Schools are actively involved with various professional associations at the local, national and international levels.

➢ The *Faculty of Communication and Design* contributed greatly to the reputation of the Faculty and the University through 3 key milestone/events during this period:

  o Donation of the Black Star Collection (about 300,000 photographs representing the 20th century) which was the largest cultural donation given to a university in Canada;
  o Creation of  the first  High Definition studio in a Canadian University; and
  o Funding for 3 endowed research chairs.

➢ A major priority for the *Ted Rogers School of Management* is to invest in building the reputation and brand of the School.  Currently, there is a general lack of understanding of the School and the quality of its programs and students.  The major branding and communication project is being conducted in parallel with a branding exercise by University Advancement.  The results of the study will enable TRSM to create and clarify the TRSM Brand and communicate it effectively across a number of constituencies.   The School has hired a Coordinator of Events and Facilities to oversee the management of the building and to use the building and its facilities for academic, student, business and community events (e.g., the Toronto-Montreal Business Summit).  This means both building and establishing the brand and reputation of TRSM and Ryerson in the broader community.   A critical component of their effort is the strengthening of alumni relations. At the graduate level, this will be a critical factor in the ranking of the MBA programs.

➢ The *Chang School* has invested in several reputation-enhancing partnerships /projects that build Ryerson's profile as "leaders in learning" and raises awareness of today's Ryerson. In Fall 2006, The Chang School initiated in-depth research to measure awareness of The Chang School and understanding of Ryerson University's current mandate with the senior Human Resources professionals in the health care, retail, financial services and public sectors. The research confirmed a low level of awareness of both Ryerson and The Chang School. As a result of these findings, The Chang School has invested in profile-raising, reputation building initiatives through strategic partnerships, promotion of programs, and investment in a communications strategy to reach stakeholders via media and speaking opportunities at targeted events.

An alliance formed with Ontario Telemedicine Network OTN in Summer 2007 will provide the Chang School with access to classrooms, high-speed networks, and video-conferencing equipment within virtually all hospitals in Ontario. This allows The Chang School to deliver programs in a direct and cost-effective manner to under-served communities so that nurses can continue to provide health care to their communities while completing their degrees.

The Financial Institutions Advisory Council (FIAC) was struck in Fall 2006 to create an ongoing dialogue between Financial Institutions sector leaders and the University that will contribute to addressing present and future talent needs that can inform curriculum development and identify opportunities for the following:
- o accelerating the integration of internationally educated professionals (IEPs) into the labour market at a level commensurate with their education and work experience
- o strategic workforce skill development
- o co-op program and internship opportunities
- o mentoring, recruitment, and placement opportunities

➢ Space planning continues to preoccupy *Library* management.  The 2005 Long Range Space Planning report, articulated a 70% library space deficit.  This report provided significant input to the University Master Plan.  Infrastructure and space, along with operational budget increases, are necessary for appropriate Library growth and development and are key to the University's reputation.

## Summary

Each of the Faculties, Departments, Schools, the Library and The Chang School are continuing to work on their objectives as laid out in the 2003 Academic Plan. Ryerson is now in the process of taking that progress and energy and building on it as the next five year plan is developed. Overall, Ryerson has proven that it has the energy to change in extraordinary ways, and all the time and dedication of the faculty, staff, administration and students is greatly appreciated and obvious. All have truly been evolving, advancing and Learning Together.