

**RYERSON UNIVERSITY**

**SENATE MEETING AGENDA**

*Tuesday, April 3, 2012*

SENATE MEETING AGENDA

Tuesday, April 3, 2012

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

- Senate Discussion Topic: Student Experience
- 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 March 6, 2012 meeting*
- 5. Matters Arising from the Minutes
- 6. Correspondence
- 7. Reports:
  - Pages 5-8 7.1 Report of the President
    - Pages 9-13 7.1.1 President’s Update
    - 7.1.2 Achievement Report
  - Pages 14-15 7.2 Reports:
    - Page 16 7.2.1 Report of the Vice President Administration – J. Hanigsberg
    - 7.2.2 Report of the Vice Provost Students – H. Lane Vetere
  - Pages 17-19 7.3 Report of the Secretary
    - 7.3.1 Senate Election Results – 2012-2013
  - Pages 20-23 7.4 Committee Reports
    - 7.4.1 Report #W2012-3 of the Academic Governance and Policy Committee:  
**Motion #1:** *That Senate approve the name of the Department of French and Spanish be changed to Department of Languages, Literatures and Cultures, effective fall 2013.*
    - Pages 24-30 7.4.2 Report #W2012-1 of the Senate Priorities Committee
    - Pages 31-34 7.4.3 Report of the Scholarly Research and Creative Activity Committee

7.4.4 Report W2012-3 of the Academic Standards Committee

**Motions #1:** *That Senate approve the proposed change to the name of the Bachelor of Arts in Early Childhood Education program to Bachelor of Arts in Early Childhood Studies.*

**Motion #2:** *That Senate approve the proposed Certificate in Financial Mathematics Modeling.*

**Motion #3:** *That Senate approve the proposed Optional Specialization in Digital Entrepreneurship and Innovation.*

**Motion #4:** *That Senate approve the proposed Bachelor of Science degree program in Financial Mathematics.*

8. Old Business
9. New Business as Circulated
10. Members' Business
11. Consent Agenda
12. Adjournment

<b>MINUTES OF SENATE MEETING</b>			
<b>Tuesday, March 6, 2012</b>			
<b>MEMBERS PRESENT:</b>			
<b>Ex-Officio:</b>	<b>Faculty:</b>		<b>Students:</b>
K. Alnwick	T. Antimirova	J. Saber	S. Bentley
J. P. Boudreau	R. Banerjee	A. Saloojee	H. Canas
G. R. Chang	R. Boyagoda	C. Schryer	K. El Sayed
W. Cukier	D. Chant	M. Sharpe	S. El-Tawil
C. Evans	D. Checkland	J. Turtle	T. Ly
G. Fearon	R. Church	N. Walton	W. Manzoor
U. George	D. Denisoff	K. Webb	A. McAllister
J. Hanigsberg	M. Dionne	A. Wellington	G. Morshed
G. Hauck	L. Fang	Z. C. Zhuang	S. Ortiz
J. Isbister	A. Ferworn		U. Asagwara
K. Jones	A. Furman		V. Ovoian
A. Kahan	L. Lavallée		M. Palermo
M. Lachemi	V. Lem		L. Salvador
H. Lane Vetere	D. Mason		R. Zanussi
M. Lefebvre	A. Miri		
S. Levy	R. Ravindran		
J. Mactavish	A. Rauhala		
A. Shepard	D. Rose		
P. Stenton			
<b>SENATE ASSOCIATES:</b>			<b>ALUMNI:</b>
M. Lee Blickstead			T. Barnett
A. M. Brinsmead			C. Demetriades
F. Tang			
<b>REGRETS:</b>	<b>ABSENT:</b>		
K. Brown	H. Alighanbari		
M. Braun			
M. Coomey			
D. Elder			
N. Hamzavi			
J. Girardo			
J. Martin			
K. Raahemifar			

## SENATE MINUTES

Tuesday, March 6, 2012

- Senate Discussion Topic: 2010-2011 NSSE Report  
Memo – Survey of Student Engagement 2011: Highlights of Result – P. Stenton
  1. Call to Order/Establishment of Quorum
  2. Approval of Agenda  
Moved by D. Rose; seconded by R. Ravindran  
**Motion approved.**
  3. Announcements
  4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the January 24, 2012 meeting*  
Moved by K. Alnwick; seconded by L. Fang  
**Motion approved.**
  5. Matters Arising from the Minutes
  6. Correspondence - none
  7. Reports:
    - 7.1 Report of the President
      - 7.1.1 President's Update
      - 7.1.2 Achievement Report
      - 7.1.3 Announcement of Honorary Doctorates
    - 7.2 Deans' Report:
      - 7.2.1 Report of the Dean - Arts – J. P. Boudreau
      - 7.2.2 Report of the Dean - Yeates School of Graduate Studies – J. Mactavish
    - 7.3 Report of the Secretary  
- Senate Election Candidates – 2012-2013
    - 7.4 Committee Reports
      - 7.4.1 Report #W2012-2 of the Academic Governance and Policy Committee:  
G. Hauck moved all motions.  
  
**Motion #1:** *That Senate approve Policy 159, Academic Accommodation of Students with Disabilities as presented.*  
S. Bentley seconded  
**Motion approved**  
  
**Motion #2:** *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the requirements for a Probationary Contract.*  
K. Alnwick seconded  
**Motion approved**

**Motion #3:** *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to denial of program reinstatement for a second time.*

C. Schryer seconded

**Motion approved**

**Motion #4:** *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to rounding of percentage grades.*

C. Schryer seconded

**Motion approved**

**Motion #5:** *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the completion of INC grades.*

D. Mason seconded

**Motion approved**

7.4.2 **Report of the Nominating Committee:**

**Motion:** *That Senate approve the nominee for the Chang School representative on Senate as presented in this report.*

G. Hauck moved; S. Bentley seconded

**Motion approved**

7.4.3 Report W2012-2 of the Academic Standards Committee:

C. Evans moved all motions

**Motion #1:** *That Senate approve the proposed change to the name of the Bachelor of Arts in Early Childhood Education programs to Bachelor of Arts in Early Childhood Studies.*

K. Jones seconded.

The motion was tabled for next Senate meeting in order to check funding ramifications with the Ministry.

**Motion #2:** *That Senate approve the proposed modifications to the admission requirements for Bachelor of Engineering degree programs.*

L. Lavallee seconded

**Motion approved**

**Motion #3:** *That Senate approve the proposed phase out of Learning Edge Laptop Program for the Bachelor of Business Technology Management degree program.*

T. Barnett seconded

**Motion approved**

**Motion #4:** *That Senate approve the proposed Certificate in News Studies.*

L. Lavallee seconded

**Motion approved**

**Motion #5:** *That Senate approve the proposed Bridging Certificate in Project Management from the Chang School.*

T. Barnett seconded

**Motion approved**

**Motion #6:** *That Senate approve the proposed professional development Certificate in Health Studies from the Chang School.*

T. Barnett seconded

**Motion approved**

**Motion #7:** *That Senate approve the proposed curriculum modifications to the Bachelor of Commerce programs in Accounting and Finance.*

L. Lavallee seconded

**Motion approved**

**Motion #8:** *That Senate approve the Periodic Program Review of the Bachelor of Computer Science degree program.*

D. Mason seconded

**Motion approved**

**Motion #9:** *That Senate approve the proposal for a new Bachelor of Arts degree program in Professional Communication.*

L. Lavallee seconded

**Motion approved**

8. Old Business
  - 8.1 Curriculum Renewal Update – C. Evans
  - 8.2 *Ad hoc* Committee on Implementation of Fall Reading Week – K. Alnwick

9. New Business as Circulated

10. Members' Business

**MOTION:** Be it resolved that Senate hereby extends its deepest thanks to Dr Diane Schulman for her years of dedicated service and exemplary leadership, and extends its best wishes to her in her future endeavours.

D. Checkland moved, all Senators seconded.

**Motion approved.**

11. Consent Agenda

12. Adjournment Meeting was adjourned at 6:50pm.

Respectfully submitted,

Diane R Schulman, PhD  
Secretary of Senate

**Ryerson University**  
**President's Update to Senate**  
**April 3rd, 2012**



Everyone Makes a Mark

**Governor-General visits Digital Media Zone** – On March 14th Ryerson was very pleased to welcome Their Excellencies The Right Honourable David Johnston, Governor General of Canada, and Mrs. Sharon Johnston, on a visit to the Digital Media Zone. Ryerson was the first stop on a Toronto tour of distinctive innovation hubs, and thanks are extended to Chancellor Chang and Provost Alan Shepard for acting as hosts, to senior administration and DMZ leaders, and most of all to students and project teams for a showcase of creative entrepreneurship and productivity.

**Board of Governors Elections** – The results of the Board elections were announced on March 9th. I am very pleased to welcome new Board members: George Kapelos, Architectural Science (teaching faculty); Carrie-Ann Bissonnette, Manager, Ryerson Digital Media Zone (administrative staff), and students Stephen Kassim, 4th yr Politics and Governance, Faculty of Arts; Gerald Mak, 4th yr Business Communications, TRSM; and Angelo Piroz, 4th yr Accounting, TRSM and President of the Ryerson Commerce Society. The voting period for alumni is June 18-29th.

**Welcome** –

- *Fred Wah*, Canada's poet laureate and Governor General's Award winner, appointed by the Department of English as its first writer-in-residence for the month of March.
- *Linda Schuyler* and *Lance Weiler*, internationally acclaimed film and television producers, joining the RTA School of Media as Distinguished Visiting Producers in Residence.

**Black History Month** – The 4th annual Viola Desmond Day Awards Ceremony was held on March 5th, honouring notable women in Canada's history: inspired by Viola Desmond, who refused to move from her seat in a whites-only section of a movie theatre in 1946; the Hon. Jean Augustine, the first black woman elected to parliament; Violet Blackman, one of the founding leaders of the Universal Negro Improvement Association; and Nancy Morton, a human rights advocate who challenged the legality of enslavement. The 2012 recipients are:

- *Hon. Jean Augustine Faculty Award*: Camille Hernandez-Ramdwar, Department of Sociology
- *Violet Blackman Staff Award*: Marilyn Husbands, Learning Success Centre
- *Nancy Morton Student Award*: Tameika Green-Crane, 4th yr Occupational & Public Health
- *Viola Desmond Award*: Alexandria Green, Earl Haig Secondary School

Special thanks to the Black History Awareness Committee for organizing the event, which has become a highly-anticipated celebration of significance during Black History Month on campus.

**Ted Rogers Memorial Conference** – From March 8-10th Ryerson hosted the 3rd annual event honouring the legendary Canadian innovator who continues to inspire our students, faculty and community. This year's theme, "*What's your I.D.?*" asked delegates to make a connection between their inner drive and identity, through stories shared by dynamic leaders, networking opportunities with conference participants, and reflecting on their own answers to the question. This year the conference included international delegates for the first time, as the event grows in impact and outreach. We are proud to continue the tradition, led so well by our students.



**“Spotlight on Ryerson University”** – Ryerson was prominent at *Prime Time in Ottawa*, the 2012 Canadian Media Production Association (CMPA) conference held on February 29th to March 2nd. We co-hosted the opening reception, were featured on the agenda with a presentation and student panel, and the concluding keynote address was delivered by Michael Macmillan, (Doctor of Laws *honoris causa* ’11). Provost Alan Shepard’s presentation entitled *Spotlight on Ryerson University* spoke about the future of media education and preparing students to be tomorrow’s creators and consumers in a changing media landscape. This was followed by an excellent student panel called “*Are We There Yet? Media Consumers Today, Content Creators of Tomorrow*” moderated by Charles Falzon, Chair, RTA School of Media, and featuring four RTA students: Britney Elise Darmanin (4th yr RTA), Veronica Heringer (MA student, Media Production), Rob Heydari (RTA ’11), and Wil Noack (3rd yr RTA). The event was attended by more than 600 business leaders in Canadian film, television, interactive media, telecommunication and broadcasting industries.

