

SENATE MEETING AGENDA

Tuesday, June 7, 2011

4:30 p.m. Light dinner will be served.

5:00 p.m. Meeting starts (in the Commons – POD-250)

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
- Pages 1-6 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the May 3, 2011 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports:
 - 7.1 Report of the President
 - 7.1.1 Achievement Report
 - 7.1.2 Report of the VPRI: *Report of the Ad hoc Committee on Internationalization – RU Global and GlobalU*
 - 7.2 Report of the Secretary
 - 7.3 Committee Reports
 - 7.3.1 Report #W2011-5 of the Academic Governance and Policy Committee:
Motion: *That Senate approve the establishment of a Faculty of Science, pending approval by the Board of Governors, with the hiring of a Dean of the Faculty of Science by July 1, 2012, and the initial establishment of the Faculty by Fall 2012.*

Pages 17-37

7.3.2 Report #W2011-4 of the Academic Standards Committee:

Pages 17-21

7.3.2.1 Undergraduate Curriculum Framework

http://www.ryerson.ca/senate/agenda/2011/Curriculum_Framework_Slides_Senate_June_7_2011.pdf
http://www.ryerson.ca/senate/agenda/2011/Resource_allocation_and_curriculum_change_incentive.pdf

Motion #1: *That Senate approve the proposed curriculum framework which will form the basis of Ryerson undergraduate curriculum policy as described in this report.*

Pages 17-21

7.3.2.2 **Motion #2:** *That the Vice Provost Academic report regularly over the next year to the Academic Standards Committee, Academic Governance and Policy Committee and as appropriate to Senate with respect to implementation.*

Pages 21-24

7.3.2.3 **Motion #3:** *That Senate approve the revision of Policy 148: Policy on Minors, effective Fall 2011.*

Pages 24-36

7.3.2.4 **Motion #4:** *That Senate approve the Bachelor of Arts in Philosophy degree program*

8. Old Business

Pages 38-40 8.1 Make-up Exam Administration – Test Centre

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment

MINUTES OF SENATE MEETING			
Tuesday, May 3, 2011			
MEMBERS PRESENT:			
Ex-Officio:	Faculty:		Students:
K. Alnwick	H. Alighanbari	A. Mitchell	Y. Chevtchouk
C. Cassidy	A. Anderson	C. Mooers	A. Hyder
G. R. Chang	M. Braun	M. Panitch	D. Jaiswal
C. Evans	D. Chant	A. Rauhala	A. McAllister
G. Fearon	D. Checkland	R. Ravindran	M. Palermo
D. Foster	R. Church	D. Sydor	C. Sule
U. George	M. Dionne	A. Saloojee	A. West
J. Hanigsberg	D. Elder	N. Thominson	T. Whitfield
G. Hauck	L. Fang	J. Turtle	R. Zanussi
K. Jones	A. Ferworn	N. Walton	
A. Kahan	A. Furman	K. Webb	
M. Lachemi	F. Gunn	A. Wellington	
H. Lane Vetere	A. Hunter		
M. Lefebvre	M. Kolios		
S. Levy	L. Lavallée		
M. Lovewell	V. Lem		
A. Shepard	J. Leshchyshyn		
SENATE ASSOCIATES:			ALUMNI:
M. Lee Blickstead			P. Nichols
P. Monkhouse			A. Rasoul
F. Tang			
REGRETS:			ABSENT:
R. Banerjee		S. Ahmed	
D. Baxter		L. de Montbrun	
J. Isbister		K. El Sayed	
G. Mothersill		J. Girardo	
K. Raahemifar		M. Munawar	
P. Stenton		I. Omar	
Z. C. Zhuang			

MINUTES
Tuesday, May 3, 2011

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

3. Announcements

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the April 5, 2011 meeting*

K Jones moved K Alnwick seconded

Motion approved.

5. Matters Arising from the Minutes

5.1 Clarification on Bylaws

6. Correspondence

7. Reports:

7.1 Report of the President

7.1.1 President's update

7.1.2 Achievement Report

7.1.3 Updated Report - Honorary Doctorates

7.1.4 Presentation - Ryerson Builds Website (Julia Hanigsberg)

<http://www.ryerson.ca/ryersonbuilds/>

7.1.5 Student Survey reports (Paul Stenton):

Graduating Student Survey 2009

www.ryerson.ca/senate/agenda/2011/CUSC_2009_highlights_report.pdf

First-Year Student Survey 2010

www.ryerson.ca/senate/agenda/2011/CUSC_2010_Highlights_Report.pdf

7.1.6 Academic Plan Update

www.ryerson.ca/senate/agenda/2011/Academic_Plan_Update_Report.pdf

7.2 Report of the Secretary of Senate #W2011-3

7.2.1 Membership of SPC 2011-12

7.2.2 Curriculum Workshops for Senate

7.2.3 Special meeting of Senate June 7, 2011

7.3 Committee Reports

7.3.1 Report #W2011-4 of the Academic Governance and Policy Committee:

7.3.1.1 Motion #1: *That Senate approve The Institutional Quality Assurance Process, consisting of:*
Policy 110 – Institutional Quality Assurance Process;
Policy 112 – Development of New Graduate and Undergraduate Programs;
Policy 126 - Periodic Program Review of Graduate and Undergraduate Programs; and
Policy 127 - Curriculum Modifications: Graduate and Undergraduate Programs

A. Shepard moved, K. Alnwick seconded

Motion approved.

7.3.1.2 Motion #2: *That Senate approve the amendment of Policy 145, Undergraduate Course Management Policy as presented in this report, effective Fall, 2011*

J. Leshchyshyn moved, H. Lane Vetere seconded

Motion approved

7.3.1.3 Motion #3: *That Senate approve the amendment of Policy 61, Student Code of Non-Academic Conduct, as presented in this report, effective Fall 2011*

H. Lane Vetere moved, G. Hauck seconded

Motion approved

7.3.1.4 Motion #4: *That Senate approve the move of the School of Health Services Management from the Faculty of Community Services to the Ted Rogers School of Management, effective July 1, 2011.*

U. George moved, K Jones seconded

Motion approved.

7.3.2 Report #W2011-1 of the Nominating Committee
Motion: *That Senate approve the members of the various Committees*

T. Whitfield moved, C. Sule seconded

As one of the undergraduate student candidates did not express further interest in the position on the AGPC, no election for that position was needed.

Motion approved

7.3.3 Report #W2011-1 of the Learning and Teaching Committee

7.3.4 COU Colleague report - See Appendix at:
www.ryerson.ca/senate/agenda/2011/Appendix_COUAcademic_Colleague_Issues.pdf

7.3.5 Report #W2011-3 of the Academic Standards Committee
C. Evans moved all motions.

7.3.5.1 Motion #1: That Senate approve the periodic program review of the Bachelor of Architectural Science degree program.

J. Leschyshyn seconded.

Motion approved.

7.3.5.2 Motion #2: That Senate approve the periodic program review of the Bachelor of Social Work degree program.

T. Whitfield seconded

A correction of the report (page 139) will be submitted to the Secretary and revised report posted.

Motion approved

7.3.5.3 Motion #3: That Senate approve the review of the Advanced Certificate in International Business from the Chang School of Continuing Education.

G. Fearon seconded

Motion approved

7.3.5.4 Motion #4: That Senate approve the restructuring of the Certificate in Public Relations from the Chang School of Continuing Education.

G. Fearon seconded

Motion approved

7.3.5.5 Motion #5: That Senate approve the restructuring of the Certificate in Graphic Communications from the Chang School of Continuing Education.

G. Fearon seconded

Motion approved

7.3.5.6 Motion #6: That Senate approve the proposal for the Bachelor of Arts in History degree program.

M. Lovewell seconded

Motion approved

7.3.5.7 Motion #7: *That Senate approve the proposal for the Minor in History*
M. Lovewell seconded

Motion approved

7.3.5.8 Motion #8: *That Senate approve the proposal for the Bachelor of Arts in Environment and Urban Sustainability Degree program*

M. Lovewell seconded

Motion approved

7.3.6 Report #W2011-1 of the Yeates School of Graduate Studies

7.3.6.1 Complex program changes in:

- Master of Business Administration;
- Management of Technology and Innovation (MMSc); and
- Management of Technology and Innovation (MBA)

7.3.6.2 Motion: *That Senate approve the amendments to Policy #142 – Policy and Procedures for Admissions and Studies (Masters and PhD Programs)*

D. Foster moved, G. Hauck seconded

Motion approved

8. Old Business

9. New Business as Circulated

10. Members' Business

10.1 Student Provincial Election Participation

Motion #1: *That Senate support finding ways to ensure that student voters are able to participate in the provincial election on Thursday, October 6, 2011, including but not limited to encouraging faculty to not schedule tests, in class presentations or assignments on Election Day.*

A. McAllister moved, T. Whitfield seconded

Motion approved.

