

SENATE MEETING AGENDA

Tuesday, December 7, 2010

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

- Page 1 Interdisciplinarity Discussion
 Presentation: <http://www.ryerson.ca/senate/Interdisc-presentation.pdf>
 Slides: <http://www.ryerson.ca/senate/documents/Interdisciplinarity-slides.ppt>
1. Call to Order/Establishment of Quorum
 2. Approval of Agenda
 3. Announcements
- Pages 2-5 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the November 2, 2010 meeting*
- Page 6 5. Matters Arising from the Minutes
- 5.1 **Motion #1:** *That Senate request the Vice Provost Academic and the Vice Provost Students to jointly investigate the options available – including, but not necessarily restricted to, the establishment of a University-wide Examination Centre – to ensure that make-up tests and exams are conducted efficiently and with a high standard of academic integrity; and*
 - 5.2 **Motion #2:** *That Senate request the Vice Provost Academic and the Vice Provost Students report on their investigation before Senate recesses for the Summer of 2011.*
6. Correspondence
 7. Reports:
 - 7.1 Report of the President
 - 7.1.1 President’s update
 - 7.1.2 Achievement Report
 - 7.2 Report of the Secretary
- Pages 7-9
 Pages 10-15

7.3 Committee Reports

Pages 16-18

7.3.1 Report #F2010-1 of the Research Ethics Board

Page 19

7.3.2 Report #F2010-3 of the Academic Governance and Policy Committee

7.3.2.1 Amendment to the membership of the Research Ethics Board (REB)

Motion #1: *That Senate approve the addition of a Vice Chair and additional community member to the composition of the Research Ethics Board.*

Pages 20-21

7.3.2.2 Amendment of Policy 157: Establishment of Student E-Mail Accounts for Official University Communication

Motion #2: *That Senate approve the amendment of Policy 157: Establishment of Student E-Mail Accounts for Official University Communication as presented.*

Pages 22-30

7.3.2.3 Department of Economics Council Bylaw

Motion #3: *That Senate approve the Department of Economics Council Bylaw*

Pages 31-40

7.3.3 Report #F2010-3 of the Academic Standards Committee

Motion #1: *That Senate approve the periodic program review of the Early Childhood Education program.*

Motion #2: *That Senate approve the Certificate in Organizational Leadership.*

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

11.1 Course change forms:

(see www.ryerson.ca/senate/documents/course-changeforms-dec0710.pdf)

From Arts: English; Criminal Justice; History, French/Spanish; Geography; Liberal Studies; Philosophy; Politics & Public Administration;

From Communication and Design: Fashion; Graphic Communication Management; Interior Design; Journalism; Professional Communication; Radio and Television Arts; Theatre

From Community Services: Disability Studies; Early Childhood Education; Midwifery; Nutrition; Social Work

From Faculty of Engineering, Architecture and Science: Architectural Science; Chemistry & Biology; Electrical & Computer Engineering; First-year & Common Science; Mathematics; Mechanical and Industrial; Physics

From Ted Rogers School of Management: Hospitality & Tourism; Human Resources Management; Global Management Studies; Business Technology Management; Marketing Management; Retail Management

12. Adjournment

Senate Discussion - December 7, 2010

INTERDISCIPLINARITY

Table Discussion Topics

1. GOVERNANCE AND ORGANIZATION (Leadership, structure, budget)
2. INTERDISCIPLINARY RESEARCH (Funding, credit/accreditation)
3. FACULTY APPOINTMENTS (Tenure, promotion, "home")
4. GRADUATE PROGRAM STAFFING ("backfill" for disciplinary departments/schools, TA's, general co-operation and resources)
5. ISSUES IN UNDERGRADUATE INTERDISCIPLINARY PROGRAMS (Student experience, preparation for graduate study and careers)
6. ISSUES IN GRADUATE INTERDISCIPLINARY PROGRAMS (Student experience, graduate supervision, careers)
7. ARE WE TRUE BELIEVERS? (Role and importance of inter-disciplinary programs and interdisciplinarity)

MINUTES OF SENATE MEETING Tuesday, November 2, 2010			
MEMBERS PRESENT:			
Ex-Officio:	Faculty:		Students:
K. Alnwick	H. Alighanbari	C. Mooers	D. Baxter
G. R. Chang	R. Banerjee	K. Raahemifar	K. El Sayed
C. Evans	M. Braun	A. Rauhala	A. Hyder
G. Fearon	D. Chant	R. Ravindran	D. Jaiswal
D. Foster	L. Fang	A. Saloojee	A. McAllister
J. Hanigsberg	A. Furman	N. Thomlinson	M. Munawar
G. Hauck	D. Checkland	J. Turtle	I. Omar
J. Isbister	R. Church	K. Webb	L. Salvador
K. Jones	M. Dionne	Z. C. Zhuang	C. Sule
A. Kahan	F. Gunn		A. West
M. Lachemi	A. Hunter		T. Whitfield
H. Lane Vetere	M. Kolios		R. Zanussi
M. Lefebvre	L. Lavallée		
S. Levy	V. Lem		
M. Lovewell	N. M. Lister		
A. Shepard	A. Mitchell		
P. Stenton	G. Mothersill		
SENATE ASSOCIATES:			ALUMNI:
C. Smith			A. Rasoul
REGRETS:			
S. Ahmed		ABSENT:	
M. A. Aumeer		A. Anderson	
C. Cassidy		P. Nichols	
Y. Chevtchhook		M. Sengupta	
L. de Montbrun		F. Tang	
D. Elder			
A. Ferworn			
U. George			
J. Leshchyshyn			
P. Monkhouse			
M. Panitch			
D. Sydor			

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
M. Munawar moved; I. Omar seconded
Agenda approved.
3. Announcements - None
4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the November 2, 2010 meeting*
C. Sule moved; L. Fang seconded.

Motion approved
5. Matters Arising from the Minutes
 - 5.1 The special presentation to Senate, scheduled for November 4, 2010, was announced.
6. Correspondence - None
7. Reports:
 - 7.1 Report of the President
 - 7.1.1 President's update - A link to the HEQC paper on Differentiation will be made available to Senate.
 - 7.2 Report of the Secretary
 - 7.2.1 The secretary announced the coordination of elections of Senate and Board elections.
 - 7.3 Committee Reports
 - 7.3.1 Report #F2010-2 of the Academic Governance and Policy Committee
A. Shepard moved all motions.

Motion #1: *That Senate approve Policy 110: Institutional Quality Assurance Process*
A. Shepard moved; K. Raahemifar seconded.

Motion approved.

Motion #2: *That Senate approve Policy 112: Development of New Graduate and Undergraduate Programs (see addendum).*
A. Shepard moved; K. Alnwick seconded.

Motion approved.

Motion #3: That Senate approve Policy 126: Periodic Program Review of Graduate and Undergraduate Programs.

A. Shepard moved; K. Raahemifar seconded.

Motion approved.

Motion #4: That Senate approve Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs.

A. Shepard moved; K. Raahemifar seconded.

Motion approved.

7.3.2 Report #F2010-1 of the Awards and Ceremonials Committee

7.3.2.1 **Motion: That Senate approve Policy 161: Student Awards Policy.**

A. Shepard moved; G. Hauck seconded.

Amend to include requirement for consultation with donor to amend terms of an award on page 67.

Motion approved.

The Awards Action Committee will need to be established as a committee of Senate.

7.3.2.2 Report - Convocation and awards statistics (attached for information only)

7.3.3 Report #F2010-2 of the Nominating Committee:

Motion: That Senate approve the nominations to Senate Standing Committees as presented

Amended: M.L. Blickstead is Program Director

Motion approved.

7.3.4 Report #F2010-2 of the Academic Standards Committee

C. Evans moved all motions.

Motion #1: That Senate approve the proposed curriculum changes in the Bachelor of Arts, Geographic Analysis Program.

K. Raahemifar seconded.

Motion approved.

Motion #2: That Senate approve the proposed minor in News Studies to be offered by the School of Journalism.

M. Braun seconded.

Motion approved.

Motion #3: *That Senate approve the proposed minor in Fashion Studies to be offered by the School of Fashion.*

A. Hyder seconded.

Motion approved.

8. Old Business
9. New Business as Circulated
10. Members' Business
 - 10.1 Addendum: Notice of Motion – Make-up exams
11. Consent Agenda
12. Adjournment 6:10 p.m.

Respectfully Submitted,

Diane R Schulman, PhD
Secretary of Senate

Motion – Make-up Exams

Pursuant to Article 9.7.9 of the Senate Bylaw, I am giving notice of motion for consideration at the regular December meeting of Senate.

WHEREAS: The University has invested considerable effort in an ongoing attempt to ensure that a high standard of academic integrity is practised at Ryerson; and

WHEREAS: The conduct of make-up tests and exams is highly problematic for many faculty and students, and often fails to meet a high standard of academic integrity; and

WHEREAS: Many members of faculty from a wide variety of departmental homes have recently expressed considerable and thoughtful concern about the proliferation of make-up tests and exams, and the absence of an adequate, efficient, and standardised method of conducting make-up tests and exams;

NOW THEREFORE BE IT RESOLVED THAT: Senate request the Vice Provost Academic and the Vice Provost Students to jointly investigate the options available – including, but not necessarily restricted to, the establishment of a University-wide Examination Centre – to ensure that make-up tests and exams are conducted efficiently and with a high standard of academic integrity; and

BE IT FURTHER RESOLVED THAT: the Vice Provost Academic and the Vice Provost Students report on their investigation before Senate recesses for the Summer of 2011.

