

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

RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, October 2, 2012

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THE COMMONS - POD 250

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

5:00 p.m. Meeting starts at 5:00 p.m.

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
- Pages 1-5 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the June 5, 2012 meeting*
- Pages 6-7 5. Matters Arising from the Minutes
5.1 – Ad hoc Committee - Curriculum Implementation
6. Correspondence
7. Reports:
 - 7.1 Report of the President
 - Pages 8-11 7.1.1 President’s Update
 - Pages 12-21 7.1.2 Achievement Report
 - 7.2 Report of the Secretary
 - Pages 22-24 7.2.1 RUAA Representative Report (*for information*)
 - 7.3 Committee Reports
 - Pages 25-35 7.3.1 Report #F2012-1 of the Senate Priorities Committee (*for information*):
 - Pages 26-32 7.3.1.1 TRSM and MBA Oath
 - Page 33 7.3.1.2 Policy review process
 - Pages 34-35 7.3.1.3 Learning and Teaching Committee
 - Pages 36-78 7.3.2 Yeates School of Graduate Studies’ Report:
 - Pages 37-38 7.3.2.1 Masters in Digital Media
Motion: *That Senate approve and forward the proposal for a Masters in Digital Media to the Quality Council for approval.*

- Pages 39-48 7.3.2.2 MSc in Applied Mathematics - Addition of Major Research Paper Option
Motion: *That Senate approve the Major Research Paper Option addition to the MSc In Applied Mathematics, as approved by YSGS Council at its September 11, 2012 meeting*
- Pages 49-78 7.3.2.3 Professional Master’s Diplomas Framework
Motion: *That Senate approve in principle the Proposal for a Framework for Professional Master’s Diplomas as presented in the YSGS report dated September 18, 2012*
- Pages 79-86 7.3.3 Report #F2012-1 of the Academic Standards Committee
Pages 79-80 **Motion #1:** *That Senate approve the proposed new Minor in Film (Cinema) Studies*
- Pages 80-82 **Motion #2:** *That Senate approve the proposed new Minor in Photographic Studies*
- Pages 82-83 **Motion #3:** *That Senate approve the proposed new Minor in Curatorial Studies*
- Pages 83-84 **Motion #4:** *That Senate approve the proposed new Minor in Visual Studies*
- Pages 85-86 **Motion #5:** *That Senate approve the proposed new Minor in Tourism.*
- 8.** Old Business
- 8.1 **Motion on Class time –**
Motion: *That Senate request the Secretary of Senate consult with faculty members and student representatives, then report back to the October meeting before implementing the motion passed at the May Senate meeting to shift class start times from ten minutes after the hour to on the hour.*
- 8.2 D. Checkland suggested including in the Senate agenda, the input of grades in the Ryerson system – K. Alnwick to report.
- 9.** New Business as Circulated
- 10.** Members’ Business
- 11.** Consent Agenda
- 12.** Adjournment

SENATE
MINUTES OF MEETING
TUESDAY, JUNE 5, 2012

MEMBERS PRESENT:

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

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

**K. Alnwick moved; M. Lachemi seconded
Motion approved.**

3. Announcements - None

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the May 1, 2012 meeting*

**L. Fang moved; D. Mason seconded
Motion approved.**

5. Matters Arising from the Minutes - None

6. Correspondence

6.1 Letter regarding Iranian..... Meeting agreed to have letter written to...

7. Reports:

7.1 Report of the President

7.1.1 President's Update

7.1.2 Progress Indicators and Related Statistics, presented by P. Stenton

7.1.3 Academic Plan Update 2008-2013, presented by A. Shepard

http://ryerson.ca/senate/documents/academicplan_update_June_5_2012.pdf

7.2 Report of the Vice President Research and Innovation presented by W. Cukier

7.3 Report of the Secretary - None

7.4 Committee Reports:

7.4.1 Report of the Curriculum Review Committee presented by C. Evans
Policy Recommendations listed. See Complete White Paper:

http://www.ryerson.ca/senate/documents/CRC_White_Paper_May_3_2012.pdf

Motion #1: [*Amended to read:] *Whereas the White Paper recommends (Recommendation #7, p. 6) that “the University expresses its intent to make the breadth elective category a field for mandated breadth over time – “ and*

