

The logo for Ryerson University, featuring the text "RYERSON UNIVERSITY" in white, uppercase, sans-serif font on a black rectangular background. To the right of the black background is a vertical grey bar.

**RYERSON
UNIVERSITY**

SENATE MEETING AGENDA

Tuesday, May 4, 2010

SENATE MEETING AGENDA

[REVISED]

Tuesday, May 4, 2010

4:30 p.m. Light dinner will be served.
5:00 p.m. Meeting starts (in the Commons – POD-250)

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
4. Minutes of Previous Meeting
Pages 1-4 **Motion 1:** *That Senate approve the minutes of the April 6, 2010 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports:
 - 7.1 Report of the President
Pages 5-6
Pages 7-13
 - 7.1.1 President's update
 - 7.1.2 Achievement Report
 - 7.2 Report of the Secretary
 - 7.3 Committee Reports
Pages 14-17
 - 7.3.1 Academic Governance and Policy Committee Report
W2010-4
Motion #1: *That the Senate approve the Statement on Freedom of Speech*
Motion #2: *That Senate approve the nominees for Senate standing committees as presented in this report.*
 - 7.3.2 Shaping our Future: Academic Plan Update for 2008-2013
 - 7.3.3 Report of the Senate Learning and Teaching Committee –
W2010-1

Pages 70-89

7.3.4 Academic Standards Committee Report – W2010-2

Motion #1: *That Senate approve the periodic program reviews of the Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering programs.*

Motion #2: *That Senate approve the periodic program review of the Retail Management program with the condition stated in the ASC Evaluation.*

Motion #3: *That Senate approve the Certificate in Music: Global and Cultural Contexts.*

Motion #4: *That Senate approve the Certificate in Program and Portfolio Management.*

Motion #5: *That Senate approve the Certificate in Public Administration and Leadership.*

Motion #6: *That Senate approve the Certificate in Public/Private Management and Governance.*

Pages 90-102

7.3.5 Academic Standards Committee Report – W2010-2
[Addendum]

Motion #7: *That Senate approve the proposed common Arts platform and the resulting curriculum changes to the SSPs conditional upon the terms of the agreement outlined in the ASC Evaluation Section.*

Motion #8: *That Senate approve the new undergraduate program in English leading to the Bachelor of Arts (English) degree.*

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|---------------|------------|---|
| | 8. | Old Business |
| Pages 103-108 | 8.1 | Memo from English Bylaw |
| Page 109 | 8.2 | Membership of Ad hoc committee – Fall Study Break |
| | 9. | New Business as Circulated |
| | 10. | Members' Business |
| | 11. | Consent Agenda |
| Pages 110-111 | 11.1 | School of Graduate Studies: <i>Complex program changes in Psychology, Communication and Culture and Spatial Analysis (for information only)</i> |
| | 12. | Adjournment |

MINUTES OF SENATE MEETING TUESDAY, April 6, 2010			
MEMBERS PRESENT:			
Ex-Officio:	Faculty:		Students:
K. Alnwick	A. Anderson		A. Ahmed
C. Cassidy	A. Bal	A. Lindgren	K. S. Baig
G. R. Chang	P. Corson	N. M. Lister	T. Jhuman
D. Doz	V. Chan	J. Macalik	J. McLarnon
G. Fearon	D. Checkland	A. Mitchell	A. Nofal
U. George	Y. Derbal	G. Mothersill	N. Rawdah
L. Grayson	M. Dionne	C. Mooers	L. Salvador
K. Jones	F. Donald	M. Panitch	C. Samuelsson
M. Lachemi	D. Elder	K. Tucker Scott	A. West
H. Lane Vetere	A. El-Rabbany	A. Saloojee	N. Williams
M. Lefebvre	S. Espin	N. Thomlinson	
S. Levy	P. Goldman	J. Turtle	
A. Shepard	M. Haider	K. Webb	
P. Stenton	G. Kapelos		
A. Venetsanopoulos	M. Kolios		
M. Yeates	V. Lem		
M. Zeytinoglu	J. Leshchyshyn		
Senate Associates:			Alumni:
P. Monkhouse			P. Nichols
C. Smith			A. Rasoul
F. Tang			
REGRETS:		ABSENT:	
M. A. Aumeer		T. Hassan	
M. Dewson		A. Levin	
F. Gunn		V. Quan	
O. Ijiwoye		S. Reaburn	
A. Kahan		A. Sharif	
A.M. Singh		O. Taha	
C. Stuart			

Awards presentations were made to the following recipients.

- Faculty Service Awards –
 - Martin Antony, Department of Psychology
 - Myer Siemiatycki, Department of Politics and Public Administration
 - Jason Lisi, School of Graphic Communications Management
 - Kathryn Woodcock, School of Occupational and Public Health
 - Alagan Anpalagan, Department of Electrical and Computer Engineering
 - Noel George, Department of Chemistry and Biology
 - Saeed Zolfaghari, Department of Mechanical and Industrial Engineering
 - Norman Shaw, Ted Rogers School of retail Management
- Counsellor Award – Diana Brecher
- Librarian Award – Diane Granfield
- Errol Aspevig Award for Outstanding Academic Leadership – Maurice Yeates

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

3. Announcements

4. Minutes of Previous Meeting

Motion 1: *That Senate approve the minutes of the March 2, 2010 meeting*
N. Thomlinson moved, M. Dionne seconded.

Minutes approved.

5. Matters Arising from the Minutes - None

6. Correspondence

6.1 Correction to Ombudsperson's report (2008-2009)

7. Reports:

7.1 Report of the President

7.1.1 President's update – Reported on budget in addition to written report.

7.1.2 Achievement Report

7.1.3 Announcement of Honorary Doctorates – Deferred to May Senate meeting.

7.2 Report of the Secretary

7.2.1 Results of election for Senate Priorities Committee (2010-2011)

7.3 Committee Reports

7.3.1 Academic Governance and Policy Committee Report #W2010-3

Motion #1: *That the Senate amend Bylaw section 3.3.1:*
“Senate: Elections shall be held annually before March 1”,
to read: “Senate: Elections shall be held annually before
April 1.”

J. Leshchyshyn moved, H. Lane Vetere seconded

Motion approved.

Motion #2: *That Senate approve the Department of English Council Bylaw.*

M. Dionne moved, N. Thomlinson seconded.

Motion approved

Discussion of Statement on Freedom of Speech – April 5, 2010 revision distributed. Minor changes should be sent to Secretary. Final version will be brought back to Senate for approval.

8. Old Business – There was a request at the January 26, 2010 meeting to discuss the difference between the use of the terms “department” and “school”. It was discussed by the AGPC and it was determined that there would be no action on this item.
9. New Business as Circulated - none
10. Members’ Business
 - 10.1 Fall Reading Break: Additional notes were distributed at the meeting.

Motion #1: *That Senate endorse, in principle, the creation of a fall reading break in the first week of November, starting in the 2011-2012 academic year.*

N. Williams moved, C. Samuelsson seconded.

Motion amended to include consideration of other options.

Motion approved

Motion #2: *That an Ad Hoc committee, consisting of:*

- Registrar, as Chair (with power to add)
 - Secretary of Senate
 - 1 designate from each faculty, including the School of Graduate Studies
 - 1 Chang school representative
 - 2 RSU representatives
 - 1 CESAR representative
- be struck to determine an implementation strategy and report back to Senate no later than October, 2010.*

N. M. Lister moved, N. Williams seconded

Motion approved

10.2 Question asked about how the new Senate is working. Members asked to send input to D. Checkland, Vice Chair.

- 11.** Consent Agenda
From the G. Raymond Chang School of continuing education:
New elective: *Sustainability: Topics and Trends* (CKSS201)
- 12.** Adjournment – Meeting was adjourned at 6:35 p.m.

Respectfully submitted,



Diane R. Schulman, PhD
Secretary of Senate

Ryerson University Senate

President's Update for the meeting of: May 4, 2010

Thank you: With the 2009-10 academic session coming to a close, I extend sincere thanks to members of Senate for your continuing commitment to Ryerson quality and progress, including support for the development of our academic governance. Given that this is the first year of implementation, I encourage members of Senate to share comments with David Checkland, in the interest of building a long-term foundation for the future of our university.

Board of Governors Elections: For the information of Senate, I am pleased to introduce the newly-elected members of the Board of Governors joining us effective September 1, 2010. Representing students: Naeem Hassen, George Phu, and Darius Devon Sookram; representing teaching faculty: Dr. Dave Valliere; representing administrative staff: Cathy Faye. Elections for alumni Board members will take place from June 21 to July 5, 2010.

Interim Vice-President, Research & Innovation: On April 14th the appointment of Dr. Carla Cassidy, Dean, Faculty of Arts, was announced to the community. Dr. Cassidy will serve in the position from July 1, 2010 to June 30, 2011 and brings to her new responsibilities a record of exceptional academic and administrative leadership in advancing growth and success in Ryerson programs and research [see http://www.ryerson.ca/ryersontoday/stories/20100414_intvpri.html].

YWCA Woman of Distinction for Education: The impact of programs advancing inclusion and recognizing the importance of *Spanning the Gaps* as developed by Rona Abramovitch, Ryerson Outreach and Access Advisor, continues to be celebrated as a key initiative making a difference [see <http://www.parentcentral.ca/parent/education/post-secondary/article/793089--ryerson-professor-honoured-for-programs-for-at-risk-youth>].

Student Year-End Events: I am very pleased and proud to acknowledge the highly anticipated presentations showcasing student academic achievement, talent and the Ryerson 'edge.' I am also proud of our annual student awards events, and congratulate the Ryerson Students' Union for its leadership hosting the Student Life Award Gala on April 13th; and our student-athletes whose achievements celebrated at the Athletic Banquet this year were notable not only for historic progress in sports, but for an overall rise of one point in average academic GPA.

25-Year Club: On May 12th, 2010 we will honour long-service Ryerson faculty and staff whose contributions have played a significant part in the development of the university over a period of remarkable progress and change. The annual event inducts new members and welcomes 25-Year Club members from former years, and continues to grow in attendance and involvement from esteemed members of our community.

Science Interactive 2010: Ryerson presents a day of science adventure on May 8th as part of the larger GTA Science Rendezvous initiative. Special thanks to Dr. Chris Evans and all our faculty, students and community members involved in bringing Ryerson science to the public. In view of our increasing achievement and aspirations in science, this is a significant event for increasing public awareness [see <http://www.sciencerendezvous.ca/ryerson/>].

Associations and Government Relations:

March 24, 2010: The Hon. Dwight Duncan, Ontario Minister of Finance, was on campus to make a pre-budget announcement regarding an improvement in the province's deficit position.

March 25, 2010: I attended a dinner for Mayor David Miller hosted by Dr. David Naylor, President, University of Toronto, and Dr. Ilse Treurnicht, CEO, MaRS Discovery District.

March 29, 2010: At the Empire Club, I was a head table guest for a speech by the Hon. Dwight Duncan, Ontario Minister of Finance.

March 29, 2010: We met with Michael Williams, General Manager of Economic Development, Culture and Tourism Division of the City of Toronto.

March 31, 2010: I was a guest on CBC radio's Metro Morning to talk about Ryerson initiatives.

April 1, 2010: Ryerson hosted Christine Elliott, MPP Whitby-Oshawa, on campus for a presentation on university initiatives and a visit to the Digital Media Zone.

April 5, 2010: As Chair of the Council of Ontario Universities (COU), I hosted a dinner meeting of Ontario Executive Heads to discuss system issues.

April 11-12, 2010: At the national level, I attended the Association of Universities and Colleges of Canada (AUCC) Board Retreat in Mont-Saint-Hilaire, Quebec.

April 17, 2010: At the invitation of the Downtown Yonge BIA, Ryerson made a presentation on "Creating and Achieving a Vision" to the International Downtown Association (IDA) Leadership Retreat, hosting over 100 leaders from downtown organizations across the U.S. and Canada.

President's Congratulations: As noted in my last update, given the success of our website in reporting stories of Ryerson achievement, I will no longer be including a list in these reports. Members of Senate are encouraged to set a bookmark for <http://www.ryerson.ca/ryersontoday>.

RYERSON ACHIEVEMENT REPORT

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

Events

President Sheldon Levy officially opened Ryerson's new Digital Media Zone (DMZ) at a news conference and open house for the Ryerson community. The DMZ provides university students with the opportunity to develop their digitally based ideas into consumer products with help from mentors and industry. The *Globe and Mail* ran a feature story on the Digital Media Zone quoting **President Levy, Valerie Fox**, Director, Innovative Technology Solutions, graduate student **Jonathan Ingham**, and post doctoral student **Hossein Rahnama**. **President Levy** also spoke to the *Toronto Star*, *Toronto Sun* and BNN-TV's *Market Morning*. CBC Television News, BNN-TV, CBC Radio's *Here and Now*, Rogers Television, CHCH News, Tech Vibes, Mediacaster, Toronto News 24 and TMC net all reported on the opening. *The Mark* mentioned the Digital Media Zone in an article on youth-driven innovation in Canada.

MEDIA APPEARANCES

President Sheldon Levy appeared on CBC Radio *Metro Morning* discussing the Sports and Recreation Centre at Maple Leaf Gardens.

President Levy was quoted in the *Globe and Mail* on the topic of international enrolment in post-secondary institutions.

A *Globe and Mail* column on the Toronto mayoral race posited **President Levy** as an ideal candidate.

The *Globe and Mail*, *Toronto Star*, and *Metro* profiled **Rona Abramovitch**, outreach and access advisor and founder of Ryerson's Spanning the Gaps programs who was recently named YWCA's Woman of Distinction for Education in recognition of her work in removing barriers to higher education for youth and adults.

CP24, CFTO, CTV News, *Daily Commercial News*, the *Globe and Mail* and *Toronto Sun* reported on the renovations to build the new Ryerson University Sports and Recreation Centre at Maple Leaf Gardens.

Patrice Dutil, Politics and Public Administration, spoke to CJBC, CBON and SRC-TV's *Les coulisses du pouvoir* about the Harmonized Sales Tax. He also appeared on CBOF-FM (Ottawa) discussing families and income tax.

Myer Siemiatycki spoke to the *National Post* about the TTC's town hall meeting, and appeared on Global and CICT-TV discussing the Helena Guergis scandal. He commented in the *Durham*

Business Times about voter turnout and in the *National Post* about the 2006 election in Vaughan. He also spoke to Global News, the *Globe and Mail*, CJBC and CBC.ca about Toronto's mayoralty race. He was quoted in the *Globe and Mail* about the legacy of Toronto Mayor David Miller and, in another instance, on Toronto and demographic shifts.

Media Production graduate student **Jane Mitchinson-Schwartz** published an op-ed piece in the *Waterloo Region Record*.

A *Globe and Mail* article mentioned the annual Toronto Screenwriting Conference taking place at the Ted Rogers School of Management.

April Lindgren, Journalism, spoke to Global News about emergency scanners and their use in reporting breaking stories. She also publishes a regular column in *Metro*.

Chuck Chakrapani, a senior research fellow in the Centre for the Study of Commercial Activity, spoke to Ledevor.com about the effectiveness of telephone surveys.

James Norrie, associate dean, administration, Ted Rogers School of Management, was quoted in the *Toronto Star* and on Parentcentral.ca about "haulers": teens who showcase their birthday presents or shopping purchases on social networking sites and YouTube. He appeared on CFMJ-AM's *John Oakley Show* discussing the new Nike ad featuring Tiger Woods.

The Canadian Press, *Cape Breton Post*, *Guelph Mercury* and *Waterloo Region Record* profiled Fashion alumna and past *Project Runway* finalist **Jessica Biffi** and her new fashion collection for plus-sized women.

Cottage Country Now quoted **Jason Nolan**, Early Childhood Education, on texting.

The *Prince George Citizen*, *Leader-Post* and *Vancouver Province* reported on a Ryerson research study on the benefits of volunteer programs for both employers and employees.

Wendy Cukier, associate dean, academic, Ted Rogers School of Management, published an article in *Metro* about Canada's growing diversity.

The *Hamilton Spectator* quoted Ryerson student **Amna Malik**, in an article on kosher foods.

Judith Sandys, interim director of the School of Social Work, spoke *Mississauga News* about the legacy of community activist Cheryl Gulliver.

CBQ-FM (Thunder Bay) and CBCS-FM (Sudbury) reported that CAW-Sam Gindin Chair in Social Justice and Democracy **Judy Rebick** participated in a news conference marking the 40th anniversary of mercury poisoning in Grassy Narrows. She also spoke to the *Toronto Star* about daycare, and in a separate article on new stirring in the women's movement. She appeared on CBC-Radio's Q discussing lack of media coverage of International Women's Day, and published an article in *Presse-toi a gauche* on the topic of Israeli Apartheid Week.

Lynn Lavallee, Social Work, spoke to CHON-FM (Whitehorse) about a tool kit she developed to encourage more First Nations, Inuit and Métis culture in sports and recreation programs.

The *Toronto Star* reported on a class assignment given by **Paul Bedford**, Urban and Regional Planning, on the topic of 100-year visions for Toronto. Bedford is a former Chief Planner at the City of Toronto.

One India profiled **Michael Kolios** and his research on ultrasound in the treatment of cancer.

Wayne Macphail, Journalism, published an article in the *Hamilton Spectator* about the new iPad. He also appeared on CBC News Now on the topic.

The *National Post* profiled the **School of Fashion** and its upcoming Mass Exodus show.

Catherine Middleton, Ted Rogers School of IT Management, commented on Canada's broadband research in the *Globe and Mail*.

WaterTech reported that a **team of Ryerson chemical engineering students** have designed a new wastewater treatment system to remove traces of pharmaceuticals.

Arne Kislenko, History, spoke to CBC's *The National* about US national security and screening processes for travelers.

Bravo's *Arts and Minds* profiled Distinguished Visiting Practitioner **Will Alsop**, Architectural Science.

Richard Grunberg, Radio and Television Arts, was quoted in an IT Business article on 3D televisions.

The *Toronto Star* reported on a Ryerson study of retail behaviour and rewards programs.

A *Globe and Mail* article on 3-D productions mentioned that RTA alumni **Corey Peck, Jon Shelson** and **Ross Hayes Citrullo** had produced a 3-D short during their Ryerson studies that was shown at Canadian Music Week in March.

Gabor Forgacs, Ted Rogers School of Management, spoke to Canoe Live about the closure of Skyservice. He was also quoted in *Travel Procurement* about revenue management strategies.

Professor Emeritus **Kathy Cleaver**, School of Fashion, was quoted in the *Ottawa Citizen*, *St. Catharines Standard*, the *Times-Colonist* and the *Province* about the Joe Fresh line of Canadian clothing and its use of diverse models while presenting its fall collection at Toronto Fashion Week.

Janice Neil, Journalism, spoke to the *Globe and Mail* about the departure of Barbara Budd from CBC Radio.

Randy Boyagoda, English, reviewed *In the Fabled East* in the *Globe and Mail*.

Professor Emeritus **Jim Mars**, Urban and Regional Planning, spoke to CFRB about the possibility of introducing tolls on Toronto roads, and to CBC.ca about Toronto congestion costing Canadians \$5 billion.

A short *National Post* profile on alumna **Erynn Shannon** highlighted Ryerson's 12-month MBA program.

Deborah Fels, Ted Rogers School of IT Management, appeared on G4TECH-TV discussing her research on telbotics.

Robert Ott, Chair of the School of Fashion, was quoted in the *London Free Press*, *Edmonton Sun* and *Toronto Sun* regarding four recent Fashion alumni, **Freda Audrey Tam, Jennifer Allison, Angelene Fenuta and Sheila Lam**, who were showcased during LG Fashion Week. The Canadian Press, CJBC-AM's *Y A Pas Deux Matins* and Dose.ca also reported on the young alumni. The *National Post* profiled alumna **Jules Power** and her LG Fashion Week collections.

The *Timmins Daily Press*, *London Free Press*, *Pembroke Observer* and *Toronto Sun* profiled **Alison Matthews David** and her research on health hazards relating to fashion, such as stilettos leading to ankle injuries, and worse.

Alexandra Bal, Image Arts, spoke to the *Toronto Star* about 3-D filmmaking.

CBC Radio's *Here and Now* reported that a **group of students from the Department of History** presented research on intelligence-related issues to CSIS staff in Ottawa.

Ryerson student **Amna Malik** spoke to the *Toronto Star* about kosher foods.

The *Toronto Star* profiled Ryerson student **George Emmanuvel**, who is the director of Kalaikal Creative Arts.

The *Wellington Advertiser* reported that **Bin Wu**, Electrical Engineering, would lead the WindTech research and development project.

Ryerson students commented on the Ontario budget on CBC Radio, including *Metro Morning*, *Ontario Morning*, *Ottawa Morning*, the *Early Shift*, *London News* and the *Great Northwest Hour*. **Bryan Evans**, Politics and Public Administration, spoke to Canoe Live about the budget announcement. **Patrice Dutil**, Politics and Public Administration, discussed the budget on CBLFT-TV's *Le Telejournal Ontario*.

James Norrie, associate dean of Administration at the Ted Rogers School of Management, appeared on CFMJ-AM's *John Oakley Show* and CAW-Sam Gindin Chair **Judy Rebick** spoke to CBC Radio's *Q* discussing television personality Ann Coulter and her Canadian lecture tour. Ryerson students were interviewed by Canoe Live regarding Coulter's cancelled visit to the University of Ottawa.

The *Toronto Star* made mention of the **Project Management Bootcamp** at the G. Raymond Chang School of Continuing Education.

CKGL-AM reported on a Ryerson study of the worst pedestrian roads in the world.

The *Globe and Mail* reported on research on disasters co-authored by **Rachel Dodds**, Ted Rogers School of Hospitality and Tourism Management.

Rogers Communication Distinguished Visiting Professor Chair **Jeffrey Dvorkin**, School of Journalism, appeared on CFYK-AM, CBVE-FM, CBI-AM, CBQ-FM, CBL-FM and CBE-AM discussing the dispute between cable providers and broadcasters. He also spoke to CFMJ-AM's *John Oakley Show* about Mayor David Miller's budget surplus announcement.

Sally Kotsopoulos, Early Childhood Education, spoke to Global News and CKPR-TV about Premier Dalton McGuinty's continued support of daycare in Ontario.

A CBC *The National* segment on racism and multiculturalism on Canadian campuses mentioned Ryerson.

The *City Centre Mirror* reported that the RU Green initiative won an award for encouraging green initiatives.

Dave Valliere, Ted Rogers School of Management, published an article in the *National Post* on Canada's innovation performance and productivity.

Judy Rebick and **Jeremy Bagnall**, President of the RSU, appeared on RCI's *Tam-Tam Canada* discussing the report of the Task Force on Anti-Racism at Ryerson.

CBUF-FM (Vancouver), the *Toronto Star*, *Globe and Mail*, *National Post*, *Full Comment* and *Small Dead Animals* reported on the findings of the Ryerson Task Force on Anti-Racism.

A third-year nursing student was quoted in the Canadian Press and on CBC.ca regarding racism on Ontario campuses.

Suane Kelman, Journalism, spoke to CityTV News and CBC Radio's *As It Happens* about CRTC's ruling on broadcasting fees.

Melanie Panitch, Disability Studies, was quoted in PR-USA.net about the funding announcement by the Minister of Human Resources and Skills Development Diane Finlay regarding Canadians with disabilities.

The *Phone Report* reported on the first annual BlackBerry Green Application Challenge held by the **Ryerson Entrepreneurship Green Team** and industry partners.

The *Welland Tribune* profiled Ryerson Journalism student **David Pilach**, who has been active in the gay rights movement.

An *Orillia Packet & Times* article made mention of **Ryerson's rowing team**.

Avner Levin, director of Ryerson's Privacy and Cyber Crime Institute, and Chair of the Law and Business Department, spoke to the *Toronto Star* about high-tech copy machines being a gold mine for data thieves.

Alex Gill, Politics, commented in the *Globe and Mail* on corporate donations.

Global News and Headline News (CHFD-TV) interviewed **Joyce Smith**, Journalism, and **Nora Loreto**, Editor of the Ryerson Free Press, about Prime Minister Stephen Harper's bid to attract younger voters with his first Q & A on YouTube. **Suanne Kelman**, Journalism, spoke to the *Globe and Mail* about the Q & A.

A *Toronto Star* op-ed piece by columnist Haroon Siddiqui mentioned the Ryerson Diversity Institute and founder **Wendy Cukier**, associate dean, Ted Rogers School of Management

Helen Henderson, a Disability Studies student, publishes regular articles in the *Toronto Star*.

CBC News, *First Local* (Rogers - London) and the *Kelowna Daily Courier* reported that a group of Aboriginal high school students took part in "Be a Food Researcher for a Week" internships, which included workshops at Ryerson. The *Winnipeg Free Press* quoted **Subratim Ghosh**, a Ryerson post-doctoral fellow in food science, in its coverage of the event.

Hazmat Magazine reported on research by **Vanessa Magness**, Ted Rogers School of Management, on market reaction to environmental accidents.

The star.com reported on the Emoti-Chair.

Margaret Yap, Ted Rogers School of Management and director of the Diversity Institute at Ryerson, was quoted in *Canadian Immigration News*, *Kirkland Lake Northern News*, *St. Catharines Standard* and *Daily Miner & News*, on Canada's increasing diversity.

Kazik Radwanski, spoke to CBC Radio's *Metro Morning* regarding his films bring screened at Ryerson. *Perth EMC* also reported on the event.

Catherine Frazee, School of Disability Studies, spoke to the *Vancouver Sun*, CBU-AM's *On the Coast* and *Vancouver News* about the Out from Under exhibit in Vancouver. She and **Kathryn Church**, also of the School of Disability Studies, were also quoted in *Ming Pao Vancouver*.