Motion #2: *That the Vice-Provost Academic work with students and faculty to determine what reasonable accommodations can be made to allow students to vote.*

A. McAllister moved, T. Whitfield seconded

Proposed amendment:

That the Vice Provost Academic consult with CUPE 3904, CESAR, RSU and RFA to determine what reasonable accommodations can be made to allow students to vote.

M. Palermo moved, D. Elder seconded.

Motion approved as amended.

10.2 Presentation – Assignment Calculator (Andrew West)
see: <http://news.library.ryerson.ca/assignment-calculator/>

11. Consent Agenda

11.1 Discontinuation of Certificates – Chang School

12. Adjournment 6:40 p.m.

Respectfully submitted,

Diane R Schulman, PhD
Secretary of Senate

RYERSON ACHIEVEMENT REPORT

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

Events

Community members, politicians and cycling fans gathered on Gould Street to celebrate the launch of Bixi Toronto. One thousand bikes and 80 stations have been assigned to the downtown core, including on campus at Gould west of Victoria Street, and in Yonge-Dundas Square. The National Post and the Torontoist covered the launch.

MEDIA APPEARANCES

President Levy was quoted in the Ottawa Citizen and PostMedia News in a story on the Millennial generation and higher education.

Academia.ca and Brock News reported on the appointment of **Wendy Cukier**, Ted Rogers School of Management, as Vice-President, Research and Innovation, effective September 1, 2011. She was quoted in the Toronto Star on women and visible minority representation on corporate boards of directors. She discussed ethnic votes on OMNI News.

Gervan Fearon, Dean, The G. Raymond Chang School of Continuing Education, discussed the price of gold and its relation to the price of oil on CKXT-TV.

Usha George, Dean, Faculty of Community Services, was interviewed on OMNI News on Canadian immigration and on the federal election results.

Academia.ca reported that **Jean-Paul Boudreau**, Psychology, has been appointed Dean of the Faculty of Arts, effective August 1, 2011.

Medical News Today posted a feature story on a research study by **Kristin Snoddon**, a postdoctoral fellow in School of Early Childhood Education on teaching hearing parents of deaf children how to read to their children using American Sign Language.

Marsha Barber, Journalism, was interviewed on CBC Radio One: Here & Now on Oprah Winfrey's last broadcast after 25 years.

A lecture at Ryerson on "Inuit and Social Justice" lecture by Inuit leader **Mary Simon** was covered by APTN-TV, Canadian Press, Whitehorse Daily Star, Daily News Kamloops, and Nunatsiaq Online.

Avner Levin, Ted Rogers School of Business Management, was quoted by the Financial Post and Yahoo! News Canada and interviewed on CBC News about a new report on

increasing cyber crime in Canada. He was quoted in stories on CBC.ca on Canada's privacy commissioner wanting the power to impose hefty fines on companies that fail to adequately protect Canadians' personal information from preventable data breaches and about a data breach by Sony.

The Ontario Farmer reported that a weekly famers' market will be held on Gould Street starting in mid June.

Gabor Forgacs, Ted Rogers School of Hospitality and Tourism Management, was quoted on disaster tourism in the Montreal Gazette, Edmonton Journal, Calgary Herald, Regina Leader-Post, Vancouver Sun, Canada.com, the Province and National Post.

Martin Anthony, Psychology, was quoted in a story on MSNBC on needles and medical phobia and by the Toronto Star in a story on the CN Tower's new Edgewalk.

Fashion design student **Jayson Araja**, winner of 2011 Triumph Inspiration Award Canada, was profiled in Inside Toronto and the North York Mirror.

Arne Kislenko, History, winner of the 3M National Teaching Fellowship, was profiled on Macleans.ca. He spoke to Global News, CFJC-TV, and OMNI News about the death of Osama Bin Laden.

Lisa Taylor, Journalism, spoke to the Toronto Star about Dominic Strauss-Kahn's walk of shame.

Paul Moore, Sociology, was quoted in the New York Times on flea markets in Manhattan.

Colleen Carney, Psychology, was interviewed on CP-24, CKLW-AM, the Toronto Sun, 24 Hours Toronto and the Peterborough Examiner about the extended gloomy weather.

Sandeep Agrawal, Urban and Regional Planning, discussed South Asian immigrant communities and reverse migration on RCI: The Link, multiculturalism as a success story on OMNI News, CFMT-TV and CJEO-TV, and Queen Street West development on CBC Radio One: Metro Morning.

Patrice Dutil, Politics and Administration was interviewed about the Bixi bicycle network in Toronto on CJBC-AM, and on CBLFT-TV about Prime Minister Harper's new cabinet. He discussed the federal election results on CBV-R, CJBC-AM, and SRC-R and the campaign on CBUF-FM and RCI.

Brent Barr, Ted Rogers School of Retail Management was quoted in the National Post about McDonald's Europe plans for self-service ordering.

Mediacaster posted a feature story on the Global Campus Network developed by **Richard Grundberg**, Radio and Television Arts. TMC.net and IT World Canada reported that Global Campus Network is the winner of the ORION Learning Award.

Ayse Yuce, Ted Rogers School of Business Management, was quoted on MSN.ca and Bankrate.com on the investment habits of men versus women. She was interviewed on Canadian Tire taking over the Forzani group on Global News, CHAN-TV, CFJC-TV, CICT-TV, CRFE-TV, and CHBC-TV.

The DMZ continues to be in the news:

- Biomedical Engineering students **Thiago Caires** and **Michael Prywata** were interviewed by CBC News and the Toronto Star about the brain-controlled prosthetic arm they invented. Prywata discussed the invention on CBC Radio One: As It Happens. The Engineer also reported on the invention.
- Arjun Kumar, founder/CEO of Kela Medical Inc., spoke to CBC Radio One: Here & Now and OMNI News about a smart health card for portable health records.
- The Ottawa Business Journal mentioned the DMZ in a story on successful start-ups.
- TMC.net reported that the Ubiquitous Computing Group led by Hossein Rahnama, is the winner of the ORION Innovation Award.

A profile on Ryerson alumni and filmmakers **Kazik Radwanski** and **Dan Montgomery** in the Torontoist mentions the two are "proof positive of not just Ryerson's tendency to turn out top-shelf film grads..."

Randy Boyagoda, English, wrote an article on post-civil war Sri Lanka in the Toronto Star. His new book, "Beggar's Feast", was reviewed in the Globe and Mail, PostMedia News, the National Post, Canada.com and the Edmonton Journal.

Filippo Salustri, Mechanical Engineering, was interviewed on Discovery Television: Daily Planet about the fairytale Rapunzel and the myth of supporting a person on a rope of human hair.

Pria Nippak, G. Raymond Chang School of Continuing Education gerontology certificate program, was quoted in the Ottawa Citizen, The Gazette, The Province, and the Vancouver Sun on the increasing demand for eldercare professionals.

Christopher Daniel, Centre for the Study of Commercial Activity, lead author of *Emerging Trends in Grocery Retailing*, was quoted by the Toronto Star, 24 Hours, the Hamilton Spectator Physorg.com, Business News Daily and Innovations Report on the recently published research. He was also interviewed on CBC Radio One: Here & Now.

Charles Zamaria, Radio and Television Arts, was quoted in the Windsor Sun in a story on the results of a recent international poll that found that more people admitted they spend more time online than watching television.

The **Early Childhood Education** and **Daphne Cockwell School of Nursing** collaborative nursing programs were profiled in a story on collaborative degree programs in 24 Hours.

Jason Nolan, Early Childhood Education, was quoted in the Toronto Star about EDGE, the newly opened adaptive design lab.