### **Congratulations –**

- *Chancellor G. Raymond Chang* is being honoured by the Association of Chinese Canadian Entrepreneurs (ACCE) as its seventh Lifetime Achievement Award recipient, recognizing citizens whose business, humanitarian and philanthropic activities have made significant contributions to the Chinese-Canadian and broader community.
- *Irene Gammel*, Department of English, has been renewed as a Tier 1 Canada Research Chair in Modern Literature and Culture, with funding of \$1.4 million over seven years to advance her research on women’s avant-garde literature and art in the modernist era.
- *Geoffrey James*, renowned photographer, has received a 2012 Governor General’s Award in Visual and Media Arts. He is a member of the School of Image Arts advisory council, has taught in the Photographic Preservation and Collections Management graduate program, and is co-investigator with Robert Burley, School of Image Arts, on a SSHRC-funded project.
- *Madeleine Lefebvre* has been reappointed chief librarian for a second 5-year term beginning July 1st, 2012. Under her leadership the Ryerson library has made significant progress on its digital strategy, professional status, and collaborative arrangements, and she will continue to play a critical role as a key member of the Student Learning Centre building committee.
- *Marsha Barber*, School of Journalism, prevailed over 180 entries in a recent Ontario Poetry Society competition, with eight poems from her book *What is the Sound of Someone Unravelling* chosen as winners in a blind judging, the most ever won by a single author.

### **Student Team Success –**

- *Ryerson debaters win over UofT* – At the inaugural Annual Foreign Policy Student Debate organized by Canadian International Council (CIC) Toronto, the Ryerson team of Macey Cohen and Jake Brunt (both Arts & Contemporary Studies), coached by History professor Arne Kislenko, won the debate speaking in favour of the motion “This house believes that Canada’s influencing role in the world is in terminal decline.”
- *Students in Free Enterprise (SIFE)* – On March 12th, Advancing Canadian Entrepreneurship (ACE) announced the SIFE Central Canada competition results – naming SIFE Ryerson as top university in both the 2012 Capital One SIFE Financial Education Challenge, and the 2012 SIFE Entrepreneurship Challenge. Ryerson SIFE president Tracy Leparulo was one of two recipients of an HSBC Woman Leader of Tomorrow Award.

**New Chancellor George Brown College** – On March 15th Sally Horsfall Eaton was named the inaugural Chancellor of George Brown College, and the first ever Chancellor of an Ontario college. The announcement highlighted her exceptional contributions as a respected Toronto volunteer and philanthropist, widely recognized for her dedication to not-for-profit organizations and social advocacy. During her three-year term, she will preside over Convocation and play a key role in advancing the college's vision and community engagement. Ryerson is proud to congratulate Sally Horsfall Eaton, and our partners and colleagues at George Brown College on this inspired leadership choice. The official installation will take place on June 8th.

**Academy Awards** – Ryerson was honoured with two Oscars this year: Best Supporting Actor won by Christopher Plummer (Doctor of Letters *honoris causa* '02) for his role in the film *Beginners*; and Best Engineering Achievement, accepted by Michael Lewis (Dip. Aerospace Engineering '87, B.Tech. '88), Principal Engineer at Hamilton-based PV Labs International, on behalf of a team that developed a leading edge system for aerial photography seen in movies such as *The Twilight Saga*, *Clash of the Titans*, and *Rise of the Planet of the Apes*.

**Diamond Jubilee Medals** – Among the inaugural Queen Elizabeth II Diamond Jubilee Medals presented by the Hon. David C. Onley, Lieutenant Governor of Ontario, were Ryerson honorary doctorates Peter Mansbridge (Doctor of Journalism *honoris causa* '05), Michele Landsberg (Doctor of Laws *honoris causa* '07), and Stephen Lewis (Doctor of Laws *honoris causa* '07).

**Governor General's Performing Arts Awards** – Among 8 prominent Canadians announced as 2012 laureates on March 6th by the Governor General's Performing Arts Awards (GGPAA), Ryerson honorary doctorate Des McAnuff (Doctor of Letters *honoris causa* '11) received the National Arts Centre Award which recognizes extraordinary work by an individual taking the performing arts in inspiring new directions.

**New Student Residence** – On February 27th Ryerson announced the new student residence project to be located at 186-188 Jarvis Street. The residence, to be developed by the MPI Group and designed by IBI Group Architects, will create more than 500 additional spaces, an increase of more than 30%, and the first wave of 2,000 new residence spaces planned by 2020. Preliminary plans feature a two-storey podium at grade providing retail and other services, and a 20+ storey building offering a mix of 1, 2, 3 and 4 bedroom units. The project reflects Master Plan principles of urban intensification, putting people first, and design excellence, and construction is expected to begin by 2014, with the residence scheduled to open in September 2016.

**Discover Ryerson** – During March Break we welcomed 3,000 visitors to campus, for tours and the opportunity to talk one-on-one with faculty, students and staff about programs, life at the university, and how to join us. As always, the Ryerson community offered a great experience to our special guests, with admissions and recruitment staff hosting the important annual event, supported by student-athletes and volunteers from programs and student services. Sincere thanks and appreciation to everyone for sharing and presenting Ryerson with kindness and distinction.

### **Ryerson Rams** –

*Men's Basketball* – The 2011-12 historic season saw the Rams win 2nd Place in the OUA East, qualifying for the national CIS Final 8 only the second time in team history, and winning the first ever game at the Final 8 nationals by defeating Concordia in the consolation semifinals. Congratulations to the players, Coach Roy Rana and team staff, and Rams fans whose spirit at local, provincial and national levels captured everyone's attention and admiration.

*OUA All-Stars –*

*Men's Basketball* – Jahmal Jones, 1st-Team All-Stars; Jordan Gauthier, 2nd-Team All-Stars; Aaron Best, All-Rookie Team

*Women's Basketball* – Ashley MacDonald, 1st-Team All-Star; Angela Tilk, 2nd-Team All-Star

*Fencing* – Joanna Kolbe, Veronika Dinkelacker, Arseni Tikhomirov

*Figure Skating* – Lisa Makeeva

*Men's Hockey* – Brian Birkhoff, All-Rookie Team

*Men's Volleyball* – Alex Dawson, All-Rookie Team

*Women's Volleyball* – Chelsea Briscoe, Rookie of the Year, All-Rookie Team

**Government and Institutional Relations –**

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

*February 24, 2012* – The Hon. Lisa Raitt, federal Minister of Labour, met with the Centre for Labour Management Relations (CLMR) on relationship-building in a challenging economy.

*February 24, 2012:* On behalf of the Honourable Gary Goodyear, Minister of State for Fed-Dev Southern Ontario, Corneliu Chisu, MP Pickering-Scarborough East was on campus to announce \$315,000 in funding for Ryerson undergraduate and graduate entrepreneurs in the fields of science, engineering, technology, and mathematics (STEM). Following the announcement, two commercialization fellowships of \$55,000 each were awarded by Wendy Cukier, Vice President Research and Innovation, to PhD student Adrian Bulzacki, founder of ARB Labs Inc., and alumnus Jonathan Ingham, President of Phosphorus Media.

*February 28, 2012:* Suzanne Fortier, President of NSERC, was on campus meeting with Ryerson researchers in a well-received and productive visit hosted by VPRI Wendy Cukier.

*March 2, 2012:* The Ryerson Association of Planning Students hosted Hazel McCallion, Mayor of Mississauga, and Ed Sajecki, Mississauga Commissioner of Planning and Building, as part of the EXPO 2012 conference on city building and municipal leadership.

*March 5, 2012:* I joined York President Mamdouh Shoukri, and COU President Bonnie Patterson, on a panel as part of the 2012 Symposium of the Ontario Research Chairs in Public Policy.

*March 9, 2012:* I attended the Canadian Club lunch to hear The Hon. Glen Murray, Minister of Training, Colleges and Universities speak on 'Education in the Age of Acceleration.'

## **RYERSON ACHIEVEMENT REPORT**

*A sampling of appearances in the media by members of the Ryerson community for the April 2012 meeting of the Ryerson University Senate.*

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

The Toronto Star quoted **President Sheldon Levy** in an article on the Province of Ontario streamlining tuition fees <http://bit.ly/ydV62S>. The article also appeared in the Waterloo Region Record and Metro News <http://bit.ly/wbpOI3>.

**President Levy** also spoke to Global News about the annual Bug Push by Ryerson engineering students.

The announcement of the new student residence, a story pitched by Ryerson Public Affairs, received substantial news coverage. The Globe and Mail quoted **Julia Hanigsberg**, vice-president, administration and finance <http://bit.ly/wc4F9f> and the news was reported by National Post <http://natpo.st/yVNR8F>, Toronto Star <http://bit.ly/zfh1aC>, CBC News <http://bit.ly/ztp25Z> and Canadian Interiors <http://bit.ly/yi4RE3>, Citytv, CBC.ca, OpenFile, UrbanToronto.ca and Academica.ca. The story also appeared in Inside Toronto <http://bit.ly/y2nyhj> and Canadian Architect <http://bit.ly/xXxOBy>.

Daily Commercial News reported on a presentation made by **President Levy** to an audience of 50 professionals in architecture, engineering and design on the topic of the university engaging the private sector to build in Toronto. Article and video here: <http://bit.ly/wDIK3H>

Award Magazine profiled the new Image Arts Building, quoting **Julia Hanigsberg**.

Azure Magazine profiled the Ryerson University Student Learning Centre.

The National Post quoted **Sean Evan Wise**, TRSM, on entrepreneurship <http://natpo.st/yPWu0H>. His comments also appeared in the Ottawa Citizen <http://bit.ly/wOwx9>, Vancouver Sun <http://bit.ly/zt1wy9>, Montreal Gazette <http://bit.ly/xUSG3O>, Calgary Herald <http://bit.ly/zT8nQC>, Regina Leader-Post <http://bit.ly/wGBqzE> and the Edmonton Journal <http://bit.ly/y2rWj5>. The Toronto Star also profiled the former Dragon's Den coach's new book. <http://bit.ly/AEmJpU>

The Sacramento Bee and Market Watch reported that Ryerson won the Holcim Sustainable Concrete Toboggan Prize (<http://bit.ly/zqnmi8> and <http://bit.ly/xLlgu6>). The news was also carried by CNBC <http://bit.ly/xE2A1Y>, Digital Journal <http://bit.ly/A7WU8R> and Yahoo! Finance <http://yhoo.it/xLIJqN>.

**Kathryn Woodcock**, Occupational and Public Health, was quoted in the Houston Chronicle about amusement park safety. <http://bit.ly/ymun8R>

Examiner.com reported that Professor Emeritus **Geoffrey James** was among the winners of the 2012 Governor General's Awards in Visual and Media Arts. <http://exm.nr/zSTULm>

A Globe and Mail article on the future of Ontario Place featured design proposals from Ryerson University students, crediting program director **Marco L. Polo**. <http://bit.ly/wzfZL1>

**Don Verbanac**, Urban and Regional Planning, spoke to the National Post about the state of Toronto's bus station. <http://natpo.st/whe3ac>

Market Watch reported that Minister of Labour Lisa Raitt attended a meeting with the Centre for Labour Management at Ryerson discussing how the Centre and the Government of Canada can encourage relationship-building and understanding in today's challenging economy. <http://bit.ly/wLWGS1>. The article was also picked up by MSNBC.com <http://on.msnbc.com/AqWuNN> and Yahoo! Finance <http://yhoo.it/zU8b5i>.

**Wendy Cukier**, vice-president of research and innovation, spoke to the Globe and Mail about tech tools lifting workers' heads above the data flood. <http://bit.ly/zhv8V5>. She also spoke to the Toronto Star about Russia modernizing the Kalashnikov assault rifle. <http://bit.ly/w2Fxl3>

Yale University Press profiled the Ryerson Image Centre and curator **Gaelle Morel**. <http://bit.ly/xG3AY1>

The Globe and Mail reported on a study by the Diversity Institute about women in leadership roles in Toronto, quoting alumna **Miranda Fong** <http://bit.ly/ye4R4w>. The item was also picked up by CTV News <http://bit.ly/ybqMOA> and the Toronto Star <http://bit.ly/ztMSXI>.