G4TECHTV reported on the opening of **Studio D**, a high definition studio for the School of Radio and Television Arts.

Murtaza Haider, Ted Rogers School of Management, appeared on Rogers' *Goldhawk* discussing urban sprawl.

Sandeep Agrawal, Urban and Regional Planning, spoke to OMNI News South Asian Edition about Canada's increasing diversity. He appeared, with **Tariq Amin-Khan**, Politics and Public Administration, on Canoe Live discussing Canada's population growth.

Metro reported that Ryerson Interior Design students **Katy Adler** and **Jeff Cogliati** won the Mount Pleasant Cemetery Bicycle Rack Design Competition.

Brent Barr, Ted Rogers School of Management, spoke to *Canadian Business* about private-label brands and brand loyalty.

David Tucker, Chair, Radio and Television Arts, published an article in *The Mark* regarding the Oscars and corporate branding.

Network World reported on a study by **Rob Babin**, Ted Rogers School of IT Management, on the future of IT talent in Canada.

Canada.com reported that Ryerson student **Katarzyna Blaszk** and a team of students from various universities won the design competition for a re-imagined Canada Science and Technology Museum.

Prepared by the Office of Public Affairs

**Report of the Academic Governance and Policy Committee
#W2010 -04
May 4, 2010**

1. Statement on Freedom of Speech

The Committee first submitted a draft Statement on Freedom of Speech to Senate for discussion at the January 26, 2010 meeting. An email address (freedomofspeech@ryerson.ca) was set up to receive comments on the draft, and the comments that were received are appended to this report. The Committee reviewed the comments and presented a new draft to Senate at the April 6, 2010 meeting. A slight amendment was made by the Committee to the final sentence of the statement.

It is understood that this statement is to be considered within the context of all other Ryerson policies addressing matters related to freedom of expression, behaviour, discrimination and harassment.

The Committee now presents the Ryerson University Statement on Freedom of Speech for its approval.

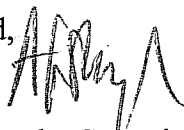
MOTION 1: That Senate approve the Statement on Freedom of Speech.

2. Nomination Report

The Nominating Committee of the AGPC brings the attached slate of nominees for Senate standing committees for 2010-11. The report only lists those who are nominated to either a repeat or a new term on a committee, and does not reflect the entire committee composition. Once approved, the composition of all Senate committees will be posted on the Senate website.

MOTION 2: That Senate approve the nominees for Senate standing committees as presented in this report.

Respectfully Submitted,



Alan Shepard, Chair, for the Committee

Keith Alnwick, Carla Cassidy, Murtaza Haider, Olufemi Ijiwoye, Jurij Leshchyshyn, Jana Macalik, Melanie Panitch, Diane Schulman, Asif Sharif, Claudette Smith, Carol Stuart, John Turtle, Heather Lane Vetere, Andrew West

RYERSON UNIVERSITY SENATE

May 4, 2010

Statement on Freedom of Speech

*In the toil of thinking; in the serenity of books; in the messages of prophets, the songs of poets and the wisdom of interpreters; in discoveries of continents of truth whose margins we may see; we delight in free minds and in their thinking.**

Ryerson embraces unequivocally the free exchange of ideas and the ideal of intellectual engagement within a culture of mutual respect. It is a powerful ideal that encompasses every dimension of the University. Everyone who is part of the University, as well as guests and visitors, has a role to play in this shared enterprise. This responsibility extends to both proponents and detractors of any idea or point of view. Recognizing and respecting diversity of people, thought and expression are essential and an integral part of the ideal.

*In the majesty of the moral order; in the faith that right will triumph; in the courage given us when we ally ourselves to truth in any form; in the privilege of being co-workers in good causes; we celebrate the unseen goals we share and serve.**

In order to achieve and sustain Ryerson's ideal, members of its community must have freedom of thought and expression, freedom from harassment or discrimination and the freedom to consider, inquire, and write or comment about any topic without concern for widely held or prescribed opinions. This right to freedom of thought and expression inevitably includes the right to criticize aspects of society in general and the University itself.

Ryerson does not avoid controversies, difficult ideas, or disagreements over deeply held views. When such disagreements arise within the University or within a broader social context, the University's primary responsibility is to protect free speech within a culture of mutual respect. The right to freedom of speech comes with the responsibility to exercise that right in an atmosphere free of intimidation and in an environment that supports the free speech rights of those with opposing views.

While Ryerson is committed to freedom of thought and the free exchange of ideas, it is also recognized that there are limits to the right of free speech that are recognized in the Charter of Rights and Freedoms. The University may act when speech on campus is used in a way that is itself unlawful or prevents the lawful exercise of free speech by others.

*Let us build a world safe from war and oppression, free and satisfying, one that ultimately furnishes answers for us all.**

**Ryerson Invocation, 1990*

**SENATE STANDING COMMITTEES 2010-11
NOMINATION REPORT
May 6, 2010**

ACADEMIC GOVERNANCE AND POLICY COMMITTEE (Members must be Senators)			
Faculty	TRSM	Rupa Banerjee	Business Management
	FCAD	Alexandra Anderson	Image Arts
	FCS	Lynn Lavalee	Social Work
Students	Undergraduate	Kemoo El Sayed	Civil Engineering
	Undergraduate	Liana Salvador	Nursing
	Graduate	Mariam Munawar	Business Management
AWARDS & CEREMONIALS COMMITTEE			
Faculty	TRSM	Kernaghan Webb	Business Management
	FCAD	Marta Braun	Image Arts
	FCS	Donald Rose	Nursing
	FEAS	Simant Upreti	Chemical Engineering
Chair/Director/Dean	Arts	Carl Benn	Chair, History
	FEAS	Chris Evans	Associate Dean
Chang School		Peter Monkhouse	Program Director
Students	Undergraduate	Maricruz Rodriguez	Criminal Justice
	Graduate	Amanda Alaica	Civil Engineering
ACADEMIC STANDARDS COMMITTEE			
Faculty	FCAD	Suanne Kelman	Journalism
	TRSM	Jane Saber	Business Management
	TRSM	Tim McLaren	ITM
	FEAS	Jacob Friedman	Mechanical & Industrial Eng
Student	Undergraduate	Andrew West	Politics and Public Administration
	Undergraduate	Jennifer Cartwright	Business Management
SENATE SCHOLARLY RESEARCH AND CREATIVE ACTIVITY COMMITTEE			
Faculty	Arts	Wade Pickren	Psychology
	TRSM	Kernaghan Webb	Business Management
	FCS	Beth McCay	Nursing
	FEAS	Guangjun Liu	Aerospace Engineering
Student	Undergraduate	Crystal Leverman	Health Services Management
	Graduate	Charles Sule	Environ App Science & Management
SENATE APPEALS COMMITTEE			
Faculty	Arts	Patrice Dutil	Politics
	FCS	Kileen Tucker-Scott	Nursing
	TRSM	Peter Pille	ITM
	FEAS	Darrick Heyd	Chemistry & Biology
	FEAS	Saeed Zolfaghari	Mechanical & Industrial Eng
	FEAS		
	Chang School	Maureen Reed	Psychology
Students	Arts	Jaclyn Dell'Unto	Psychology
		Idil Omar	Arts & Contemporary Studies
	TRSM	Aisha Nofal	Business Management
		Mitchell Silber	Business Management
	FCS	Kateryna Aksenchuk	Nursing
		Deep Jaiswal	Nursing

	FCAD	Kathleen Chiappetta	Journalism
		Lakshine Sathiyathan	Journalism
	FEAS	Abbas Farhat	Civil Engineering
		Bhavna Sahajpal	Medical Physics
	Chang School	Piero Dodaro	
		Jason McIntosh	
	Graduate	Mariam Munawar	Business Management
	Additional	Josephine Cusumano	Urban & Regional Planning
		Lina Kiskunas	Nursing
		Yekaterina Ni	Business Management
		Fiona McLean	Nursing
		Nicole Simmons	Business Management
SENATE LEARNING AND TEACHING COMMITTEE			
Students	Arts	Monica de Vries	Public Administration
	TRSM	Toby Whitfield	Business Management
	FCAD	Nicholas Michelis	Image Arts
	FCS	Olga Buz	Nursing
	FEAS	Dafina Karadjova	Science
	Grad Studies	Ma Soukha Ba	International Economics
	Chang School	Deborah Baxter	Non-Profit & Voluntary Sector Management Certificate
ANIMAL CARE COMMITTEE			
Community Member		Andrew Papadopoulos	
Faculty	FEAS	Vadim Bostan	Chemistry & Biology
	FEAS	Victor Yang	Elect & Computer Eng
	FEAS	Nancy Ford	Physics
Student		Cristina Nasui	Biomedical Physics
RESEARCH ETHICS BOARD			
Faculty	Arts	Kristin Vickers	Psychology
	FCAD	Martin Habekost	GCM
	FCS	Joseph Springer	Urban & Regional Plan
	FEAS	Patrick Neumann	Mechanical Eng
	SGS	Lynn Lavalee	Social Work
Student	Graduate	Leslie Molnar	Social Work
	Graduate	Alireza Shirazi	Mechanical Eng
	Graduate	Rebecca Ramsay	Urban & Regional Plan
Community Member		Garry McKeever	

Shaping Our Future: Academic Plan for 2008-2013
Report to Senate
May, 2010

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I. EXECUTIVE SUMMARY

*Shaping Our Future: Academic Plan for 2008-2013*¹ was approved by Senate in June 2008, and has been shaping the direction of Ryerson University ever since. Faculties and other academic units developed individual plans that support the University's goals. Each unit submits an annual report to the Provost on their progress, and each year the Provost submits a progress report to the Senate. This is the Provost's report.

The Academic Plan outlines **five priorities** to be addressed at the university level. In 2009/10 we made significant progress. Details can be found in the faculty and unit reports submitted to the Provost (see Section II). Key areas of progress are highlighted here.

A. High-quality, Societally-relevant Programs

Ryerson is committed to a high standard of excellence and relevance. This goal is embedded in our academic programs. At the same time, we acknowledge that the needs of students and our communities are changing. Our curriculum model, which has served us well in the past, can be adapted to cope with the need for greater flexibility, easier transitions between programs, and innovations in pedagogy.

Flexibility

We are moving toward a more flexible curriculum. For example, all departments in the Faculty of Arts are experimenting with a "common platform" that will allow students (in Fall 2011) to transfer seamlessly between any of the seven Arts programs after their first year of study. An optional curriculum path has been created to make it easier for Industrial Engineering undergraduates to move into the MBA degree at the TRSM. For continuing education students we are increasing the number of online or hybrid-format classes, and have begun initiatives (e.g. Project Management Bootcamp) to give more options to people with diverse commitments.

New degrees and societal relevance

Our new degrees reflect areas of growing social interest. We have a new BA program in Environmental and Urban Sustainability (as of 2011), and in Non-profit and Voluntary Sector Management, Ethics, and Intercultural Studies (under development). An MA in Professional Communication begins in Fall 2010; FCAD received approval for a new MA in Film Preservation (a new field that Ryerson will lead); the TRSM is developing degrees in Real Estate, Mining Management, and Health Management—all programs connected to major employment sectors in the Toronto economy.

Four new graduate programs began in 2009, and seven more are slated to begin over the next two years. Graduate enrolment continues to increase. Meanwhile, The Chang School is launching nine new certificates.

¹ www.ryerson.ca/senate/academicplan.pdf

The impetus for change in our curriculum is also reflected in the establishment of a new FCAD Curriculum Committee; and by the new Curriculum Development Coordinator hired by the Learning and Teaching Office.

Interdisciplinarity

Interdisciplinary work is a growing priority. New programs reflect this trend: for example, the interdisciplinary PhD in Policy Studies, and the agreement between the TRSBM and Science Faculty to offer joint programs in the Commercialization of Innovation. Collaboration between schools to create new programs has intensified at the Faculty of Community Services.

We should encourage these initiatives, and help remove roadblocks. The FEAS reports that its current policy of six required liberal studies courses makes it difficult to accommodate multidisciplinary degree programs. These issues should continue to be explored.

B. Student Engagement and Success

Space

The most obvious efforts toward enhancing the student experience are in the changes to space at Ryerson. The Functional Space Plan for the Student Learning Centre is complete, and the architects have been chosen. The Athletics and Recreation strategic plan is in place, and we are partnering with Loblaw to turn the Maple Leaf Gardens into a new athletics facility. The Digital Media Project is installed in a great space, and the Ryerson Gallery is close to completion. Space limitations remain an issue, and we are looking at further options.

Support

A Ryerson Student Scholars program has been established to provide our high achieving students with the skills and support they need to continue to be successful.

The TRSM has created a one-stop service environment for students. We have appointed a new Director of Student Learning Support, begun a University Committee on Student Success, and created new partnerships between student service units. The Undergraduate Research Experience Program (UREP) was initiated by the Office of the Vice President, Research and Innovation to bring the strength of Ryerson's position—at the hub of exciting partnerships, centres, and labs—to motivated undergraduates. The UREP will begin in the Summer 2010, and will provide summer stipends to students who develop research proposals in conjunction with faculty.

Access

Our commitment to access is ongoing. Programs initiated by The Chang School and the Faculty of Community Services make Ryerson an increasingly viable option for people who unable to gain entry to more traditional programs.

Matters to consider

Where student retention is a concern, Faculties are looking at ways to resolve the problem. The Faculty of Arts, for example, is working on new strategies including the common platform to address retention problems in Geographic Analysis and International Economics and Finance;

There is room to improve our financial support for graduate students. One factor is that programs in FCAD, FCS, and the TRSM for the most part do not use graduate TAs. (The statistics change for FEAS and Arts graduates). We may need to look at alternative vehicles of support for graduates in these Faculties.

C. SRC Activity

A report to Senate from the Vice President, Research and Innovation on SRC accomplishments is appended in Section III.

Volume

SRC activity at Ryerson is making significant gains, in terms of funding, awards, post-doctoral fellowships, and external rankings. Ryerson now ranks 13 out of Canada's 32 non-medical universities in research. The Faculty of Arts reports that SRC grants per faculty more than doubled in the last year; the Faculty of Community Services and the TRSM also note a significant rise in external funding and research output.

Collaborations

These are increasing. The Faculty of Community Services is adding to its network of external community partners for SRC; and interdisciplinary research/teaching seed grants have been introduced through the Faculty's IPE Project. A number of research centres and institutes, University-wide, have created fertile ground for interdisciplinary work and dialogue. For example, a Centre in Indigenous Governance and a Law Research Centre were created; while an Institute for Immigration and Settlement is in the works.

External partnerships—e.g. with St Michael's Hospital, George Brown College, the University of Montreal—enable joint research projects that hold much promise.

Support

All Faculties recognize the need for research support. The Faculty of Community Services, for example, mentions the value of the new Research Accounts Support Officer whom it hired through resources supplied by the Provost's Office. The Faculty also describes its new initiative, "Writing Circles," designed to help researchers publish their work. FCAD developed its own metrics for assessing its SRC output and impact. It also created a new position of FCAD Associate Dean SRC. A new Research and Innovation Office gives administrative support to faculty researchers.

D. Learning and Teaching

Twenty-five faculty were nominated for TVO Best Lecturer of 2010. Our commitment to high quality teaching is stronger than ever. The Learning and Teaching Office has developed a new Teaching Chairs Model to begin in Fall 2010, to provide each of the Faculties with a resource to enhance teaching and learning within its schools and departments.

A program for Teaching and Graduate Assistants and graduate students has been developed to begin in Fall 2010. A core component will provide TAs and GAs with the information and skills they need to be effective in the classroom, and an optional program will provide graduate students with teaching skills they can use both while at Ryerson and in future careers as faculty or professionals. A full-time coordinator in the Learning and Teaching Office will facilitate this program.

Initiatives in new technologies in pedagogy are underway. The Provost struck a committee on Technological Change in an Academic Context, and FCAD has begun a search for a new Director, Technology, Planning and Innovation. The Library is expanding both its Special Collections and Archives areas and its e-resources strategy; it also created a subcommittee of the Senate Learning and Teaching Committee on Information Literacy in order to study best practices in classrooms. The Library also launched DigitalCommons@Ryerson.

E. Reputation

Ryerson faculty, students and staff have attracted considerable media attention this year. In part, this is due to deliberate efforts of outreach. FCAD, for example, established a Faculty-wide International Committee; The Chang School is building up a large portfolio of reputation-building partnerships; our TRSM students organized a first-annual Ted Rogers Memorial Conference, drawing business leaders from across North America; the RULA hosted the first campus-wide Ryerson University Book Fair; and the Learning and Teaching Office is hosting the STLHE conference in June.

This list only scratches the surface. Our students, too, were successful ambassadors at many events, both here and abroad. And our major changes to downtown Toronto put us on the front page.

The above summary is organized by our five priorities. It does not reflect the complex ways that our strategies and goals overlap. Nor does it convey the sheer volume and creativity of the changes at Ryerson.

In Section II, reports from faculties and units outline initiatives—new and ongoing—in much greater detail. Before moving on to these reports, two more areas of activity should be mentioned.

The Campaign Plan

The Provost and the Vice President, University Advancement have been working closely to develop the Campaign Plan through ongoing consultations with the Deans.

Academic structures

The Academic Plan gives the Provost the mandate to report on academic structures at the University through a consultative process. Over the past year, Dr. Maurice Yeates, Dean of the School of Graduate Studies, led a commission that consulted widely on this issue. After much consultation with the broad community, a final report was presented to the Provost and then to Senate. Action on the recommendations from this report will be considered over the coming years.

www.ryerson.ca/provost/planning/planning_initiatives/academic_structure/white_paper_academicstructure_jan2010.pdf

II. FACULTY AND UNIT REPORTS (SUBMITTED TO THE PROVOST)

A. Faculty of Arts

The Faculty of Arts has made excellent progress in a number of key areas this year.

1. Undergraduate Programming:

- a. All departments in Arts have agreed to participate in a one-year common platform, including Geographic Analysis and International Economics and Finance. This means that students enrolling in Arts programs in Fall 2011 will be able to seamlessly transfer to any of our 7 different programs after first year (some programs may have a minimum CGPA requirement). This is a significant breakthrough for the Faculty of Arts ensuring flexibility and transferability for our students.
- b. Our program development is on track with two degrees – Environmental and Urban Sustainability and English – ready for launching in 2011 and History for 2012. Other departments, Philosophy, Music, French/Spanish and ACS are working steadily towards the development of majors and will be ready to launch by the time the university has worked through the curricular and systemic implications of double majors.
- c. We continue to work towards interdisciplinary initiatives including consolidating the Arts and Contemporary Studies program, development of majors in Non-Profit and Voluntary Sector Management, Ethics, and Intercultural Studies.

2. Graduate Programming:

- a. The Interdisciplinary PhD in Policy Studies has been successfully launched with dozens of faculty from across several Faculties involved. Applications for the second intake (F 10) have soared to over 75 applications.
- b. The MA and PhD in Psychology continue to attract top students generating over \$700,000 in external scholarships.
- c. Arts faculty continue to provide important leadership to interdisciplinary graduate degrees with both the Immigration and Settlement MA and the Communication and Culture MA and PhD led by Arts faculty.
- d. We will launch two new graduate programs in the Fall – the PhD in Economics and the MA in Philosophy.
- e. We invested considerable resources (over) in providing GA and RA opportunities for our graduate students, including an excellent TA training program. We will continue to work towards a more realistic funding structure for graduate programs.

3. C.E. Programming:

- a. The Faculty of Arts worked closely with CE to develop a number of Certificates in Ethics, Criminology and Criminal Justice, Demography, English, and Music.
- b. Arts has also collaborated with TRSM on a post degree Certificate in Collaborative Governance and has developed a post-graduate Certificate in Public Administration Leadership.
- c. We look forward to the proposed roundtables on CE to clarify CE's role and funding structures.

4. Enhanced SRC Productivity:

- a. We continue to see important increases in research productivity both in the area of grants and publications. We do not yet know how effective our grant writer was in assisting faculty in preparing their proposals since results have not yet been announced but we certainly saw a dramatic increase in the number of grant applications.
- b. Our SRC grants per faculty member has exceeded our goals (from \$4,256 to \$10,297)

5. Enhance Student Success Strategies:

- a. Several staff have left our Student Engagement Team and this has put considerable demands on the Associate Dean and the remaining staff. We are working with HR and Student Services to rebuild our team.
- b. Our major retention issues revolve around Geographic Analysis and International Economics and Finance and we are working on new strategies to resolve these problems, including participation on the common platform.

6. Review and Re-Organize Administrative Structures:

- a. Our staffing manager is working closely with our Human Resources Consultant to address the staffing challenges facing Arts.
- b. Some areas being explored are staff cross appointments with the School of Graduate Studies, more centralized academic advising, and staff retention strategies.

7. Develop Advancement Opportunities:

- a. We have had good success in securing expendable funding for the Chair and Centre in Indigenous Governance, enabling us to bring Dr. Pam Palmater to Ryerson as Interim Chair in Indigenous Governance. Major plans are underway to establish the Centre as a key resource for administrative capacity building among First Nations people from across Canada.
- b. Work is underway on an Institute for Immigration and Settlement to be launched with a major conference next year.
- c. Background research has been done to find development opportunities related to the critical work being done in Psychology.
- d. Discussions are on going with University Advancement on other key areas such a Digital Humanities, Humanities House, etc.

The Faculty of Arts is poised for another very ambitious and productive year in achieving its goals.

B. Faculty of Community Services

Since the development of the Faculty Academic Plan in 2008, the Faculty of Community Services has seen considerable progress in addressing the six (6) goals set out. These six goals are:

- Infrastructure Capacity Building
- Strengthening and integrating undergraduate and graduate programs
- Strengthen SRC
- Institutionalization of interdisciplinarity, IPE and IPC in teaching, SRC and practice
- Community Building
- Build on and promote diversity in all areas of the Faculty's activities

In order to achieve greater heights in teaching and research and to **address infrastructure and capacity building**, the Faculty has conducted a space audit for all the schools. We are in the process of conducting a review of administrative, CUPE and faculty complement in relation to teaching, research and student needs. Progress has been made to address the need to hire faculty and administrative staff to support programs. At three of the Schools, staff and administrative complements were added. However, it must be noted that space and resource remain major issues for half of the schools in the Faculty. The School of Occupational and Public Health has resolved the challenge of attaining lab space, but the Daphne Cockwell School of Nursing, Early Childhood Education and Child and Youth Care still need to have this issue resolved. The Office of the Dean has, within the past year, undergone restructuring as well.

To **strengthen and integrate undergraduate and graduate programs**, Schools at the Faculty have undertaken projects funded by the Dean's office to both afford effective experiential learning opportunities for students and enhance student engagement. Discussions are ongoing with various Ministries and the Chang School of Continuing Education on new courses and expansion of existing programs. The Schools are focusing on curriculum redundancies and enhancement of student experiences. To promote and support FCS graduate students, the Faculty provides writing workshops and the Dean's "Best Scholarly Paper" Award. Travel grants are also made available for graduate students' dissemination of research findings at peer reviewed conferences. Undergraduate students also have the opportunity to apply for a Student Conference Support grant. In addition the Faculty is continuing the Writing Skills initiative that is designed to support and enhance the academic writing skills of undergraduate students.

A number of support initiatives at the Faculty level strengthen **SRC activities**. Faculty has intensified and increased the number of proposals submissions. Support to faculty in the form of internally funded Seed, Travel and Publication Grants, Writing Week, support for Council Grants submissions and progress in the production of scholarly research papers is ongoing. We continue to provide SRC support with ongoing monthly Positioning for Success in Academia Seminars. Furthermore, a new initiative of Writing Circles was created whereby small groups of interested faculty members come together once a week to offer supportive feedback to each other as they get started, continue or complete manuscripts of publication. In all Schools, there has been an increased number of symposia, speaker series, conference attendance and dissemination of externally funded research. The Midwifery Education Program, for example, has taken steps to develop an MEP Standard to SRC Expectations for its faculty that takes into consideration the clinical practices and service requirements of its school. Much collaboration with external community partners for SRC is being established. With resources from the Provost's Office, the

Faculty has been able to add a Research Accounts Support Officer which will go a long way in supporting SRC output at the Faculty.

Overall, much progress has been made with respect to **the institutionalization and interdisciplinarity, IPE and PIC in teaching, SRC and practice** within the Faculty. The introduction of interdisciplinary research/teaching seed grants through the Faculty's IPE Project funded by the Ministry of Training, Colleges and Universities has garnered much interest with many applications submitted for consideration. Much ongoing work is being undertaken with the Chang School of Continuing Education and the Ted Rogers School of Management for the creation of certificates for many of the Schools. In addition, IPE placements for students are continuing to be developed. Collaboration between the Schools to create interdisciplinary courses has intensified.

Schools report enhancement **of community building** and new partnerships and collaborations are being undertaken. The Faculty has formalized, or is in the process of formalizing various partnerships with community organizations, acting as prospective external assessors, and promoting their programs. Contact is continuing with the Association of Ontario Midwives, the College of Midwives of Ontario, the MOHLTC Ontario Midwifery Program, the Aboriginal community, renewal of the PH&S and OH&S Advisory Council and other long-standing connections with the professional communities of pertinent to all Schools.

There has been an improvement in the **diversity** of the Faculty's student bodies through international and national efforts. School websites have been updated and improved to attract diverse students. Student awards have been increased as have the number of requests for international placements and collaborations. For example, the School of Child and Youth care is undertaking many collaborative projects with Aboriginal partners at the National level.

This narrative report has been prepared without the input of the School of Social Work as their report is still forthcoming. We are not yet ready to report on percentages.

