

The logo for Ryerson University, featuring the text "RYERSON UNIVERSITY" in white, uppercase letters on a dark blue rectangular background. To the right of the text is a vertical yellow bar.

RYERSON UNIVERSITY

# **SENATE MEETING AGENDA**

*Tuesday, January 24, 2012*

SENATE MEETING AGENDA

Tuesday, January 24, 2012

**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 1-4 4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the December 6, 2011 meeting*
- Page 5 5. Matters Arising from the Minutes  
 5.1 Letter from Provost - Students' Day of Action
6. Correspondence
- Pages 6-8 7. Reports:  
 Pages 9-17 7.1 Report of the President  
 7.1.1 President's Update  
 7.1.2 Achievement Report  
 7.1.3 2012-13 Budget Environment – Paul Stenton  
 7.1.4 Ombudsperson's Report - 2010-2011 (see:  
[http://www.ryerson.ca/senate/agenda/2012/omdbuds\\_report\\_2010\\_11.pdf](http://www.ryerson.ca/senate/agenda/2012/omdbuds_report_2010_11.pdf))
- Page 18 7.2 Report of the Secretary  
 7.2.1 Senate Elections 2012-13
- Pages 19-31 7.3 Committee Reports  
 7.3.1 Report of the Faculty of Science Implementation Committee – M. Yeates
- Pages 24-27 7.3.2 Report of the Curriculum Renewal Committee – C. Evans
- Pages 28-33 7.3.3 Report #W2012-1 of the Academic Governance and Policy Committee:  
**Motion #1:** *That Senate approve the name change of **School of Early Childhood Education to School of Early Childhood Studies.***  
  
**Motion #2:** *That Senate approve the name **Faculty of Engineering and Architectural Science** for the Faculty resulting from the creation of a separate Faculty of Science.*

**Motion #3:** *That Senate approve the amendment of its Bylaws, effective Fall 2012, as outlined in this report.*

**Motion #4:** *That Senate approve the bylaws of the School of Professional Communication.*

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7.3.4 Report of the Nominating Committee:

**Motion:** *That Senate approve the nominees for Senate representatives on the Chancellor's Search Committee.*

Pages 35-63

7.3.5 Report W2012-1 of the Academic Standards Committee

**Motion #1:** *That Senate approve the proposed Certificate in Global Diasporas, Transnationalism and Migration Cities.*

**Motion #2:** *That Senate approve the proposed Certificate in Social Sciences and Humanities Foundations.*

**Motion #3:** *That Senate approve the proposed Certificate in Computer Security and Digital Forensics.*

**Motion #4:** *That Senate approve the Periodic Program Review of the Bachelor of Interior Design degree program.*

**Motion #5:** *That Senate approve the Bachelor of Arts in Creative Industries degree program.*

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda [see:

[http://www.ryerson.ca/content/dam/senate/agenda/2012/coursechange\\_forms\\_jan\\_24\\_12.pdf](http://www.ryerson.ca/content/dam/senate/agenda/2012/coursechange_forms_jan_24_12.pdf)

11.1 Course Change Forms from:

**Arts:** French/Spanish, History, and Philosophy

**Communication and Design:** Theatre School

**Community Services:** Midwifery

**TRSM:** Accounting, Business Technology Management, Global Management, Hospitality & Tourism Management, Law & Business, Marketing

**Engineering, Architecture & Science:** Electrical & Computer Engineering,

12. Adjournment

<b>MINUTES OF SENATE MEETING</b>			
<b>Tuesday, December 6, 2011</b>			
<b>MEMBERS PRESENT:</b>			
<b>Ex-Officio:</b>	<b>Faculty:</b>		<b>Students:</b>
K. Alnwick	T. Antimirova	A. Rauhala	U. Asagwara
J. P. Boudreau	R. Banerjee	D. Rose	S. Bentley
W. Cukier	M. Braun	J. Saber	K. Brown
C. Evans	D. Chant	A. Saloojee	S. El-Tawil
G. Fearon	D. Checkland	C. Schryer	N. Hamzavi
J. Hanigsberg	R. Church	M. Sharpe	A. McAllister
G. Hauck	M. Coomey	J. Turtle	G. Morshed
J. Isbister	M. Dionne	N. Walton	S. Ortiz
K. Jones	D. Elder	K. Webb	M. Palermo
A. Kahan	L. Fang	A. Wellington	L. Salvador
M. Lachemi	A. Ferworn	Z. C. Zhuang	R. Zanussi
H. Lane Vetere	A. Furman		
M. Lefebvre	L. Lavallée		
S. Levy	V. Lem		
A. Shepard	J. Martin		
P. Stenton	K. Raahemifar		
<b>SENATE ASSOCIATES:</b>			<b>ALUMNI:</b>
M. Lee Blickstead			C. Demetriades
A. M. Brinsmead			
J. Girardo			
F. Tang			
<b>REGRETS:</b>	<b>ABSENT:</b>		
R. Boyagoda	H. Alighanbari	D. Mason	
G. R. Chang	T. Barnett	A. Miri	
D. Denisoff	H. Canas	V. Ovoian	
U. George	K. El Sayed		
J. Mactavish	S. Gasparitsch		
R. Ravindran	W. Manzoor		

1. Call to Order/Establishment of Quorum
2. Approval of Agenda  
M. Palermo moved; K. Alnwick seconded

**Motion approved.**

3. Announcements - None
4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the November 1, 2011 meeting*  
A. Furman moved; G. Hauck seconded

**Motion approved.**

5. Matters Arising from the Minutes
6. Correspondence

7. Reports:

- 7.1 Report of the President
  - 7.1.1 President's Update
  - 7.1.2 Achievement Report
- 7.2 Dean's Report – Gerd Hauck, Communication and Design
- 7.3 Report of the Secretary  
Senate Elections 2012-13 – Redistribution of membership to include Faculty of Science
- 7.4 Committee Reports
  - 7.4.1 Report #F2011-3 of the Academic Governance and Policy Committee:

**Motion:** *That Senate approve the name change of School of Radio and Television Arts to RTA – School of Media.*

G. Hauck moved; A. Furman seconded

**Motion approved.**

- 7.4.2 Report F2011-2 of the Senate Priorities Committee –  
Senate Presentations
- 7.4.3 Report of the Nominating Committee  
**Motion:** *That Senate approve the nominees for Standing Committees as presented in this report.*  
M. Lefebvre moved; M. Palermo seconded

**Motion approved.**

- 7.4.4 Report of the Awards and Ceremonials Committee

- 7.4.5 Report F2011-2 of the Academic Standards Committee  
**Motion:** *That Senate approve the proposed revisions to the Minor in Sociology.*  
C. Evans moved; M. Braun seconded

**Motion approved.**

**8.** Old Business

- 8.1 Report from the Registrar – 12-week semester  
8.2 Report from the Faculty of Engineering, Architecture and Science - 12-week semester committee

**9.** New Business as Circulated

**10.** Members' Business

- 10.1 Motion from Students  
M. Palermo moved all motions.

**Motion #1:** *That Senate instruct the Provost to send a letter to staff and faculty asking that they provide academic accommodation for students who wish to partake in the National Day of Action on February 1st, 2012, including but not limited to:*

- *Encouraging all course instructors to refrain from penalizing missed attendances or setting academic deadlines for tests, assignments, and exams on February 1st;*
- *Encouraging all course instructors to provide reasonable access to materials covered in class on February 1st;*
- *Encouraging all course instructors to provide opportunities to make accommodations for missed labs or practicum placements on February 1st.*

Friendly amendment to change “instruct” to “request”.

**Motion #1 as amended:** *That Senate request the Provost to send a letter to staff and faculty asking that they provide academic accommodation for students who wish to partake in the National Day of Action on February 1st, 2012, including but not limited to:*

- *Encouraging all course instructors to refrain from penalizing missed attendances or setting academic deadlines for tests, assignments, and exams on February 1st;*
- *Encouraging all course instructors to provide reasonable access to materials covered in class on February 1st;*
- *Encouraging all course instructors to provide opportunities to make accommodations for missed labs or practicum placements on February 1st.*

K. Brown seconded

**Motion approved as amended.**

**Motion #2:** *That Senate encourage the University administration to join forces with students' unions and labour unions on campus in writing a letter to the provincial government calling for greater investments in post-secondary education.*

D. Elder seconded

**Motion approved.**

**Motion #3:** *That Senate endorse the National Day of Action on February 1st, 2012, which calls for the adoption of a federal Post-Secondary Education Act and significant investments in post-secondary education to increase per-student funding in Ontario to the national average.*

Amended to read:

*That Senate supports the students' call for an affordable system of post secondary education at the National Day of Action on February 1, 2012.*

R. Zanussi seconded.

**Motion approved as amended.**

11. Consent Agenda [see: <http://www.ryerson.ca/content/dam/senate/agenda/2011/course-change-forms-Dec-06-11.pdf>]
  - 11.1 Course Change Forms from:
    - Arts:** Economics, Politics & Public Administration, Liberal Arts
    - Communication and Design:** Fashion, Image Arts, Interior Design, Journalism, Radio & Television Arts, Theatre School,
    - Community Services:** Early Childhood Education and Midwifery, Nutrition and Food, Occupational & Public Health, Social Work
    - TRSM:** Global Management, Entrepreneurship
    - Engineering, Architecture & Science:** Aerospace Engineering, Chemistry & Biology, Computer Science, Electrical & Computer Engineering, Physics
    - G. Raymond Chang School of Continuing Education:** Child & Youth, Disability Studies

12. Adjournment 6:20 p.m.

Respectfully submitted,

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


RYERSON UNIVERSITY

MEMORANDUM FROM  
OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

January 11, 2012

To: Deans/Chairs/Directors

c.c. Caitlin Smith, President, RSU (president@rsuonline.ca)  
Melissa Palermo, VP Education, RSU (vp.education@rsuonline.ca)  
Heather Lane Vetere, Vice Provost, Students  
APG

From: Alan Shepard   
Provost and Vice President Academic

Subject: February 1, 2012 - National Day of Action

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Please share with all Ryerson Faculty and Course Instructors as soon as possible.

RSU and CESAR have invited all Ryerson students to participate in a national day of action on February 1, 2012.

Ryerson's Senate, at its meeting of December 6, 2011, endorsed a motion of support that includes the following suggestions for academic consideration for students who wish to participate.

The motion stated the following:

- Encouraging all course instructors to refrain from penalizing missed attendances or setting academic deadlines for test assignments and exams on February 1;
- Encouraging all course instructors to provide reasonable access to materials covered in class on February 1;
- Encouraging all course instructors to provide opportunities to make accommodations for missed labs or practicum placements that take place on February 1.

I encourage all Ryerson Faculty and course instructors to provide reasonable academic consideration of students participating in the event on February 1.



## Ryerson University President's Update to Senate January 24, 2012



Everyone Makes a Mark

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**Order of Canada** - Four of the new appointments to the Order of Canada, announced by Governor General David Johnston on December 30, 2011, have a significant connection to Ryerson. Our community is proud to congratulate:

- Jocelyne Côté-O'Hara, business leader and member of the Ryerson Board of Governors;
- Stuart McLean, Professor Emeritus, School of Journalism, and well-known broadcaster;
- James Bartleman, former Lieutenant-Governor, and 2005 Ryerson honorary doctorate;
- Bruce Kuwabara, architect, and one of the authors of the Ryerson Master Plan.

**Eaton Gift** – Ryerson benefactors John Craig Eaton and Sally Horsfall Eaton are establishing the endowed J.C. Eaton Chair in Social Innovation and Entrepreneurship in the School of Child and Youth Care, Faculty of Community Services, with a generous donation of \$1,000,000. Partnering with the Ted Rogers School of Management, the interdisciplinary research chair will focus on developing new approaches to address entrenched social challenges facing youth in Canada, reflecting Ryerson's unique commitment to our urban communities.

**Academic Agreements with China** – A five-day academic mission to China in late November, led by Provost and Vice President Academic Alan Shephard, will serve to strengthen research collaboration and pave the way for future student exchanges and academic program development. Formal agreements were signed between Ryerson and Communication University of China (CUC), a leading institution with a strong focus in broadcasting and media, and Harbin Institute of Technology (HIT), ranked among the top 100 universities worldwide in engineering, technology and computer science. Discussions are also underway with other institutions in China on shared research interests in fields such as sustainable water resource management; aerospace, mechanical and industrial engineering; and medical physics. The mission announced the offer of four international fellowships at Ryerson's Digital Media Zone, which will be awarded to students at the CUC and Nanjing University in 2012.

**Loran Award** – In late November, Ryerson's request to join the Loran Award consortium of partner universities was accepted by the Canadian Merit Scholarship Foundation. Graduating secondary students nationwide are nominated by their schools and undergo an in-depth selection process focused on high academic achievement, extracurricular activity and leadership potential. The Loran Award is only tenable at 25 partner universities across Canada, and Ryerson joins the following Ontario universities in the program: Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo, Western Ontario and York.

**TedX and TEDxWomen** – On November 20, 2011, a Ryerson student team led by Parvinder Sachdeva followed up the success of the inaugural TedX event last year with an outstanding conference on the theme 'Think Forward,' focusing on the growth of innovation and social interaction. On December 2, 2011 Ryerson was also proud to host the first-ever TEDxWomen conference held in Toronto, directed by Social Work student Jeff Perera. Global events based around women's issues started last year – and conferences on the theme 'Taking a leap: embrace

the leader in you' happened at the beginning of December 2011 in cities all over the world. Congratulations and thank you to everyone involved.

**Peter Gilgan Athletic Centre at the Gardens** – On November 29, 2011 we were proud to announce that Peter Gilgan, founder and CEO of Mattamy Homes, is contributing \$15 million to Ryerson for the sports facility under construction at the historic site of the former Maple Leaf Gardens. We were joined at the podium by John Carmichael, MP Don Valley West, representing the Government of Canada, and our Ryerson students, whose energy and referendum support launched the funding for the project. Set to open this Spring, the Peter Gilgan Athletic Centre at the Gardens will feature a rink, to be known as Mattamy Home Ice, a multi-purpose basketball and volleyball court, a fitness centre, studios, and a high-performance gym. The facilities will be accessible to both Ryerson and the local community.

**International Day of Persons with Disabilities** – On December 2, 2011 the Continuing Education Student Association of Ryerson (CESAR) and the G. Raymond Chang School of Continuing Education partnered with the San Lorenzo Latin American Community Centre and CHHA 1610 AM Voces Latinas Radio in the celebration of the International Day of Persons with Disabilities. Keynote speaker Marie Bountrogianni, Distinguished Visiting Scholar at The Chang School, shared her experiences as the author and government Minister responsible for the Accessibility for Ontarians with Disabilities Act (AODA).

**City of Toronto Access Award** – On December 8, 2011 Ruth Ruth Stackhouse (Disability Studies '11) received a City of Toronto Access Award for her efforts improving access for people with disabilities. Her work in the Parkdale community includes 20 years as director of The Friendly Spike Theatre Band, a playhouse company of psychiatric survivors and people with disabilities, the Mad Pride Organizing Committee, the Parkdale Anti-Violence Education group, and helping to launch the Rose McGroarty Award for women who have experienced abuse and are seeking education. Ruth Ruth was also a contributor to the extraordinary exhibit *Out From Under: Disability, History and Things to Remember*, which won a joint City of Toronto Access Award in 2008 for the School of Disability Studies and the ROM. She is working on her master's degree at the School of Critical Disability Studies at York University.

**Student Learning Centre** – On December 20, 2011 *Canadian Architect* magazine announced that Zeidler Partnership Architects of Toronto and Snøhetta of Oslo, Norway and New York City have won a 2011 Award of Excellence for the design of the Ryerson Student Learning Centre, one of 8 award recipients selected from 211 submissions nationwide. Jurors noted that the SLC design “animates the adjacent library that it supports...gives life and renewed purpose to the existing building, and proposes a new suite of spaces to support a range of learning options in a very public way.” As well, the design is seen as an indication of “the serious investment that Ryerson is making to its neighbourhood” recognizing that “not all university campuses have the privilege of giving shape and energy to their downtown cores.” In November EllisDon was named Construction Manager for the project, and will break ground early this year, with construction expected to be completed by winter 2014.