Judy Rebick, Politics and Public Administration, discussed the direction of Canada's social policy after the Conservatives election success on CBC News World. She was interviewed on CBC Radio One: Q on media predictions about election results and Osama Bin Laden's death and on CHFD-TV about the Conservative electoral success. She participated in a panel discussion on the polarization of Canadian politics in Pacific Free Press and discussed the federal election results on Global News. She was quoted on Yahoo News, KeralaNext.com, the Windsor Star and Physorg.com on online youth engagement and political activity.

Irene Gammel, English, was quoted in a story on gender equality in children's literature in PostMedia News and the National Post.

Carol Sevitt, Professional Communication, was interview by the Vancouver Sun on recommendations on food and manners on a first date.

Suanne Kelman, Journalism, was quoted in a story in the Toronto Star on kissing babies.

The Toronto Star reported that recent grad **David Coomber**, who finished a successful run in Woody Harrelson's play *Bullet for Adolf*, was awarded Birdland Theatre's 4th annual Young Actor Award.

Lucia Dell'Agnese, Fashion, discussed erratic women's clothing sizes in the Toronto Star and on CFTR-AM and CFFR-AM.

Tariq Amin-Khan, Politics and Public Administration, discussed the death of Osama Bin Laden on OMNI News and CJEO-TV. He was interviewed on CBC Radio One: Metro Morning and Here & Now about the federal election results and ethnic voters. He was quoted by Reuters, the Calgary Herald, 24 Hours, CNews, and Dose.ca on the Conservative ambition for a majority.

The Torontoist ran a comprehensive profile of the **Ryerson University Film Festival** (RUFF).

Greg Elmer, Globemedia Research Chair in Creative Use of Technology, was quoted in the Toronto Star, the Canadian Press, the Winnipeg Free Press and on CBC.ca on digital legacy and protection.

Grace-Edward Galabuzi, Politics and Public Administration, commented on migrant workers and unions on Canada.com and the Vancouver Sun. He discussed election results in Quebec on RCI: The Link.

The Torontoist featured the third-year new media project of **Ashley Lewis**, Image Arts, in a report on the Mini Maker Faire. Lewis had hacked a Casio keyboard to play words and phrases from Barack Obama's inaugural address instead of musical notes.

Alumna and instructor **Cathy Crowe**, Nursing, was profiled in Metro Toronto.

Student **Alex Fox**, Fashion Communication, who was the executive director of communications for 'Mass Exodus', was profiled in The Independent.

Paula Mastrilli, G. Raymond Chang School of Continuing Education, was quoted in a Toronto Star story on degree completion program for nurses.

Myer Siemiatycki, Politics and Public Administration, was interviewed by the National Post on the tentative contract deal for the Toronto Police. He spoke to the Globe and Mail about Mayor Ford's backing of Prime Minister Harper. He discussed the federal election results with CBC Radio One: Here & Now, the Toronto Sun, the Winnipeg Free Press, Metro Montreal, Record.com, and Fort Francis Times Online and was interviewed by the Toronto Star about advance poll turnout. He spoke to the National Post about political donations and was quoted in the Globe and Mail on the election campaign.

Duncan MacLellan, Politics and Public Administration, provided post election analysis of the results to the National Post, PostMedia News and the Globe and Mail. He spoke to CBC Radio One: Here & Now and the Winnipeg Free Press about the election campaign and was interviewed on CTV about Mayor Ford endorsing Prime Minister Harper.

Alumna and actress **Kate Besworth**, Theatre, was profiled in the Toronto Star.

First-year student **Ilene Shioguchi** was quoted in a Canadian Press story on university students becoming more active after months of a more sedentary lifestyle.

Alison Matthews David, Fashion, was quoted in the Toronto Star and Hamilton Spectator on moms and fashion.

Canadian Healthcare Technology and Directions Magazine reported that St. Michael's Hospital in Toronto is the 2011 Laureate winner for innovation by the International Data Group's (IDG) Computerworld Honors Program. Lead researcher Dr. Kamran Khan acknowledged "our partners at Ryerson University and the Harvard Medical School" in the story.

Dave Valliere, Ted Rogers School of Management, was quoted by the Toronto Star in a story on start-ups and financing.

The Washington Post profiled alumna **Candace Olson**, Interior Design.

Ryerson students, **Peter Strauss**, Image Arts and **Keith Hodder**, Radio and Television Arts, winners of the movie trailer contest hosted by the producers of *Hobo with a Shotgun* were profiled by the Torontoist.

Doina Popescu, director, **Stephen Bulger**, advisory board member, and **David Rokeby**, Ryerson's artist-in-residence were quoted in a Toronto Star feature story on the Ryerson Gallery and Research Centre and the Edward Burtynsky: Oil symposia.

Daniel Rubenson's, Politics and Public Administration, research study on voter apathy among young Canadians was profiled in Maclean's. He spoke to CBC Radio One: Metro Morning,

CFPR-AM, CBE-AM, CFYK-AM, CBCS-FM, CBA-AM, CBG-AM, and CBI-AM about voter turnout.

Wayne MacPhail, Journalism, was quoted in PostMedia News and the Vancouver Sun about choices for digital camera enthusiast.

Janice Neil, Journalism, was quoted in the Toronto Star and the Digital Journal on social media users flouting a decades-old law banning the transmission of election results before all polls closed.

Murtaza Haider, Ted Rogers School of Retail Management, was quoted in Scientific American about how the news of Osama Bin Laden's death was received in Islamabad. He commented on the NDP election platform in the Toronto Sun.

Diane Francis, Distinguished Visiting Professor, Ted Rogers School of Management, discussed the federal election results on CBC Radio One: The Current.

The Daily Commercial News and the Journal of Commerce quoted **Russell Richman**, Architecture, on a new design to improve air quality and energy performance co-developed by him.

Master's student **Alison Gaston**, Early Childhood Education, was interviewed on CBC Radio One: Here & Now about the EDGE Lab's new Adaptive Design Studio.

Lyndsay Macdonald, Early Childhood Education student and a member of Toronto Star's Youth Nation 2011 panel, wrote an article in the Toronto Star on the Ryerson vote mob.

Pamela Palmater, Politics and Public Administration, discussed Aboriginal voter turnout and the federal election on APTN-TV, CBC Radio One: The Current and As It Happens.

World Graphic Arts, American Printer, Packaging Essentials Converting and WhatTheyThink.com reported that students **Ruth Tupe**, **Rama Luksiarto**, and **Marianna Kosterina**, Graphic Communications Management, won the Harvey R. Levenson Student Paper Award at the TAGA competition.

Daily Commercial News reported on the presentation by **Mark Gorgolewski** and **Vera Straka**, Architecture, at the Canada Green Building Council's annual symposium.

Vinita Srivastava, Journalism, discussed the royal wedding on TVO: The Agenda. Her Verse City initiative was profiled in the Globe and Mail.

Wired Science and Science News reported on a research survey on a popular club drug by **Todd Girard**, Psychology.

Eric Kam, Economics, commented on the Conservative election platform in the Toronto Sun. He discussed Canada's inflation rate on Global News, CFJC-TV, CICT-TV, CHBC-TV, CITV-TV and CHFD-TV.

ToolMold-making.com announced that Ryerson students **Dov Feinmesser and Aaron Hendershott** won the Extreme Redesign 3D Printing Challenge Art & Architecture category for their reconfigurable children's safety chair.

Peter Monkhouse, The G. Raymond Chang School of Continuing Education was quoted in a story on the sustainability certificate in the Montreal Gazette, Calgary Herald, and New Brunswick Telegraph Journal.

Pamela Robinson, Urban and Regional Planning, was quoted on New York Ag Connection and Environment South Africa about the report *Global Report on Human Settlements: Cities and Climate Change* which details the possible impacts of climate change on cities and towns. She is a member of UN-HABITAT's advisory board on Global Research Network on Human Settlements and a key contributor to the report.

The New York Times quoted **Ramona Pringle**, Image Arts, in a story on virtual games and romance.

Neil Thomlinson, Politics and Public Administration, was interviewed in CBC Radio One: The World This Week on crime rates and jails in Canada.

Mitchell Kosny, Urban and Regional Planning, was quoted in the Toronto Star about the Dundas-Sherbourne development.