The Huffington Post profiled Ryerson research by **Martin Antony** and graduate student **Valerie Vorstenbosch** picked up, a story pitched by Public Affairs. <http://huff.to/zcymvT> Similar coverage appeared on CBC Radio's Metro Morning, News Blaze <http://bit.ly/x4pBK2>, CBC News <http://bit.ly/Aff8Wi>, News Medical <http://bit.ly/yIXGel>, UPI.com <http://bit.ly/AyL048>, and the Muse <http://bit.ly/yPGiMS>.

blogTO reported on two Ryerson events - Diversity Fashion Talks and Mass Exodus 2012 at Ryerson. <http://bit.ly/zFcU3T>

The Toronto Sun and OMNI Studio Aperto reported on an event for visually impaired children where Ryerson Rams hockey players volunteered. <http://bit.ly/yEbcd1>

**Avner Levin**, Privacy and Cyber Crime Institute, spoke to CJOB-AM (Winnipeg) about the practice of force friending and employers asking applicants for access to their Facebook account. He also spoke to CTV.ca about Twitter and privacy concerns. <http://bit.ly/A7h1LF>

**Maurice Mazerolle**, Ted Rogers School of Management, spoke to CBC's The National, CBC Radio's Midday News, The World at Six and Ontario Today about a possible strike at Air Canada. The broadcast segments were also carried in Montreal and Winnipeg.

Mediacaster and the National Post reported on the Press Freedom in Canada conference at Ryerson, jointly organized by Ryerson's Law Research Centre and the Journalism Research Centre. <http://bit.ly/yds6yE>

CBC Radio's Metro Morning reported on Viola Desmond Day award celebrations at Ryerson, quoting **Tameika Green-Crane**, winner of the Ms. Nancy Morton Ryerson Student Award. Listen here: <http://bit.ly/AIOFWA>

The Toronto Star profiled the DMZ team Flybits and the GO Train mobile app, quoting DMZ Director **Hossein Rahnama**. <http://bit.ly/x9xLS7>, and a Star article on young entrepreneurs featured the Digital Media Zone. <http://bit.ly/yilOXe>

The Star profiled DMZ student **Adrian Bulzaki** and the world's first gesture-based computing database, a story pitched by Public Affairs. <http://bit.ly/yEOco3>. The story was also picked up by Hamilton Spectator <http://bit.ly/AqitTu>, itbusiness.ca <http://bit.ly/zswcss> and the North Korea Times <http://bit.ly/y3xEXj>. He was also quoted in a Canadian Press article about gadgets and technology preventing proper sleep habits. The article was carried by Huffington Post Canada <http://huff.to/xIsfWi>, Metro News Vancouver <http://bit.ly/xmUDjr>, MSN.com <http://on-msn.com/wdA8Hg> and Winnipeg Free Press <http://bit.ly/xw6POt>.

CTV National News and Canada AM interviewed **Hossein Rahnama**, DMZ, and **Tanya Fermin**, Ryerson Security Service, and students who won an international competition.

IT World Canada interviewed Chang School instructor **Horace Dyke**, in an article profiling the IBM System mainframe course. <http://bit.ly/zjineq>

Buffalo News profiled Ryerson professor and poet **Hoa Nguyen**. <http://bit.ly/yIkylfu>

The Toronto Star, Globe and Mail and National Post reported on the Rams men's basketball team making it to the national championships. Other stories appeared in Boxscore, the Montreal Gazette, The Saskatoon Star Phoenix and Halifax Chronicle Herald.

The Chronicle Herald profiled alumna **Hannah Simone**, a former MuchMusic VJ who now plays Cece Meyers on the breakout comedy *New Girl* starring Zooey Deschanel. <http://bit.ly/yXHDr1> The Winnipeg Free Press, 680 News, Newstalk Radio and 660 News Calgary also featured the actress.

The Toronto Star profiled alumna **Hailey Coleman** and her booming business, Damn Heels.

680 News, CityTV and CTV (CFTO) reported on International Women's Day celebrations at Ryerson. <http://bit.ly/AebLcM>

Money News profiled RTA student **Evan Kosiner** and his charity, Skate to Great. <http://bit.ly/AjjNfX>.

**Morton Beiser**, professor of distinction, Psychology, spoke to the Vancouver Province about medical practitioners meeting the needs of their diverse patients. <http://bit.ly/y4ONGb>. His comments also appeared in the Ottawa Citizen <http://bit.ly/zFk3PZ>, Vancouver Sun <http://bit.ly/znOhZ5>, and the Saskatoon StarPhoenix <http://bit.ly/wuJV1d>.

**Jeremy Kinsman**, distinguished visiting diplomat, commented on CBC Newsworld about the end of Putin's Russia. <http://bit.ly/yUABG4>

**April Lindgren**, Journalism, spoke to the National Post about Mayor Rob Ford's radio show. <http://natpo.st/AxquUc>

Citytv reported on Podcamp Toronto drawing social media enthusiasts to Ryerson <http://bit.ly/zzoQh6>.

Canadian Press quoted **Kathleen Greenaway**, Ted Rogers School of Information Technology Management, on the topic of political parties and voters data, in a piece carried by 680 News <http://bit.ly/w9nZLZ>, Hamilton Spectator <http://bit.ly/y1mx0d>, Winnipeg Free Press <http://bit.ly/Ad6Evv>, Yahoo! News Canada <http://yhoo.it/y5mUXN>, CTV News <http://bit.ly/AvvBIH>, 570 All News Radio <http://bit.ly/wF3RMS>, Metro News <http://bit.ly/ySwLtB> and the Cape Breton Post <http://bit.ly/yMj7uD>. Her comments also appeared on CP24, Global News across the country, CTV in Toronto, Montreal, and Calgary, 680 News, 1310 News Ottawa, and NewsTalk 1010.

**Mehrunnisa Ali**, Early Childhood Education, spoke to CJCO-TV on immigration policy.

CBC Radio and CBC Television News reported that CBC News co-anchor **Dwight Drummond** was honoured at Ryerson for his contribution to media.

Visiting Professor **Chris Macdonald** appeared on BNN discussing corporate social responsibility.

**Myer Siemiatycki**, Politics, spoke to CBC Radio about the TTC. The segment appeared across the country, from St. John's to Victoria.

**Ramona Pringle**, School of Image Arts, spoke to the Financial Post about how gaming can help hone ethical leadership skills. <http://natpo.st/w7Ft4l>

**Lisa Taylor**, Journalism, spoke to TVO's The Agenda about smart phone apps and news consumption.

**Devi Odisha**, President of the Hellenic Students Association at Ryerson, appeared on CTV News discussing the Greek debt crisis.

**Dave Mason**, Computer Science, appeared on Global News discussing online privacy and hackers.

The Globe and Mail reported on the Education for Digital Games Entrepreneurs (EDGE), launched by the Chang School in partnership with Interactive Ontario. <http://bit.ly/wVRiH0>

**Bryan Evans**, Politics, commented on a criminal probe into "financial irregularities" at ORNGE on CBC Radio, 680 News, CityTV and GlobalTV outlets across Canada. His comments also appeared on CBC News <http://bit.ly/zspF7j>, CTV News <http://bit.ly/wLqZIB>, Canadian Business <http://bit.ly/zZfPck> and the Hamilton Spectator <http://bit.ly/yhkMan>. He also spoke to Canadian Press about the Ontario legislature's return amid tough budget talks. The article was carried by Huffington Post Canada <http://huff.to/zqglCL> and Yahoo! News Canada <http://yhoo.it/A6YOzo>.

The Toronto Star quoted Sam Gindin Chair **Winnie Ng** in an article about city management contracting out cleaning jobs. <http://bit.ly/x3ANDJ>

The Globe and Mail reviewed the book Carrot City professors **Mark Gorgolewski, June Komisar and Joe Nasr**. <http://bit.ly/yDX4nl>

Toronto Star reported that alumnus and CBC traffic reporter **Jim Curran** would retire at the end of March <http://bit.ly/zY0fi3>.

Global News reported on the Caring Clown program offered by the Chang School, quoting instructor **Lynda Del Grande**.

Citytv reported that Rogers Media President **Keith Pelley** received a Ryerson Alumni Achievement Award.

*Prepared by Marketing and Communications*



## Vice President, Administration and Finance Presentation to Senate – April 3, 2012

The portfolio of the vice president, administration and finance (VPAF) provides service, advice and solutions that enable Ryerson's students, faculty and staff to achieve the university's priorities.

Over the past year, our VPAF team has undertaken projects focused on supporting people, enhancing infrastructure and stewarding assets, a number of these projects are highlighted below:

### People

- *University-wide Ryerson Awards Night:* Implemented new President's award recognizing support staff; developed university-wide employee recognition event to bring together and celebrate the excellence of Ryerson's faculty and staff and build the foundation for developing a recognition culture at the university.
- *Employee Assistance Program:* Offered free access to a broad range of counselling and support services to all staff and their families.
- *Employee engagement survey:* Conducted a university-wide survey that will be extremely valuable in telling us how well Ryerson is doing as an employer, what we are doing right and should continue to do and where improvement is needed. Results will be shared with all faculty and staff. The university is committed to developing plans and taking action to address identified issues.
- *University Business Services:* the Gould Street Farmers Market, Salad King, and Balzac's were introduced this year to provide convenient access to quality food choices for the community. The focus on putting food service options within arm's reach will continue with the opening of the cafés in the Mattamy Athletic Centre, the Student Learning Centre and new kiosks around campus.
- *Occupational health and safety:* Reviewed and updated policies, developed workplace violence and harassment training in response to significant changes to the Occupational Health and Safety Act, Bill 168.
- *Diversity, equity and inclusion:* Embedding these principles across the university through the ongoing efforts of a number of existing units with additional focus brought through role of (interim) assistant vice-president and vice provost equity, diversity and inclusion. Access Ryerson a project to move the university toward a vision that embraces the spirit of the Accessibility for Ontarians with Disabilities Act and become a leader in accessibility.

- Permanent closure of Gould Street: worked with our Councillor, city staff and key stakeholders to ensure the area would be designated as public realm space for the enjoyment of the broader community.
- In partnership with Food Security and Nutrition students and faculty, Campus Facilities and Sustainability provided space for a community garden on Gould Street. The successful harvest was donated to the Ryerson Food Room. Plans are underway to expand the garden in 2012.

### **Infrastructure**

- *Computing & Communications Services:* Conducted a comprehensive process to identify options for replacing GroupWise with new system that enhances productivity and collaboration.
- *Capital Projects and Real Estate:*
  - Two new projects announced this year – Health Sciences Building and new student residence.
  - The Mattamy Athletic Centre will open in June 2012, with grand opening as part of Fall 2012 back-to-school events.
  - The Image Arts Building was completed last fall and the official opening was held in March. The Ryerson Image Centre will be completed in spring 2012, with staff moving into the centre in May. Balzac's Café will open in mid-April 2012.
  - The City of Toronto approved the Student Learning Centre's rezoning application and construction will start shortly.

### **Assets**

- *Financial Services:*
  - Managed compliance with the Broader Public Sector Expenses Directive and developed extensive communication and training to ensure staff understanding of new requirements.
  - Launched a new e-commerce system to support event registration and payment to improve productivity and simplify administration for staff, and provide improved client experience related to registering and paying for events on campus.
- *Internal Audit:* Conducted reviews in the annual audit plan, for example, IT security (in collaboration with CCS) and reviewed ancillary fees to ensure compliance with Ministry Guidelines (in collaboration with schools and departments).