NEIL THOMLINSON, Ph.D, Chair
Dept. of Politics & Public Administration

PRESIDENT'S UPDATE TO SENATE December 7, 2010

Congratulations –

- Wendy Cukier, Associate Dean, Ted Rogers School of Management, was named by the *Globe and Mail* as one of “[25 Transformational Canadians](#)” for her leadership in emerging technologies, and two decades championing workplace diversity and gun control.
- Annick Mitchell, Chair, School of Interior Design, has been elected East Regional Chair (covering Ontario, Quebec and most of the U.S. east coast) of the Interior Design Educators Council, the organization for interior design educators in North America.

CRC on Parliament Hill – On October 7th Dr. Catherine Middleton, Canada Research Chair in Communication Technologies in the Information Society, launched the 2010-11 *Big Thinking* lecture series hosted by the Canadian Federation for the Humanities and Social Sciences to bring researchers and government together on issues of concern to Canadians. Dr. Middleton concluded her speech, *From Canada 2.0 to a Digital Nation*, by summarizing the challenge and the opportunity: “To realize a broadband-enabled digital society in Canada, we need engaged, informed and digitally literate citizens; useful applications and services that offer real value, providing services in more innovative, more convenient, more affordable and more accessible ways; and a world-class broadband network infrastructure that connects all Canadians.”

Ryerson experiment aboard ISS – Astronaut Bob Thirsk came to Ryerson in late October to debrief a Ryerson research team on the experiment he assembled and managed on their behalf aboard the International Space Station. The Ryerson team, led by Mechanical and Industrial Engineering researcher Dr. Ziad Saghir, includes five graduate students and two research scientists, working in collaboration with international colleagues in Russia and Belgium. The experiment examines the influence of vibration on the diffusion of liquids in a weightless environment, and contributes to Dr. Saghir's leading research on underground oil reserves.

FedDev Ontario – Ryerson has been awarded a \$750,000 grant (the maximum under the terms of the program) from a pilot initiative that is part of Canada's Economic Action Plan. The \$15 million one-year strategy encourages colleges and universities to work with small-medium enterprises on applied research/commercialization partnerships. Discussions are now being undertaken on the Ryerson projects and initiatives to be advanced with the program funding.

New Learning and Teaching Office (LTO) Initiatives – Following up our very successful Faculty Teaching Awards ceremony in October, I am pleased to recognize the importance of further developments supporting the Academic Plan priority on teaching. Through the *Open Door program*, newer instructors are being offered the opportunity to visit the classes of teachers whose leadership will offer mentoring in techniques such as creating an engaging student environment, class organization, integrating examples into lectures, conducting labs, and other learning-centred best practices. As well, the Provost has established the new one-year \$80K *Learning and Teaching Enhancement Fund (LTEF)* to support compelling new learning strategies in classrooms, labs, studios and work placements, and/or research into higher education teaching, with projects being assessed for grants ranging from \$10,000 to \$20,000.

Student-Centred Initiatives – Two new programs this Fall demonstrate Ryerson leadership through complementary outreach activities: by inviting our students back in to our programs with a second chance at academic success; and by sending our students out into the community to help others. The *Fresh Start* pilot program offers students academically required to withdraw from their programs the support to prove their commitment to success, by waiving the 12-month enrolment ineligibility period and providing immediate access to a limited number of courses, along with counseling and learning support. The *Ryerson Serves* program, developed by Student Services' Connections to Campus, placed fifteen student leaders for one day at three community agencies (Campaign to Control Cancer, Good Shepherd Ministries, and Touchstone Youth Centre), where they made a difference as volunteers, and then collaborated on art pieces at the end of the day to share what they had learned.

Campaign Cabinet – On October 15th Ryerson hosted an inaugural breakfast reception for the *Make a Mark* Campaign Cabinet. The keynote address was delivered by Anne Golden, President and CEO of the Conference Board of Canada and a Campaign Cabinet member, who presented an outlook on the context of the Canadian economy. This was followed by a presentation from Vice President University Advancement Adam Kahan, and introduction of the Development staff by Pamela Shanks, Executive Director Development. The meeting concluded with remarks from one of the Honorary Co-Chairs of the Cabinet, Ron Besse. Key Academic-Plan-based priorities and plans for the Campaign are being finalized and will be released soon.

Graduate Student at COU – Ryerson graduate student Barry Vuong was asked by COU to deliver the introduction on behalf of all Ontario universities for Don Drummond, this year's recipient of the David C. Smith Award for Significant Contribution to Scholarship and Policy on Higher Education in Canada. Barry is currently pursuing a PhD in Electrical and Computer Engineering and is actively involved in various engineering and science organizations. He worked last summer at Harvard Medical School and the Massachusetts General Hospital conducting research to help identify the risk of stroke. He represented Ryerson, and all of us, with exceptional remarks on this important occasion, and I am proud to recognize his contribution.

Digital Media Zone graduates – The first graduates of Ryerson's DMZ are moving out of the Zone. Real-time photo sharing application *Burstn* and group buying site *TeamSave* were among the 14 businesses housed in the DMZ when its doors opened in April 2010, and have progressed from concept to reality to first-level success in a matter of months, creating jobs and expanding operations. The Digital Media Zone continues to attract significant local and international attention as a hub of digital media innovation.

Window Wonderland – Everyone looks forward to the annual competition partnering Ryerson and the Downtown Yonge BIA. Students from the Ted Rogers School of Retail Management have created ingenious holiday displays in 25 business windows on a budget of only \$100. This has become a highly-anticipated tradition of city-building that proudly sees Ryerson contributing talent and community spirit to our neighbourhood. A walking map of the Window Wonderland locations is at http://www.wintermagic.ca/files/Event%20Map_0.pdf and the winner (chosen by website votes) will be announced November 25th.

Government Relations – On November 9th I was pleased to host our new City Councillor for Ward 27, Kristyn Wong-Tam, on campus for lunch to discuss issues and shared priorities. Our very positive meeting included strong assurances of support from our new representative, and set an excellent foundation to move forward on working together for the benefit of our community.

Ryerson Rams – History is being made this year as Varsity Athletics continues to develop teams and programs of increasingly competitive strength, distinction in academic performance, and community leadership. Early in the 2010-11 season I am proud to report:

- Men's Soccer reached the Final Four for the first time in team history, and topped the list of major awards and all-star winners for the Ontario University Athletics (OUA) East Division:
 - OUA 1st Team All-Stars for the second straight year: Markus Molder and Alex Braletic
 - OUA 2nd Team All-Stars: Jacob O'Connor, Kevin Souter and Viktor Anastasov
 - 2010 OUA East Coach of the Year: Ivan Joseph
 - Canadian Interuniversity Sport (CIS) all-Canadian soccer team for the second straight year: Alex Braletic, for combined academic and athletic performance.
- Stephen Hosier made history as the first Ryerson athlete to compete in the OUA Cross-Country Championships, and making the OUA East first team all-stars; and made history again by competing in the CIS Cross-Country Championships. Perhaps most notably, Hosier created the team, by competing for Ryerson as our only cross-country athlete.

Presentations – I am pleased to accept invitations to talk about Ryerson, and have shared our progress, plans, and commitment to city-building at the following events this Fall:

September 29th, 2010: Design Exchange Panel Discussion on 'Universities as City Builders' with Will Alsop and other panelists and community members.

October 19th, 2010: Presentation entitled 'Ryerson as City-Builder' to the Consular Corps Association of Toronto.

November 2nd, 2010: Presentation to the Canadian Urban Institute Brownfields Conference, responding to significant interest in Ryerson plans and strategic directions that serve the principles of brownfield replacement for underused spaces, e.g. Sam's and Maple Leaf Gardens.

Gould Street – In only three months, the closure of Gould Street has the feeling of permanence. The community has taken ownership of the street in everyday use, and the line-up of activities as reflected in the list below has engaged the community in so many ways:

- September 24th: The **Goggles Project** on environmental sustainability, featuring a street theatre troupe based at Dalhousie University and crossing Canada on an 18-campus tour;
- September 29th: The **Gould Street Carnival** celebrating the new pedestrian friendly zone with a talent show, sports challenges, strolling performers, prizes, pizza and treats;
- October 13th: **Chillin' on Gould for the United Way** with chili served by senior management, great entertainment and community spirit;
- October 21st: The **Ryerson Pop Up Fashion Show** showcasing the top ten winners of Ryerson Pop Up's t-shirt design contest;
- November 3rd: **"Clowns on Gould"** – a 12-act variety show performance by 3rd year Ryerson Theatre School students examining issues of everyday life.

In the *Toronto Star* on October 6th, Christopher Hume wrote a column entitled *Ten reasons why Toronto is getting better all the time* and placed 'Gould Street Closure' very high on his list at #2 (Nuit Blanche is #1). He wrote: 'At last the students and staff of Ryerson University have their own main street, dedicated to pedestrians and safe from traffic. The possibilities are only just beginning to emerge, but it means new ways of inhabiting the downtown campus, and a new relationship between city and school.'

RYERSON ACHIEVEMENT REPORT

A sampling of achievements and appearances in the media by members of the Ryerson Community for the December 2010 meeting of Senate.

Events

Third-year Theatre School students brought laughter and clowning to the new pedestrian friendly Gould St with "Clowns on Gould", an hour long variety show that examined issues of everyday life. Ming Pao covered the event.

International scholars, graduate students, policy makers and community representatives discussed issues of immigration and settlement, international migration, and diaspora and refugee studies at the Migration and Global City conference. **Sutama Ghosh**, Geography, was interviewed on CBC Radio One: Metro Morning about her research on ethnic enclaves that was presented at the conference. Global News covered Mayor Miller's address.

MEDIA APPEARANCES

President Levy was quoted in the Toronto Star on the recently announced international student scholarship fund.

The Globe and Mail quoted **President Levy** in a story on the Higher Education Quality Council report entitled [The Benefits of Greater Differentiation of Ontario's University Sector](#).