C. Faculty of Communication and Design

Introduction

The Faculty of Communication & Design is articulated around the following **4 key themes**:

1. Developing Operating Sustainability and Currency
2. Guiding Evolution and Directing Growth
3. Enhancing Reputation and Developing Outreach Activities
4. Supporting Scholarly Research & Creative Activities

The Faculty academic plan serves **three main purposes**:

1. To develop an operation that manages resources (academic and curricular, financial and spatial, internal and external) efficiently as well as broadens revenues that will further sustain current and future missions of the Faculty.
2. To fully engage the Faculty and its various units in the key discourse currently taking place in the Creative Sector of the economy (on the Cultural Industries agenda).
3. To build on the regional and national reputation of the Faculty and its rich history as the majority of founding schools in Ryerson University's 60th anniversary year. The new academic plan will serve to expand this reputation on the international stage.

Goal 1: Operating Sustainability and Currency

Although we are at the early stages of this new Academic plan, several key initiatives to help effectively manage physical resources are currently underway:

1. The search for a Director, Technology Planning & Innovation is currently underway (W10). The aim of this position is to develop a broad Faculty mandate for technology
2. Development of FCAD Campaign Plan
3. Establishment of FCAD Curriculum Committee
4. Development of proposal for an academic partnership with Maple Leaf Gardens.
5. Development of a shared audio curriculum
6. Exploration of a shared cage operation in RCC and throughout the Faculty
7. Exploration of a shared woodshop operation throughout the Faculty

Goal 2: Evolution and Growth

Several growth initiatives are currently at various stages of development. As GTA growth becomes available these will be rolled out in the next 10 or so years. The following are key initiatives currently being prepared for submission:

1. Master in Professional Communication (approval received to start Fall 2010)
2. MA in Fashion (approval received to start Fall 2010)
3. MA in Film Preservation (representing a new field in the existing Photographic Preservation and Collections Management MA program (Received OCGS approval January 10, 2010)
4. Creative Industry initiatives (LOI produced January 2010)
5. MFA in Dramatic Writing (THT-RTA-IA) (LOI expected Spring 2010)
6. XMI (eXperiential Media Institute) (finalized proposal expected Spring 2010)

7. Several schools (RTA, JRN, THT, IA) are in the process of exploring a Shared Audio Curriculum that will take advantage of the new state-of-the-art facility in RCC
8. Fiber & Textiles (LOI expected Summer-Fall 2010)
9. Graphic Design – A CE certificate is currently being developed as the first stage for a stand-alone stream
10. Establishment of a Curriculum Committee to advise Schools, review proposals and track the progress of proposed certificates, degrees and programs through the appropriate review processes.

Goal 3: Reputation Enhancement

This goal is a long term one, and as such it will take several years before substantial progress can be identified. However it is important to note here that the following initiatives have currently started:

1. Establishment of a Faculty wide International Committee
2. Under the leadership of the Ryerson Gallery, development of a policy for the Faculty's Gallery
3. Push for recognition of excellent teaching in the Faculty, through the Dean's Teaching Awards.

Goal 4: Scholarly Research & Creative Activities

Fall 2010 saw the first FCAD Associate Dean SRC being appointed. This is an important step in the development and expansion of SRC activities within the faculty.

1. Preliminary discussions regarding broad research institutes and centres in Journalism, Experiential Media, and the Creative Industries sector have been initiated
2. Commitment to new PostDocs for 2010-11
3. Development of measures of excellence in SRC with a specific focus on metrics for assessing creative output and impact.
4. Ongoing mentoring of new faculty and development of SRC agendas.
5. Support provided to host scholarly conferences.

D. Faculty of Engineering, Architecture and Science

The Faculty Academic Plan (2009-2014) has six strategic goals in its mission to achieve academic excellence, which are:

1. Achieving excellence in the quality of our undergraduate and graduate engineering, architecture and science programs,
2. The development and the implementation of new societally relevant and needed high quality undergraduate and graduate programs,
3. Faculty restructuring,
4. Establishment of national and international partnerships,
5. Enhancing and strengthening SRC activities and outcomes,
6. Enhancement of the students' and graduates' engagement and satisfaction.

Each goal has associated with it several planned activities and/or initiatives that will be implemented over the next several years, along with new ones that may be brought forward during this period. Achieving these goals will have a positive impact for all students, staff, faculty and programs within the Faculty. The Dean's Office has begun its tasks in achieving these goals. Performance measures have been identified, along with their current (i.e., Fall 2009) and proposed target levels in 2013, to enable gauging of goal progress and achievement. These performance measures and corresponding values were initially identify in the *Performance Measurement Addendum to Faculty Academic Plan 2008-13* document submitted to the University Planning Office in November 2009.

The current levels (taken as of November 2009) and 2009 levels (taken at the end of Fall 2009) for the Performance Measures in *Form R2: Faculty Academic Plan Progress Report, 2009 through 2012* are identical since both refer to the same time frame in 2009. Over the course of the first year of the University's Academic Plan 2008-2013, the Faculty has been able to complete approximately 20% of the work required to achieve the six goals listed above.

Highlights of the progress in meeting the Faculty's goals include:

1. All new program options, such as in Mechanical and Electrical Engineering, have been successfully implemented.
2. The Biomedical Engineering and Mathematics and its Applications undergraduate programs have been successfully implemented and well underway in their second year.
3. The proposals for PhD programs in Molecular Science, Computer Science and Biomedical Physics have been submitted to Senate for review and approval.
4. An optional curriculum path has been created for Industrial Engineering students who intend to pursue an MBA degree at the Ted Rogers School of Management. Industrial Engineering students are able to receive credits for the Foundation Term courses without taking extra courses during their undergraduate program by pursuing a specific curriculum path.
5. A joint major in Medical Physics and Commercialization, in collaboration with the Ted Rogers School of Management, is currently being worked on.
6. The Performance Measures value of peer-adjudicated research grants per eligible faculty member is moving towards the proposed target value, as indicated by the change from the value just prior to the current level value listed in *Form R2* and the actual current level value. In 2007/2008, this value was \$42,018.

7. Professors Kamran Behdinin and Dimitri Androutsos were awarded an NSERC Engineering Design and Innovation Chair in December 2009 (pending final approval).
8. The Dean's Office created the Research and Innovation Office to provide administrative support for the Faculty's researchers.
9. The Faculty continues to support Ryerson Post-Doctoral Fellows, and provide seed funding, NSERC bridge funding and conference travel subsidies for its faculty members.
10. The Faculty continues to hold its annual Faculty research excellence awards.
11. The Dean's Office and departmental offices continue to provide academic advice, while in-house Faculty-based counsellors provide personal advice.
12. The Faculty continues to provide financial support to students' competition teams, and hold its annual Faculty teaching excellence awards.

The prime issue facing the Faculty at this time in its attempt to achieve its six goals is the past and current budget cuts, which have placed numerous necessary faculty hiring on hold. These hirings are necessary to maintain program quality and accreditation. Moreover, these budget cuts have also impacted equipment renewal in the teaching laboratories and support of multi-user research equipment in the Faculty.

Another issue that the Faculty is encountering in its endeavor to create new multidisciplinary degrees such as with the Ted Rogers School of Management is the University's tripartite system. The current policy of six required liberal studies courses in a program either increases the length of the normal four year curriculum of a multidisciplinary degree program, or necessitates designing the curriculum with less program specific courses. Both alternatives are not ideal choices for the kind of multidisciplinary degree programs that the Faculty would like to set up.

Lastly, as the Faculty continues in its efforts to create new graduate programs, especially at the doctoral level, the Faculty continues to face the issue that the Graduate Program Administrator resides within the School of Graduate Studies. This is not the norm in other engineering departments across Canada, nor is it the ideal situation in administrating graduate programs. Enhancing graduate student engagement and satisfaction requires that a Graduate Program Administrator be located within the program department.

E. Ted Rogers School of Management

Goal 1: Improve the Quality and Quantity of Faculty

Seven new strategic hires will be made for the 2010-11 period in the following areas – Accounting (1), Global Management (2), Human Resources Management (1), Business Law – real estate focus (1), Marketing (2). These hires will help the TRSM improve its AACSB accreditation standards measured by Academically Qualified (AQ) faculty. The School also maintained its support for the upgrading of 14 current faculty enrolled in PhD programs. This support involved the hosting of internal PhD seminars (led by Ngwenyama, Peterson and Carsrud) and hosting a variety of events for faculty members enrolled in PhD programs. Our ability to meet our goals is challenged by last year's hiring restrictions and competing demands to increase student enrolments, which in turn is driving up our CUPE complement. As well, several young faculty left unexpectedly in the past year. Careful attention, our accreditation aspirations may be jeopardized and we have targeted six additional hires to offset the growth which was not planned for in our initial accreditation plans.

Goal 2: Increase Retention/Graduation Rates

This goal was supported by a number of initiatives that were related to student engagement and support. The strategy was to support various initiatives that would create an environment that would facilitate greater student involvement and interaction. The challenge was to “make a large school small and welcoming”. First, a manager for the Ryerson Commerce Society was hired and an office built to support the activities of this position. The Manager created a professional focus for an increased number of student-run events and a larger involvement of students in various extra-curricular activities. Second, the number of student clubs attached to the TRSM was increased from 25 to 32. Third, the Associate Dean of Students is in the process of creating a “one-stop” service environment for students in the TRSM. Finally, resources have been put in place to provide an increase to the School's ability to provide experiential learning and career opportunities for both the undergraduate and graduate students. The undergraduate initiatives in this area will be facilitated by the operation of a decentralized career centre at TRSM supported by Student Services.

Goal 3: Expand High Quality Graduate Programs

The key in this area was to maintain and to look to increase the quality of our MBA students. In 2009, we made a conscious decision to maintain our admission standards that were set at a minimum GPA of a B, an average GMAT of over 550, and a work experience of 2 years. We held to this standard even when other schools appeared to be lowering their standards in response to a system-wide decline in the number of MBA applicants. Recent rankings have shown that our average GMAT scores place us 13th among Canadian business schools and our average graduates' salaries place us in the top five even though we are one of the most affordable programs in the country. We firmly believe this is the correct strategy as we need to protect and grow the quality brand of the TRSM. With regard to PhD programs we are planning to develop such programs for a launch in 2012 in one or two areas where we have both the academic strength and a differential advantage. The development of such programs will be contingent upon two or three targeted hires.

Goal 4: Increase Research Productivity

Our objective to increase the SRC of the faculty is on track. Both research output and funding are continuing to grow as we build capacity and infrastructure to support our researchers. We now have 3 centres and 11 research institutes. These units collectively are promoting the development of new collaborations, expanding research funding and increasing the academic reputation and profile of the TRSM and the University in a number of key areas.

Goal 5: Reputation Building

A number of externally-oriented initiatives have been undertaken at the TRSM to continue to enhance the reputation of the School. These have included: (i) hosting of the Future of Canadian Manufacturing Conference organized by Buzz Hargrove, (ii) planning for the inaugural Ted Rogers Conference with Deloitte and Touche and Rogers, (iii) signing of a five year agreement with HEC (University of Montreal) to foster cooperation between our two schools in the areas of research, student exchanges and the hosting of joint conferences, (iv) signing of a five year agreement between the University of Quebec at Montreal and TRSHTM to develop joint research projects in the area of tourism and student exchanges for our hospitality and tourism students, and (v) development of a potential Pan-Canadian degree in Business Management with 3 other Canadian business schools. In the planning stages are two more TRSM-based conferences – an Indian CEO Conference planned for June 1, 2010 and a conference on the Future of Ontario agriculture. The building of connections with various universities and industry-based organizations is key to the building of the reputation of the TRSM and by extension, Ryerson University.

At the graduate level reputation building is directed toward supporting various case competitions (e.g., MBA games, Molson Cup, and RBC challenge), investing in career placement support and in continuing to attract top level students by offering the 18 TRSM Graduate Scholarships.

Publicizing research and research linked activities have also produced considerable media coverage and contributed to reputation building in key areas. At the same time, more capacity for marketing and communications is fundamental to maintaining the momentum.

Goal 6: Targeted Undergraduate Growth Subject to Increased Resources

Planning is well underway to develop three new undergraduate programs in anticipation of future enrollment growth. These new programs are in the areas of Real Estate, Mining Management and Health Management. In each of these areas meeting with the industry have been held, curriculum development is underway, champions in the TRSM have been identified and the selection of appropriate advisory committees is in the planning stages. The selection of these three domain areas is consistent with the overall strategic direction of the TRSM – to build programs that are connected to major employment sectors in the Toronto economy.

In addition, agreement has been reached to offer joint programs between the TRSBM and the Science faculty in the area of the “Commercialization of Innovation” and discussions remain on-going between the schools of Fashion and Retail Management to offer cross-disciplinary programming. Work is also proceeding on executive education and executive certificate development moving TRSM into new markets for professional development.

Progress is also being made in updating our undergraduate curriculum, strengthening the core, quality and the assurances of learning required for accreditation.

Goal 7: Fundraising

Fundraising is a major on-going activity. In the 2009-10 academic year our advancement group:

Fundraising is focused on developing class-based campaigns, funding case competitions, student activities and projects as well as strengthening profile and connections with under-exploited industry segments such as banks. Some of the highlights of the last year are outlined below.

TRSM Gifts and Pledges – July 1, 2009 to December 31, 2009**Summary**

Ted Rogers School of Business Management	\$ 17,592
Ted Rogers School of Hospitality & Tourism Management	56,577
Ted Rogers School of Information Technology Management	9,550
Ted Rogers School of Retail Management	2,221,050
Office of the Dean	71,570
Faculty-wide	<u>858,000</u>
Total	\$3,234,339

Selected Highlights

JDA Software Gift In Kind – Retail Management	\$2,209,000
Green Shield – Canadian Institute of Labour Management Relations	40,000
Magna International – Canadian Institute of Labour Management Relations	750,000
Ryerson Commerce Society – Faculty –wide	68,000
Scotiabank – Office of the Dean	50,000

Still to be received: Catherine Lund Bequest currently valued at over \$600,000

Deloitte and Touche sponsorship of Ted Rogers Conference

Goal 8: International Connections

We continue to develop our linkages with international institutions and have hosted a plethora of international delegations over the past year. In addition to expanding international opportunities, for example through our new MBA internships at the European Union, we are deepening some existing partnerships by adding faculty exchanges and research partnerships. We have hosted several international scholars and related workshops this year.

F. The Chang School of Continuing Education

The Chang School's Academic Plan 2009-2013, approved in May 2009, identified six goals to support the University's priorities. These priorities are identified in "Shaping our Future: Academic Plan for 2008-2013". In particular, the University-wide plan encapsulates the contribution that The Chang School makes to the university in Strategy #6: "Ryerson will continue to pursue initiatives that offer lifelong learning through continuing education programming as well as a broad range of programs to meet the access obligations of a democratic society."

With two terms of activity completed in our plan, we are making progress toward fulfilling the six goals in our plan which we will measure through the key performance indicators related to :

- Student enrollment, satisfaction and engagement
- Innovation in program development, partnerships, delivery formats and marketing
- Maximizing access for under-served / under-represented segments
- Financial management and contribution to the university

Student Enrollment, Satisfaction, and Engagement

Enrollment: Overall enrollment at 64,976 is down by 2% versus prior year, driven most significantly by declines in enrollment from part-time degree students and weaknesses in the general economy.

Student Satisfaction: Student surveys of Certificate Graduates are conducted each year following the Spring and Fall convocations. The most recent data demonstrate high satisfaction and value being derived from the certificate experience. The key results for Spring 2009 survey are as follows:

Question:	Percent that responded "Yes or Yes for the most part"
Did your certificate help you achieve your educational goals?	91%
Did your certificate help you achieve more effectiveness in your job?	74%
Does the certificate you enrolled in reflect the current practice of the area?	87%
Overall are you satisfied with the range of topics covered in the certificate?	94%
Would you recommend the certificate you earned to others?	92% ("yes" only)

Engagement: Seven new awards were created for students in the past year. The new funds totaled \$50,000. The awards recognize academic achievement, and contribution to community and / or profession.

Innovation in Program Development, Partnerships, Delivery Formats, Marketing

New Certificate Development: In collaboration with a number of departments and schools across all faculties, nine new certificates have been developed with planned launch dates in September 2010. This is a planned increase in development efforts to ensure access to university quality, professionally

relevant curriculum for our key target markets. The table below highlights the proposed new certificates for Fall 2010:

New Certificates – Fall 2010	Collaborative Partnerships
Certificate in Music	Department of Philosophy and Music (Arts)
Certificate in Ethics	All 10 departments in Faculty of Arts (Arts)
Certificate in Demographic Analysis	Departments of: Geography, Economics, Psychology, Sociology, and Faculty Community Services – Interdisciplinary Courses (Arts)
Certificate in English Literature and Pop Culture	Departments of Philosophy, History, Psychology English (Arts)
Certificate in Private / Public Management and Governance	School of Politics and Public Administration, and Ted Rogers School of Management (Arts and TRSM)
Certificate in Strategic Marketing	Department of Marketing, (TRSM)
Certificate in Program Portfolio Management	School of Information Technology Management, School of Architecture and School of Health Services Management (TRSM, FEAS, Community Services)
Certificate in Lab Management	Department of Chemistry and Department of Biology (FEAS)
Certificate in Graphic Design	School of Graphic Communication Management, School of Interior Design, School of Fashion (FCAD)

Certificate Review: In addition to providing access to new programming, The Chang School ensures the ongoing quality and relevancy of existing curriculum through the Certificate Review Process. Through the Academic Planning process, we complete seven certificate reviews per year, and we are on track to exceed this target with 11 reviews under-way for the 2009-2010 year.

Flexible Access: Working adult students need flexible scheduling options that fit within their busy schedules. Last summer we launched Project Management Bootcamp - a program delivered in an intensive format allowing students to complete their programs in a condensed timeframe (5 weeks). Also piloted in Spring / Summer 2009 was the half-day daytime delivery of courses to allow students to complete courses within a month. Development of online delivery continues to be a focus, with 20 courses being developed for this year. The total inventory of courses available online or in a hybrid format (combination of classroom and internet) now exceeds 250. Additionally, a new early morning course offerings will be piloted in Summer 2010.

Engaging Online Learning: The Chang School has established the capacity to design and build sophisticated digital educational media to support learning outcomes. As an example, a documentary entitled "Self-Labeling and Identity," was developed by Digital Education Strategy (DES) team in collaboration with the School of Disability Studies. This documentary is part of a unique and engaging online course called "Mad People's History". This documentary has received international interest and was part of the Disability Studies "Out from Under" display at the Winter 2010 Paralympic Games.

Partnerships: The Chang School seeks out reputation-building partnerships that bring new knowledge to our programming development efforts and strengthen our ability to enter new markets successfully. This year, we have engaged with a number of partners:

- Toronto Board of Trade
- Hospital for Sick Children
- Ontario College of Teachers
- Centennial College
- Canadian Cinema Editors Association
- Conference Board of Canada
- CONTACT Photography Festival
- Downtown Yonge Business Improvement Association
- Department of National Defense
- Laurentian University
- University of Alberta
- Toronto District School Board
- Toronto Community Housing
- Toronto Transit Commission
- World Education Services
- Canadian Immigration Integration Project (CIIP) (funded by Human Resources and Skills Development Canada)
- Gerstein Crisis Centre
- The Granite Club

Maximizing Access for Under-served / Under-represented Segments

Through Partnerships:

- *Microskills Development Centre:* This program will deliver three of the core courses in the Certificate in Sustainability to 240 Internationally Educated Professionals over the three year term of the contract.
- *Toronto Regional Conservation Authority:* This program will deliver GIS and Communication courses to Internationally Educated Environmental Engineers.
- *Access Employment:* The Chang School will deliver project management courses to approximately 100 Internationally Educated Engineers to assist their transition to new careers.

Through Bursaries / Financial Aid:

- In addition to the \$100K received annually from the Ontario Government, a significant new award was made by the Canadian Lyford Cay Foundation to assist students from The Bahamas who have financial need. The award provides tuition for five students to complete 8-course certificate programs online.

Through Programming:

- *Spanning the Gaps:* This programming (Information, Second Chances, A Second First Chance) has the goal of increasing access to post-secondary education for FG students. Since the inception of this programming, approximately 600 individuals have been supported on a one-one basis, and group workshops and presentations have been attended by over 3,000 marginalized youth and adults. While exact tracking is not available, we are able to confirm that over 300 youth and adults who otherwise would not have had the opportunity, ability, or confidence, have applied to or participated in post-secondary education.
- *50+ Programming:* In cooperation with the LIFE Institute and ACT II STUDIO, we develop and deliver a broad range of programming and events that demonstrate the university's commitment to later life learning. The annual Silver Screens Arts Festival has become a

signature event for the school. The spring 2009 festival tripled attendance from previous year. Key to this success was the support of a number of new sponsors: Ontario Seniors' Secretariat, Toronto Public Library, Toronto LIVE Culture, The Bay, The Alzheimer Society of Canada, and Prostate Cancer Canada.

Financial Management and Contribution to the University

Financial: The Chang School successfully achieved the annual financial target.

Reputation Building: Ten months into the academic year, media coverage has surpassed 2008/2009 academic year by 27 percent, with 89 media mentions. Chang School marketing materials were recognized by the University Continuing Education Association (UCEA) winning a number of awards, in competition with Harvard, NYU and others.

G. School of Graduate Studies

New Program Implementation, 2009/10 (Nov 1 counts, domestic only)

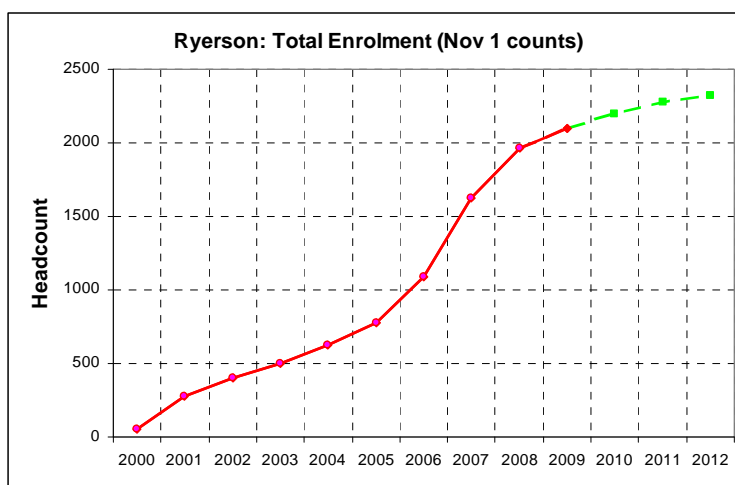
- PhD - Policy Studies: 9 FT (intake on target)
- PhD - Psychology: 23 FT (intake on target)
- PhD - Env Appl Sc and Mngmt.: 5 FT (intake on target)
- MSc - Applied Mathematics: 10 FT (intake on target)

New Program Implementation Planned for 2010/11

- MA - Fashion total target 38 (two year program)
- MPC - Professional Communication total target 25 (one year program)
- PhD - Economics total target 16 (four years)
- MA - Philosophy total target 25 (two year program)

Dampening SGS Growth

- The rate of growth in enrolment (headcount, Dom+Visa) is slowing down. The growth that occurred this past year is a consequence of new program implementation in 2009/10 and the second cohorts of new two year programs implemented in 2008/9 (eg. MPI).

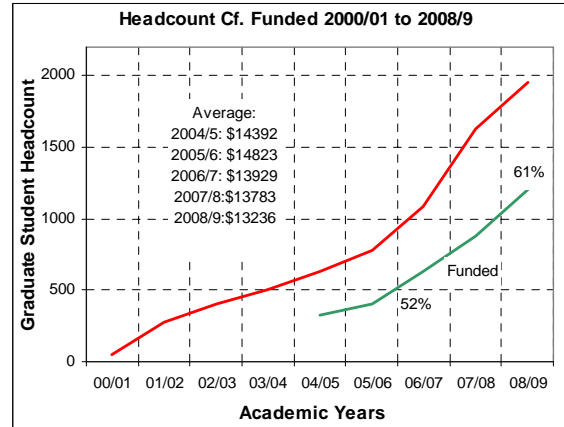
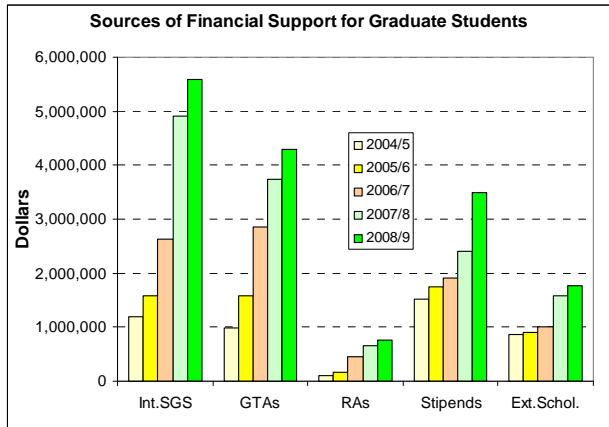


New Programs Approved by Senate, and at OCGS for Implementation 2011/2012

- PhD - Molecular Science total target 20 (four years)
- PhD - Computer Science total target 20 (four years)
- PhD - Biomedical Physics total target 20 (four years)

Financial Support for Graduate Students

The Pilgrim Report on the admissions process for Sept 2009 re-emphasizes that Ryerson does not do well with respect to the financial support for graduate students. While total funding has increased by 19.6% to almost \$16m between 07/08 to 08/09, and the percent of students receiving support has increased (52% to 61% (05/06 to 08/09) , the amount received per student funded has decreased.



The problem is that the recent growth in enrolment has occurred mainly in programs in FC&D and FCS (and TRSM), where the undergraduate pedagogic structure does not, for the most part, utilize graduate teaching assistants. Graduate students registered in programs in FEAS and Arts (interdisciplinary prorated) receive 87% of the CUPE 3 & 1 funds earned by graduate students. The differences are quite apparent in the table below.