**Athletics & Recreation** – Closing out 2011, student-athletes, coaches and A&R staff continued to build exceptional Ryerson community leadership, with initiatives such as:

- collecting 500 pounds for the Daily Bread Food Bank over 3 days and 9 home games;
- raising awareness and \$3,712 for prostate cancer research during Movember;
- volunteering at the Winchester Jr. and Sr. Public Schools' annual holiday dinner;

- raising \$1900 through the Rising Rams adopt-a-family holiday program to provide two families with clothes, toys, educational tools, and grocery/restaurant gift cards;
- supporting families with humanitarian efforts in Mexico and Cuba.

**Ontario Tuition Grant** – On January 5, 2012 Premier Dalton McGuinty announced the implementation of the 30% Off Ontario Tuition Grant (“OTG”) program, following a promise made in the October 2011 election campaign. This January, eligible university students will receive \$800, an amount pro-rated for the second half of the school year. Eligibility criteria include: full-time undergraduate study at a public university in Ontario; a period of less than four years since leaving high school; enrolment in a direct entry program; a combined 2010 parental income of \$160,000 or less; status as a Canadian citizen, permanent resident or protected person; and being an Ontario resident. Beginning September 2012, university students will save \$1,600 per year, and may receive the 30% Off Tuition Ontario grant for up to four years of study in an undergraduate program. Students with disabilities may receive the grant for up to six years of study. At Ryerson, it is estimated that over 13,000 students could qualify for the OTG, or about 60% of full-time undergraduate students. For public universities and colleges in Ontario, the overall cost to government of the OTG program is estimated to be \$420 million, to be funded by efficiencies and savings from within the Ministry of Training, Colleges and Universities, as well as other government programs.

#### **Government and Institutional Relations –**

*November/December, 2011:* We continue to engage on an ongoing basis with ministers and officials at all levels of government to discuss shared priorities and academic advancement.

*November 24-26, 2011:* Ryerson welcomed delegates to the Canadian Association of Fine Arts Deans (CAFAD) Conference. Congratulations to Dean Gerd Hauck and colleagues for a vibrant program of presentations on key issues, Ryerson distinction, and Toronto strengths.

*November 28, 2011:* Ryerson hosted Joseph Klafter, President of Tel Aviv University, for a discussion of TAU’s focus on entrepreneurial university planning. I have been invited to visit TAU to discuss strategies for academic collaboration.

*December 5-6, 2011:* Ryerson was pleased to host the Canada-Brazil Smart Grid Partnership Development Activity at the request of the federal government, with the goal of bringing together academic researchers and industry from Brazil and Canada to develop new collaborative initiatives in smart grid technology. Leading Canadian participants included the International Science and Technology Partnership (Department of Foreign Affairs & International Trade), and Smart Grid Canada.

*December 9, 2011:* I attended the Canadian Club Lunch as a guest of Rogers Communications, and was proud to celebrate Ryerson student Parvinder Sachdeva as one of 36 participants chosen nationwide for the *Next 36* program of Canada’s next generation entrepreneurs.

*December 9-12, 2011:* Ryerson was asked to co-host the Canadian Mathematical Society's Winter Meeting with York University, and we were pleased to welcome esteemed national and international speakers, colleagues and guests to campus, and to downtown Toronto. Congratulations and thanks to the conference team led by Dr. Anthony Bonato, Chair, Department of Mathematics.

## **RYERSON ACHIEVEMENT REPORT**

*A sampling of achievements, notable events on campus and appearances in the media by members of the Ryerson community for the January 2012 meeting of the Ryerson University Senate.*

### **Achievements and events**

The announcement of Peter Gilgan's \$15-million donation to support Ryerson's new athletic centre generated widespread news coverage across the country and internationally.

The story was picked up the Associated Press and reported by:

Washington Post <http://wapo.st/uGVBM4>

CBS Sports <http://bit.ly/s2ywnq>

Yahoo! Sports <http://yhoo.it/uAfZyR>

NHL <http://bit.ly/vOBGTX>

Columbus Telegram <http://bit.ly/rKFQqi>

AFP <http://bit.ly/szlbwg>

ESPN <http://es.pn/uBxybD>

President Levy was interviewed by Bob McCown on Fan 590 Prime Time Sports, and CTV News featured a video interview: <http://bit.ly/sIHfA6>.

A Toronto Sun article on Ryerson's role in the new MLG quoted President Levy, who also appeared in event video by the Sun <http://bit.ly/sMR63V>, Toronto Star <http://bit.ly/tXQ1F> and Yahoo! News <http://yhoo.it/urZOEM>. The Globe and Mail also quoted the President.

The National Post reported on the donation <http://natpo.st/vtc6MI>, as did CBC TV and Radio in Toronto and Ottawa, CBC TV's The National, CBC.ca, 680 News, CBC Newsworld, AM 640, Radio Canada, Global Toronto, CP24, CityTV's Breakfast Television, Academica.ca, and Huffington Post Canada <http://huff.to/sEH9kv>. Digital Journal profiled the Peter Gilgan Athletic Centre <http://bit.ly/vsQaxn>.

Coverage of the announcement was also carried by:

Canadian Press

CBC News Toronto <http://bit.ly/vV009m>

Macleans <http://bit.ly/tlOiVD>

Metro News Toronto <http://bit.ly/sFiWnm>

Hamilton Spectator <http://bit.ly/txpdHG>

Canadian Business <http://bit.ly/tZc8K8>

TheScore.com <http://bit.ly/uuXw5S>

The Toronto Sun called the refurbished facility a great thing for Toronto. <http://bit.ly/vRnvCK>

Sportsnet.ca reported on "a new hockey era" for the Ryerson Rams.

The National Post quoted U of T's Michael Bliss saying "Ryerson and Loblaws have done a great thing for Toronto and Canada" <http://natpo.st/smqdio>

A CBC Radio Here & Now interview with Galen Weston on the Loblaw opening at the Gardens mentioned Ryerson University.

A Toronto Star article on the transformation of Maple Leaf Gardens quoted Ted Rogers School of Management Professor **Tony Hernandez** <http://bit.ly/vUPgfG>.

**Ivan Joseph**, Ryerson Athletic Director, was a guest for a segment on the LeDrew Live show on CP24.

Montreal's La Presse mentioned Infrastructure Canada funding for Ryerson's new sports facility. <http://bit.ly/tqcZBP>

Yahoo! Finance and MSNBC reported that **President Sheldon Levy** was awarded the Canadian Youth Business Foundation Entrepreneurial Educator Award. See <http://yhoo.it/uOTciT>. The President was also featured in a National Post photo spread about the award event.

### ***In the media***

Archinet reported that Azure magazine placed the Ryerson School of Interior Design among the best in the world, alongside Harvard and Columbia. <http://bit.ly/vCcfbt>

The National Post named Ryerson Board member **Michele Maheux** among the 100 most powerful women in Canada. <http://natpo.st/u9ge7W>

The New York Times profiled Ryerson student **Martin Dasko** and his website Studenomics.com. <http://nyti.ms/vUfy6g>

A National Post article on paying it forward and the value of mentors profiled **President Sheldon Levy** <http://natpo.st/rsVhB0>. The piece also appeared in the Vancouver Sun <http://bit.ly/u1rCc4> and SiloBreaker <http://bit.ly/vmhAkg>.

The Miami Herald profiled Hitchcock expert **Murray Pomerance**, Sociology. <http://bit.ly/tKh0Af>

The Canadian Jewish News reported that Tel Aviv University president Joseph Klafter made a visit to the Ryerson campus. <http://bit.ly/sMLMG2>

A CBC Radio Here and Now segment on the one-year anniversary of the fire at Yonge and Gould quoted President Levy on possibilities for use of the space.

Maclean's profiled a special Remembrance Day event at Ryerson to honour African Canadian veterans <http://bit.ly/sissow>.

Canadian Architect magazine and Daily Commercial News reported that the Student Learning Centre was awarded a 2011 Award of Excellence by Canadian Architect magazine. See: <http://bit.ly/v4yUDd> and <http://bit.ly/A5Z2rK>

The Globe Advisor reported that EllisDon was awarded the contract to build the new Student Learning Centre at Ryerson <http://bit.ly/tmR9MJ>. The news was also carried in:

World Construction Network <http://bit.ly/v63asb>

The Construction Index <http://bit.ly/rSnPI4>

Yahoo! News <http://yhoo.it/uZ2Gln>.

Azo Building <http://bit.ly/tVkJZYi>

Construction Index – UK, quoting President Levy and Vice-President Administration and Finance Julia Hanigsberg.

*The story was pitched by Ryerson Public Affairs/EllisDon <http://bit.ly/rSnPI4>.*

**Julia Hanigsberg**, vice-president, administration and finance, commented in the Toronto Star about the university considering switching to Google Apps for Education <http://bit.ly/s46eT4>.

The Hindustan Times profiled Ryerson collaboration with universities in India, quoting **Wendy Cukier**, vice-president, research and innovation. <http://bit.ly/vE24uZ>

In Digital Media Zone news:

University Affairs magazine profiled Ryerson's Digital Media Zone, quoting Director **Valerie Fox** <http://bit.ly/suWhKS>.

The DMZ's **Lindsey Goodchild** has become a regular on CTV News commenting about the latest apps.

ITbusiness.ca and Yonge Street Media reported that the Ryerson Flybits research team won the Motorola Solutions' Golden-idea Award for its revolutionary head-mounted policing computers, quoting DMZ research director **Hossein Rahnama**. See <http://bit.ly/tYCwWG> and <http://bit.ly/sEM8FA>. *Story pitched by Ryerson Public Affairs: <http://bit.ly/vYVNrs>*. The item was also picked up by the Sacramento Bee, ArcticStartup <http://bit.ly/rW0SNR>, and TMC.net <http://bit.ly/u9nA82>.

Metro Magazine coverage of a new mobile app developed by the DMZ for GO Transit quoted Minister of Transportation Bob Chiarelli <http://bit.ly/sZjZ9C>. The new app was also covered by:

Daily Planet, quoting Hossein Rahnama, <http://bit.ly/rzil6i>

CBC Metro Morning <http://natpo.st/rsVhB0>

Brampton Guardian <http://bit.ly/uxvmqa>

Railway Age Magazine <http://bit.ly/sOAMdH>

India Times <http://bit.ly/tKywz4>

Dallas Morning News <http://dallasne.ws/tZfzyc>

Maclean's On Campus profiled the DMZ, <http://bit.ly/tIHoRw>

Tip sheets on preparing for the holiday season featuring the expertise of Ryerson faculty, prepared by Public Affairs, generated media coverage across the country and beyond:

Inside Toronto featured tips on holiday shopping, stress management, spending time with elder members of the family, as well as health and flu prevention <http://bit.ly/vr4Rqy>.

Tips on eating healthy over the holidays by **Rena Mendelson**, Nutrition:  
Canada.com  
Global TV (Saskatoon, Maritimes, Edmonton) <http://bit.ly/ufnFkc>  
InsideToronto.com <http://bit.ly/s2PUgR>

Tips on enhancing the holidays for older relatives, by **Rheta Rosen**, Interpersonal Skills Teaching Centre:  
USA Today <http://usat.ly/slnwG0>  
680 News  
U.S. News and World Report <http://bit.ly/spaVgc>  
Clarionledger.com <http://on.thec-l.com/vxo69W>  
Yahoo News! <http://yhoo.it/sTGKIH>  
Parentyourparents.com <http://bit.ly/td7EwB>

Tips for staying healthy during the holidays by **Tim Sly**, Occupational and Public Health:  
Infection Control Today <http://bit.ly/vkevOE>  
ABC (KLTV 7) <http://bit.ly/rqDjGC>  
MentalHelp.net <http://bit.ly/tlQ7yz>  
13 WREX <http://bit.ly/w0wuou>  
Newschannel10.com <http://bit.ly/rWCx0U>  
48 News <http://bit.ly/sTmt4k>  
Greenbay Press Gazette.com

Tips to handle holiday parties and coping with social anxiety, by **Martin Antony**, Psychology:  
USA Today <http://usat.ly/vvVonF>  
US News and World Report <http://bit.ly/sZ0e2n>  
Health24 <http://bit.ly/svJOh3>  
Philadelphia Daily News <http://bit.ly/t6T3lj>  
Newsday <http://bit.ly/t37q4F>  
Yahoo! News <http://yhoo.it/rZQHQNm> <http://usat.ly/vvVonF>  
ewsChannel 5.com <http://bit.ly/sTPrFV>.  
KSTP.com <http://bit.ly/w2cHEd>  
3 On Your Side <http://bit.ly/sQyfOW>  
sctimes.com <http://on.sctimes.com/sZwGfj>  
Fox News <http://bit.ly/sjqcQe>  
Texas New-Leader <http://bit.ly/ukVduh>  
KYTX <http://bit.ly/ubv5D6>  
Fox 28 <http://bit.ly/uK3zqK>  
Newswest <http://bit.ly/vVjoGc>

The London Free Press profiled Ryerson theatre student **Jordan Campbell** who became a YouTube sensation with his cover of Maroon 5's hit "Moves Like Jagger". He was also profiled in the Huffington Post Canada (<http://huff.to/y3jPRM>) and appeared on CBC News Now and CTV News Today.

The City Centre Mirror profiled RTA student **Talia Aaron**, who has been cast in the musical American Idiot, a rock opera based on the songs of Green Day.

**Jacqui Gingras**, Nutrition, spoke to CBC Radio's Metro Morning, and appeared on CBC Radio outlets across the country regarding a movement called Health at Every Size.

Ryerson student **Emily Nixon** appeared on CP24's Dayside responding to Toronto's budget town hall meeting.

**Rupa Banerjee**, Ted Rogers School of Management, spoke to OMNI News: South Asian Edition about racial inequality.

**Robert Burley**, Image Arts, was quoted on CTV.ca about the decline of Kodak.

Students **Melissa Palermo** and **Shawn Sheppard** spoke to OMNI News: Cantonese Edition about the Ontario tuition rebates offered to students. The segment also aired on CFMT's Portuguese-language news show Telejornal.

J-source reported on the experiences of three Journalism students - **Marta Iwanek**, **Ashleigh Gaul** and **Samantha Anderson** - who lived and covered stories in Northern Canada this past summer. <http://bit.ly/y3Ar9P>

The Sherbrooke Record and Kimberly Daily Bulletin quoted **Bryan Evans**, Politics, on the monarchy and what it represents for the Canadian government's long-term cultural agenda. <http://bit.ly/zh9f5u>

**Tim Sly**, Occupational and Public Health, appeared on CTV News and CBC News discussing a new study published in the American Journal of Infection Control regarding levels of bacteria in paper towels made of recycled materials.

**Pamela Palmater**, Politics, appeared on APTN News regarding information held by the Canada Spy Agency. She also spoke to Canada AM regarding Aboriginal issues in Canada, and to CBC Radio, CTV Newsworld, CBC Newsworld and APTN discussing the crisis in Attawapiskat. She was quoted in the Winnipeg Free Press about endangered First Nations needing help <http://bit.ly/tdmn9y>.

**Lori Beckstead**, RTA, spoke to the Globe and Mail about the future of Ryerson community radio <http://bit.ly/uXnpcu>.

**Nicole Neversson**, Sociology, spoke to the National Post about public attitudes towards girls' hockey <http://natpo.st/ucmLfZ>.

**Andrew Furman**, Interior Design, spoke to the Town Crier about décor in winter. <http://bit.ly/taSTdg>



A Toronto Star article on photojournalism mentioned The Black Star Collection at Ryerson University. <http://bit.ly/vTSUcj>

The Barrie Examiner profiled local music band Final Thought, including Ryerson bio-medical engineering student **Dustin Dopsa** <http://bit.ly/rxAR3a>

Physorg, Business News Daily, OMNI News: Cantonese Edition and CBC Radio's Metro Morning profiled research on workplace diversity led by Ted Rogers School of Management Professor **Kristyn Scott**. Metro Morning segment: <http://bit.ly/uw19E3>. Story pitched by Ryerson Public Affairs: <http://bit.ly/ucLIBI>.