President Levy was quoted in the Northumberland View and Toronto News 24 about the Ontario Universities: Going Greener Report of Campus Sustainability Initiatives presented at the Council of Ontario Universities' Going Greener Forum.

Usha George, Dean, Faculty of Community Services, spoke to CHNM-TV Punjabi News on Canada's new immigrants. She also spoke to OMNI News on the results of Calgary's municipal election and on Toronto's mayoral race results.

An editorial on telemedicine and sustainable health care by **Gervan Fearon**, Dean of The G. Raymond Chang School of Continuing Education, was published in the Ottawa Citizen. He was also interviewed on CanoeLive about the Potash Corp. takeover bid.

CTV News covered The Globe and Mail naming **Wendy Cukier**, Ted Rogers School of Management, a Transformational Canadian for her work as an academic, social activist and champion in the battle against guns. She also spoke to Metro about the benefits of obtaining an MBA and today's MBA programs and Global News, CHBC News, CICT-TV, CKPG-TV on the new Facebook email service. She was quoted in the National Post, Calgary Herald, Vancouver Sun, New Brunswick Telegraph-Journal on the lack of diversity in leadership roles in Canada. The Toronto Star also quoted her in an article on cyber security.

The DMZ continues to be in the news.

- **Sheldon Levy** and **Valerie Fox** were quoted in a story in the National Post, Ottawa Citizen, Canada.com, the Star Phoenix, Montreal Gazette, Leader Post, and the Edmonton Journal on universities launching incubators.
- **Sheldon Levy** was quoted in a story in the Globe and Mail and globeandmail.com on the increasing numbers of small app developers and start-ups launching across Canada as the world goes mobile.
- **Jonathan Ingham**, founder of Phosphorous Media Inc. and **Sheldon Levy** were quoted in the National Post in a piece on the founding of the DMZ.
- ITBusiness.ca posted a story on **Adrian Bulzacki**, PhD candidate in Electrical and Computing Engineering, creating the next generation of 3-D television.
- Physorg.com reported that **Hossein Rahnama** and his colleagues are forming a partnership with Morodo, a United Kingdom-based communications company with offices around the world.
- 4G Wireless Evolution and RedOrbit.com posted feature stories on the Burstn app developed by **Josh Davey** and **Dave Senior**.

ITWorldCanada.com, CIO and the Vancouver Sun covered the key note address by **James Norrie**, Ted Rogers School of Management, to the CIO Exchange conference. He was also interviewed on the John Oakley Show on the Russell Williams trial, and tweeted comments by Ontario Minister of Research and Innovation Glen Murray.

David MacKenzie, History, spoke to Canadian Press on the importance of Remembrance Day. The story was carried in Metro, Metro New York, the Globe and Mail, Hamilton Spectator, Big Hollywood, MSN Canada News and Canada East.

The Globe and Mail published a feature story on **Frank Russo**, Psychology, and the Emoti-Chair. He was also interviewed on CBC Radio One: As It Happens on TEDx at Ryerson and the Emoti-Chair.

Pamela Palmater, Centre for Indigenous Governance, appeared on APTN to discuss the privatization of Reserve lands and the \$10 million federal funding announcement regarding murdered and missing Aboriginal women. She was also interviewed on CBC Radio One and CKPZ about the first-ever First Nations-led Academic Think Tank on First Nations education that is a joint activity between the Centre for Indigenous Governance and the Union of Ontario Indians.

The **Ryerson Quidditch team** was featured in stories on the Quidditch games in the Windsor Star, Waterloo Regional Record, Times Colonist, Vancouver Sun, Edmonton Journal, calgaryherald.com and ottawacitizen.com. Quidditch is the wizarding game made famous in the Harry Potter books and movies. Global News interviewed **Suraj Singh**, a Ryerson student and one of the games organizers. Macleans.ca – On Campus posted a video of the match between Ryerson and the Eyeopener. The Toronto Star, thestar.com, and Parentcentral.com carried a story on the Ryerson team. The Torontoist reported that Ryerson's team will participate in the Quidditch World Cup in New York City.

Sandeep Agrawal, Urban and Regional Planning, spoke to OMNI and CJEO-TV News about immigrant employment in Toronto. He also spoke to OMNI News about Markham's immigrant population and to CBC-TV News about the result of Calgary's municipal election.

Colleen Carney, Psychology, was interviewed on CBLT-TV News on the effects of daylight savings time.

Alan Sears', Sociology, comment on the Canadian Parliamentary Coalition to Combat Anti-Semitism in the film Jewish Voices was quoted in the National Post.

The Mississauga News reported that **Grace-Edward Galabuzi** will chair a discussion hosted by Peel Poverty Action Group.

Frances Gunn and **Tony Hernandez**, Ted Rogers School of Management, were quoted in an article in the Toronto Star on Future Shop's new ConnectPro service to help customers figure out technology.

OMNI News spoke to **Lixia Yang**, Psychology, about her research on culturally sensitive cognitive training to help seniors. Physorg.com also posted a story.

Toronto News 24 and Global News reported that 115 **Ted Rogers School of Retail Management students** would decorate 25 windows of local businesses in the Downtown Yonge Business Improvement Area Window Wonderland competition.

BlogTO posted a feature story on the Ryerson campus and an update on the Ryerson Sports and Recreation Centre at Maple Leaf Gardens.

The Toronto Star featured recent research by **David Brame**, Fashion, on comic books being an effective vehicle to educate young men about testicular cancer.

Nina Cole, Ted Rogers School of Management, was interviewed by ABC Eyewitness News about a new company that offers unlimited paid vacation.

Morton Beiser, Professor of Distinction, Psychology, was interviewed by CBC Radio One: Here & Now, RCI: Tam-Tam Canada and RCI: The Link about his recent finding that immigrant children in Toronto have more mental health problems than newcomer children in other Canadian cities.

Gabor Forgacs, Ted Rogers School of Hospitality and Tourism Management, was quoted in the Globe and Mail about Guestchecker.com, a new North American, industry-only database that reports and tracks hotel-goers who have displayed less-than-stellar behaviour.

The Edmonton Journal published an op-ed piece by **Harald Bauder**, Geography, on integrating foreign workers in Canada.

Azure magazine reported on Ryerson's Carrot City exhibition being displayed in New York City at the New School of Design.

Jane Saber, Ted Rogers School of Management, discussed home ownership on TVO's The Agenda.

Robert Ott, Fashion, spoke to the Toronto Star about vanity sizing.

CBLT-TV News, OMNI News, CBCK-FM, and CJEO-TV reported on **Muslim students at Ryerson** wearing pink hijabs to raise awareness about breast cancer.

CP-24 covered Ryerson's participation in the It Gets Better Because We Make it Better event in support of LGBTT2SQQIA youth.

Trevor Hart, Psychology, was quoted in a story in the Times of India and Medical News Today on a research study that suggests that street teens who have been sexually abused will engage in sex at an earlier age as a way of getting partner approval.

Brent Barr and **Richard Michon**, Ted Rogers School of Management, commented on the success of the KFC Double Down sandwich.

Randy Boyagoda, English, reviewed the book How to Read Air by Dinaw Mengestu in the Globe and Mail and The End and the Beginning: Pope John Paul II – The Victory of Freedom, The Last Years, The Legacy by George Weigel in the National Post.

Digital Journal profiled Deal Page, a group-buying company founded by **Wes Bos**, a student at the Ted Rogers School of Management.

April Lindgren, Journalism, spoke to CBC Radio One: Metro Morning on the mayoralty race.

Murtaza Haider, Ted Rogers School of Management, participated in a live chat on Canada.com on the future of urban transportation.

The Toronto Star reported that **Graham Wise**, coach of the Rams men's hockey team was raising money to support the Toronto Star Santa Claus Fund.

The Toronto Star published an op-ed piece on Russell Williams and serial killers by PhD candidate **Peter Vronsky**. He also appeared on CHCH-TV.

Greg Elmer, Bell Globe Media Research Chair, commented on anticipated uses of social media at the upcoming Royal wedding in stories in the Calgary Herald, Vancouver Sun, Times & Transcript. He spoke to CP-24 on the use of Twitter by reporters at the Russell Williams trial.

Martin Anthony, Psychology, was interviewed by CKPH-TV on hoarding.

The Toronto Star profiled **Buzz Hargrove**, Centre for Labour Management Relations and Distinguished Visiting Professor at the Ted Rogers School of Management.

Maurice Mazerolle, Centre for Labour Management Relations, was quoted in the National Post on labour relations in the automotive sector.

Suane Kelman, Journalism, reviewed the book Helpless, Caledonia's Nightmare of Fear and Anarchy, and How the Law Failed All of Us by Christie Blatchford in the Globe and Mail. She spoke to RDI-TV, CBLFT-TV, CBUFT-TV and CBAFT-TV on the media's coverage of the Russell Williams trial. She was also interviewed by Canadian Press on Canadian media asset consolidations.

Judy Rebick, Politics and Public Administration, spoke to Global News, CKND-TV and CISA-TV about the use of social media at the Russell Williams trial.

Maclean's quoted **Cynthia Ashperger**, Theatre, on the hit television show Glee and its apparent impact on increased enrolment in undergraduate choral and music programs.

The Montreal Gazette, Edmonton Journal and Postmedia News announced that **Steven Loft**, Ryerson Gallery and Research Centre, has been awarded the inaugural National Visiting Trudeau Fellowship by the Pierre Trudeau Foundation.

Derick Rousseau, Chemistry and Biology, spoke to the Guelph Mercury about his research on people's craving for salt.

Melanie Dempsey, Ted Rogers School of Management, was quoted in 24 hours in a story on holiday shopping.