Whereas there is no time like the present to express such an intent (with appropriate provisos),

Be it resolved that Senate adopt the following amended Recommendation #7:

Long-Term Goals of the Breadth Elective Category - The ‘breadth elective’ category should, as sufficient courses are offered, become a field wherein mandated breadth is appropriate and feasible. The extent and nature of such mandated breadth will need to be revisited by Senate as courses become available. In endorsing this recommendation Senate is expressing its intent that almost all schools/departments will make spaces and/or courses available to students not registered in their programs, to a degree consistent with their resources and negotiated with the Provost, while recognizing that this will not be possible at the

outset of the implementation process, when most breadth electives are bound to continue to emanate from the Faculty of Arts. The model of mandated breadth adopted in the long term might include not just a required number of courses from the social sciences and humanities, but possibly also from a science and technology category as well as from a category of applied areas such as business and design. There will need to be a commitment by the University to ensure that sufficient courses exist in whatever set of breadth categories is finally selected.

C. Evans moved; H. Lane Vetere seconded
Friendly Amendment moved by D. Checkland; M. Dionne seconded
Amended Motion approved.

Motion #2: *That Senate establish (in accordance with Article 7.1 of the Senate Bylaw) a new ad hoc committee and refer the draft Omnibus Curriculum Policy #2 to it (in accordance with Senate Bylaw 9.7.21.4), and that the terms of reference, composition, and timeline of the ad hoc committee be as follows:*

- *Terms of Reference:* The Committee is hereby charged to further identify for Senate's approval key principles comprising the general goals of the new curricular structure (including definitions of "breadth" and "writing course" or "writing requirement"); to further elaborate draft Policy #2 and identify and make recommendations regarding the implementation of that Policy and the "White Paper" more generally; and to hold at least one round of public consultations with the Ryerson community prior to reporting back to Senate.
- *Composition:* The Committee shall consist of the Vice-Provost Academic, the Interim Secretary of Senate, the Vice-Provost Students, the Registrar, one faculty member from each Faculty named by the Deans thereof (in consultation with the Chairs/Directors thereof), one member from the Chang School named by the Dean in consultation with the School Council, two student Senators elected by and from the student Senators for 2012-13.
- *Timeline:* The ad hoc Committee shall report in time for consideration at the February meeting of Senate. Should the Committee find this timeline inadequate, it shall report so to the December meeting of Senate and seek an extension, which will not be unreasonably withheld.

C. Evans moved; G. Hauck seconded
Motion approved.

7.4.2 Report #W2012-4 of the Academic Governance and Policy Committee:

Motion #1: *That Senate approve the Streamlined Procedural Framework for Dealing with Suspicion of Academic Misconduct (Policy #60), which would then serve as the basis for the Committee's ongoing review of Senate Policy 60.*

C. Evans moved; J. Isbister seconded
Motion approved (1 opposed).

Motion #2: *That Senate approve the bylaws of the School of Accounting and Finance*

C. Evans moved; K. Jones seconded
Motion approved.

Motion #3: *That Senate approve Policy #2: Undergraduate Curriculum Program Structure*

C. Evans moved; K. Jones seconded
Motion approved.

Motion #4: *That Senate approve the amended section 6.3.6 of the Senate Bylaw (amendment of the Research Ethics Board's Terms of Reference)*

C. Evans moved; D. Rose seconded
Motion approved.

Motion #5: *That Senate approve the revised YSGS Course Management Policy #151, as approved by YSGS Council at its April 12, 2012 meeting*

J. Mactavish moved; G. Hauck seconded
Motion approved.

7.4.3 Report of the Nominating Committee

Motion #1: *That Senate approve the nominee from Arts to complete the Arts Faculty representative's 2012-2013 term on Senate*