The Catholic Register profiled student **Gérard Byamungu**, who met Pope Benedict XVI at a student conference in Rome <http://bit.ly/vNSBn2>.

**April Lindgren**, Journalism, spoke to CBC Radio's Metro Morning and Radio Canada International about her study on ethno-cultural publications in Canada. Listen to the podcast: <http://bit.ly/sWCsHY> Story pitched by Public Affairs; see research release: <http://bit.ly/sKyVKE>

Canadian Press reported on a study about press councils conducted by **Ivor Shapiro**, Journalism. The story was picked up by Metro News <http://bit.ly/uQhJBx>, The Winnipeg Free Press <http://bit.ly/rD5eFt> and Silobreaker <http://bit.ly/uGj8xj>. He also spoke to CP24 about the dispute between Mayor Rob Ford and the Toronto Star.

The Stratford Beacon-Herald profiled Theatre School student and scholarship winner **Rebecca Liddiard**.

Metro spoke to chemical engineering student **Hussein Hashi** about his educational exchange experience in Germany. <http://bit.ly/tnZEAE>

**Martin Antony**, Psychology, appeared on CFTO and CBC News Now talking about children and anxiety. He was also quoted in the London Free Press on striving for perfectionism over the holidays. <http://bit.ly/uM3UFh>. The story was also picked up by the North Bay Nugget, Timmins Daily Press, Kingston Whig-Standard, Toronto Sun, Canoe.ca, Daily Graphic, Daily Herald Tribune, and Kirkland Lake Northern News. He also commented in Gulf News (UAE) on the topic of overcoming shyness. <http://bit.ly/uYuwjn>

Distinguished Visiting Diplomat **Jeremy Kinsman** wrote an op-ed piece on the European debt crisis for the Ottawa Citizen. <http://bit.ly/tsj4gF>

In his regular Toronto Star column, Velma Rogers Research Chair **Tony Burman** discussed topic such as the tabloid scandal in the U.K. <http://bit.ly/tlj3C8>; the crisis in Syria <http://bit.ly/s3eaTm>; campaign fundraising in the United States <http://bit.ly/s8K2UV>; and the Arab Spring <http://bit.ly/w2gy1M>.

The Globe and Mail quoted **Janice Neil**, Journalism, on the taboo against reporting on suicides. <http://bit.ly/uxe0bA>

**Randy Boyagoda**, English, published a review of the book The Ecstasy of Influence in the National Post. <http://natpo.st/t0yRyc> He also spoke to CBC.ca about zombie culture <http://bit.ly/rLV6kB>.

**Steve Tissenbaum** of Retail Management spoke to CTV.ca about extreme couponing in Canada. <http://bit.ly/uWuch2> He was also quoted in the Toronto Star about a Samsung ad mocking Apple fans. <http://bit.ly/sKZuLy>

MTV.ca reported on short spots or art breaks created by Ryerson students – a tradition resurrected in 2011. <http://bit.ly/t12j5M>

CBC.ca interviewed student **Stephen Dunn**, winner of TIFF's RBC International Emerging Filmmaker Awards and selected for the prestigious TIFF's Talent Lab. <http://bit.ly/rTNVu3>

A Windsor Star article on students and exams profiled Ryerson's engineering and science programs. <http://bit.ly/slW9RH>

The National Post profiled Business alumnus and former Rams basketball player **Ben Gorham**, who has created a perfume with a cult-like following. <http://natpo.st/sjKnAY>

Food Navigator profiled Ryerson research in developing water-in-oil-in-water double emulsions. <http://bit.ly/sOHm0c>

The Hamilton Spectator profiled **Charles Kissi**, head coach of the Rams women's basketball team. <http://bit.ly/uvFck0>

CBC Radio's Metro Morning and CBC.ca reported on the TedXRUWomen event at Ryerson.

Medical News Today profiled research on insomnia and sleep disorders led by **Colleen Carney**, Psychology, a story pitched by Ryerson Public Affairs, <http://bit.ly/umU0ib>. Similar stories appeared in EmaxHealth <http://bit.ly/tAyi5d>; Softpedia <http://bit.ly/vV1Blf> and South Asian Mail <http://bit.ly/uq8PFN>.

The Globe and Mail spoke to **Ida Berger** of the Ted Rogers School of Business about faith-based donors. <http://bit.ly/s3aBDo>

**Dave Valliere**, Ted Rogers School of Management, spoke to Global News about the upcoming Facebook initial public offering. <http://bit.ly/vAIVFZ>

The Vancouver Sun quoted **Teresa Gonzalez**, Director, Gateway for International Professionals at the Chang School in an article on employers tapping into the overseas work pool <http://bit.ly/uJMVrx>. The article also appeared in the National Post <http://natpo.st/uONqgO> and the Calgary Herald <http://bit.ly/vTQBR0>.

The Brantford Expositor profiled nursing student **Marie Jozwiak** and the certificate in Leadership and Management at Ryerson. <http://bit.ly/ugTi3p>

The National Post reported on the MBA competition involving 12 business schools held at Ryerson University. <http://natpo.st/u4s6e5>

The Hamilton Spectator reported on the appointment of **Marie Bountrogianni** as a research fellow and distinguished visiting scholar at Ryerson, a story pitched by Public Affairs <http://bit.ly/tnenDo>.

A Toronto Star article reporting on a Toronto Hydro study on street lights profiled Ryerson as "the only school in Canada to offer a lighting program," quoting **Gerry Cornwell**.

The Saskatoon Star Phoenix profiled a Ryerson study on municipal representation by **Myer Siemiatycki** <http://bit.ly/vlp7jN>. The story was also picked up by the Regina Leader-Post <http://bit.ly/trNjHA>. He was quoted in the National Post in an article about the Occupy movement's alternative social/political model not being self-sustainable <http://natpo.st/sODowT> and in another article about full disclosure of premiers' pay <http://natpo.st/vA7Mp2>. He spoke to CBC Radio's The World at Six regarding the City of Toronto's budget.

**Tony Hernandez** spoke to the Globe and Mail about ethnic marketers capitalizing on the GTA's shifting demographics. <http://bit.ly/uVAF0B>

Inside Toronto profiled Ryerson students **Luke Fraser** and **Michael Floyd's** work on urban development. <http://bit.ly/uQrfMw>

**Marco Polo** of Architecture was quoted in an Ottawa Citizen article on proposed changes to the entrance of the National Arts Centre <http://bit.ly/rQl6VI>.

Ted Rogers School of Management alumnus **Cyrus Cooper** spoke to Now Magazine about how Ryerson prepared him for success <http://bit.ly/uhVMSi>.

A Toronto Star article on the demand for fundraisers profiled the certificate in fundraising management at the Chang School; quoting the program's academic director, **Cathy Mann**.

**Murtaza Haider** spoke to CBC Radio in Saint John discussing urban planning. He also contributes a regular blog on political issues on Dawn.com.

Canadian Press quoted **Greg Elmer** on the federal government's guidelines on staff use of social media. The piece was picked up by CKNW Vancouver News, The Fox Fredericton, NewsTalk 1290 London, QR77.com, Calgary, News 91.9 Moncton and Q107, Toronto.

CBC.CA quoted **Paul Bedford** on solutions for suburban gridlock <http://bit.ly/sGRxeu>.

**Gordon Miller** contributed a piece to Straight Goods News about police demanding Vancouver riot news videos. <http://bit.ly/tgyKL7>

The Brandon Sun reported that 10.5 per cent more students chose Ryerson first in 2009. <http://bit.ly/vzjejj>

The National Post quoted MBA student **Tarun George** on leadership. <http://natpo.st/uVym3E>

**Grace-Edward Galabuzi**, Politics, appeared on Rogers TV's Goldhawk discussing the need for an Africentric high school in Toronto.

**Paul Bedford**, Urban Planning, was quoted in the National Post on the role of the Ontario Municipal Board <http://natpo.st/vkAFaV>.

Queen's Journal quoted **Peggy Shannon** and **Patrizia Albanese** in a piece on the mental health of veterans. <http://bit.ly/s07mgP>

The Toronto Star quoted **Gabor Forgacs**, Hospitality and Tourism Management, on an ad campaign in Mexico regarding perception of safety. <http://bit.ly/vFUvzv>

A Globe and Mail article on student transfer agreements mentioned Ryerson's agreement with Fanshawe College. <http://bit.ly/uMF5zJ>

Today's Trucking profiled Journalism student and writer **Vidya Kauri**, winner of the Rolf Lockwood Scholarship. <http://bit.ly/vfbGpP>

CBC Radio's Metro Morning reported on an event at Ryerson establishing a dialogue between early childhood practitioners, researchers and mothers, a story pitched by Public Affairs.

The Toronto Star reported on the DMZ's work in cooperation with the Perimeter Institute and U of T's Human Computer Interface Lab. <http://bit.ly/rM7TQe>

Mediacaster profiled Ryerson's Master of Arts in Media Production program. <http://bit.ly/uxXCcD>

The Toronto Star profiled a free workshop on financial basics at the Chang School <http://bit.ly/umRYjy>.

The Globe and Mail quoted **George Gekas** the financial crisis in Greece. <http://bit.ly/vqstSh> He was also quoted on CTV.ca.

The Toronto Star profiled the Social Work program <http://bit.ly/tAtlaH>.

Ghana Web profiled alumnus **Felix Odartey-Wellington** <http://bit.ly/rVcQcr>.

Le Telejournal Manitoba quoted **Alexandra Bal**, Image Arts, about hackers threatening to attack the City of Toronto website.

The Brantford Expositor quoted **Chris DeSousa** on brownfield redevelopment. <http://bit.ly/updeoY>

The Toronto Star, in an article on job trends, profiled student **Mark Allen** and mentioned the DMZ. <http://bit.ly/sHa0bg>

**Lloyd Alter**, Interior Design, published a piece on the closing of green British developer Bioregional Quintain. <http://bit.ly/vpRYsr>

*Please note some URLs may no longer be active.*

*Prepared by Marketing and Communications*

**Report of the Secretary of Senate  
January 24, 2012**

**Senate Elections 2012-13**

See <http://www.rverson.ca/senate/elections/index.html> for forms and details

**Nominations open: February 6, 2012**

**Nominations close: February 15, 2012**

**Online Elections: March 5-8, 2012**

**Vacant Positions**

	<b>Chair/Director</b>	<b>Faculty</b>	<b>Student</b>
Arts	1	2	1
Communication and Design		2	1
Community Services		3	1
Engineering and Architectural Science	1	3	1
Science	1	2	1
Ted Rogers School of Management	1	3	1
At-large undergraduate students			4
Graduate Students			2
Chang School			2

Respectfully Submitted,

Diane R. Schulman, Ph.D.  
Secretary of Senate and  
Chief Returning Officer

Report of the Provost's  
Faculty of Science Implementation Committee  
January 10, 2012

The Provost's *Faculty of Science Implementation Committee* was announced in *Ryerson Today* on October 7, 2011. The members of the Committee are:

Professor Anthony Bonato	Chair, Department of Mathematics
Professor Juliana Carvalho	Department of Physics
Professor Alex Ferworn	Department of Computer Science
Professor Debora Foster	Department of Chemistry and Biology
Professor Darrick Heyd	Associate Dean, Undergraduate Science Programs & Student Affairs, FEAS
Professor Lawrence Kolasa	Department of Mathematics
Professor Ana Pejović-Milić	Chair, Department of Physics
Professor Alireza Sadeghian	Chair, Department of Computer Science
Rose Tam	Administrative Assistant, Office of the Dean, FEAS
Professor Stephen Wylie	Chair, Department of Chemistry and Biology
Professor Maurice Yeates	Chair of the Committee, Dean Emeritus.

## Background

The Faculty of Science Implementation Committee is an end-stage of a process emanating from Strategy 16 in the University's current academic plan, *Shaping Our Future: Academic Plan for 2008/13* (approved by Senate, May 2008), in which it is stated that: "a report on the academic structure of the University will be developed by the Provost through a consultative process" (p. 20). This led to the establishment of a Provost's *Academic Structures Commission* (May, 2009), with twenty-five members representing Faculties, graduate and undergraduate students, and alumni. Following considerable discussion in Town Halls and other meetings across the University, the Commission presented a *White Paper* (January 29, 2010) in which a number of restructuring alternatives were suggested, the foremost being the establishment of a Faculty of Science. The Departments of Chemistry & Biology, Computer Science, Mathematics, and Physics had expressed clearly to the Commission that the formation of such a Faculty would be vital to the further development of 'science' at Ryerson. The *White Paper* was discussed at Senate at its meeting of February 9, 2010.

On July 7, 2010, the Provost established a Committee on the *Feasibility of a Faculty of Science at Ryerson University*. The mandate of the Committee was to "study the feasibility of this option" ... and (if it deems the option feasible) to "... develop a proposal for a Faculty of Science". The Committee's *Feasibility Report* was discussed at a Special Meeting of Senate on June 7, 2011, and the following motion from the Senate's *Academic Governance and Policy Committee* (Report #W2011-5) was moved, seconded, and carried:

*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.*

Subsequently, at the June 27, 2011, meeting of the Board of Governors it was moved, seconded, and carried:

*That, on the recommendation of Senate, the Board approve the establishment of a Faculty of Science with a commencement date of July 1, 2012.*

Consequent to these motions, the Provost established: the *Faculty of Science Implementation Committee*; and, a *Search Committee for a Dean, Faculty of Science (Ryerson Today, October 28, 2011)* chaired, in accordance with the *AAA Policy*, by the Provost. Also in progress are new undergraduate program developments in science for which additional undergraduate BIUs have been agreed by the Ministry of Training, Colleges, and Universities. The mandate of the *Implementation Committee*, as stated in the announcement, is to advise the Provost with respect to "... logistical and organizational plans for the new Faculty".

## **Logistical and Organizational Plans**

During the Fall, 2011, term, the members of the Committee had six two-hour meetings, and focused on three matters:

- (i) possible Decanal office locations for the new Faculty;
- (ii) types of Decanal administrative structures; and,
- (iii) the transitional process from FEAS Decanal administration to Faculty of Science Decanal administration.

### **Decanal Space**

The matter of space for the Faculty of Science Decanal offices was of immediate concern and has consumed much of the Committee's time (including site visits). The concerns are that the space should: (i) be adequate for current and immediate future use (five year horizon); (ii) have some 'presence' as a profile for the new Faculty; and, (iii) be accessible to its Departmental constituents.

The aggregate space requirements for 'Faculty of Science – Administration' are defined in the *Feasibility Report* (p. 16). The science Departments are located in: the George Vari Engineering and Computing Centre (Computer Science, and Mathematics); and, Kerr Hall east (Physics, third floor) and Kerr Hall north (Chemistry & Biology). Until such time as a science building is constructed (which is not, at the moment, above the horizon), the science Departments stay where they are. It would, therefore, be ideal if the Decanal offices were in an accessible, proximate, location, which could be renovated for purpose at reasonable cost. Unfortunately, such space is not available for various reasons in the Vari building or Kerr Hall<sup>1</sup>.

However, such space is now becoming available in Victoria Hall (7<sup>th</sup> floor) as Image Arts faculty and associated research activities vacate to re-occupy the renovated School of Image Arts Building. The particular space identified is that previously occupied by 'School of Business – Administration' offices (Victoria Hall, 7<sup>th</sup> floor plan, dated 2006). This space can be renovated quickly at reasonable cost. Though this location is 'off-centre' with respect to the current location of the science Departments, it is within a ten minute walk (end elevator ride) of the Departments it would serve. The *Implementation Committee* is currently reviewing this option.