Wayne MacPhail, Journalism, spoke to CP-24 about the use of smartphones in journalism.

Gregory Levey's, Professional Communication, new book "How to Make Peace in the Middle East in Six Months or Less" was also reviewed in the Jewish Tribune.

Olivier Courteaux, History, appears as a regular commentator on RelieF, the new daily current affairs show on TFO. He also spoke to CP-24 on Canada's recent war veterans, CJBC-AM on Remembrance Day celebration ceremonies, to CHWI-TV, CIVI-TV, CKVR-TV, CFPL-TV on Canada's role in Afghanistan and to CFPL-TV about the US midterm elections.

Perry Schneiderman, Theatre, spoke to SRC-TV, CJBC-AM, and CBLFT-TV about Les Fridolinades, a play he is directing for Théâtre français de Toronto at the Berkeley Theatre.

David Martin, Ted Rogers School of Hospitality and Tourism Management, spoke to Metro about the catering industry.

Armand Gervais, The G. Raymond Chang School of Continuing Education, was quoted in the Toronto Sun on Ryerson's certificate program in strategic marketing.

Geoffrey Reaume, Disability Studies, was quoted in the Toronto Star on a cancelled Hallowe'en event.

Ramona Pringle, Image Arts, commented in the Globe and Mail on new technology to save users from mistext regrets.

Paul Moore, Sociology, spoke to the Toronto Star about the naming of condominium development projects.

Interior Design student and winner of the Miss West Indian Canadian pageant, **Ria Da Costa**, was profiled in the Trinidad Guardian.

Tony Hernandez, Ted Rogers School of Management, spoke to OMNI News, South Asian Focus and Ming Pao Daily about the recently published study on attracting and retaining ethnic clientele as loyal retail customers.

Sandra Tullio-Pow, School of Fashion, was quoted in the Hamilton Spectator on the environmental implications of affordable fashion.

Arne Kislenko, History, spoke to CBC-TV: The National, CBC News Now, CTV-NC about airline security.

Elizabeth Evans, Ted Rogers School of Retail Management, spoke to Canadian Press about the Eddie Bauer Remembrance Day sale controversy. The story was picked up in the Metro New York, Prince George Citizen and City News. She was quoted by the National Post in a story on Remembrance Day deals for veterans.

Metro published study tips provided by **Reed Hilton-Eddy**, Learning Success Centre.

Diana Ning, International Services for Students, was quoted extensively in a story on services available at universities to help international students make the transition to studying in Canada.

Report #F2010-1 of the Research Ethics Board

Ryerson University Research Ethics Board

Prepared for Senate by Nancy Walton, PhD, Chair, Research Ethics Board

Introduction

As per Policy 51 (October 4, 1999), the Ryerson University Research Ethics Board (REB) has the legal and ethical responsibility to ensure that research is carried out according to federal guidelines found in the Tri-Council Policy Statement. These federal guidelines outline the ethical standards for research involving human participants and are applied, at a local level, by individual REBs in academic and clinical settings in which monies from the three federal granting councils are used. The REB reviews, approves, rejects, proposes modifications to, or terminates any proposed or ongoing research involving human participants conducted within Ryerson or by faculty, staff, or graduate students of the University. The mandate of the REB is to protect human participants and ensure that research is conducted in a way that is ethically sound.

Responsibilities of the REB

All research involving human participants must come before the REB for review and approval before it can proceed. This also applies, as per federal guidelines, to research involving human tissues or biological samples of any kind. The purpose of also including these types of research is to ensure that the original consent to donate or provide tissue samples was for the purpose of research.

The REB reviews *all research* carried out at the University by graduate students, faculty and staff involving human participants. This can include social science research, clinical research, some research in the humanities and arts, as well as research from a wide variety of disciplines and traditions. Quality assurance and improvement studies, institutional surveys, program evaluation, performance reviews or testing within an educational or institutional context and curriculum development are not typically reviewed by any REB, as per federal guidelines (Article 2.5). Undergraduate research is not typically reviewed by institutional REBs and the responsibility for ensuring the ethical soundness of undergraduate research projects is that of the individual schools. Only in the case that undergraduate research may involve a high degree of perceived risk, deception or a therapeutic element should the REB be approached to possibly provide review and approval.

REB responsibilities also include the ongoing review of research, through the submission of brief annual reports and the reporting of any adverse or unexpected events occurring within the life of a research project (Article 2.8).

Guiding Principles

The mandate of an REB is to protect human participants who engage in research. The principles upon which we base our assessments include: *respect for individual autonomy* (by ensuring that the informed consent process is rigorous and intact, and by ensuring that the voluntary nature of participation is ensured); *respect for vulnerable persons* (by ensuring that those potential research participants who require special protection have procedures and resources in place to do so); *respect for privacy and confidentiality* (by ensuring that promises made to research participants regarding personal data or opinions are kept and that data are stored in a safe, secure and appropriate manner); *inclusive research* (by ensuring that potential research participants are not excluded by virtue of attributes such as culture, race, disability or age, unless there is a valid reason for doing so) and *attention to risks and benefits* (by ensuring the researchers have carefully thought about the potential for benefits from the research as well as the risk of harm which can include physical, psychological, social, economic or legal harms).

An additional guiding principle for an REB is justice or fairness. This refers to ensuring that there are fair and equitable processes in place for participants in research and for review processes.

Additional Responsibilities and Roles

Other roles that the REB is responsible for refer to the facilitation of research. The REB members and Chair take on roles that include advising individual researchers and groups of researchers regarding their proposed projects, working with graduate students to incorporate the principles of research ethics into their proposed research, and conducting significant outreach and educational activities within the Ryerson community. These activities are done with the goal of facilitating research and ensuring a culture of research ethics within the community. These activities include: visits to most graduate orientation programs and new faculty orientation programs, guest lectures in graduate programs across the University on an ongoing basis and Ryerson community information sessions, held at least once per semester, open to all.

Membership

As per Article 6.4, “the membership of the REB is designed to ensure competent independent research ethics review.”

The membership of the Ryerson REB currently includes 27 members, 24 of whom are considered to be voting members. These include a Chair; Vice Chair; faculty members with representation from each Faculty with faculty representatives from the School of Graduate Studies; two undergraduate students and two graduate students. Additionally, membership also includes the VPRI or designate, the Research Ethics Coordinator and the Secretary of Senate (all non-voting members).

As per federal guidelines, there must be one member who is knowledgeable in relevant law and one person with knowledge of ethics.

Rationale for Proposed Changes to the Composition of the REB

Each year, the work of the REB increases as the research capacity of the University also grows and we add new graduate programs. Our review activities increase in an exponential way each year as do our outreach and educational activities. So to respond to the increasing workload and complexity of reviews, additional members are needed, at this time, to both ensure that faculty and staff members have a reasonable workload related to membership and that we have representation across Faculties and disciplines, as much as possible.

This year, we have proposed two changes (only one of which actually implies an *additional* member): The establishment of a Vice Chair position and one additional Community Member.

The addition of a Vice Chair is in keeping with most, if not all, other REBs across the country. As the REB operates over holidays and throughout the year without a time of “closing down”, the Vice Chair can take the responsibility of the Chair in extenuating circumstances, times of illness, vacation, etc. Additionally, the role of the Vice Chair is to provide advice and counsel for the Chair, provide an additional perspective and be a clear means by which to ensure *sustainability, institutional memory and succession planning*.

The addition of another Community Member is an appropriate one for our Board. All REBs are mandated to have Community Members on the Board (persons who do not have a current relationship with the University). Furthermore, Ryerson has a long history of strong connections with and integration into the community. In our case, the inclusion of an additional Community Member allows for us to have continuity and enhanced capacity on the Board, as we can offer our current REB members, who are students who are now graduating from the institution, an opportunity to continue their terms on the Board. This, again, supports the goals of capacity-building and ensuring high quality review processes with the interests of the Ryerson community and potential research participants at the forefront.

Report of the Academic Governance and Policy Committee

December 7, 2010

#F2010-3

1. Amendment to the membership of the Research Ethics Board (REB)

The Research Ethics Board requested that its membership be expanded to include a Vice Chair and a fourth community member.

MOTION 1: That Senate approve the addition of a Vice Chair and additional community member to the composition of the Research Ethics Board.

2. Amendment of Policy 157: Establishment of Student E-Mail Accounts for Official University Communication

Based on input from the Research Ethics Board and the Senate SRC Committee, it is being recommended that Policy 157 be amended to include ownership of various email lists and the accepted use of such email lists. The proposed policy, with changes indicated, is attached.

MOTION 2: That Senate approve the amendment of Policy 157: Establishment of Student E-Mail Accounts for Official University Communication as presented.

3. Department of Economics Council Bylaw

It has been determined that the Department of Economics Council Bylaw meets the requirements of Policy 45: Constitutional Provisions for Department/School Councils. The Bylaw is attached.

MOTION 3: That Senate approve the Department of Economics Council Bylaw.

Respectfully submitted,

Alan Shepard, Chair

For the Committee: Keith Alnwick, Alexandra Anderson, Rupa Banerjee, Keemo El Ayed, Heather Lane Vetere, Lynn Lavalley, Jurij Leshchyshyn, Mark Lovewell, Mariam Munawar, Melanie Panitch, Liana Salavador, Diane Schulman, Claudette Smith, John Turtle

RYERSON UNIVERSITY
POLICY OF SENATE

ESTABLISHMENT AND USE OF RYERSON STUDENT E-MAIL ACCOUNTS FOR OFFICIAL UNIVERSITY COMMUNICATION

Policy Number: 157

Approval Date: April 1, 2008 (previously approved February 2003)

Revised Date: [December 7, 2010](#)

Responsible Offices: Provost and Vice President Academic; Vice President, Administration & Finance; Vice Provost Students

Effective Date: Fall, [2011](#) Deleted: 08

Review Date: Fall, 2015 [or sooner](#) Deleted: 2

I. STUDENT EMAIL OBLIGATIONS: All students in full and part-time graduate and undergraduate degree programs and all continuing education students are required to activate and maintain their Ryerson online identity in order to regularly access Ryerson's E-mail (Rmail), RAMSS, my.ryerson.ca portal and learning system, and other systems by which they will receive official University communications.