## Overview of the Office of the Vice Provost, Students – presentation to Senate – April 3, 2012

**Office of the Vice Provost, Students – “Supporting Student Success”**

Who we are:

- over 265 FT staff and over 575 PT and student staff
- 8 clusters of services

OVPS Central	Student Learning Support	Student Community Life	Career Development and Employment Centre	Registrar's Office	Undergraduate Admissions and Recruitment	Student Health and Wellness	Athletics and Recreation
<b>Tony Conte</b>	<b>Christina Halliday</b>	<b>Glen Weppler</b>	<b>Philip Lim</b>	<b>Keith Alnwick</b>	<b>Charmaine Hack</b>	<b>Su-Ting Teo</b>	<b>Ivan Joseph</b>
<ul style="list-style-type: none"> <li>- Student Information Desk</li> <li>- Student Conduct Office</li> <li>- Aboriginal Student Services</li> </ul>	<ul style="list-style-type: none"> <li>- Access Centre for students with disabilities</li> <li>- Learning Success</li> <li>- Writing Centre</li> <li>- Math Assistance Centre</li> <li>- English Language Support</li> </ul>	<ul style="list-style-type: none"> <li>- Student Housing Services</li> <li>- International Student Services</li> <li>- Tri-Mentoring Program</li> <li>- Orientation</li> <li>- Student Event Risk Management</li> <li>- P-FACS</li> </ul>	<ul style="list-style-type: none"> <li>- Career Advising and Workshops</li> <li>- Job Postings</li> <li>- On campus recruiting</li> <li>- Employer Relations</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment Services and Student Fees</li> <li>- Student Financial Assistance</li> <li>- Student Records</li> <li>- University Scheduling</li> <li>- Curriculum Management</li> <li>- Operations Support</li> <li>- Business Systems</li> <li>- Transfer Credits</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment and Communications</li> <li>- International Recruitment</li> <li>- Application Processing</li> <li>- Admissions</li> </ul>	<ul style="list-style-type: none"> <li>- Centre for Student Development and Counselling</li> <li>- Medical Centre</li> <li>- Health Promotion</li> </ul>	<ul style="list-style-type: none"> <li>- Varsity athletics</li> <li>- Recreational Programming and Intramurals</li> <li>- Athletics Facilities and Equipment</li> </ul>

Major Current Issues	New Projects/Programs	Did you know?
<ul style="list-style-type: none"> <li>▪ Facilities for Service Delivery</li> <li>▪ Mental Health Challenges</li> <li>▪ Improving Accessibility</li> <li>▪ Community Development</li> <li>▪ Space for programming</li> <li>▪ Responding to Curriculum review and intro of new programs</li> <li>▪ Enrollment growth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic support programming – Math Assistance Centre, Fresh Start, etc.</li> <li>▪ Ryerson Mental Health Steering Committee</li> <li>▪ One stop shop pilot in Enrollment Services and Student Fees</li> <li>▪ Undergraduate Admissions and Recruitment virtual visits</li> <li>▪ New Facilities – Mattamy Athletics Centre, Residence, Student Learning Centre</li> <li>▪ Aboriginal Recruitment/Admissions Officer</li> <li>▪ Academic support for athletes</li> <li>▪ Rising Rams Community Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ In September 2011 the Student Information Desk handled 6714 inquiries (335 per day).</li> <li>▪ In Fall 2011 there were 2036 drop in tutoring visits to the Math Assistance Centre.</li> <li>▪ Since 2008 student registrations at the Access Centre have increased more than 25%.</li> <li>▪ International Student Services supports 1400 students from 120 different countries.</li> <li>▪ Since May 2011 there have been over 1.5M post views on the Student Life facebook page.</li> <li>▪ Last year the Centre for Student Development and Counselling held over 7500 individual counseling sessions – a 19.4% increase over the previous year.</li> <li>▪ Undergraduate Admissions and Recruitment Client Services tracked 4774 interactions (e-mail, phone, in-person) in the first week of March 2012 (954 per day).</li> <li>▪ The Registrar's Office produced 24,241 transcripts in 2011.</li> <li>▪ We received 18,899 transfer credit applications in the 2010/2011 academic year.</li> </ul>

Provided to Senate by Heather Lane Vetere, Vice Provost, Students – April 3, 2012

**Report of the Secretary of Senate  
April 3, 2012**

**1. Senate Election 2012-13 Results:** The results of the Senate election are as follows:

**FACULTY AND CHAIRS/DIRECTORS**

**Arts**

**Chair (1 required)**

Andrew Hunter, Philosophy, Chair **(Acclaimed)**

**Faculty (2 required)**

Eric Kam, Economics **(Acclaimed)**

John Turtle, Psychology **(Acclaimed)**

**FCAD**

**Faculty (2 required)**

Lorella Di Cintio, Interior Design **(Acclaimed)**

Charles Zamaria, RTA **(Acclaimed)**

**FCS**

**Faculty (3 required)**

Debbie Chant, Early Childhood Studies **(Acclaimed)**

Lynn F. Lavallée, Social Work **(Acclaimed)**

Kileen Tucker Scott, Nursing **(Acclaimed)**

**FEAS**

**Chair (1 required)**

Paul Walsh, Aerospace Engineering, Chair **(Acclaimed)**

**Faculty (3 required)**

Alan Fung, Mechanical & Industrial Engineering **(Acclaimed)**

David Greatrix, Aerospace Engineering **(Acclaimed)**

Kaamran Raahemifar, Electrical Engineering **(Acclaimed)**

**SCIENCE**

**Chair (1 required)**

Ana Pejovic-Milic, Physics, Chair **(Acclaimed)**

**Faculty (2 required)**

Alex Ferworn, Computer Science **(Acclaimed)**

Jean Paul Pascal, Mathematics **(Acclaimed)**

**TRSM**

**Chair (1 required)**

Ayse Bener, Business Technology Management, Chair **(Acclaimed)**

**Faculty (3 required)**

Frances Gunn, Retail Management – 20 **(Elected)**

Vanessa Magness, Accounting – 24 **(Elected)**

Sergiy Rakhmayil, Finance – 19 **(Elected)**

Youcef Derbal, Business Technology Management - 17

Ozgur Turetken, Business Technology Management- 14

Declined – 0

Ballots submitted: 35

Votes cast: 94

Eligible voters: 110

Participation rate: 31.8%

**Library Representative**

Jay Wolofsky **(Elected)**

**STUDENTS****At-large Students: (4 required)**

Rodney Diverlus, FCAD (Theatre – Performance Dance) – 362 **(Elected)**  
 Alyssa Williams, TRSM (Business Management) -337 **(Elected)**  
 Marwa Abdullah Yahya, Science (Biology) - 325 **(Elected)**  
 Danielle Brogan, FCAD (Fashion) - 238 **(Elected)**  
 Catalina Maria Hernandez, FCS (Urban & Regional Planning) - 235  
 Marc Castillo, TRSM (Business Management) - 223  
 August Locke, FCS (Public Health) – 187  
 Naghmeh Saberian, TRSM (Business Management) – 126  
 Deanne Barnes, FCS (Urban & Regional Planning) – 95  
 Declined – 52

Ballots submitted: 931  
 Votes cast: 2128  
 Eligible voters: 30342  
 Participation rate: 3.1%

**Faculty Student Seats:****Arts (1 required)**

**Tiffany Landau, Criminal Justice (Acclaimed)**

**FCAD (1 required)**

**Josh Maldonado, Radio and Television Arts - 63 (Elected)**  
 Anasimone George, Interior Design -53  
 Declined – 11

Ballots submitted: 127  
 Votes cast: 116  
 Eligible voters: 4130  
 Participation rate: 3.1%

**FCS (1 required)**

**Andrew Randall, Social Work – 107 (Elected)**  
 Hosniah Amanzai, Nursing (Disqualified)  
 Declined – 9

Ballots submitted: 280  
 Votes cast: 271  
 Eligible voters: 6733  
 Participation rate: 4.2%

**FEAS (1 required)**

**Youstina Barsoom, Civil Engineering – 132 (Elected)**  
 Robert Roy Kipping, Computer Engineering - 51  
 Komail Kanjee, Computer/Electrical Engineering - 34  
 Biniam Admikew, Computer Engineering - 28  
 Dami Lee, Architectural Science- 6  
 Declined – 9

Ballots submitted: 260  
 Votes cast: 251  
 Eligible voters: 3895  
 Participation rate: 6.7%

**SCIENCE (1 required)****Monika Madik, Biology - 45 (Elected)**

Flavio Firmino-Lunda, Medical Physics - 39

Declined – 2

Ballots submitted: 86  
 Votes cast: 84  
 Eligible voters: 1712  
 Participation rate: 5.0%

**TRSM (1 required)****Jay Sudhir, Business Management – 186 (Elected)**

Thomas Waszkiewicz, Business Management - 77

Tyler McKenna, Business Management (Entrepreneurship) - 77

Kamal B. Douglas, Retail Management- 34

Declined – 24

Ballots submitted: 398  
 Votes cast: 374  
 Eligible voters: 10080  
 Participation rate: 3.9%

**Yeates School of Graduate Studies (2 required)****Arif Khalil, Mechanical and Industrial Engineering - 63 (Elected)****MD. Sirajul Islam, Civil Engineering - 61 (Elected)**

Abdallah Elsayed, Mechanical Engineering - 53

Ryan Payne, Fashion - 28

Waqar Ahmad Siddiqi, Applied Math – 25

Declined – 7

Ballots submitted: 153  
 Votes cast: 230  
 Eligible voters: 2361  
 Participation rate: 6.5%

**G. Raymond Chang School of Continuing Education (2 required)****Janet Rodriguez, Certificate (AODA) (Acclaimed)****Maryam Tabatabaei Anaraki, Certificate in Sustainability (Acclaimed)****2. Election to Senate Priorities Committee****Vice Chair of Senate –**Nancy Walton **(Acclaimed)****Faculty (2 positions available)**David Checkland **(Acclaimed)**Ana Pejovic-Milic **(Acclaimed)****Undergraduate Student****Rodney Diverlus – 3 (Elected)**

Marwa Yahya - 2  
 declined to vote -1  
 No response – 12

**Graduate Student**

Md. Sirajul Islam

Respectfully submitted,

Diane Schulman, Ph.D.

Secretary of Senate

**Report of the Academic Governance and Policy Committee  
April 3, 2012**

**Proposed name change: Department of French and Spanish** – document attached.

- **MOTION:** That Senate approve the name of the *Department of French and Spanish* be changed to *Department of Languages, Literatures and Cultures*, effective fall 2013.

Respectfully Submitted,

Alan Shepard, Chair  
For the committee



RYERSON UNIVERSITY

Department of French and Spanish

To: Dr. Diane Schulman, Secretary of Senate  
From: Dr. Marco A. Fiola, Chair  
Department of French and Spanish  
Object: Change of Department Name

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Since its creation, the Department of French and Spanish has seen a considerable number of changes. From a French Section within the Department of English, to becoming an independent Department of French first, then a Department of French and Spanish, we have since added literature and culture courses, as well as Chinese (Mandarin) language courses to our course offering. The Department is currently working on developing its own undergraduate degree, as well as two minors. Therefore, it is in order both to reflect more accurately the nature of its course offering and to rebrand itself as a future program department that the Department is seeking permission to change its name to **Department of Languages, Literatures and Cultures**. It is the opinion of the faculty members and of the Dean of Arts that this new name will appropriately mark a significant transition in the natural evolution of the Department.

In addition, while we do, and will continue to teach languages, that is not all that we do. Our courses go far beyond writing, reading, speaking and listening: we teach courses on French, Francophone, Iberian and Spanish literatures, about arts, feminism, theater, linguistics, semantics, language barriers and social justice. Finally, we have applied language courses which, while not being focused on any specific cultural manifestations per se, emphasize cultural differences within and across language communities.