### **Administrative Structure**

An administrative structure for the new Faculty was outlined in the *Feasibility Report* structured around three offices (Appendix A): a Decanal Office; an Undergraduate Students and Programs Office; and, a Research and Graduate Studies Office. The basic principle underlying the model emanated from the perceived 'decentralized' nature of the FEAS administrative structure. The Committee's interest was how Faculty administrative structures compared across

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<sup>1</sup> Great help in this assessment has been provided by: Dr. Saeed Zolfaghari, Special Advisor to the Provost – Space; Tonga Pham, Director, Campus Facilities and Sustainability; and, Siu-Man Wong, Projects Manager, CF&S.



the University. Discussions with Human Resources<sup>2</sup>, and comparisons of Faculty organizational charts, suggested that:

- (i) there is variation among the Faculties between ‘centralization’ to the Decanal office (eg. the current Arts) and ‘decentralization’ to Departments (eg. FEAS);
- (ii) forces for ‘centralization’ are the administration of Collective Agreements, and cross-disciplinary professional accreditation requirements (eg. BEng);
- (iii) forces for ‘decentralization’ are the management of services and facilities related to laboratory-based research; discipline (undergraduate and graduate) related instructional requirements; and, discipline-based professional accreditation requirements.
- (iv) Faculties have different management styles, some tending toward ‘centralization’ with respect to various functions, others leaning toward ‘decentralization’.

The *Implementation Committee* concluded that the general three-part structure suggested in the *Feasibility Report* is a useful management framework, and the ‘decentralized’ model, particularly with respect to research and discipline related instructional requirements, is in general preferred. However, certain elements, especially those related to the administration of Collective Agreements and discipline-based professional accreditation requirements, should await discussions between the new Dean and the Departmental Chairs.

### **The Transitional Process**

The transitional process involves ‘disentanglement’ and ‘incremental establishment’. The disentanglement of science from FEAS is relatively straightforward because the ‘science’ oriented positions in FEAS are clearly identifiable (Appendix A). One set of positions relates to the existing Undergraduate Science Programs and Student Affairs, and First Year and Common Science offices (Associate Dean<sup>3</sup> and so forth); and two administrative positions in the FEAS Research, Development and Graduate Programs office that are related to science research accounts (including CRCs). These positions can be transferred on, or soon after, July 1, 2012, to the new ‘Faculty of Science – Administration’ offices.

The ‘incremental establishment’, the base budget for which has been approved by the Board of Governors, is related primarily to the Dean and the Decanal management office, and the Research and Graduate Studies office (Associate Dean and so forth). It is planned that the position of Manager, Administration/Finance, will be advertised internally with the appointment commencing in Spring, 2012. The incremental staff will build from that time. The job descriptions are fairly generic.

### **Ahead**

The Committee’s main focus for the Winter 2012 term is to advise the Provost on: the identification of accessible renovated space for the ‘Faculty of Science-Administration’; and, the implementation of a ‘skeleton’ office commencing with the appointment of a Manager, Administration/Finance and administrative assistant, and, an Interim Associate Dean (Research

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<sup>2</sup> Thanks are due to: Carey Barker, Miriam Comerford, and Monika Dacosta.

<sup>3</sup> Dr. Darrick Heyd is currently Associate Dean, Undergraduate Science Programs and Student Affairs.

& GS), and administrative assistant, to assist applications and activities with respect to the 2012/13 research grant (and contracts) season. The main position transfers will occur in the Summer 2012 term. The Committee is also discussing some suggestions with respect to the conduct of Search Committees for Associate Deans in the Faculty of Science (within the framework of the existing *AAA Policy*).

## Appendix A

**Proposed Faculty of Science Administrative Structure***Decanal Office*

Dean	new position
Manager	new position
Admin Asst.	new position
HR Mngmt Consultant	HR funded
Development Officer	UA funded
Finance Officer	new position

*UG Students & Programs Office*

Associate Dean	transfer from FEAS
Admin Asst.	transfer from FEAS
H & S Officer	new position
Counselor	transfer from FEAS/Student Services
Program Asst.	transfer from FEAS
Academic Coord. & Recruitment	transfer from FEAS

*Research & GS Office*

Associate Dean	new position
Admin Asst.	new position
R&D Coordinator	new position
Research Accounts	one of two existing, transfer from FEAS

Source: *Feasibility of a Faculty of Science at Ryerson University* (Toronto: Ryerson University, Office of the Provost), extract from p15.

## Curriculum Renewal Committee Interim Report

The Curriculum Renewal Committee (CRC) was created in response to Senate's approval of a New Curriculum Framework for Ryerson University. The CRC membership was established over the summer of 2011. The membership represents all Faculties as well as student associations. The full membership is appended at the end of this report.

The CRC commenced its work in early September 2011. At its first meeting the CRC created three working groups to address issues related to curriculum policy, academic access and academic advising, and Registrarial technical issues. The CRC has met monthly since September; the working groups have met much more frequently, at least bi-weekly.

The following items summarize progress to date:

**1. An omnibus curriculum policy.** Currently Ryerson's curriculum is defined by a large number of separate Senate policies which were developed and approved independently over an extended period. For example, six of these policies govern liberal studies. The CRC will suggest a single policy which will include all elements of curriculum, including the policy elements relating to Minors.

**2. Nomenclature Review.** Curriculum nomenclature at Ryerson has developed in an ad hoc fashion and a wide range of terms (major, specialization, module, stream etc.) are used. The CRC has reviewed the usage at Ryerson and elsewhere, and will shortly be in a position to suggest standard usage for Ryerson curriculum.

**3. Renaming Professionally Related Electives and Liberal Studies.** The CRC will suggest new names for the Professionally Related Elective course category and the Liberal Studies category. Courses within these categories will also be known by these new names.

**4. Writing Intensive or Writing Designated Courses (W-courses).** The CRC will suggest the separation of the breadth aspect and the writing aspect of what we currently call Liberal Studies courses. The idea is that students' writing skills can be honed in courses in any of the three categories of the tripartite curriculum (currently know as Professional, Professionally Related and Liberal Studies). These courses will be designated as Writing Intensive or, perhaps, Writing Designated. Provisionally, CRC is suggesting six W-courses as the standard for a Ryerson degree.

**5. Renewal of the Liberal Studies Governance System.** CRC will be suggesting a revised governance system for what we now call Liberal Studies. A sub-committee of Academic Standards will review and make recommendations to Senate to assign courses to this category. It will also review and make recommendations to Senate to designate courses as W-courses.

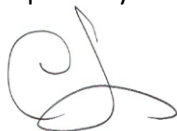
**6. Academic Access and Academic Advising.** The CRC is currently discussing the following points: how to improve data about student demand for courses (a better course intentions system); presentation of electives to facilitate student choice (e.g., thematic tables for guidance purposes rather than as a

prescriptive tool); criteria to exclude or restrict students from courses on a rational basis; adoption of the Academic Advising Report of the University Committee on Student Success.

**7. Registrarial Issues.** The CRC is considering issues related to banding and rollout of the new framework.

**8. Green Paper.** In September, the CRC set a goal of producing a Green Paper with implementation recommendations for distribution to the Ryerson community. The purpose of the Green Paper is to engage the community and solicit community feedback. Revisions to a complete draft of the Green paper are currently underway, and it can be expected to be released in the near future.

Respectfully Submitted,



Chris Evans, Chair for the Committee

January 10, 2012

Curriculum Renewal Committee Membership

Office	Name	Working Group Membership
Vice Provost Academic (Chair)	Chris Evans	Policy/Registrarial/Access
Vice Chair	Mark Lovewell (Arts)	Policy/Registrarial/Access
Senate	Diane Schulman	Policy
Vice Provost Students	Heather Lane-Vetere	Access
Registrar's Office	Keith Alnwick	Registrarial
Special Advisor on Curriculum Change (ex officio)	Barbara Soutar	Registrarial
Director of Curriculum Renewal/Quality Assurance	Katherine Penny (TRSM)	Access
Interim VP Diversity	Rona Abramovitch	Policy
Arts (faculty representatives)	Dennis Denisoff/Jim Dianda	Policy/Registrarial
Chang School	Des Glynn/Gervan Fearon	Registrarial/Access
FCAD (faculty representatives)	Alex Bal/Catherine Schryer	Access/Policy
FCS (faculty representatives)	Lynn Lavallee/Rachel Langford/Janice Waddell/Nancy Walton	Access/Access/Registrarial/Policy
FEAS (faculty representatives)	Jacob Friedman/Jurij Leshchyshyn/Stephen Wylie	Access/Registrarial/Policy
TRSM (faculty representatives)	Asher Alkoby/Liz Evans/Jane Saber	Access/Registrarial/Policy
Student	Ugo Asagwara (CESAR and Senate)	Access
Student	Andrew McAllister (FCAD, Senate)	Registrarial
Student	Melissa Palermo (FCAD, VP RSU,	Policy

	Senate)	
Student	Annie Hyder (Arts)	Access
Student	Angelo Piroz (TRSM)	Access
Student	Liana Salvador (FCS, Senate)	Policy
Student	Shermiyah Baguisa (FEAS)	Registrarial

Reflection Committee: Marcia Moshe (Arts), Gillian Mothersill (FCAD), Barbara Soutar (ex officio), Chris Evans, Mark Lovewell

**Report of the Academic Governance and Policy Committee  
January 24, 2012**

**1. Proposed name changes**

- a. **Early Childhood Education** – memo attached.

**MOTION:** That Senate approve the name change of *School of Early Childhood Education* to *School of Early Childhood Studies*, effective fall 2012.

- b. **Faculty of Engineering and Architectural Science** – memo attached.

**MOTION:** That Senate approve the name *Faculty of Engineering and Architectural Science* for the Faculty resulting from the creation of a separate Faculty of Science.

2. **Bylaw Amendment:** To accommodate the creation of a Faculty of Science, 4 of the current 8 at-large faculty seats have been reallocated to that Faculty. In order to keep the remaining 4 at-large faculty seats proportional the following Bylaw amendment is proposed:

**Faculty Senators 2.2.1.1. At-Large faculty:** There shall be faculty Senators elected at-large by and from all full-time faculty, as defined above, in such number as to ensure that the total number of elected faculty Senators equals thirty-three (33). Chairs/Directors may vote but may not nominate or serve. There may be no more than ~~three~~ **two** at-large faculty Senators from any one Faculty unless there are insufficient candidates from other Faculties to fill all at-large positions.

**MOTION:** That Senate approve the amendment of its Bylaws, effective fall 2012, as outlined in this report.

3. **Approval of Department/School Council Bylaws: Department of Professional Communication Bylaws:** Proposed Bylaws attached

**MOTION:** That Senate approve the bylaws of the School of Professional Communication.

Respectfully Submitted,

Alan Shepard, Chair (for the committee)

K. Alnwick, R. Banerjee, A.M. Brinsmead, C. Evans, G. Hauck, H. Lane Vetere, W. Manzoor, A. Miri, M. Palermo, L. Salvador, C. Schryer, M. Sharpe, D. Schulman, J. Turtle, Z. Zhang

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## MEMO

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**To: Dr. Diane Schulman, Director, Academic Initiatives and Secretary of Senate**

**From: Dr. Rachel Langford, Director, Chair, Early Childhood Education**

**Date: June 30, 2011**

**Re: Name change from School of Early Childhood Education to School of Early Childhood Studies**

### **Rationale**

As part of a 2009 program review, faculty considered changing the School's name as well as its vision and mission statements developed in 2002.

There are three key reasons for the proposed name change to the *School of Early Childhood Studies*. First, the change reflects the breadth and depth of knowledge and skills in early childhood the School's graduates acquired over four program years. Second, the change acknowledges that students enter our program with the intention of working with children 0-8 and their families in a wide range of careers in education, diverse community services and health. Some of our graduates directly enter the early childhood education profession but many graduates build upon a foundation of studies in early childhood to undertake post-diploma professional and masters programs in education, diverse community services and health. Third, the change will distinguish the School's four year degree program from the college's two year early childhood education diploma program.

To maintain consistency with the proposed change in School name, the faculty has proposed updates to the School's vision and mission statements:

### **Vision**

The Ryerson School of Early Childhood Studies aims to provide leading university graduate and undergraduate programs contributing to the advancement of the quality of life for all children and families. We will lead the development of knowledge, research and advocacy in disciplines related to early childhood.

### **Mission**

The Ryerson School of Early Childhood Studies, the oldest undergraduate program of its kind in Canada, offers a multidisciplinary program of study to undergraduate and graduate students. The School prepares students to adopt leadership roles in careers involving children and families in our diverse society. Our teaching, research, scholarship, and community service contributes new knowledge in the field, nationally and globally.

The Program Advisory Committee was consulted on September 28, 2009, and it was in support of this name change.

### **Approval Dates**

Director March 16, 2009

School Council March 30, 2009

Dean December 16, 2009

**Motion to Senate: That Senate approve the change of name for the School of Early Childhood Education to the School of Early Childhood Studies, effective Fall 2012.**



# Memorandum

**To:** Dr. Diane Schulman, Director, Academic Initiatives and Secretary of Senate  
**CC:** Dr. Alan Shepard, Provost and Vice President Academic  
Nancy Cavallin, Undergraduate Publications Editor  
**From:** Dr. Mohamed Lachemi, Dean, Faculty of Engineering, Architecture and Science  
**Date:** December 14, 2011  
**Re:** Faculty Naming

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Dear Diane,

The Faculty of Engineering, Architecture and Science has given much consideration to the matter of a new name for our Faculty, given the creation of the Faculty of Science.

Each departmental council in FEAS was asked to submit suggestions, which were then reviewed by the Dean's Office Executive Team. The final recommendation was voted upon at our Chairs' Council meeting on December 14.

The consensus of our Faculty is to be re-named the Faculty of Engineering and Architectural Science.

I trust the proposed name will be brought forward to the AGPC and then on to Senate.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mohamed Lachemi', with a large, stylized flourish at the end.

Dr. Mohamed Lachemi, P.Eng., FCAE, FCSCE  
Dean

**Ryerson University**  
**School of Professional Communication**  
**School Council**

*By-Laws and Procedures*  
*December 2011*

**1. Authority**

The School Council (“Council”) of the School of Professional Communication (ProCom) derives its authority from Policy No. 45 of the Senate of Ryerson University (Policy 45).

**2. Mandate**

The Council has the following Mandate:

- 2.1. To develop, review, recommend and enact School policies, consistent with those of Ryerson University and the Faculty of Communication & Design
- 2.2. To foster understanding and co-operation among faculty, staff and students.

**3. Membership**

Membership in the Council, constituted annually, shall be announced by the Chair of ProCom each September in a notice to all faculty members, staff and students, and shall consist of the following members of ProCom:

- 3.1. The Chair of ProCom;
- 3.2. All faculty members in the department/school are members of Council. Faculty on leave who indicate in advance to the Council chair that they will be present at meetings during their leave will be included for the purposes of quorum. Faculty above the level of Chair/Director (e.g. Associate Dean, Dean, Vice Provosts, Provost) are not included.
- 3.3. One member elected by and from the part-time and sessional instructors under contract to teach in the Fall and Winter terms
- 3.4. One student member elected from the Master of Professional Communication program(MPC)
- 3.5. Four student members, one elected by and from students in each year of the program, subject to the requirements 4.4. below
- 3.6. The senior ProCom administrative assistant, non-voting, who shall serve as Secretary of Council.

**4. Selection of Student, Part-time/Sessional Instructor and Staff Members**

- 4.1. The Chair of ProCom, in consultation with Council, will annually coordinate the process of election of Council members referred to in paragraphs 3.3, 3.4, and 3.5 above subject to the following:
- 4.2. The MPC student member shall be elected each year from the current MPC class with the election occurring at the end of September.
- 4.3. The part-time and/or sessional instructor member referred to in 3.3 shall be elected each academic year during the first 15 days of class and shall take office immediately upon election.

