RYERSON UNIVERSITY

# SENATE MEETING AGENDA

*Tuesday, March 1, 2011*

**RYERSON UNIVERSITY**

## SENATE MEETING AGENDA

### Tuesday, March 1, 2011

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

- Pre-Senate Discussion: "Greater Differentiation of Ontario's University Sector"

    **1.** Call to Order/Establishment of Quorum

    **2.** Approval of Agenda

    **3.** Announcements

Pages 1-3   **4.** Minutes of Previous Meeting
            **Motion**: *That Senate approve the minutes of the January 25, 2011 meeting*

    **5.** Matters Arising from the Minutes

    **6.** Correspondence

    **7.** Reports:
        7.1 Report of the President
Pages 4-9            7.1.1 President's update
Pages 10-15         7.1.2 Achievement Report
           7.1.3 Announcement of Honorary Doctorates *(see attached)*

        7.2 Report of the Secretary
Pages 16-18         7.2.1 Senate Election Candidates – 2011-2012

        7.3 Committee Reports
Page 19           7.3.1 Report #W2011-2 of the Academic Governance and Policy Committee:
            **Motion #1:** *That Nancy Walton (Community Services, Daphne Cockwell School of Nursing) be approved to fill a vacancy on the Senate Priorities Committee.*

            **Motion #2:** *That Peter Monkhouse (Chang School) be approved to fill a vacancy on the Academic Governance and Policy Committee.*

**MINUTES OF SENATE MEETING**

**Tuesday, January 25, 2011**

**MEMBERS PRESENT:**

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

Award Presentation – 2011 Faculty Service and Counselor Awards

1.    Call to Order/Establishment of Quorum

2.    Approval of Agenda –

      K Alnwick moved.  K. Raahemifar seconded.
      **Motion approved.**

3.    Announcements – P. Monkhouse announced that C. Smith would be retiring in March.

4.    Minutes of Previous Meeting
      **Motion**:  *That Senate approve the minutes of the December 7, 2010 meeting.*

      K Alnwick moved.  K. Raahemifar seconded.
      **Motion approved.**


5.    Matters Arising from the Minutes
      5.1    Report of the *Ad hoc* Committee re Fall Break
             **Motion #1**:*That Ryerson Senate approve a move to a 12-week undergraduate
             teaching semester with implementation commencing Fall 2012.*

             Alan Shepard moved, Liana Salvador seconded
             **Motion approved.**

             **Motion #2:***That the Faculty of Engineering, Architecture and Science submit a
             report to Senate on or before the December 2011 meeting which confirms
             strategies to address accreditation issues in relation to a 12-week undergraduate
             teaching semester.*

             Alan Shepard moved, Liana Salvador seconded
             **Motion approved.**

      5.2    Interdisciplinarity discussion questions

6.    Correspondence
      6.1    Letters to Maclean's Magazine and Toronto Star re article "Too
             Asian"
      6.2    Response from Maclean's Magazine

7.    Reports:
      7.1    Report of the President
             7.1.1   President's update
             7.1.2   Achievement Report
             7.1.3   Presentation -  2011-2012 Budget planning context – Paul Stenton

P. Stenton will report, as requested, on the total savings from last year's 3% budget cut, the amount of increased grants from the province, and the amount reinvested in programs.

    7.1.4   Ombudsperson's Report - 2009-2010 (see: http://www.ryerson.ca/senate/agenda/2011/omdbuds-report-2009-10.pdf

7.2     Report of the Secretary – The secretary report on the Senate elections

7.3     Committee Reports

    7.3.1   Report #W2011-1 of the Academic Governance and Policy Committee
**Motion:** *That Senate approve the establishment of a School of Accounting and Finance in the Ted Rogers School of Management*

K. Jones, Moved, D. Sydor seconded
**Motion approved.**

    7.3.2   Report #W2011-1 of the Senate Priorities Committee
**Motion:** *That Senate approve the amendment of the terms of reference of the Awards & Ceremonials Committee to include the creation of an Awards Action Sub-Committee*

Neil Thomlinson moved, Keith Alnwick seconded
**Motion approved.**

**8.**    Old Business

**9.**    New Business as Circulated

**10.**   Members' Business

**11.**   Consent Agenda
11.1 Course changes – Chemistry and Biology

**12.**   Adjournment – meeting adjourned at 7:30 pm

Respectfully submitted,


Diane R Schulman, PhD
Secretary of Senate

**Ryerson University
President's Update to Senate
March 1st, 2011**

It is a privilege to recognize the recipients of awards and distinctions announced in recent weeks. Your contributions are advancing inspired teaching, innovative discovery, and exemplary service. Thank you for building the strength and reputation of Ryerson, and sharing your gifts with us all.

**Faculty Service Awards**
http://www.ryerson.ca/ryersontoday/stories/20110204_rsa.html

*Faculty of Arts*
Michelle Dionne, Department of Psychology
Patrice Dutil, Department of Politics and Public Administration
*Faculty of Community Services*
Yvonne Yuan, School of Nutrition
*Faculty of Engineering, Architecture and Science*
Frankie Stewart, Department of Mechanical and Industrial Engineering
*Ted Rogers School of Management*
Ozgur Turetken, Ted Rogers School of Information Technology Management
*Counsellor Award*
Sahri Woods Baum, Centre for Student Development and Counselling

**Learning and Teaching Enhancement Fund (LTEF)**
http://www.ryerson.ca/ryersontoday/stories/20110131_ltef.html

Wendy Freeman, Department of Professional Communication, FCAD
Jacqui Gingras, School of Nutrition, FCS
Vincent Hui, Department of Architectural Science, FEAS
Joanne McNeish, Ted Rogers School of Business Management, TRSM
Melanie Panitch, School of Disability Studies, FCS
Art Seto, School of Graphic Communications Management, FCAD
Kristin Vickers, Department of Psychology, Faculty of Arts

**Faculty SRC Awards, Sarwan Sahota - Distinguished Scholar Award**
http://www.ryerson.ca/ryersontoday/stories/20110202_src.html

**Sarwan Sahota - Distinguished Scholar Award**:
Dennis Denisoff, Department of English, Faculty of Arts
Gideon Wolfaardt, Department of Chemistry and Biology, FEAS
**Faculty SRC Awards**
*Faculty of Arts*
Colleen Carney, Department of Psychology
Stacey Hart, Department of Psychology
Trevor Hart, Department of Psychology
Naomi Koerner, Department of Psychology
David MacKenzie, Department of History
Candice Monson, Department of Psychology
*Faculty of Communication & Design*
Gene Allen, School of Journalism

Charles Davis, School of Radio and Television Arts
Bruno Lessard, School of Image Arts
Catherine Schryer, Department of Professional Communication
*Faculty of Community Services*
Jacqui Gingras, School of Nutrition
Enza Gucciardi, School of Nutrition
Kathryn Woodcock, School of Occupational and Public Health
*Faculty of Engineering, Architecture and Science*
Kamran Behdinan, Department of Aerospace Engineering
Alan Fung, Department of Mechanical and Industrial Engineering
Ali Miri, Department of Computer Science
Ahmed Shaker, Department of Civil Engineering
Krishnan Venkatakrishnan, Department of Mechanical and Industrial Engineering
*Ted Rogers School of Management*
Rachel Dodds, Ted Rogers School of Hospitality and Tourism Management
Deborah Fels, Ted Rogers School of Information Technology Management
Shavin Malhotra, Ted Rogers School of Business Management
Ozgur Turetken, Ted Rogers School of Information Technology Management

**2011 Faculty Teaching Awards**
http://www.ryerson.ca/ryersontoday/stories/20110209_fta.html
**The President's Award for Teaching Excellence**
Alan Sears, Department of Sociology, Faculty of Arts
**The Provost's Experiential Teaching Award**
Elaine Frankel, School of Early Childhood Education, FCS
**The Provost's Interdisciplinary Teaching Award**
John Caruana, Department of Philosophy, Faculty of Arts
**Deans' Teaching Awards**
*Faculty of Arts*
Jenny Carson, Department of History
Anne-Marie Lee-Loy, Department of English
**Faculty of Communication & Design**
James Nadler, School of Radio and Television Arts
**Faculty of Community Services**
Nadya Burton, Midwifery Education Program
Kiaras Gharabaghi, School of Child and Youth Care
**Faculty of Engineering, Architecture and Science**
Alagan Anpalagan, Department of Electrical and Computer Engineering
Said Easa, Department of Civil Engineering
Kaamran Raahemifar, Department of Electrical and Computer Engineering
**The G. Raymond Chang School of Continuing Education**
John Edward Stowe, Arts
**Ted Rogers School of Management**
Roy Morley, Department of Marketing

**Welcome** –

*Michael A. Levine* has been appointed distinguished scholar in residence in the Faculty of Communication & Design for a one-year term. As a prominent Canadian entertainment lawyer, agent, executive producer of films and television documentaries, and an active leader in building Canada's cultural industries and most distinguished cultural institutions, our programs and research will benefit greatly from his insight and experience. We look forward to the distinction of his help and direction on events and initiatives, and most significantly to his role as mentor and advisor to our undergraduate and graduate students, faculty and staff.

*Magdy Salama* has been appointed by the Ryerson Centre for Urban Energy (CUE) as its first Hydro One Visiting Fellow for the year 2011. Dr. Salama is a University Research Chair and Professor in the Department of Electrical and Computer Engineering at the University of Waterloo, a Fellow of the Institute of Electrical and Electronics Engineers (IEEE), and author or co-author of more than 460 publications. With 50 per cent of the world's population living in cities, the mission of the CUE is to advance innovations in urban energy use. We look forward to working with Dr. Salama as a renowned specialist in Energy Systems research, including Power Quality Analysis, Smart Grid Analysis, Renewable Energy Analysis, Power System Asset Management and Risk Analysis, Grounding System Analysis, and Distribution System Analysis.

**United Way –** Thanks to the generosity of our campus community, this year's Ryerson United Way campaign has exceeded its target of $180,000 with contributions to date totaling $181,592 and climbing, as returns from initiatives such as card sales continuing to be counted. Special thanks to the campaign leadership team of  Jane Saber, Tony Conte, John Corallo and Terry Marks, and to everyone for defining Ryerson city-building in this most meaningful way.

**Black History Month –** This year Ryerson is presenting a focus on the past, present and future of the black experience. As a wonderful example of the distinctive insight the university can offer, the TD *Then and Now* series celebrating Black History Month includes 'Black Star and the Civil Rights Movement,' presented by the Ryerson Gallery and Research Centre, featuring Bob Fitch and Matt Herron (photographers with over 400 photographs in The Black Star Collection) discussing their personal experience of the issues of peace and social justice in the American South during the 1950s and '60s. I am proud to recognize and thank all the groups at Ryerson involved in activities and events raising awareness and celebrating achievement during this important month. (see http://www.ryerson.ca/news/news/General_Public/20110207_bhm.html).

**Making Ryerson History –**

*FCAD IDS'11 Team*: For the first time a Ryerson team has won the RADO DesignGenNext award – at the Interior Design Show '11, Ryerson students (Rowena Au-Yeung, Krysten Erochko, Jamie-Lee Macdonald, Evan Pavka, Melanie Sanderson) from the School of Interior Design won for "ROC23°" a project inspired by the concept of collaborative culture, and taking its cue from the Ryerson Master Plan (http://roc23.carbonmade.com/projects/2997284#2).

*FEAS OEC 2011-* Ryerson made history at this year's Ontario Engineering Competition, winning both 1st and 2nd Place in the Innovative Design category. For the first time, Ryerson won more awards than any other institution in Ontario, also achieving 1st Place in Parliamentary Debate, and earning the Social Awareness Award. In March, Ryerson will represent Ontario at the Canadian Engineering Competition at McGill University, sending our Parliamentary Debate team, and entering an unprecedented two teams in the Innovative Design category.

*Varsity Women's Fencing*: Joanna Kolbe, OUA All-Star and member of the Canadian National Fencing Team, made Ryerson Rams fencing history by winning the women's épée gold medal and the Dr. Al English Trophy at the OUA Women's Fencing Championship.

*FCS Health Conference*: The first pan-Canadian health conference hosted by the Faculty of Community Services, 'Promoting Health Equity: Action on the Social Determinants of Health' gathered health and social service professionals, students, researchers, community and agency partners, government, policy and decision makers to exchange knowledge on health equity and action on the social determinants of health across diverse communities. Presentations, panel discussions and poster presentations covered the need to collaborate on developing models to advance understanding and care on a variety of significant and pressing health issues. A special feature was an address delivered by Ryerson distinguished visiting professor Stephen Lewis on 'Global Health: It's a Matter of Equity, Access and Action' touching on three of eight United Nations (UN) millennium development goals - child health, gender equality and food security.

*Canadian Association of College and University Student Services (CACUSS)* – This is the first time that Ryerson will host the annual CACUSS conference, welcoming more than 650 delegates to campus from June 19-22, 2011. CACUSS is a nationwide bilingual association of professionals in areas such as equity and access, student housing, health and wellness, and leadership development. The conference theme this year is *At the Heart of Diversity*, a special reflection of the Ryerson reality and culture. Congratulations to Dr. Heather Lane-Vetere, Vice Provost Students, and the conference team for bringing colleagues to Ryerson in this vital way.

**Congratulations –**

- Abby Goodrum, Associate Dean SRC, Faculty of Communications and Design, and Velma Rogers Graham Research Chair in News, Media and Technology Studies has been appointed a Fellow of the Knowledge Media Design Institute (KMDI) at the University of Toronto Faculty of Information; KMDI focuses on collaborative projects of national and international significance  with universities, the private sector, non-profit organizations and government.