The name of a department is the first thing future students look for in order to explore an institution's ability to help them achieve their educational needs and future career aspirations. In order to assess the validity and quality of the new name the Department wishes to espouse, we looked at the names of similar departments in other Ontario universities (see table 1 – Comparators in Ontario).

At Ryerson, we have consulted with the chair of the Department of English to make sure that faculty members would not be considering our idea of including the word "literatures" in our new name as an attempt to imply that we teach *all* literatures, including English Literature. We have explained to them that in several Ontario universities, department of languages and literatures and departments of English co-exist without any ambiguity or confusion.

We also contacted Nima Naghibi, director of the M.A. and Ph.D. programs in Communication and Culture, to make sure they also understood that including the word "Cultures" in the new name of our department doesn't mean that we have a monopoly on teaching our students about culture, and their response was that they do not see our choice negatively, especially since we are not proposing a *program* that includes the word "culture".

Therefore, both main concerned entities at Ryerson have given us their support in changing the name of our department.



Please find attached a copy of the Departmental Motion in favour of the name change. The Dean of Arts will forward his approval in a separate document, sent directly to you.

Institution	Department
Algoma University	Modern Languages
Brescia University College	French
Brock University	Modern Languages, Literatures and Cultures
Carleton University	French/(School of) Linguistics and Language Studies
Huron University College	Department of French and Asian Studies
Lakehead University	Department of Languages
Laurentian University	French/Modern Languages
McMaster University	Languages
Queen's University	Languages, Literatures and Cultures/French Studies
Redeemer University College	N/A
Royal Military College	French Studies
St. Jerome's University	Italian and French Studies (Program)
Trent University	French Studies/Spanish (Hispanic) Studies
University of Guelph	(School of) Languages and Literatures
University of Ottawa	Français/Modern Languages and Literatures
University of Toronto St. George Campus Mississauga Campus	French/Spanish and Portuguese Department of Language Studies
University of Western Ontario	French Studies/Modern Languages and Literatures
University of Windsor	Languages, Literatures and Cultures
Wilfrid Laurier University	Languages and Literatures
York University Keele Campus	Languages, Literatures and Linguistics/French Studies
Glendon College	French Studies/Hispanic Studies

Table 1 – Comparators in Ontario (January 2012)



RYERSON UNIVERSITY

Department of French and Spanish

#### MOTION TO CHANGE THE NAME OF THE DEPARTMENT

Whereas the faculty members of the Department of French and Spanish feel that the name of their department is no longer an accurate and inclusive descriptor for the department's course offering, its current mission and its future development goals, it has been moved by Marco Fiola, Chair of the Department, seconded by Kathleen Kellett-Betsos, that:

“The Department submit to Senate an application to have its name changed from ‘Department of French and Spanish’ to ‘Department of Languages, Literatures and Cultures’.”

The motion is carried unanimously.

January 17, 2012

## Report of the Senate Priorities Committee

April 3, 2012

### Summary of Senate Discussion: National Survey of Student Engagement 2011- Highlights of Results March 6, 2012

#### Topic 1: Level of Academic Challenge

Table 1A – M. Lachemi, facilitator

Comparison of benchmark between Ontario and US

- Better than average
- Not sure how students interpreted these questions
- Students are not inspired to work harder
- Students need more participation in learning (active learning)
- Students are spending much time studying and less on experiential learning

Table 1B – G. Hauck, facilitator

Q1: Great results

Q2: - 4<sup>th</sup> year should have been more exposed to applying theory to practice  
- Different experience likely in studio courses

Q3: - Identical between 1<sup>st</sup> and 4<sup>th</sup> years – surprising.  
- Question about ratio between contact class hours and study hours  
- Are things easier at Ryerson than elsewhere?

Q4: - 4<sup>th</sup> year responded better than 1<sup>st</sup> year  
- Introduce synthesis in 1<sup>st</sup> year?  
- Reason: 1<sup>st</sup> year are exposed to a broader range of courses.

Q5: - Same as above: Critical thinking is more important in higher level courses.

Q6: Significant differential between 1<sup>st</sup> and 4<sup>th</sup> year. Odd question.

Highest overall in Ontario and US peers – students said the results were surprising.

#### Topic 2: Active and Collaborative Learning

J. Mactavish, facilitator

- Not sure comparison with US schools is fair; mainly questioning the data
- Concerned about the rigid, perhaps not exhaustive operational definition.
- **Tutored or taught other students indicator**
  - tutorial sessions in science to complement labs, to promote smaller group; could do that in lecture classes as well; and have student serve as tutors (with undergraduates)

- nationally standardized questions -- limitation in that they don't fully reflect the full nature of collaboration, active and collaborative learning; problematic for Ryerson
- **Participated in community-based project as part of regular course indicator**
  - engage undergraduate students in internal projects, e.g., the United Way campaign
  - orient students/explain to them the purpose of course requirements in the terms used by NSSE; seem to be of the view that our students don't know the terms used in the survey.

### Topic 3: Student/Faculty Interaction

Table 3A: C. Evans, facilitator

- Student view - faculty are a bit scary – are they approachable? This perception depends on program/class size to some extent. Smaller settings are more reassuring.
- Does working to improve Student/Faculty interaction become part of Faculty duties/responsibility? No, not explicitly. It's just something all faculty should consider as part of adding value to student education. Some effort at the start of a student's career at RU may prevent time consuming academic struggles/appeals later on.
- Student view - Students value it when faculty relate academic knowledge to broader life experiences.
- Student view - Student comfort with the classroom setting – vibe from prof. is important at setting the tone. People skills come into play.
- Profs need to take into account the differences in interest/ability between students in Y1/Y2 vs. those in Y3/Y4.
- Is there a relationship between satisfaction and level of CUPE use in program delivery? Can the NSSE scores be broken out at the program level?
- Space – could be students only space or an open door policy. A variety of opportunities exist and all are valid. Can better space be made available?
- Casual encounters – outside of formal environments are effective
- Social media can provide an additional dimension.
- Blackboard discussion board as a forum for discussion (possibly part of a graded element)
- Capstone course – profs bid for student proposals.
- Joint faculty/student focus groups or journal clubs
- Profs occasionally take opportunities to attend smaller break-out sessions like a lab session.

Note – C. Evans held a separate session about 4 weeks ago with about 30 faculty members. Here is what they had to say.

- Student-faculty engagement can range from being active in student-run social clubs but also a simple “hello” in the hallways.
- It was discussed that it was important to reach students early in their university career.
  - First year experience programs and partnerships between faculties and student services are important
  - Creating and hosting events where students can meet with faculty in an informal setting on campus.
  - Often these events are organized by more active students or upper year students.
  - The student engagement programs sometimes take a more career-oriented approach. Good of faculty get involved in things like this.
  - Difficult for faculty members to commit to these program and activities with their current workload.
  - Reaching and engaging the students earlier in their university careers will relieve some of the struggles that faculty members are facing with students in upper years. This will potentially result in a decrease in workload.
- Creating a physical space for students where interaction with faculty is more natural.
  - Currently, student space is built separate from faculty offices and the two groups only end up meeting in the Tim Horton’s queue.
  - May not need to create any new space, but rather repurpose space for different activities at different times.
  - A yurt for the quad (Yes!).
- Space does not have to be physical, faculty members can utilize social media tools to interact with students.
  - Excellent alternative for “commuter campuses”.
  - Allocate resources for high impact practices for engaging students through social media. Funding is used to find innovate ways to increase student interaction.
  - Professors from RTA are using Skype for office hours.
  - Social media tools may not lend themselves well to all disciplines.
- Student engagement also involves engagement in academic activities and information. Focusing on the curriculum, and structuring of course, such as designing assignments that facilitate student-faculty interactions.
- NSSE questions may not be answered or understood correctly. Have to interpret the results carefully. Student-faculty interaction can take many forms and may not be recognized in certain situations.

Table 3B: U. George, facilitator

- Disconnect between students and instructors
  - Students feel that there is no incentive for them to speak to instructors
  - Instructors feel that students only come to them for marks.
- Orientation programs
  - Between students and students
  - Between students and instructors
- It is difficult to get faculty engagement in the social events (i.e. Alumni nights) with students
- Lounges for faculty and students to increase interaction.

- Think of ways to encourage faculty and student attendance at events.
- Have assignments/tests feedback from faculty
  - More reflective papers
  - Multiple choice and T/F questions do not have feedback.
  - Larger classes should have tutorials to encourage interactivines.
- Commoditization of education: Faculty may feel that students are expecting a degree because they paid for it instead of wanting to learn.
- Provide opportunities for students to speak: faculty should provide an opportunity to get to know students.
- How can one engage faculty-student interactions without being intrusive?

#### Topic 4: Enriching Educational Experiences

Table 4A: K. Jones, facilitator

- Independent Study
  - Does it exist?
  - Issues of promotion.
  - Limited – some programs eliminated thesis requirements.
- Self-designed major
  - Use of graduate students to mentor undergraduates in independent study initiatives on a voluntary basis.
- Foreign languages
  - Many universities teach in language
  - Need to offer Chinese (or Hindi, Russian, etc.) to all undergrad programs as a LS.

Table 4B: M. Dionne, facilitator

- We brainstormed ideas on how to improve in highlighted areas, and finally attempted to focus on one or two areas where we thought we could make the biggest impact.
- Program level distinctions are important - one size will not fit all. For example, not practical to have everyone in every program complete a thesis, or MRP, but there would have to be alternatives. E.g., Students might not have the ability or desire to do that amount of independent research, but they may get involved in non-research central opportunities and these should be promoted as equally educationally enhancing experiences. In particular we thought it important to collect data at program level on the 4<sup>th</sup> year senior experience and see where we are falling short. As we're not clear on where the short fall is at this point it is difficult to make recommendations. What works for one program might not work for another.
- There was also concern about building co-op programs. Although they seem very popular with students (and NSSE competitors) they are resources heavy (expensive; difficult to organize &

administrate). A very deliberate decision would have to be made to put sufficient resources into such a scheme where it doesn't already exist.

- We did discuss the widespread belief that there is a “Lack of campus life” at Ryerson. But the reality is, that comes with being at a downtown university. In fact one could argue students would not be here at all if we were not an urban university —not everyone wants to attend a small town / rural university (where there is no choice but to have life on campus). So we questioned how much effort we want to apply to this area.
- There were a couple of areas where we felt we could make firmer recommendations.
- Study abroad programs may be ripe to exploit. Students get a good experience and still fulfill their course requirements without taking extra time to graduate. They love this experience and arguably they bring new ideas back with them.
- Another major theme was that we should have students get involved in creating ideas and implementing them in all areas. It serves a double purpose of creating individual student opportunities to ‘learn outside the classroom’ (for those doing the organizing) and then this turns into larger projects to get greater numbers involved (for those doing the joining). This could work on an incubator principle like DMZ. There may be “microfinance” opportunities to get students involved. That is, fund them with seed money and let them make things happen, as opposed to seconding a faculty member or hiring a staff person to create ideas.

### **Topic 5: Supportive Campus Environment**

M. Lefebvre, facilitator

H. Lane Vetere, notetaker

- Comments from Facilitator
  - Improvements in academic support
  - Improvement in relationship with admin personnel
  - Below the US across the board
  - Also wants to include in the discussion ratings related to the library
  - Support provided to 1<sup>st</sup> years rated higher than 4<sup>th</sup> years
  - Helping cope with non-academic responsibilities – not doing well
  - Helping find social connections
- Problems are not surprising but they are things we are working on such as residences, study space
- Challenges with commuter campus
- What about the cafeteria?
  - Good social environment
  - Improvements there could help
  - Greater variety of food. We have:
    - Good data about other options around campus

- Greater popularity of grab & go options
  - Some of these options are being considered and changes are coming
- In new capital projects all plans will include consideration of student study space/student engagement space and good options.
- 4<sup>th</sup> year students need to be given more limelight and greater bridge connection between upper year students and employers.
- 4<sup>th</sup> year students don't feel as supported academically
- Need feedback from our students on what they need
- Students have so many other commitments e.g job and family.
- How can we better connect students into the campus environment
- Need to hear student voice on how to make things better.
- Chang School
  - Student evaluations state students want to talk to instructors at class time
    - Could use one class break like an office hour
    - Be available outside room in the hall for one-on-one interaction with faculty.
- Courses that ask for or allow essay proposals before final assignment encourage interaction between students and faculty
- Need for improved student space for interaction of students in different programs.
- Should there be more virtual opportunities for student engagement – can we take advantage of more innovative technology e.g Skype, new Google suite app, for more collaboration options?
- Do we have strong alumni support?
  - Lots of work has happened in building the alumni network, but more to be done.