- 4.4. Three of the four student members referred to in 3.5 shall be elected each year, by and from the current first, second, and third year classes, no later than the last day of classes of Winter term, and shall take office on the first day of the Fall term. This process will begin once ProCom's undergraduate program commences.
- 4.5. The fourth student member referred to in 3.5 shall be elected by and from the current first year class during the first 15 days of class in the academic year and shall take office immediately upon election. This process will begin once ProCom's undergraduate program commences.
- 4.6. Nothing in this section shall limit the ability of Council to meet or pass decisions at any time of the year, although, when practical, the first meeting of the academic year will take place after the members referred to in 3.3, 3.4, and 3.5 have been elected.
- 4.7. The student membership is subject to the requirement that the number of student members be to the ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the Council". Council shall amend the number of student members as appropriate to ensure that this requirement is met.

## **5. Designation and Duties of the Chair of the Council**

The Chair of Council shall be a full-time faculty member who shall be elected by and from the voting membership at the first meeting of each academic year. The Chair of ProCom may serve as Chair of Council.

- 5.1. The Chair of the Council is responsible for overseeing scheduling meetings, setting and distributing an agenda, as well as maintaining order and decorum, and forwarding decisions and recommendations to the Dean, Faculty of Communication & Design.
- 5.2. For the period of time each academic year prior to the first meeting of the academic year, the duties described in 5.1 shall be carried out by the existing Chair of Council, or in his/her absence, by the Chair of ProCom.

## **6. Obligations of Members**

Council members are expected to attend all meetings unless they are unable, in which case they shall notify the Chair of the Council in advance.

## **7. Quorum**

The quorum for meetings shall be two-thirds (2/3) of the voting members.

## **8. Voting**

- 8.1. Each voting member of Council may cast one vote. Members must be present to vote. The support of a simple majority (50% plus one) of those casting either a yes or a no vote is required to carry a motion, except as provided in 13.2.
- 8.2. The Chair of Council shall not vote except to break a tie.

## **9. Committees**

- 9.1. The Council shall establish a curriculum committee as mandated in Section (d) of Policy 45. It may at any time establish other committees to advise the Chair of ProCom or assist in dealing with matters concerning the operation of the School. Committees shall normally include faculty and student representatives in the same general proportion as they are represented on the Council.

## **10. Frequency and Notice of Meetings**

- 10.1. The Council shall meet at least twice each academic year.
- 10.2. The Chair of the Council shall forward to each Council member by e-mail a notice of meetings at least five (5) working days in advance of each meeting. An agenda, including all relevant documents, will be forwarded to each Council member by email at least two (2) working days in advance of each meeting.
- 10.3. A Council member who wishes to propose an agenda item must submit it by e-mail to the Chair of the Council at least four (4) working days in advance of the meeting at which the member wishes it to be considered.
- 10.4. Any two members may request a special meeting of Council. Such request must be by e-mail to the Chair of the Council, and the Chair of the Council shall call a special meeting, which shall be held within twenty (20) working days.

## **11. Openness of Meetings**

The following may attend and address Council meetings:

- 11.1. ProCom Faculty members on leave or reduced workload, ProCom part-time and sessional instructors;
- 11.2. ProCom full-time and part-time staff;
- 11.3. Students enrolled full-time in the ProCom programs who are registered in a Ryerson course or courses.

## **12. Minutes**

All proceedings of Council, including attendance, will be recorded and a report distributed by email to all members of Council no later than ten (10) working days after each meeting. Minutes are public documents and may be viewed at the School administrative office by any faculty member, student or staff member of the School. The Chair of the Council will forward a copy of all minutes to the Dean, Faculty of Communication & Design.

## **13. Amendments to By-laws and Procedures**

- 13.1. Any two members of Council may propose an amendment to by-laws and procedures. The members must circulate the proposed wording to all other members at least four (4) working days in advance of the meeting at which the member wishes it considered.
- 13.2. The support of at least two-thirds of members of Council who are present is required to carry a motion for amendment of the by-laws or procedures.

**Report of the Nominating Committee  
Academic Governance and Policy Committee  
January 24, 2012**

The term of current Chancellor G. Raymond Chang ends this year and a joint Senate and Board of Governors committee is being struck to search for a new Chancellor. The following Senate members are being nominated to serve on that committee.

Nominations for Senate Representatives on the Chancellor's Search Committee:

- Madeleine Lefebvre, Chief Librarian
- Anver Saloojee, faculty Politics
- Sherif El-Tawil, student, Engineering, Architecture and Science

**MOTION: That Senate approve the members of the Chancellor's Search Committee as presented in this report.**

Respectfully submitted,

Diane R. Schulman, Ph.D.

for the Nominating Committee:

R. Banerjee, G. Hauck, W. Manzoor, A. Miri, L. Salvador, C. Schryer, J. Turtle,  
Z. Zhang,

## REPORT OF ACADEMIC STANDARDS COMMITTEE

### Report #W2012–1; January 2012

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

- the *Certificate in Global Diasporas, Transnationalism and Migration Cities* from the Chang School
- the *Certificate in Social Sciences and Humanities Foundations* from the Chang School
- the *Certificate in Computer Security and Digital Forensics* from the Chang School
- the periodic program review of the *Bachelor of Interior Design* program
- the *Bachelor of Arts in Creative Industries* program

### A. CHANG SCHOOL CERTIFICATE IN GLOBAL DIASPORAS, TRANSNATIOANLISM AND MIGRATION CITIES

**Proposal** The Department of Geography, in collaboration with the Chang School of Continuing Education, is proposing a six-course Certificate in Global Diasporas, Transnationalism and Migration Cities.

**Rationale** The proposed Certificate advances Ryerson’s special interest in cultural, multicultural and transnational prosperity, aligns closely with Ryerson’s academic and strategic directions, and enhances its reputation as a “city-builder.” By combining foci both on the groups which make up diasporas and their continuing global linkages, students will have an opportunity to examine migration experiences from the point of view of the impact both on the diaspora groups and on the host nations within an increasingly globalized world. Since much of that impact is being created and felt within urban space, a special emphasis on migration cities will add an additional dimension to this certificate.

**Objective/Goal** The goal of the *Certificate in Global Diasporas, Transnationalism and Migration Cities* is to provide relevant, university-level education for individuals whose personal goals and/or academic career paths require an ability to apply critical analysis, critical thinking and critical writing to the paradigm of diaspora studies, transnationalism and globalized cities.

**Curriculum** The sequenced six-course (252-hour) program involves the completion of two compulsory Core Courses: *CODS XXX: The Phenomena of Diasporas and Transnationalism* and *CGEO 691: Canadian Immigration: Patterns and Place*, three Elective Courses, and a Capstone Course: *CODS YYY: Research in Diaspora and Globalized Cities*. All courses, except the yet-to-be-developed Core and Capstone, are courses currently offered by the Department of Geography within its undergraduate program and/or The Chang School. They are delivered in lecture format. The Core and Capstone courses, *CODS XXX* and *CODS YYY*, are meant to be Certificate Only courses, not for undergraduate credit.

The elective courses provide knowledge of global diasporas as phenomena that fundamentally transform entrepreneurial, social and political structures both within migrant homelands and within places of settlement, most precisely, within migration cities.

### ***Elective Courses***

Student will choose a total of three elective courses; one or two from List A and one or two may from List B.

**List A** (choose one or two): CGEO 108 Geography of the Global Village; CGEO 206 Regions, Nations and the Global Community; CODA 100 Principles of Demographic Analysis

**List B** (choose one or two): CGEO 720 The Inner Landscape of Culture; CGEO 820 The Outer Landscape of Culture; CODA 110 GIS Applications in Demography

### ***Capstone Course: Research in Diasporas and Globalized Cities***

This course will be structured as a reading/research course designed to encourage students to complete their studies in an area of personal academic interest. It will provide students with an opportunity to synthesize the skills, knowledge and techniques acquired in the five certificate's courses which preceded it.

**Admission Requirements** OSSD with six Grade 12 U or M credits, including a credit in English with a minimum grade of 70 percent; or equivalent; or mature student status. This Certificate is open to students who have not studied within Geography.

**Target Audience** The *Certificate in Diasporas, Transnationalism and Migration Cities* will be particularly advantageous for newcomer cohorts and those who work with them to expand their employment opportunities in a broad range of public and private sector fields. The Certificate will also attract individuals who wish to pursue cross-disciplinary study for personal development and enjoyment; undergraduates who plan their academic studies to include Immigration and Settlement issues and Diaspora Studies; and Canadian-educated and internationally-educated professionals in education, in social and community services, and in volunteer organizations who wish to acquire an education that prepares them to work within the multicultural context of Canada, particularly within the Greater Toronto Area.

**Academic Management and Governance** The *Certificate in Diasporas, Transnationalism and Migration Cities* is a Continuing Education program offered through the G. Raymond Chang School of Continuing Education. The academic home of the Certificate will be the Department of Geography. The Academic Coordinator shall be a member of the Department. The Departmental Curriculum Committee will act as the curriculum committee for the Certificate.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Certificate in Global Diasporas, Transnationalism and Migration Cities.*

## B. CHANG SCHOOL CERTIFICATE IN SOCIAL SCIENCES AND HUMANITIES FOUNDATIONS

**Proposal** This six-course Chang certificate will be offered in collaboration with the Faculty of Arts.

**Objective/Goal** The certificate will promote accessibility to university education and allow students to engage in university level courses before they make the commitment to pursue a degree.

**Curriculum** The curriculum includes two required courses, *CSSH205 Academic Writing and Research* and *CSSH301 Research Design and Qualitative Methods*, along with 4 electives chosen from Tables I and II (see chart, below). Two of the electives must be from the social science area, and two from the humanities. The curriculum is based on the Faculty of Arts Common First Year Platform. The courses count towards academic credit in most of the fulltime BA programs associated with the Common Platform. There are no new courses being proposed.

The suggested course sequence is *CSSH205 Academic Writing and Research* followed by the four electives and then *CSSH301 Research Design and Qualitative Methods*.

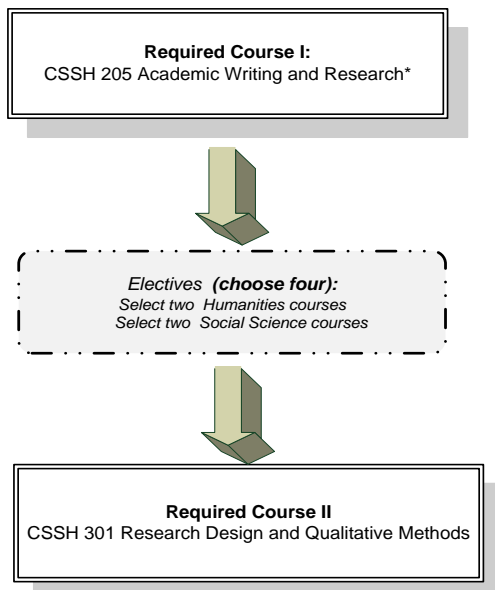
**Academic Management and Governance** The academic governance of the certificate will reside with the Dean and Associate Dean, Faculty of Arts, along with participation of the Chairs of the Arts departments, the Director of the Arts and Contemporary Studies program, and the Academic Directors.

**Admission Requirements** The admission requirements include OSSD with six grade 12 U or M courses, including Grade 12 U or M English, or equivalent, or mature student status. Students who have not completed Grade 12 U or M English with a final grade of 70% or higher, as well as those who do not have an OSSD and are qualified for consideration under Ryerson's Mature Student guidelines are required to take *CENG108, The Nature of Narrative I*, as one of their four electives. It is recommended that they take this course immediately after *CSSH205, Academic Writing and Research*, as these two courses will provide a strong foundation in the writing skills needed to complete this certificate successfully. The proposal offers additional course suggestions for students with weaker writing and/or math skills.

**Target Audience** The certificate is designed primarily for students who are interested in enhancing their application to a full-time undergraduate degree program offered by the Faculty



### Certificate Structure



- Table I**  
**Humanities – Two courses from the following:**
- CACS 100 Ideas that Shape the World I
  - CACS 200 Ideas that Shape the World II
  - CENG 108 The Nature of Narrative I\*\*
  - CENG 208 The Nature of Narrative II
  - CFRE \*\*\* A French course †
  - CHIS 114 Ten Days that Shook the World
  - CHIS 115 Inventing Popular Culture
  - CHIS 116 Technology, Warfare, and Social Change
  - CHIS 117 Colonization, Colonialism, and Independence
  - CPHL 101 Plato and the Roots of Western Philosophy
  - CPHL 201 Problems in Philosophy
  - CPHL 333 Philosophy of Human Nature
  - CPHL 366 Existentialism and Arts and Culture
  - CSPN \*\*\* A Spanish course †
  - CSSH105 Critical Thinking I

- Table II**  
**Social Sciences - Two courses from the following:**
- CCRM 100 Introduction to Canadian Criminal Justice
  - CCRM 102 Introduction to Crime and Justice
  - CECN 104 Introductory Microeconomics
  - CECN 204 Introductory Macroeconomics
  - CEUS 102 Environment and Sustainability
  - CEUS 202 Sustaining the City's Environment
  - CGEO 131 Energy, Earth and Ecosystems
  - CGEO 151 Location, Location, Location
  - CPOG 100 People, Power and Politics
  - CPOG 110 Canadian Politics
  - CPPA 101 Cdn Public Administration I: Institutions
  - CPPA 102 Cdn Public Administration II: Processes
  - CPSY 102 Introduction to Psychology I
  - CPSY 202 Introduction to Psychology II
  - CSOC 105 Introduction to Sociology
  - CSOC 107 Sociology of Everyday Life
  - CSSH 102 Learning and Development Strategies
  - CSSH105 Critical Thinking I

\* Students are advised to take Required Course I, CSSH 205, Academic Writing and Research, and their choice of four electives prior to taking Required Course II CSSH301, Research Design and Qualitative Methods.

\*\* CENG 108 The Nature of Narrative I: Students who are planning to pursue an Arts degree and who do not have an English Grade 12 M or U course with a grade of 70% or higher are required to take CENG108 as one of their four electives. It is recommended that they take CENG 108 immediately after CSSH 205 since both courses will provide a strong foundation in the writing skills needed to complete this certificate successfully. If a student is uncertain, the student is asked to contact Undergraduate Admissions or the Program Director for Arts in The G. Raymond Chang School of Continuing Education for advice.

† An online placement test is required. See Department website for details: <http://www.ryerson.ca/french-spanish/placementtest/index.html>.

of Arts. Target student groups include: student considering an Arts education at the university level who have not yet chosen to commit to this pathway; students who possess degrees from outside of Canada and who would like a Canadian credential to assist with employment opportunities; students who completed high school abroad who are seeking admission to a Canadian university.

**Graduation Criteria and Laddering** To graduate, students must successfully complete the published certificate curriculum within six years from the time of first admission to the certificate program. Successful graduates will be *considered* for admission to a full-time degree program offered by the Faculty of Arts based on the admission requirements established by the relevant Arts Department or School, in consultation with the Dean of Arts. If admitted to a full-time undergraduate degree program in the Faculty of Arts, students will be eligible to transfer all the courses completed for this certificate into that program.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Certificate in Social Sciences and Humanities Foundations.*

## **C. CHANG SCHOOL CERTIFICATE IN COMPUTER SECURITY AND DIGITAL FORENSICS**

**Proposal** This six-course Chang certificate will be offered in collaboration with the Department of Computer Science in the Faculty of Engineering, Architecture and Science.

**Rationale** With significant increases in computer-based crimes, the field of computer security and digital forensics is a fast growing career field. As cyber crimes become more technologically sophisticated, the need for qualified computer security and computer forensic experts will continue to grow throughout the business and public sector communities.

**Objective/Goal** The goals of this certificate are (i) to give graduates the knowledge and the hands-on “best practices” for the industry and (ii) to instil functional competencies required to work in this cutting-edge and rapidly evolving field of computer security.