- Wendy Cukier, Associate Dean of the Ted Rogers School of Management, received a City of Toronto Bob Marley Award, recognizing commitment to diversity while building bridges among communities.

- Janice Winton, Assistant Vice-President, Financial Services received the Council of Finance Officers-Universities of Ontario (COFO-UO) Distinguished Leadership Award for her sustained contributions to COFO-UO and higher education management.

- Graham McCarthy and Steven Marsden, Ryerson University Library & Achives, received the 2011 OLITA Innovation Award at the Ontario Library Association Super Conference 2011 for the 'Ryerson Library Barcode Scanner' which allows users off-site (e.g. in a bookstore) to check if a book is available in the Ryerson library.

- Stephanie Webster, Varsity Women's Soccer, was chosen as the outstanding scholar-athlete to represent Ryerson at the Eighth Annual OUA Women of Influence Luncheon, for her leadership both as goalkeeper and initiatives helping members of the community.

- Parvinder Sachdeva, 2nd year business management, is one of 36 students selected from more than 1,300 applicants nationwide to participate in *Next 36*, a scholarship program that aims to turn promising entrepreneurs into the business leaders of tomorrow.

**Student Academic Team Success** –

*FEAS Ryerson GNCTR 2011* – Riding 'Greased Lightning' at the Great Northern Concrete Toboggan Race 2011, the Ryerson team won 3rd Place and earned the Best Concrete Mix Design Award. Since first entering the competition in 2007, Ryerson teams have been a consistent leader in competition categories, and a regular presence on the podium.

*TRSM DECA Ryerson* – At the provincial competition attended by more than 1,000 students representing 15 universities across Canada, Ryerson won 24 individual medals in academic case competitions, as well as the award for 'Largest Chapter' and 1st place in the 'Chapter Challenge,' which showcases school spirit and communication skills. DECA Ryerson will compete at the International Career Development Conference in April in Florida.

*TRSM JDC Central Ryerson* - At the 2nd annual JDC Central business competition in Waterloo, Ryerson won individual awards in information systems, management, and debate – and 1st place team honours for: Charity, Groovin' for Charity, and Participation & Sportsmanship.

*TRSM Ryerson MBA Team* - In the annual MBA Games held this year in Toronto, Ryerson won 2nd Place over the host York University Schulich School of Business (3rd), with the University of Alberta placing first. The 40-member Ryerson team achieved 2nd Place overall in the academic part of the competition, with a 1st in the strategy case challenge and an honorable mention in the marketing case contest. The team captured the 1st Place Laval Cup in the spirit competition and won 2nd Place in the ultimate frisbee challenge. In 2007 when the MBA program was launched, Ryerson rocketed to a place among the top schools in Canada in the MBA Games, and continues to achieve great success in a breadth of competition categories.

**Un**dergraduate Research Opportunities (URO) Scholars Program: Following on the success of its inaugural year, the URO Scholars Program is taking applications for Summer 2011. The URO program is significant for offering the exceptional experience of faculty-mentored funded research opportunities to students at the undergraduate level. Our growing distinction in research relies on excellent students being encouraged to aim high, and the success of this program recognizes the leadership of researchers and scholars in engaging our undergraduate students.

**Ted Rogers Management Conference** – Ryerson students are once again taking the lead in planning the conference to be held March 10-12, 2011 with the support of sponsors and participants, including Board of Governors member Nadir Mohammed, President & CEO of Rogers Communications Inc. among a group of exceptional and inspiring guests. This year's theme is ***Dare to…*** and invokes the continuing spirit and energy of Ted Rogers in its commitment to innovation and energy (for a link on *Ryerson Today* to an excellent video on the conference see http://www.ryerson.ca/ryersontoday/archive/201102/20110209.html).

**Diversity in the Workplace** – The Ryerson Career Development and Employment Centre presented a 3-day event for students on February 7-9, 2011 featuring speaker Parag Tandon, chosen one of the "Top 25 Canadian Immigrants 2010," and a guest panel sharing their own experiences and workplace strategies. Over the three days, students were engaged in a discussion of topics such as stereotypes and biases, norms and practices in the Canadian work environment, and insights into Canadian human rights and labour legislation.

**Search for Vice President Research and Innovation –** The work of the search committee is progressing on schedule, with the search committee now considering the applications received in response to the position posting, and arranging interviews over the coming weeks. The process

recognizes that, as only the second incumbent, the appointment will play a defining role in the future of Ryerson and is critically important for the further development of the university.

**Search for Provost and Vice President Academic –** As announced in *Ryerson Today*, given the appointment of Alan Shephard in 2007 and in keeping with the Ryerson University 'Policy and Procedures Relating to Search Committees and Appointments in the Academic Administration' the process has been initiated to establish a search committee for the position of provost and vice president academic before the end of his five-year term.

**Government Relations –** The past month has seen significant activity in campus visits by government officials, as well as meetings and announcements involving and featuring Ryerson:

*January 13, 2011*: Campus visit by Peter Shurman, MPP (Thornhill)

*January 17, 2011*: I spoke at the announcement by the Hon. John Milloy, Minister of Training, Colleges and Universities at George Brown College re: transfer credits and student mobility

*January 18, 2011*: Campus visit by Richard Dicerni, Deputy Minister, Industry Canada

*January 19, 2011*: The Digital Media Zone hosted a visit by Lt. Governor David Onley

*January 19, 2011*: The Hon. Sandra Pupatello, Minister of Economic Development and Trade, was on campus for the announcement of a partnership between Interactive Ontario (IO) and The G. Raymond Chang School of Continuing Education to deliver 'EDGE: Education for Digital and Games Entrepreneurs,' to be launched in Fall 2011.

*January 20, 2011*: Meeting with Deputy Minister George Ross, Ministry of Consumer Services

*January 25, 2011*: Representing the Prime Minister, the Hon. Ted Menzies, Minister of State (Finance) and the Hon. Rob Moore, Minister of State (Small Business and Tourism) announced 2011 as the Year of the Entrepreneur at the Digital Media Zone, with Vivian Prokop, CEO of the Canadian Youth Business Foundation (CYBF), and Catherine Swift, Chair, CEO and President of the Canadian Federation of Independent Business (CFIB)

*January 26, 2011*: Ministry of Research and Innovation officials met with presidents of Ryerson, University of Waterloo, George Brown College, Sheridan College Institute of Technology and Advanced Learning, and OCAD University re: collaboration in digital media

*January 26, 2011*: Ryerson met with Toronto City Hall officials re: Yonge Street

*February 3, 2011*: Dinner meeting with City Councillor Kristyn Wong-Tam

*February 9, 2011*: I gave welcoming remarks at the announcement by the Hon. Glen Murray, Minister of Research and Innovation that the MaRS Discovery District has been designated a one of 14 regional innovation centres (RIC) as part of the Ontario Network of Excellence (ONE), helping local entrepreneurs bring innovative ideas to the marketplace

# RYERSON ACHIEVEMENT REPORT

*A sampling of achievements and appearances in the media by members of the Ryerson Community for the March 2011 meeting of Senate.*

## Events

The Right Honourable Paul Martin and Chief Phil Fontaine discussed Indigenous governance in a new century at the Ted Rogers School of Management. Presented by the faculty of Arts and the Centre for Indigenous Governance as part of the RBC-sponsored Ethics at Ryerson lecture series, the discussion attracted wide media attention on CBLT-TV, APTN-TV, Metro News Toronto, Metro News Calgary, MSN.com, Breitbart.com, CBC.ca, CTV.ca, Guelph Mercury, Toronto Star, Turtle Island News, , CJOB-AM, CFJR-FM, CKPC-AM, CIWW-AM, CJLS-AM, CJRL-FM, CKPC-FM, CFOS-AM, 98.5-FM,  and CKSB-AM.

Rob Moore, Minister of State (Small Business and Tourism), along with the Honourable Ted Menzies, Minister of State (Finance) announced 2011 to be the Year of the Entrepreneur at Digital Media Zone. The story was reported in the Globe and Mail, GlobeandMail.com, Yonge Street and National Post.

## *MEDIA APPEARANCES*

**President Levy** was interviewed on CBLT-TV and quoted in the Globe and Mail about potential development plans on Yonge Street. He was also interviewed in the Toronto Star.

**President Levy** was interviewed in Maclean's about the rapid turnover in senior management at Canadian universities.

**President Levy** was quoted in the Toronto Sun, Canoe News, the Kirkland Lake Northern News, and St. Thomas Times-Journal about a Council of Ontario Universities report on the initial university application statistics released by the Ontario Universities' Application Centre.

CBC Radio Two: Here & Now, interviewed **Alan Shepard**, Provost and Vice President Academic on the findings of the Ryerson Ombudsman's report regarding an increase in instructor-related complaints. **Chris Evans**, Vice Provost Academic was also interviewed by the Canadian Press.

**Gervan Fearon**, Dean, The G. Raymond Chang School of Continuing Education, was quoted extensively in a story announcing the school's partnership with the New York

Institute of Finance.  He was also quoted along with **Peter Monkhouse**, The Chang School, in a story in Share on a pilot program to deliver targeted business skills training to video game and digital media entrepreneurs.

**Valerie Boileau-Matteau**, Ryerson Gallery and Research Centre, was interviewed by 24 Hours about the panel discussion by two Black Star photographers about the civil rights movement in the 1960s and their work from that period included in the Black Star Collection at Ryerson University.

A story on the study by lead Researcher **Holly Bowen,** PhD candidate in Psychology, on the effect of violent gaming on long-term emotional memory was posted on Kotaku and tweeted by a Global news reporter.

PsyPost cited **Martin Anthony**, Psychology, one of the researchers who worked on the recently published study on whether people who have social anxiety disorder respond to psychotherapy.

Ming Pao published a feature story on research led by **Osmud Rahman**, Fashion. The study is the first of its kind to quantify the blue-jean preferences of two different cultures: Canada and China.

**Sepali Guruge's**, Nursing, research on immigrant women's experiences of and response to abuse and neglect was featured on StraightGoods.ca.

**Kamal Al-Solaylee**, Journalism, spoke to CITY-TV, CP-24, CBC Radio One: Metro Morning and 680 News about the crisis in Egypt. He also gave his reaction to Mubarak's speech on CBTK-FM.

**Olivier Courteaux**, History, was interviewed on TFO-TV about the establishment of the Oscars and a recent speech by President Obama,

**Paul Knox**, Journalism, spoke about Shell Canada's environmentally friendly advertising campaign on CBX-AM.

**James Norrie**, Ted Rogers School of Management, was interviewed on the John Oakley Show on the media and the message, comments made by Sarah Palin following the shooting in Tuscon, censoring albums with offensive language. He was quoted in TechNewsWorld about Internet access in Egypt. His interview about the crisis in Egypt was carried across Canada over CBCV-FM, CBW-AM, CFYK-AM, CBR-AM, CBI-AM, CBCS-FM, CBVE-FM, CBL-FM.

Fashion alumna **Sara Duke** was profiled in Toronto Life**.**

**Richard Grunberg**, Radio and Television Arts, was quoted in a story posted on DigitalInnovators.com on Ryerson pioneering the development of a CNN-style network of universities around the world. He also spoke to CBC Radio One: Ontario Today about 3D television.

**Ron Stagg**, History, spoke to the Globe and Mail about Toronto the good.

**Maurice Mazerolle**, co-director of the Centre for Labour Management was quoted in the Toronto Star in a story on the impact on the TTC if an essential service bill were to be passed. He also spoke to CBC Radio One: Metro Morning on Mayor Ford's plans to target the "job for Life" clause in city workers' contracts. He was interviewed in the Globe and Mail about unions stepping up pressure for increased wages.

**David Prosser**, student, The G. Raymond Chang School of Continuing Education, was profiled in Maclean's in a story on enrolment growth in continuing education programs across Ontario.

**Usama Alabdulwahab**, PhD candidate in Industrial Engineering and president of Ryerson's Saudi Students' Association, spoke to the TorontoStar.com about the situation in Saudi Arabia.

**Neil Thomlinson**, Politics, was quoted in the Toronto Star feature story on Mississauga Mayor Hazel McCallion.

**Frank Russo**, Psychology and **Ellen Hibbard**, PhD candidate in Communications and Culture, were quoted in a Canada.com feature story on the invention of the Emoti-Chair.

The DMZ continues to be in the news.
- **Adrian Bulzacki**, PhD candidate Electrical Engineering, was interviewed on CHCH-TV about how people are using high-tech gadgets to express their love for one another.
- Alumnus **Chris Nguyen** was interviewed by itbusinesscanada.ca on the first steps for using social media for business.
- **Val Fox**, Director of the DMZ, was quoted in a story posted on Yahoo Finance on the DMZ model as a platform for regional digital media growth.
- **George Smitherman's** new role at the DMZ was highlighted in a story in the National Post and on Posted Toronto.

**Catherine Middleton**, Ted Rogers School of Information Technology Management, was quoted in a TechNewsWorld on some of the challenges in creating wireless broadband access across the country. She was quoted in a Reuters story, which also ran in World News Australia, on the possibility of opening up the Canadian telecommunications sector. She was also featured in a Toronto Star story on the impact of having the same name as Prince William's fiancée.

**Suanne Kelman**, Journalism, spoke to CBZ-Am on the CRTC decision to relax the prohibition on broadcasting false news. She was quoted in the Toronto Star and the Sault Star on media's reaction to forecasted major snowstorms.