Students are **required** to monitor and retrieve messages and information issued to them by the University via Ryerson online systems on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Deleted: expected

Students **may** forward their Ryerson E-mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to their official Ryerson E-mail account is received and read. Deleted: have the right to

Procedures for student activation and use, as well as the Ryerson Student Computing Guidelines, shall be available on the Ryerson University website. Deleted: ¶ Only the Provost and Vice President Academic, the Vice President, Administration and Finance, and the Vice Provost Students may authorize use of the system for the simultaneous sending of e-mails to all students. ¶

Students may communicate with Ryerson and Ryerson faculty, instructors, teaching and graduate assistants and staff in a variety of ways: in-person; telephone; letters (either hand-delivered, by regular Canada Post, courier or registered mail) or electronically.

Ryerson requires that any electronic communications **by** students **to Ryerson faculty or staff** be sent from their official Ryerson E-mail account. Deleted: official or formal Deleted: from

II. USE OF RYERSON STUDENT EMAIL ACCOUNTS:

1. Ryerson student email accounts may be used for, but are not limited to, the following: course related communication; communication regarding Ryerson administrative or academic policies, procedures and/or deadlines; information on scholarly events and opportunities; professional development; and promotion of Ryerson events.
2. Ryerson student email may be used for institutional surveys approved by the University Planning Office and surveys and research recruitment approved by the Research Ethics Board (REB), where appropriate as per Senate Policy 51: Ethics Review of Research Involving Human Subjects. Other surveys, questionnaires, etc, require approval of the list owner as below.
3. Ownership of Ryerson student email lists: The following may authorize use of Ryerson student email for the indicated groups. The list owner may send an email on behalf of the requestor, but may not give the email list to the requestor.
 - a. Provost and Vice President Academic, the Vice President, Administration ~~and~~ Finance, ~~or~~ the Vice Provost Students - all students.
 - b. Dean of a Faculty, G. Raymond Chang School of Continuing Education, or Yeates School of Graduate Studies - students in that Faculty or School.
 - c. Department/School - Chair/Director - students in that department or school.
 - d. Instructors - students in a class that they teach (for course related communication only).

Deleted: or
Deleted: and

BYLAW

Approved by the Department Council
02 Oct 2000

Revised by the Department Council
27 Oct 2010

Approved by the Academic Governance and Policy Committee of Senate
dd mmm yyyy

Approved by Senate
dd mmm yyyy

1. Departmental Council

1.1 Mandate

Students, faculty, and staff are partners in the functioning of the Department of Economics (hereafter Department). The Departmental Council (hereafter Council) is the principal mechanism for bringing together these constituencies to identify, discuss, and resolve matters of mutual concern. The specific mandate of the Council is:

- 1.1.1 To develop and recommend policies relevant to the Department within the context of general University policies.
- 1.1.2 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.
- 1.1.3 To provide an arena for debate, discussion, and the dissemination of information on matters pertinent to the Department.

1.2 Authority of Council

In keeping with Ryerson's constitutional provisions for Departmental/School Councils, the authority of Council is set out as follows:

- 1.2.1 The 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 Chair of the Department and Dean of the Faculty of Arts, will provide authority for action. Such action will be reported by the Dean of the Faculty of Arts to Senate for its information.
- 1.2.2 If such policies have extra-Departmental ramifications, they shall be transmitted to the Dean of the Faculty of Arts for discussion with the Committee of Chairs. If there are no ramifications beyond the Faculty, the matter may be settled there with the approval of the Dean of the Faculty of Arts, and shall be reported to Senate by the Dean of the Faculty of Arts for its information. If there are broader ramifications, the recommendation shall be brought to Senate for action.
- 1.2.3 In the event of a disagreement between Council and the Dean of the Faculty of Arts, or between Council and the Chair of the Department and the Dean of the Faculty of Arts, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action. Should such a matter have bearing on the academic policy of the University as a whole, the matter shall be reported to Senate upon its resolution.
- 1.2.4 Without prejudice to the above protocols, the authority of Council embraces two additional principles:
 - 1.2.4.1 The 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 an explicitly contractual nature.

1.2.4.2 The Council does not have the authority to override decisions made by Departmental committees that do not formally report to it. 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.

1.3 Membership

Membership on Departmental Council comprises the following:

- 1.3.1 All RFA members of the Department.
- 1.3.2 All full-time CUPE instructors in the Department.
- 1.3.3 The Departmental Assistant, the Undergraduate Program Administrator, the Internship and Placement Coordinator and the Graduate Program Administrator. These are non-voting members of Council.
- 1.3.4 One post-comprehensive-exam PhD student to be elected by students of the PhD in Economics program.
- 1.3.5 One pre-comprehensive-exam PhD student to be elected by students of the PhD in Economics program.
- 1.3.6 One student to be elected from the MA in International Economics and Finance program.
- 1.3.7 One student to be elected from and by students of each year of the BA in International Economics and Finance (ICON) program.
- 1.3.8 One student to be elected from and by students of each of the last three years the BComm in Economics and Management Science Major (EMS) program.

The total number of students shall not exceed one-half of the total RFA and full-time CUPE membership. All meetings of the Council are open for anyone to attend.

1.4. Chair of Council

The Chair of Council will be elected by Council members from the RFA and full-time CUPE membership, normally at the September meeting of Council. The Chair of the Department or his/her designate shall convene the meeting.

- 1.4.1. The Chair of Council is responsible for:
 - 1.4.1.1. Calling and conducting meetings.
 - 1.4.1.2. Setting agendas.
 - 1.4.1.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the Departmental Assistant.
 - 1.4.1.4. Monitoring follow-up to Council actions.

- 1.4.2. The Chair of the Department and Chair of Council are ex-officio members of all Council committees and sub-committees.
- 1.4.3. The Chair of Council may request another council member to act in his or her stead on an interim basis.
- 1.4.4. There is no limit on the number of terms that may be served by a Chair of Council, provided that an election is duly held each year.

1.5. Council Procedures

- 1.5.1. Meetings will normally be held twice a year. There will in any event be no fewer than two meetings per year. Additional meetings may be held at the call of the Chair of Council or at the request of Council members.
- 1.5.2. Notices of meetings will normally be distributed at least three days in advance.
- 1.5.3. A quorum is 50% of Council's full membership.
- 1.5.4. Voting matters are normally decided by a simple majority of voting members present at a meeting. Decisions may be taken outside meetings through ballots distributed electronically or in physical form to all members.
- 1.5.5. A decision to amend Council Bylaws requires a two-thirds majority of voting members present at a meeting, and can be taken only after written notice has been provided to all members at least three days in advance of the meeting. There is no proxy voting, and Council members must be in attendance at a Council meeting to vote.

1.6. Committee Structure, Mandates, and Composition

- 1.6.1. The standing committees of the Council are as follows:
 - 1.6.1.1. Administrative Committee
 - 1.6.1.2. SRC Committee
 - 1.6.1.3. Graduate Program Committee
 - 1.6.1.4. Undergraduate Program Committee
 - 1.6.1.5. Student Affairs Committee
- 1.6.2. Additional committees, coordinator, and working groups can be established at any time with the approval of the Council.
- 1.6.3. Membership of all committees and sub-committees is on a volunteer basis and is approved by Council.
- 1.6.4. The term of office of members of the any committee or sub-committee in September of each year is one year, beginning on September 1st and ending on August 31st.

1.6.5. The Administrative Committee

- 1.6.5.1. Mandate: The Administrative Committee considers and advises the Chair of the Department on all aspects of computing resources, works on external liaison, advises on the allocation of the travel budget within the Department, liaises with library staff, and monitors space and physical resources.
- 1.6.5.2. Composition: At least 3 members of faculty whose primary appointment is to the Department in September. The Department Assistant and the Internship and Placement Coordinator are ex-officio non-voting members of the Administrative Committee.
- 1.6.5.3. There is no limit on the number of terms that may be served by a member of the Administrative Committee, provided that the member is re-elected every year.
- 1.6.5.4. The Administrative Committee can appoint at least two of its members to an IT/Website sub-committee who will advise on all aspects of computing resources and maintain our Departmental website.
- 1.6.5.5. The Administrative Committee can appoint at least one of its members to an External Liaison sub-committee who will advise on all aspects of external liaison. Recognizing the Chair of the Department as the official representative of the Department in external matters, the External Liaison sub-committee will work with the Chair in both a support role and a planning and strategic advisory role to promote the interests of the Department in the external arena.
- 1.6.5.6. The Administrative Committee can appoint at least two of its members Travel sub-committee who advise on the allocation of the travel budget within the Department. The Travel sub-committee will recommend to the Department any reviews and/or revisions to the department's travel policy and allocate the travel funds among applicants.
- 1.6.5.7. The Administrative Committee can appoint at least one of its members to the Alumni sub-committee who will monitor the Ryerson University Department of Economics Alumni Association and maintain a database where the Department's graduates obtain employment.

1.6.6. The SRC Committee

- 1.6.6.1. Mandate: The SRC Committee considers and advises the Chair of the Department on all aspects of the Department's scholarly and research activity. The SRC Committee will organize the Departmental seminars and monitor the Departmental working paper series.
- 1.6.6.2. Composition: At least 3 members of faculty whose primary appointment is to the Department of Economics in September.