CUPE 3 + 1 Funds received by Graduate Students by Faculty

Faculty	CUPE 3+1	% Funds	% Students
Arts	\$1,198,958	28.0%	15.7%
FC&D	\$166,001	3.9%	11.5%
FCS	\$190,215	4.4%	15.1%
FEAS	\$2,546,906	59.4%	48.5%
TRSM	\$185,047	4.3%	9.1%
	\$4,287,126		2088

H. Ryerson University Library (and Archives)

Significant progress has been made toward each of our five major goals:

Build Our Space

We completed a Functional Space Plan for the Student Learning Centre over the summer and the Chief Librarian was part of the group who selected a team of architects to oversee the design and completion of the new building. We have also been steadily improving our current space. After a consultation process, access to the Graduate Reading Room on the fourth floor has now been limited to graduate students only. A high noise/high traffic area has been renovated into a much needed multi-purpose room. The carpeting has been removed and replaced with hardwearing flooring to improve the cleanliness of the area. Renovations have been undertaken in staff workspace to maximize capacity and improve functional workflow.

Build Our Collections

The Special Collections and Archives areas continue to expand. The donation of the image archive from *Canadian Architect* magazine is currently being processed for cultural property valuation purposes. New software will soon enable the Ryerson community to discover the institutional memory held within the Archives.

In the past several years at Ryerson, we enjoyed substantial increases as a result of the ambitious expansion of our programs, and the enhanced purchasing power of a strong Canadian dollar. Despite fluctuations in the exchange rate, we continue to expand our program offerings and must still meet our current obligations and contracts, which include inflationary costs. More than one third of our overall budget goes to acquiring resources and making them available either in hard copy or electronically. This budget is under constant pressure. Some additional funds were targeted to support new graduate programs, but with the economic downturn, we were unable to add a general increase to match inflationary costs.

We continued to advance an e-resources strategy within the limitations of our budget. We developed spending priorities for database renewals in order to ensure we maintain the greatest capacity from the collections budget. Further analysis was done to determine duplication of content in more than one e-resource, and usage data— where available—has been examined. Approval plan profiles were refined to reduce the number of hard copy monographs received.

We received a collection of 100 books on Contemporary Japan from an application to the Nippon Foundation. We are actively seeking application opportunities to expand our collection with minimal outlay.

Build Our Support of Teaching, Learning and SRC

In reflection of their changing role, librarians are becoming active participants in course development and sometimes delivery, working closely with teaching faculty. A subcommittee of the Senate Learning and Teaching Committee on Information Literacy was struck to examine and collect best practices currently taking place in our classrooms. Membership includes librarians, faculty and representatives from the Digital Media Projects Office, the Academic Integrity Office, and the Learning and Teaching Office. The activities of this subcommittee will help encourage the inclusion of information literacy more widely in the curriculum at Ryerson.

The role of librarian as knowledge manager is increasing as we add a focus on access to data and unpublished material. We launched our institutional repository, DigitalCommons@Ryerson. Librarians worked with other members of the Ontario Council of University Libraries (OCUL) to develop an Ontario-wide geospatial and health data portal, supported by a grant from Ontario Buys.

Build Our Technology Infrastructure

RULA played a key leadership role in the recent *R Mobile* initiative to expand mobile services at Ryerson, adding to the University's growing reputation for technological innovation. We continue to seek new ways to use technology to enhance our services and access, and are currently working on an initiative to embed program-specific library information and assistance within Blackboard, which will be piloted in Nursing.

Build Our Reputation

The Library hosted the first campus-wide Ryerson University Book Fair on November 12, with more than 80 submissions of books, edited books, chapters and dedicated journal issues published by Ryerson faculty in 2008/09. Events such as these provide opportunities to celebrate the University's record of publication and showcase the Library's capacity to serve as a venue for these celebrations.

We are undertaking a variety of initiatives to evaluate our collections and services in our goal of continuous improvement. A Student Advisory Committee (RULA-SAC) was recently formed to facilitate direct communication between the Library and the students we serve. Students on RULA-SAC attend regular meetings throughout the academic year to provide thoughtful ideas on library resources and services.

We continue to seek and develop collaborations across campus, solicit and act on feedback.

Office of the Vice Provost, Students

Goal #1 – Enhanced Student Engagement and Sense of Community

- Completed review and restructure of Student Services into service clusters
- Appointment of Director of Student Learning Support who has begun a strategic plan for the Student Learning Support cluster
- Completion of the Athletics & Recreation strategic plan, a successful athletics fee referendum and the acquisition of Maple Leaf Gardens for a new athletic facility
- Creation of the University Committee on Student Success which has completed a review of Faculty Teams and is well on the way to completing a report on Academic Advising at Ryerson
- The development of a Web 2.0 community development proposal submitted for consideration in the 10/11 budget process
- The move of Undergraduate Admissions front face to the new Welcome and Information Centre at the entrance to Jorgenson Hall

Goal #2 – Improved Communication, advising and service

- Completed a review of the Registrar's Office operation which will result in a final report that will include recommendations related to customer service focus, service improvements and training.
- We have expanded the Student Services Equity workshop program to all staff in the OVPS including Athletics & Recreation and the Registrar's Office

- The Vice Provost, Student and Director of the OVPS are actively involved in the resolution of difficult student cases that are referred to us by various units across campus including the President's Office
- We have retained a communications consultant to begin the development of a communications strategy for the OVPS and related units
- Completion and enactment in several instances of a new "death of a student" protocol managed by the OVPS

Goal #3 – Development of Partnerships

- Restructure of Student Services into service clusters which has encouraged partnerships between service units
- Establishment of an OVPS Senior Management team to ensure communication and shared activities across OVPS areas
- Additional Faculty Team shared positions – one English Language Support position shared by Student Learning Support and the Faculty of Community Services, one counsellor position shared between Student Health & Wellness and FCAD.
- Continued and enhanced partnership with TRSM through the Faculty team working in TRSM to support students
- Partnerships between the Medical Centre and Nursing in the delivery of H1N1 clinics on campus
- Establishment of the first annual OVPS mini-conference for OVPS staff
- Career Centre working with TRSM to create a satellite career office on TRSM.
- OVPS staff working with the Canadian Association of College and University Student Services (CACUSS) to plan and host the CACUSS 2011 annual conference
- Partnership with the Library in the development of the new Student Learning Centre

Goal #4 – Contribute fully to the realization of the Academic Plan

- There are a number of activities underway as indicated in the table attached to the form for this goal.

The OVPS has accomplished a great in the first year of the academic plan and should see even more progress as we complete and begin implementing the recommendations of the Athletics & Recreation Strategic Plan, the Review of the Registrar's Office and the new partnerships under development such as that between the Library and Student Learning Support. There are also many projects for the University Committee of Student Success to take on once the report on Academic Advising has been completed and submitted.

I. Learning and Teaching Office

The LTO continues to provide teaching leadership to the university through a variety of programs and services. In 2009 several new people joined the LTO:

- The hiring of a new Curriculum Development Coordinator
- The replacement of our on-line resource person and expansion of this role
- Replacement of the Teaching Awards Coordinator with a new person
- A new Graduate student liaison
- A new OCAD STLHE Conference co-host

The LTO participated in several new initiatives:

- The Technological Change in an Academic Context committee-this report will have implications for the relation of technological supports and the LTO
- The development of a new Teaching Chairs Model that will support a strengthening of the focus on teaching and teaching development within the Faculties-included in this initiative will be an innovative Leadership Institute for the Teaching Chairs
- The development of a new TA/GA support and professional development in teaching of graduate students. The creation of new TA/GA awards has taken place during this year.
- The implementation of new Ryerson faculty teaching awards categories: President's, Provost's, and Deans teaching awards

Several programs continue to be implemented:

- The LTO continues to develop Ryerson capacity to run Instructional Skills Workshops and to ensure that ISW Facilitators are on-site (we have 7 Facilitators) and plans to develop trainers
- The planning for the Society for Teaching and Learning in Higher Education Conference June 23-26th, 2010 continues
- The University Teaching Development program and a variety of workshops and presentations are on-going throughout the year

The LTO is committed to further enhancing its service to Ryerson and beyond through development of its website resources. We also need to work to ensure that the data collected regarding participation in LTO events and the evaluations by faculty of these events is widely circulated; this will be better facilitated once the Teaching Chairs are instituted in each Faculty.

III. THE VPRI ANNUAL REPORT TO SENATE

OFFICE OF THE VICE-PRESIDENT, RESEARCH AND INNOVATION
Annual Report to the Senate
on SRC Accomplishments between April 2009-March 2010

A. Introduction

The Office of the VPRI has been mandated to increase SRC activity at Ryerson University. The specific goal has been to double externally funded research from \$ 12.2 million in 2005-2006 to \$ 24.4 million by 2010-2011 and to increase the research intensity of researchers by encouraging faculty members to engage in SRC activities. There is every reason to believe that these goals will be reached sooner.

B. Goals as stated in last year's report and summary of accomplishments

Objective 1: Encouraging and Increasing the Quality and Quantity of Scholarly, Research and Creative (SRC) Activity

Solid progress has been made this year towards our SRC funding goals (see Appendix A). Please note that the number shown in Appendix A is \$21.8M for 2008-09. The number for 2009-10 will be available in the summer of 2010. Based on feedback from Ryerson researchers and the review of operations undertaken in the previous year, a number of innovations have been implemented to improve the service offered to researchers:

- a) The OVPRI has instituted a pilot program to provide additional administrative assistance ('platinum service') to researchers who have successfully secured multiple significant research grants and contracts, ensuring more efficient management of their research activities. This additional assistance will allow our most prolific award holders to concentrate on what they do best – research.
- b) Business/Research Officers have been introduced to (1) the Faculty of Engineering, Architecture and Science, (2) the Faculty of Community Services and (3) the Faculty of Arts. Two additional officers will be introduced during the next year. These officers work under a double reporting structure between the corresponding Faculty and the OVPRI, and costs are shared. This will bring the administrative and financial processes, as well as the expertise, closer to researchers resulting in reduced transaction time and the facilitation of a better understanding of their specific needs. To prevent different interpretations leading to inconsistent applications of policies and procedures, the OVPRI's financial analysis group is providing training and support to the divisional representatives to ensure consistent application of university's and councils' policies and regulations.
- c) Ryerson's population of Post-Doctoral Fellows (PDFs) has continued to grow (see chart in Appendix B). Two important notes regarding the chart:
 - Ryerson PDFs (RPDFs) are hired for three-year terms. This means that the total number of appointees at any time varies according to the intake in a particular year and where that cohort may be in their period of appointment. Some RPDFs leave before the end of their three year term, however, this does not necessarily have a negative impact on the overall

level of research productivity as some 'left' in order to take up faculty appointments at Ryerson.

- As with the two previous rounds, start dates for the Round 3 of the RPDF program are staggered. In total, 11 applicants were successful in Round 3.

The success of the RPDFs has been tangible in a number of areas thus far. RPDF accomplishments to date include 187 publications, 29 grants applied for, 13 grants received (a number are still in progress) and 27 courses taught. Other contributions to Ryerson's SRC activity include poster presentations, oral presentations, seminars and invited lectures and the supervision and mentorship of research assistants. PDFs have also won various awards for papers, presentations, have acted as curator of exhibitions and galleries, and have assisted in graduate student supervision. The first three cohorts of Ryerson PDFs have been of exceptional quality, as evidenced by the fact that many of the PDFs who did not stay for the three offered years left to accept positions as faculty at other universities in Canada and abroad. As above, the Post Doctoral Program has also produced three new and promising faculty members for Ryerson University.

- d) Ryerson has successfully passed a Tri-Council audit. Their findings are summarized as follows: "The review findings and the low risk level associated with these, give the agencies the confidence that research grant funds are well managed". The Audit Committee also suggested a number of improvements that will be incorporated into our practices.
- e) This timeframe also includes the successful renewal of two of our Tier 2 Canada Research Chair, Dr. Michael Kolios and Dr. Gideon Wolfaardt, for a second five year term, thus continuing the success of all of our renewal CRC applications (four to date).
- f) An NSERC Chair in Engineering Design was approved by NSERC. This Chair will infuse \$1M over five years to the Faculty of Engineering, Architecture and Science. The Senior Chairholder will be Dr. Kamran Behdinan, while the Junior Chairholder will be Dr. Dimitri Androutsos.
- g) The second issue of **Intersections** was published in February 2010 to celebrate the research accomplishments of our students and staff.
- h) According to Infosource, which collects statistics of Canada's Top 50 Research Universities, between 2002-2007 we came first in Research Publication Growth, having grown by 170.9%.
- i) This year we were able to make a large number of award nominations. Results will be announced later in 2010.

Objective 2: Facilitating Knowledge Transfer

Ryerson continues to leverage strong relationships with Mars Innovation (MI), Ontario Partnership for Innovation and Commercialization (OPIC), BioDiscovery Toronto (BDT) and the Mobile Experience Innovation Centre (MEIC) to obtain pre-commercialization funding and commercialization expertise.

Ryerson's membership in Mars Innovation (MI) is beginning to pay dividends. Ryerson and MI have signed their first Agency Agreement allowing MI to provide \$105K in development funding over the next six months to Ryerson to enable a surgical guidance system from Dr. Victor Yang's laboratory to be prototyped. MI and Ryerson are joint participants in the "deal team" to eventually commercialize this technology through a new Ryerson spinoff company.

Ryerson is the Ontario Partnership for Innovation and Commercialization (OPIC) lead institution. OPIC was successful in receiving extension funding to September 30, 2010. OPIC has applied to the anticipated Expression of Interest from the Ministry of Research and Innovation for a new round of funding for 3 years.

Ryerson had 12 researchers presenting at OCE Discovery in May 2009 - the largest participation in OCE Discovery by any Ontario University. A separate booth, The Green Garage, a joint project with Waterloo, was also presented. OPIC provided some of the funding for this participation. OCE Discovery is the largest show in Ontario devoted to academic and industry collaboration.

Two projects received funding from BioDiscovery Toronto in 2009. BioDiscovery Toronto has received extension funding to September 30, 2010, so Ryerson continues as an active participant.

Ryerson's relationship with the Mobile Experience and Innovation Centre (MEIC) is also maturing. MEIC toured Ryerson's new digital media innovation lab, the Digital Media Zone (DMZ) and Ryerson was asked to provide a letter of support for an MEIC submission to the Ministry of Research and Innovation for a Sector Innovation Centre, the Mobile Experience and Innovation Network (ME&IN). Ryerson will receive funding as a participant should MEIC be successful.

Ryerson University's Ubiquitous and Pervasive Computing Lab (UPCL) and Appear (Stockholm, Sweden) have formed a strategic research partnership known as Appear Research Labs - North America - the first North American presence for the Swedish firm.

IBM participated as an industry mentor in our undergraduate computer science course CS630. Due to that very positive experience, which resulted in IBM adopting one of the applications for use in IBM Global Business Services, we have developed a joint plan with IBM to further our relationship.

Ryerson has been selected by the NSERC Ontario Regional Office to participate in the launch of NSERC's new Strategic Partnership Initiative. We will be organizing and hosting an industry-academic speed networking event at the end of March, 2010. This event, funded by NSERC, will enable Ryerson researchers to make connections with new prospective industry collaborators to apply for NSERC's new Engage Grant.

As part of "Cities Alive Green Roof Infrastructure Conference" in Toronto in October 2009, there was a student design competition, where faculty-led student teams from around the world were asked to develop ways of productively using the walls and roofs of multiple buildings by incorporating green infrastructure elements, such as green roofs, green walls, wetlands and urban forests. Ryerson University Architectural students won the top two awards.

Objective 3: Promoting SRC Strategic Activity through the Establishment of Partnerships and Collaborations

A number of new strategic partnerships have been launched over the past year, most notably including:

- New collaborative research opportunities with St. Michael's Hospital and George Brown College
- The Ryerson University Research Ethics Board has established a partnership with the Wellesley Institute to become their board of record for research projects involving humans
- A Memorandum of Understanding is being concluded with St. Michael's Hospital to transfer oversight of all animal care and use programs and establish future access to animal care facilities in the Keenan Research Building (part of the Li Ka Shing Knowledge Institute)

Objective 4: Fostering Strategic International Partnerships and Supporting Internationalization

Partnership building with targeted Canadian and international institutions has been a priority identified by both the Academic Plan and SRC Strategic Plan. In response, Ryerson International has been able to facilitate the formation of a number of new partnerships during the 2009-2010 academic year. The VPRI travelled this year to China, Hong Kong and Taiwan to enhance our network of collaborating institutions. Newly-established partnerships include the University of Hong Kong, the Indian Institute of Technology-Madras, Nanyang Technological University and the Technical University of Munich, all ranked among the top 100 worldwide. Improved communication with important Canadian actors in the international education, research and science and technology spheres has also been successfully pursued. Relationships with organizations including the Department of Foreign Affairs and International Trade (DFAIT), the International Development Research Centre (IDRC), and the Ontario Centres of Excellence provide Ryerson with increased profile nationally and internationally and also serve to enlist important allies in building awareness of our strengths. Furthermore, strengthened relationships with the consulates of countries of strategic importance to Canada and Ontario will support new partnerships, increase access to external research funding and enhance the University's reputation internationally.

Collaborations begun with support from the Ryerson International Initiatives Fund (RIIF) are now bearing fruit; the initial \$300,000 investment has leveraged \$832,000 in external funding from Canadian granting councils and other agencies thus far. A new program in support of international SRC activity, the Ryerson International Research Excellence Fund (RIREF), has been piloted with a small number of researchers to strengthen existing international research partnerships in the University's strategic areas, and to expose our students to research practice and culture in international settings. This program is intended to showcase Ryerson's strongest researchers and students internationally, serving to further increase our profile.

Student interest in international activity has continued to grow, exemplified by a 22% increase in bilateral exchange participation over 2008-09. Complementing the generous support provided by the MTCU through the Ontario International Education Opportunity Scholarships program for academic activity abroad, Ryerson International manages a suite of funding programs that aim to encourage participation in international activity across academic units and levels of study. The International Conference & Research Support Fund (ICRSF) and Ryerson International Summer Experience Fund (RISEF) provide encouragement for research activity, conference attendance and voluntarism internationally.

The ongoing evaluation of Ryerson's student exchange programs is critical to sustaining quality education and a positive student experience. Ryerson International, in consultation with the academic units, has established a robust evaluation process for international student exchange partnerships. This initiative has marked Ryerson as a leader in international education evaluation, and is being closely examined by a number of peer institutions in Ontario and beyond.

Objective 5: Undergraduate as well as Graduate students will be provided with Scholarly, Research and Creative activity opportunities

The Undergraduate Research Experience Program (UREP) has now been initiated at Ryerson. During the first year of its establishment, UREP will employ 25 undergraduate students in Ryerson labs, supervised by Ryerson's faculty members. Support is set at \$5,000 per student. The students are expected to engage in full-time research for a minimum of 12 weeks.

It is expected that the opportunity to engage in research as a part of the undergraduate experience will serve to expand students' horizons and steer increasing numbers towards research, innovation and solving important societal problems.

C. Conclusions

Ryerson has made significant gains in a number of SRC productivity indicators such as the number of research awards, total amount of awards, number of post-doctoral fellows and the external ranking of Ryerson's research enterprise, among others - accomplished due to the significant contributions of all Faculties in different aspects of SRC

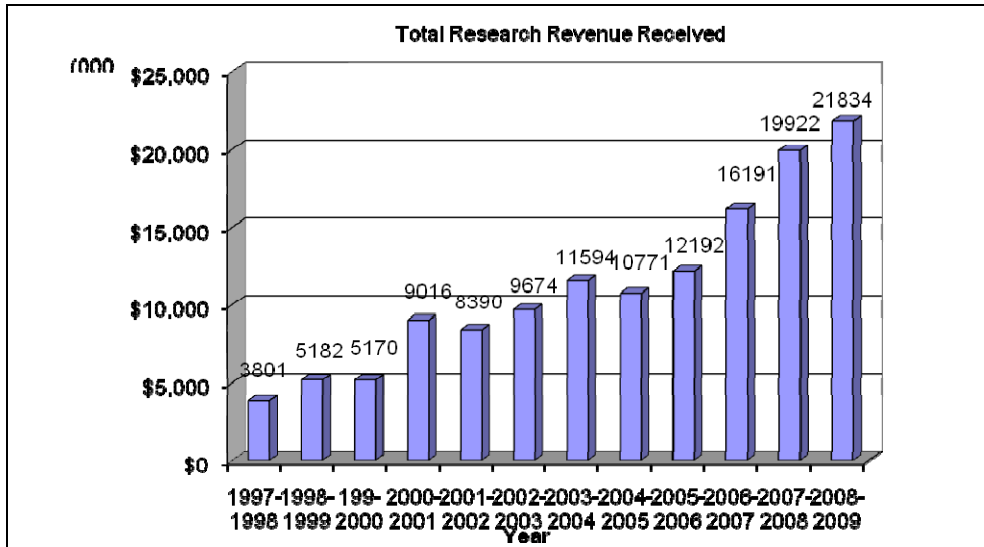
- Ryerson University now ranks in the top half of Canada's non-medical universities in research (13 out of 32).
- Initiatives are being implemented to significantly improve our research operation, including meticulous attention to research administration.
- Ryerson is making solid progress in terms of partnership development domestically and abroad and is starting to reap the benefits in terms of international reputation and profile
- The OVPRI is proactively reaching out to industry in our community and exploring other ways to increase collaborative and sponsored research
- The OVPRI is on target to bring Ryerson's research income to a total of \$24.4 M by or before 2011.

D. Objectives for the 2010-2011 Academic Year

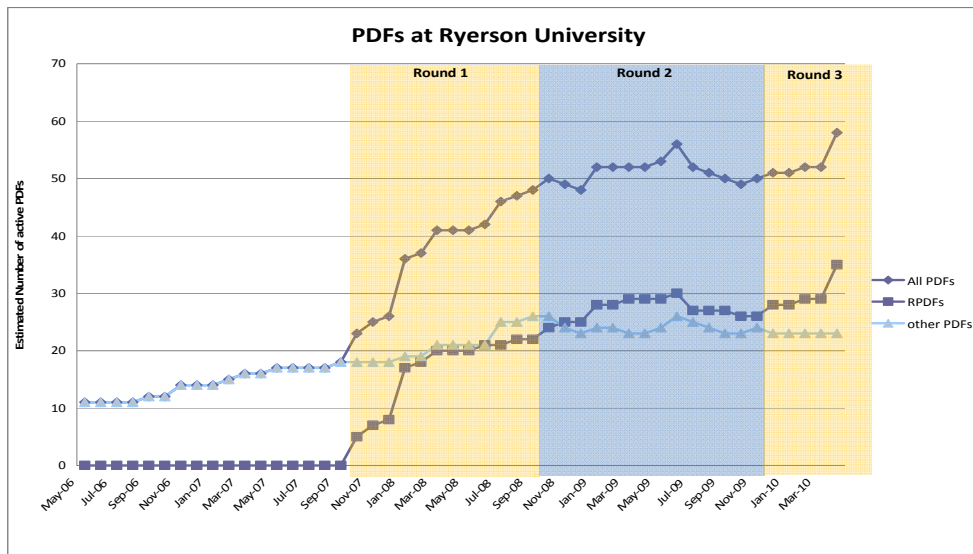
1. Encourage and increase the quality and quantity of Scholarly, Research and Creative (SRC) activity.
2. Facilitate increased knowledge transfer and innovation.
3. Promote SRC Strategic Activity through the establishment of partnerships and Centres.
4. Continue commitment to strengthening existing international partnerships and the establishment of new relationships that support Ryerson's institutional priorities.
5. Enhance services and programs provided to academic units to strengthen their ability to secure external funding for strategic domestic and international initiatives.
6. Provide undergraduate and graduate students with opportunities to pursue Scholarly, Research and Creative activity, as well as international activities.
7. Establish guidelines and procedures within the OVPRI with respect to budget management and as recommended by Tri-Council.
8. Explore new ways to measure SRC activity that will recognize all aspects of Ryerson's creative and scholarly output.