A. Shepard moved; D. Rose seconded
Motion approved.

Motion #2: *That Senate approve the membership of Standing Committees as presented in this report*

A. Shepard moved; D. Rose seconded
Motion approved.

7.4.4 Report #W2012-5 of the Academic Standards Committee

Motion: *That Senate approve the proposed concurrent Bachelor of Arts (Early Childhood Studies, Ryerson University) – Bachelor of Education (Primary/Junior, York University) degree program.*

C. Evans moved; D. Chant seconded
Motion approved.

8. Old Business

8.1 Motion on Class time –

Motion: *That Senate request the Secretary of Senate consult with faculty members and student representatives, then report back to the October meeting before implementing the motion passed at the May Senate meeting to shift class start times from ten minutes after the hour to on the hour.*

K. Alnwick moved; D. Mason seconded
Motion approved.

9. New Business as Circulated - None

10. Members' Business

10.1 Motion by R. Ravindran – Appreciation of Provost and Vice President Academic's Service to Ryerson

Motion: *That Senate place on record sincere appreciation of the Provost and Vice President Academic, Dr. Alan Shepard, for his exemplary vision, compassion, outstanding academic leadership and, above all, reaching out for students over the past five years. The Senate wishes Dr. Shepard every success as he proceeds to lead Concordia University.*

**R. Ravindran moved; D. Checkland seconded
Motion approved.**

10.2 D. Checkland suggested including in the agenda the process of entering grades into the Ryerson system. K. Alwick will speak to this at the October Senate meeting.

11. Consent Agenda (for information only)
From Chang School: Discontinuation of Nursing Leadership and Management Certificate

From Health Services Management: New Course (EID 100) – Digital Skills and Innovation for the Global Economy
12. Adjournment
Meeting adjourned at 6:10 p.m.



OFFICE OF THE VICE PROVOST ACADEMIC

To: Prof. Mark Lovewell, Interim Secretary of Senate

From: Dr. Chris Evans, Vice Provost Academic

Re: The *ad hoc* Committee for Implementing a Renewed Undergraduate Curriculum Policy at Ryerson University

On June 5, 2012, Senate approved the creation of an *ad hoc* committee to "...further identify for Senate's approval key principles comprising the general goals of the new curricular structure (including definitions of "breadth" and "writing course" or "writing requirement"); to further elaborate draft Policy #2 and identify and make recommendations regarding the implementation of that Policy and the "White Paper" more generally..." (Committee Reports 7.4.1, Motion #2). The motion also indicated the composition of the ad hoc committee and the process for constituting it.

Over the course of the summer, in consultation with the Deans, the committee has been assembled.

This note is to inform Senate of the committee's composition. It is:

Last Name	First Name	Title	Faculty	Department
Evans	Chris	Vice Provost Academic	N/A	Office of the Vice Provost Academic
Lovewell	Mark	Special Advisor	N/A	Office of the Provost & VP Academic
Lane-Vetere	Heather	Vice Provost Students	N/A	Office of the Vice Provost Students
Alnwick	Keith	Registrar	N/A	Office of the Registrar
Soutar	Barbara	Curriculum Advisor	N/A	Office of the Vice Provost Academic
Penny	Katherine	Director	N/A	Director, Curriculum Quality Assurance
Schryer	Catherine	Chair	FCAD	Professional Communication
Wylie	Steve	Interim Chair	FOS	Chemistry and Biology
Friedman	Jake	Chair	FEAS	Mechanical Engineering
Evans	Liz	Associate Dean	TRSM	Retail Management
Moshe	Marcia	Associate Dean	ARTS	n/a
Waddell	Janice	Associate Dean	FCS	n/a
Glynn	Des		Chang	n/a
Palermo	Melissa	Student	FCAD	Image Arts
Diverlus	Rodney	Student	FCAD	Theatre

The members are either *ex officio* or recommendations from the Deans following their own local consultation processes. The student members were selected through an election process facilitated by the Senate Office.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'Chris Evans', written in a cursive style.