Catherine Middleton, Ted Rogers School of Information Technology Management, was quoted in the Wire Report on her research on Canadian broadband services. She discussed telecommunications in Australia on Australia Policy Online.

Alex Wellington, Philosophy, discussed environmental ethics on I-Chan.

Jane Sprott, Criminal Justice, was interviewed on CBC Radio One: The World at Six and CBC News World on the proposed criminal code expansion.

Report #W2011-5 of the Academic Governance and Policy Committee

June 7, 2011

1. Establishment of a Faculty of Science

Background

Ryerson University is at an exciting point in its development where science has become, as in all major universities, a core area of research and academic programming. This is also a time when Ryerson is preparing itself to change and grow to serve the needs of post-secondary students in the GTA and Canada.

Consultations that informed *Shaping Our Future: Academic Plan for 2008-2013* led to a clearly articulated strategy to look at the current academic structure, including the possible creation of a separate Faculty of Science.¹ To advance this strategy, the Provost established the *Provost's Commission on Academic Structures* and the commission delivered its final report in January 2010. The report took the form of a white paper containing a set of suggestions for the evolution of Ryerson's academic structure. The first scenario presented in the commission's white paper supported the creation of a Faculty of Science.²

To assess the feasibility of this option, the Provost established a *Faculty of Science Feasibility Committee at Ryerson University*. Dean Emeritus Maurice Yeates chaired the committee and lead consultations to inform the committee's work. Extensive research, discussion and consultation were undertaken. In addition to more than a half dozen committee meetings, two community town halls were held – in November 2010, and in mid-April 2011 – to give students, faculty and staff an opportunity to provide their insight and ideas. Input was also received from each of the potential founding departments at an early stage in the committee's deliberations to ascertain their continued commitment to the formation of a Faculty of Science. This was followed by an open invitation for input from the wider university community. The committee presented a preliminary report at the April town hall meeting. Based on that meeting, the committee presented its final report to the provost on April 27, 2011.³

Committee findings

The Faculty of Science Feasibility Committee's final report concludes the following:

A powerful case can be made for a Faculty of Science at Ryerson because in truth it already exists, albeit in polytechnic trappings. The founding Departments – Mathematics, Computer Science, Physics, and Chemistry & Biology – are well established at the University. They each have academic programs at the undergraduate level that are well interlinked with each other. The programs at the masters and doctoral levels are well subscribed and emphasize research. The

¹ <http://www.ryerson.ca/senate/academicplan.pdf>, page 20.

² http://www.ryerson.ca/provost/planning/planning_initiatives/academic_structure/white_paper_academicstructure_jan2010.pdf, page 20.

³ http://www.ryerson.ca/provost/planning/documents/feasibility_combined_27april2011.pdf

Departments have already established themselves as funded engines of research and innovation, and are well positioned to strengthen these foci in the future.

Furthermore, a distinct Faculty of Science would be an asset to the institution given Ryerson's objective to be recognized as a comprehensive university. In sum, Ryerson's Faculty of Science would be a leading driver of science education, research, and development in the country.

The establishment of a Faculty of Science at Ryerson is feasible. It is a grass roots movement that comes from the faculty itself. Its constituents are congruent in content and method – they reinforce each other. A clear mechanism must be put in place to assure the continuance of quality science education in Engineering. Architectural Science is little affected. A focused Faculty of Science should enhance the competitiveness of its personnel with respect to external funding...The constituents of a science Faculty administrative structure can in part be transferred from FEAS. The space required for housing a new Faculty is estimated, but its location will require careful planning. Transfers of staff personnel can be undertaken sensitively and carefully through HR; and, the procedures with respect to decanal appointments (the *AAA Policy*) are well designed to obviate issues and maintain balance.

The Committee, therefore, recommends that a Faculty of Science be established at Ryerson University.

Dr. Yeates sought and received the endorsement from the departments which would be founding members of the new Faculty – Chemistry and Biology, Computer Science, Mathematics and Physics.

Next steps

As Ryerson's academic structure has not changed in over 40 years, this is a truly historical process. As a next step, the Academic Governance and Policy Committee (AGPC) is making a motion to Senate that a Faculty of Science be established, subject to the approval of the Board of Governors. If approved, implementation would begin with the hiring of a Dean by July 1, 2012, and establishment of the Faculty beginning Fall 2012.

The report recognizes the need to ensure that the provision of high quality math and science courses which are responsive to the needs of engineering students continue to be provided despite the separation of the Faculties. The report therefore recommends the creation of a body “like a ‘Joint Engineering/Science Review Committee’ to meet at least once per term to review and address any developing concerns in this regard.” AGPC recommends that such a committee be established during the implementation process so that ongoing dialogue begins early on.

The report also recommends an administrative structure for the new Faculty, including a Dean, Associate Dean and a variety of support offices and staff. The Dean of FEAS has agreed that some of these positions will be shared between the new Faculty of Science and the Faculty of Engineering and Architecture for some period of time as the Faculty of Science becomes more established.

MOTION: That Senate approve the establishment of a Faculty of Science, pending approval by the Board of Governors, with the hiring of a Dean of the Faculty of Science by July 1, 2012, and the initial establishment of the Faculty by Fall 2012.

2. Endorsement of the Recommendations in the Report to Senate on Make-Up Exam Administration.

The AGPC has reviewed the report of the Vice Provost Academic and the Vice Provost Students, presented to Senate under “Old Business”, and endorses the recommendations made in that report.

Respectfully submitted,

Alan Shepard, Chair

For the Committee: Keith Alnwick, Alexandra Anderson, Rupa Banerjee, Y. Chevtchouk, Heather Lane Vetere, Lynn Lavallee, Jurij Leshchyshyn, Mark Lovewell, P. Monkhouse, Mariam Munawar, Melissa Palermo, Melanie Panitch, Diane Schulman, John Turtle

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2011-4; June 2011

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:

- A. Framework for Undergraduate Curriculum Evolution at Ryerson University;
- B. Policy on Minors (Policy 148);
- C. Proposal for a *Bachelor of Arts in Philosophy* degree program.

A. Framework for Undergraduate Curriculum Evolution at Ryerson University

Preamble

This report brings to Senate a proposed framework to facilitate the evolution of undergraduate curriculum at Ryerson University. The framework is guided by the current academic plan to give students more choice and develop curriculum for the twenty-first century.

Background

For decades, the Ryerson community has discussed how its curriculum can better serve students while retaining its traditional strengths. While Ryerson's current curriculum model has built the foundation for highly regarded professional and professionally related programs, society's needs and students' aspirations are rapidly changing in the twenty-first century.

Ryerson is at a historic juncture where it can move from discussion into action. There is an opportunity to evolve the curriculum to meet the needs of students in an increasingly interdisciplinary working world while preserving Ryerson's strengths in providing them with an intentional curriculum, professional pathways and liberal studies.

Ryerson's tripartite curriculum model implicitly evolved as practice before it was ratified as policy in 1977. The model divides courses into three distinct categories: professional, professionally related and liberal studies. The first category includes courses which provide professional training; the second, courses which provide complementary knowledge for the profession; and the third, courses which provide a "social and cultural" context for all professions as well as writing skills and critical thinking development. This highly prescriptive and intentional curriculum served Ryerson well. Over the years it adapted to a changing institution and continued to provide a framework for career-relevant education.

However, as Ryerson and its programs evolved, defining a profession along traditional lines for students became limiting, and there has been increased student demand for more curriculum choice. By 2005, the demand for change led to the *Curriculum Review Report (the Currie Report)*, authored by external consultants. After extensive consultation, the provost and vice president academic at the time believed that Ryerson was not ready for the changes that report proposed. He recommended that the next provost “monitor the evolution of the tripartite curriculum model, taking into consideration the Academic Standards Committee annual reports..., and that, in consultation with the Academic Planning Group, consider whether more fundamental change is desirable.”

When consultations were undertaken in 2007 to inform Ryerson’s current academic plan, *Shaping our Future*, there came renewed awareness of the desire among students for more opportunity to define their own educational paths leading to the increasingly diverse careers that they envision. This is supported by various student survey results, and faculty who also expressed the desire to see the curriculum afford broader opportunity.