IV. APPENDICES

A. Appendix A

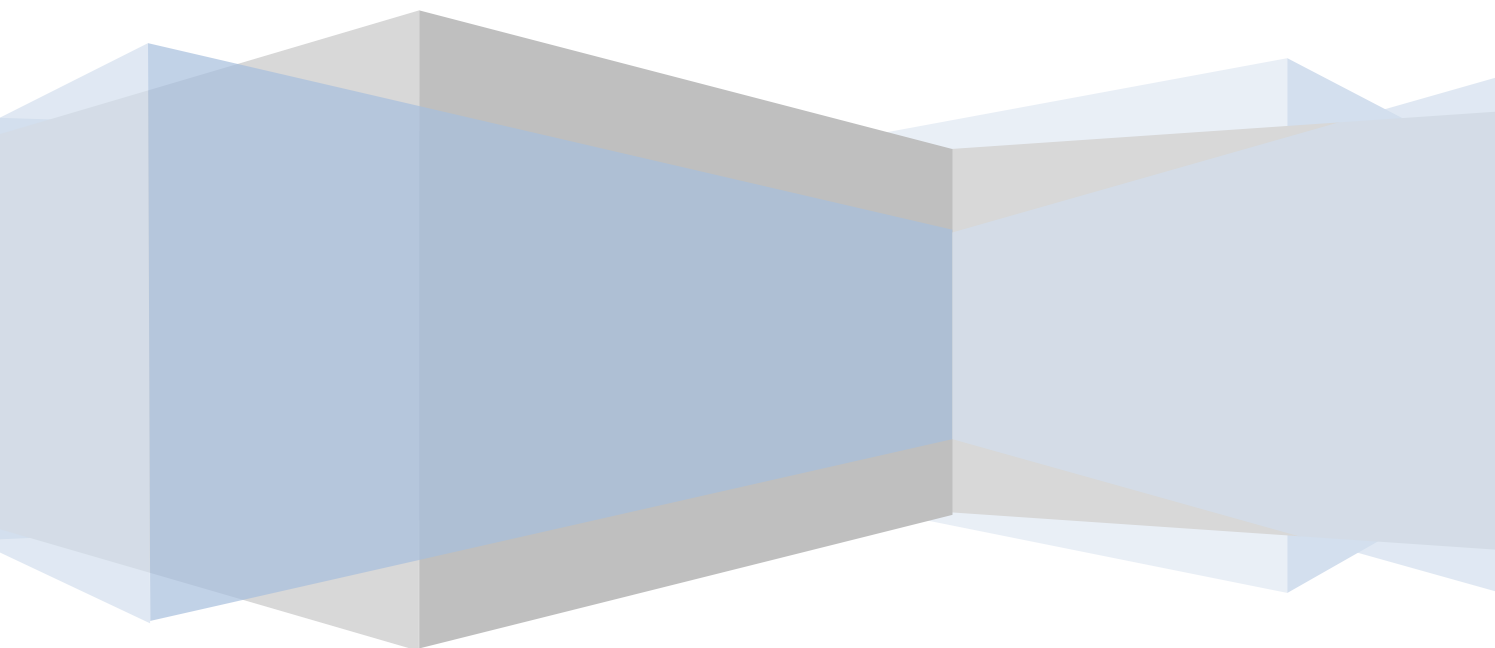


B. Appendix B



Report of the Senate Learning & Teaching Committee

April 2010



Report of the Senate Learning and Teaching Committee

April 2010

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Introduction

The goal of the Senate Learning and Teaching committee is promotion of an effective educational environment by identifying, prioritizing, and acting upon issues from across the University. Previous outcomes of this committee have made rich contributions to the fabric of the university. The essential work of the committee is conducted by a cross section of the Ryerson community within sub-committees formed to address current pressing issues.

This document provides a status report of sub-committee activities for the academic year 2009-2010. In addition, the Academic Integrity sub-committee has produced two useful guides for faculty members; one on the issue of Promoting Academic Integrity in the Classroom and a second on Creating Multiple Choice and Short Answer Exam Questions. These helpful guides can be found at the end of this report.

The Senate Learning and Teaching Committee seeks to address current and future issues affecting the Ryerson community, and welcomes suggestions regarding issues of pressing concern for our future efforts.

Members of the Senate Learning and Teaching committee

Michael Dewson	Vice Provost, Faculty Affairs (Chair)
Heather Lane Vetere	Vice Provost, Students
Judy Britnell	Learning & Teaching Director
Diane Schulman	Secretary of Senate
Donna Bell	Academic Integrity
Rona Abramovitch	Outreach and Access
Katherine Penny	Experiential Learning
TBD	CCS
Tetyana Antimirova	Physics
Tony Conte	Director, Office of the Vice Provost Students
Gretchen Bingham	Coordinator, Learning Success Centre
Christina Halliday (started Nov 2)	Director, Student Learning Support
Paola Borin	Curriculum Development Consultant
Chris Cachia	TA/GA Coordinator
Abdolreza Roshandel	PhD Student Liaison
Don Kinder	Librarian
Linda Kowal	Continuing Education
Restiani Andriati	Digital Media Projects Office
Gosha Zywno	Faculty Associate, UTDP
Elaine Frankel	Community Services
Maureen Reed	Arts
Gillian Mothersill	Communication & Design
Janice Waddell	Community Services
Raja Nagendra	Engineering, Architecture and Science
Frances Gunn	Ted Rogers School of Management
Jenny Liu	Arts
Arzan Bharucha	Ted Rogers School of Management
Tanisha Jhuman	Communication & Design
Sarah Reaburn	Community Services
Abraar Wakil	Engineering, Architecture & Science
Michael Dick	Graduate Studies
Hennessey Don Mwendwa	Continuing Education
Dalia Hanna	Learning & Teaching Office

Senate Learning and Teaching Sub-Committee Reports

Academic Integrity Sub-Committee

Background:

The Academic Integrity Sub-Committee was formed in 2004. To date, the sub-committee has accomplished the creation of a very informative and entertaining website (www.ryerson.ca/ai) for students and faculty regarding academic integrity policies and procedures. It contains an extensive list of resources for both faculty and students and is regularly updated and improved upon. In recent years the sub-committee has been involved in developing the concept of the facilitated discussion process that currently exists along with the creation of an automated reporting system. In the last academic year, the sub-committee evaluated and recruited students for the Academic Integrity Council which is involved with educating students on Ryerson policies along with being a representative on a hearing panel for student appeals.

Objectives for 2009-2010:

The Academic Integrity Sub-Committee's aim has been to build integrity awareness within the Ryerson community by developing resources and improving processes for students and faculty at Ryerson. The year's objectives were to complete the Inukshuk grant Faculty Case Studies for Elixir Merlot (4 cases). Objectives also included developing resources (both written and in workshop format) to promote Academic Integrity in the classroom including guidelines for drafting assignments and assessments.

Recommended Practices:

To date, Ryerson has completed the 4 case studies related to academic integrity which was their expected contribution to the grant. We are waiting for the other 3 Universities involved in the project to complete their case studies and these resources will then be made available on the Elixir website (which will also be linked through the Ryerson website). In addition, we have completed the written resource for faculty on Student Assessments. We are hoping that the workshop option will be available for faculty come September 2010.

Resources:

Hand-outs on best practices: Promoting Academic Integrity in the Classroom and Creating Multiple Choice and Short Answer Exam Questions (*see pages 12 and 15*).

Academic Integrity Sub-Committee Members 2009-2010:

Donna Bell, Chair (Academic Integrity Office)
Restiani Andriati (Digital Media Projects Office)
Candace Grant (Information Technology Management)
Don Kinder (Library)
Linda Kowal (Chang School)
Diane Schulman (Senate)
Beth Swart (Nursing)

Experiential Learning Sub-Committee

Background:

Experiential learning allows the needs and preferences of individual learners to be met by providing learner-centred, accessible, purposeful learning. Building knowledge through a process of discovery provides opportunities for progression in social and scholarly development. The Experiential Learning Sub-committee's mandate is to model and disseminate best practices in experiential learning across the university.

Objectives for 2009-2010:

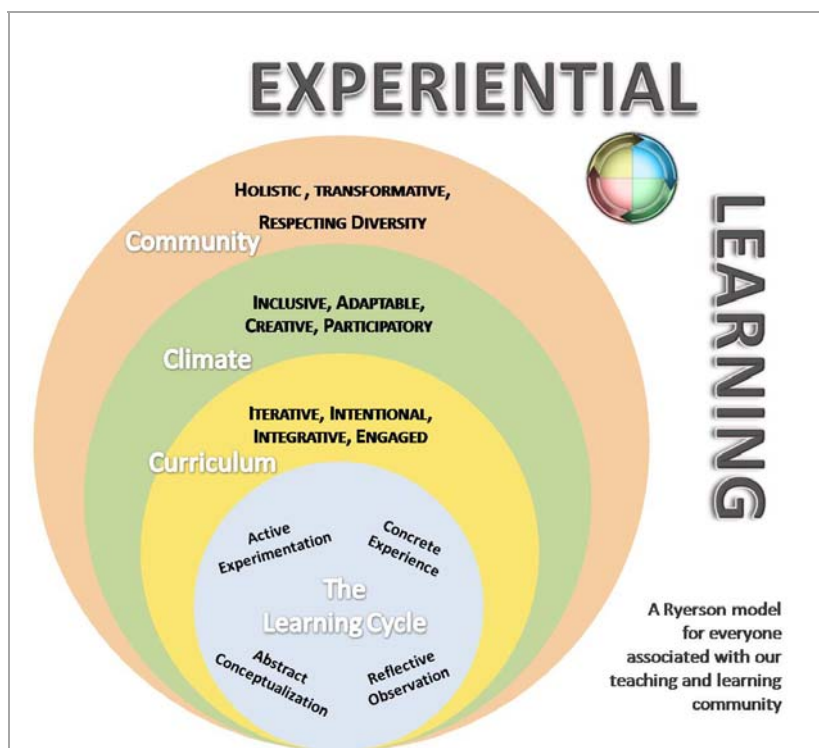
To create a comprehensive *experiential learning model* that enables effective learning to take place through a well-designed approach.

To take into consideration application, analysis, evaluation and creativity in experiential learning allowing for transformational intellectual growth in the design of the model.

Update on Status:

The Ryerson *experiential learning model* is in final draft form and has been undergoing evaluation by the Senate Learning and Teaching sub-committee to assess the model's potential for enabling effective and creative learning and to understand how experiential learning activities engage students in critical thinking, problem solving and decision making in contexts that are personally relevant and connected to academic learning objectives.

The model allows one to look through the four lenses of the model - Community, Climate, Curriculum and the Learning Cycle.



12/03/09

Although the model has been developed as an experiential learning tool, many of the theories and practices can be applied to all methods of teaching; in other words, they could be considered universal best practices in teaching and learning. A sample of key descriptive phrases that are part of the community, climate and curriculum lenses follow:

- *Holistic education supports the capacity of individuals to change and develop through at least three domains of learning: cognitive, affective and psychomotor.*
- *The process of discovery and critical reflection often leads to a learner's assumptions, beliefs and values being transformed.*
- *An inclusive learning community is a community based on the principles of respect for diversity, equity and human rights.*
- *Experiential learning enables a shift towards adaptable and personalized approaches and pedagogies.*
- *In order for an experiential learning climate to foster student creativity, faculty, students and the supporting community need to foster an atmosphere in which decisions, conflict, motivation, and learning are positively handled.*
- *Participatory learning encourages and enables students to share their individual experiences, conceptual reflections and methodological innovations.*
- *Experiential learning is most effective when there are opportunities to apply what has already been learned.*
- *When purposely integrated with theory, experiential activities become fully effective.*
- *Active engagement in learning is a hallmark of experiential education.*

The fourth lens of the experiential learning model uses the David Kolb model that emphasizes the central role that experience plays in the learning process. It is based on:

- *Concrete Experience - involving oneself fully, openly and without bias in new experiences*
- *Reflective Observation - developing observations about one's own experience from many perspectives*
- *Abstract Conceptualization - creating theories to explain observations*
- *Active Experimentation - using theories to solve problems, make decisions*

The next steps will be to utilize students who are efficient in graphic design to develop the model as an interactive web-based tool. The sub-committee will continue development of the model to include links that will provide more in-depth information and resources. A series of workshops will be developed by the sub-committee to allow faculty to understand the model, to discuss how to utilize it as a teaching tool and to share best practices.

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Warren, K, Mitten, D., Loeffler, T. (2008). *Theory & Practice of Experiential Education*. Boulder, CO: Association for Experiential Education.

Experiential Learning Sub-Committee Members 2009-2010:

Katherine Penny, Chair (Experiential Learning Office)

Arzan Bharucha (Student)

Frances Gunn (Ted Rogers School of Management)

Elaine Frankel (Faculty of Community Services)

Gretchen Bingham (Learning Success Centre)

Andrew McWilliams (Faculty of Engineering, Architecture & Science)

Gillian Mothersill (Faculty of Communication & Design)

Inclusive Learning Environment

Background:

The sub-committee started meeting in 2007 to explore ways in which the Ryerson community could better respond to learning with an inclusive lens. The initial question posed was: *What is inclusive education and how do we create inclusive learning environments?*

Through a series of discussions with sub-committee members and faculty, it was decided that a simulation experience would be developed in collaboration with the Interpersonal Skills Teaching Centre (ISTC). Over the period of two years, the sub-committee worked with Katherine Turner from the ISTC, collected stories, developed scenarios and had rich discussions around the issues of inclusive education at Ryerson. The purpose of the simulation is to increase awareness of inclusivity in the classroom based on real stories and critical incidents contributed by students, staff and faculty.

A pilot of the simulation was presented in February, 2009 with members of the Senate Learning & Teaching Committee, with the intent to further refine the simulation using the delivery and feedback from participants to guide our revisions.

Objectives for 2009-2010:

- To deliver the simulation, "Tuning in to the Inclusive Classroom", to faculty members at a variety of university events offered by the Learning and Teaching Office.
- To review evaluations and recommendations from participants.
- To add scenarios and issues to the simulation as recommended by faculty members.

The simulation was delivered in 1 ½ – 2 hour workshops at:

- Faculty Conference, May 2009
- New Faculty orientation, August 2009
- LTO Workshop, March 2010

Currently, the issues that this simulation explores are:

- Curriculum reflecting diversity at Ryerson
- Aboriginal experience
- Gender and sexual orientation
- African/Canadian experience
- Learning styles

The current simulation has benefitted from the evaluation and feedback from previous deliveries and revisions.

Next Steps:

1. Continue to develop the simulation to as many faculty members as possible, so as to continue deepening awareness, make explicit the impact of diversity on classroom approaches, and improve the quality of teaching and learning at Ryerson.
2. The sub-committee will continue to collaborate with the ISTC to add a section at the conclusion of the simulation to help people to think about other issues that were not included, but may be present.
3. The sub-committee will continue to meet in the coming year to develop new simulations that go deeper into specific issues and which are specific to issues of diversity and inclusion within a particular Faculty.
4. Develop mechanisms to increase student awareness and respect for inclusivity in the classroom.
5. The LTO will develop an implementation plan including appropriate funding and resources needed.
6. Note: The Final Report of the Taskforce on Anti-Racism at Ryerson, January, 2010, stated that:
“The Learning and Teaching Office should be tasked to develop guidelines and training for dealing with unwanted classroom behaviour, including racists, islamophobic, anti-Semitic and homophobic comments, and how to create a safe space to discuss controversial subject matter.” (Pg. 53)
 The simulation *“Tuning in to the Inclusive Classroom”* is a first step.

The sub-committee will explore resource support and shape objectives for 2010-11 at the October, 2010 meeting.

Resources:

- Interpersonal Skills Teaching Centre (ISTC) website at <http://www.ryerson.ca/ISTC/contact.htm>
- Learning and Teaching Office website at <http://www.ryerson.ca/lt/resources/inclusiveclass/>
- Evaluation and feedback from the ISTC Interactive Presentation: Tuning into the Inclusive Classroom (see Page 11)

Inclusive Learning Environment Sub-Committee Members 2009-2010:

Gretchen Bingham, Chair (Learning Success)

Rona Abramovitch (Outreach Access)

Elaine Frankel (Community Services)

Judy Britnell (LTO)

Information Literacy Sub-Committee

Background:

Information literacy is the ability of the individual to recognize when information is needed, know how to access and evaluate that information and use the found information found both appropriately and ethically. Information Literacy is common to all disciplines and to all levels of education.

Information literacy is a lifelong learning skill that is critical to student development and deserves a special place in post-secondary courses. At some level, most courses at Ryerson incorporate some aspects of information literacy, even though they may not be spelled out as such. Information literacy skills may be referred to as *defining problems, research skills, critical thinking, library skills, writing skills, and academic integrity.*

Information Literacy Competency Standards

The Association of College and Research Libraries (2000) has developed competency standards for higher education to assist in the teaching of such skills. The Association states that an information literate individual is able to:

1. Determine the extent of information needed
2. Access the information effectively and efficiently
3. Evaluate the information and its sources critically
4. Incorporate the selected information and use the information effectively to accomplish a specific purpose
5. Understand the ethical and legal issues surrounding the use of information

From: The Association of College and Research Libraries (2000). Information literacy competency standards for higher education. Chicago: American Library Association. <http://www.lita.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

At Ryerson, teaching faculty expect their students to become information literate, although not all of these skills are incorporated into individual courses. In some instances specialized courses (e.g. BUS 100) are offered to students in some aspects of information literacy, such as searching the library databases and writing a proper research paper. While the Library provides a variety of sessions and workshops for students, often students are expected to acquire these skills on their own. Research does show that many faculty members believe that students will, over time, develop these skills independently (Weetman, 2005). However, Gross (2004), points out that many students are unable to evaluate their own skill level without direct feedback and thus information seeking errors persist. In addition, studies do show that students who are taught information literacy skills do retain them and that these skills are an important contributor to overall student success (Dunn, 2002; Flashpolier, 2003).

Objectives for 2009-2010:

Mandate:

While Ryerson does indeed offer courses on some aspects of information literacy, and professors do include some aspects of information literacy within courses, it is not clear at Ryerson the expected levels of competencies professors have each undergraduate level. Nor, is it clear which information literacy skills are included in courses and how

these aspects are taught (i.e. instruction with feedback, comments on papers, etc). In addition, instructor expectations for students to seek information literacy education outside the classroom are not clear.

Objectives:

- Determine the expectations at different academic levels for information literacy in our students
- Outline successful activities that promote information literacy within the classrooms
- Examine the success of activities outside of the classroom that are intended to promote some aspects of information literacy
- Examine the need to increase information literacy interventions in the classroom
- Examine expected outcomes for information literacy at Ryerson
- Identify best practices, information literacy curriculum integration/faculty collaboration models from the literature
- Develop a list or database of faculty contacts who already use library instructional services in order to better identify key partners and programs

Update on Status:

We are currently unaware of good information literacy teaching practices at Ryerson outside the Library. Nor do we know the teaching practices that are being used by instructors, what is working effectively, or if/how information literacy skills are being assessed. Consequently, the sub-committee decided to conduct an audit of what goes on in practice at Ryerson University and developed a questionnaire/interview for community stakeholders, including instructors, the Digital Media projects office, the Learning Success Centre and the Library. This questionnaire/interview is presented below. The purpose of the interview is to identify current practice and understanding of information literacy and to identify activities, resources and best practices that can be shared by community members. Ultimately, our goal is to work with instructors in integrating information literacy skills into the curriculum through collaboration with librarians. The latter is recognized in the literature as being more effective than the common practice of teaching such skills through “stand-alone” library sessions that are often delivered out of context to actual course content, may not be relevant to the students’ actual research needs, and reach only part of the student body.

To date we have accumulated data from twenty-six interviews and plan to conduct approximately fifty more interviews. We estimate that this project will continue through the fall.

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Information Literacy Sub-Committee Members 2009-2010:

Maureen Reed, Co-chair (Psychology)

Don Kinder, Co-chair (Library)

Diane Granfield (Library)

Restiani Andriati (Digital Media Projects Office)

Donna Bell (Academic Integrity Officer)

Chris Cachia (Teaching Assistant/Graduate Assistant Coordinator)

Wendy Freeman (Professional Communication)

Henessey Don Mwendwa (Student)



FACULTY BEST PRACTICES: Promoting Academic Integrity in the Classroom



Table Summarizing Tips to Promote Academic Integrity in the Classroom

SYLLABUS	EDUCATION	ASSIGNMENTS	PAPERS	EXAMS	TECHNOLOGY
<ul style="list-style-type: none"> Comprehensive & clear Statements on AI (plagiarism etc) Refer to Student Code of Academic Conduct policy (www.ryerson.ca/senate/policies/pol60.pdf) Refer to Course Management Policy (www.ryerson.ca/Senate/policies/Pol145.pdf) 	<ul style="list-style-type: none"> Policies re: AI Define plagiarism/academic misconduct Criteria for evaluation Expectations Student Code of Academic Conduct Have AIO talk to class Provide resources/info on how to properly cite and reference Review common mistakes and do & don't's 	<ul style="list-style-type: none"> Assign multi stage drafts In class writing assignments Vary assignments Personalized assignments: journals, reflective essays Tie previous work to quiz or presentations Have students or groups define the project Train & coordinate TA's in marking <p>Deter Dishonesty in Lab Assignments</p> <ul style="list-style-type: none"> No penalty for wrong results focus on process Keep lab books Do lab in class Oral component <p>Address Collaboration</p>	<ul style="list-style-type: none"> Drafts and multi stages Collect during class <p>Deter Plagiarism</p> <ul style="list-style-type: none"> Unique or personal papers Submit outlines Request annotated bibliographies Summary of research process Address collaboration 	<ul style="list-style-type: none"> Vary versions Clearly mark incorrect answers with a mark through the answer Photocopy random exams prior to returning exam <p>Deter Cheating</p> <ul style="list-style-type: none"> Vigilance of prof. and TA Seating arrangements Assigned seats Provide students with booklets Check ID Use different versions of exams 	<ul style="list-style-type: none"> Clickers, rules for their use <p>Email</p> <ul style="list-style-type: none"> guidelines <p>Laptops</p> <ul style="list-style-type: none"> use/ restrictions <p>Cellphones</p> <ul style="list-style-type: none"> no use in class no use of electronic devices during tests or exams (must be stored in bags) <p>Blackboard</p> <ul style="list-style-type: none"> all material is protected and copyrighted reference material on Blackboard <p>PowerPoint</p> <ul style="list-style-type: none"> incorporate references

BEST PRACTICES IN COURSE OUTLINE SPECIFICS/ SYLLABUS CREATION

- Make sure your outline addresses the Student Code of Academic Conduct (<http://www.ryerson.ca/senate/policies/pol60.pdf>) and defines your expectations (see Course Management policy <http://www.ryerson.ca/senate/policies/pol145.pdf>).
- EMAIL - Make email guidelines and instructor availability known.
- LAPTOP USE - Mention what level of laptop use is allowed in your class.
- CELLPHONE USE - Mention that use of cellphones in the classroom is not allowed. Cellphone use includes taking pictures, recording class conversation, and having the phone ring during the class.

- BLACKBOARD - All course materials presented on a my.ryerson course website, unless otherwise stipulated, are the protected intellectual property and copyrighted material of the professor leading the course.
- PUBLIC WEB SPACES - If students post items on, or use, public Websites their actions may be covered in sections of Ryerson's Student Codes of Academic and Non-Academic Conduct where pertinent.
- BE COMPREHENSIVE & CLEAR.

BEST PRACTICES IN EDUCATING STUDENTS

- Be a role model. The more importance you place on academic integrity – the more they will.
- Invite Ryerson's Academic Integrity Officer to your class to give a presentation to students.
- Guide and support students.
- Have them submit a rough draft for assessment before the actual paper is submitted.
- Ensure they are aware and informed about Academic misconduct policies and consequences.
- Assist them in where to find resources relating to these policies.
- Make students aware of referencing standards and resources.
- Make students aware of common mistakes/ misconceptions.
- Ask for advice from faculty that have been involved in integrity issues who can provide clear examples and suggestions for avoiding these incidents from a very personal perspective.

BEST PRACTICES IN ASSIGNMENT CREATION

- Make the assignments unique and personal to the student (journals, reflective papers).
- Vary assignments and rotate tests.
- Request rough drafts, mini assignments and/or assign work in steps leading to the larger final assignment. Grade or be aware of the work in progress.
- Be specific, lay out criteria and make expectations known.
- Back assignments up with presentations or quizzes or by fielding questions as a way of proving knowledge gained.
- Train and coordinate TA's about plagiarism, grading rubrics – specifically what to look for.

- Combine individual and group learning.
- Reinforce available resources to students ie Learning Success Centre has a great website; Library and Writing Centre as a resource for students for writing and presenting.

BEST PRACTICES IN USE OF TECHNOLOGY

- Use of Bulletin Board and Turnitin.com. If you use computer quizzes (on blackboard) do these in the computer lab where students can be monitored. Be sure to reference material that is posted on Blackboard to ensure student's cite what is not their own.
- Make sure all cellphones and electronic devices are off and stored in bags during tests.
- Laptop restrictions. You can choose to not allow laptop use or move around to check what students are looking at. Perhaps laptops would be allowed to log onto blackboard. *Request all laptop users sit in the back row
- Using Powerpoints. Incorporate references at bottom of slide or reference at the end.
- Embrace technology as a way of doing things but don't let it replace writing and speaking.


 RYERSON UNIVERSITY


FACULTY BEST PRACTICES: Creating Multiple Choice & Short Answer Exam Questions



Multiple Choice Questions – What to Avoid

- **Avoid the use of True/False questions.** They are often ambiguous and the distinction between true and false is not clear. Too often, examinees have to guess what the item writer had in mind because the options are not either completely true or completely false. (National Board of Medical Examiners)
- **The use of 'Negative' questions is not recommended.** The most problematic are those that take the form: "Each of the following is correct EXCEPT" or "Which of the following statements is NOT correct?" If options cannot be rank-ordered on a single continuum, the students cannot determine either the "least" or the "most" correct answer.

Negative items must be carefully worded to avoid confusing the student. The negative word should be placed in the stem, not in the alternatives, and should be emphasized by using underlining, *italics*, **bold face**, or CAPITALS. In addition, each of the alternatives should be phrased positively to avoid forming a confusing double negative with the stem (Burton, Sudweeks, Merrillk & Woods, 1991).

- **Avoid flaws that benefit the test wise examinee** and **avoid irrelevant difficulty** (National Board of Medical Examiners).
- **Avoid Cueing** - providing hints at the answers to earlier questions in later questions. Students are very likely to "read ahead" for these clues, and item writers should avoid providing them.
- **Avoid Hingeing** - creating questions where students must know the answer to one question in order to answer other questions.

Issues Related To Test Wiseness

Grammatical cues: grammatical errors are more likely to occur in the distracters which provide cues to test wise students as to what the correct answer is (Burton, Sudweeks, Merrillk & Woods, 1991).

Absolute terms: The test wise student will eliminate absolute terms such as “always” or “never” because they are less likely to be true than something stated less absolutely.

Long correct answer: Often the correct answer is longer, more specific, or more complete than other options.

Word repeats: a word or phrase is included in the stem and in the correct answer.

Convergence strategy: the correct answer includes the most elements in common with the other options. The premise is that the correct answer is the option that has the most in common with the other options.