**Pamela Palmater**, Centre in Indigenous Governance, participated in several panel discussions on APTN. Subjects included on a wide range of political and legal issues in

First Nations communities; the Status of Women's public "hearings" on violence against Aboriginal women: why there was little advertisement, few invitations to speak and why the media were not allowed to film a public event; Aboriginal politics and the move to scrap the Indian Act and legitimize Indigenous governance; the Mohawk tobacco trade and Canada's contract to determine Métis identity; and on the steps to reconstitute Indigenous nations.

**Brent Barr**, Ted Rogers School of Retail Management was quoted in Metro, Maclean's.ca, the Waterloo Record, the Daily Courier, Winnipeg Free Press, MSN Canada News, Prince Edward Island Guardian, Grand Forks Herald and the Prince George Citizen on major U.S. retailers' expansion plans into Canada.

**James Cunningham**, Philosophy, was quoted in a story on TheStar.com, TheRecord.Com & Guelph Mercury on Guelph being named the most romantic city in Ontario for the second year in a row.

**Elizabeth Evans**, Ted Rogers School of Retail Management, was interviewed on CBC Radio One: Here & Now on the importance of social media to the retail sector.

TheStar.com profiled **Social Media Week,** a conference at the Ted Rogers School of Management in a story on how retailers are using social media to reach consumers.

**Fernando Pardo**, Ted Rogers School of Management, was interviewed on CTV News about the advertising opportunity presented by the Super Bowl.

**Nina-Marie Lister**, School of Urban and Regional Planning, commented in the Globe and Mail, the Telegram, and the Calgary Herald on the winning submission of an international competition to design innovative and attractive wildlife crossings.

**Yunxiang Gao,** History, was quoted in a story posted on CTV.ca on Chinese New Year and the meaning of the Year of the Rabbit.

Feature stories on research on the major reasons for outbreaks of gastrointestinal illness in schools by **Marilyn Lee**, Occupational and Public Health ran in Metro News, Hamilton Spectator, The Telegram, Cape Breton Post and Winnipeg Free Press. The findings were also reported in newscasts on CIWW-AM, CKPC-AM, CKAT-AM, 680 News, and CHML-AM.

**Myer Siemiatycki**, Politics and Public Administration, was quoted by the Toronto Star and interviewed on RCI:The Link about a recent survey that found that Canadians believe immigrants are integrating well into society.  He was quoted in the Globe and Mail in a story about the new TTC chair.

**David Day**, Psychology, was quoted on Dose.ca about the effects of spanking and other negative parenting techniques on children's mental and emotional development.

The Globeandmail.com profiled Ryerson journalism alumna **Cassandra Jowett**, editor at TalentEgg.com, a job-hunting website for students and recent grads.

**Eric Kam**, Economics, spoke to the Toronto Star about the economic costs of snowstorms.

**Duncan MacLellan,** Politics and Public Administration, was quoted in the National Post and Posted Toronto on the proposed good governance task force in Mississauga.

The Hamilton Spectator profiled Ryerson Fashion student, **Ryan Joelson**, one of 25 finalists in the Telio national design competition.

**David Reville**, Disability Studies, was interviewed on CBC Radio One: Here &Now about how in recent years people with psychiatric disabilities are more likely to talk about their own experiences than in the past when psychiatrists and other mental health experts discussed mental health issues.

**Alison Matthews David**, Fashion, spoke to the Calgary Herald and the Times Colonist about the influence of ballet on mainstream fashion.

**Cheryl Teelucksingh**, Sociology, took part in a panel discussion on the city of Markham as a microcosm of Canadian multiculturalism.

**Knud Jensen**, Ted Rogers School of Business Management, was quoted on InsideToronto.com on choosing conferences that give the small business owner the most value.

**Cecilia Rocha**, Nutrition, talked about the short supply of onions in India on CBO-FM, CBN-AM, CBCV-FM, CBK-AM, CBCK-FM, CBTK-FM, CBI-AM, CBQ-AM, CBA-AM, CBZ-AM and CBCT-AM.  She also spoke to the Globe and Mail about the global crisis in unstable food prices.

**Murray Pomerance**, Sociology, was quoted in the National Post and The Gazette about the MTV teen drama Skin.

**Sandeep Agrawal**, Urban and Regional Planning, was interviewed on CJEO-TV about a new study about Muslim population growth in Canada.  He was also spoke to OMNI News: South Asian edition on the projected global Muslim population growth.

Maclean's.ca reported on the **Ryerson Senate** approval of Fall Reading Week.

**Colleen Murphy**, Theatre, author of the Governor General's Award-winning drama The December Man, was profiled in the Winnipeg Free Press.

**Alex Wellington**, Philosophy, was interviewed on @Issue about environmental issues affecting the economy, the planet and the people.

Ryerson student **Stephane Paré** participated in a panel discussion about an international study that found young Canadians to be very individualistic and materialistic.

**Joyce Smith**, Journalism took part in interview panel discussion on TVO: The Agenda about the death of Toronto police officer and his funeral.

**Patrice Dutil,** Politics and Public Administration was interviewed on Global News about the debate whether the Sikh ceremonial dagger should be banned from the Ontario legislature.

**Richard Meldrum**, Occupational and Public Health, was interviewed in the Globe and Mail on how to wear a kilt.

A feature interview with Ryerson alumna and HGTV host **Candice Olson** ran in the Victoria Times Colonist.

*Prepared by Marketing and Communications*

**Secretary of Senate Report**
**March 1, 2011**
**#W2011-2**

**SENATE ELECTION CANDIDATES – 2011-2012**

Online voting for candidates (students, faculty -at-large and CE faculty) will be held from March 7 to 10, 2011.  Additional online voting for Faculty candidates will be held from March 11 to 16, 2011.

**Nominees for At-large faculty seats:**
David Checkland, Arts (Philosophy) (or Faculty)
Michelle Dionne, Arts (Psychology) (or Faculty)
Cristina Catallo, Community Services (Nursing)
Nancy Walton, Community Services ((Nursing)
Tetyana Antimirova, Engineering, Architecture and Science (Physics) (or Faculty)
Jurij Leschyshyn, Engineering, Architecture and Science (Architecture) (or Faculty)
Dave Mason, Engineering, Architecture and Science (Computer Science) (or Faculty)
Ali Miri, Engineering, Architecture and Science (Computer Science) (or Faculty)

**Nominees for Faculty seats only:**
Randy Boyagoda, Arts (English)
Marion Coomey, Communication & Design (RTA) - Acclaimed
Ali Hussein, Engineering, Architecture and Science (Electrical & Computer Engineering)

**Chair/Director Seats:**
Catherine Schryer, Communication and Design (Professional Communication) – Acclaimed
Mary Sharpe, Community Services (Midwifery) – Acclaimed

**Chang School Seats:**
Jennifer Martin, Community Services - Acclaimed
Don Rose, Community Services – Acclaimed

**Library:**
Val Lem – Acclaimed

**Nominees for At-large student seats:**

Michelle Opasinis                           ARTS  (Public Administration & Governance)
Fairuz Shickh                               ARTS  (Psychology)
Andrew McAllister                           FCAD  (Theatre)
Rebecca Zanussi                             FCAD  (Journalism)
Steven Ryan Bentley                         FCS    (Urban & Regional Planning)
Liana Salvador                              FCS    (Nursing)
Kemoo (Mohammed) El Sayed                    FEAS  (Civil Engineering)
Nika Zolfaghari                             FEAS  (Biomedical Engineering)
Shone Thomas                                TRSM (Business Technology Management)
Rachel Velsher                              TRSM (Business Management)


Note:  There are normally no more than two at-large students from any one Faculty. Thus if a third student from a given Faculty receives the next highest number of votes in the at-large election s/he will be excluded.


**FACULTY CANDIDATES:**

**Arts**
Herberth Canas, Criminal Justice
Darlene Ferreira, Public Administration & Governance
Olivia Ong, Arts & Contemporary Studies


**TRSM**
Amber Moores, Hospitality and Tourism Management
Viktoria Ovoian, Business Management
Nancy Sandhu, Business Management


**FCAD**
Kelan Brown, Performance Acting
Steve Silva, Journalism


**FCS**
Neda Hamzavi, Nursing
Cindy Hill, Occupational Health and Safety
Donna Ryder, Social Work

**FEAS**
Biniam Admikew, Computer Engineering
Hasan Akhter, Mechanical Engineering
Sherif El-Tawil, Industrial Engineering
Qasim Mian, Electrical Engineering
Arash Mirzaei, Biology
Priya Persaud, Chemical Engineering
Shimul Yousuf, Electrical Engineering

**Graduate Studies**
Waqas Manzoor, Aerospace Engineering
Golam Morshed, Mechanical Engineering
Martin Rochon, Business Management
Charles Sule, Environmental Applied Science and Management

**Chang School**
Ugochukwu E. Asagwara
Dylan Bethune-Waddell
Serena Gasparitsch, Business Management

Respectfully submitted,

Diane R. Schulman, Ph.D.
Director, Academic Initiatives and
Secretary of Senate

**Report of the Academic Governance and Policy Committee**
**March 1, 2011**
**#W2011-2**

Senate and Committee Vacancies
   a. For information:
      i. Senate: Martha Lee-Blicstead (Chang School) has been elected to replace Claudette Smith on Senate.
      ii. Animal Care Committee, Raffi Karshafian (Engineering, Architecture and Science, Department of Physics) has been appointed by the Vice President, Research and Innovation, as Chair of the Animal Care Committee.
   b. For Senate approval:
      i. Senate Priorities Committee **- MOTION:** *That Nancy Walton (Community Services, Daphne Cockwell School of Nursing) be approved to fill a vacancy on the Senate Priorities Committee*.
      ii. Academic Governance and Policy Committee – **MOTION:** *That Peter Monkhouse (Chang School) be approved to fill a vacancy on the Academic Governance and Policy Committee.*

Respectfully submitted,

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

**Report of the Senate Priorities Committee**
**March 1, 2011**
**#W2011-1**

Beginning in Fall 2011, each of the Deans, the Vice Provost Students, the Chief Librarian and the Vice President Administration and Finance will be asked to present a short report to Senate with regard to their faculty or area. One or two of these areas will report at each Senate meeting.

Respectfully submitted,

Sheldon Levy
Chair, for the Committee
D. Checkland, K. Jones, M. Kolios, M. Lefebvre, A. Mitchell, D. Schulman, A. Shepard, P. Stenton, C. Sule, N. Thomlinson, A. West

**RYERSON UNIVERSITY**

OFFICE OF THE VICE-PRESIDENT, RESEARCH AND INNOVATION

**Report of the Senate Scholarly, Research and**

**Creative Activity Committee**

**#W2011 -1**

**March 1, 2011**

The Senate SRC Committee has reviewed the attached report and supports the creation of the Ryerson Centre for Immigration and Settlement Studies. The creation of this Centre is in keeping with Senate Policy 144: Policy on Research Centres.

MOTION: That Senate approve the creation of the Ryerson Centre for Immigration and Settlement Studies.

Respectfully submitted,

Carla Cassidy, Chair for the Committee

For the Committee: Alexander Anderson, Brian Cameron, Phillip Coppack, Deborah Foster, Ken Jones, Usha George, Abby Goodrum, Crystal Leverman, Ali Lohi, Guangjun Liu, Beth McCay, Wade Pickren, Mariam Rashidi, Diane Schulman, Charles Sule, Janice Waddell, Nancy Walton, Kernaghan Webb, Linda Vranic

# Proposal for

## *Ryerson Centre on Immigration and Settlement (RCIS)*

## In Accordance with Senate Policy on Research Centres (#144)

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## Introduction

Never before in human history have so many people been relocating so far, so rapidly, and so often from where they (and their ancestors) were born. Immigration – and its corollary, settlement – will continue to be among the 21$^{st}$ century's most defining social phenomena. RCIS's work to develop a rich understanding of immigration and settlement issues is, therefore, critical to social justice, well-being, and prosperity here in Canada and around the world.

## Mission

The Ryerson Centre on Immigration and Settlement (RCIS) will be a global leader in the transdisciplinary exploration of international migration, integration, and diaspora and refugee studies. In addition to supporting research in these areas, the Centre's mission includes mentoring students, as well as consolidating Ryerson's reputation as the pre-eminent site of knowledge development and exchange with governments, community organizations, and other academics.

The creation of RCIS has been identified as one of the objectives in the University's latest 5-year-academic plan. In its interdisciplinary nature and through its support both for scholarly exploration and public engagement, the Centre is poised to foster substantial knowledge gains and positively influence social well-being.

### *Goals*

The overall goal of the RCIS is to advance policy-related research and scholarship in the areas of immigration and settlement studies, both nationally and internationally. Its specific objectives are:

- To enhance Ryerson's reputation as the leading university in the areas of immigration and settlement studies.
- To build on faculty members' strengths in the areas of immigration and settlement studies.
- To increase Ryerson's external funding capacity.

- To establish Ryerson as the pre-eminent site of immigration-related policy deliberations.
- To share knowledge with individuals and organizations outside the university sector.
- To bolster Ryerson's connections to immigrant communities and to the organizations that represent and serve newcomers.
- To continue to attract high-quality students and to support the further development of Ryerson's programs and courses related to immigration and settlement studies.

### Background

In 2017 – just six years from now – Canadians will come together to celebrate their country's 150<sup>th</sup> anniversary. One of the most striking developments on which we will reflect is the extraordinary growth in our country's ethno-cultural diversity. From a nation that even just 50 years ago was primarily composed of people who traced their ancestry to Europe (especially the United Kingdom and France) and of First Nations peoples, Canada has transformed into arguably the planet's most dynamic multicultural mosaic.