Recent consultations

In order to advance the current academic plan, consultations on a proposed framework for a revised curriculum model were conducted over the last six months. Faculty teaching chairs, in partnership with student senators, hosted an information session for students, faculty and staff in their respective faculties. Consultations with student senators and the RSU Executive, librarians, the Chairs, Directors and Deans (CDD) group, the Academic Planning Group (APG), associate deans, the Senate Priorities Committee (SPC), the Chang School of Continuing Education, and the RFA Executive were also held. The feedback on the proposed model was generally positive. Most of the discussion was not about the model itself, but rather with its implementation and the details which would need consideration. Implementation details common to many faculties include course access and availability, resources for the teaching of additional elective courses, and the provision of appropriate student advising. If the proposed framework is approved, these and other questions would be assessed during the implementation phase.

Relationship to other initiatives

Senate is also implementing, beginning in fall 2011, the new Institutional Quality Assurance Process (IQAP). As part of this process, both the periodic program review and new program implementation processes will require programs to consider undergraduate degree level expectations (UDLEs) and to map curriculum to student learning outcomes. This presents an ideal opportunity to revise the curriculum structure and to define the attributes of a Ryerson graduate which we expect our curriculum to provide.

An important goal of the proposed curriculum model is to allow more student choice. The Academic Standards Committee (ASC) is also bringing to Senate, along with this report, a revision of the minors policy, which would allow students more flexibility in achieving a minor, and is appropriate for both the current and the proposed model. The minors proposal specifies that a minor is six courses, as approved by the ASC, and that while minor courses would normally be taken as part of the professionally related

elective group, students could use up to two “core” courses (as is the present case) and up to two of their liberal studies courses (the proposed change) to complete a minor. ASC believes that this change to the minors policy is an important, and relatively simple, first step in providing greater student choice.

At the same time, there is significant expansion in access to post-secondary education, particularly within the GTA. In order to respond to this growth and to ensure viability, sustainability and success, Ryerson has developed a new funding model. The new model was also developed to support the implementation of a new curriculum framework, providing the necessary incentives for faculties to mount new liberal studies and professionally related courses, and encourage even more minors. The new model should also make compensation for teaching departments more transparent and accountable.

Framework

The framework retains a tripartite structure including a program core that collapses current professional and professionally related required courses (including those selected from narrowly defined groups), a redefined professionally related elective (PRE) category that eliminates PR tables and opens courses to all students, and retention of the liberal studies (LS) category. In the consultation process, much of the discussion focused on LS, with general support expressed for looking at the current definition and purpose of these courses, and revisiting the LS governance structure. Part of the implementation process would focus on LS.

The framework accommodates those programs that have external professional accreditation requirements. Accredited programs are an integral part of our academic reputation and their accreditation requirements would be fully maintained.

The main features of the proposed curriculum framework are the definition of a program core and “professionally related electives”, and the elimination of PR tables. The suggestion of double majors, and percentages and number of courses in each category reflect current Ryerson practice and some comparator university norms. The category names are suggested only. The framework presented is a starting point to advance curriculum evolution, and its suggested components are not set in stone but rather, will be assessed during the implementation phase.

If the framework is approved, it would begin a year of planning, modelling and impact assessment, followed by several years of implementation. There are currently several Senate policies that guide curriculum, and one of the first tasks would be to create one overarching curriculum policy.

Proposed curriculum framework

CURRENT MODEL	PROPOSED MODEL (based on 40 courses)		NOTES
	Core Courses		
Professional 50-75%	Specialization 25-30 courses (60-75%)	Double major 13-15 courses each (60-75% total)	<ul style="list-style-type: none"> ▪ Specialization: Current (P + PR Required) ▪ Major must have both breadth and depth ▪ Specialization, Major and Option recorded on transcript ▪ Stream not recorded
Professionally related 10-40%	Professionally related elective courses 4-14 courses (10-30%)		<ul style="list-style-type: none"> ▪ This category will allow more student choice of courses related to their individual career path. ▪ Elimination of current PR tables ▪ Exclude courses too close to core courses (anti-requisites)
Liberal studies 8-20% (6 courses)	Liberal studies* 6 courses		

* Currently engineering program students are required to complete four liberal studies. There is no intention to alter this.

Guiding principles

Based on the above, there are several guiding principles – most of which are articulated in the current academic plan – to be considered going forward:

- Students should have more flexibility to define their personal educational and career goals, and therefore should be given more curricular choice.
- Ryerson is known for its mission to provide career-relevant education and programs must maintain sufficient rigour and depth to ensure that this mission is served.
- Graduates must be well rounded, with a breadth as well as a depth of knowledge.

- The undergraduate degree level expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP), establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis. The curriculum model should provide the appropriate structure to ensure that students meet these educational objectives; including critical thinking and communication (particularly writing) skills.

Implementation process

If approved, the provost would appoint an implementation team, chaired by the vice- provost academic and including appropriate administrators, faculty and students from each faculty, and representatives from the Registrar's Office. Appointments to the implementation team would be done in consultation with academic deans and faculty members. The team would establish sub-committees which would consult more broadly with faculty, staff and students. Regular reports would be submitted to the Academic Standards Committee (ASC), Academic Governance and Policy Committee (AGPC) and as appropriate to Senate.

Proposed timeline

May 2012 Report due to Senate, including revised policies

It is anticipated that curriculum implementation would be phased in over a one- to two- year period.

Recommendation

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

Motion 1: That Senate approve the proposed curriculum framework which will form the basis of Ryerson undergraduate curriculum policy as described in this report.

Motion 2: That the Vice Provost Academic report regularly over the next year to the Academic Standards Committee, Academic Governance and Policy Committee and as appropriate to Senate with respect to implementation.

B. Policy on Minors

A Revision to Ryerson's Policy on Minors (Senate Policy 148)

Background: Ryerson's policy on minors (<http://www.ryerson.ca/senate/policies/pol148.pdf>) was last approved in 2000. Elements of that policy have made it difficult for many students to access many of the minors that they would find relevant to their career aspirations. In keeping with the current efforts to provide more student choice, the Academic Standards Committee reviewed the Policy on Minors and brings its revision to Senate for its approval.

The current policy requires that at least one-half of the minor's courses must be in the student's program curriculum. This means that programs are able to determine which minors their students can access because in order to do so, the minor's courses must be listed in Professionally Related Elective tables. Further, although it is not explicitly stated in the policy, the practice has been to exclude Liberal Studies courses from minors.

The proposed policy states that minors are composed of 6 courses and students may use up to two program courses and two of their Liberal Studies courses in completion of that minor. As the proposed curriculum model evolves, it is anticipated that minors will be more accessible as Professionally Related tables are eliminated.

It is realized that there will be a phase-in period for this new policy. If the revised policy is approved, new minor proposals and revisions of existing minors submitted to ASC for consideration by Senate in the fall must be in keeping with the new format. The requirements of all existing minors will be revisited over the next 2 years. The revision of minors would include a plan for students who are attempting an existing minor in its current form. As this proposed revision is coming to Senate late in the year, the deadline for the submission of new minors and for revision of existing minors to be considered by ASC in the fall is extended until September 1, 2011.

A discussion of student advisement will be one of the areas discussed over the next year in relation to the proposed curriculum model. ASC suggests that this discussion include ways in which students can get advice on minors.

The proposed Minors Policy is as follows:

RYERSON UNIVERSITY**ACADEMIC POLICIES AND PROCEDURES****POLICY ON MINORS**

Policy Number: 148

Original Approval Date: April, 2000

Approval Date: June 7, 2011

Effective Date: Fall 2011

Responsible Office: Vice Provost Academic

DEFINITION

A Minor is an opportunity for a student to explore a secondary area of undergraduate study either for personal interest beyond a student's degree program, or as an area of specific expertise related to the student's degree program that will serve the student's career choice. A Minor consists of six one-semester courses with a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor and approved by the Senate Academic Standards Committee, as per the requirements for a Category 3 Modification outlined in the Procedures section of Senate Policy 127: *Curriculum Modifications, Graduate and Undergraduate Programs*.