**Curriculum** The six certificate-credit courses are all required. The courses are: CDIF TTT *Introduction to Computer Forensic Methodology*; CDIF UUU *Computer Cryptography and Digital Steganography*; CDIF PPP *Intrusion Detection/Forensic Systems*; CDIF XXX *Security Architecture and Design*; CZLW YYY *Law for Forensics Professionals*; CDIF ZZZ *Capstone Course: Digital Forensics Investigation*. Note that Certificate candidates must complete all previous courses before taking the Capstone Course. The course descriptions are provided in the proposal.

As the course CDIF TTT *Introduction to Computer Forensic Methodology* forms the basis for understanding of all the other courses in the certificate, participants in the program must successfully complete this course in order to take the other courses within the certificate (or receive the permission from the program's academic coordinator).

**Academic Management and Governance** The Certificate will reside in the Department of Computer Science in the Faculty of Engineering, Architecture and Science. Administrative support will be the responsibility of The Chang School of Continuing Education. Routine matters, both academic and administrative, will be the responsibility of the Academic Coordinator in collaboration with The Chang School Program Director.

**Admission Requirements** The admission requirements include OSSD with six grade 12 U or M courses, including Grade 12 U or M English, or equivalent, or mature student status.

**Target Audience** The proposed Certificate is targeted at career entry individuals and career changers who want to expand their expertise and learn the essential components intrinsic to computer security assurance and forensics. The core audience includes current and aspiring employees in both public and private corporations and government entities.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Certificate in Computer Security and Digital Forensics.*

## **D. PERIODIC PROGRAM REVIEW BACHELOR OF INTERIOR DESIGN**

### **1. PROGRAM DESCRIPTION**

The School of Interior Design is housed within the Faculty of Communication & Design (FCAD). It offers the four-year Bachelor of Interior Design program which is accredited by CIDA, the Council for Interior Design Accreditation. The most recent accreditation of the Interior Design program was in 2010 for a term of six years.

The School's mission is to educate students for the dynamic, complex, and demanding practice of interior design in a learning environment that balances the theoretical and the practical, the experiential and the conceptual. The School prepares graduates for leadership in the interior design profession through understanding and consideration of the technological, aesthetic, ideological, environmental, cultural, and social dimensions of the built environment.

The school is one of three in Canada that offer a four-year undergraduate university degree. The interest in interior design as a career choice remains remarkably steady among applicants, even as downturns in the economy make the prospects of obtaining immediate employment more uncertain. The program

was recently cited (March 2010) in *AZURE* magazine as one of the top three interior design schools in the world.

There are 12 full-time faculty and 16 part-time instructors. There has been a 44% increase in the number of students since 2001 from 273 students to 370 students. Intake has increased from 78 to 102 over the same period.

## 2. CURRICULUM

The Interior Design program provides students with a solid foundation of theoretical tools, social awareness and practical experience, including knowledge of professional practice and the business of interior design.

The curricular focus is for graduating students to:

- understand and interpret the relationships between the natural and built environments and the complexity and variety of human responses to them;
- recognize the broad impact of design interventions and develop responsible design solutions that respond to issues of ecological sustainability and global awareness;
- engage in critical thinking and research through the systematic application of the design process;
- respond to design challenges creatively, holistically, and spatially;
- translate design concepts into resolved spaces with an intended quality and character demonstrating entry-level skill and understanding of detailing and materials;
- articulate and defend the conceptual basis of their work;
- show an ability to effectively communicate design ideas using the graphic vocabulary of the profession;
- address clients' needs while designing for the health, safety, and welfare of all hypothetical users by applying regulations, codes, laws, and standards;
- recognize and understand the extent of an interior designer's professional responsibilities and commitments.

The detailed curriculum is described in the Self-Study report. As an overview, the program consists of 42 courses: 6 Liberal Studies, 3 Professional Electives, 2 Professionally-related Electives, 31 Core. The program review refers to 6 streams in describing the curriculum (Interior Design, Design Dynamics, Communication, Technology, Professional Practice, and Theory/Art & Design). The courses listed under these streams are all required; hence the term "stream" is actually used to describe the various curricular elements of the degree.

**Curriculum Mapping to UDLEs:** Curriculum has been mapped to the CIDA matrix of standards, indicators, and to UDLES. The CIDA mapping is descriptive and responds to 16 standards. The UDLES maps the content of each core course and professional electives to UDLES outcomes directly.

**Admission Requirements:** The School of Interior Design requires an OSSD or equivalent, with six Grade 12 U/M courses, including English (ENG4U/EAE4U preferred), Grade 11 U or M or Grade 12 U Mathematics (one of MCF3M, MCR3U, MCB4U, MGA4U, MDM4U), and one additional Grade 12 U or M course from: Visual Arts (AVI4M), Economics: Analyzing Current Economic Issues (CIA4U), Canadian and World Issues: A Geographical Analysis (CGW4U), Canada: History, Identity and Culture (CHI4U), Physics (SPH4U), Communications Technology (TGJ4M) or Technological Design (TDJ4M). Other Grade 12 U or M courses in Canadian and World Issues may be considered on an individual basis. A minimum grade of 60% or higher is required in each course. Students should select Physics (Grade 11 or higher) and the Art option in Grades 11 and 12 if available. Preference may be given to applicants who have included History or Visual Arts/Art History in their Grade 12 U/M studies. Subject to competition, candidates may be required to present averages/grades above the minimum.

All applicants are required to participate in a portfolio review. Typically, the portfolio review consists of an interview, a writing test and a drawing test. Mail-in candidates must complete a pre-determined design exercise and present a personal essay.

**Internship:**

In response to the need for an internship component, The School of Interior Design established three professional practice modules: a preparation course, a 400-hour internship in the summer between third and fourth year, and a fourth-year professional practice course. The internship program is now in its ninth year. An internship coordinator establishes contacts with prospective employers, prepares students and their portfolios for the interview process, supervises their hours, and evaluates an internship placement report.

**Minors:**

In 2010-2011, the Curriculum Committee of Departmental Council, working independently of the announcement of the new curriculum framework, strategized some changes to curriculum that would enable Interior Design students to take minors (this occurred before the announcement of the new Minors policy). These changes were passed by Departmental Council and have been proposed for implementation in the fall of 2012. The curriculum objective was to introduce one additional course into the curriculum that was a professionally related elective, bringing the total in the program from two to three electives.

**5. THE PROGRAM REVIEW**

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys and a comparator review. As required by Senate policy 126 it provides a statement of the consistency of the goals, learning objectives and program expectations with various academic plans and the OCAV degree level expectations (See comments in the ASC Evaluation section, however).

### **Program Assessment of Strengths and Weaknesses**

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

#### *Strengths:*

**Relevant and Up-to-Date Curriculum-** Ryerson's interior design program fulfils all of the CIDA criteria as an accredited school and complies with all 12 standards now required by that body. The curriculum covers all required material in sufficient depth and breadth. It offers a solid foundation that enables graduates to find employment in all interior design specialization areas, as well as providing a broad design education that allows students to pursue related fields as well as graduate studies. Students have great success finding employment and are prepared for the workplace.

**Outreach Opportunities-** To broaden the curriculum opportunities to introduce students to more interdisciplinary thinking within a logical and global context, the school actively pursues projects with real clients and a community focus.

**Provision of Opportunities for Experiential Learning-** The majority of courses at the school have an experiential component. The types of activities include a work/study internship, international exchange opportunities, design studios, creative construction in the workshop, field trips (including a four-day field trip in first and second year), portfolio creation, labs and problem-based learning, and case-study analysis.

**Strong Program for Incoming Students-** Most students entering the school are selected through an extensive interview process that supplements their academic achievement. In order to help students hone their drawing and computer skills, the school offers a one-week Summer Quick Start program through the G. Raymond Chang School of Continuing Education two weeks before classes start. The School of Interior Design also has a three-day orientation program in the week before school starts. This extensive introduction of students to the faculty, the program, the workshop, studio life, the Student Council, and Ryerson Support Services helps build community and orients students to university life. The orientation also includes field trips, a mini-design problem, a special reception for parents of new students, and a welcome reception hosted by a prominent interior design firm.

**New Learning Opportunities for Current Students-** The School of Interior Design is actively pursuing a new collaborative degree and minor in Fibre and Textiles with the Schools of Theatre, Fashion, and Graphic Communication Management. While the school now offers liberal studies electives in art history for the university, it is pursuing the establishment of art history minors, interior design minors, and a module for the proposed degree in the creative industries. This involvement with other fields and other schools provides important learning opportunities for students. Students also take full advantage of Ryerson's exchange programs and currently go abroad regularly to ten schools. New partnerships are being sought in Scandinavia, Italy, and the Far East.

**Connections to Practice-** The school's location in Toronto, one of the most important design centres in North America, is attractive to prospective students, and the use of the resources of the city is one of the strengths of the program. The School has design leaders on its Advisory Council. The alumni, many of whom practice in Toronto at important interior design firms, return to the school as guest critics as well as to open up their offices for students to visit. This strong connection to alumni also enables students to obtain summer internships and ongoing work during the school year.

An active "Lunch and Learn" series speaks to the strength of the school's relationships with industry. At these weekly sessions, manufacturers, designers, service and other industry representatives visit the school to introduce students to their products and projects.

**Faculty SRC Activities (Scholarly, Research and Creative Activities)-** Faculty are engaged in scholarly, research and creative activities (SRC) that are innovative and often brought back into advanced interior design studios, as well as enhancing the reputation of the school among other scholars, students and the design community.

*Weaknesses:*

**Graduate Satisfaction-** Graduate satisfaction with the program, as expressed in survey results, has fluctuated over the years. For example, 38.9% of the class of 2000 were either satisfied or very satisfied with the program. This compares unfavourably with the 71.6% of FCAD graduates who felt this way about their programs. By 2006 the situation had improved with 78.5 RSID students feeling satisfied or very satisfied, compared to 86% of FCAD students. In 2009, however, the trend reversed with 47.6% RSID expressing a satisfied or very satisfied view, compared to 77.8% of FCAD graduates. In 2000, the graduating class was entering a workforce that had been affected by a recession. The school had just gone through a significant administrative change with a new chair, which also affected morale and the overall experience for the class. In times of industry uncertainty, students in the graduating class have been known to question the calibre of their education and their applicable skills, thus lowering their satisfaction.

The surveys in 2003 and 2006 showed a substantial increase in satisfaction as stability within the School's administration, along with a flourishing economy, allowed many of the graduates to be secure in their understanding of the curriculum and to be employed prior to graduation. The "new" curriculum (including the new professionally-related and professional electives) had been established and a cohesive mission statement and direction were clear to faculty and students alike.

The final survey in 2009 was reminiscent of that of 2000. With a recession underway, many students once again questioned whether they were prepared for entry into the practice of interior design. In addition, dissatisfaction within the graduating class was noted due to changes in focus within the curriculum in order to adhere to new CIDA standards.

**High Student-to-Faculty Ratio-** The last peer review (2000) indicated that the student-to-faculty ratio was too high. Larger-than-normal studio section sizes have meant group instruction rather than

individual critiques. The combination of a 38% increase in the number of students and loss of three faculty members creates systemic curricular tensions.

**Faculty SRC Output-** Many of the faculty at the School of Interior Design are not career academics. Recruited from practice, they have “grown into” the SRC activities required by the university. Although some faculty members are engaged and productive in their SRC endeavours, there are faculty whose real strength lies in teaching rather than SRC.

**Integration of Technology and the Teaching of Computer Programs-** BIM (Building Information Modelling) as a technology and Revit as a software program may be required in some areas of practice. The use of Revit is not as extensive in Canada as it is in the United States; estimates put Canada at two years behind. Nevertheless, research points to a need for this content area to be part of the program. Using the computer as a design generator has been pushed into the background as the School works to keep its communications curriculum current and relevant to the changing needs of practise. The school has had no dedicated computer lab since the shared FCAD lab was moved to Kerr Hall; it has subsisted on ‘hand-me-downs’ from that lab, placed in the design studio and Design Centre. As well, the school does not have an IT technician.

## 6. PEER REVIEW TEAM (PRT) REPORT

The Peer Review Team<sup>1</sup> (PRT) report and the Department’s response to it (see section 7.2, below) provide further insight into the program.

### *Strengths identified by the PRT:*

1. The program identity is well articulated with a clear mission and goals.
2. There is excellent student integration both within the school and with one another. A community environment is developed through the common spaces, student inter-year interactions and the high-density nature of the school environment. Clear benchmarks are set and rigour is imposed with students from the outset in terms of program expectations.
3. This program gives excellent value for the tuition paid. Facilities are generally excellent and the emphasis on craft and building materiality is a plus and would be the envy of many schools of this caliber.
4. Students are given ample opportunities for "experiential" learning and the program promotes the studio as a fundamental component of learning, where design process is experientially taught. Students get both hands-on experiences and conceptual development of projects. Problem-based learning is at the heart of many of the design studio projects.
5. There has been an effort to develop a diversity of program options, including the initiative to create interdisciplinary electives.

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<sup>1</sup> Members of the PRT were Profs. Tiiu Poldma (PhD, IDEC) and Rachel Pike (ASID, IDEC, IIDA).



6. The Interior Design program clearly complies with the high standards set by CIDA, and also with Ryerson curriculum standards.
7. The program has a strong identity and reputation for high quality in North America.
8. The full time faculty engage in scholarly activity and most are dedicated to advancing interior design as a discipline through an examination of teaching and learning processes.
9. The program has high standards and quality in terms of curriculum and expectations of both professors and students.

*Weaknesses identified by the PRT :*

1. The extremely strong emphasis on studio projects developed from the outset as a set curriculum leaves very little room for student decision-making within the earlier stages of their development.
2. In the final project, the extremely complex nature and smaller scale of the project does not allow for a freer range of development by the student or the development of critical thinking skills that build autonomy.
3. Few NCIDQ qualified professors
4. The core curriculum does not allow for extensive student exploration of allied or interdisciplinary alternatives that would complement their interests. There are few electives; students would like to be able to develop a broader expertise in aligned subjects or in a complementary discipline, or explore topics that interest them which may not be covered within the core curriculum.
5. The high student-teacher ratios are well above the standard within most design and architecture programs of a similar caliber; teaching loads are considered very high for a program of this type and caliber in North America.
6. The facilities appear to be understaffed in some areas, such as the workshop. The Interior Design building was renovated to accommodate a student population of around 250; current enrollment is around 370.
7. The emphasis on professional development limits student exposure to more critical inquiry-based modes of thought and to the research skills required for academic advancement into masters' or doctoral levels.
8. The number of technical staff in the 3-D Workshop and Materials Lab has been reduced in recent years from two full time and one half time to one full and one part time, creating a potential safety problem

*Priorities identified by the PRT:*

1. Heavy teaching loads, high student to faculty ratios, and lack of support personnel undermine the ability to sustain the program's international reputation for innovation and the quality of its graduates. Heavy teaching loads result in less one-on-one contact in studio classes, and large classes in the woodshop can compromise safety as well as lessen the impact of this very strong component of a Ryerson education. Heavy teaching loads can affect the quality of faculty productivity in scholarly research and creative activities.

2. The need to keep up with constantly changing technology, which is especially difficult for programs tied so strongly to the professions. To get quality placements for internship and permanent employment, students must be proficient with the most current hardware and software. This requires ready access to the studio for project design and production, faculty who are trained and accessible both during and outside of class time, and accessible IT support for students and faculty.

3. The lack of feedback available to the administration and faculty concerning student assessment of teaching. Although it does appear that the chair has a very good understanding of the concerns of the students through an "open door" policy and "Town Hall" events, blind assessments of individual faculty can be very powerful tools to improve teaching.

## **7. DEVELOPMENTAL PLAN AND RESPONSE TO PRT REPORT**

**7.1 Developmental Plan-** The school has developed the following goals:

**Goal 1: Build Excellence-** To build on high-quality interior design practice in Canada through: Exemplary education; Current professional practice; Acknowledgement of and engagement with societal issues; Diverse critical approaches to design.