Issues Related To Irrelevant Difficulty

Options are long, complicated, or double: Trying to decide among the options requires a significant amount of reading and this can shift what is measured by an item from content knowledge to reading speed.

Numeric data are not stated consistently: numeric options should be listed in numeric order and the options should be listed in a single format (ie, as single terms or as ranges).

Frequency terms in the options are vague: vague frequency terms such as ‘rarely’ and ‘usually’ are not consistently defined or interpreted.

Language in the options is not parallel; options are in an illogical order: options are long and the language makes it difficult and time-consuming to determine which is the most correct.

“None of the above” is used as an option: This is problematic in items where judgement is involved and where options are not absolutely true or false. Students can often construct an option that is more correct than the one intended to be correct (Haladyna & Downing, 1989).

Stems are tricky or unnecessarily complicated: Sometimes, item writers can take a perfectly easy question and turn it into something so convoluted that only the most stalwart will even read it (National Board of Medical Examiners).

How to Construct Good Multiple Choice Questions

General Guidelines for Item Construction

- Make sure the item can be answered without looking at the options or that the options are 100% true or false.
- Include as much of the item as possible in the stem; the stems should be long and the options short. Avoid superfluous information.
- Avoid “tricky” and overly complex items.
- Write options that are grammatically consistent and logically compatible with the stem; list them in logical or alphabetical order.
- Write distracters that are plausible and the same relative length as the answer.
- Avoid using absolutes such as *always*, *never*, and *all* in the options; also avoid using vague terms such as *usually* and *frequently*.
- Avoid negatively phrased items (eg, those with *except* or *not* in the lead-in). If you must use a negative stem, use only short (preferably single word) options.

- The stems must be clear and unambiguous. Avoid imprecise phrases such as *is associated with; is useful for; is important*.
- *And most important of all: Focus on important concepts; don't waste time testing trivial facts.*

(from the National Board of Medical Examiners)

The Basic Rules for One-Best-Answer Items

- Each item should focus on one important concept. Avoid trivial, “tricky,” or overly complex questions.
- Item stems may be relatively long but the options should be short. Each item should assess application of knowledge, not recall of an isolated fact.
- The stem of the item must pose a clear question, and it should be possible to arrive at an answer based only on the stem.
- All distracters should be homogeneous. They should fall into the same category as the correct answer.
- All distracters should be plausible, grammatically consistent, logically compatible, and of the same (relative) length as the correct answer.
- Order the options in logical order (eg, numeric), or in alphabetical order.
- Do NOT write any questions of the form “Which of the following statements is correct?” or “Each of the following statements is correct EXCEPT.” These questions are unfocused and have heterogeneous options.

Basic Rules for Writing the Options

- Homogeneous in content
- Incorrect or inferior to the correct answer
- Plausible and attractive to the uninformed
- Use plausible distracters. The distracters should look as plausible as the answer. Unrealistic or humorous distracters are nonfunctional and increase the student's chance of guessing the correct answer (Burton, Sudweeks, Merrillk & Woods, 1991).
- Similar to the correct answer in construction and length
- Grammatically consistent and logically compatible with the stem

TIPS FOR WRITING MULTIPLE CHOICE QUESTIONS

- ***Construct each item to assess a single written objective.*** .
- ***Base each item on a specific problem stated clearly in the stem.*** The stem is the foundation of the item. After reading the stem, the student should know exactly what the problem is and what he or she is expected to do to solve it (Burton, Sudweeks, Merrillk & Woods, 1991).
- ***Include as much of the item as possible in the stem, but do not include irrelevant material.*** Several studies have indicated that including irrelevant material in the item stem decreases both the reliability and the validity of the resulting test scores (Haladyna & Downing, 1989).
- ***Keep the alternatives mutually exclusive.*** Alternatives that overlap create undesirable situations. Some of the overlapping alternatives may be easily identified as distractors. On the other hand, if the overlap includes the intended answer, there may be more than one alternative that can be successfully defended as being the answer.

- **Keep the alternatives similar in length.** Items are easier when the answer is noticeably longer than the distractors when all of the alternatives are similar in length (Haladyna & Downing, 1989).
- **Analyze the effectiveness of each item after each administration of the test.** Periodically check the effectiveness of your test items

RESOURCES

“Constructing Written Test Questions for the Clinical Sciences” – National Board of Medical Examiners
http://www.nbme.org/PDF/ItemWriting_2003/2003IWGwhole.pdf

How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty

<http://testing.byu.edu/info/handbooks/betteritems.pdf>

Burton, Sudweeks, Merrillk & Woods (1991) Brigham Young University Testing Facilities

Dawn Zimmaro “Writing Good Multiple Choice Exams” Measurement and Evaluation Centre, University of Texas at Austin

Short Answer Questions

General Strategies

Save essay questions for testing higher levels of thought (application, synthesis, and evaluation), not recall facts.

Ask students to write more than one essay. Tests that ask only one question are less valid and reliable than those with a wider sampling of test items. In a fifty-minute class period, you may be able to pose three essay questions or ten short answer questions.

Give students advice on how to approach an essay or short-answer test. To reduce students' anxiety and help them see that you want them to do their best, give them pointers on how to take an essay exam.

Writing Effective Short Answer Questions

State the question clearly and precisely. Avoid vague questions that could lead students to different interpretations. If you use the word "how" or "why" in an essay question, students will be better able to develop a clear thesis.

Consider the layout of the question. If you want students to consider certain aspects or issues in developing their answers, set them out in separate paragraph. Leave the questions on a line by itself.

Write out the correct answer yourself. Use your version to help you revise the question, as needed, and to estimate how much time students will need to complete the question. If you can answer the question in ten minutes, students will probably need twenty to thirty minutes. Use these estimates in determining the number of questions to ask on the exam. *Give students advice on how much time to spend on each question.*

Tips for Grading Short Answer Questions

Decide on guidelines for full and partial credit

Read the exams without looking at the students' names. Try not to bias your grading by carrying over your perceptions about individual students.

Skim all exams quickly, without assigning any grades. Before you begin grading, you will want an overview of the general level of performance and the range of students' responses.

Choose examples of exams to serve as anchors or standards. Identify exams that are excellent, good, adequate, and poor. Use these papers to refresh your memory of the standards by which you are grading and to ensure fairness over the period of time you spend grading.

Grade each exam question by question rather than grading all questions for a single student. Shuffle papers before scoring the next question to distribute your fatigue factor randomly.

Avoid judging exams on extraneous factors. Don't let handwriting, use of pen or pencil, format or other such factors influence your judgment about the intellectual quality of the response.

Read only a modest number of exams at a time. Take short breaks to keep up your concentration and set limits on how long to spend on each paper so that you maintain your energy level. Research suggests that you read all responses to a single question in one sitting to avoid extraneous factors influencing your grading (for example, time of day, temperature, and so on).

Get feedback from the class about the test. Ask students to tell you what was particularly difficult or unexpected.

RESOURCES

http://www.uww.edu/learn/short_answer_and_essay.php

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2010–2; May 2010

In this report Academic Standards Committee (ASC) brings its evaluation and recommendation on a number of items:

Section A presents the periodic program review of the following programs:

- Aerospace Engineering;
- Chemical Engineering;
- Civil Engineering;
- Electrical Engineering;
- Industrial Engineering;
- Mechanical Engineering;
- Retail Management.

Section B presents proposals by the G. Raymond Chang School of Continuing Education for new certificate programs in:

- Music: Global and Cultural Contexts;
- Program and Portfolio Management;
- Public Administration and Leadership;
- Public/Private Management and Governance.

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 REVIEWS

A.1 Engineering Programs

Introduction to Engineering Programs at Ryerson University

The Faculty of Engineering, Architecture and Science (FEAS) at Ryerson University currently offers eight undergraduate engineering programs in *Aerospace*, *Biomedical*, *Chemical*, *Civil*, *Computer*, *Electrical*, *Industrial* and *Mechanical Engineering*.

The *Aerospace*, *Chemical*, *Civil*, *Computer*, *Electrical*, *Industrial* and *Mechanical Engineering* programs are all accredited¹ by the Canadian Engineering Accreditation Board (CEAB). The recently established *Biomedical Engineering* program will graduate its first class at the end of the 2011/2012 academic year. A CEAB assessment team will visit the *Biomedical Engineering*

¹ All programs except Computer Engineering have been continuously accredited since 1992. The Computer Engineering program was first established in September 2002 as a stand alone program and has also been continuously accredited since 2006, the year when it produced its first graduates.

program sometime in the 2011/2012 academic year with an accreditation decision due in Spring 2012.

FEAS administers one of the largest and most diverse group of engineering programs in Canada with more than 2600 students enrolled in 8 undergraduate engineering programs, and over 600 students in 8 graduate engineering programs².

All Ryerson engineering programs have the same admission requirements, are based on a common first year platform, and share a number of academic support programs and options.

- **Admission Requirements:** O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in: English (ENG4U/EAE4U preferred), Advanced Functions (MHF4U), Physics (SPH4U), Chemistry (SCH4u), and one of Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U), or Biology (SBI4U), or Earth and Space Science (SES4U). Calculus and Vectors (MCV4U) is the preferred course. Minimum grades in each of Advanced Functions (MHF4U) and Physics (SPH4U) courses are normally 65-70 percent and will be determined by the Faculty of Engineering, Architecture and Science subject to competition.
- **Common First Year:** All engineering programs share a common first year curriculum which includes 2 physics, 3 mathematics, 1 computer science, 1 economics, 1 chemistry, 1 liberal studies, 1 introduction to engineering and 1 discipline specific courses. The common first year platform facilitates and greatly enhances transferability between engineering programs.
- **Undeclared Engineering Option:** Most applicants enter directly into individual engineering programs. FEAS also offers an undeclared engineering option for applicants who are uncertain about the engineering discipline they want to pursue. These students select their engineering program at the end of their first semester of study.
- **Early Intervention Programs:** Over the years FEAS has launched academic support programs aimed to improve the student experience and retention in the highly demanding engineering programs. The *Early Intervention Program* identifies students who are not performing at an acceptable level early in the semester and presents them with options structured to enhance their chances of academic success. FEAS tests all new engineering students for their *Communications Proficiency* during the orientation week. Only those students who score above a threshold have unrestricted access to Liberal Studies courses. Otherwise, students are first directed to take courses designed to improve their communication skills.
- **Transition Programs:** The transition program offers the most demanding first- and second-year engineering and science courses repeatedly over consecutive semesters (Fall, Winter and Spring/Summer). This allows engineering students an immediate opportunity to upgrade

² Currently, all engineering programs offer graduate programs leading to masters (MAsc and MEng) and doctoral (PhD) degrees. Graduate programs which focus on Biomedical Engineering subject areas are delivered under the umbrella of the Electrical and Computer engineering. Graduate programs which focus on Industrial Engineering subject area are delivered under the umbrella of the Mechanical Engineering.

their academic standing and to complete their courses required to proceed to the next academic year without having to wait out a semester or an entire academic year.

- **Internship program:** All³ engineering programs offer an optional internship program. At the completion of third year, participating students spend a period of 12–16 months, from May to September of the following year, as engineering interns at companies who provide internship placements. At the completion of the internship, students return to the academic program to complete their final year of studies. The internship option extends the program to five years.
- **Optional Specialization in Management Sciences:** This optional specialization provides interested and qualified students with a solid foundation in management science. Students who successfully complete the specialization become better prepared for careers in technology management or for graduate studies in management related disciplines. This specialization consists of 6 courses, which cover major areas in management science: strategic engineering management, operations management/operations research, financial sciences, and organizational sciences.

Periodic Review of Engineering Programs

Ryerson's engineering programs undergo a demanding professional accreditation process, conducted under the auspices of the Canadian Engineering Accreditation Board (CEAB). The professional review addresses, among other things, program quality issues related to faculty, staff, students, resources and facilities, curriculum, and program strengths and weaknesses. An external expert review is integral to the accreditation process and plays a role akin to that played by the external peer review team in Ryerson's periodic program review process. The CEAB assessment therefore complements the University's program review procedures in many respects and the analysis and documentation associated with engineering accreditation have been applied in partial satisfaction of Ryerson's internal review requirements. The CEAB assessment and the subsequent reports submitted by the engineering programs resulted in the successful accreditation of all engineering programs for 6 years, the maximum term allowed under the CEAB accreditations rules, until 2013.

In accordance with Senate Policy #126 *Periodic Program Review of Undergraduate Programs*, the engineering programs submitted a supplementary report containing additional information required by the program review process, and underwent a supplementary peer review assessment.

Peer Review Team Assessment

The peer review team⁴ (PRT) received the supplementary report and the documents prepared for the CEAB accreditation visit. The PRT visited Ryerson engineering programs, toured the laboratory facilities, interviewed faculty and students. The PRT's observations by and large

³ The only exception is the Chemical Engineering program, which is delivered as a mandatory co-op program.

⁴ Members of the PRT were Dr. D. Ruth, Dean, Faculty of Engineering, University of Manitoba and Dr. R. Gosine, Dean, Faculty of Engineering and Applied Science, Memorial University of Newfoundland.

mirrored the remarks by the CEAB evaluation team. The PRT's observations included the supplementary report are applicable to all engineering programs and are listed below.

- **Strong Leadership:** The Faculty has very strong and effective leadership, beginning at the decanal level and following through the department chairs and program directors. The members of the administrative team were uniformly enthusiastic and committed to making Ryerson engineering nationally and internationally recognized for excellence.
- **Strong Laboratory Component:** All engineering programs have strong laboratory components. This is a particularly relevant strength as many programs in Canada have struggled to maintain laboratories due to rising costs. The situation at Ryerson likely arose from the fact that the programs grew out of technology programs. Highly qualified technical staff, many of whom are engineers themselves, supervise the laboratories. This is a major strength as it ensures a continuity often lacking in other schools.
- **Curriculum:** The successful result of the CEAB program review ensures that curriculum meets all the quality and quantity requirements of a Canadian engineering program.
- **Demand for Research Space:** Space for research directly challenges space for teaching. With the strength of the undergraduate laboratory program, there will be temptations to convert undergraduate space into research space. In light of the fact that the laboratories are a distinguishing feature of the Ryerson programs, this temptation should be resisted. However, the fact remains that as the graduate program grows, so will the demand for space. It is imperative that FEAS supports the development of the graduate/research programs without compromising the competitive strengths of the undergraduate programs.
- **Facilities:** Students have access to very good facilities. However, there is some contrast between teaching spaces in the older buildings and those in the new building. Consideration should be given to develop a formal plan and timetable for the upgrading all undergraduate laboratories to modern standards.

Ryerson has successfully navigated the conversion from a technical school to an engineering school. The next transition, to well established graduate programs, is well underway. This change will place increasing stress on both financial resources and space. Unlike programs in many Faculties, graduate programs in Faculties of engineering are generally laboratory based. With a limited amount of space available, creative solutions will be necessary to ensure that new staff members have access to the space they need. A priority will be to ensure that growth of graduate programs does not detract from the strong undergraduate program, but rather strengthens these programs.

Aerospace Engineering

The Department of Aerospace Engineering came into existence in 2003 after it split from the Department of Mechanical, Aerospace and Industrial Engineering. It is the first standalone department of its kind to deliver a four-year Aerospace Engineering program in Canada. Between 1992 and 2003 the Aerospace Engineering program was delivered by the School of Aerospace Engineering within the auspices of the Department of Mechanical Engineering (and

later Mechanical, Aerospace and Industrial) Engineering. Currently, Carleton University offers a comparable four-year Aerospace Engineering program in Canada. A number of other Canadian universities offer an aeronautical or aerospace engineering options attached to a base engineering degree, e.g. Engineering Science at University of Toronto or Mechanical Engineering at McGill University. In these options typically only the third and fourth year of the program are aerospace-specific courses.

The Department is home to 18 faculty members, 5 support staff, 2 administrative staff, and approximately 360 undergraduate and 67 full-time graduate students. Annually, the program admits about 110 new students and graduates about 72 students.

The program consists of 46 courses (Ryerson calendar, 2009/2010, pp. 334–344) with 23 professional (18 required and 5 elective), 19 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 185 hours of instruction.

The first year of study covers mathematics, basic sciences, computer programming and introductory courses in engineering. Second and third years include a wide range of aerospace and mechanical engineering courses together with courses in communications, advanced mathematics, electronics and electrical engineering. There is a strong emphasis on design and much of the analytical work is reinforced by computer and hardware laboratories. Studies in the humanities and social sciences complement the engineering courses and provide a rounded perspective. Starting in the third year of the program students may choose one of the three program options in Aircraft, Spacecraft or Avionics. The final year of study includes a capstone design course, a course in professional practice and a course which examines the impact of technology on society.

Chemical Engineering

The origin of the Chemical Engineering program goes back to the Chemical Technology diploma program, which was first established in 1948. In the 1960s, the 3-year diploma program was modified to accommodate three options: Industrial Chemistry, Applied Chemistry and Polymer Chemistry. Throughout the 1970s and early 1980s, there were several modifications to these options in response to societal need and student demand. In June 2003, the Department of Chemical Engineering was established as a standalone department separating from the Department of Chemistry, Biology, and Chemical Engineering.

The Department is home to 12 full-time, 3 support staff, 2 administrative staff, and approximately 190 undergraduate and 45 full-time graduate students. Annually, the *Chemical Engineering* program admits 65 new students.

The Department offers a mandatory co-operative program, which provides students with 20 months of work experience that enhances their organization and technical abilities as well as their oral and written communication skills.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 384–394) with 25 professional (20 required and 5 elective), 16 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 180 hours of instruction.

The first two years of the program focus on the basic sciences and include introductory courses in chemical engineering principles. The third and fourth years of the program give students the opportunity to study chemical engineering in depth, and to apply this knowledge to process design applications. The fourth year allows students to choose specialized elective groups to broaden their knowledge in the chemical and related engineering fields.

Civil Engineering

The origin of the Civil Engineering program goes back to 1985 when Ryerson Polytechnic Institute started to offer a new program in Civil Engineering Technology. In 1985, the Civil Engineering program succeeded the technology program. The Civil Engineering program graduated its first class in 1989 and the program was first accredited by the CEAB in 1992. Today, the Department of Civil Engineering administers masters and doctoral level graduate programs in civil engineering in addition to the accredited undergraduate program leading to a Bachelor of Engineering degree in Civil Engineering.

The Department is home to 19 faculty, 7 staff and approximately 500 undergraduate and 115 graduate students. Annually, the program admits approximately 160 new students.

The program consists of 44 courses (Ryerson calendar, 2009/2010, pp. 413–425) with 22 professional (18 required and 4 elective), 18 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 190 hours of instruction.

The Civil Engineering program curriculum focuses on three streams: Environment, Structures/Materials and Transportation. The subject areas include water supply and treatment, wastewater treatment design, geotechnical engineering, structural analysis, concrete materials, computer-aided structural analysis, structural concrete design, highway materials, structural steel design, and transportation engineering. In addition, students can specialize in one or more of the preceding three streams by selecting courses from an extensive list of professional electives.

The curriculum of the Geomatics Engineering option, which is unique in Canada, focuses on modern spatial data management systems with applications in satellite positioning, digital image processing and mapping, photogrammetry and remote sensing, computer and communication technologies and geospatial information systems.

Electrical Engineering

The Department of Electrical and Computer Engineering administers three separate yet closely related programs: Computer Engineering, Electrical Engineering and the recently established Biomedical Engineering. Until 2002, the Computer Engineering was an option offered within the Electrical Engineering program. Since then it has evolved into a stand-alone program with the first cohort of students entering the program in Fall 2002. All three undergraduate engineering programs administered by the Department share the resources available to the Department.

In addition to the three undergraduate programs the Department of Electrical and Computer Engineering also administers masters and doctoral level graduate programs in electrical and computer engineering. With a total enrolment of 550 undergraduate and 165 graduate (103

Masters and 62 PhD) students, the Department of Electrical and Computer Engineering is one of the largest academic units within Ryerson.

The curriculum consists of 45 one-semester courses (Ryerson calendar, 2009/2010, pp. 458–479) with a total of 199 hours of instruction. Of these, 21 are required professional courses (11 required and 10 elective), and 20 required professionally-related courses. Program students also take 4 liberal studies courses.

In conformance with accreditation requirements, the Electrical Engineering program curriculum consists of science, engineering and complementary studies courses. First year courses provide students with grounding in mathematics, physics, chemistry, computer science and the theory of electric circuits. The foundation year leads to advanced study in engineering science and core electrical engineering courses. The fourth year curriculum includes an extensive selection of technical electives. During this final year of the program all students complete a mandatory group design project. The program offers the options in Energy Systems, Microsystems, Multimedia Systems, and Robotics and Control Systems.

Industrial Engineering

Ryerson's Industrial Engineering program emphasizes effectiveness and efficiency in the design, operation and management of complex systems in manufacturing and services sectors. This focus is presented through a broad curriculum foundation. The first year of study introduces the student to engineering principles and the basics of related disciplines. Core industrial engineering courses begin in the second year. In the third and fourth years, students take professional courses in the area of management science and manufacturing engineering.

Graduates of the Industrial Engineering program typically find employment in a broad range of industrial, management, and/or manufacturing careers including: production/ inventory control, quality control, operations research, computers and information systems, decision support systems, facilities planning, project management.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 480–489) with 16 professional (13 required and 3 elective), 25 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 180 hours of instruction. The first four semesters in Industrial Engineering and Mechanical Engineering programs are common. This program feature enhances student the transferability between the Industrial and the Mechanical Engineering programs and simplifies course management in the first two years of these two programs.

The Department of Mechanical and Industrial Engineering is home to 35 faculty, 9 support staff, 3 administrative staff, and over 700 (570 in Mechanical Engineering and 150 in Industrial Engineering) undergraduate and 150 (98 masters and 53 PhD) graduate students. Annually, the Mechanical and Industrial Engineering programs graduate over 100 students.

Mechanical Engineering

The Mechanical Engineering program is designed to develop and sharpen the student's abilities to conceptualize, analyze and synthesize. It provides studies in fundamental science and mathematics, engineering science and engineering design. The main engineering areas of the curriculum are machine design, manufacturing and fabrication, materials, thermal and fluid processes and mechatronics. A balance of liberal arts and complementary studies, including some management courses, further the student's ability in communication and provide a wider understanding of the modern technological society. The blend of theory and practice is found throughout the program. Lectures are reinforced with comprehensive experiments and demonstrations in many laboratories.

Starting in fifth semester, students have the option of specializing in Mechatronics. The Mechatronics Option concentrates on the integration of electronics with mechanical systems in applications such as robotics and system controls. Students not taking the Mechatronics Option can choose from an extensive set of technical elective courses, which provide wide exposure to diverse subject areas in technology and management.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 510–523) with 16 professional (11 required and 5 elective), 25 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 190 hours of instruction. The first four semesters in Industrial Engineering and Mechanical Engineering programs are common.

ASC Evaluation

The program review documents were comprehensive and well organized. As is the case with other accredited programs, the reports prepared for the accrediting body—in this instance for CEAB—forms the foundation of the supplementary self-study reports prepared and submitted by the individual engineering programs (one for each of the *Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering* programs). As per the Ryerson Undergraduate Periodic Program Review policy, the Departments supplemented the accreditation reports with additional information, ensuring that the supplementary self-study reports addressed all the issues specified in the policy. The CEAB reports, supplementary reports together with the report submitted by the supplementary PRT allowed ASC to make a comprehensive assessment of the six engineering programs being reviewed.

FEAS administers one of the largest and most diverse group of engineering programs in Canada. Since first achieving accreditation for its undergraduate engineering programs in 1992, the Ryerson engineering programs have made significant progress. They all offer graduate programs at masters and doctoral levels. Graduate students enrolled in these programs allow the faculty members to establish strong research programs. The research activities directly benefit the undergraduate programs through modern course content and undergraduate students participation in research projects.

The Ryerson periodic program review process together with the CEAB and supplementary peer review assessments provided FEAS and the engineering programs with important feedback and

pointed out directions for further improvement. The engineering programs prepared detailed development plans, identified responses to recommendations arising from these reviews and successfully addressed them. ASC commends the *Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering* programs for the success in the development and delivery of their undergraduate 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 the FEAS and the Provost and Vice President Academic by the end of June 2011.

Recommendation

Having determined that the program reviews of the engineering programs satisfy the relevant policy and procedural requirements, Academic Standards Committee recommends:

That Senate approve the periodic program reviews of the Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering programs.

A.2 Retail Management

Program Description

The *Ted Rogers School of Retail Management* is one of four schools in the *Ted Rogers School of Management*. Retail education at Ryerson University has a long history. At its inception in 1948, Ryerson offered a Retail Merchandising diploma in the School of Business. In 1966 the Retail Administration program was merged with the Business Administration program. This structure continued until 1980, at which time the specific designation of Retail Administration was discontinued. Following the completion of an industry needs assessment, a new undergraduate degree program in retail management was established in 1998. Today, the School offers a full-time 4-year *Retail Management* (RM) program leading to a Bachelor of Commerce (Retail Management) degree. The program prepares students for professional careers in the retail sector and its related industries. The School also offers a part-time degree program, which provides an added measure of flexibility.

The School states its mission as *development of future management leaders for the retail sector through the insurance of currency in the curriculum; delivered in state-of-the-art learning environments; by academically and professionally qualified faculty who are informed through active research and through partnerships with the retail industry and academic communities.* The School also expresses its commitment to *being a unique voice in the promotion of retailing as a career—advancing the professionalism, international network and academic quality of program and its graduates.*

The School has a complement of 8 RFA faculty and 7 CUPE instructors. The School admits approximately 97 new students every year and the program has a total enrollment of 320 students.