## Topic 6: Integrative Learning

D. Checkland, Facilitator

We began by discussing who is interested in integrative learning (IL), why it is in the NSSE survey, and how self-critical evaluation is related to or integral to it.

We then discussed whether IL should be an explicit goal, and how to address it as one.

- Disciplinary boundaries don't mirror the world, which comes to us undivided or holistically.



- Why do US schools rank higher than Canadian/Ryerson. No one exactly knows, might be because in many US schools professors are assigned a certain number students with whom they have increased contact.
- Urban and Regional Planning program does as follows: years 1 and 2 are very wide-ranging, while years 3 and 4 are much more locally focused on planning courses. The idea seems to be that students will integrate their learning in the wider courses into their practice as they specialize more.
- Example in Economics: Use powerful methodologies of economics in non-traditional areas, AND then shown students what happens when you use the methods of other disciplines to understand economic issues. Discussed, whether problem-based learning might help with integration better than discipline based learning. There is a program at UCLA on water, in which students from different disciplines applied that learning to issues involving water.
- Aggregated data we received did not allow a breakdown by discipline or program to see if there were important differences re integrative learning. This would be useful data to have.

Report of the Senate Scholarly, Research and Creative Activity Committee  
April 3, 2012

The SRCAC has reviewed and approved the attached Terms of Reference for the Research Ethics Board.

Wendy Cukier, Chair

For the Committee:

Raffi Karshafian, Linda Vranic, Jennifer Mactavish, Diane Schulman,  
Jean Paul Boudreau (Interim), Murtaza Haider, Charles Davis, Janice Waddell, Sri Krishnan,  
Nancy Walton, Mohamed Lachmei Patrizia Albanese, Kernaghan Webb, Catherine Schryer,  
Beth McCay, Guangjun Liu, Brian Cameron, Charles Sule, Crystal Leverman, Mariam Rashidi

## RESEARCH ETHICS BOARD

### TERMS OF REFERENCE

The Research Ethics Board (REB) approves, rejects, proposes modification to, or terminates any proposed or ongoing research involving human participants which is conducted within or by faculty, staff, or students of the University so as to protect research participants and ensure that research is conducted in an ethical manner. No research on human participants shall be undertaken without the prior written approval of the Research Ethics Board.

The REB:

- Interprets and applies the Tri-Council Policy Statement : *Ethical Conduct for Research Involving Humans 2010 (TCPS2)* and relevant provincial, federal and international legislation;
- Establishes guidelines and procedures consistent with the Tri-Council Policy Statement and relevant legislation; and
- Facilitates research by consulting with and assisting researchers.
- *Provides educational outreach pertaining to research ethics processes, requirements and policies to faculty, staff, graduate students and others proposing to conduct research involving human participants under the auspices of or affiliated with Ryerson University.*

(Amended September 2011)

**SENATE RESEARCH ETHICS BOARD  
2011-2012**

	<b>NAME</b>	<b>DEPARTMENT/SCHOOL</b>	<b>TERM EXPIRES</b>	<b>TERM #</b>
Chair (Nominated by VPRI)	Nancy Walton	Nursing		
Vice Chair (Nominated by VPRI)	Sharon Wong	Nutrition	On sabbatical	
Vice Chair (Interim)	Naomi Koerner	Psychology	2012	1
Research Ethics Coordinator	Toni Fletcher	(Non-voting)		
Secretary of Senate	Diane Schulman	(Non-voting)		
<b>FACULTY</b>				
Arts	Patrizia Albanese	Sociology	2012	1
Arts	Kristin Vickers	Psychology	2012	2
Business	Kelly MacKay	Hospitality and Tourism	2013	1
Business	Kristin Scott	Management & HR	2013	1
Communication & Design	Laura Nenysh	Radio & Television Arts	2013	3
Communication & Design	Joyce Smith	Journalism	2012	1
Community Services	Lynn Lavallee	[On sabbatical]	2013	2
Community Services	Manavi Handa	MidWifery	2013	1
Engineering, Arch & Science	Patrick Neumann	Mechanical Engineering	2012	2
Engineering, Arch & Science	Beau Standish	Electrical and Computer Engineering	2013	1
School of Graduate Studies	Francis Hare	Immigration & Settlement	2013	3
School of Graduate Studies	Don Rose	Nursing	2013	2
School of Graduate Studies	Naomi Koerner	Psychology	2012	1
<b>STUDENTS</b>				
Graduate Student	Stephanie Marion	Psychology	2012	1
Graduate Student	Brent Gilliard	Urban and Regional Planning	2012	1
Undergraduate Student	Kimberly Nesbeth	Psychology	2012	2
Undergraduate Student	Megan Butryn	Sociology	2012	1
<b>COMMUNITY MEMBERS</b>				
	Garry McKeever	Business Manager	2012	2
	Maureen Cava	Nurse/Civic Employee	2012	3
	Marie-Claire Albanese	Lawyer/Psychologist	2013	1
	Leslie Molnar	Social Worker	2013	1
<b>SPECIAL EXPERTISE (REQUIRED)</b>				
Legal Expertise	Asher Alkoby	Business Management	2013	2
First Nation/Inuit/Metis	Lynn Lavallee	Social Work	2013	2

## COMPOSITION

- A Chair (1) who is knowledgeable in ethics and Vice Chair (1), who shall be nominated by the Vice President, Research and Innovation, in consultation with the Research Ethics Board;
- A Vice-Chair (1);
- At least twelve (12) faculty members, with adequate representation from each Faculty, and three (3) representing the School of Graduate Studies;
- At least four (4) community members;
- two (2) undergraduate students;
- two (2) graduate students;
- the Research Ethics Coordinator;
- One member who self identifies as First Nations, Inuit or Métis and/or who has expertise in the traditional knowledge and culture of First Nations, Inuit or Métis peoples;
- If there is not at least one member who is knowledgeable in the relevant law, an additional member with such expertise may be appointed.

## REPORT OF THE ACADEMIC STANDARDS COMMITTEE

### Report #W2012–3; April 2012

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on a number of items.

- the name change of the *Bachelor of Arts in Early Childhood Education* program to the *Bachelor of Arts in Early Childhood Studies* program
- the *Certificate in Financial Mathematics Modeling* from the Chang School
- the *Optional Specialization in Digital Entrepreneurship and Innovation*
- the *Bachelor of Science* program in *Financial Mathematics* from the Faculty of Engineering, Architecture and Science (Program to be offered by the new Faculty of Science)

### A. NAME CHANGE OF THE BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION TO BACHELOR OF ARTS IN EARLY CHILDHOOD STUDIES

At its January 24, 2012 meeting, Senate approved to change the name of the School of Early Childhood Education to the School of Early Childhood Studies. This change will come into effect in Fall 2012.

As a complement to the change to the School's name, the School is proposing to change the designation of both the four-year degree and two-year degree completion program from Bachelor of Arts in Early Childhood Education to Bachelor of Arts in Early Childhood Studies. The name changes of the School and of the program reflect evolution in the School as a result of the periodic program review of the Bachelor of Arts in Early Childhood Education (approved by Senate, November 2010).

There are three key reasons for the proposed name change: the revised name better reflects the breadth and depth of knowledge and skills expected of students over the course of the program; the change recognizes that students enter the program with the intention of working with young children in a wide range of careers in education, community services and health; the change distinguishes the School's program from two-year diplomas in ECE offered by the community colleges.

The first intake of students to the program with the revised degree designation is the Fall 2013 cohort. Marketing of the program under its new name will begin in the Fall 2012 recruitment cycle.

The University Planning Office has confirmed that the name change will create no negative financial issues for the University.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed change to the name of the Bachelor of Arts in Early Childhood Education program to Bachelor of Arts in Early Childhood Studies.*

## B. PROPOSAL FOR A CHANG SCHOOL CERTIFICATE IN FINANCIAL MATHEMATICS MODELING

**1. The Proposal:** The Department of Mathematics at Ryerson University in cooperation with The G. Raymond Chang School of Continuing Education proposes to offer a Certificate in Financial Mathematics Modeling. The Department of Mathematics is also preparing to propose an undergraduate program in Financial Mathematics (see below). This certificate program's three required courses will be developed and offered in the undergraduate degree program as well as in The Chang School's Financial Mathematics Modeling Certificate.

**2. Certificate Goals:** Given the sophistication of mathematical methods used across the private sector, the time is ripe for a certificate program in Financial Mathematics Modeling at Ryerson. The location of Ryerson, in the heart of the Banking and Investment sector in downtown Toronto, provides ample career opportunities, at entry, mid- and senior levels, to graduates of the certificate.

Expertise in Financial Mathematics already exists in the Department of Mathematics. The presence of an existing world-class research group in Financial Mathematics within the department ensures that the proposed certificate program is built upon a solid academic foundation within the department which is the Academic Home for the certificate.

Ryerson has set goals for phased-in growth of innovative programs that provide cross-disciplinary learning, are professionally relevant, and have an integrated approach to academic and hands-on knowledge. All of these goals are addressed by this proposed certificate program.

**3. Target Group/Audience:** A certificate program in Financial Mathematics Modeling is an excellent complement to other skills adult professionals may already possess and will be of interest to those who have a background in Economics, Math, Science, Engineering or Finance and who seek career advancement, career portability and career longevity. The certificate will attract: employees of financial institutions in general, Risk Managers, Fund Managers, Traders, Financial Controllers, Accounting and Actuarial Personnel and Central Bankers.

**4. Certificate Structure & Learning Outcomes:** The Certificate in Financial Mathematics will consist of six 39-hour courses in total. Three (3) courses are required. Participants are required to select an additional three (3) elective courses based on their background and interests. All courses are will be offered in-class through The Chang School.

**5. Curriculum:**

*Required Courses:* The required course<sup>1</sup>s are: CMTHAAA: Computational Methods in Mathematics and Statistics; CMTHBBB: Financial Mathematics I; CMTHCCC: Financial Mathematics II.

*Elective courses:* These are: CMTH500<sup>2</sup>: Introduction to Stochastic Calculus; CMTH304: Probability and Statistics I; CKCS120<sup>3</sup>: Structured Programming in C; CFIN300: Managerial Finance I; CFIN501: Investment Analysis I.

**6. Development Plan:** Near-term development includes the authorship of the three new required courses. All other courses in the certificate already exist.

**7. Societal Need:** The proposed certificate program directly addresses the societal need, in Canada and globally, for highly trained quantitative analysts in the financial sector. It is expected that the growing demand by employers for expertise in Financial Mathematics and Financial Mathematics Modeling in many sectors of the economy will be answered in some measure by the offer of this certificate.

**8. Admissions:** The admissions requirements for this certificate program are mature student status and evidence of university-level coursework in Mathematics, Economics and/or Finance; or equivalent (Equivalency to be determined by the Academic Coordinator). Additionally, an applicant with mature student status and other relevant qualifications or relevant industry experience may be considered by the Academic Coordinator for entry to the Certificate.

An Applicant Assessment with the Academic Coordinator is required to register in the Certificate program. During the Applicant Assessment the Academic Coordinator will chart the applicant's plan of study based on the strength of his or her professional background, coursework; or equivalent. Prerequisites to courses comprising the certificate program may be waived as a result of an applicant's having been assessed by the Academic Coordinator to have the strength of background necessary to be approved and to be registered in the certificate program.