POLICY ELEMENTS

1. A Minor consists of six one-semester courses. If the courses are included in the approved Minor curriculum, up to two core courses from the student's degree program (either required courses or professional/required group courses) and up to two Liberal Studies courses may be applied to a Minor. These two Liberal Studies courses can also be used in fulfillment of the Liberal Studies requirement.
2. No course substitutions will be permitted in the completion of Minors.
3. All students are eligible to take any Minor except those which are specifically excluded by their program because they are too closely related to the core program requirements.
4. Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.
5. It is acknowledged that scheduling issues may prevent individual students from being able to access all of the courses in a specific minor in the same time frame as they are completing the requirements for their degree.
6. Courses in the Minor may need to be taken above and beyond those in a student's program, possibly with additional fees.
7. A Minor must be completed before graduation.
8. Completion of a Minor is noted on the academic transcript, but not on the award document.

Recommendation

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

That Senate approve the revision of Policy 148: Policy on Minors, effective Fall 2011.

C. Bachelor of Arts Program in Philosophy

Preamble

Ryerson's current academic plan calls for the curriculum of a comprehensive university with cross-disciplinary, multi-disciplinary, and inter-disciplinary opportunities. Philosophy is a staple discipline in comprehensive universities around the world. As a cohesive area of study, philosophy has profound and enduring intrinsic value, tackling as it does some of the most fundamental questions of human existence.

The proposed program in philosophy, with its distinctive applied, experiential, and service learning features, and multi-disciplinary alternatives, will contribute to the ongoing evolution of Ryerson. It will do so by providing a philosophy program which meets its discipline-specific criteria of academic excellence, but in ways that make it distinct from other philosophy programs. The proposal also provides an indication of how a major in philosophy can be offered, although a major is planned for a later launch date than the BA.

Societal Need

Education in the humanities provides advanced problem-solving skills that are critical to many professions. These are of particular importance in the modern, knowledge based economies and society.

One may argue that the consequences and the manner in which the forces of economic production are employed are just as important as the technological changes themselves. Such questions are not new, but are still profoundly relevant. In addition, there are new sorts of societal issues affecting professional and everyday life. These issues require the skills to consider several points of view together. For example, our society is diverse in containing several national groups, cultures, races, ethnic groups, religions, philosophies, and other such sources of difference. While pluralism prevails and national economies become globally integrated, our histories have been morally problematic in certain respects; and they are sometimes contested from different points of view. How can inter-group issues be approached from different perspectives and successfully be deliberated as such?

This question is but one example of the complex and charged issues we face today in our professional, social, and personal lives. Philosophers have an important role to play as soon as meta-issues about values, diversity, metaphysics, epistemology, and pluralism arise in societal debates. Our disciplinary expertise, as well as our professional practice, involves articulating different points of view, their basic

differences and commonalities, and the means, manner and also limits of rational and reasonable public deliberation.

The proposed specialization and major are both grounded in an undergraduate curriculum equal to its comparators in terms of its discipline-based criteria of academic credibility. At the same time, our program requires students to reflect on and practice rational discourse across different points of view in public settings, with required experiential or service learning courses in public projects or public settings, which simulate professional experience, "facilitate student-directed initiatives,"¹ and promote a sense of civic responsibility.

Innovative Aspects of the Program

The proposed degree has a number of features which distinguish it from other undergraduate philosophy programs in the province and which provide it with a uniquely Ryerson character. Three features ground the distinctive features of the proposed program: (1) a set of applied and experiential courses which provide students opportunities for semi-professional experience and responsibility, promote the development of career-relevant skills and confidence, and offer opportunities to experience, apply, and reflect upon the relevance of philosophy to their future social, professional, and personal lives; (2) the potential for combining philosophy with programming from a wide range other schools, departments, and programs; (3) the emphasis on exposing students to advanced work in both the Anglo-analytic tradition(s) and the continental traditions of philosophy, while not unique, is still rather rare in Canadian departments.

Admission Requirements

Admission requirements apply to the common arts platform. That is, O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English. The preferred English is ENG4U/EAE4U with a minimum of 70% in the English course. Subject to competition, required high school performance may exceed the minimum indicated in the calendar.

Enrollment, Resources and Launch Date

The target intake for the BA is 30, a number which the financial analysis by the UPO indicates makes the program viable. In light of the very high demand demonstrated for the recently launched BA in English, it is anticipated that the program will have little problem meeting this target. The total faculty increment required over the four-year roll out of the program is 3.8 FTE. The launch date for the program is Fall 2013. The proposal also presents curriculum for a philosophy major which would be implemented at a later date.

¹ *Shaping Our Future: Academic Plan for 2008-2013*, p. 8.

Curriculum

Distinctiveness of the Curriculum:

The program is designed to match the rigour of conventional philosophy degrees offered at other Ontario universities. However, as noted above, the Ryerson philosophy BA also has a number of distinct features. The most “Ryersonian” of these are the applied and experiential components proposed in the program. Applied and experiential courses provide students with semi-professional experience and responsibility in order to help prepare them for professional life; they provide students with opportunities to apply the philosophical ideas and skills they have acquired and practiced to the world outside the classroom in a concrete way. The courses are:

- a. **PHL XXX Philosophy Engaging Communities:** Philosophical questions appeal to children, youth and adults from all walks of life. In this course, students will develop the skills and philosophical insights required for engaging communities beyond the university in philosophical learning. Students will learn by examining texts on the nature, means and ends of philosophical education; participating in workshops on facilitating philosophical learning; and engaging various communities (including at-risk children and youth aged 5-17, homeless youth, prisoners, and seniors) in philosophical discussion.
- b. **PHL XXX Meta-Philosophy:** The course will involve comparing and contrasting philosophical approaches, traditions, styles, and methods, from different periods and cultures, in order to isolate and understand the skills employed. This course will also explore how philosophical skills are applied in a variety of non-academic activities, professions and occupations. Guest lecturers who work outside the academic sector will explain and discuss how their philosophical skills helped them in their lives, and how they use them in their professions.
- c. **PHLXXX Project in Applied Philosophy:** Students in this seminar will each be responsible for defining and completing an independent project involving the application of the philosophical methods and/or conclusions they have learned in the course of their degree to a contemporary social issue or problem. In the seminar, students will examine and discuss other such projects, plan and execute their project under the guidance of the instructor and in dialogue with other students. At the end of the course they will present their work in a public conference to which all faculty and students of the university are invited.

Program Learning Objectives:

The proposed BA Specialization in Philosophy aims to expose students to a wide range of philosophical positions and styles in order that they develop sophisticated critical and expressive skills, and to give them multiple opportunities to begin to develop and express their own critical and creative capacities in philosophizing. The specific goals listed below will, if achieved, prepare students in the program for graduate studies, should they so desire, but will also provide students with a range of sophisticated general skills and knowledge of great value in a wide range of other options such as teacher's college, law school, MBA's, and many employment patterns. Many of the outcomes identified, but not all, are

cumulative with repeated experience/exposure over the course of the program. The key learning objectives are:

1. Students will develop and apply sophisticated critical abilities to the interpretation of complex, sometimes historically remote, texts which may contain subtle distinctions, new concepts, and complex theories, as well as sometimes detailed argumentation.
2. Students will be proficient at analyzing texts in order to identify arguments and chains of reasoning in those texts.
3. Students will be able to express and clearly state arguments, whether their own or those of others.
4. Students will be able identify and make explicit the unstated assumptions that are operative in such arguments or chains of reasoning.
5. Students will be able to engage in evaluation of the logical validity or strength of arguments or chains of reasoning.
6. Students will be able to express clearly in writing and orally the basis for such evaluations, to identify the pertinent implications of such evaluations for the aims of a given text, and to express such evaluations in language appropriate to a range of audiences.
7. Students will achieve a significant level of understanding of the history of philosophy, and also of its core areas of study.
8. Students will be literate in various philosophical sub-traditions of the 20th Century, and the different conceptions of philosophy they embody.
9. Students will demonstrate sophisticated oral communication skills.
10. Students will become proficient in the necessary skills for searching libraries and the internet for relevant work.
11. Students' will begin to develop creative abilities in the articulation and presentation of new philosophical ideas.
12. Students will develop and expand their "comfort zone" by encountering and engaging new (for them) conceptual territories, where they do not "know their way about," and yet be able to make progress in understanding and analyzing these ideas and issues without either undue dogmatism or anxiety.

Program Learning Objectives and OCAV Degree Level Expectations

The program structure offers students a wide range of educational opportunities, and in general moves from a perspective of interdisciplinary breadth (the first year “common platform”) to increasing disciplinary depth and breadth while retaining options for extra-disciplinary breadth.