- 1.6.6.3. There is no limit on the number of terms that may be served by a member of the SRC Committee, provided that the member is re-elected every year

1.6.7. The Graduate Program Committee

- 1.6.7.1. Mandate: The Graduate Program Committee exists to provide support for the Graduate Program Director who is appointed by the Vice Provost, Faculty Affairs upon recommendations of the Dean of the School of Graduate Studies and of the Chair of the Department.
- 1.6.7.2. Composition: Any faculty member teaching a graduate course in the academic year and whose primary appointment is to the Department in September is an ex-officio member of the Graduate Program Committee. The Graduate Program Administrator is also an ex-officio non-voting member of the Graduate Program Committee.
- 1.6.7.3. There is no limit on the number of terms that may be served by a member of the Graduate Program Committee.
- 1.6.7.4. There shall be a number of Theory and Field sub-committees: the Microeconomics sub-committee; the Macroeconomics sub-committee; the Applied Economics sub-committee and as many subcommittees for Field and Elective courses as deemed necessary by the Graduate Program Director. The instructors of the first year PhD theory sequences (Microeconomics; Macroeconomics; Econometrics) and the instructors of the PhD field courses will be ex-officio members of such sub-committees. At least one but no more than two additional members to each committee will be appointed by the Graduate Program Director.
- These committees would make the PhD course sequences consistent by looking at the outlines and assuring that all the relevant material is covered during the first year sequence and in a time consistent fashion taking also into account what is covered in other core courses.
 - The Microeconomics and Macroeconomics Theory sub-committee and Field sub-committee shall be responsible to prepare and grade the comprehensive examinations.
- 1.6.7.5. The Graduate Program Coordinating sub-committee: The shall be one sub-committee composed of the Graduate Program Director, the Graduate Program Administrator and one representative member for each Theory and Field sub-committee. The Graduate Program Coordinating sub-committee shall advise the Graduate Program Director on such matters as:
- ensuring the integrity, currency, and relevance of the curricula of the MA program in International Economics and Finance and the PhD program in Economics by:
 - monitoring the curriculum of the graduate programs on an ongoing basis to ensure that it continues to satisfy the objectives of the program;

- recommending, to the Programs and Planning Committee of the School of Graduate Studies, such curricular amendments as it deems advisable;
 - recommending, to the Council of the School of Graduate Studies, any reviews and/or revisions that it may deem necessary; coordinating such reviews and revisions; and in respect to proposed revisions, ensuring compliance with the approval processes of the University and of the Ontario Council of Graduate Schools; and
 - responding to queries, requests, or proposals from any constituency within the program or within the University when these bear upon the program curricula;
- ensuring the effective administration of the MA program in International Economics and Finance and the PhD program in Economics by:
 - recommending members and associate members to the Membership Committee of the School of Graduate Studies;
 - meeting with the student association once each term to discuss student concerns;
 - providing guidance to the teaching/supervising faculty, particularly with respect to student advising;
 - facilitating communication between and among the teaching/supervising faculty;
 - providing support for Department-based and other initiatives of relevance to the program including, but not restricted to, alumni initiatives, student/faculty events, and special seminars/symposia;
 - ensuring the adequate promotion of the program through appropriate print and electronic promotional material (subject to budgetary limitations); and
 - reviewing annually the budget of the program and, when required, make recommendations for amendment to the Dean of the School of Graduate Studies.

1.6.7.6. Graduate Program Admissions sub-committee: There shall be at least 3 members of faculty in a Graduate Program Admissions sub-committee consisting of the Graduate Program Director and at least two faculty members of the Graduate Program Committee (possibly one person for each field sub-committee). The Graduate Program Admissions sub-committee shall:

- review applications and make recommendations to the Dean of the School of Graduate Studies as to which applicants should be offered admission to the graduate programs;
- recommend to the Graduate Program Committee admissions policies consistent with the policies of the School of Graduate Studies.

1.6.8. **The Undergraduate Program Committee**

1.6.8.1. Mandate: The Undergraduate Program Committee exists to provide support for the Undergraduate Program Director who is appointed by the Vice Provost,

Faculty Affairs upon recommendations of the Dean of the Faculty of Arts and of the Chair of the Department. The Undergraduate Program Committee considers and advises the Undergraduate Program Director on all aspects of undergraduate curriculum.

- 1.6.8.2. Composition: Any faculty member teaching an undergraduate course in the academic year and whose primary appointment is to the Department of Economics in September is an ex-officio member of the Undergraduate Program Committee. The Chang School's Academic Coordinator for Economics is also an ex-officio voting member of the Undergraduate Program Committee. The Undergraduate Program Administrator and Internship and Placement Coordinator are ex-officio non-voting members of the Undergraduate Program Committee.
- 1.6.8.3. There is no limit on the number of terms that may be served by a member of the Undergraduate Program Committee, provided that the member is re-elected every year.
- 1.6.8.4. The Undergraduate Program Committee will:
 - monitor the program curriculum on an ongoing basis to determine whether it satisfies the program objectives;
 - recommend to Council any reviews and/or revisions that it may deem necessary; to co-ordinate such reviews and revisions; and in respect to proposed revisions, assist the Chair of the Department to deal with the University's approvals process;
 - work with the Undergraduate Program Director and Chair of the Department to co-ordinate the Department's response to Ryerson's periodic program review procedures, and;
 - respond to queries, requests, or proposals from any constituency within the Department or the University when these bear upon program curriculum.
- 1.6.8.5. EMS curriculum sub-committee. There shall be one sub-committee composed of the Undergraduate Program Director and at least one other Undergraduate Program Committee member that will oversee the EMS program. This sub-committee will liaise with the Ted Roger's School of Management to ensure the curricular integrity, currency, and relevance of the EMS major. Specifically, the EMS curriculum sub-committee will:
 - monitor the EMS program curriculum on an ongoing basis to determine whether it satisfies the major objectives;
 - recommend to Council and the Ted Roger's School of Management any reviews and/or revisions that it may deem necessary; to co-ordinate such reviews and revisions; and, in respect to proposed revisions, to assist the Undergraduate Program Director, Chair of the Department and the Director of the Ted Roger's School of Management to deal with the University's approval processes;
 - work with the Undergraduate Program Director and Chair of the

Department to co-ordinate any response to Ryerson's periodic program review procedures and;

- respond to queries, requests, or proposals from any constituency within the Department, the School of Business Management or the University when these bear upon program curriculum.

1.6.8.6. Continuing Education curriculum sub-committee. There shall be one sub-committee, composed of the Undergraduate Program Director, the Chang School Coordinator for economics and at least one other Undergraduate Program Committee member that will oversee the continuing education certificate courses and programs. Specifically, the Continuing Education curriculum sub-committee will:

- monitor the continuing education certificate courses and programs to determine whether they meet the objectives of the Department;
- recommend to Council if any reviews and/or revisions that it may deem necessary, co-ordinate such reviews and revisions, and assist the Undergraduate Program Director and Chair of Department of Economics to deal with the University's approvals processes and;
- respond to queries, requests, or proposals from any constituency within the Department or University when these bear upon our service courses and teaching.

1.6.8.7. ICON curriculum sub-committee. There shall be one sub-committee composed of the Undergraduate Program Director and at least one other Undergraduate Program Committee member that will oversee the ICON curriculum. The sub-committee will also oversee professionally-related Economics courses, liberal studies courses, the Economics minor, and the Economics major. Specifically, the ICON curriculum sub-committee will:

- monitor the Department's liberal studies and professionally related course offerings, as well as the Economics minor and Economics major to determine whether they meet the objectives of the Department;
- recommend to Council if any reviews and/or revisions of the curriculum that it may deem necessary, co-ordinate such reviews and revisions, and assist the Undergraduate Program Director and Chair of Department of Economics to deal with the University's approvals processes and;
- respond to queries, requests, or proposals from any constituency within the Department or University when these bear upon the department's service courses and teaching.

1.6.9. **The Student Affairs Committee**

1.6.9.1. Composition: The Chair of the Department, the Graduate Program Director, the Undergraduate Program Director and all student members of Council.

1.6.9.2. Mandate: The Student Affairs Committee will be the main forum where students can raise any issues regarding any of our courses or programs. The committee can make recommendations to Council.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2010–3 [Amended]; December 2010

In this report the Academic Standards Committee (ASC) brings to Senate:

- its evaluation and recommendation on the Periodic Program Review of the *Bachelor of Arts, Early Childhood Education* program; and
- its evaluation and recommendation on the proposed *Certificate in Organizational Leadership* from the Chang School.

A. Periodic Program Review- Early Childhood Education

Program Description

The *Bachelor of Arts in Early Childhood Education* (BA in ECE, full- and part-time) is the only degree-level program in Canada which focuses on the development of the child ages birth to 8 years. The degree, offered by the *School of Early Childhood Education*, is one of 13 programs offered by the *Faculty of Community Services*. According to its mission statement the *School* “emphasizes the professional preparation of students at the undergraduate and graduate levels for a wide range of careers in early childhood education, policy, and family and children’s programs and services within diverse community contexts”.

The degree was initially offered as a *Bachelor of Applied Arts* in 1973. In 1982 a degree completion pathway was made available to graduates of ECE diploma programs from Ontario community colleges. In 2002, the program was authorized to grant a BA degree. In 2006, the *School* launched a *Master of Arts in Early Childhood Studies*. In 2008, the *School* introduced a revised undergraduate curriculum which eliminated two program options (*Child and Family Option* and *Education Option*).

The *School* has a staff of 17 full-time (RFA) faculty complemented by 20 part-time (CUPE) faculty instructors. The annual first-year intake target is about 145. The intake for full-time direct entry is 45, for part-time direct entry it is about 55 and for degree completion entrants from George Brown College it is about 35. The total enrollment of all years in all variations of the program was 710 in 2008/2009 and 695 in 2009/2010.