A student admitted to the certificate program must complete satisfactorily the certificate's six (6) courses in order to be eligible to receive the Certificate in Financial Mathematics Modeling.

**9. Academic Governance:** The certificate will reside in the Department of Mathematics in the Faculty of Engineering and Architectural Science (FEAS) until the formation of the Faculty of Science where it will be transferred. The normal procedures and prescriptions mandated by Policy #76 will apply to the academic and administrative oversight of this certificate offering.

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<sup>1</sup> All required courses are new and will be required as part of this certificate and of the proposed BSc in Financial Mathematics (see below).

<sup>2</sup> This is a new course that will be developed within the proposed undergraduate program in Financial Mathematics, see below.

<sup>3</sup> This course exists at the Chang School.



## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Certificate in Financial Mathematics Modeling.*

## C. PROPOSAL FOR AN OPTIONAL SPECIALIZATION IN DIGITAL ENTREPRENEURSHIP AND INNOVATION

**1. Background and Rationale:** Innovation in the digital economy is rapidly and profoundly altering our society at the local, national and global levels. Digital media is having (and will continue to have) profound influences upon learning and research. University graduates, regardless of their field of study, will be confronted with demands that reflect these rapid changes as they enter the work force, pursue advanced study or research careers. The increasingly pervasive role of digital media in society also provides exceptional scope for motivated students to identify new opportunities and to create and develop their own ideas to meet these opportunities. Students from any discipline may have concepts they wish to develop as the influence of digital media infuses fields as diverse as the humanities, health care and the STEM subjects. As an educational community, Ryerson therefore faces the challenge of how best to take advantage of these changes and to support our students in new ways of learning. The proposed *Optional Specialization in Digital Entrepreneurship and Innovation* is a response to this challenge.

Ryerson is uniquely positioned to offer such a program as it has core strengths in applied technology, interdisciplinary research, and industry partnerships. We are committed, by a long-standing mandate, to help our students take the lead in emerging job and innovation sectors. Further, Ryerson has two important and unique strengths that would support an innovative EL curriculum such as the Specialization Semester: five, soon to be six, strong Faculties ready to collaborate on the initiative (Arts, FCAD, FCS, FEAS, Science and TRSM), and our institutional experience with the Digital Media Zone.

The proposed *Optional Specialization in Digital Entrepreneurship and Innovation* is in some ways a reimagining of what experiential learning might be. It responds to a commitment made in our current academic plan for Ryerson to be “innovative in identifying experiential learning opportunities”. It also aligns closely with Ryerson’s goal to be a leader in career-relevant education and in education that fosters innovation and entrepreneurial thinking in the digital global society.

**2. The Curriculum:** Full details of the curriculum, including week-by-week course content and objectives, can be found in the full proposal. In synopsis: The *Optional Specialization in Digital Entrepreneurship and Innovation* is composed of two elements: (i) a 12-week course related to *Digital Skills and the Global Economy* (DElxxx), which will run every Fall and Winter semester, and (ii) a 12-week *Experiential Semester in Digital Entrepreneurship and Innovation* (DElxy) which will run in the Spring/Summer.

The *Digital Skills* course will provide students with skills and insights allowing them to explore and understand appropriate use of digital technologies, and to critically review the role of technology and media in career development and in the broader society. The *Digital Skills* course is intended to be available to any undergraduate student at Ryerson as a for-credit elective which can be used towards degree-completion. It is also pre-requisite to the *Experiential Semester*.

The *Experiential Semester* will provide students with the skills to work together as members of high-performance teams, successfully develop innovative products or services, launch these products/services in the market (either internally or externally) or spin-off their technology into independent start-ups more rapidly and effectively. These outcomes will be achieved through a one-week intensive “bootcamp” in the first week of the *Experiential Semester* followed by a 12-week team-based, immersive project experience moderated by expert mentors. The *Experiential Semester* is external to degree programming; it will be an optional “add-on” to a student’s undergraduate education. Students who successfully complete the combination of the *Digital Skills* course and the *Experiential Semester* will be awarded the credential *Optional Specialization in Digital Entrepreneurship and Innovation*.

**3. Precedent:** It should be pointed out that FEAS already offers a 6-credit Optional Specialization in Management Sciences. The Senate approved offering as been in place since 2003.

**4. Career Pathways:** The *Optional Specialization*, in combination with a Ryerson undergraduate degree, can potentially provide a route to productive careers in a broad industrial sector. Students may aspire to take up technical roles in the gaming industry, not-for-profit sector, education, entertainment, health care, community organizations, fields related to the STEM disciplines and other areas. The training in entrepreneurial approach and teamwork provided by the Specialization Semester may encourage some students to make a serious commitment to develop and launch their own ideas. Thus potential career paths may be as employees of firms/organizations in the sector or as independent entrepreneurs. In addition, the combination of the Optional Specialization with a Ryerson undergraduate degree may strengthen a student’s application for admission to digital media or business and entrepreneurship-related graduate studies.

**5. Admission Requirements:** Admission to the *Digital Skills* course (DElxxx) is based on enrolment in a Ryerson undergraduate program with CLEAR academic standing in that program. Admission to the summer *Experiential Semester* (DElxyy) will require successful completion of DElxxx with a minimum grade in the B-range, or better while maintaining CLEAR standing in the student’s undergraduate degree program. Admission to the *Experiential Semester* will be restricted to students who have completed the first year or higher of their undergraduate degree program.

**6. Enrollment Targets and Launch Date:** It is anticipated that about 145 students will be enrolled in the *Experiential Semester* at steady-state. Full implementation of the program is slated for Fall 2012. A pilot of the *Experiential Semester* will launch in the Spring/Summer 2012 with a cohort of between 30 and 40.

**7. Resources:**

*Staffing* - A commitment of faculty workload on the order of 0.25 FTE RFA. An Optional Specialization Project Director (RFA). A Program Coordinator and program assistant. A technical support person. Mentors/Project Managers - 1.6 FTE at steady-state (0.67 FTE in pilot phase).

*Space* - A dedicated classroom, access to a bookable computer lab. Such space is readily available during the summer months, particularly in FCAD. The Dean of FCAD has indicated a willingness to negotiate space and equipment use related to the Optional Specialization. Access to Zone space may be provided on occasion.

*Software/Hardware* - Most items are covered by site licenses (e.g., Office, Photoshop) but may need to provide access to animation software as well as Digital production tools and editing software (FCAD). Students are expected to provide their own laptops.

**8. Academic Governance:** The Optional Specialization will have its academic home in the Office of a Dean of Record. The Dean of Record in the first instance will be the Dean of the Faculty of Communication and Design. It is anticipated that each Faculty Dean will take responsibility for the program on a three-year rotation. This feature is important as the program is not meant to be the purview of a single Faculty, but open to students from all Faculties. The rotation of the Dean of Record will reinforce this characteristic of the program. The Dean of Record, or designate, will have responsibility for teaching assignments as negotiated with individual faculty and their Chairs/Directors and Deans. It is anticipated that much of the instructional weight will be carried by industry-sector experts engaged as CUPE instructors.

Upon implementation, an *Optional Specialization* committee will be struck. A probable composition for the committee is one Associate Dean from each of the six Faculties, the Chair (or designate) of the Department of Entrepreneurship and Strategy, the Optional Specialization Program Coordinator and the Director of the Digital Media Zone (or designate), supported by the Optional Specialization program assistant. The program committee will have responsibility for academic and admission decisions.

**9. ASC Evaluation:** As Ryerson continues to lead curricular innovation, new ideas continue to be brought forth to ASC. These new ideas are often part of proposals that include details that are to some extent "works in progress" due to their experimental and innovative nature. As a result these proposals may have aspects or elements that include pilot projects, some details of which are "to be determined" or a proposed implementation that will be understood to evolve as events progress.

The proposal for the *Optional Specialization in Digital Entrepreneurship and Innovation* is one such proposal. The proposal is well developed and thoroughly considered but it also includes a pilot implementation phase and some new governance considerations for this program (Although it should be noted that the concept of "Dean of Record" is embedded in Ryerson policies for interdisciplinary curricula). These proposal elements are somewhat different from typical proposals presented to ASC.

When considering this exceptional proposal, ASC recognizes the emergent nature of some elements of the program's implementation. ASC also considered the program's myriad strengths including: its cross-faculty positioning; unanimous support for the program from the Deans of all five of Ryerson's current undergraduate faculties as well as by the Dean of the Yeates School of Graduate Studies; its strong alignment with the 2008-13 Academic Plan's emphasis on Digital Media, Communication, and Information Technology; its alignment with the new curriculum framework, and the intensive experiential learning opportunities offered. It is on the basis of these strengths that ASC recommends Senate approval of the proposal.

In recommending this initiative to Senate, ASC is confident that those responsible for introducing and managing the program will continue to work closely with university planning, the Office of the Vice-Provost Academic, the Registrar's office, and other campus partners to develop a program that serves Ryerson and its students, and which, while distinctive, reflects and advances Ryerson values and priorities.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Optional Specialization in Digital Entrepreneurship and Innovation.*

## **D. PROPOSAL FOR A BACHELOR OF SCIENCE DEGREE PROGRAM IN FINANCIAL MATHEMATICS**

**1. Overview:** The Department of Mathematics at Ryerson University proposes to offer a new undergraduate specialization culminating in a B.Sc. degree: the *Bachelor of Science in Financial Mathematics*. The program will be offered by the Department of Mathematics under the umbrella of the new Faculty of Science, with the support of the TRSAF (Ted Rogers School of Accounting & Finance) Finance Department. The B.Sc. in Financial Mathematics (FM) will leverage the combined talents of the Mathematics and Finance Departments with contributions from the Accounting Department and the School of Professional Communications (FCAD). The Department's current B.Sc. in *Mathematics and its Applications*<sup>4</sup> (MIA) dovetails naturally with the proposed program. The anticipated program launch is Fall 2013.

**2. Societal Need and Career Paths:** Given the ubiquity of finance in our society and the sophistication of mathematical methods used in the financial industry, the time is ripe for a program in FM at Ryerson. FM has tremendous relevance in our society. It is a natural tool for dealing with large, complex financial operations accompanied by risk and unpredictable results; FM models offer systematic tools to help understand the repercussions of the movement of capital. It can also be argued that FM applications are rooted in the basic connections between specific mathematical constructions and the fundamental economic hypotheses used to understand financial markets. FM is an area of applied mathematics with

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<sup>4</sup> The existing MIA program offers a stream in Finance, which will be phased out as soon as the new program begins. No new students will be allowed to take it, starting the first year of the FM program. Those students who are already taking the stream will simply continue to do so with no changes.

a solid and long-term role in Finance. A program in Financial Mathematics is a unique chance for the University to leverage opportunities presented by a newly established discipline, and to position itself at the forefront of undergraduate education in this burgeoning field.

The specific field of FM has seen enormous growth over the past decade, and become a recognized discipline in its own right. The demand for people with specialized FM knowledge is growing steadily, and as such, the time has never been better to introduce a larger program that will train employees and leaders in an exciting, evolving field.

Following the financial crisis in 2008-2009, banks and other institutions have developed a renewed interest in hiring highly qualified personnel with quantitative backgrounds. It is reasonable to expect that this trend will continue in the coming years. Therefore, the B.Sc. in Financial Mathematics will put graduating students in a notably advantageous position in the financial job market or in the pursuit of further studies.

The program will prepare students for a wide variety of financial roles, including but not limited to: computational finance, financial engineering, investment banking, risk management software, trading system development, securities trading and financial risk management, derivatives trading and risk management, collateralized debt obligation, credit default swaps.

Graduates of the FM program will thus have excellent employment opportunities, as well as to the ability to continue with graduate studies; their knowledge and skills will be an excellent fit with Ryerson's M.Sc. in *Applied Mathematics*.