Canada has a proud history of being a welcoming home for immigrants. For over a century, the proportion of Canada's population born outside the country has been significantly higher than in most other industrialized countries, including the United States. Taking the example of people who identify as members of a "visible minority" (a non-aboriginal person who is non-Caucasian or non-white), Statistics Canada reports that by 2017 there will have been a four-fold increase since 1981 in the number of such individuals. In 1981, Canada's visible minority population stood at just 1.1 million (4.7%); by 1996, it had crept up to 3.2 million (10%). By 2017, however, the number is expected to soar to approximately 7.1 million (20%), and immigration will be the primary driver of this rapid expansion.

RCIS is committed to integrating theory with social practice. While statistics tell an interesting story, the transformation of Canadian society through immigration is experienced most deeply at the level of public life and work. Governments, community-based organizations, healthcare facilities, and businesses must all grapple with the new ethno-cultural realities of Canadian life. The significant challenges they face include urban (re)development, labour market integration, and equitable access to health services and education.

Through the research and policy development, the Centre has at its core a commitment to helping shape municipal, provincial, and national policies affecting migration issues based on the values of social justice, inclusion, and respect for cultural diversity.

Ryerson University is a natural home for RCIS. Ryerson researchers are focused on finding practical ways to help us live healthier, safer, more vibrant lives, in a society that is more humane, competitive, connected, and sustainable. As Canada's most urban university, Ryerson

is particularly committed to generating new knowledge about and approaches to immigration and settlement – issues that are especially relevant to cities and their inhabitants.

Ryerson is uniquely positioned to study and contribute to the evolution of immigration and settlement research and policy formation. Toronto, after all, is the destination of over 43% of all immigrants to Canada. More than half of the city's population is foreign born, and 47% of those people have a mother tongue other than English; indeed, over 140 languages and dialects are spoken in Toronto (the top five are Chinese, Italian, Punjabi, Tagalog, and Portuguese). This is appropriately reflected in Toronto's motto: *Diversity Our Strength*.

Immigration and settlement studies have a substantial history and presence at Ryerson and are already major components of the high-calibre research and teaching carried out at the University.

Planning for RCIS has taken into account the following successes:

- In 2004, Ryerson launched the interdisciplinary Graduate Program in Immigration and Settlement Studies. The first such program in Canada, it is devoted to the advanced study of immigration policy, services, and experiences. It is also the only graduate program in the country that focuses exclusively on the consequences and opportunities arising from transnational human mobility as it relates to Canada.
- In 2009, Ryerson launched an interdisciplinary PhD in Policy Studies. One of the three fields in which students can specialize is Immigration, Settlement, and Diaspora Policies.
- The faculties of Arts and Community Services deliver a wide range of courses that expose students to historical and contemporary issues affecting transnational migration.
- Through its Gateway for International Professionals, The G. Raymond Chang School of Continuing Education has established Ryerson's leadership in helping newcomers bridge the gap between the credentials and experience they bring with them and rewarding careers in Canada.
- The Diversity Institute at Ted Rodgers School of Management works with organizations to develop customized strategies, programming and resources to promote new, interdisciplinary knowledge and practice about diversity.

### *Objectives*

- Establish an endowed Research Chair in Immigration and Settlement.
- Support Ryerson faculty members in their applications for major research grants.
- Organize regular international conferences on immigration and settlement.
- Engage in the publication and promotion of immigration and settlement research by Ryerson faculty members.

- Involve graduate students in research projects and other Centre activities, as well as develop their capacity to conduct their own scholarly and applied work.
- Establish links with related Centres and researchers in Canada and abroad.
- Organize public seminars and workshops.
- Develop partnerships with external organizations, including government and community-based service agencies.

### *Expertise*

Notably, Ryerson expertise in this area extends to most Faculties and Departments. Below are brief profiles (see Appendix I - Curriculum Vitae) of the group of Ryerson experts currently engaged in immigration and settlement studies, who actively participated in the Ad Hoc Committee behind this proposal.

- **Sandeep Kumar Agrawal:** Professor in the School of Urban and Regional Planning and director of the Master of Urban Development program. Research expertise: urban design; design review; ethnic enclaves; impact of ethnicity and multiculturalism on planning policies.
- **Mehrunnisa Ahmad Ali:** Associate Professor in the School of Early Childhood Education and the Ryerson Director of the Centre of Excellence in Immigration and Settlement, the Ontario Metropolis Centre (CERIS). Research expertise: newcomer children, youth, and families; parent–teacher relations; preparation of teachers to work with diverse populations.
- **Tariq Amin-Khan:** Associate Professor in the Department of Politics and Public Administration. Research expertise: the security state and securitization; the post-colonial state; capitalist globalism and international development; political and militant Islam; comparative study of multiculturalism, nationalism, and issues of South Asian state and society.
- **Sedef Arat-Ko :** Associate Professor in the Department of Politics and Public Administration. Research expertise: Immigration policy and immigrant women in Canada, racialization in Canada.
- **Harald Bauder:** Associate Professor in the Department of Geography. Research expertise: political economy of immigration and settlement; labour market experiences of immigrants; immigration discourses in Canada and Germany.
- **Morton Beiser:** MD, Professor of Distinction in the Department of Psychology. Research expertise: immigrants and health.
- **Marco Fiola:** Associate Professor in and Chair of the Department of French and Spanish. Research expertise: language policies and language barriers in the public sector.
- **Grace-Edward Galabuzi:** Associate Professor in the Department of Politics and Public Administration and a research associate at the Centre for Social Justice. Research expertise:

local community responses to global economic restructuring in the global North and South; the racialization of the Canadian labour market; social exclusion and the social economic status of racialized groups in Canada.

- **Usha George**: Dean of Faculty of Community Services, Professor in the Department of Social Work. Research expertise: social development; newcomer settlement and integration; and diversity and organizational change.

- **Sutama Ghosh:** Assistant Professor in the Department of Geography. Research expertise: migration and settlement geographies; transnationalism; urban social geography; critical "race" theories; postcolonial theories; theories of space.

- **Francis Hare:** Professor in (and former director of) the School of Child and Youth Care. Research expertise: youth in transition from care; the evaluation of services for children and youth; the experience of separated immigrant and refugee youth in care.

- **Mustafa Ko  :** Associate Professor in the Department of Sociology. Research expertise: food studies, security, and policy; globalization; sociology of migration.

- **Anne-Marie Lee-Loy:** Assistant Professor in the Department of English. Research expertise: theories and representations of cultural and national identities; the relationship between literature and the production of knowledge, with an emphasis on Asian experiences in the America; Chinese Caribbean fiction.

- **Iara Lessa:** Associate professor in the School of Social Work. Research expertise: social policy, single motherhood, immigrant women, food security and gender, and processes of marginalization in Canadian society.

- **Henry Parada:** Associate Professor in the School of Social Work. Research expertise: analysis of institutional practices; social work epistemology; institutional ethnography methodology; Latin America social work; community development; anti-oppression; child welfare.

- **Wade Pickren:** Associate Professor in the Department of Psychology. Research expertise: the circulation and transformation of scientific knowledge and practice (historical and contemporary); the transformation of culturally based beliefs about identity and health in the immigration and acculturation process; resilience in adult immigrants.

- **Daniel Rubenson:** Assistant Professor in the Department of Politics and Public Administration. Research expertise: political behaviour and electoral studies; campaign effects; leadership; political communication; political participation.

- **John Mackie Shields:** Professor in the Department of Politics and Public Administration. Research expertise: immigration policy; multiculturalism; social integration.

- **Myer Siemiatycki:** Professor in the Department of Politics and Public Administration and the first director of the MA Program in Immigration and Settlement Studies. Research expertise: civic participation of immigrants in Toronto.

- **Cheryl Teelucksingh:** Associate Professor in the Department of Sociology. Research expertise: Ethno-racial and immigrant settlement patterns in Toronto environmental justice, socio-spatial theory, and applied geographical information systems.
- **Vappu Tyyskä:** Professor in the Department of Sociology and Director of the MA Program in Immigration and Settlement Studies. Research expertise: immigrant families and youth.
- **Shuguang Wang:** Professor in the Department of Geography. Research expertise: immigrants' settlement patterns; immigrants' economic performance; ethnic economy.
- **June Yee:** Associate Professor in the School of Social Work. Research expertise: race and racism; access and equity issues for ethno-racial minority clientele in health, education, and social services.

### *Planned Activities for Funding Period*

The Centre will:

- attract funded research to achieve the Centre's overall objectives
- generate scholarship in the areas of immigration and settlement studies
- influence policy in the areas of immigration and settlement studies
- contribute to knowledge mobilization and translation that will influence practice related to immigration, settlement and integration
- enhance the academic and professional potentials of our graduate students

## Governance

As a University Centre, RCIS reports to the Vice President, Research and Innovation (VPRI).

### *Faculty Affiliation*

- by application, based on a record of research in the area of immigration and settlement studies, including international migration, integration, and diaspora and refugee studies.

### *Director:*
- 3-year term, maximum of two consecutive terms, to report to VPRI.
- Selected by a committee consisting of
    - 5 elected faculty members (nominated from and elected by faculty affiliated with the Centre; with attention to representation across the university);
    - 2 members appointed by the VPRI
- the Director will:
    - be responsible for the operational aspects of the Centre
    - report to the VPRI, including  required written annual reports

- o seek advice from the Advisory Committee on matters related to policy
- o engage in external fundraising
- o provide leadership in research by initiating and encouraging applications for major grants and contracts
- o oversee and coordinate information, publication and promotion activities
- o oversee the work of a part-time staff member (graduate student RA) who assists with the daily running of the Centre (newsletter, website, workshops, promotion, etc.)
- o foster national and international networks
- o foster links with the Directors of Ryerson graduate programs in this field
- o be the main official representative of the Centre
- o work toward creating a position for a an Endowed Research Chair in Immigration and Settlement

***Advisory Committee:***

The Advisory Committee will consist of the following subject to review and approval by the VPRI (policy 144 – B.2.c):

- the Director
- VPRI or designate
- 5 elected faculty members from among RCIS affiliates, for one or two-year terms (for the sake of continuity), with consideration given for proportional representation across faculties and a chair elected from among the faculty members
- 2 elected graduate student members
- stakeholder representation (invited representatives from different levels of government and from agencies serving immigrants and refugees), not to exceed the faculty complement

The Advisory Committee will:

- meet at least once each academic year, and set other meetings as needed
- provide feedback and advice to the Director on policy matters
- provide operational assistance with regard to ad hoc sub-committees
- provide input on strategic direction of the Centre
- provide advice and assistance with fundraising initiatives

## Physical Space Requirements

Two standard faculty offices.

# REPORT OF ACADEMIC STANDARDS COMMITTEE

## Report #W2011–1; March 2011

In this report the Academic Standards Committee (ASC) brings to Senate:
- its evaluation and recommendation on the proposed *Certificate in Health Informatics* from the Chang School;
- its evaluation and recommendation on the proposed *Certificate in Retail Management* from the Chang School;
- its evaluation and recommendation on the proposed *Certificate in Laboratory Practices Management* from the Chang School; and
- its evaluation and recommendation on the proposed *Certificate in Economics and Finance* from the Chang School.

## A. Chang School Certificate in Health Informatics

Health Informatics (HI) is a new field that has evolved at the intersection of Information Technology (IT), healthcare, and management principles. The pervasive nature of IT-based solutions in healthcare has reduced healthcare expenses and improved the quality of care delivered to patients. The hiring requirements in the area of health informatics and health information management are projected to increase in the next four years by 26%, which corresponds to over 8,000 more professionals needed to meet the demand in this sector in Canada. There is an immediate demand to educate professionals in HI. A short-term strategy is to introduce health professionals or IT professionals to work in HI. A certificate program that has IT and health at its core with a special focus on management would be an ideal combination to address this shortfall of talent in HI.

**Objectives of the Certificate:**

- To offer employed healthcare or IT professionals a part-time program that can improve their knowledge in HI

- To offer other prospective professionals and managers a better understanding of the nuances of HI.

**Admission Requirements:** A minimum of one or more years relevant work experience in the health or IT sectors and OSSD with six Grade 12 U or M credits, or equivalent; or mature student status.

**Curriculum Structure:** The certificate will require completion of a total of *eight courses*: Four required courses to provide core knowledge, and four electives which will supplement the additional knowledge requirements of each student depending on their backgrounds (i.e., health sector or information technology). An eight-course certificate is appropriate due to the interdisciplinary nature of the curriculum and is supported by input from the industry sector and the requirements of COACH, the Canadian qualifying body for HI professionals.