The Curriculum

The program curriculum prepares students to work with children from birth to age eight in a variety of settings. Program courses link theory with field practice.

The curriculum is characterized by distinct subject “themes: Human development, curriculum, special needs, family and ethnicity, interpersonal skills, research, social policy and field placement. Each theme is explored through a series of courses which build on/complement one another. The exception is the interpersonal skills theme which consists of a single course.

In year 1 of the four-year degree, students discover how children think and develop. Year 2 students examine the interaction of heredity and environment, and its impact on physical, emotional, social, intellectual and emotional human development. Third year introduces qualitative and quantitative research methods. In years three and four, students continue to deepen their child development knowledge through coursework on cognitive development and students may choose to 'preview' potential career options through specific professional courses. As students advance in the program, their academic focus broadens from the teacher-child learning relationship to the teacher-child-family-community relationship. Students develop a conceptual and professional framework for assessing and programming for children with special needs.

The 40-course degree curriculum reflects Ryerson's tripartite structure. It provides a balance amongst professional (58-75% of course hours), professionally-related (12.6% of course hours) and liberal studies (6 courses). In the professional courses, students are provided with a balance of theory and opportunities for practical application of knowledge in order to become competent professionals. Professionally-related courses utilize interdisciplinary studies which are complimentary to the professional courses.

Placements: The program emphasizes theory-to-practice. Fieldwork assignments make up one-third of the students' timetable each year, for a total of about 700 hours over the degree. These placements are thematic with the focus on Early Years Settings (Y1), Special Needs Settings (Y2), Community and Elementary School Settings (Y3) and a Self-Selected Internship (Y4).

The experience in each of the years is cumulative and by graduation students have worked with children ages birth to 8 years in a wide range of settings including a laboratory school, community child care centres, early primary programs in elementary schools, in special needs settings, as well as with families and professionals in family resource settings, etc.

Minors: Students in the ECE Program have access to six minors: *Psychology, Public Administration, Sociology, Child and Youth Services, Disability Studies* and *Family Supports and Community Practice*. Of these, only the minors in *Family Supports and Community Practice, Psychology* and *Sociology* have significant uptake. A total of 105 students graduated with these minors between 2005 and 2008.

Admission Requirements:

Full-time program. Applicants require an Ontario Secondary School Diploma (OSSD) with six Grade 12 U/M course credits including Grade 12 U English (ENG4U/EAE4U preferred) and one Grade 11 U/M or Grade 12 U/M Mathematics or Science course (one of MCF3M, MCR3U, MHF4U, MCV4U, MDM4U, PSE4U, SBI3U, SCH3U, SPH3U, SBI4U, SCH4U, SPH4U, SES4U, SNC3M, SNC4M). The minimum grade(s) required in the subject prerequisites (normally in the 65-70% range) are determined subject to competition. Applicants must be capable of successful completion of field education requirements which demand full day commitments in child care centres and schools with young children and have had previous experience working with children in groups.

Part-time program, direct entry. Grade 'B' (70 percent, 3.00 GPA) average in CAAT Early Childhood Education (ECE) diploma studies or its equivalent, with proof of diploma completion. In addition, all

applicants must have completed three lower-level single-term (or equivalent) liberal studies courses at the university level with minimum 'B-' (70 percent) grades. One of these liberals must be an English course.

Degree completion for George Brown graduates. The Ryerson/George Brown College Degree Completion program enrolled its first cohort of students in Fall 2003. These students take the first two years of enriched study at George Brown College's Department of Early Childhood Studies. Successful students in this cohort will enter third year of the Ryerson School of Early Childhood Education.

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. As required by Senate policy 126, it provides a statement of the consistency of the goals, learning objectives and program expectations with various academic plans and the OCAV degree-level expectations (DLEs) and the relationship of the curriculum and individual courses to the program's goals and learning objectives. The Peer Review Team¹ (PRT) report and the *School's* response to it 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 is as follows:

Strengths:

Content Balance- The tripartite curriculum structure ensures that students have a fairly broad education rather than a narrow professional training. This is a strength of the ECE BA and distinguishes it from the ECE programs offered by community colleges.

Curriculum- The program's goals and learning objectives are appropriate and the program is strong. The thematic areas embedded in the curriculum are highly appropriate. The curriculum provides a wide breadth of courses and has a good range of practical and theoretical courses. The range of field placements is also a strength of the program. The strong links to the *Early Learning Centre* and the *Gerrard Resource Centre* provide excellent environments for faculty and students to link theory and practice.

High-Quality Applicants/Students- The *School* attracts a large pool of high-quality applicants. Students are articulate, well informed and thoughtful. They reflect the diversity of Toronto and are a testament to the *School's* commitment to diversity and equity.

Preparation of Graduates- Graduates are well prepared to enter the workforce in a wide variety of positions.

¹ Members of the PRT were Drs. Nina Howe (Concordia University) and Veronica Pacini-Katchabaw (University of Victoria).

Student Satisfaction- Students feel a high level of satisfaction with the program as well as a sense of pride.

Human Resources- The full-time faculty members are dedicated, highly committed professionals and are viewed by students as being supportive. Program staff are also dedicated, committed and supportive, have a wide-ranging knowledge of the program and a strong skill set for performing their duties.

Physical Resources- The amount and quality of physical resources are strengths. These include two student lounges, library resources and the *Early Learning Centre* and *Gerrard Resource Centre*.

Weaknesses:

Curriculum-

a) The *School*, the PRT, student surveys and the mapping of curriculum to program and university DLEs identified issues of redundancy, currency, content, rigor and coherence.

b) Several courses are heavily oriented towards the curriculum of the early years of the public school system. This is a weakness as graduates of the BA ECE are not certifiable as Ontario teachers.

The PRT recommended that the *School* undertake “*a careful review of curriculum with a view to reducing redundancy, increasing the rigor in some areas, and ensuring more coherence across the courses in the different [program] themes*”.

Challenges with Placements- While placements are seen as a strength, students expressed a desire for more flexibility in the order of placements as well as clear communications about expectations from the practicum coordinator. Students also took issue with the way their concerns about placements were handled as well as the fact they are evaluated on a Pass/Fail basis rather than assigned a grade. Further, finding high-quality placements for the number of students in the program appears to be a challenge for the *School*. The reputation of the program could be in jeopardy if the program grows in number without careful attention to the practicum issues. The PRT recommended that the *School* “*carefully considers concerns and challenges regarding placements and acts accordingly*”.

Quality of Applicants- The *School* and PRT have concerns about a lower level of academic preparation of students entering the program via the collaborative agreement with George Brown College versus the rigorous admission process for full-time and direct entry students. The PRT recommended that the *School* develop “*a clear process for admission for George Brown College students that are [sic] comparable with admissions requirements for students in the 4-year program*”.

Human Resource Challenges-

a) There may be a disconnect between faculty teaching primarily to the undergraduate program and those more focused on the MA program. It was suggested that teaching loads be balanced between undergraduate and graduate programs and that this could be achieved in part by developing “*clear links between undergraduate and graduate programs [to ensure] continuity in terms of content and human resources*”.

b) The PRT recommended the *School* carefully consider its human and financial resources (including research capacity) before embarking on further graduate program expansion.

Physical Resources- Some parts of the library holdings could be strengthened: In particular, inclusive education, special education, child development and critical theory. There is also a lack of curriculum materials and children's books that students can use as resources, particularly for their placements.

The Curriculum Viewed Through the Lens of Degree Level Expectations (DLEs)

The *School* undertook a full analysis of its curriculum in the context of DLEs. It used this opportunity to revisit and reframe its program graduate expectations and to map its detailed (i.e., course-level) curriculum to these program-level expectations, which in turn map to the OCAV DLEs mandated by Senate policy 126. It was instructive for the program to be able follow this process and compare its implications to the recommendations of the PRT.

Program Graduate Expectations:

Graduates are expected to demonstrate:

1. The ability to integrate theoretical knowledge, conceptual understanding, professional skills, and habits of mind and attitudes appropriate to work with children and families
2. Knowledge of breadth and depth of the social sciences and interdisciplinary subjects
3. An awareness of global issues in early education and care, policy, social justice, diversity and inclusion.
4. Effective communication in professional and academic writing, advocacy and team work.
5. Innovation and leadership in the field of education, community services and health

The achievement of these DLEs is supported by 7 thematic clusters of program learning outcomes: Human development, curriculum, special needs, family and ethnicity, interpersonal skills, research, social policy. Each theme is explored through a series of courses which build on/complement one another. The exception is the interpersonal skills theme which consists of a single course.

The DLEs analysis demonstrates how the five program DLEs support the OCAV DLEs. Further, it shows how individual courses and their teaching methods/assignments support the five program goals at an introductory (I), reinforcing (R) and mastery/proficient (M/P) level of knowledge.

The DLEs analysis establishes that ECE students have sufficient opportunities through their course work to practice/demonstrate the OCAV DLEs and the program DLEs during the course of the program. It does suggest that program DLEs 3 and 5 are underrepresented. Leadership (DLE 5) might reasonably be expected to appear towards the end of the degree, but global issues (DLE 3) could be addressed more widely in the curriculum.

The analysis has also allowed the program to identify courses which are nominally upper-level but which present introductory material, a sequence of courses which fails to build beyond an introductory level, and reinforces the impression that DLE 3 is not well addressed in Y1 and Y2.

DLEs Analysis and Recommendations of the Peer Review Team:

The PRT recommended that the program undertake a careful review of the curriculum with the intention of reducing redundancy, increasing rigor in some areas and ensuring more coherence across the courses in different themes. The DLEs analysis facilitates the program's responses to these concerns. These responses are detailed in the summary of the Development Plan.