**Goal 2: Expand Multiple Approaches to Teaching and Learning-** Two key areas for development are the first-year student and the fourth-year student. New initiatives for engaging the fourth-year student include enlisting the Advisory Council to hold panel discussions and lectures about making the transition between school and practice and workshops on graduate school choices and the graduate application process. First-year students need help in making the transition from high school to university. While the school has initiated some programs such as the Quick Start and orientation week to target incoming students, they are often lost at sea during that important first six weeks of school. Counselling will be strengthened for this group to provide in-house workshops and support. A critique simulation is planned to help students understand this very important part of the design process. To this end, work has begun with the Interpersonal Skills Teaching Centre.

A new first-year curriculum has been conceptualized to "liberalize" the first-year experience by working with the Arts and Contemporary Studies platform to introduce students to ideas and concepts that would broaden their thinking. The issue of section sizes will also be addressed by negotiating additional resources.

There is a need to refine the final interior design project to be able to maintain interest without the burnout factor now experienced by students. Strategies for independent study modules have been proposed to resolve some of these curricular issues.

The School also wants to explore a co-op program (required or optional) as part of a strategy for greater student engagement with practice and as a way to alleviate some of the pressure of too many students in a building designed for 130 fewer students.

One of the program's challenges has been to balance the need to educate students who are creative, innovative, curious, and skilled in communication, both graphically and orally, with the needs of the profession to have entry-level graduates with technological skills that are rapidly changing as the profession itself responds to external changes in related building professions. Thus, incorporating BIM technologies by teaching Revit in the program would fill a gap that has been identified in the self-study.

**Goal 3: Establish a Master of Interior Design Program-** The introduction of a master's level program is important for the future of the profession of interior design in Ontario as well as vital for the support of research interests of the faculty.

**Goal 4: Promote Excellence through SRC** - This involves strategic hiring for two or three positions that are currently vacant. Given the school's aspirations for a graduate program, it is especially important that new faculty have a strong research interest already in place when they are hired.

**Goal 5: Engage Students in Diverse Cultural and Professional Communities-** At the moment, the Vertical Studio and the IDE special topics courses provide the curricular vehicle. The school wants to create more opportunities with the FCAD schools, as well as other schools at Ryerson, and part of these collaborations will involve making Interior Design curriculum accessible to these schools.

**Goal 6: Make Current Students' Achievements Public-** The year-end show has allowed the school to connect with prospective employers and the public at large to promote the school to the broader community. The School also plans to start to publish the work of the studios, both electronically and in print format.

## **7.2 Response to PRT Report**

**a) Issues with fourth-year projects.** Proposed curriculum changes to the fourth year major project may address the visiting team's remarks regarding balancing the need for graduates with a professional emphasis and providing students with more critical inquiry-based modes of thought and research skills required for advancement into master or doctoral levels. Current students who do choose to pursue graduate studies have been highly successful in a variety of programs in North America and beyond. Preparation for postgraduate work in the existing curriculum does not seem to be an issue. The changes proposed for the fourth year project combine the length of a full-year project while maintaining the studio model rather than the thesis model (the latter model to be part of the planned graduate program).

**b) Set Core Curriculum/Limited Choices.** More courses can be added to the published list in the PR table to address the issue of breadth. The new undergraduate curriculum model approved by Senate as a response to these concerns should allow for greater student choice and help prepare students for an increasingly multidisciplinary professional world. The call to greater choice has to be balanced with maintaining the program's distinctiveness.

**c) High Student-Faculty Ratio/High Teaching Loads (Identified as a Priority by the PRT).** The extensive curriculum adjustments and initiatives undertaken by the school cannot by themselves solve systemic problems of too large classes, decreasing student contact, too many stand-up hours impacting negatively on the faculty's ability to negotiate teaching, service and SRC, and inevitable faculty burn-out. Maintaining the academic environment which fosters creative output at a high level is dependent on many factors not the least of which are interaction with students and a strong studio environment. In order to promote excellence, we count on faculty to deliver hands-on workshops, and to provide important learning opportunities outside the classroom through charrettes and interactions with the design profession and community partners. It is faculty's decreasing ability and willingness to participate in these activities (given the aforementioned burnout) that are causes for concern. Remaining among the top three interior design schools in the world should be a priority for the university.

**d) Lack of Staffing/Dated Infrastructure.** Investment in upgrades to facilities and additional staff are called for. Sharing of technical staff with other FCAD Schools helps, but it is not a long-term solution. Safety in the workshop is currently being addressed by better training of lab monitors and more thorough shop orientation for every first year student. The School has also created a faculty coordinator position for the workshop to act as a liaison between faculty and the workshop staff.

**e) To Keep Current with Technology (Identified as a Priority by the PRT).** The School's response has been to hire CUPE instructors who are still intimately involved on a day-to-day basis with the profession. However this practice has increased the knowledge gap between the full-time faculty and the students and the CUPE instructors. Full-time faculty should be trained in new technology as well. This is especially crucial given the fact that computer technology is now being increasingly used as a design tool rather than as a technical or communication tool.

## **8. The PRT REPORT- RESPONSE FROM THE DEAN**

Ryerson's revised program review policy (IQAP) requires that Faculty Deans also provide a response to the PRT report. The following comments come from the Dean of FCAD's response to the Interior Design PRT. The Dean has indicated that these recommendations should ideally be addressed in the three to five year time frame.

### *Recommendations from the Dean:*

1. The School should develop a five-year plan to update its technological infrastructure and keep it at levels of currency required by the industry.

2. Faculty should be encouraged in the strongest possible terms to familiarize themselves with the latest technologies.
3. The School should pursue its nascent plan to develop a Master program in Interior Design with greater urgency. It is suggested that the next two faculty hires have credentials consistent with offering graduate-level education.
4. The School should consider introducing challenging “general interest courses” in Interior Design that might attract students from other Schools and Faculties on campus.
5. The School should consider introducing a broader range of professionally-related electives to provide students with a broader range of courses that can be aligned with the program’s core courses.
6. Subject to available funding, the University should hire an IT/Lab technician to reduce the student-to-staff ratio and counteract possible safety hazards resulting from overcrowding. This should also free up faculty from additional supervision of students and reduce burnout.
7. Subject to available funding, the University should dedicate one of its future faculty hires to Interior Design, ideally for the 2013/14 hiring cycle.

## ASC Evaluation

The ASC assessment of the periodic program review of the *Bachelor of Interior Design* and its recommendations are as follows:

While the School of Interior Design has mapped the content of its courses to UDLEs, it has by-passed a vital step on the curriculum development pathway: the definition of program curriculum goals and the mapping of these both to course content and to the UDLEs statements. Experience has shown that the effort of a program to define clearly its curricular goals, in terms of learning outcomes, has great value for ensuring curricular coherence, avoiding redundancy, and for identifying flexibility. In light of this, **ASC recommends that a full UDLEs analysis of the program be completed and presented in a follow-up report.**

While the School has identified a number of possible reasons why graduate satisfaction with the BID program is low, **ASC recommends that the sources of this low satisfaction be further explored.** The School may wish to hold focus group sessions for recent graduates, for example. In addition, **the ASC asks that the School identify additional strategies that might improve the program’s performance in this context and present these in a follow-up report.**

## Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of

Communication and Design and the Provost and Vice President Academic by the end of June, 2013.

## **Recommendation**

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

*That Senate approve the Periodic Program Review of the Bachelor of Interior Design degree program.*

## **E. PROPOSED BACHELOR OF ARTS PROGRAM IN CREATIVE INDUSTRIES**

### **1. PREAMBLE**

The Faculty of Communication and Design proposes a four-year academic program leading to the degree of *Bachelor of Arts in Creative Industries*. This 42-course program has a target intake of 100 full time equivalent students and the proposed launch date is Fall 2013.

The term Creative Industries is used in a generic sense to refer to those copyright-driven industries that conceive, produce, distribute and commercialize creative content and that tend to share, to varying degrees, a number of common attributes. Most of the enterprises in this sector tend to be small scale, though the distribution companies associated with them may be very large. Many rely on customer perception as a basis of economic value; for such enterprises, copyright is fundamental to their business models, and the right to use their product is often of greater value than the product itself. Businesses in this sector tend to operate with a very high degree of risk and unpredictability, have distinctive patterns of work and organization, and display a very strong sensitivity to public regulatory, revenue and cultural policies.

Typically these industries are distinguished by the polarization between “suits” and “creatives” – between creative practitioners and those who manage and commercialize the creative process. A goal of the proposers is to bridge this divide through an academic program that provides opportunities for studies in two of these creative fields, delivers courses in creativity theory and the management of creativity, incorporates core courses in intellectual property, business and entrepreneurship, and provides a curriculum through which students will learn how these industries function as creative enterprises and acquire the requisite skills and knowledge to obtain employment in this expanding economic sector.

Potential careers for graduates are as diverse as the Creative Industries themselves. They can be categorized under the broad headings of media (print and electronic), live entertainment and performance, heritage and visual arts, design and advertising as well as in policy/government organizations.

Unlike existing FCAD schools, the proposed B.A. Program in Creative Industries will focus on an industrial sector rather than a specific discipline or professional field. The study of the Creative Industries allows for opportunities for interdisciplinary study and research connecting economists, urban planners, creativity theorists, business researchers, public and cultural policy specialists with fine and performing arts scholars, artists, designers, media producers and others. It is expected that the interdisciplinary faculty complement recruited for the new program will offer the potential for expanding the academic and research expertise available in FCAD, thereby enlarging the Faculty's research and scholarly capacity and providing a broad spectrum of new course areas that will be applicable and beneficial to students enrolled in programs across the Faculty and University.

The Creative Industries as a discipline of study and research entered Canadian academe in 2008 when the Conference Board of Canada sponsored an international conference in Ottawa. Despite this, today there still exist no postsecondary programs in Canada or the United States that clearly identify themselves with the nomenclature of this nascent discipline. The proposed program purports to fill this vacuum.

The proposal also responds to the central role that Toronto plays in this sector and the growing scope of the Creative Industries within Canada and their steadily expanding share of the country's GDP.

At its core, the proposed curriculum provides students with exposure to fields of creative endeavour as well as to business essentials. These themes are framed on a backbone of Creative Industries core courses and integrated via an experiential learning-based capstone experience. The curriculum imparts a combination of core competencies and core knowledge areas appropriate to the Creative Industries as an industrial sector. The curriculum is, by both nature and by design, highly interdisciplinary. This is appropriate given the diversity of the creative industries and the need to bridge the gap noted above.

## **2. ADMISSION REQUIREMENTS**

OSSD with six Grade 12 U/M courses including Grade 12 U English (ENG4U)/Anglais (EAE4U).

NOTES: A grade of 70 percent or higher will be required for ENG4U/EAE4U; Subject to competition, candidates may be required to present averages/grades above the minimum. Candidates are encouraged to include one Grade 12 U/M Arts course and/or Grade 11 U/M or Grade 12 M Business Studies course in their Grade 11/12 course selection.

## **3. ENROLLMENT, RESOURCES AND IMPLEMENTATION**

The annual enrollment target is 100 students. The proposed program requires a total of 13.2 FTE faculty hires. Of these only 4.6 FTEs are slated as new hires in *Creative Industries*, to be phased in over the four-year roll out period. The financial analysis provided by the University Planning Office indicates the program is viable with this target and this level of faculty resource requirement.

If approved, the proposed new program in *Creative Industries* will start in Fall 2013.

#### 4. CURRICULUM

**General Aspects:** The 42-course curriculum is designed to impart a combination of core competencies and core knowledge areas appropriate to the creative industries as an industrial sector. *Core competencies:* oral and written communication; collaboration and cross-functional teamwork; Information and Communication Technology literacy; critical thinking and research design and methodology. *Core knowledge areas:* communication, innovation and entrepreneurship, intellectual property and copyright law, creativity theory, human resources, business and management.

A 32-course program core content is comprised of 9 CRI (Creative Industries) required courses and 2 CRI electives; two core communication courses and one core course delivered by the School of Urban and Regional Planning; 12 “creative-content” courses (i.e. two creative content modules of 6 courses each); and a 6-course business module. A total of 6 liberal studies electives and four professionally-related electives complete the degree requirements.

The curriculum is summarized in tabular form on the following pages.

**Creative Content Modules:** The two required six-course creative content modules are based on courses designated as professional electives. Students choose two creative content modules from the following available modules: Communication Practice; Communication Studies; Concept to Reality: Publishing and Printing; Interior Design: Humanscale for Creative Thinkers; Media Business; Storytelling in Media; Performance Studies; The Business and Practice of News; The Art and Business of Film; The Culture Industry; Curatorial Practices; The Fashion Industry: Markets, Aesthetics and Creativity. A number of these modules will be offered to Ryerson students as minors if the proposed *Creative Industries* program is approved by Senate.

**New Curriculum Framework:** It should be noted that the proposed curriculum is consistent with the new curriculum framework approved by Senate in June, 2011. The proposal does not list Professionally Related electives in anticipation of the full implementation of the new framework. If the proposed program launches in 2013, the part of the curriculum which includes Professionally Related electives will not roll out until the 2015/2016 academic year.

**The Business Module:** The six-course business module is a program requirement for all students. Its content is essentially the same as that of the Business Essentials Minor except that there are four required courses in the module, three in the Minor.

**Mode of Delivery:** For the most part, curriculum will be delivered in conventional lecture and seminar format. The core curriculum does provide a limited number of studio courses in years two to four, and there are experiential learning opportunities as described below.

**Experiential Learning:** The capstone course, CRI 800 *Managing and Strategizing Creative Enterprises*, is intended to culminate the central themes of the curriculum, including intellectual property, digital technology, business studies, facilitation and management of the creative process, research methods



and creative enterprise development, and to synthesize the program's dual focus on Creative Industries as both creative process and commercial activity. CRI 800 serves not only to integrate the diverse strands of this interdisciplinary curriculum but also to connect it functionally to the mandatory work placement.

**Curriculum in Tabular Form**

<b>YEAR 1</b>	
<b>FALL</b>	<b>WINTER</b>
CRI 100: Creative Industries Overview: Critical Approaches to Interdisciplinary Study	CRI 200: IP Issues in the Digital Age
Creative Content Module A	Creative Content Module A
PLG XXX: Imagining the Creative City (School of Urban Planning)	CMN XXX: Text and Image: Analysing Persuasion (ProCom)
BSM 100: The New Business: From Idea to Reality	BSM 200: The Growing Business: Breaking Even
Lower Level Liberal Study	Lower Level Liberal Study

<b>YEAR 2</b>	
<b>FALL</b>	<b>WINTER</b>
Creative Content Module A	Creative Content Module A
Creative Content Module B	Creative Content Module B
CRI 300: Digital Design Studio	CRI 400: Entrepreneurship in Creative Industries
Business elective	Business elective
Lower Level Liberal Study	Upper Level Liberal Study

<b>YEAR 3</b>	
<b>FALL</b>	<b>WINTER</b>
Creative Content Module A	Creative Content Module A
Creative Content Module B	Creative Content Module B
CMN XXX: Contemporary Business Communication in CI (ProCom)	CRI 600: The Creative Imagination
FIN 305: Financial Management	BSM 600: The Mature Business: Market Dominance or Failure
CI Elective/PR Elective*	CI Elective/PR Elective*
Upper Level Liberal Study	Upper Level Liberal Study

<b>YEAR 4</b>	
<b>FALL</b>	<b>WINTER</b>
Creative Content Module B	Creative Content Module B
CRI 700: Human Resources Management in the Creative Industries	CRI 800: Managing and Strategizing Creative Enterprises and Capstone Project
CRI 710: Creative Industries Research Methodologies	CRI 810: Tantrums, Taunts and Trauma: Creative Work through Negotiation, Collaboration and Cross-Functional Teamwork
CI Elective/PR Elective (2 courses)*	CI Elective/PR Elective (2 courses)*

\*In Years 3 and 4, students must complete 2 Creative Industries electives and 4 Professionally-Related electives.