Chris Evans, Vice Provost Academic

September 26, 2012

Ryerson University
President's Update to Senate
October 2, 2012



Everyone Makes a Mark

Greetings – I am pleased to welcome new and returning members of the University Senate to the 2012-13 academic session. As Ryerson continues to develop in strength and distinction, the role of Senate continues to offer key guidance and support for our students, scholars and community. Special thanks to everyone involved in the Senate Orientation, and best wishes for a great year.

In Appreciation – Sincere thanks to Premier Bill Davis, who named Ryerson a beneficiary of the Red Rose Ball of The St. George's Society held earlier this year. In recently accepting the proceeds of \$260,000 from the event, we announced that Ryerson will create an endowment to support student awards from the donated funds. The St. George's Society of Toronto recognized Premier Davis with its distinguished Award of Merit for contributions to the community.

In Remembrance – A memorial was held on September 7th for Marko Mistic (3rd year Aerospace Engineering) and Mohammed Shahnawaz Zia (Aerospace Engineering '12), who perished with two friends in the tragic crash of a single-engine Cessna on August 24th. Shahnawaz and Marko were remembered as brilliant students who contributed greatly to Ryerson academic distinction and campus life, and the community mourns their loss.

Jack Layton Annual Lecture – Special initiatives honouring Jack Layton's legacy to our university and nation have been announced by Ryerson. The inaugural Layton Lecture, entitled "Restoring and Reclaiming Democracy," will be delivered by Charles Taylor in the Ryerson Theatre on Thursday, September 20th, from 6:30-8:30 p.m. A Jack Layton Chair will also be established, supported by the Faculty of Arts over the next three years. The Ryerson Library is presenting a display of books, photographs and political memorabilia on the third floor of the Library, and will be launching a dedicated website at www.library.ryerson.ca/jacklayton.

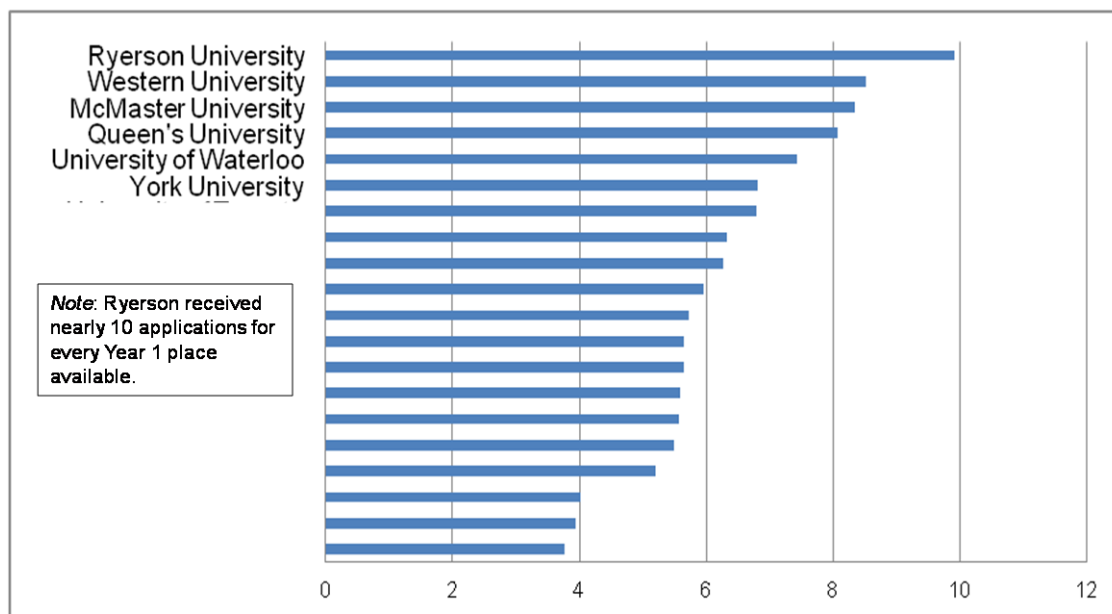
Fall Convocation – Members of Senate are invited to Fall 2012 Convocation celebrating student achievement. Honorary doctorates will be conferred on Assembly of First Nations Chief Shawn Atleo on Thursday, October 18th at 9:30 a.m.; and renowned Canadian tenor Colm Wilkinson on Thursday, October 18th at 2:30 p.m. On Wednesday, October 17th at 2:30 p.m. the Convocation Address to the graduates will be delivered by Professor Frankie Stewart, Faculty of Engineering and Architectural Science, recipient of the 2012 President's Award for Teaching Excellence.