Development Plan

Curriculum- Lessons learned from the DLEs analysis, the recommendations of the PRT and suggestions from the Program Advisory Council, have led the program to submit extensive curricular changes for the 2011/2012 academic year, pending approval of this program review by Senate. These will eliminate redundancies, increase currency, coherence and academic rigor in the program.

Quality of Students- The *School* will revisit the memorandum of understanding with George Brown College. The goal is that the GPA of the George Brown cohort will be comparable to the 4-year and direct entry students by 2012.

SRC and Graduate Studies- The *School* plans to build the infrastructure to achieve a 25% increase in faculty and student SRC productivity by 2012/2013. The School also seeks to build capacity to deliver a PhD program in *Early Childhood Studies*. These initiatives will require additional faculty hires.

Strengthen the Human Resource Complement- In order to meet the changing needs of the *School*, the plan indicates replacement of 2 retired faculty (2011/2012), filling 3 new growth faculty positions (2010-2014), redefinition of some staff job descriptions (2009/2010), part-time clerical positions to support managers at the *Early Learning Centre* and the *Gerrard Resource Centre* (2010/2011), and an increased number of TA/GAs (2009-2012).

Develop access to direct entry program for students from Central/Northern Ontario and from aboriginal communities- These part-time program initiatives will be based on on-line courses in partnership with the Chang School. The plan is to have the courses in place by Fall 2014.

Reinforce local, national and international partnerships- These initiatives are aimed at supporting the School's activities and reputation in SRC, teaching and community service.

Improve placement procedures and processes- Revisions will be made to the order of placements. On-going surveys of student concerns will be implemented (e.g., an on-line field education course survey) to solicit student suggestions and student responses to attempts to address their concerns.

ASC Evaluation

ASC's assessment of the BA in *Early Childhood Education* and its recommendations are as follows:

Admission Requirements- Given that the Self-Study Report, the PRT Report and the newly crafted program DLEs all emphasize the importance of writing opportunities for ECE students, the ASC questions whether permitting students to enter the program with notional Grade 12 English grades as low as 65% is wise. **The ASC recommends that the admission requirement be revised to a minimum of 70% in the required Grade 12 English course.** The ASC notes that the admission requirements will be exclusively grades-based in the future. The current requirement for “previous experience working with children in groups” has been dropped.

Math and Science Content- There are curriculum elements in the program that are designed to help graduates foster a sense of the scientific and numerate view of the world. The course CLD 317 (*Concept Development in Mathematics*) is a required course in Y4, but CLD 415 (*Concept Development in Science*) is now a Y4 elective. It is important that children be exposed to science and mathematics from an early age and this should be a program priority. **The ASC recommends that the decision to make CLD 415 (*Concept Development in Science*) an elective, rather than required, course be reconsidered.**

George Brown College (GBC) Students- There is evidence that GBC students who enter the program via the collaborative route have lower entry GPAs and are less successful than four-year and direct entry students. Ryerson’s *School of ECE* and GBC have had on-going discussions about this and have developed a strategy which includes: (i) revisions of the GBC admission protocols to ensure higher quality admits and (ii) teaching GBC collaborative early childhood students as separate a cohort no longer mixed in with the GBC early childhood diploma cohort. The ASC agrees that these initiatives are likely to resolve the GBC problems. Data from the 2010 admissions show an improved entry GPA for GBC students.

Curriculum- ASC applauds the *School of ECE* for its effective use of curriculum mapping in the context of the OCAV DLEs. The identification of exactly where redundancies and lack of rigor reside in the curriculum has allowed the program to target its efforts and resources to resolve these issues.

Along with the curriculum issues already noted, the ASC identified two additional areas of concern.

High Core Content. The ASC noted high “core” content in this non-accredited program (34 of 40 courses). While the *School* is committed to provide a program with balance between depth (ECE practice) and breadth, its reputation is built on the ECE content of the curriculum. Employers indicate a high level of satisfaction with graduates’ ECE practice skills as well as with their “worldliness” and maturity. **The ASC recommends that as part of its on-going analysis of curriculum, the *School* should give this tension between depth and breadth some consideration to ensure appropriate balance.**

Internalization. The program contains a number of child development courses which are essentially psychology courses but have CLD course codes and are taught by *School* faculty. The ASC questioned why these are not taught by the Dept. of Psychology. The *School*’s experience in the past when these courses were taught by the Dept. of Psychology was that few examples relevant to ECE were provided and there were gaps in knowledge provided in these foundation courses relative to subsequent subject courses. **The ASC recommends that the *School* revisit the question of whether it is more suitable for these child development courses to be taught by *School* faculty or by the Dept. of Psychology.**

Placements- Grading placements on a Pass/Fail basis creates pedagogic issues and student dissatisfaction. The *School* has indicated that the placements already have gradable components including the seminar and the *School de facto* recognizes the positive aspects of differential grading by assigning “Pass-Satisfactory” and “Pass-Outstanding” designations informally in placement reports to the students. Experiential learning must go beyond mere opportunities to practice skills; it must be critically self-reflective and allow students the opportunity to integrate knowledge and practice. **The ASC recommends that the *School* undertake a critical re-evaluation of the Pass/Fail grade systems for placements with the intention of moving towards a differentiated, possibly letter grade, system.**

The high number of placement hours in Y1 was of concern as these students have limited theoretical basis to support their practice. Y1 placements start in the winter semester, so students do in fact have some theoretical support for the placement experience. Y1 placements also have value in helping students decide if ECE is the right career for them and are necessary to facilitate student experience working with the birth to 8 year age groups over the course of their degree. Overall, the ASC concludes that Y1 placements do provide value to ECE students.

Student Concerns- The *School* has introduced an interactive mechanism to track and respond to student concerns about placements. Students also expressed concerns about access to careers and to career advice. The *School* notes that graduates pursue a range of post-degree activities including careers in ECE, careers in teaching and graduate school (especially social work). The *School* has also created initiatives to enhance career-path advising. The ASC applauds these efforts to address student concerns.

Effectiveness of the School’s Curriculum Development and Review Committee- The *School* admits it needs to take a more systematic approach to curriculum review on an on-going basis. Noting that the current program review process has provided an excellent indication of the strengths and weaknesses of the curriculum, **the ASC recommends that the *School* adopt a systematic approach to on-going curriculum review and that it consult with the Learning and Teaching Office on the availability of tools to facilitate this.**

Impact of Proposed Graduate Programming on the Undergraduate Programming- The *School* is committed to developing a PhD in *Early Childhood Studies* as a long-term goal. It hopes to build the required capacity through new hires over time. If successful, the new hires will be sufficient to carry the weight of all *School* programming.

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 Faculty of Community Services and the Provost and Vice President Academic by the end of June, 2012.

Recommendation

Having determined that the program review of the BA in Early Childhood Education satisfies the relevant policy and procedural requirements, the Academic Standards Committee recommends:

That Senate approve the periodic program review of the Early Childhood Education program.

B. Chang School Certificate in Organizational Leadership

Organizational leadership and management are critical to success in business, in the voluntary sector, community services and any profession where an individual must get results through other individuals or groups. The *Certificate in Organizational Leadership* will help to develop the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of organizations of which they are members. The Certificate is also a response to changing emphasis in organizational leadership including on-going and emerging areas such as: Globalization/internationalization; baby boomer retirement; the role of technology and virtual leadership; leadership of innovation; integrity and character of leaders; return on investment; new ways of thinking about the nature of leadership and leadership development, especially collaborative models.

Admission Requirements: OSSD with six Grade 12 U or M credits, or equivalent; or mature student status with some experience in an organizational setting such as business, the not-for-profit sector etc. required.

Curriculum: The curriculum consists of:

Required Courses

CMHR405 Organizational Behaviour and Interpersonal Skills

CMHR640 Leadership

Electives (Students select four)

CMHR505 Organizational Behaviour 2

CMHR638 Leaders as Coaches and Mentors

CMHR650 Management of Change

CMHR700 Cross Cultural Dimensions of Organizational Behaviour

CMHR721 Negotiation and Conflict Resolution

CMHR741 Managing Interpersonal Dynamics

CMHR841 Organization Theory and Design

CMHR850 Organization Development

Each course consists of 42 course hours. No new courses are being proposed, but some modifications to CMHR638 (*Leaders as Coaches and Mentors*) are anticipated to reflect the focus on organizational leadership.

Curriculum Delivery: All courses will be offered both in face-to-face/in-class format and in hybrid (part on-line, part in-class) format. Many courses will also have a fully on-line (distance education) version. It is anticipated that CMHR638, CMHR741 and CMHR850 will have to be taught in a face-to-face mode as these emphasize experiential skill-development. This mixed delivery model will ensure that the curriculum provides the ability to match course delivery with differing individual adult learning styles as well as recognizing the need of adult learners for schedule flexibility.

Recommendation

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

That Senate approve the Certificate in Organizational Leadership.

Respectfully submitted,



Chris Evans, Chair for the committee

ASC Members:

Keith Alnwick, Registrar	Pamela Robinson, Urban Planning
Diane Schulman, Secretary of Academic Council (non-voting)	Jacque Gingras, Nutrition
Chris Evans, ASC Vice-Chair, Vice Provost Academic	Jacob Friedman, Mechanical & Industrial Engineering
Marsha Moshe, Arts	Noel George, Chemistry & Biology
Andrew Hunter, Philosophy	Cecile Farnum, Library
Jane Saber, Business Management	Des Glynn, Continuing Education
Tim McLaren, Information Technology Management	Andrew West, Politics & Public Administration
Alex Bal, Image Arts	Jennifer Cartwright, Business Management
Gene Allen, Journalism	