Although there are no specific licensing or accreditation requirements in the field of Financial Mathematics, the program prepares students for two major professional certification programs offered in risk management: the Professional Risk Manager exam, organized by the Professional Risk Managers' International Association (PRMIA), and the Finance Risk Manager exam offered by the Global Association of Risk Professionals (GARP). The proposed course MTHCCC offers training sessions for both certification programs in lectures (weeks 11 and 12) and labs. In addition, the textbook proposed for MTHCCC is the book used to prepare for the exam in Financial Risk Manager Certification.

**3. Comparator Programs:** There is currently only one other FM program in Canada, located at Wilfred Laurier University. Given that Ryerson is situated in Toronto, which is the center of the country's financial industry, we have the advantage of a strategic location. Further, the Laurier program concentrates solely on mathematics with no finance courses offered in the curriculum.

**4. Resources:** The Department of Mathematics consists of 18 regular faculty members, one limited-term faculty member, an administrative assistant, a departmental assistant and an IT technician. One regular faculty member acts as the Associate Chair in charge of undergraduate programs. The Department currently has 103 students enrolled in the MIA program.

One new tenure-track faculty member will be required by the start of the third year of the program's commencement.

**5. Admission Requirements:** O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Advanced Functions (MHF4U), one of Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U), and one of Biology (SBI4U) or Chemistry (SCH4U) or Physics (SPH4U).

## NOTES:

1. ENG4U/EAE4U is the preferred English.
2. The grade(s) required in the subject prerequisites (normally in the 65-70 percent range) will be determined subject to competition.
3. Students are encouraged to include Grade 12 U Physics (SPH4U) in their secondary school studies.

Subject to competition, candidates may be required to present averages/grades above the minimum.

Note that these are identical to the admission requirements for the BSc in Mathematics and its Applications.

**6. Curriculum:** The FM program is made up of 27 required courses, including one required orientation course (SCI180), six liberal arts courses and eight electives, for a total of 41 courses. Of the required courses, 14 are from Mathematics, six are from Finance, one is from Computer Science, one is from Professional Communications, one is from Economics, one is from Accounting and three are first-year science courses (including SCI1801). It should be noted that the proposed curriculum is consistent with the curriculum framework approved by Senate in June, 2011.

A semi-common first year gives science students the chance to change programs within the science platform with an acceptable transferability of credits. At the same time, expanded Mathematics programming allows non-program students a better opportunity to obtain a Mathematics minor or to upgrade their mathematical skills.

Three new mathematics courses have been developed for the program. MTHAAA *Computational Methods in Mathematics and Statistics* is a methods course for FM students that can also serve as an elective course for MIA students, or any Ryerson students with the appropriate prerequisites. MTH BBB/CCC *Mathematical Finance I and II* are capstone courses that integrate everything students have learned into a coherent whole.

MIA students also take a number of professionally related Mathematics electives, which are also available to Science and Computer Science students. Recently, Engineering, Finance and Economics students have shown an increased interest in taking Mathematics electives in the pursuit of a minor or to prepare for graduate school. The proposed FM program will increase the number and frequency of Mathematics electives being offered to all students at Ryerson.

The program curriculum is made up of three parts:

Part 1, which takes place in the first two years, students will take courses in calculus, linear algebra, and probability and statistics, which will prepare them for the specialized content offered later in the program.

Part 2 will include probability and stochastic processes, ordinary and partial differential equations and numerical analysis. In parallel, students will take a series of courses with a financial perspective in all phases of the program.

The core elements of the program takes place in Part 3, with a series of courses with specific content in Financial Mathematics including Computational Methods in Mathematics and Statistics (MTH AAA), Financial Mathematics I (MTH BBB) and Financial Mathematics II (MTH CCC).

The following table summarizes the program:

Table 1: First Year Financial Mathematics	
SEMESTER 1	SEMESTER 2
MTH 131 Modern Mathematics I	MTH 231 Modern Mathematics II
ACC 110 Financial Accounting	FIN 300 Managerial Finance I
PCS 120 or BLG 143 or CHY 103	PCS 130 or BLG 144 or CHY 113
ECN 104 Introductory Microeconomics	CMN 279 Intro. Business Comm.
CPS 118 Intro. Programming	Liberal Studies: Table A
SCI 180 Orientation	
Table 2: Second Year Financial Mathematics	
SEMESTER 3	SEMESTER 4
MTH 330 Calculus & Geometry	MTH 430 Dynamical Systems & Diff. Eqs.
MTH 304 Probability & Statistics I	MTH 404 Probability & Statistics II
MTH 3XX Modern Mathematics III	FIN 501 Investment Analysis I
FIN 401 Managerial Finance II	Elective
Elective	Liberal Studies: Table A
Table 3: Third Year Financial Mathematics	
SEMESTER 5	SEMESTER 6
MTH 500 Intro. Stochastic Calc.	MTH AAA Computational Methods
MTH 501 Numerical Analysis	MTH 712 Differential Equations II
Elective	Elective
Elective	Elective
Liberal Studies: Table A	Liberal Studies: Table B
Table 4: Fourth Year Financial Mathematics	
SEMESTER 7	SEMESTER 8
MTH BBB Financial Mathematics I	MTH CCC Financial Mathematics II
FIN 601 Investment Analysis II	MTH 719 Applied Linear Algebra
FIN 800 Ethics in Finance	FIN 801 Financial Risk Management
Elective	Elective
Liberal Studies: Table B	Liberal Studies: Table B

**7. Experiential Learning:** The proposed program will nurture effective and long-term collaboration with the financial industry and provide graduates with valuable practical skills in the following ways:

- Access to co-op placements for hands-on learning
- Opportunities for undergraduate research relevant to the financial industry
- Several courses, especially capstone courses MTH BBB and MTH CCC, include experiential learning content that allows students to learn industry techniques such as portfolio management investment and risk analysis
- Case studies prepare students for real-world problems arising in the financial industry

**8. Undergraduate Degree Level Expectations:** By the end of this program students will meet the following goals:

1. Proficiency<sup>5</sup> in elementary areas of mathematics (such as calculus and linear algebra) and specialized knowledge in areas relevant to financial mathematics (such as stochastic processes, differential equations, and numerical analysis).
2. Demonstrate knowledge of the application of mathematics to finance, including risk management, portfolio management, and pricing financial derivatives.
3. Implement and innovate financial models, emphasizing validation and recognition of their limitations, including issues of corporate and social responsibility.
4. Effectively demonstrate analytical reasoning and problem solving skills in both written and oral formats.
5. Work effectively and confidently in teams.
6. Demonstrate proficiency in programming to solve problems in financial mathematics.

All required courses were mapped to program goals (see pg. 17 of proposal). Program goals were also mapped to UDLES (see pg. 18 of proposal)

**9. Report of the Peer Review Team and Responses:**

The Peer Review Team<sup>6</sup> visited Ryerson on February 13, 2012. During the visit, they met the chair, faculty members, staff and students of the department. The team was impressed by the quality of the proposal and the innovative nature of the proposed degree. They felt the program was timely and that the financial mathematics program would produce graduates that would satisfy societal demand.

*Recommendations of the Peer Review Team:*

1. An introductory microeconomics course must be added as a mandatory course.
2. The PRT recommended that faculty members that will teach MTH BBB and MTH CCC to coordinate with the finance department faculty that teach FIN 601 and FIN 801 so that they will not cover the same subjects twice and cover the material in a consistent manner.
3. To serve the program students and advise them properly, we believe a faculty Member has to be assigned to this task, especially in the early stages when the program, though small, is getting off the ground. Initially the program will accept 25 students, but later registration may increase, making the oversight by a faculty member important even in steady state. This member should either get some additional financial numeration or some course release.

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<sup>5</sup> Note that in the context of describing program goals, the term “Proficiency” is used as a generic descriptor to position the highest level of achievement for a goal relative an “Introductory” or “Reinforce” level of achievement.

<sup>6</sup> The team consisted of Dr. Matt Davison (University of Western Ontario), Dr. Eric Mendelsohn (University of Toronto) and Dr. Ayşe Yüce (Ryerson University).



*Response from the Dean:*

Dr. Darrick Heyd, Associate Dean, Undergraduate Science Programs and Student Affairs wrote the response on behalf of Dean Mohamed Lachemi. He was “very pleased with the team’s positive comments and strong endorsement of the program. The Department has worked very hard to produce an offering that is both innovative and rigorous, and that fits very well with Ryerson’s mission and goals.”

Regarding adding an introductory microeconomics course ECN 104 to the curriculum, it was felt that this was reasonable, considering the subject matter and the students’ expected placements in the financial sector. The ECN 104 course could easily accommodate another 25 students. This has been implemented in the revised curriculum described above.

The recommendation that the teaching of MTH BBB and FIN 601 be co-ordinated, also that the teaching of MTH CCC and FIN 801 be co-ordinated, was considered to be an excellent suggestion given the related material in the two pairs of courses. The difficulty is in formalising the arrangement so that it may be achieved with minimal reliance on institutional memory. Suggestions from Dr. Heyd included:

- The Departments of Mathematics and of Finance might explore (with the Registrar’s Office and Scheduling) the feasibility of integrating the two courses.
- Wording the Calendar course descriptions in a way that links the two courses may also be helpful.
- Mentioning the linkage in the Program Overview may keep the idea from being lost.
- Maintaining awareness among the instructors, as teaching assignments change from year to year, is the challenge.
- Another key component to implementing this recommendation is oversight. The program director will likely have an ongoing oversight and liaison role in this aspect of the program.

The third recommendation of the Peer Review Team was to assign a faculty member the task to serve the program students and advise them properly. Dr. Heyd responded that this program, while interdisciplinary, has its academic home in the Department of Mathematics and the FM students will be affiliated with that department. The program is a modification of an existing branch of Mathematics and Its Applications (i.e., the Finance stream), which branch will be discontinued after the new program starts. It is unlikely that Financial Mathematics, at its inception at least, will generate enrolments large enough to require its own program director; however, as the program grows, a new program directorship may be necessary. Dr. Heyd recommends that the Department hold off on creating a new program office until there is a demonstrated need and the increased revenue to support the position.

*Response from Department of Mathematics:*

As noted above, the proposal has been modified to include ECN 104 *Introductory Microeconomics*. This has been added to the third semester in place of an elective.

The Department understands that the coordination between the two Finance courses and the two Financial Mathematics courses in semesters seven and eight can only make the curriculum stronger. As the process of making this proposal has unfolded, the two departments have experienced a growing connection and a good working relationship. By 2016, which is the earliest that this coordination will take place, the Department is confident that it will have worked out a strategy for coordination. Presently the responsibility to see that this happens will rest with the Associate Chair, Undergraduate. The Associate Dean has made some excellent suggestions and the department will consider them.

Regarding recommendation #3 the department agrees with the recommendations of the Associate Dean. There are larger programs at the University that only have one Associate Chair, and the department thinks that the levels of support needed to administer the new program as asked for in the proposal below are sufficient. This does not mean, however, that as the program grows the department will not consider seeking new resources.

**10. ASC Evaluation:** The ASC was impressed with the solid design of the program and the strong, collaborative relationship which has grown between the Department of Mathematics and the Department of Finance. It agrees with the positive opinions expressed by the Peer Review Team.

The ASC recognizes the concern raised in the Dean's response about ensuring coordination amongst the pairs of courses MTH BBB and FIN 601 and MTH CCC and FIN 801 and agrees that one or more of the coordination strategies be implemented once these courses start to run.

The ASC notes that Program Goal 5, Working Effectively and Confidently in Teams, is supported by five courses, four of which occur in Y4 of the program. ASC recommends that the program monitor the effectiveness of this and consider the possibility of incorporating team-focused activities at an earlier point in the program. On a related notes, Program Goals 4, 5 and 6 lack support at the Reinforce and Proficiency levels. Again, the program should monitor the effectiveness of these courses to deliver on learning outcomes and make adjustments over time if needed.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Bachelor of Science degree program in Financial Mathematics.*

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 Eichenlaub, 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