The Curriculum:

The RM program introduces students to the dynamic/practical aspects of the retail sector, coupled with the theoretical underpinnings of a commerce degree. The program delivers an integrated perspective of the many facets of a retail organization and provides insight into the broader context of retailing in society.

The four-year program is divided into two parts. First and second years provide students with the foundational skills and knowledge of a commerce degree and introduce basic concepts of retail management including consumer insight, logistics and supply chain, buying and merchandising and service quality leadership. In third and fourth years, students study advanced and strategic theories, concepts and practices. Retailing in the context of the entire supply chain is explored with concepts related to service strategy taking on a broader dimension. Students may further develop research and consulting skills through an optional independent project.

Exchange and Travel Study: In sixth semester, students have the opportunity, subject to availability of spaces and academic performance, to study for a semester abroad. In a given year, students may complete an assignment or a project based on their travel/study experience, which will be used in the final assessment of the course.

Internship: Students have the opportunity to work with a retail organization on a full-time basis for a two to three month period between third and fourth year. Alternatively, students may also work on a part-time basis during the final year of the program.

In 2009 the School introduced a revised curriculum to address the curriculum related recommendations identified in this program review. The revised curriculum offers three learning streams: *Demand Chain*, *Consumer Insight*, and *Service Quality Management & Leadership*. The revised program curriculum consists of 45 courses (Ryerson calendar, 2009/2010, pp. 627–639) with 20 professional (16 required and 4 elective), 18 professionally-related (14 required and 4 elective) and 6 liberal studies courses.

Admission Requirements: Applicants to the program require an Ontario Secondary School Diploma (OSSD) with six Grade 12 U/M course credits, including English and Mathematics (one of Grade 12 U Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U)) with a minimum grade of 60 percent in each of these subjects. The School may also interview applicants and/or request demonstrated ability to succeed in retail industry.

The Program Review

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys and a comparator review. The Peer Review Team⁵ (PRT) report and the School's response to the PRT report provide further insight into the program.

Assessment of Strengths and Weaknesses

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

Strengths:

- **Uniqueness:** The RM program was established to respond to the unique needs of the modern retail industry. Recognizing the diversity of the retail sector from independents to national chains to global organizations, the School has provided educational leadership to retail companies and their employees by offering workshops, certificate programs, custom training, books and videos. The RM program continues to be the only university level degree program in Canada focused on management in retailing and services sectors.
- **Location:** The School capitalizes on its location nearby the head offices of many retailers, connections to industry and the broader community, and a state-of-the-art facility to build its reputation as a leader in education focused on the retail sector. In particular, the School's position adjacent to Toronto Eaton's Centre allows easy access to a real world "laboratory" for retail studies.
- **Curriculum:** The School prepares students for management careers within the retail sector and its related industries through a balanced curriculum. The curriculum provides exposure to and involvement with the practical aspects of the retail sector, coupled with the theoretical underpinnings of a commerce degree.
- **Connections with the Retail Industry:** Many chief executives from leading Canadian retailers are members of the School's Program Advisory Council (PAC). The PAC offers guidance on marketing of the program, strategic planning, curriculum relevance, career enhancement, fundraising and alumni relations.

Weaknesses:

- **Student Demand:** While being unique can have its advantages, the benefits have been increasingly outweighed by perception of careers in retail management, which in turn impacts the number of students attracted to the program. In its report, the PRT stated "[a] professional program is only as strong as its students, both while in the program and while in their subsequent careers. Having the highest possible quality students enter the RM program should be the number one priority for the entire RM [program]." The PRT

⁵ Members of the PRT were Profs. C. Mobley (University of Arkansas) and M. Pearce (The University of Western Ontario).

recommended that the School continue to explore how to increase the number of applications to the program.

- **Student achievement:** The School and the PRT identified student achievement (retention) in the program as a key challenge. In particular, the School observed that weak mathematics and literacy skills adversely affect student achievement in program courses.
- **Curriculum:** The School, the PRT and student/employer surveys identified areas in the curriculum that would enhance students' preparedness to work effectively in the retail sector. These areas include: soft skills, retail strategy, core curriculum, and international retailing. The dynamic nature of the retail industry also challenges the School and necessitates constant monitoring of program courses for their currency.
- **Small faculty complement:** While the small group of faculty supporting the School and the program are highly dedicated, the School frequently encounters challenges due to the size of its faculty complement. In certain instances there are simply too few faculty members to form a critical mass in support of new initiatives. Over the years the School has encountered such challenges as it attempted to capitalize on all the opportunities for corporate education and applied research.

Developmental Plan:

The Development Plan recognizes students as the School's primary constituents and emphasizes the School's commitment to provide a learning environment that would allow students to reach their full potential. The Developmental Plan sets specific priorities to strengthen the School and the program in several areas:

1. Ensure the quality and standards of the program, specifically for improvement in the areas of student retention and quality of student intake;
2. Meet the Association to Advance Collegiate Schools of Business (AACSB⁶) accreditation criteria and build a strong SRC culture.
3. Have a voice in the improved perceptions of retailing as a career through research, build profile in the community as the educational partner for continued learning and build reputation through the quality of graduates from the program.

Specifically, the School intends to address the following issues:

- **Students:** Initiatives aimed to enhance student experience will focus on: quality and growth, retention, experiential learning and career development, support of student clubs and initiatives, which would strengthen student engagement and broaden their awareness of retailing.

⁶ AACSB International grants accreditation for undergraduate and graduate business administration and accounting programs. Its standards are relevant and applicable to all business programs globally and support and encourage excellence in management education worldwide.

- **Curriculum:** The School will enhance the curriculum through: improved course offerings in Retail Management specializations, positioning the School for new undergraduate curriculum models, exploring the potential for graduate programs, and enhancing life long learning by exploring alternate course delivery methods and corporate education opportunities. In 2009, the School introduced a revised curriculum aimed to address the issues identified in this review.
- **SRC:** The School will continue to support individual faculty to build strong research programs. The School has also expressed its commitment to engage in partnerships with other academic institutions as well as with industry partners.
- **Reputation:** The School identifies reputation enhancement not only as its greatest challenge and but also as an opportunity. Reputation is closely tied to the perceptions of retailing as a profession of choice. Many of the development plan initiatives are directed at furthering the reputation of the program and by association the perception of the industry.

ASC Evaluation

ASC's assessment of the RM program and its recommendations are as follows:

- **Program Identity:** Despite the long history of retail education at Ryerson University, the current RM program administered by the Ted Rogers School of Retail Management is relatively young. Since its inception in 1998, the School has been gradually building the reputation of the RM program using its distinctiveness as the only university level degree program focused on the retail sector.

The uniqueness of the program provides the School with opportunities to expand its reach to the retail industry. Yet, this unique character also challenges the School in the recruitment of qualified applicants to the program. Consequently, the School and the RM program are in a state of transition. The transition phase will likely continue until the School will be able to attract students of comparative quality to the other business programs. In its Development Plan the School has identified AACSB accreditation as a priority. ASC applauds the School for this initiative; the AACSB accreditation once achieved, will assist the School to better integrate with the other business programs.

- **Faculty complement, curriculum and student engagement:** The School has a small RFA faculty complement with many recently hired faculty members. Consequently, the School continues to depend on sessional instructors to teach critical courses in the curriculum. In response to the PRT recommendation that the School develop cohesive curriculum development and delivery strategies aimed to improve student engagement inside and outside the classroom, the School stated that "faculty engagement with students outside of the classroom will likely enhance the student's satisfaction with their school and their teachers. However as noted above progression to a sharing of responsibilities by faculty will need to be evolutionary and will require additional faculty if teaching and research are to be enhanced as well as student support outside of the classroom." ASC concurs with the

School's response; the School should use its hiring decisions strategically to build a strong faculty complement.

- **Program learning objectives:** The current Senate Policy No. 126 requires that the Self-Study Reports prepared by academic units undergoing program review must include “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” (Article II.A.1.b). The Policy further requires that the self-study report present “the relationship of the curriculum and individual courses to the program goals and learning objectives” (Article II.A.4.a). As one of the first program reviews prepared under the terms of the revised Policy No. 126, the RM program review documents do not include the required review elements as stated above. Therefore, *ASC recommends that the approval of this program review be conditional upon the School’s preparation of the missing program review elements and their submission to ASC for review as part of the Follow-Up report.*

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 the *Ted Rogers School of Management* and the Provost and Vice President Academic by the end of June 2011.

Recommendation

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

That Senate approve the periodic program review of the Retail Management program with the condition stated in the ASC Evaluation.

SECTION B: NEW CERTIFICATE PROGRAMS

B.1 Certificate in Music: Global and Cultural Contexts

The goal of the proposed new certificate program in *Music: Global and Cultural Contexts* is to provide relevant, university-level education for individuals whose personal goals or academic career paths require an ability to apply critical analysis, critical thinking and critical writing to the study of music.

The target audience for the proposed certificate program includes individuals who wish to learn about music for personal development and enjoyment; those seeking to pursue academic study in the creative arts at the undergraduate level; and professionals in education, creative work, and not-for-profit organizations who wish to acquire musical education. The program prepares students wishing to teach at the primary/junior level in any Bachelor of Education program in

Ontario. It also provides individuals wishing to teach music in Ontario at the junior/intermediate or intermediate/senior levels with a teachable subject.

Admission Requirements: Prospective students are required to have the minimum of an OSSD with six Grade 12 U or M credits with a minimum grade of 70 per cent, or equivalent, or mature student status with relevant work experience. One of the six Grade 12 courses must be an English course.

Curriculum: The proposed certificate program will consist of a total of six courses including 1–2 *core* courses, 1–2 *general* courses and 3 *specialized* courses. Core courses provide grounding in a range of musical forms from diverse cultural practices, their socio-historical and socio-cultural contexts and the music theory that underpins them.

Core Course Cluster: Choose 1–2 courses.

- CMUS 106 Architecture of Music
- CMUS 101 Introduction to World and Early European Music

General Course Cluster: Choose 1–2 courses.

- CMUS 105 Voices without Borders: Global Chorus
- CMUS 211 Music Cultures of the City
- CMUS 401 Music, Religion and Spirituality
- CMUS 501 Traditional Musics of the World

Specialized Course Cluster: Choose 3 courses.

- CMUS 110 Film Music
- CMUS 201 Classical Music
- CMUS 406 Chinese Instrumental Music
- CMUS 505 Popular Music and Cultures
- CMUS 506 Chinese Music Studies

Students will be advised to complete one or two *core* courses prior to commencing *general* or *specialized* courses; it will also be recommended that they complete one or two *general* courses prior to commencing any of the three *specialized* courses.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Music: Global and Cultural Contexts.

B.2 Certificate in Program and Portfolio Management

The proposed new certificate program in *Program and Portfolio Management* is an extension of the current *Certificate in Project Management*, which targets individuals without project management experience. The proposed new certificate program, designed for individuals *with* project management experience, will deliver knowledge and skills required to successfully manage programs and portfolios. As the target audience of the proposed new certificate program will primarily be

working individuals, many certificate courses will be offered in a variety of delivery formats, including online, hybrid, evening, summer and independent study formats.

Governance: Due to the interdisciplinary nature of the proposed certificate program, a Curriculum Steering Committee will administer the certificate program with leadership and management provided by the Chang School Program Director, Engineering, Architecture and Science. The composition and functioning of the Curriculum Steering Committee will be governed by Senate Policy No. 76, which mandates that at least half the members of the Curriculum Steering Committee must be RFA faculty.

Admission Requirements: Prospective students are required to have an undergraduate degree from a recognized post-secondary institution and six years of project management work experience. In addition, all students must also satisfy at least one of the following two prerequisites:

- successful completion of the *Certificate in Project Management* or an equivalent program; or
- current standing as a project management professional by the Project Management Institute, or an equivalent accreditation.

The Certificate Coordinator may waive any of the admission requirements in special circumstances if a prospective student has either exceptional work experience or educational qualifications.

Curriculum: The proposed certificate program will require the completion of the equivalent of six full-length⁷ courses structured as follows.

- **Required Core Courses:** All students must take the following 4 half-length core courses (equivalent to 2 full-length courses), which provide grounding in each sub-discipline.

CKPP 110	Overview of Program Management
CKPP 120	Overview of Portfolio Management
CKPP 130	Program and Portfolio Governance
CKPP 140	Delivering Organizational Strategy Through Projects

- **Elective Courses:** Select the equivalent of 4 full-length courses.

Half-Length courses (each course is of 21 hour duration)

CKPP 210	Understanding Financial Measurements for Program and Portfolio Success
CKPP 220	Managing Programs and Projects Virtually
CKPP 230	Enterprise Risk Management
CKPP 240	Advanced Leadership Skills for Program and Portfolio Managers
CKPP 250	Leading Organizational Change
CKPP 260	Creating Balanced Portfolios
CKPP 270	Crisis Management and Program Recovery
CKPP xx1	Project and Performance Management and Implementation in Public/Private Partnerships
CKPP xx2	Partnership Management

⁷ A full-length course is of 42 hours duration, and a half-length course is of 21 hours duration. Two half-length courses are equivalent to one full-length course.

Full-Length Courses (each course is of 42 hours duration)

CKPP 310	Program and Portfolio Management Research
CKPP 320	Program and Portfolio Management Practicum

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Program and Portfolio Management.

B.3 Post-Baccalaureate Certificate in Public Administration & Leadership

The Post-Baccalaureate *Certificate in Public Administration and Leadership* is designed for employees of the public sector, individuals who aspire to work in the public sector, or persons who work in the private or non-profit sectors who work closely with governments in delivering a public good. The *Certificate* aims to provide an overview of key principles of public administration, emphasising throughout the centrality of leadership to the effective realisation of the policy and organisational goals of the public sector. The Department of Politics and Public Administration will administer the proposed certificate program.

Admission Requirements: Prospective students are required to have an undergraduate degree from a recognized post-secondary institution. This certificate is open to students who have not studied public administration; such students will be required to successfully complete COPA 103, an intensive distance education course that provides a survey of Canadian public administration systems, before they can begin their studies this certificate.

Curriculum: The Certificate program consists of 3 required and 3 elective courses, which are chosen from seven electives. The Certificate Coordinator will assess prospective students' formal studies of public administration, and/or their relevant experience, to determine whether they will be required to complete the certificate credit course COPA 103 prior to enrolment in certificate courses.

Required Courses:

CPPA 604	Issues in Public Administration
CPPA 623	Public Policy
COPA xxx	Public Sector Leadership

Elective Courses: Choose 3 courses

CPPA 600	Financial Management
CPPA 601	Collaborative Governance
CPPA 602	Program Planning and Evaluation
CPPA 603	Comparative Public Policy
CPPA 624	Theories of Bureaucracy
CPPA 629	Administrative Law
CPPA 650	Intergovernmental Relations

Note: The Department of Politics and Public Administration is in the process of revising the prerequisite structure of its program courses including those that constitute this certificate

program. The revised prerequisite structure must ensure that certificate students will be able to access the certificate courses as described above.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Public Administration and Leadership.

B.4 Post-Baccalaureate Certificate in Public/Private Management and Governance

The proposed new certificate program in *Public/Private Management and Governance* will offer advanced education that integrates public, private, and third sector⁸ perspectives to enhance organizational effectiveness. The fundamental objective of the proposed *Certificate* program is to introduce candidates to a comparative analysis of public and private sector practices in a number of selected areas, e.g. partnership management, accounting and finance, project and performance management, law and regulation.

Governance: Due to the interdisciplinary nature of the proposed certificate program, a Curriculum Steering Committee will administer the certificate program with leadership and management provided by the Program Director, Arts, The Chang School. The composition⁹ and functioning of the Curriculum Steering Committee will be governed by Senate Policy No. 76, which mandates that at least half the members of the Curriculum Steering Committee must be RFA faculty.

Admission Requirements and Admissions Policy: Prospective students are required to have an undergraduate degree from a recognized post-secondary institution.

The target audience for this certificate program includes directors, middle- and upper-level managers in hybrid organizations as well as in private and third sector organisations who have significant involvement with hybrid organizations; and private sector professionals whose work intersects with that of hybrid organizations. In exceptional circumstances, individuals who do not possess a degree may seek to have the Certificate Coordinator assess their eligibility to enroll in this program.

Participants may be granted, with the permission of the Certificate Coordinator, one or two *Core Course* exemptions for subject matter the participant acquired outside of the program (e.g. through previous academic and/or professional experience.) If an exemption is granted, the participant will be required to complete a *Special Topics Course, A* and/or *B*.

⁸ Non-profit and voluntary sector; non-governmental organizations.

⁹ The composition of the current Curriculum Steering Committee is as follows: **from The Chang School:** Dean, Program Director Arts, Program Director Business; **from TRSM:** Associate Dean Academic, Director Graduate programs, 1 RFA faculty/chair/director; **from the Department of Politics and Public Administration:** Chair, Undergraduate Program Director, 1 RFA faculty.

Curriculum: The proposed certificate program will require the completion of the equivalent of six full-length, certificate-credit courses structured as follows.

Required Courses: All students must take the following 2 full-length courses.

Overview Course: Management and Governance of Public/Private Organizations

Capstone Course: Emerging Issues: Applied Governance and Management

Elective Courses: Select 8 courses equivalent to 4 full-length courses. All elective courses are half-length courses of 21 hour duration.

C1–Core Course: Governance: the Role and Functions of Boards

C2–Core Course: Partnership Management

C3–Core Course: Innovations in Managing Public/Private Cultures

C4–Core Course: Accounting and Financial Management

C5–Core Course: Law, Regulation and Ethics

C6–Core Course: Project and Performance Management and Implementation in Public/Private Partnerships

C7–Core Course: Leadership, Managing Change, and Human Resources

C8–Core Course: Communication and Reputation Management

C9–Special Topics A: Seminar

C10–Special Topics B: Directed Readings

Note: All elective courses require the completion of the *Overview Course* or the permission of the Certificate Coordinator. This structure will result in the *Overview Course* being the first course in the *Certificate* program. However, the target audience for the proposed *Certificate* program will also include those who will seek professional development by taking only one or more *Core Courses*. The proposed program will accommodate such students by requiring them to seek the permission of the Certificate Coordinator before being registering in *Core Courses*.

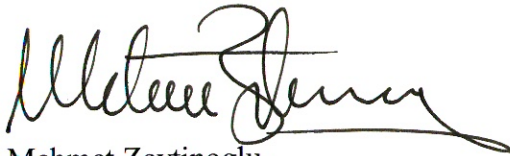
The *Capstone Course* will be available to students who will have completed all other course requirements for the *Certificate*.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Public/Private Management and Governance.

Respectfully submitted by



Mehmet Zeytinoglu,
for the 2009/2010 Academic Standards Committee

G. Allen (Journalism)
K. Alnwick (Registrar; ex-officio)
D. Androustos (Electrical & Computer Engg.)
A. Bal (Image Arts)
T. Brancatella (Student, Nutrition and Food)
E. Evans (Retail Management)
J. Dianda (Philosophy)
N. George (Chemistry and Biology)

J. Gingras (Nutrition and Food)
D. Glynn (Continuing Education)
C. Farnum (Library)
G. Hunt (Business Management)
M. Moshe (Faculty of Arts)
P. Robinson (Urban & Regional Planning)
D. Schulman (Secretary of Senate; non-voting)
A. West (Student, Politics and Governance)

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2010-2-Addendum; May 2010

In this addendum Academic Standards Committee (ASC) brings its evaluation and recommendation on the following two proposals:

Section C

- A new common Arts platform;
- A new undergraduate program proposal in *English*.

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

SECTION C: UNDERGRADUATE PROGRAM CHANGES

C.1 A Common Arts Platform

Background: The Social Science Programs¹ (SSPs) currently share a common two-year platform. In the first two years of the SSPs, students: acquire foundational knowledge in their program of study (required program courses) and in other social science disciplines (Table I courses); develop core competencies and skills (SSH-coded courses); and acquire foundational knowledge and practical skills from disciplines outside the Faculty of Arts (Table III courses). Students also select three lower-level liberal studies courses in Years 1 and 2 from non-Social Science disciplines.

The goal of the two-year common platform has been to maximize transferability among SSPs. However, data collected since the inception of the SSPs indicate that most transfers to and from the SSPs occur after first year.

The proposal: In view of the Faculty of Arts' plan for a harmonized foundation for most² of its undergraduate programs, both current and those soon to be proposed, academic units within the Faculty have agreed that a one-year common platform will best serve their students and meet Faculty and program objectives.

Appendix 1 provides the revised curriculum tables for the SSPs and Year-1 Undeclared-Arts option under the proposed changes.

¹ Criminal Justice, Politics and Governance, Psychology, Sociology, and Undeclared-Arts.

² The Geographic Analysis and International Economics and Finance programs are the most difficult to fit into a common first year curriculum structure because they are professionally focused and prescriptive in structure. Although these programs will remain outside the proposed platform, the Department of Geography and the Department of Economics are expected to revise their respective curriculum in order to have full transferability of first-year credits for students who transfer to and from other Arts programs.

Implementation: If approved, the proposed common Arts platform and the resulting curriculum changes will be phased in starting Fall 2011.

ASC Evaluation

ASC fully supports the rationale of the proposed common Arts platform and the resulting curriculum changes in the SSPs. However, it is noted that the proposed common platform will result in the reduction of the minimum number of non-Arts electives from three to one course. In the revised curriculum structure an Arts student can choose up to seven non-Arts courses as professionally-related electives and may also access the Liberal Studies courses offered by academic units outside of the Faculty of Arts. However, with only one required non-Arts elective and considering that the vast majority³ of Liberal Studies courses are Arts (social sciences and humanities) courses, there is the real concern that an Arts student can potentially graduate with only a single non-Arts course out of a 40-course curriculum.

The rationale for the proposed reduction in the minimum number of non-Arts electives is the limited availability⁴ of non-Arts electives, exacerbated by the limited seat availability in these courses. For large enrolment programs such as the SSPs this is valid concern. In order to move forward with this important initiative, ASC formulated the following agreement:

- It be recommended that the Provost and Vice President Academic develop a mechanism to encourage all academic units (Faculties, departments, schools) to increase the availability of non-Arts courses as professionally-related and Liberal Studies electives (and seats in these courses) across the University;
- It be further recommended that the Provost and Vice President Academic identify an appropriate mechanism to monitor and report annually to the Deans on the status of the initiatives to expand the availability of non-Arts courses; and
- The Faculty of Arts will meet with the Academic Standards Committee by Fall 2013 to review the status of these initiatives and the relationship to the required number of non-Arts courses in the common Arts platform.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the proposed common Arts platform and the resulting curriculum changes to the SSPs conditional upon the terms of the agreement outlined in the ASC Evaluation Section.

³ The 2009/2010 Calendar lists a total of 246 Liberal Studies courses. Of these, 236 courses (96 percent) are humanities and social science courses offered by academic units in the Faculty of Arts.

⁴ The 2009/2010 Calendar shows that Table III (non-Arts electives) for SSPs includes 42 courses with 16 business, 10 science, 6 community services, 3 professional communication (CMN), 3 non-profit and voluntary sector (INP) and 4 interdisciplinary (INP) courses.

C.2 English

The proposed program in *English* has been designed to deliver a high-quality education that combines literary, cultural, and critical knowledge with practical applications.

The program will address the needs of students interested in entering the workforce directly after graduation, as well as those choosing to pursue further study in a faculty of education, a law school, or a graduate program in English or a related discipline. The proposed program offers an innovative fusion of knowledge, research, and skill-building; training for creative and critical expression; and extensive experiential opportunities enmeshed within an urban environment.

Program Objectives

The proposed *English* program will encourage students to study literary history and cultural texts from transnational and transmedia perspectives informed by an awareness of the cross-migration of literatures and theories. Objectives of the proposed *English* program are:

- To foster cultural literacy, making students familiar with the richness and complexity of their literary and cultural heritage, and so cultivate an open, worldly perspective that prepares them to engage productively with their local and global communities.
- To develop students' practical and aesthetic writing skills, helping them to respond professionally and with intelligence to the changing communication situations.
- To help students gain sophisticated oral communication skills for the persuasive expression of their thoughts and ideas.
- To teach students in-depth research skills that will enhance their understanding of a subject and let them appreciate its place within a history and tradition.
- To provide a practical forum in which students can develop ways of setting their knowledge into action by producing and showcasing creative and scholarly projects.

The Program

Curriculum: The proposed 20-course English specialization offers a graduated program of study that moves from a broad, interdisciplinary base in the common Arts platform, through the development of disciplinary breadth and depth in critical, theoretical, historical, and practical core courses and distribution requirements. The program's core courses and required elective groups incrementally build depth in knowledge and methodologies, culminating in the fourth year, with senior capstone courses in theory, research, and experiential learning.

Students will take 5 required English courses to develop core content and competencies in the discipline. In order to ensure breadth of disciplinary knowledge, students will select 15 English electives: a project-based elective in either Year-2 or Year-3, a capstone elective in Year-4 and the remaining electives selected from three key areas of the discipline (literatures and cultures from the 16th–21st centuries; diversity in identities, communities, and nations; and genre and media).

To complete their remaining 20 courses in the program, students will select 6 Liberal Studies and 14 professionally-related courses, 3 of which are required. The 3 required professionally-related courses are part of the common Arts platform and include courses in critical thinking, academic writing, and research methodologies.

Appendix 2 provides the complete curriculum of the proposed program.

Experiential Learning: The proposed program includes a Senior English Project that has been designed as an intensive experiential learning complement to the traditional Senior English Seminar offered in Year-4. With the project-based course required in Year-2 or Year-3, and experiential assignments available in electives throughout the program, culminating in the Senior Project Capstone course, the program augments traditional classroom studies with hands-on practice. At the completion of the program students will have the unique experience of building their knowledge and skills in literature and culture while actually engaging in the practical application of the English discipline in their local community.