Starting on page 16, the proposal maps individual PHL course content to the program learning objectives indicating whether the courses supports each objective at an introductory, reinforcing or proficiency level. The mapping demonstrates that the suite of PHL courses do support the learning objectives at all three levels. In particular, the proposed new PHL courses add the extra depth for students to achieve proficiency in the various learning objectives.

The proposal does not provide a mapping of the program-level learning objectives to the OCAV UDLEs. However, starting on page 39, the proposal provides a narrative of how the program goals and learning objectives of the BA Degree in Philosophy align with the OCAV UDLEs.

Common Arts Platform

The specialist curriculum in Philosophy will conform to the common arts platform. This curriculum template provides orderly and efficient direction for students to achieve their undergraduate goals and follow their career aspirations.

Figure 1: The Philosophy Degree- Common Arts Platform

FALL	WINTER
<u>YEAR I</u>	
One of PHL 101, PHL 201, PHL 333, or PHL 366	One of PHL 101, PHL 201, PHL 333, or PHL 366
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking I
Required Social Science Elective (Table I)	Required Social Science Elective (Table I)
Required Humanities Elective (Table I)	Required Humanities Elective (Table I)
First-Yr. Arts or Non-Arts Elective (Table I or Table III)	Non-Arts Elective (Table III)
<u>YEAR II</u>	
PHL 503 or PHL 708	PHL 708 or PHL 503
Philosophy Slot	Philosophy Slot
SSH 301: Research Design and Qualitative Methods	Philosophy Slot
Philosophy Slot	Open Arts or Non-Arts Elective
Lower Level Liberal Study	Lower Level Liberal Study
<u>YEAR III</u>	
Philosophy Slot	Philosophy Slot
Philosophy Slot	Philosophy Slot
PHL 900 Senior Philosophy Seminar or PHL 910 Senior Philosophy Seminar Open Arts or Non-Arts Elective	PHL XXX Seminar in Analytic Philosophy or PHL XXX Seminar in Continental Philosophy Open Arts or Non-Arts Elective
Upper Level Liberal Study	Upper Level Liberal Study

<u>YEAR IV</u>	
Philosophy Slot	Philosophy Slot
PHL XXX Meta-Philosophy	PHL XXX Project in Applied Philosophy or PHL XXX Philosophy Engaging Communities
PHL 900 Senior Philosophy Seminar or PHL 910 Senior Philosophy Seminar Open Arts or Non-Arts Elective	PHL XXX Seminar in Analytic Philosophy or PHL XXX Seminar in Continental Philosophy Open Arts or Non-Arts Elective
Upper Level Liberal Study	Upper Level Liberal Study

In this chart, “Philosophy Slot” refers to philosophy discipline courses. The following charts provide a more detailed look at the semester-by-semester nature of the program as well as indicate breadth requirements for specialists.

The detailed curriculum in calendar format is presented in Appendix C1. The structure of the curriculum ensures that students achieve both breadth and depth in the discipline of philosophy.

Note that specialists are required to take two of the three applied/experiential philosophy courses (*Metaphilosophy* is required and students must select one of *Project in Applied Philosophy* or *Philosophy Engaging Communities*), as well as one additional “applied” course.

The Peer Review Team (PRT) Report

As mandated by Senate Policy 112, a team² of peers visited Ryerson on May 3, 2011 to evaluate the proposed Bachelor of Arts degree program in Philosophy. The PRT enthusiastically endorsed the proposed program, stating that it was “impressed with the currency and rigor of the proposed undergraduate philosophy degree, and particularly the innovative “engaged philosophy” component.” The report goes on to compliment the teaching and research strengths of the faculty and the diversity of their expertise. The support provided by Ryerson’s administration was also noted as a very positive feature.

The PRT made a number of recommendations to improve the program. These include:

1. The department should continue to strengthen the coherence of the traditional and engaged components of the curriculum.
2. The 12th learning objective should be significantly revised to make it less opaque.
3. The PRT notes that there are no goals or learning outcomes exclusively or directly related to the engaged philosophy component of the curriculum. Given the importance of this component, the PRT recommends that goals and outcomes related to engaged philosophy be added.

² The team was composed of Profs. F. Cunningham (University of Toronto), N. Walton (Ryerson University) and A. Wayne (University of Guelph).

4. The first 11 learning objectives should be reduced in number and made more concise, and additional learning objectives should be articulated that are directly related to the engaged philosophy component of the curriculum.
5. A minimum of four additional FTE faculty positions is required to implement the proposed curriculum.
6. The additional faculty position must be full-time tenure-stream appointments.
7. The department should continue its practice of hiring faculty with outstanding teaching and research abilities. Special attention should be paid to expertise in engaged or applied philosophy.
8. The department requires 1.0 FTE administrative assistant to implement this curriculum.
9. Given the predicted enrolment pressures, the department should cap transfer students after first year.
10. Library resources for this program should be reviewed regularly to ensure they continue to be adequate for the program.

Response to the PRT Report

As required by the policy, the proposing unit has provided a response to the PRT report.

The PRT sees challenges in the dual aims of the program- combining traditional philosophy with philosophy courses which engage some aspect of the world outside of philosophy. The department is confident about its capacity to offer the traditional components of the curriculum given the success of our Philosophy M.A. Further, and more to the point, it is confident that it can meet the challenges associated with the engaged components of the curriculum. The department points to its experience with offering Arts and Contemporary Studies philosophy option students with experiential opportunities including participation in the philosophy café, participation in the high school programs, and participation in the ethics speakers' series. In addition, the department will launch a pilot version of PHL XXX *Philosophy Engaging Communities* through ACS 800 in Fall 2011. Using this approach, with institutional support for experiential learning, the Department will be able to fully realize the experiential elements of the program before they are formally needed for program students (2015/2016 academic year).

The department recognizes the PRT's concerns with the opacity of objective 12. The department will tighten this up and in fact transform it into a culminating objective incorporating how objectives 1 to 11 might be applied to audiences, issues and situations in experiential learning. That is, objective 12 will articulate the expected outcomes of the experiential components of the proposal. In terms of conciseness, the department will work to make objectives 1 to 11 more concise, but not to the point where the department's ability to track these objectives is compromised.

The PRT report expressed concerns with understaffing in applied philosophy. There is a tendency among philosophers to suppose that only applied philosophy can engage the world outside of philosophy, but the department does not believe that to be so. The department makes a distinction between experiential learning and applied philosophy and maintains that many current faculty are actually engaged in the activities needed for the experiential component of the program, whether they do applied philosophy or not. Further, as the PRT report points out, the department enjoys a strong reputation which is positive for hiring strong new faculty to support the program.

The PRT expressed a concern that the popularity of the philosophy specialization might mean “a sharp increase” of transfer students which should be controlled by a cap on transfers. The proposal provides scope for adjustment of student intake upwards, and it is something which can be monitored.

Finally, the department agrees with the PRT that a 1.0 FTE administrative staff position would be desirable.

ASC Evaluation

The ASC assessment of the proposal for the *Bachelor of Arts in Philosophy* degree program is as follows:

Program Goal 9 and its Supporting Courses.

ASC notes that program goal 9 requires students to be able to demonstrate a “sophisticated” level of oral communication skills. ASC has concerns that “sophistication” will be a challenge to demonstrate and also that the courses indicated as supporting goal 9 are not said to do so at a Proficiency/Mastery level (UDLEs analysis). The program notes that the seminar courses will support achievement of this goal, but agrees that the term “sophisticated” is perhaps best removed from this goal. The program has agreed with this suggestion and will also indicate the extent to which all PHL courses contribute to oral and written communication skills.

Program Goal 10

This goal is framed in terms of attainment of skills in “searching libraries and the internet” for relevant information. ASC feels the focus on libraries and internet is too limited. ASC expects that these are basic skills that will be supported by most, if not all, the program’s courses. ASC recommends that this goal be re-framed to require that students demonstrate “information literacy”. The program agrees with this suggestion and is proposing alternate phrasing, namely: “Students will become information literate - able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Outcomes for the program include the development of skills in the areas of library research, critical thinking, and the ethical uses of information.”

Program Goal 12

ASC agrees with the PRT that this goal, as articulated in the original proposal, was opaque. ASC agrees with the program's strategy to revise this goal as indicated above.