**Detailed Curriculum:**

| REQUIRED (four) | | PREREQUISITES |
|---|---|---|
| CHIT 100 | Introduction to Health Informatics | none |
| CHIT 201 | Healthcare Interoperability | CHIT 100 |
| CHIT 300 | Introduction to Healthcare Human Computer Interface | CHIT 201 |
| CHSM 301 | The Healthcare System | none |
| **ELECTIVES (choose four)** | | |
| CHIM 300 | Managing Health Information Services | CHSM 301 |
| CHSM 305 | The Management Cycle | CHSM 301 |
| CITM 301 | Introduction to IT Infrastructure | CHIT 100 (or CITM 100) |
| CITM 305 | Systems Analysis & Design | CHIT 100 (or CITM 100) |
| CITM 410 | Business Process Design | CITM 305 |
| CITM 500 | Data Base Analysis and Design | CITM 305 |
| CITM 505 | Managing Information Systems | CHIT 100 (or CITM 100) |
| CITM 750 | IT Project Management | CITM 305 |
| CMHR 405 | Organizational Behaviour & Interpersonal Skills | None |
| CMHR 650 | Management of Change | CMHR 405 |
| CZLW100 | Information Access & Protection of Privacy Foundations | None |
| CZLWxxx | Health Information Access & Privacy | Tbc |
| CHIM 404* | Health Economics | CECN 104 and CECN 204 and CHIM 403 |
| CHIM 405* | Issues in Health Information Management | CHIM 403 and CHIM 404 and HSM 408 and HSM 417 and HSM437 |

Students may select four electives from this list as they see fit. However, recognizing that students will typically be admitted with strength in either the health care sector or information technology, academic advising will be provided to help students select electives that complement their skills and competencies. The suggested pools of elective courses are:

| Healthcare Professionals (4 electives) | | IT Professionals (4 electives) | |
|---|---|---|---|
| Recommended for students with minimum with health background: | | Recommended for students with minimum IT background | |
| CITM 301 | Introduction to IT Infrastructure | CHIM 300 | Managing Health Information Services |
| CITM 305 | Systems Analysis & Design | CHSM 305 | The Management Cycle |
| To increase IT skills, may take 2 of: | | | |
| CITM 410 | Business Process Design | To cover gaps in IT background, may take two of: | |
| CITM 500 | Data Base Analysis and Design | CITM 500 | Data Base Analysis and Design |
| CITM 505 | Managing Information Systems | CITM 505 | Managing Information Systems |
| CITM 750 | IT Project Management | CITM 750 | IT Project Management |
| For an HR focus, students may take: | | For an HR focus, students may take: | |
| CMHR 405 | Organizational Behaviour & Interpersonal Skills | CMHR 405 | Organizational Behaviour & Interpersonal Skills |
| CMHR 650 | Management of Change | CMHR 650 | Management of Change |
| For a policy focus, may take: | | For a policy focus, may take: | |
| CZLW100 | Information Access & Protection of Privacy Foundations | CZLW100 | Information Access & Protection of Privacy Foundations |
| CZLWxxx | Health Information Access & Privacy | CZLWxxx | Health Information Access & Privacy |
| | | To increase Health system understanding, may take: | |
| | | CHIM 404 | Health Economics |
| | | CHIM 405 | Issues in Health Information Management |

**Prerequisites:** The long list of prerequisite courses for CHIM404 and CHIM405 will be dealt with by "permission of the program" for the certificate students. The long list of prerequisites for these courses is a reflection of their role in controlling admission to

practica in the part-time degree in Health Information Management. The degree program is in the process of reviewing the requirements for admission to the practica and it is likely that this list of prerequisites will be reduced.

**Curriculum Delivery:** Initially all courses will be offered as in-class experiences, but there is a plan to develop distance/hybrid versions over time.

## Follow-Up Reporting:

ASC requests that the program report back on the suitability of the eight-course curriculum model within two years of program launch.

ASC also requests that once the prerequisite review for CHIM404/405 in the part-time Health Information Management degree is complete, that the prerequisite conditions for the certificate be adjusted accordingly.

### Recommendation

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

*That Senate approve the Certificate in Health Informatics.*

## B. Chang School Certificate in Retail Management

The retail sector is the largest employment sector in the country. Currently there is no continuing education package which provides working retail professionals with a curriculum covering the fundamentals of retail. The proposed certificate will fill this gap and provide students with the ability to choose electives based on broad interests, or a cluster of courses to enhance knowledge in specific areas (such as buying or operations), or management courses for those with entrepreneurial interests or broader management educational needs.

**Objectives of the Certificate:**

- To fill a national educational gap by providing an industry-recognized university credential – primarily via distance/hybrid offerings – for those with an interest in retail as a career.

- To provide retail industry employees and new Canadians who seek entry points into domestic retail organizations with opportunities for personal development and potential career advancement by building on prior work and educational backgrounds.

- To expand the number of electives in retail subjects for all undergraduate students who seek retail as a major or minor, through full or part time studies.

**Admission Requirements:** OSSD with 12 U or M credits (or equivalent) or mature student status. A minimum of 1 to 2 years of relevant work experience in the retail industry is required unless granted special permission by the department.

**Curriculum Structure:** The curriculum consists of:

- Two required foundations courses (CRMG200 *Introduction to Retail*, and CRMG302 *Retail Consumer Insight*);

- A selection of four courses from a list of 21.

Five new courses are being proposed (CRMG911, CRMG919, CRMG925, CRMG9zz and CZRMyyy). These will be phased-in over two years.

Note that all courses are degree credit courses except CZRMyyy (Industry Project). CZRMyyy is a non-degree, certificate credit course that will be available only with permission from the Department and will be graded on a pass-fail basis. It cannot be used towards degree credit.

The detailed curriculum is described below.

**Prerequisites:** CRMG200 will provide the prerequisite for many of the advanced courses. Other prerequisites are built into the certificate. Students will be able to complete the certificate without having to take courses outside the program.

**Areas of Focus:** Students may select their 4 electives so as to obtain focus in Buying, Operations or Entrepreneurial Management. Electives which support these areas are indicated in the proposal. Students may also choose to select freely from the entire set of 21 electives.

**Curriculum Delivery:** Each course consists of 42 course hours. The main delivery mode will be on-line. The foundation course CRMG200 and 13 electives are currently available in distance format. The plan is to provide the second foundation course (CRMG302) and at least 5 additional electives in distance format as well. There may be select hybrid/condensed offerings as well to facilitate the participation of working retail professionals.

**The Industry Project CZRMyyy:** This is an optional "capstone" project for (i) individual students with an interest in completing a major independent study or (ii) for a company-sponsored cohort (in partnership with a host organization) to provide an experiential learning project that is integrated with corporate training initiatives and current retail problems. The course is graded on a Pass/Fail basis.

**Program Launch Date:** The proposed launch date is January 2012. Winter launch dates are unusual but there is a strong rationale in this case: January is a slow period in the retail cycle, making it a more attractive start date for working professionals.

**Detailed Curriculum:**

| Course | Prerequisite |
|---|---|
| **REQUIRED** | |
| CRMG200– Introduction to Retail Management | None |
| CRMG302 – Retail Consumer Insight | CRMG 200 |
| **ELECTIVES (choose 4)** | |
| CRMG301 – Retail Operations Processes and Value Chain | CRMG 200 and CQMS 102 |
| CRMG303 – Service Quality Management | CRMG 200 |
| CRMG400 – Buying Process 1 | CRMG 200 |
| CRMG434 – Introduction to Logistics and Supply Chain Management | None |
| CRMG452 – Visual Merchandising and Space Planning | CRMG 200 |
| CRMG902 – Franchising | CRMG 301 |
| CRMG907 – Relationship Marketing | CRMG 200 |
| CRMG909 – Advanced Buying Process 2 | CRMG 400 |
| CRMG910 – Multichannel Retailing | CITM 350 or CRMG 200 |
| CRMG911 - Retail Sales Management | CRMG 200 |
| CRMG916 – Channel Management | CRMG 200 and CMKT 100 |
| CRMG919 – Applied Demand Forecasting | CRMG 200 |
| CRMG925 – Optimizing Retail Service Quality | CRMG 303 |
| CRMG9zz – Category Management | TBD |
| CZRMyyy – Industry Project | Permission of Department |
| CENT500 – New Venture Start-up | None |
| CGMS200 – Introduction to Global Management | None |
| CMKT100- Principles of Marketing | None |
| CQMS102 – Business Statistics 1 | None |
| CMHR405 – Organizational Behaviour and Interpersonal Skills | None |
| CMHR523 – Human Resources Management | None |

**Recommendation from ASC about the Industry Project CZRMyyy:** The program prefers to use a Pass/Fail grading system for the capstone to accommodate the different backgrounds and needs of individual students and student groups. ASC recommends that this decision be reviewed, assessed and, if deemed appropriate, revised after 3 cohorts have taken the capstone course. The reasons for this recommendation are:

- There are good pedagogic reasons for providing a letter grade for the capstone course, including improved student satisfaction with the evaluation process.

- Students in any Chang School certificate may use up to three transfer credits from previous study towards their certificate credits, but the grades in these courses are not used to calculate the cGPA. Similarly, a course graded P/F contributes to the required credits for graduation, but not to the cGPA. Therefore, it is possible for a student to complete the certificate with a cGPA based only on grades from 2 courses (6 courses in total – 3 transfer credits – capstone = 2).

### Recommendation

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

*That Senate approve the Certificate in Retail Management.*

## C. Chang School Certificate in Laboratory Practices Management

While science graduates from Ontario universities have the appropriate scientific and technical knowledge specific for their discipline, they often have a skills gap that may hinder them from securing relevant employment. The proposed *Certificate in Laboratory Practices Management* is designed to supplement undergraduate training in the sciences with skills and non-academic knowledge which managing work in a laboratory setting often requires. Ensuring employment-relevance is a high priority, and so the *Certificate* has been developed in close consultation with industry experts, faculty, and recent graduates of Ryerson's chemistry and biology undergraduate programs.

**Goals of the Certificate:** The Certificate's primary goal is to close the gap between what science undergraduates learn and what employers look for, in entry-level laboratory personnel. Inextricably linked to this goal is that of providing reputable, university-level education which elevates the competency and relative desirability of certificate graduates in their fields.

**Note for Clarification:** ASC notes that this certificate's content is not concerned with business management practices. It is concerned with the management of work and material resources (e.g., consumable supplies) in scientific laboratory settings.

**Admission Requirements:** The admission requirements are:

- Bachelors degree in a relevant science with a cGPA of 2.0, or equivalent; **OR**

- A post-secondary diploma in a relevant science with a cGPA of 2.0, or equivalent, subject to the approval of the academic coordinator; **OR**

- Two years of work experience in a laboratory setting in a technical capacity, subject to the approval of the academic coordinator.

**Curriculum Structure:** The *Certificate* program consists of 12 modules (8 compulsory and 4 electives). All modules are 21 hours long. The modular design provides students

with great flexibility in the way they pursue the *Certificate*. The modules offered and needed for completion are focused on delivering laboratory management and technical based competencies. While no internal streams are built into the *Certificate* structure, it is anticipated that students may select more managerial-focused electives or more technical-focused electives depending upon their current employment and past experiences. The modules are all new and will have course codes CKLPxxx. The modules are indicated in the table below:

| | |
|---|---|
| **Compulsory Modules** (choose a total of 8) | • Professional Laboratory Practice<br>• Introduction to Laboratory Project Management<br>• Introduction to Laboratory Regulations<br>• Laboratory and Research Ethics<br>• Standards and Good Practices<br>• Sample Management<br>• Laboratory Information Management<br>• Data Handling |
| **Elective Modules** (choose a total of 4) | • Applied Technical Writing<br>• Skills for Professional Practice<br>• Introduction to Intellectual Property<br>• Laboratory Quality Processes -Six Sigma and Continuous Improvement<br>• Fundamentals of Clinical Research<br>• Current Topics in Laboratory Science<br>• Independent Study I<br>• Independent Study II |

**Prerequisites:** The module *Professional Laboratory Practice* is a prerequisite for all other modules delivering laboratory management related competencies. The module *Standards and Good Practices* is a prerequisite for all modules that are more technical in content. Students are required to complete both modules prior to registering in the other courses.

**Recommendation from ASC on Participation Grades:** A number of the modules attribute a significant weight to class participation (ranges from 0% to 30% of final course grade). ASC recommends that the usefulness of class participation as an evaluation tool be reviewed in each module over the first two cohorts of students. Decisions should then be made, on a module-by-module basis, whether to continue with the participation component or to develop other evaluation modes.

### Recommendation

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

*That Senate approve the Certificate in Laboratory Practices Management.*

## D. Chang School Certificate in Economics and Finance

A joint Economics and Finance curriculum equips students with a range of tools that help them to translate the science of economics into bottom-line business decisions. Such a melding of theory and practice gives students a competitive edge compared with students who study only Economics or only Finance.

Economics and Finance graduates can find jobs in private sector organizations such as banks and other financial institutions, large corporations, investment firms and insurance companies. Their tasks include financial analysis, sales and production planning, budget analysis and financial planning. The public sector also offers graduates a wide array of careers, for example analysis and forecasting positions with a focus on collecting and analyzing data pertaining to economic indicators, employment trends and the economic effects of tax changes and legislation, auditor and financial analyst.

**Objectives of the Certificate:** The *Certificate*:

- Will help students advance their careers better than individual courses: certificates are recognized as credentials by employers and professional bodies.

- Will be an economically viable and concise professional development credential that is obtainable through continuing education.

- Will help students ladder to degree programs at Ryerson. Courses provide students with degree credit if they should apply for, and been accepted into, an undergraduate degree program.

**Admission Requirements:** O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in English and Mathematics (one of grade 12 U Advanced Functions, Calculus and Vectors, or Mathematics of Data Management) with a minimum grade of 70 percent in each of these subjects, or mature student status.

**Curriculum Structure:** The *Certificate in Economics and Finance* will consist of eight (8) courses in total: six (6) required courses, and two (2) electives. In order to be eligible to participate in the *Certificate*, students must have completed two prerequisite courses, or their equivalent, as noted below.

Students will be given credit for the courses in this certificate for Ryerson's Bachelor of Arts in International Economics and Finance or for the Finance major of Ryerson's Bachelor of Commerce in Business Management, provided they have applied for and been accepted into these programs.