Admission: Prospective students are required to have an OSSD with six Grade 12 U/M courses including Grade 12 U English in which they must attain a minimum grade of 70 percent or higher. ENG4U/EAE4U is the preferred English course. Subject to competition, candidates may be required to present averages/grades above the minimum.

Enrollment: The intake target is 60 first-year students resulting in a projected steady-state enrolment of 207 students by 2014.

Implementation: If approved, the implementation of the proposed new program in *English* will start in Fall 2011.

Peer Review Assessment

In accordance with the Senate Policy #112 *Approval Process for New Undergraduate Programs*, a peer review team⁵ assessed the program. In its report the peer review team commented that “[t]he program admirably balances theory and practice. The structure and range of the proposed curriculum, with its core three areas, is thoughtful, and workable. That is, it reflects a wide-ranging consideration of the needs of students and the needs of society, as well as the ways in which English studies is dynamically constituted by teachers and scholars. And it is designed in such a way as to be realistically deliverable” and concluded with “... an unqualified expression of support for the proposed BA in English.”

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the new undergraduate program in English leading to the Bachelor of Arts (English) degree.

⁵ Profs. S. Kelman (Ryerson), K. McGuirk (University of Waterloo) and M. Rose (Brock University).

Respectfully submitted by



Mehmet Zeytinoglu,
for the 2009/2010 Academic Standards Committee

- G. Allen (Journalism)
- K. Alnwick (Registrar; ex-officio)
- D. Androustos (Electrical & Computer Engg.)
- A. Bal (Image Arts)
- T. Brancatella (Student, Nutrition and Food)
- E. Evans (Retail Management)
- J. Dianda (Philosophy)
- N. George (Chemistry and Biology)
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- C. Farnum (Library)
- G. Hunt (Business Management)
- M. Moshe (Faculty of Arts)
- P. Robinson (Urban & Regional Planning)
- D. Schulman (Secretary of Senate; non-voting)
- A. West (Student, Politics and Governance)

Appendix 1: Revised SSP Curricula

Criminal Justice

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	CRM 200 Criminal Law
CRM 100 Introduction to Canadian Criminal Justice	CRM 202 Victims and the Criminal Process
CRM 102 Introduction to Crime and Justice	CRM 204 Criminal Justice Research and Statistics
Required: Two courses from Table IA	CRM 2xx Criminal Justice and Social Inequality
Required: Two courses from Table IB	Program Electives: Two courses from Table II
Non-Arts Elective: One course from Table III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III <i>or</i> IV
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
Required Group I: Select two courses. CRM 300 Policing in Canada CRM 306 Corrections in Canada CRM 308 Criminal Courts in Canada	CRM 400 Aboriginal Governance/Justice
CRM 322 Ethics in Canada	CRM 404 Criminal Justice Policy
CRM 324 Security Threats	CRM 406 Seminar in Criminal Justice
Program Electives: Two courses from Table II.	Program Electives: Three courses from Table II.
Open Electives: Two courses from Table III <i>or</i> IV	Open Electives: Two courses from Table III <i>or</i> IV
Liberal Studies: Two courses from Table B	Liberal Studies: Two courses from Table B

Politics and Governance

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	POG 210 Canadian Government
POG 100 People, Power, and Politics	POG 214 Controversial Policy Topics (formerly POG 314)
POG 110 Canadian Politics	POG 225 Global Governance
Required: Two courses from Table IA	POG 230 Research and Statistics
Required: Two courses from Table IB	POG 235 Western Political Thought (formerly POG 330)
Non-Arts Elective: One course from Table III	POG 240 Intro to Comp. Politics (formerly POG 340)
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III <i>or</i> IV
	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
INP 900 Intro to the Nonprofit/Voluntary Sector	Program Electives: Six courses from Table II*
POG 320 Social Identity and Citizenship	Open Electives: Two courses from Table III <i>or</i> IV
Program Electives: Four courses from Table II*	Liberal Studies: Two courses from Table B
Open Electives: Two courses from Table III <i>or</i> IV	
Liberal Studies: Two courses from Table B	

* **Five** of the ten Table II selections must be at the 400-level.

Psychology

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	PSY 124 Social Psychology
PSY 102 Intro to Psychology I	PSY 324 Biological Psychology
PSY 202 Intro to Psychology II	PSY 654 Cognition
Required: Two courses from Table IA	PSY 411 Research Methods and Statistics
Required: Two courses from Table IB	Program Electives: Two courses from Table II
Non-Arts Elective: One course from Table III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III or IV
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
PSY 302 Developmental Psychology	PSY 731 Theories of History of Psychology
PSY 325 Psychological Disorders	Program Electives: Five courses from Table II**
Program Electives: Four courses from Table II*	Open Electives: Two courses from Table III <i>or</i> IV
Open Electives: Two courses from Table III <i>or</i> IV	Liberal Studies: Two courses from Table B
Liberal Studies: Two courses from Table B	

* PSY 711 recommended for Thesis Stream.

** Including at least one seminar course; students in Thesis Stream must take PSY 961 and PSY 971.

Sociology

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	SOC 411 Intro to Quantitative Data Analysis
SOC 105 Introduction to Sociology	SOC 470 Toronto: The Changing City
SOC 107 Sociology of Everyday Life	SOC 473 Classical Sociological Theory
Required: Two courses from Table IA	Required Group I: Select three courses. SOC 300 Sociology of Diversity SOC xxx Social Class and Inequality SOC 525 Media and Images of Inequality SOC 608 Women and Equity Rights (<i>new title</i>)
Required: Two courses from Table IB	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III or IV
Non-Arts Elective: One course from Table III	Liberal Studies: Two courses from Table A.
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	
YEAR 3	YEAR 4
SOC 475 Contemporary Sociological Theory	SOC 490 Sociological Practice I
SOC 481 Survey Design and Analysis	Program Electives: Five courses from Table II
SOC 482 Sociological Methods of Media Research	Open Electives: Two courses from Table III <i>or</i> IV
SOC 483 Advanced Research and Statistics	Liberal Studies: Two courses from Table B
Program Electives: Two courses from Table II	
Open Electives: Two courses from Table III <i>or</i> IV	
Liberal Studies: Two courses from Table B	

Undeclared-Arts

The revised Undeclared-Arts curriculum has a first year that is harmonized with the proposed one-year common Arts platform.

Semester 1	Semester 2
SSH 205 Academic Writing and Research	SSH 105 Critical Thinking
Required: Two courses from Table I.A	Required: One course from Table IA
Required: Two courses from Table I.B	Required: One course from Table IB
	Non-Arts Elective: One course from Table III
	Required: One course* from Table IA <i>or</i> IB

* Students who plan to transfer to a Humanities program (Arts and Contemporary Studies, English) should select a course from Table IA. Students who plan to transfer to a Social Science program (Criminal Justice, Politics and Governance, Psychology, or Sociology) should select a course from Table IB.

Table I

A total of four to five courses are required, as grouped below. No more than two courses may be taken from any one subject area, including HST, PHL, and GEO.

IA. Minimum of two courses from:

- ACS 100 Ideas that Shape the World I
- ACS 200 Ideas that Shape the World II
- ENG 108 The Nature of Narrative I
- ENG 208 The Nature of Narrative II
- FRE xx1 A French Courses – to be determined
- FRE xx2 A French Courses – to be determined
- HST 110 U.S. History: Colonial Era to 1877
- HST 111 World Turned Upside Down: Europe 1350-1776
- HST 113 Themes in Modern Asian History (title change for 2010-11)
- HST 119 Fact and Fiction: History Through Film I
- HST 210 U.S. History: 1877 to the Present
- HST 211 Century of Revolution: Europe 1789-1914
- HST 219 Fact and Fiction: History Through Film II
- HST 307 Canada to 1885: the Founding Societies
- HST 325 History of Science and Technology I
- HST 407 Canada from 1885: the Struggle for Identity
- HST 425 History of Science and Technology II
- HST 426 Major Themes in International Relations
- PHL 101 Plato and the Roots of Western Philosophy
- PHL 201 Problems in Philosophy
- PHL 333 Philosophy of Human Nature
- PHL 366 Existentialism and Art and Culture

IB. Minimum of two courses from:

CRM 100	Introduction to Canadian Criminal Justice
CRM 102	Introduction to Crime and Justice
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
EUS xx1	Environment and Sustainability
EUS xx2	Sustaining the City's Environment
GEO ***	Geography Courses – to be determined
POG 100	People, Power & Politics
POG 110	Canadian Politics
PSY 102	Introduction to Psychology I
PSY 202	Introduction to Psychology II
SOC 105	Introduction to Sociology
SOC 107	Sociology of Everyday Life
SSH 100	Introductions to the Social Sciences
SSH 102	Learning and Development Strategies

Note: Required courses in the program of study are not available as a choice in Table I.

Table II

Professional electives; Table II will be program specific. Please note that Table II for the Undeclared-Arts option is equivalent to Table III in the common Arts platform. Unchanged from current calendar listings.

Table III

Unchanged from current calendar listings. Please refer to Table III in the 2009/2010 Calendar for any SSP, e.g. Table III on page 112 for the Criminal Justice program. A minimum of one course is required.

Table IV

These tables comprise Arts and Non-Arts courses that complement students' program of study and are thus program specific. Unchanged from current calendar listings.

Appendix 2: English Curriculum

YEAR I	
ENG 108 The Nature of Narrative I	ENG 208 The Nature of Narrative II
SSH 205 Academic Writing and Research	SSH 105 Critical Thinking I
Required Social Science Elective (Table IB)	Required Social Science Elective (Table IB)
Required Humanities Elective (Table IA)	Required Humanities Elective (Table IA)
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Open Non-Arts Elective (Table III)
YEAR II	
English Elective from Table II	ENG 400 Literary and Cultural Theory
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
SSH 301 Research Design & Qualitative Methods	Open Arts or Non-Arts Elective (Table I or III or IV)
Lower Level Liberal Study	Lower Level Liberal Study
YEAR III	
English Elective from Table II	ENG 810 Advanced English Research Methods
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
Open Arts or Non-Arts Elective (Table III or IV)	Open Arts or Non-Arts Elective (Table III or IV)
Upper Level Liberal Study	Upper Level Liberal Study
YEAR IV	
ENG 910 English Capstone Seminar Course	English Capstone Course from Table II
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
Open Arts or Non-Arts Elective (Table III or IV)	Open Arts or Non-Arts Elective (Table III or IV)
Upper Level Liberal Study	Upper Level Liberal Study

Table I: Please refer to *Appendix 1*.

Table II: Elective English Courses

Students must select a total of fifteen electives as grouped and noted below.

GROUP-1: Literatures and Cultures from 16th – 21st Centuries

Choose minimum four of:

- ENG 421 16C Literature and Culture
- ENG 422 17C Literature and Culture
- ENG 531 18C Literature and Culture I
- ENG 532 18C Literature and Culture II
- ENG 624 20C Literature and Culture I
- ENG 626 20C Literature and Culture II
- ENG 632 19C Literature and Culture I

ENG 633 19C Literature and Culture II

GROUP-2: Diversity in Identities, Communities, and Nations

Choose minimum three of:

ENG 203 The Literature of Native Peoples
ENG 204 The Literature of Immigration
ENG 413 Colonial and Postcolonial Literatures
ENG 416 Modern American Experience
ENG 620 English Caribbean Literatures and Cultures
ENG 621 Reading Gender in a Global Context
ENG 630 Asian Literatures and Cultures
ENG 701 Studies in Canadian Literature
ENG 940 Discourses of Difference and Diversity
ENG 941 Gender and Sex in Literature and Culture
ENG 942 Postcolonial Interventions

GROUP-3: Genre and Media. Choose minimum three of:

ENG 200 Writing as a Cultural Act
ENG 222 Fairy Tales and Fantasies
ENG 224 Children's Fiction
ENG 520 Language of Persuasion
ENG 530 Studies in Literary Non-Fiction
ENG 540 Studies in Genre: Novel
ENG 550 Studies in Genre: Drama
ENG 560 Studies in Genre: Poetry and Poetics
ENG 570 Studies in Auto/Biography
ENG 580 Studies in the Gothic
ENG 590 Studies in Word and Image
ENG 703 Popular Literatures
ENG 705 Visual Cultures
ENG 706 Shakespeare and Performance
ENG 720 The History of Rhetoric
ENG 730 The History of the Book and Publishing
ENG 740 The History and Practice of Literary Criticism
ENG 888 Televisual Texts and Contexts
ENG 920 Science and Technology in Pop Culture
ENG 921 Narrative in a Digital Age
ENG 930 High and Low Culture

GROUP-4: Project-Based Courses in Applied Knowledge

In either Year-2 or Year-3 choose one of:

ENG 302 Writing in the Arts
ENG 303 Teaching Writing: From Theory to Practice

ENG 304 Digital Archiving, Editing, and Publishing
 ENG 306 Creative Writing

GROUP-5: Capstone Courses. In Year-4 choose one of:

ENG 900 Senior English Seminar
 ENG 904 English Undergraduate Thesis
 ENG 907 Senior English Project
 ENG 908 Special Topics in Literary and Cultural Theory

Table III

Unchanged, please refer to Table III in the 2009/2010 Calendar for any SSP, e.g. Table III on page 112 for the Criminal Justice program. A minimum of one course is required.

Table IV: Professionally-Related Electives (Arts and Non-Arts Courses)

A minimum of five courses is required.

ACS 300	Ideas that Shape the World III
ACS 302	Introduction to Cultural Studies
ACS 400	Ideas that Shape the World IV
ACS 500	Ideas that Shape the World V
CLD 215	Creative Arts I
CLD 314	Literacy I
CLD 443	Working with LCD [Linguistically and Culturally Diverse] Children
CMN 315	Issues in Communication and Business
CMN 443	International Business Communication
CMN 448	Introduction to Visual Communication
CMN 450	The Art of Podcasting
CRM 200	Criminal Law
CRM 312	Representing Crime
ECN 301	Intermediate Macroeconomics
FRE 402	French Conversation and Pronunciation
GRA 102	Layout and Typography I
GRA 202	Layout and Typography II
HST 508	The Child in History
HST 564	History of Canadian Cultural Industries
HST 581	Canada, the Origins of Conflict
HST 721	African-American History
HST 722	The British Empire and the World
HST 723	The Material Cultures of North America
HST 911	Canada in the International Sphere
HST 930	Film, Television and 20th-Century History
ENT 526	Entrepreneurial Behaviour and Strategy
ENT 500	New Venture Startup
ENT 601	Identifying Opportunities

ENT 725	Management of Innovation
JRN 401	History of Journalism
MUS 110	Music and Film
MUS 211	Music Culture of the City
MUS 401	Music, Religion and Spirituality
PHL 400	Human Rights and Justice
PHL 420	Philosophy, Diversity, and Recognition
PHL 401	Philosophy and Mass Culture
PHL 530	Media Ethics
PHL 621	Beyond the Western Academic Tradition
POG 317	The Politics of Education
POG 319	The Politics of Work and Labour
POG 330	Western Political Thought
POG 425	Comparative Political Economy
POG 431	Power, Hegemony and Resistance
PSY 302	Child Development
PSY 325	Behavioural Disorders
PSY 535	Gender Issues in Psychology
SOC 504	Children and Society
SOC 525	Media and Images of Inequality
SOC 700	Men and Masculinities in the 21st Century
THF 200	Timelines of Performance History I
THF 201	Timelines of Performance History II
THF 204	Performing Arts in Canada
THF 403	Landmarks in Canadian Theatre

MEMORANDUM

Date: 9 April 2010
From: Dennis Denisoff, Chair, Department of English
To: Diane Schulman; Members of Senate
RE: English Bylaw and Revisions

As per the attached Bylaw document, the Department of English has made the following revisions to its Bylaw in order to clarify which committee members are elected and that all committee members having voting status:

1. In the description of the Undergraduate Committee,
 - the term "*ex officio*" has been removed in both instances where it appeared
 - the phrase "4 RFA members" has been changed to "4 elected RFA members"

2. In the description of the Graduate Committee,
 - the term "*ex officio*" has been removed in the one instance where it appeared
 - the phrase "3 RFA members" has been changed to "2 elected RFA members."

The Graduate Committee's number of elected RFA members has been reduced in order to create an uneven number of total members, which is more conducive to voting and which reflects the actual current make-up of this committee. The even number of members of the Chair's Advisory Committee is not a concern in this regard because this committee is not a voting committee, but fulfills only an advisory role.

BYLAW
DEPARTMENT OF ENGLISH

Approved by Department Council

March 9, 2010

Approved by the Senate Academic Governance and Policy Committee

March 23, 2010

Approved by Senate

xxx

BYLAW OF THE ENGLISH DEPARTMENTAL COUNCIL

As approved by Departmental Council on March 9, 2010.

Mandate of Council

Students, faculty, and staff are partners in the functioning of the English Department. Departmental Council is the principal mechanism for bringing together these constituencies to identify, discuss, and resolve matters of mutual concern.

The specific mandate of the Departmental Council is:

- To develop, recommend, and maintain all policies relevant to the Department – and for the operation of the programs for which it is responsible – within the context of general University policies.
- To contribute actively to the operation and long-term planning of the Department through the creation of committees, working groups, and other mechanisms as deemed appropriate.
- To provide a forum for debate, discussion, and the dissemination of information on matters pertinent to the Department.
- To recommend major curriculum changes to the Academic Standards Committee of the Senate upon recommendation of the Department's Undergraduate Committee.

Authority of Council

In keeping with Ryerson's Policy #45 – *Constitutional Provisions for Departmental/School Councils* – the authority of Council is as follows:

- Council may initiate policy recommendations on any matter pertaining to the operation of the Department. If such policies have significance and effect only within the Department, approval by Council, and by the Departmental Chair and Dean, will provide authority for action. Such action will be reported by the Dean to Senate for its information.
- If such policies have extra-Departmental ramifications, they shall be transmitted to the Dean for discussion with the Committee of Chairs. If there are no ramifications beyond the Faculty, the matter may be settled with the approval of the Dean, and shall be reported to Senate by the Dean for its information. If there are broader ramifications, the recommendation shall be brought to Senate for action.
- In the event of a disagreement between Council and the Dean, or between Council and the Departmental Chair and Dean, the disagreement will be referred by the disputants to the Provost and Vice President Academic.

Without prejudice to the above protocols, the authority of the English Departmental Council embraces two additional principles:

- Council will not enter into debate or take action on any matter that would jeopardize customary expectations of confidentiality in respect to students, faculty, or staff, or on matters of a contractual nature.
- Council does not have the authority to override decisions made by the Departmental committees that do not formally report to it (for example, the Departmental Appointments Committee). Council does, however, have the authority to discuss such decisions and to provide advice, save in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. (The determination of such restrictions is the responsibility of the Chair of the Department.)

Membership

Membership on Departmental Council shall be comprised of the following:

- The Department Chair
- All RFA members of the Department.
- One representative of the Department's CUPE membership, elected by CUPE members
- All administrative staff (non-voting)
- A number of elected or appointed students from any undergraduate and graduate programs housed in the Department, to the ratio of not less than one-third and not more than one half of the total of RFA faculty members of the department, with a reasonable effort to have two-thirds of the students elected or appointed from the undergraduate programs housed in English, striving for representation from each of the four years, and one-third from the graduate program in English.

Voting

There shall be no proxy or absentee voting.

Chair of Council

The Chair of Council will be elected by and from Council members for a one-year term, normally at a Spring meeting of Council. The term for Chair of Council runs from September to September.

The Chair of Council is responsible for:

- calling and conducting meetings;

- setting agendas;
- maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Departmental Assistant;
- monitoring follow-up to Council actions.

The Chair of Council is a member, ex-officio, of all Council committees.

The Chair of Council may request another Council member to act in his or her stead on an interim basis.

There is no limit on the number of terms that may be served by a Chair, provided that an election is held duly each year.

Council Procedures

There will be no fewer than two Council meetings per academic year. Additional meetings may be held at the call of the Council Chair or at the request of at least three Council members, with a minimum of five days notice.

Notices of meetings normally will be distributed at least five days in advance in electronic form or hard copy.

Quorum is more than half of the voting members. RFA faculty members must constitute a majority of the members present.

Unless otherwise specified, decisions are made by a simple majority of voting members present at a meeting.

A decision to amend the Council Bylaw requires a two-thirds majority of voting members present at a meeting, and can be taken only after written notice – including the text of the proposed amendment – has been provided to all members at least three days in advance of the meeting.

The Council Bylaw, including committee structure, will be reviewed at three-year intervals.

All matters of procedure not specifically addressed in this bylaw shall be governed by the provisions of Bourinot's Rules of Order.

Committee Structures, Mandates, and Composition

The standing committees and coordinators of Council and of the Department are as follows. Additional committees, coordinators, and working groups can be established at any time with the approval of Council or the Departmental Chair, as appropriate.

Chair's Advisory Committee

Department Chair; Graduate Director; Undergraduate Director; 1 elected RFA member.

Advises Chair on a range of matters pertaining to administration of the Department.

Each spring, establishes, with the Chair, the composition, structure, and membership of the following year's Department committees, subject to ratification by Department Council.

Undergraduate Program and Curriculum Committee

Department Chair; Undergraduate Program Coordinator; Graduate Director; 4 elected RFA members. Committee may invite additional non-voting members.

Responsible for ongoing assessment of program and program requirements; ongoing assessment of curriculum; vetting course proposals; submitting any significant curriculum changes to the Council for approval and submission to the Academic Standards Committee, Senate or Curriculum Advising as appropriate; preparation of guides for the delivery of multiple course sections; development of protocols and rationale for modes of delivery including break-out groups.

Graduate Program Committee

Graduate Director; Department Chair ; Practicum Director; 2 elected RFA members.

Committee may invite additional non-voting members.

Responsible for student admissions and funding; determining appropriate funding scenarios based on SGS budget year-to-year; coordinating/planning events intended to enrich grad student experience (e.g. Distinguished Speaker Series); developing graduate curriculum and course offerings year-to-year; development of program policy and procedure; proposing curriculum changes as required. Policy and procedure changes are subject to approval of the Department Council.

Leaves Committee:

All tenured and tenure-track faculty of English, chaired by Department Chair or his/her designate

The Leaves Committee shall consider applications for leave made pursuant to the terms as set forth in the Collective Agreement between the RFA and Board of Governors, and shall have authority to act on behalf of Department Council with respect to such applications.

Report on the April 6, 2010 Senate Motion Regarding Fall Study Break

MOTION #1: That Senate endorse, in principle, the creation of a fall reading break, starting in the 2011-2012 academic year.

MOTION #2: That an Ad Hoc committee, consisting of:

- Registrar, as Chair (with power to add)
- Secretary of Senate
- 1 designate from each faculty, including the School of Graduate Studies
- 1 Chang school representative
- 2 RSU representatives
- 1 CESAR representative

be struck to determine an implementation strategy and report back to Senate no later than October, 2010

Membership for the Ad Hoc Committee will be as follows:

Registrar, as Chair: Keith Alnwick
Secretary of Senate: Diane Schulman

1 designate from each faculty, including the School of Graduate Studies

Arts: Maureen Reed
Community Services: Linda Cooper
Communication and Design: Gillian Mothersill
Engineering, Architecture and Science: Philip Chan
Ted Rogers School of Management: Neil Wolfe
Graduate Studies: Cathy Faye

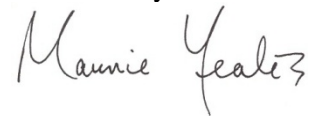
1 Chang school representative: Rose Donato
2 RSU representatives: Liana Salvador and Andrew West
1 CESAR representative: Mohammed Ali Aumeer

SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, MAY 4, 2010

1. Complex Program Changes – ***Psychology*** (for information)
2. Complex Program Changes – ***Communication and Culture*** (for information)
3. Complex Program Changes – ***Spatial Analysis*** (for information)

Submitted by:

A handwritten signature in cursive script that reads "Maurice Yeates".

Maurice Yeates, Dean
Chair, School of Graduate Studies Council

1. Complex Course Changes – *Psychology*

Summary:

The proposed complex change to the Psychology PhD program is a change to the mix of required courses and elective courses. Note that this complex change does not alter the total number of courses that students must take to complete the Psychology PhD. The course *History of Psychology* becomes an elective.

Current PhD Degree Requirements:

- Psychological Science (PhD): Currently, students must take three required courses and two elective courses (a total of five courses)
- Clinical Psychology (PhD): Currently, students must take five required courses and three elective courses (a total of eight courses)

Proposed PhD Degree Requirements:

- Psychological Science (PhD): It is proposed that students must take two required courses and three elective courses (a total of five courses)
- Clinical Psychology (PhD): It is proposed that students must take four required courses and four elective courses (a total of eight courses)

2. Complex Course Changes – *Communication and Culture*

The proposed change is a change to the Doctoral program requiring a separate research methods course for doctoral students. This proposed change to the structure of the doctoral program is similar other universities doctoral programs where knowledge of qualitative and quantitative research is required. This change would be effective September 1, 2010 for the PhD cohort of fall 2010.

Current PhD Degree Requirements:

- Comprehensive Examination
- PhD Dissertation Research
- Research Methods Workshop

Proposed PhD Degree Requirements:

- Comprehensive Examination
- PhD Dissertation Research
- Advanced Research Methods

3. Complex Course Changes – *Spatial Analysis*

The Master of Spatial Analysis graduate program is currently offered with a defined curriculum requiring the completion of four core courses in the fall term, two electives and a practicum placement in the winter term, and a major research paper. It is usually completed within three terms (12 months). The practicum is waived for part-time students, who complete the program in six terms (24 months).

The program proposes to add a thesis option would include the same four core courses in the fall term, either two electives, or one elective and the practicum in the winter term, and the thesis. The thesis option will only be available to selected fulltime students, and will be completed in 4-5 terms (16-20 months).