<b>Creative Industries ELECTIVES (2 REQUIRED)</b>	
<b>ODD YEARS</b>	<b>EVEN YEARS</b>
CRI 410: Government and Advocacy for the Creative Industries	CRI 410: Government and Advocacy for the Creative Industries
CRI 420: From Writer to Reader	CRI 420: From Writer to Reader
CRI 430: Canadian Media and Entertainment Industries	CRI 500: Project Management
CRI 500: Project Management	CRI 510: Art and Business of Gaming
CRI 520: Design Management	CRI 530: Talent Management
CRI 540: Marketing the Creative Industries	CRI 550: The Book in Canada from the 20 <sup>th</sup> Century until Today
CRI 610: Public Relations and the Press	CRI 620: Live Entertainment and Event Marketing
CRI 630: Advertising Theory and Practice	CRI 640: Global Entertainment and the Cultural Marketplace
CRI 650: The Business of Book Publishing	CRI 660: Ethical Issues and Practices in the Creative Industries
CRI 720: Media Regulation and Communication Policy	CRI 730: Strategic Leadership in the Creative Industries
CRI 750: Emerging Technologies in Cyberspace	CRI 810: Global Licensing and Distribution Agreements
CRI 820: Cultural Policy	CRI 830: Management of 'Soft Innovation'

**Breadth vs Depth:** The CRI courses are the framework upon which the curricular progression rests. Prerequisite requirements governing the progress of students through the curriculum with an illustrative flow chart is provided below:

#### Prerequisite Requirements

CRI 100 (Yr 1) *Creative Industries Overview: Critical Approaches to Interdisciplinary Study*

CRI 200 (Yr 1) *IP Issues in the Digital Age*. Prerequisite: CRI 100 or departmental consent

CRI 300 (Yr 2) *Digital Design Studio*. Prerequisite: CRI 200

CRI 400 (Yr 2) *Entrepreneurship in the Creative Industries*. Prerequisite: CRI 200 or departmental consent

CRI 600 (Yr 3) *The Creative Imagination*. Prerequisite: CRI 200

CRI 700 (Yr 4) *Human Resources Management in the Creative Industries*. Prerequisites: CRI 600 and BSM 600

CRI 710 (Yr 4) *Creative Industries Research Methodologies*. Prerequisite: CRI 600

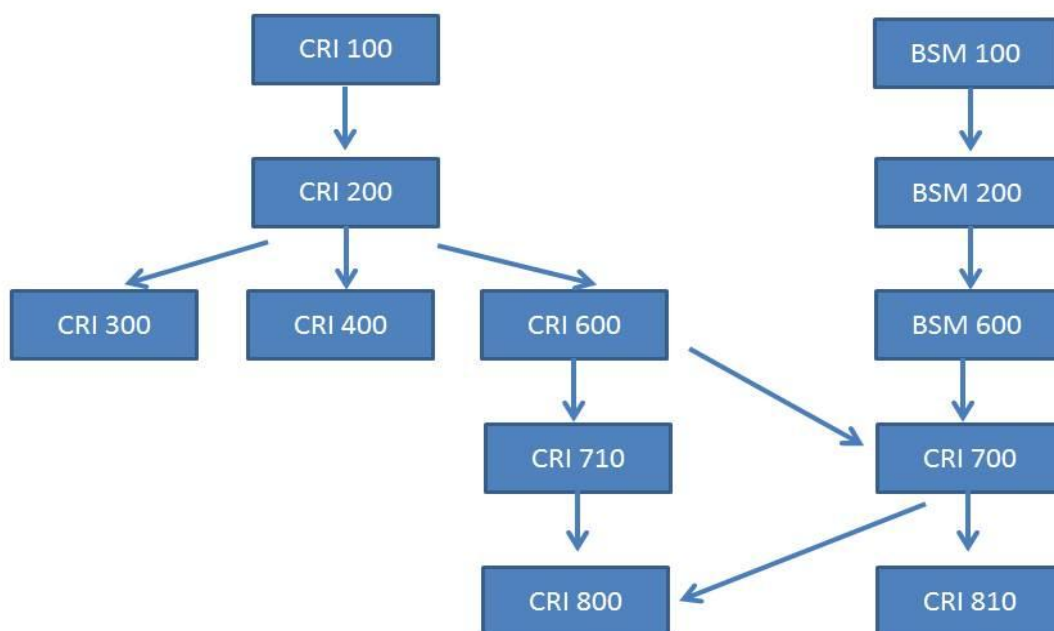
CRI 800 (Yr 4) *Managing and Strategizing Creative Enterprises*. Prerequisites: CRI 700 and CRI 710

CRI 810 (Yr 4) *Tantrums, Taunts and Trauma. Creative work through Negotiation, Collaboration and Cross-functional Teamwork*. Prerequisite: CRI 700

BSM 100 (Yr 1) *The New Business: From Idea to Reality*

BSM 200 (Yr 1) *The Growing Business: Breaking Even*. Prerequisite: BSM 100

BSM 600 (Yr 3) *The Mature Business: Market Dominance or Failure*. Prerequisite: BSM 200



This chart indicates how required courses in the business module feed into and are integrated with upper level CRI courses and how the core CRI courses build depth incrementally through the program as students proceed toward their capstone course (CRI 800) and projects in fourth year.

**Curriculum Objectives:** Program goals and student learning outcomes are detailed in Appendix 4 of the proposal. To summarize, the program's goals are to provide the students with the following:

1)... contribute productively to the operation of Canadian Creative Industries by applying a synthesized knowledge of the economic, legal, political, and technological environment in which they function together with an understanding of how these enterprises communicate and how they are managed.

- 2)... demonstrate an entrepreneurial capacity to engage in independent learning and to transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production.
- 3)...facilitate the work of artists, writers, designers and media makers by applying an integrated knowledge of creative and production processes (both individual and system-based) and of funding and investment structures, and by recognizing and responding to future challenges and opportunities in their sector.
- 4)... communicate effectively in oral and written formats, using a range of media that are widely used in creative enterprises.
- 5)... conduct research relevant to cultural and industry issues, formulating appropriate research questions and conceptual frameworks; employing data collection techniques and appropriate quantitative and qualitative tools and methodologies
- 6)... implement and manage projects requiring problem-solving, teambuilding, negotiating and collaborative work practices.
- 7) ... put to use a range of ICT (information communication technology) skills and an understanding of the ways in which emerging technologies and applications are reshaping creative and business processes so as to assist creative enterprises with recognizing and responding to technological change.
- 8) ... integrate aesthetic sensibility with business acumen by applying a critical knowledge of the aesthetic, theoretical and historical development of one or more creative subsectors to practical realities of production, promotion, distribution and consumption.

**Ryerson University Degree Level Expectations RUDLEs):** Appendix 4 of the proposal presents an analysis of how the proposed courses map to the program-level goals and how these in turn map to the RUDLEs (Senate Policy 112). The mapping tables indicate how individual courses and clusters of courses support both program and OCAV DLEs at an introductory, reinforcing or proficiency level.

**Distinctiveness of the Curriculum:** As noted in the preamble section, there is no program comparable to the one described here currently offered at a Canadian university.

## 5. STUDENT DEMAND

Over the past three admission cycles (2008-2010) an average of 104 applicants (101s only) per year with Grade 12 grades above 90% were not accepted by FCAD schools, and an average of 1,010 applicants per year with Grade 12 grades between 80% and 89.9% were not accepted. These highly qualified students represent a considerable prospective pool of candidates for the proposed program.

## 6. THE PEER REVIEW TEAM (PRT) REPORT AND RESPONSES FROM THE PROPOSING UNIT

As mandated by Senate Policy 112, a team<sup>2</sup> of peers visited Ryerson on October 13 - 14, 2011 to evaluate the proposed Bachelor of Arts degree program in Creative Industries. The PRT endorsed the Creative Industries proposal: its rationale and societal need, its curriculum design and content, faculty resources, and the capacity of the Faculty of Communication & Design and its partnering faculties and departments to deliver an academic program of high quality.

The PRT made a number of recommendations to improve the program. These are presented below, along with the responses from the Creative Industries Proposal Team (CIP):

### 1. Currency/Rigour/Coherence of the Curriculum:

- a) Recommend development of a music module in the near term.
- b) Consider blending the communication studies and communication practice modules or combine them into a single module with student self-selected focus on studies or practice.
- c) Consider creation of new modules in the future including Interior Design and Architecture.

Responses from the CIP Team:

1a) Enrollment targets can be met without a music module. Still, a music module is desirable and RTA has committed to develop and propose a module focused on sound and music production and the music industry. This additional module will be submitted to ASC for consideration at a later date, but prior to program launch.

1b) Adjustments have been made to the objectives and courses of the Communication Studies module to sharpen its focus on approaches to communication theory. This should provide sufficient differentiation from the Practice Module.

2) Appropriateness of Program Goals and Learning Objectives: Streamline the list of program goals and objectives. Alternatively, prioritize them with respect to expected new media skills.

Response from the CIP Team: The CIP has decided not to adopt this recommendation. The CIP views the current comprehensive set of goals/outcomes as best suited to the challenges of building an innovative new curriculum from the ground up and guiding an interdisciplinary cohort of faculty with respect to curriculum development, pedagogical techniques and creative programming.

### 3) Internships/Electives/Minors/Collaborative Work/International Students

#### a) Internships-

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<sup>2</sup> The team was composed of Profs. L. Epstein (Drexel University) and C. Murray (Simon Fraser University).

(i) Unpaid internships be granted academic credit.

CIP Response- This aspect already exists in the assignment of course weight (Pass/Fail) of internships to the capstone courses CRI710 and CRI800.

(ii) The number of internship hours be increased from ~135 (capstone course) to about 400 or more.

CIP Response: Discussion with the PRT has resulted in adjustment in hours devoted to internships. The minimum is now 240 h which can be taken in the summer between Y3 and Y4.

(iii) The second capstone be required of all students, not just the best performers.

CIP Response: The “second internship” referred to by the PRT is a multi-term paid co-operative experience spread over at least two summer terms. The CIP has viewed such placements to be limited in number due to the high concentration of micro-businesses in the sector with no means to offer salaried positions; thus CIP has proposed to offer them on a selective basis to high achieving and highly motivated students.

(iv) The scope of internships be expanded to include non-traditional forms of work that reflect emerging industry trends (e.g., self-directed and entrepreneurial internships under faculty supervision).

CIP Response: The CIP has determined that this model is unsuitable to the proposed program and will not adopt this recommendation.

b) Students should be given more opportunities to take CI elective courses to broaden their expertise in managing the creative process. This would be achieved via replacement of one module with 6 CI electives.

Response: The CIP fully supports this recommendation. As a result, a provision has been added to section 1.3 and to the calendar format in section 1.4 (b) that affords students the opportunity to petition the program to replace one creative-content module with a selection of six courses from the Creative Industries elective list.

c) CI graduates be granted credit for competing the Minor in Business Essentials

CIP Response: The CIP welcomes and strongly endorses this recommendation. CIP requests Academic Standards Committee to explore whether the current minors policy can be interpreted in such a way as to accommodate this recommendation.

d) Include collaborative coursework components in many of the CI courses as this work mode reflects industry norms

CIP Response: The CIP views this recommendation to be sound advice. The prevalence and value of collaborative work practices in the Creative Industries cannot be over emphasized. Further, the

collaborative model is already included in the mode of delivery (team-based projects, group work) of many of the proposed program courses.

e) Develop opportunities for international student exchange experiences

CIP Response: The Faculty of Communication & Design is actively exchanging students with 25 foreign universities, and the CIP team looks forward to involving Creative Industries students in future exchanges with many of these institutions.

4) Faculty Hires: The PRT agrees with the proposed number of new faculty hires (4) but recommends (i) an additional hire in TRSM to support the business aspects of the program and (ii) a more liberal arts/political economy focus to one of the hires. At least half the hires should be at the Associate or higher level.

CIP Response: The CIP agrees with the idea to hire at least 2 faculty at the Associate or higher level. The Dean of TRSM is supportive of an additional hire in Business Management to support the CI program.

5) In collaboration with the VPRI and the Dean of FCAD, identify and strengthen areas of existing but unrealized research potential in areas related to the Creative Industries and entrepreneurship.

CIP Response: The CIP team acknowledges these recommendations and will work with the relevant parties to build research capacity in academic fields related to the Creative Industries.

6) The PRT expressed the view that the proposed levels of support staff and infrastructure are “adequate and among the best in the country”. However, they believe that the funds set aside for curriculum development in the costing documents are too low. They recommend that such funds be rolled out with increasing increments over three years. They also recommend three years of funding for marketing, not just one year, and a dedicated budget for TAs.

CIP Response: The CIP shares most of these budgetary concerns and particularly those pertaining to curriculum development and marketing funds. We will encourage the University Planning Office to review these estimates in light of the PRT’s recommendations in the hope that a multi-year allocation in both areas can be provided. With respect to teaching assistantships we note that the PRT has overlooked the allocation of \$46,000 annually at steady-state enrolment.

Additional comments provided by the CIP include:

**Diversity:** The PRT suggested development of future curricular elements addressing “reference to immigration, the demand for diasporic, third language cultural production, and the emerging hybridities of identity, production and audience reception in the creative industries”. The CIP team agrees with this and will work towards this over time.

**Governance:** The PRT pointed out pitfalls with governance of an interdisciplinary program with cross-appointed faculty. The CIP is mindful of these concerns and will work with the Dean of FCAD and Provost



to develop benchmarks for evolution into an autonomous unit that can offer both undergraduate and graduate level programming.

**Business Content:** The PRT recognizes the centrality of the Business module to position graduates to be the link between “the creatives” and “the suits”. They also cautioned, however, that the experimental design of this module might present “some risks in terms of rigour and coherence”. The Dean of TRSM is aware of these concerns and has expressed confidence that the module as formulated will provide students with the skills they need. Further, students have the opportunity to deepen their expertise through the available PREs (“open electives”) if they so choose.

## 7. ASC EVALUATION

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

Overall the ASC considers the program design to be strong, innovative and well suited to meet the stated program goals. This is a very interdisciplinary curriculum, and an excellent example of the opportunities that can be achieved through inter-Faculty collaboration.

The ASC opposes the PRT recommendation to grant students the Minor in Business Essentials for completion of the business module in the BA degree. This is partly because they have slightly different curricula, but it is mainly because it is giving double credit (“double dipping”) for curriculum that is deemed to be central to the BA. The ASC notes that the Creative Industries team is interested in launching a Minor in Creative Industries at a later date and is fully supportive of that idea.

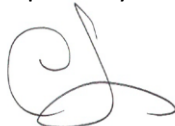
The PRT also recommended that students be given more opportunities to take CI elective courses to broaden their expertise in managing the creative process. This would be achieved via replacement of one module with 6 CI electives. The ASC cannot endorse this recommendation as it results in a less focused curriculum together with significant administrative implications which are not supportable in the early phases of program launch.

## Recommendation

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

*That Senate approve the Bachelor of Arts in Creative Industries degree program.*

Respectfully Submitted,



Chris Evans, Chair for the Committee

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*ASC Members:*

Keith Alnwick, Registrar

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jennifer Cartwright, Ted Rogers School of Management, Business Management, Student ASC Member

Naomi Eichelau, Librarian, Library

Chris Evans, Vice-Chair and Vice Provost Academic

Jacob Friedman, Faculty of Engineering, Architecture, and Science, Mechanical and Industrial Engineering

Noel George, Faculty of Engineering, Architecture, and Science, Chemistry and Biology

Jacqui Gingras, Faculty of Community Services, Nutrition

Des Glynn, Chang School of Continuing Education

Andrew Hunter, Faculty of Arts, Philosophy

Suanne Kelman, Faculty of Communication and Design, Journalism

Tim McLaren, Ted Rogers School of Management, Information Technology Management

Pamela Robinson, Faculty of Community Services, Urban and Regional Planning

Diane Schulman, Secretary of Senate, Non-voting ASC Member

John Turtle, Faculty of Arts, Psychology

Andrew West, Faculty of Arts, Politics, Student ASC Member