Recommendation

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

That Senate approve the Bachelor of Arts in Philosophy degree program.

Appendix C1. Curriculum in Calendar Format: Bachelor of Arts Program in Philosophy**Year One (semesters 1 & 2)****Required:**

SSH 105 (Critical Thinking)

SSH 205 (Academic Writing and Research - seminar)

Two of PHL 101 (Plato and the Roots...), PHL 201 (Problems in Philosophy), PHL 333 (Human Nature), PHL 366 (Existentialism, Art and Culture)

Required Group 1:

Four courses from Table I.

Professionally Related Electives:

One Arts or non-Arts elective (Table I or III)

One non-Arts elective (Table III)

Year Two (semesters 3 & 4)**Required:**

PHL 708 (Intro to Modern Philosophy)

PHL 503 (Ancient and Modern Ethics)

SSH 301: (Research Design and Qualitative Methods)

Professional electives:

four Philosophy courses *excluding* those from Table II

Professional Related Electives:

one Arts or non-Arts elective (Table I, III, or IV)

Liberal Studies:

two Lower Level Liberal Studies courses from Table A

Year Three (semesters 5 & 6)

Required:

Two of PHL 900, PHL 910 , the “Seminar in Analytic Philosophy” or the “Seminar in Continental Philosophy”

Professional Electives:

Four Philosophy Courses from Table II

Professionally Related Electives:

Two Arts or Non-Arts electives (Table III or IV)

Liberal Studies:

Two Upper Level Liberal Studies (Table B)

Year Four (semesters 7 & 8)

Required:

PHL XXX Metaphilosophy

***One of** PHLXXX Project in Applying **or** PHLXXX Philosophy Engaging
Communities*

Two of PHL 900, PHL 910 , the “Seminar in Analytic Philosophy” or the “Seminar in Continental Philosophy”

Professional electives:

Two Philosophy courses from Table II

Professionally related electives:

Two Arts or non-Arts electives (Table I, III, or IV)

Liberal Studies:

Two Upper Level Liberal Studies courses (Table B)

Degree Requirements: 20 PHL courses satisfying all the categories below must be taken.

All of the following must be taken:

PHL 503: Ancient and Modern Ethics

PHL 708 Introduction to Modern Philosophy

PHL 900 Senior Philosophy Seminar

PHL 910 Senior Philosophy Seminar

PHL XXX Seminar in Analytic Philosophy

PHL XXX Seminar in Continental Philosophy

PHLXXX Metaphilosophy

A minimum of one of the following must be taken:

PHL XXX Project in Applying Philosophy

PHL XXX Philosophy Engaging Communities

A minimum of two of the following must be taken:

PHL 101 Plato and the Roots of Western Philosophy

PHL 201 Problems in Philosophy

PHL 333 Philosophy of Human Nature

PHL 366 Existentialism and Art and Culture

A minimum of one of the following must be taken:

PHL 101 Plato and the Roots of Western Philosophy

PHL 187 Ancient Greek Philosophy

PHL 333 Philosophy of Human Nature

PHL 505 Hegel and Marx

PHL 553 Post-existentialist Philosophy

PHL 605 Existentialism

A minimum of two of the following must be taken:

PHL 110 Philosophy of Religion

PHL 201 Problems in Philosophy

PHL 550 Knowledge, Truth, and Belief

PHL 551 Metaphysics

PHL 552 Philosophy of Science

PHL 611 Philosophy of Mind

PHL 922 Religious Belief, Diversity, and Truth

PHL 923 Philosophy of Religion II

A minimum of one of the following must be taken:

PHL 365 Philosophy of Beauty

PHL 400 Human Rights and Justice

PHL 500 Philosophy of the Natural Environment

PHL 501 Social Thought and the Critique of Power

PHL 504 Philosophy of Art

PHL 603 Modern and Contemporary Ethics

PHL 612 Philosophy of Law

A minimum of one of the following must be taken:

PHL 306 Freedom, Equality, Limits of Authority

PHL 307 Business Ethics

PHL 334 Ethics in Professional Life

PHL 406 Issues of Life, Death, and Poverty

PHL 420 Philosophy, Diversity & Recognition

PHL 449 Philosophy of Punishment

PHL 507 Bioethics

PHL 530 Media Ethics

PHL 921 Intellectual Property and Technology

PHL 924 Critical Thinking II

A minimum of six of the following must be taken:

Table II

PHL 501 Social Thought and the Critique of Power

PHL 505 Hegel & Marx

PHL 553 Contemporary Continental Philosophy

PHL 603 Modern and Contemporary Ethics

PHL 808 Language and Philosophy

PHL XXX Aristotle

PHL XXX The Empiricists

PHL XXX The Rationalists

PHL XXX Kant

PHL XXX Phenomenology

PHL XXX Foundations of Analytic Philosophy

PHL XXX Mind and Agency

PHL XXX Topics in Metaphysics and Epistemology

PHL XXX Philosophy of the Emotions

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

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

Report to Senate
Make-up Exam Administration at Ryerson

Submitted by
Heather Lane Vetere, Vice Provost Students
Chris Evans, Vice Provost Academic
June 7, 2011

Reason for this report

At the December 2010 meeting of Senate the following motion was passed regarding the administration of make-up tests and exams at Ryerson.

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

This report is the result of that review.

Current Practice

If students must write a make-up of a midterm or final it can be administered by the Access Centre. The Access Centre runs make-up test sessions for non-Access Centre students during two time slots each week but must impose black-out periods due to the work load associated with managing the testing needs of the Access Centre students.

The student books a date to write their make-up exam with the Access Centre. A message is sent to the faculty member asking for approval for the test date and time and asking them to submit the exam to the Access Centre. The test is administered and the completed exam is returned to the Faculty member by the Access Centre. The Access Centre schedules invigilators based on the numbers of exams scheduled to be written each week.

In addition many departments within the university manage make-up exams locally within the department/faculty.

The Issues

- As expressed by the author of the motion
 - Concerns about the policy and the provision of guidelines for faculty on what they need to do based on the policy, were addressed by the AGPC who have made revisions to Policy #145 that were approved at Senate on May 3, 2011;
 - Blackout periods imposed by the Access Centre and the delay that this can impose on a faculty member's desire to schedule a make-up as soon after the exam as possible;
 - Should be called a "Test Centre" so it is understood separately from the Access Centre – regardless of where the administration of the facility lies – this will reduce confusion for faculty and students; and

- Anticipates that if a proper test centre were available and communicated the number of faculty who would make use of the facility would increase
- As expressed by the Manager and Test/Exam Administrator in the Access Centre
 - Work load is significant in meeting the needs of Access Centre clients (i.e., not the make-up test students, but the core Access Centre students) as their numbers and complex needs grow;
 - Insufficient space to manage exams at peak periods particularly to manage the needs of Access Centre students during final exams;
 - Would prefer not to be responsible for the management of non-Access exams;
 - More problems with no-shows from non-Access students; and
 - Would need additional administrative support and space to provide more options for make-up exams and removal of black-out periods.

The Major Concerns that need to be addressed in this report are:

- 1. The availability of a testing facility and administration of make-up tests and exams for those who need it.**
- 2. Ensuring the availability of make-up options close to the original exam dates without black-out periods.**
- 3. Overload of work on the staff in the Access Centre.**

The Numbers

Exams Administered in the Access Centre

	2009/2010	2010/2011	% change
Registered Access Centre Clients	1,211	1,508	+24.5%
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Exams administered for Access Clients	7,240	7,914	+9.3%
Make-up exams for non-Access students	1,841	2,216	+ 20.5%
Total Exams administered	9,081	10,130	+11.5%

Current Staffing

The Access Centre Test Centre employs 2 full-time staff - Test/Exam Administrator and a Test/Note Taking Administrator, representing about 1.5 FTE working in the Test Centre.

Recommendations

1. *Effective local (i.e. department/faculty) practice related to the administration of make-up tests and exams should continue.*
2. *That a separately administered Makeup-Test Centre be created for the central management of make-up tests and exams. This centre would require appropriate space and staffing and should be managed by Student Learning Support. Make-up exams could be scheduled with no need for a black out period.*
3. *That the Access Centre be responsible only for the administration of the testing needs of student registered with the Access Centre.*