President's National Entrance Scholarships – Canadian secondary school graduates who demonstrate academic accomplishment (minimum 90% average), leadership qualities, original thought and creative ability are eligible for scholarships valued at \$40,000, renewable with a CGPA of 3.67 at \$10,000 per year. We are proud to welcome the 2012-13 recipients:

- Cameron MacDonald (Niagara Falls) – English, 96%
- Michelle Defilippis (Maple) – Contemporary Science, 92%
- Murshida Shahabuddin (Scarborough) – Business Management, 91.83%
- Nela Gojevic (North York) – RTA School of Media, 91.66%
- Karen Grubb (Neustadt) – Architectural Science, 90.5%
- Angela Dan Cheng (Toronto) – Nursing, 90.16%

Enrolment – Undergraduate student demand continues to be strong with just under 72,000 applications, an all-time high and an increase of 4% over last year. Of these, over 67,000 applications were for 7,500 first year undergraduate places. Graduate applications were up 5% from last year, with 6,040 applications and 1,203 offers accepted. The University is on target for its planned enrolment levels for this Fall. Total undergraduate and graduate full-time equivalent enrolment is estimated to be 30,320 compared with 26,000 the previous year.

Total Choices Applications/Confirmations Ratio, Fall 2012



Note: Ryerson received nearly 10 applications for every Year 1 place available.

Source: OUAC August 2012 data



Search for Provost & Vice-President Academic – The Ryerson position was advertised in the *Globe and Mail* on September 12th and subsequently, as well as the August issue of *University Affairs*, and the process is advancing well. We are at the point where we will soon be receiving the ‘long list’ of interested applicants for initial consideration from the consulting firm.

Kenya – The graduation of Teriano Lesancha, the first Masai woman ever to attend university, captured the worldwide press and put Ryerson on the front page of the *Toronto Star*. Given the unprecedented achievement, and Teriano’s commitment to making a difference for her people, we decided to bring Convocation to the villagers of Loodariak and forge ties that would lead to greater opportunity for students in Kenya. The Convocation in Kenya on August 25th was the occasion for the launch of Teriano’s Education Foundation, an exceptionally moving event at which the most valuable gift of livestock was given by village leaders in turn. Ryerson has made excellent connections with government officials in Kenya interested in partnership opportunities. The trip was a remarkable success, covered extensively by the global media.

Student Orientation – There is something especially fitting about the students setting a new Guinness World Record for bell ringing this year, when we are ‘ringing in’ the Mattamy Athletic Centre at the Gardens as our new student and community venue. Along with all of the vibrant orientation activities, the Parade & Picnic Street Fair formerly culminating at the Toronto Islands this year inaugurated a new tradition with a concert at MAC that was an outstanding success.