**Detailed Curriculum:**

Certificate Prerequisite Courses: Students are expected to have taken these courses or their equivalents prior to registering for this certificate. If they have not done so, they need to take them prior to enrolling in the courses for which they are prerequisites.

CACC110 Financial Accounting for Accounting Majors (prerequisite for CFIN300)

CMTH189 Introduction to Mathematics for Economics (prerequisite for CECN129)

Required Courses (6):

CECN104 Introductory Microeconomics

CECN129 Statistics for Economics I (prerequisite CMTH189)

CECN204 Introductory Macroeconomics

CFIN300 Managerial Finance I (prerequisite CACC100 or CACC110 or Direct Entry)

CFIN401 Managerial Finance II (prerequisite CFIN300 or CECN320 or HTA602)

CFIN501 Investment Analysis I (prerequisite CFIN401)

Electives (choose two):

CECN301 Intermediate Macroeconomics I (prerequisites CECN104 and CECN204)

CECN504 Intermediate Microeconomics I (prerequisites CECN104 and CECN204)

CECN506 Money and Banking (prerequisites CECN104 and CECN204)

CECN606 International Monetary Economics (prerequisite CECN301)

CECN703 Public Finance I (new prerequisite CECN504)

CECN721 International Financial Markets (prerequisite CECN301)[1]

CECN803 Public Finance II (new prerequisite CECN504)

CFIN502 Personal Financial Planning (prerequisite CFIN300)

CFIN510 Entrepreneurial Finance (prerequisite CFIN401)

CFIN512 Risk Management and Insurance (prerequisite CFIN300)

CFIN601 Investment Analysis II (prerequisite CFIN501)

CFIN612 Retirement and Estate Planning (prerequisite CFIN300, co-requisite CFIN502)

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1 The topics of CECN721 and CFIN621 overlap to a large extent. Therefore, students are not allowed to choose both of these courses as electives.

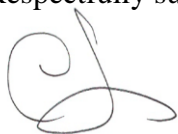CFIN621 International Finance, formerly CIBS621 (prerequisite CFIN401).

**Areas of Elective Emphasis:** The electives allow students to select areas of emphasis for their studies. These are: International Economics, Public Sector Economics; Investment Finance and Personal Finance.

## Recommendation

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

*That Senate approve the Certificate in Economics and Finance.*

Respectfully submitted,

Chris Evans, Chair for the Committee

*ASC Members:*

Keith Alnwick, Registrar

Diane Schulman, Secretary of Senate (non-voting)
Chris Evans, ASC Vice-Chair, Vice Provost Academic
Robert Murray, Philosophy
Andrew Hunter, Philosophy
Jane Saber, Business Management
Tim McLaren, Information Technology Management
Alexandra Bal, Image Arts
Gene Allen, Journalism

Pamela Robinson, Urban Planning

Jacquie Gingras, Nutrition
Jacob Friedman, Mechanical & Industrial Engineering
Noel George, Chemistry & Biology
Cecile Farnum, Library
Des Glynn, Continuing Education
Andrew West, Politics & Public Administration
Jennifer Cartwright, Business Management

**REPORT TO SENATE**
*ad hoc* **REVIEW COMMITTEE POLICY 46**
*Policy on Undergraduate Grading, Promotion and Academic Standing*
**March 1, 2011**

*Background:*

At its October, 2010 meeting, Senate approved a motion from the Academic Governance and Policy Committee to review Policy 46 (*Policy on Undergraduate Grading, Promotion and Academic Standing*, the so-called "GPA Policy"). An *ad hoc* committee was struck with a mandate to report to Senate. The *ad hoc* committee worked on the review during Fall 2010 and early winter 2011. It consulted widely on its recommendations including with the Provost's Academic Planning Group, the Chairs/Deans/Directors group and *via* a Town Hall for program directors held on January 31, 2011. The institution's experience with the Fesh Start Pilot Program was also taken into consideration. The committee has now prepared a report on its review of the policy and recommendations for modifications.

The *ad hoc* committee focussed primarily on the Required to Withdraw (RTW) standing and related policy elements.[1]

Prior versions of the GPA policy had a variety of ways that suspended students would be managed, e.g. Statements of Understanding and special probationary contracts. These were unsatisfactory as they often allowed a suspended student access to for-credit courses immediately following the assignment of suspended standing. In short, they provided no "time-out" period during which students might reflect on why they experienced academic difficulties and/or for them to work through specific circumstances (e.g., illness, death in the family) which may have inhibited their academic success.

The current GPA policy adopted in January 2009 *(www.ryerson.ca/senate/policies/pol46.pdf)* swung the pendulum perhaps too far in the opposite direction; preventing RTW students from taking any courses whatsoever for a full 12 months. Such a long period of separation from the institution made it likely that students would decide simply to move on to other things and never return to Ryerson. It also limited the information available to programs to make reinstatement decisions and did not permit students to investigate other potential areas of interest.

*Summary of Key Recommendations:*

The key recommendations outlined below are categorized into separate sections for students seeking reinstatement to their original program and for students seeking transfer to a new program. The revised policy document attached to this report has the new and changed language highlighted.

1) *First Semester Following RTW:* The *ad hoc* committee proposes policy revisions which adopt a middle ground between no time away from studies and 12 months away from studies. The first semester following assignment of RTW would be a true "time out" for all RTW students; no academic courses would be available to students. Note that for this purpose, Spring/Summer will be deemed as a semester.

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[1] *A small number of policy elements which do not relate directly to RTW were also considered at the suggestion of the Ombudsperson. Recommendations for modification to some of these are also made.*

2) *Clear Standing following one additional Semester of Study:* The committee is recommending that the clause allowing students who may be able to raise their CGPA to a 2.00 by taking an additional semester of study be retained. Although this was found to be confusing and applied unevenly by programs, data from the Registrar's Office indicates that about 50% of RTW students who take advantage of this clause eventually achieve a Clear standing. The language relevant to this has been revised for clarity and to emphasize that programs must be judicious in the way they approve students to follow this path.

PATHWAYS TO REINSTATEMENT:
1) *Student Success Program for First-Time RTW Students:*
   a)  Towards the end of the first semester following a first assignment of RTW standing, students seeking program reinstatement would be able to apply for an optional, two-semester Student Success Program (SSP). The SSP is designed to permit a phased-in reintegration to their areas of academic study.
   b)  Students are eligible to participate in an SSP only once in their academic career at Ryerson.
   c)  Eligibility for the SSP shall be determined by program departments based on established criteria which shall be publicized annually.
   d)  Students who choose not to pursue this option, or who do not meet the program-defined eligibility criteria, will remain on RTW and may apply for reinstatement in the third semester following RTW (i.e., as mandated by the current policy).

2) *SSP Courses:*
   a)  If approved for participation in a reinstatement SSP, students will sign a contract with the program that will determine which courses are to be taken and minimum performance expectations.
   b)  An SSP contract will mandate program-approved two academic courses in semester 2 and up to 4 program-approved academic courses in semester 3. Criteria for success in each of semesters 2 and 3 will be established by programs and these criteria will be publicized annually.
   c)  SSP courses will be for-credit, and the course grades will influence student CGPA.
   d)  The policy does not preclude the possibility of additional student supports being provided as part of the SSP.

3) *Extended Academic Probation Standing:* Students on a reinstatement SSP contract will be designated as having a provisional academic standing called *Extended Academic Probation* (EAP) which will apply while they are in the SSP. This standing is reserved for SSP students only.

4) *Reinstatement from an SSP:* Given that programs define the criteria to participate in an SSP as well as the courses and expectations for SSP success, the committee recommends that successful completion of a reinstatement SSP will provide guaranteed reinstatement with either Probationary or Clear standing (depending on student performance) in the semester following completion of the SSP.

5) *Students who do not meet their SSP Contract Expectations:* Students who fail to meet their SSP contract obligations at the end of semester 2 or semester 3 will return to RTW standing. They are then free to apply for reinstatement as indicated under item 1d), above.

6) *Denial of Reinstatement:* Students who either choose not to pursue an SSP contract or who fail to complete an SSP contract successfully may apply for reinstatement as noted in item 1d), above. Denial of reinstatement from RTW a second time will result in Permanent Program Withdrawal for the student.

PATHWAY TO PROGRAM TRANSFER:
The committee recognizes that students may struggle in a program because it does not suit them. The committee believes that Ryerson should provide an opportunity for RTW students to explore other program options. Transfer to a new program requires an application for admission to that program. The committee is cognisant of the fact that admission to certain programs is highly competitive and that some programs have non-academic admission requirements (i.e., portfolios), while others do not. The proposed policy revisions try to balance these potentially competing forces.

1) *Program Transfer:* Students contemplating program transfer are required to discuss this with the University Admissions and Recruitment Office as well as with the perspective program. At the program's discretion, a student may follow a SSP sequence as outlined above for reinstatement. If approved for such a transfer SSP, there is an understanding that the transfer program commits to admitting the student pending successful completion of the SSP. Students may apply for transfer for the semester following the third semester as defined above.

**MOTION: That Senate approve the amendment of Policy 46, POLICY ON UNDERGRADUATE GRADING, PROMOTION, AND ACADEMIC STANDING (THE"GPA POLICY") as outlined in this report.**

*For the ad hoc Committee:*

Christopher Evans, Vice Provost Academic
February 18, 2011

Committee Members:

| | |
|---|---|
| D. Schulman (Secretary of Senate) | L. Amleh/F. Stewart (Engineering) |
| H. Lane-Vetere (VP Students) | N. George (Science) |
| K. Alnwick (Registrar) | J. Waddell, (Community Services) |
| M. Moshe (Arts) | D. Schlanger (TRSM) |
| C. Evans (VP Academic) | G. Mothersill (Communication and Design) |
| C. Halliday (Director, Student Learning) | D. Glynn (Chang School) |
| G. Bingham (Coordinator, Learning Success Centre) | |

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

**POLICY ON UNDERGRADUATE GRADING, PROMOTION, AND ACADEMIC STANDING (THE "GPA POLICY")**

| | |
|---|---|
| Policy Number: | 46 |
| Original Approval Dates: | November 6, 2001<br>February 3, 1987   (original policy date)<br><br>Revised**:** January 13, 2004; April 5, 2005, January 29, 2008 January 27, 2009 |
| Current Approval Date: | March 1, 2011 |
| Policy Review Date | Fall 2013 or earlier as determined by the Provost |
| Responsible Committee or Office | Registrar |
| Implementation Date: | Fall, 2011 |

## 1.0    POLICY OBJECTIVES

The objectives of this policy are:

- to establish a consistent minimum standard for acceptable overall academic performance;
- to provide a consistent and fair system for determining students' eligibility to graduate; and
- to provide all students with a system of academic standing that is based on uniform definitions and categories for their academic progress from first enrolment to graduation.

## 2.0    POLICY ELEMENTS

### 2.1    Graded Course Performance Designations
### 2.1.1    University

| Performance Description | Letter Grade | Grade Points | Percentage Range |
|---|---|---|---|
| | A+ | 4.33 | 90-100 |
| Excellent | A | 4.00 | 85-89 |
| | A- | 3.67 | 80-84 |
| | B+ | 3.33 | 77-79 |
| Good | B | 3.00 | 73-76 |
| | B- | 2.67 | 70-72 |
| | C+ | 2.33 | 67-69 |
| Satisfactory | C | 2.00 | 63-66 |
| | C- | 1.67 | 60-62 |
| | D+ | 1.33 | 57-59 |
| Marginal | D | 1.00 | 53-56 |
| | D- | 0.67 | 50-52 |
| Unsatisfactory | F | 0.00 | 0-49 |

### 2.1.2 Faculty of Engineering Architecture and Science

| Performance Description | Letter Grade | Grade Points | Percentage Range |
|---|---|---|---|
| | A+ | 4.33 | 90-100 |
| Excellent | A | 4.00 | 85-89 |
| | A- | 3.67 | 80-84 |
| | B+ | 3.33 | 75-79 |
| Good | B | 3.00 | 70-74 |
| | B- | 2.67 | 66-69 |
| | C+ | 2.33 | 63-65 |
| Satisfactory | C | 2.00 | 60-62 |
| | C- | 1.67 | 57-59 |
| | D+ | 1.33 | 54-56 |
| Marginal | D | 1.00 | 52-53 |
| | D- | 0.67 | 50-51 |
| Unsatisfactory | F | 0.00 | 0-49 |

Final academic performance in each course is recorded as one of the above letter grades or as one of the "other" designations listed below. At the discretion of the teaching Department, performance on term work or specific assignments may be marked on a numeric scale. When a numeric scale is used, it will result in a percentile scale with ranges of conversion to letter grades as shown in the Calendar. If any other numeric scale is to be used, its ranges of conversion to letter grades shall be defined for the students at the start of the course.

### 2.2       Other Course Performance Designations

### 2.2.1    Non-graded designations acceptable for transfer credit purposes, but not included in any calculation of grade point averages:

**PSD** – (Passed) - acceptable performance in a course graded only pass or fail (as pre-defined in the course outline).

**CHG** – (Challenge) - transfer credit achieved through a successful challenge examination.

**CRT** – (Credit) - transfer credit achieved through an acceptable grade in an equivalent course (as determined by the Ryerson course teaching Department) completed at Ryerson or at another post-secondary institution. Such credit may be granted as a part of the admissions process.  For students already enrolled in their program, this type of equivalence credit is normally granted only on the basis of a prior letter-of-permission from the course teaching Department.

### 2.2.2    Other course performance designations which may be assigned at the discretion of the teaching Department:

**INC** – (Incomplete) - incomplete coursework or a missed final examination due to documented medical or compassionate grounds\*\*.  An INC can be awarded only when some work remains to be completed and when the completion of the outstanding work or an alternate final examination may result in a passing grade.  An INC will be assigned to students who have not completed a required Academic Integrity Tutorial for educational purposes as defined in Policy 60, the Student Code of Academic Conduct. The outstanding work or alternate examination must be completed by a specified date within 3 months of the submission of the INC unless alternative arrangements have been made with the program's Chair/Director. The INC will be replaced by an official course grade when the work is completed. If the work is not completed by the deadline the INC will become a grade of F. The designation INC is not included in calculating the grade point average nor is it counted as a transfer credit or failed course. An INC can be changed to an AEG (see below) by a Dean under exceptional circumstances.

\*\* Students must petition their instructor to receive an INC grade within 3 working days, or as soon as reasonably possible, of the missed final examination or final assignment deadline. Supporting documentation (e.g. Ryerson Medical Certificate) must be provided.  Instructors awarding an INC grade must provide the student, within 7 working days, with a written statement of outstanding work to be completed and the date by which it must be completed (or the date of the alternate final examination). The instructor must also file a copy of this documentation with the Chair/Director of the Teaching Department/School.

**AEG** – (Aegrotat) - credit granted by a Dean, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some coursework remains to be completed.

**DEF** – (Deferred) - an interim grade assigned during the investigation of academic misconduct (as described in the Student Code of Academic Conduct). The DEF grade will be replaced by an official course grade upon resolution of the matter.

**FS** – (Failure – Supplementary)  marginally failing performance that may be raised to a minimum pass through a redeemable failure, students with an F-S designation would have to apply to write such an examination which would be scheduled prior to the end of the second week of classes during the next academic term. The F-S grade will be converted only to a D- or to an F, depending on performance*.* (The original F-S will remain on the student's record.) Meanwhile, the F-S grade is treated as an interim failed grade and is calculated in the grade point average at zero grade points. The resulting grade point average is normally considered to be *provisional* until the end of the period during which the redeemable failure would be written. If an academic standing cannot change as a result of clearing an F-S grade, the provisional standing will automatically be converted to a formal standing.

**FNA** - (Failure, Non-Attendance) - awarded by an instructor when the student has been absent from most course meetings and has submitted no work for grading. This grade is assigned when a student abandons a course without completing a formal withdrawal prior to the established deadline dates. This grade is counted as a failure in the calculation of grade point average.

**FLD** – (Failure in a Pass-Fail course) - Failure to meet the minimum acceptable standards for a course graded on a pass/fail basis.  Failures in such courses will not be included in calculating the grade point average but will be counted as a failed course to determine academic standing for approved department/school standing variations and for graduation.

### 2.2.3    Designations assigned by the Office of the Registrar that are not included in GPA calculations, nor in establishing academic standing, nor as academic program credit

**AUD** – (Audit) - course attended as auditor only; no grade will be assigned.

**CNC** – (Course not for credit) - course not for credit in the current program, this designation is recorded on the transcript as information supplementary to the grade earned in the course.

**GNR** – (Grade Not Recorded) - grades have not been submitted for an entire class. The student should initiate an inquiry with the faculty member and/or teaching department within one month of receiving the GNR grade unless a grade revision is received.

**INP** – (In Progress) - indicates course work in progress with at least one more term of formal course registration and study is required for completion (e.g. extended absence requires repeating the course, or a final thesis is still in progress); the designation INP is not included in calculating the grade point average, nor as either a credit or a failed course.

### 2.3    Grade Point Average (GPA)

A cumulative grade point average (CGPA) is calculated as an indicator of overall academic performance and is used as a criterion for graduation requirements, for honours graduation and other academic distinctions, and for determining academic standing during study in a program.

**2.3.1** For purposes only of calculating grade point averages, courses of single-term and multi-term duration will be given weights of 1.00 and 2.00 respectively, with provision for variation from this norm under exceptional circumstances.

**2.3.2** The grade point average is calculated as the sum of the products of course weights and earned grade points, divided by the sum of the course weights, and rounded up to the next higher second decimal place.

**2.3.3** The following course performance designations are NOT included in calculating the grade point average -- AEG, AUD, CNC, CHG, CRT, DEF, INC, INP, GNR, FLD and PSD.

**2.3.4** Courses completed prior to formal program admission will not be included in the calculation of grade point averages. Such courses may qualify for transfer credits towards the program and receive CRT designations.

**2.3.5** The designation F-S is counted as an interim failure and included in the grade point average at zero grade points until a final grade is assigned.

**2.3.6** The designation FNA is included in the grade point average at zero grade points and counts as a failure when academic standings are assigned.

**2.3.7** The grade earned for a repeated course is substituted for the previous grade in calculating subsequent grade point averages even if the later grade is lower, but both attempts are recorded on the transcript. No course can be repeated more than twice. If at least one of the course attempts results in a passing grade, the course will count towards graduation requirements irrespective of the sequence of grades earned.

**2.3.8** An initial grade point average is not calculated until the student has received three or more course grades.

**2.3.9** The cumulative grade point average is calculated at the end of each academic term for which additional course grades have been recorded on the student's transcript, and is calculated on all of the student's formal Ryerson course grades in the program in which the student is registered.

**2.4     Academic Standings**

In undergraduate degree and diploma programs, each student's academic standing will be established from the student's formal course grades at the end of each academic term on the basis of the following categories and criteria for overall academic performance:

**2.4.1    Clear** - a cumulative grade point average (CGPA) of at least 2.00 (except where the student has violated an approved Department/School standing variation or, while on probation , the student has violated the terms of their Probationary Contract) .

Students with Clear standing may continue their program studies with no restrictions except for the obligation to satisfy requisite requirements.

**2.4.2**   **Probationary** - a cumulative grade point average (CGPA) of 1.00 to 1.99.
   **2.4.2.1** Students with Probationary standing are required to have a developmental Probationary Contract outlining a specific plan for studies and academic supports authorized by their program School or Department, and signed by the student. Students who fail to have such a Probationary Contract by the last date to add courses for the semester will have their course registrations and course intention requests cancelled for the term in question and will be Required To Withdraw (RTW) from their program unless their program School or Department determines otherwise.

   **2.4.2.2** Students with a Probationary standing at the start of any semester will be eligible to continue their studies in a subsequent semester as long as they achieve a term grade point average (TGPA) of 2.0 or higher and provided they meet the terms of their Probationary Contract and do not violate approved Department/School standing variations.   Failure to meet the terms of the Probationary Contract as set out by the School or Department will result in the student being RTW from their Ryerson program.

   **2.4.2.3** Except for students who follow the Student Success Program outlined below, who may attain a Clear standing, students who are reinstated to their program after an RTW standing return on Probation. Some programs may reinstate students with a probationary contract which may significantly restrict course load and require successful completion of specific program course. Programs may also specify grades which must be achieved.

**2.4.3**   **Required to Withdraw** (RTW) - Students will be RTW from their program for any one of the following reasons:

   i.      a CGPA of less than 1.00 (except students enrolled for their first semester);
   ii.     a term GPA below 2.00 while on probation;
   iii.    violation of any approved Department/School standing variation;
   iv.     violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

No student in their first semester at Ryerson will be RTW in December. Students with a GPA of less than 1.00 in their first semester will be advised about their prospects for success.  Such students who continue in their program for the subsequent Winter semester will do so on Probation.

Schools/Departments, at their discretion, may issue a special contract in cases where the program judges the student to have a realistic chance of achieving a Clear standing in the semester following assignment of RTW by taking up to two courses. Students remain RTW during this semester. If the student fails to achieve a CGPA of 2.00 at the end of that semester, s/he will remain RTW. If the student is successful, s/he will return as Clear.

### 2.4.3.1 Procedures for RTW students who wish to be considered for reinstatement to their program

#### 2.4.3.1.1 In the semester immediately following the assignment of RTW standing (for this purpose Spring/Summer is included): Students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

#### 2.4.3.1.2 In the second semester following assignment of RTW standing

a.                     Student Success Program

i.   Students may request to participate in a defined Student Success Program (SSP) under a SSP participation contract. Students will be allowed to take up to two credit courses, and may be required to participate in other activities or workshops designed to address their needs. Courses taken as part of the SSP will be included in the student's CGPA. Criteria for participation, terms of the contract and the required outcomes will be established by the program. Programs, including part-time programs, will provide information each year on the usual criteria used for participation in the SSP. Students may participate in an SSP only once during their academic careers at Ryerson. Normally withdrawal from, or unsuccessful completion of, an SSP will constitute one attempt.

ii.   Students approved by a program to participate in the SSP will be designated as having an Extended Academic Probation (EAP) standing. (See section 2.4.4).

iii.   Students who do not successfully complete their second semester contract return to RTW standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement these students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

b.   Students who are not eligible for the SSP, or who do not wish to participate in the SSP, may apply to be reinstated to their program after the third semester following assignment of RTW. Prior to reinstatement these students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

### 2.4.3.1.3        In the third semester following assignment of RTW standing

a. Students who successfully complete the requirements of their second semester SSP contract will be given a further SSP contract, which may allow them to take up to four credit courses. Courses taken as part of the SSP will be included in the student's CGPA. The terms of the contract and the required outcomes will be established by the program, including part-time programs. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluating acceptable performance in the SSP. Students approved by a program to participate in the SSP will be designated as having an Extended Academic Probation standing.

b. Students who do not successfully complete their third semester contract return to RTW standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement these students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

**2.4.3.2    Procedures for students who are assigned an RTW standing and wish to be considered for transfer to another program:** Students must consult with University Admissions Office and the program to which they wish to transfer. At the program's discretion, a student may follow a SSP sequence as outlined above. Such students will be place on EAP standing. If approved for such a transfer SSP, there is an understanding that the transfer program commits to admitting the student pending successful completion of the SSP.  Students may apply for transfer for the semester following the third semester as defined above. Applications for transfer will be considered as outlined below.

**2.4.3.3    Procedures for reinstatement or transfer after the period of RTW or Extended Academic Probation:**

**2.4.3.3.1    Students who successfully complete their third semester SSP contract are automatically reinstated to their program, and do not need to apply. They may return as Clear or on Probation.

**2.4.3.3.2    Students who did not successfully complete their second or third semester SSP contract, or who did not participate in the SPP, may apply for reinstatement for the semester following the third semester.

**2.4.3.3.3    Applications for reinstatement will be considered by Faculty and/or program committees based on criteria, assessments and/or procedures developed by the Faculty or program in consultation with the Registrar's Office. Past academic performance and space availability will normally be considerations. Programs, including part-time

programs, will provide information each year on the usual criteria used for evaluation of reinstatement applications.

**2.4.3.3.4** Applications for transfer will be considered by the University Admissions Office in consultation with Faculty and/or program admission committees. Past academic performance and space availability will normally be considerations

**2.4.3.3.5** Students who are reinstated to their program or are approved for transfer upon successful application or successful completion of an SSP, will be reinstated or transferred with Probation or Clear standing based on their past academic performance., If they proceed as Probationary students, they will be required to have a Probationary Contract as outlined in section 2.4.2.

### 2.4.4   Extended Academic Probation for First-Time RTW Students:

**2.4.4.1** Extended Academic Probation (EAP) is a special, provisional academic standing available only to first-time RTW students who participate in a defined Student Success Program as described in section 2.4.3 of this policy.

**2.4.4.2** To remain EAP, students must fulfill all required components in each of the two semesters of the SSP. Students deemed not to be meeting the program-specified requirements at any time will be withdrawn from the SSP, and will return to RTW standing.

### 2.4.5        Permanent Program Withdrawal:

Students will be Permanently Withdrawn from their program for the following reasons:

i.   Any academic performance that would result in "Required to Withdraw" standing for a second time.
ii.  Failure of a course required by their program for a third time.
iii. Failure to meet the terms of a probationary contract following return after an RTW standing.
iv.  Denial of reinstatement to their program for a second time

Students who are Permanently Withdrawn from a program may not apply for reinstatement into that program. Students who are Permanently Withdrawn from a program may apply to a different program for the Fall semester of the following calendar year.

### 2.4.6   Disciplinary Suspension

Students who have been placed on Disciplinary Suspension (DS) for Student Code of Conduct violations will not be permitted to register in any course at the University during their period of Disciplinary Suspension. Students who have served their period of Disciplinary Suspension must contact their program department to make arrangements for reinstatement.

### 2.5      Graduation Requirements

To be eligible for their program's graduation award as authorized by Senate, students must have met the following academic requirements:

    a.  successful completion of all courses in the program's curriculum with at least a minimum passing grade (or a non-graded transfer credit) in each course, and

    b.  achievement of a cumulative grade point average of 2.00 or higher in graded Ryerson courses; and

    c.  completion, as a Ryerson student registered in the program, of studies that normally include at least a final one half of the program's curriculum[3] [4];

        i.  all applicable, credit-level Continuing Education courses may be used to meet Ryerson degree or diploma requirements.

        ii. students who have enrolled in (or graduated from) Ryerson degree or diploma programs may qualify for Continuing Education certificates only through the completion of additional (beyond the requirements of their degree or diploma) Continuing Education courses representing at least one-half of the requirements of the certificate in question; and

    d.  formal admission to, and registration in, the program for which the award is sought.

    e.  Completion of the program's curriculum within a time span from first enrolment to graduation that normally does not exceed the number of years calculated as follows:

        i.  for full-time  programs, the  maximum  number of years is the number of years scheduled for full-time study multiplied by 2. In the case of co-op programs requiring an additional year of program registration, one additional year shall be added to the normal time limitations;

        ii. for part-time Degree or Diploma programs, the maximum number of years is the number of required single-term courses (or equivalent) divided by 3; and

        iii. for part-time Certificate programs, the maximum number of years is the number of required single-term courses (or equivalent) divided by 2, plus one year.