MAC Grand Opening – It was a special privilege to welcome members of the Board to the reception I was proud to host with Athletics Director Ivan Joseph on September 8th. We welcomed so many supporters from the university and community, as well as alumni from the Toronto Maple Leafs as our special guests, and the evening was capped with a victory by the Ryerson Rams in the first-ever hockey game on Mattamy Home Ice. A new time capsule designed by a team of Ryerson Interior Design students led by Professor Monica Polo was revealed on September 6th, including items such as a Rams jersey, campus newspapers, before/after photos of the building transformation, the first Loblaws at Maple Leaf Gardens store booklet, and the puck from the ceremonial opening with Prime Minister Stephen Harper. The entire opening weekend, featuring Varsity teams, community skating and opportunities to get acquainted with the new facility, was a remarkable effort involving so many people who outdid themselves in energy, dedication, time and spirit. Our heartfelt thanks are extended to them all. Y

Ryerson Image Centre – The launch of the RIC has attracted huge attention, with Canadian Press coverage picked up coast to coast. The September 2012 issue of *Toronto Life* included a feature article with many iconic photographs, and on August 12th *Architectural Lighting* magazine awarded its 2012 ‘Light & Architecture Design Award for Best Use of Colour’ to Diamond Schmitt Architects, for the transformative and interactive effect that “illuminates the campus and announces a new cultural destination in Toronto.” The highly anticipated opening exhibit, *Archival Dialogues: Reading the Black Star Collection*, runs from September 29th until December 22nd, and members of the Board are invited to encourage family and friends to attend.

International Fellowships – Ryerson ‘zones’ welcomed international students to participate in our distinctive research and entrepreneurial environments this summer. As part of the Centre for Urban Energy’s partnership with Anna University in India, six undergraduate and graduate students from the Urban Energy Centre (UEC) in Chennai came to Ryerson for the month of July to work on projects such as wind energy and electric vehicles. For all of the students, it was the first time visiting Canada; and for some, it was their first time leaving India. At the Digital Media Zone, our mission to India last year was followed up with the arrival of nine young entrepreneurs spending four months in the Zone. An August 28th article on *itbusiness.ca* commented that “it may just be the first time a Canadian technology incubator has formally launched a program to bring foreign startups into its fold.” DMZ welcomed international fellows from Tel Aviv University in Israel in August, and the program has also been extended to China.

Ryerson on the Rise – The university continues to attract student demand and international attention with achievements, initiatives and partnerships that represent academic leadership and developments tied to our mission in exceptional ways. Among recent highlights:

- **MIT World’s Top Innovators Under 35:** Hossein Rahnema, RTA School of Media, Digital Media Zone, and founder and CEO of Flybits, was named to the MIT Technology Review TR35 list for his groundbreaking work in context-aware and cloud computing platforms. Past members include Google founders Larry Page and Sergey Brin, Facebook creator Mark Zuckerberg, and Jack Dorsey, creator of Twitter.

- **Forbes Magazine 100 Most Powerful Women in the World:** Sue Gardner (Journalism '90), Executive Director of the Wikimedia Foundation, is the only Canadian to make the Forbes' list of 2012 – joining, for example, Hillary Clinton and Queen Elizabeth II. The Wikimedia Foundation oversees the Wikipedia website, and leadership in online fundraising is credited with establishing Wikipedia as a global brand in the realm of new media, with a reputation as ‘the most famous encyclopedia ever.’
- **Bachelor’s Degree in History:** Seventy-four students were accepted from over 900 applicants to the new Bachelor’s degree in History this Fall, the first undergraduate program in Canada featuring a museum studies option for students interested in related careers. Students are drawn by the combination of classroom experience and experiential learning that will earn credit for work placements and internships; access to initiatives such as Alternative Spring Break, the International Issues Discussion series, and the University of Mosaic; and the chance to strive for nine new awards established by the Department of History for incoming students as part of a larger strategy to support students and encourage excellence.
- **RTA in LA with UCLA:** From August 19th-31st, thirty RTA School of Media students were in Los Angeles participating in the launch of an exclusive Ryerson program in partnership with the University of California, Los Angeles (UCLA). *RTA in LA* is a two week for-credit intensive course on writing and producing for the US market, including 60 hours of lectures and seminars, tours, and opportunities to meet with industry executives, award-winning producers, writers, show-runners, management and talent agencies. The program culminates with Ryerson students pitching their ideas to a group of network executives. The course is designed and led by Ryerson, with facilities and faculty provided by UCLA. Based on the success of this first year, the plan is to work on making *RTA in LA* an annual program.
- **Ryerson at TIFF:** The 2012 Toronto International Film Festival once again featured work by Ryerson students and alumni, including: *Antiviral* by Brandon Cronenberg (Image Arts '08), which tied for the Skyy Vodka Award for Best Canadian First Feature Film; *Tuesday* by Graham Foy and Benjamin Petrie (4th-year Image Arts); *Deal Scavengers* by Aaron Phelan (Image Arts '04); *Life Doesn't Frighten Me* by Stephen Dunn (Image Arts '13), starring Canadian legend Gordon Pinsent; Internet viral video *S--- Girls Say* by Graydon Sheppard (Image Arts '05) and Kyle Humphrey, who were also chosen for TIFF's Mavericks featuring on-stage conversations with leaders in the film industry; *Tower*, the first feature film by Kazik Radwanski (Image Arts '08); *The Lesser Blessed* by Anita Doron (Image Arts '01); and *The End of Time*, a philosophical documentary by Peter Mettler (Image Arts '82).
- **CGA Project Funding** - The Certified General Accountants of Ontario recently announced almost \$2-million in funding over the next 3-5 years for finance and accounting-related projects at seven universities and two colleges. The organization, whose 21,000 members mainly work for small to medium sized enterprises, indicated the program is specifically intended not to be a “cookie-cutter” approach to education, research and professional development, rather an investment in projects tailored to individual institutions. First round recipients are: Western University (\$402,500), University of Ottawa (\$370,000), Ryerson University (\$300,000), Brock University (\$285,000), Seneca College (\$255,000), University of Toronto-Mississauga (\$150,000), University of Toronto-Scarborough (\$105,000), Conestoga College (\$60,000), and University of Ontario Institute of Technology (\$25,000).

RYERSON ACHIEVEMENT REPORT

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

Events

On August 13, **Prime Minister Stephen Harper** joined **Minister of Finance Jim Flaherty** and **President Sheldon Levy** at the opening of the Mattamy Athletic Centre at the Gardens. The lighting ceremony generated coverage across the country, including a special feature in the Toronto Sun, with multiple articles quoting President Levy <http://bit.ly/PS70WJ>. Coverage highlights include the Globe and Mail <http://bit.ly/NgliBV>, National Post <http://natpo.st/Og5Oiz>, Toronto Star <http://bit.ly/QYsNkC>, CTV News <http://bit.ly/Pei989>, CBC News <http://bit.ly/Qwfnl8>, Montreal Gazette, Ottawa Citizen, The Score, TSN: Sportscentre, CP24, CityNews, Breakfast Television, the Torontoist, Maclean's On Campus, Academica.ca, Yahoo! Sports UK and Ireland, Open File, E! Canada, Sun News, Toronto Observer and Sympatico News.

The Globe and Mail quoted **President Levy**, Athletics Director **Ivan Joseph**, coaches **Lisa Jordan**, **Roy Rana**, **Graham Wise** and **Carly Clarke** <http://bit.ly/SAflq2> in an article about athletics at Ryerson and the significance of the Mattamy Athletic Centre.

The Globe and Mail shared a photo gallery of the MAC and the Rams' first hockey game in the new facility <http://bit.ly/Sz5CjV>. The Toronto Observer reported that the Rams won their first game at the MAC, an item pitched by Public Affairs <http://bit.ly/Qz02dC>. The news was also reported in the Toronto Sun <http://bit.ly/PdH0d8>. The Toronto Star profiled the Rams-Dawson College basketball game at the MAC <http://bit.ly/NQaYFD> and BizNow, Examiner.com and Sports Extra reported on the first basketball game at the MAC.