    Under extenuating circumstances, students may be granted permission by the Dean of the relevant Faculty or Division to extend these time limits. In order to graduate, a student will be required to meet the academic requirements in effect when the extension is granted or such alternative requirements as may be stipulated by the program School or Department in keeping with Ryerson's academic policies.

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[3]Senate may authorize variation from this requirement in the case of collaborative, joint, or articulated programs.

[4]In the case of degree completion programs offered through distance education, the requirement shall be interpreted to mean "one-half the courses required to complete the Ryerson degree". Students who have completed Ryerson courses prior to admission may apply as many as three one-semester courses towards program requirements.

f.  Students pursuing a Continuing Education Certificate must complete 50 per cent of the required number of courses as a registered Continuing Education student enrolled in the certificate program.  At least 50 per cent of the courses must be taken over and above the student's degree/diploma studies.
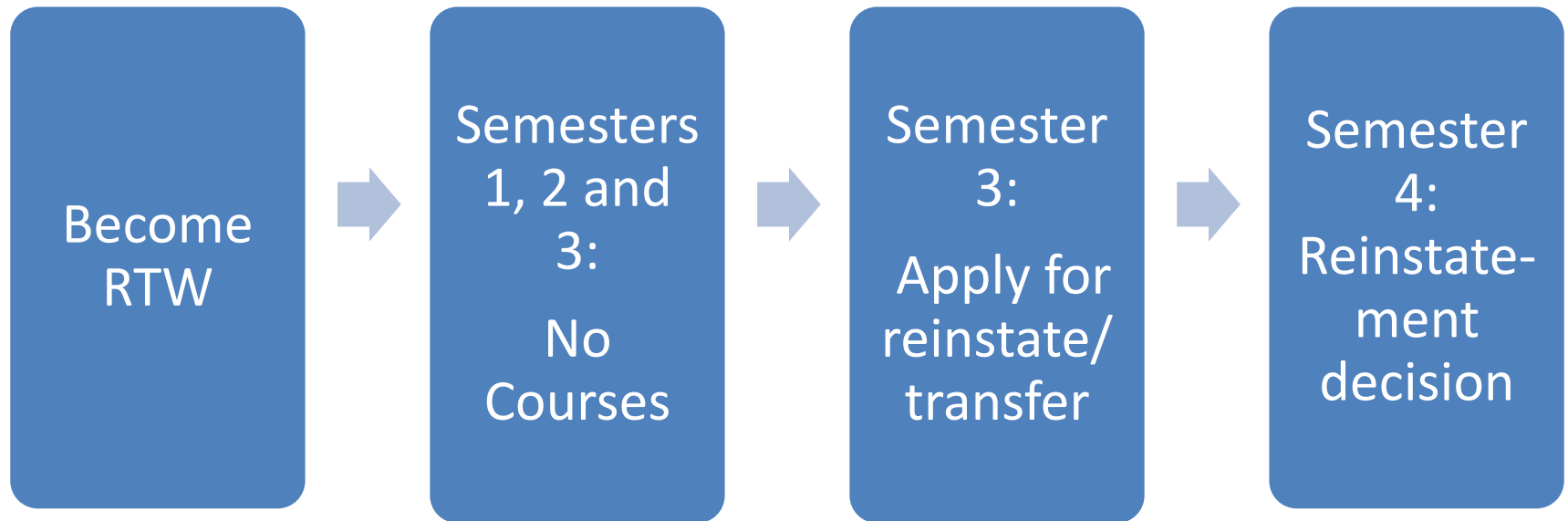
**2.6**     **Honours Graduation**

Students graduating from an undergraduate degree or diploma program with an overall cumulative grade point average of 3.50 or higher will graduate "With Honours" and will have this academic distinction recorded on their transcript and graduation award.
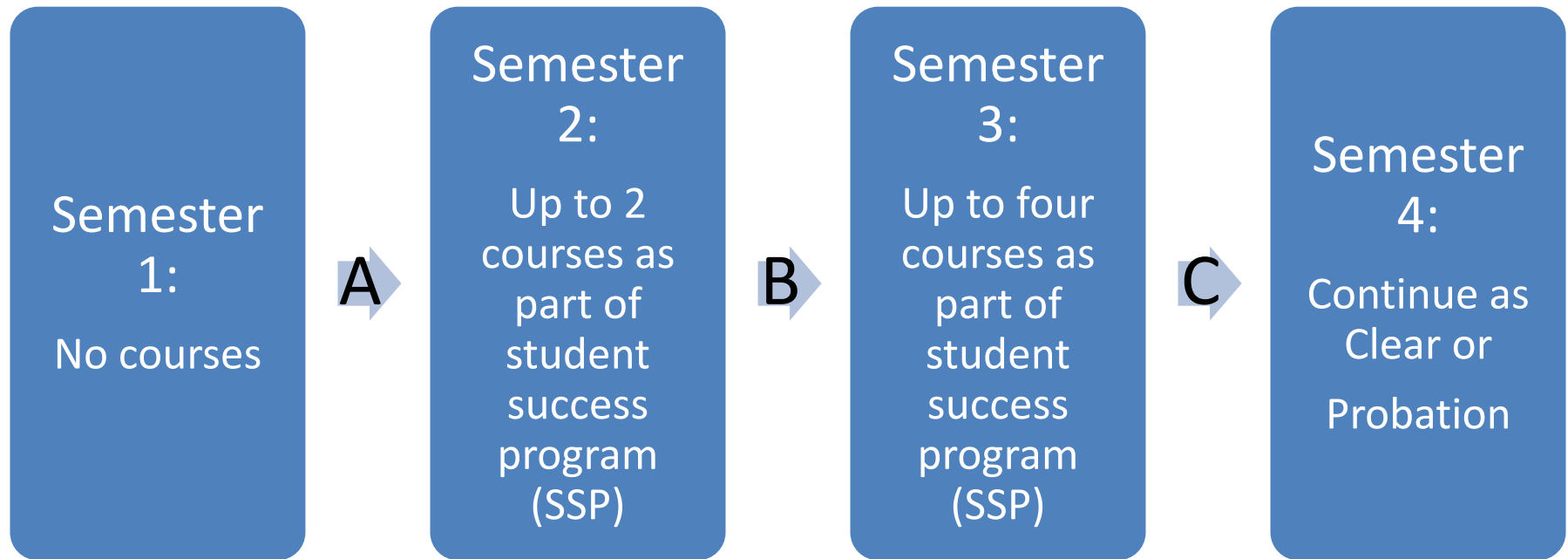
**3.0**     **OPERATIONAL POLICY ELEMENTS**

a.  The specific criteria defined for grading, graduation requirements, honours graduation, academic standing, and course weights are intended to establish University-wide standards. However, amended or additional criteria may be authorized by Senate for a particular program or Faculty.

b.  Only final course grades and F-S grades will be used as a basis for determining academic standing.

c.  Academically equivalent courses (as determined by the course teaching Department) offered through any Ryerson academic organizational unit have the same academic status for purposes of graduation and academic standing as the courses designated and normally offered for a program's curriculum. (ADDITIONAL WORDING DELETED)

d.  Restricted academic standing may result from either unsatisfactory academic performance or serious violation of the Codes of Conduct.

e.  In the application of all academic policies, students have their established rights of academic appeal.
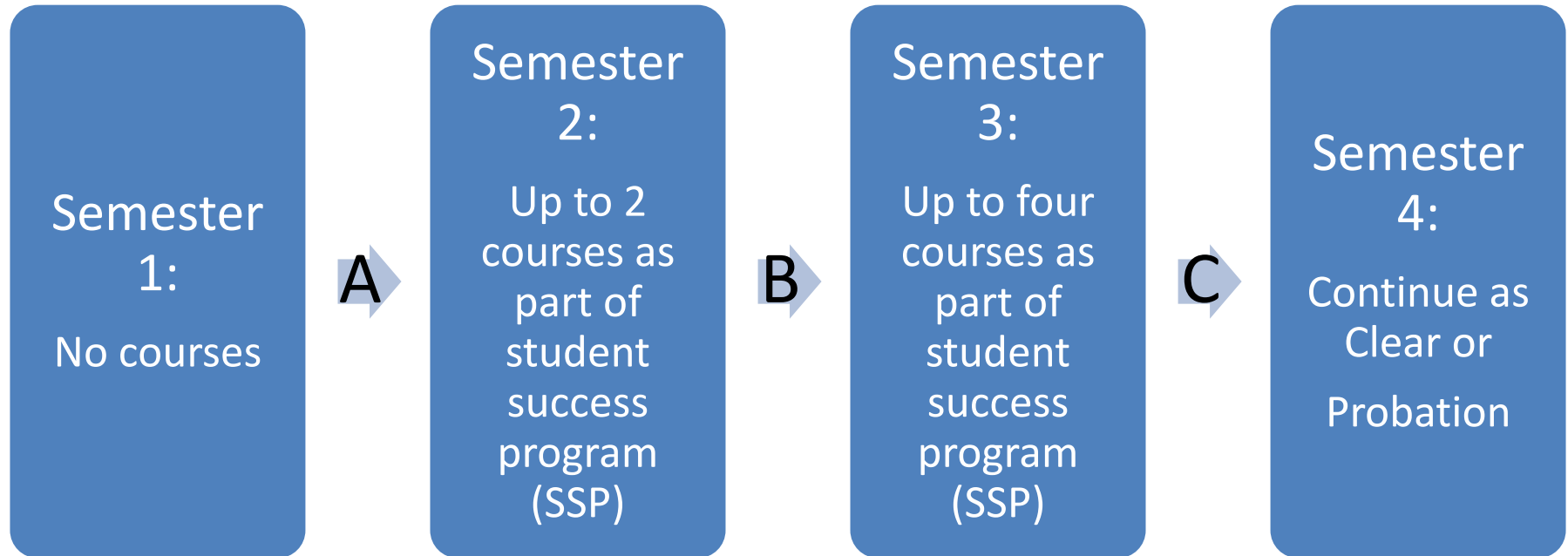
# Path 1: Non-Participation (= Current Policy)



Become RTW → Semesters 1, 2 and 3: No Courses → Semester 3: Apply for reinstate/transfer → Semester 4: Reinstate-ment decision

# Path 2: Guaranteed Reinstatement Route

| Semester 1:

No courses | → A → | Semester 2:

Up to 2 courses as part of student success program (SSP) | → B → | Semester 3:

Up to four courses as part of student success program (SSP) | → C → | Semester 4:

Continue as Clear or Probation |

1. A = program-defined eligibility criteria for participation in SSP
2. B, C = program-defined SSP contract (courses and performance) criteria
3. SSP contract implies Extended Academic Probation standing
4. Failure to meet SSP contract in S2 or S3 = return to RTW

# Path 3: Enhanced Probability of Program Transfer

| Semester 1:<br><br>No courses | A | Semester 2:<br><br>Up to 2 courses as part of student success program (SSP) | B | Semester 3:<br><br>Up to four courses as part of student success program (SSP) | C | Semester 4:<br><br>Continue as Clear or Probation |
|---|---|---|---|---|---|---|

1. Consult with prospective program and Admissions Office
2. Program <u>may</u> approve an SSP contract
3. SSP contract implies Extended Academic Probation standing
4. Failure to meet SSP contract in S2 or S3 = return to RTW

7.1 Report of the President
7.13 Announcement of Honorary Doctorates

I am pleased to share the list of honorary doctorate recipients for 2011, and to extend thanks to everyone involved in preparing the nominations, and to the Awards and Ceremonials Committee for its work. It has been a pleasure to connect with the nominees, who have responded with enthusiasm and pride in accepting the honour. We are waiting for confirmations from one Spring (TRSM) and one fall (FEAS) recipient.

Spring 2011
**Faculty of Community Services**
Charles Coffey - Community leader and former Executive Vice President, Government Affairs and Business Development for RBC Financial Group; Doctor of Laws.

Joanne Dallaire - Joanne's ancestry is Omushkego, Swampy Cree, from Attawapiskat Ontario.  Her spirit name is Shadow Hawk Woman and she is from the Wolf Clan. She is a traditional healer and a pipe carrier; Doctor of Laws.

Phil Fontaine - Past National Chief of the Assembly of First Nations; Doctor of Laws.

**Faculty of Communication & Design**
Des McAnuff - FCAD - Internationally recognized Canadian director, producer, and playwright; Doctor of Letters.

**Faculty of Engineering, Architecture and Science**
Laura Formusa - President and Chief Executive Officer, Hydro One Inc.; Doctor of Laws.

**The G. Raymond Chang School of Continuing Education**
Ursula Franklin - Professor emeritus, physicist, pacifist, feminist, human rights activist, educator; Doctor of Laws.

Fall 2011
**Faculty of Community Services**
Ruth daCosta - Executive Director Covenant House, Toronto; Doctor of Laws.

**Faculty of Arts / Faculty of Communication & Design**
Michael MacMillan - Current Chair and Co-Founder, The Samara Project; Former Executive Chairman and Chief Executive Officer, Alliance Atlantis Communications Incorporated; Doctor of Laws.

**Faculty of Engineering, Architecture and Science**
Julie Payette – Canadian astronaut and Professional engineer; Doctor of Engineering.

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