President Levy and Prof. **Jean Golden**'s trip to Kenya to attend Masai graduate **Teriano Lesancha**'s celebration at home made headlines around the globe. The event was reported by the East African Standard <http://bit.ly/PbtiVO>, Daily News Tanzania <http://bit.ly/OcXHXw>, AllAfrica News <http://bit.ly/QnDNav>, Standard Digital <http://bit.ly/RUxFd5>, GBS <http://bit.ly/RUxFd5>, K24TV <http://bit.ly/QNPvaL>, CBC National, and CBC News in Toronto and Edmonton. President Levy was quoted in the Toronto Star <http://bit.ly/R3v3CF> and the Star-Kenya <http://bit.ly/QSkNgJ>; he also appeared on CBC Radio's Here & Now <http://bit.ly/Nuus2s>.

In the media

A number of mainstream and trade media reported on the opening of the Ryerson Image Centre, the Black Star Collection exhibit and the Centre's Light & Architecture award for best use of colour:

The Globe and Mail shared a video of the Ryerson Image Centre <http://bit.ly/UGLXMB>. The item, pitched by Public Affairs, was also picked up by the Kenya Star <http://bit.ly/QaGsVD>. The Globe and Mail also shared a picture gallery of the new centre <http://bit.ly/QgLBcm>.

Daily Commercial News reported on the award, quoting **President Levy** <http://bit.ly/Qi9kgn>, and profiled the Centre in a separate article: <http://bit.ly/Q8VDw4>. The award was also reported by World Architecture News <http://bit.ly/Prszil>, Art Media Gallery <http://bit.ly/QTSwpR> and Canadian Interiors, quoting **President Levy** <http://bit.ly/UaKr4E>. LEDs Magazine profiled the centre, quoting **President Levy** <http://bit.ly/OQM83l>.

Toronto Life and the Calgary Herald reported on the new Image Centre, profiling the iconic Black Star Collection. Academica.ca reported on the opening of the centre <http://bit.ly/qRI0gh>. Photo Life, Dwell, Yahoo! Canada, mysask.com, Daily Hot News, Toronto Grand Prix blog also reported on the Centre, its opening, and the Black Star Collection.

The new centre was also covered in the Beat Magazine, quoting **President Levy**, <http://bit.ly/RGm8b4>, Lord Cultural News, Toronto.com, F-Stop Magazine, Noodles, Urban Toronto, News Alighting China <http://bit.ly/NJEWuP> and Alibaba.com <http://bit.ly/Th1TF6>.

The Ottawa Citizen reported on the Black Star-inspired exhibit at the Ryerson Gallery, quoting gallery spokeswoman **Heather Kelly**. The item also appeared in the Windsor Star <http://bit.ly/RRu1AF> and Waterloo Region Record <http://bit.ly/U5yopb>.

Back-to-school activities, orientation and tips by Ryerson experts pitched by Public Affairs were widely covered by the media:

World Record Academy reported on the record set by Ryerson students and staff for the largest cowbell ensemble, an item pitched by Public Affairs <http://bit.ly/Q6VF62>. The item also appeared in The Huffington Post <http://huff.to/Q5WOyg> and UPI.com <http://bit.ly/SjryPG>, E! Canada Now <http://bit.ly/TR3LC5>, Online Journal and UPI <http://bit.ly/TEL9VO>. The activity was also reported by Canadian Press, Calgary Herald, Times Colonist, Vancouver Sun, the Province, Windsor Star, Edmonton Journal, Winnipeg Free Press, Global News, The World Journal, Detroit Free Press, and SingTao.

Maclean's featured photos from Ryerson's orientation parade and fair, an item pitched by Public Affairs <http://bit.ly/QEZANT>.

CityTV's Breakfast Television, CP24, CBC News Toronto, Global News Toronto and CTV News Toronto reported on move-in day for first-year students at Ryerson. CP24 and Global's The Morning Show also reported on orientation activities <http://bit.ly/QcsyBN>.

CityNews Toronto reported on back-to-school tips for international students and their parents, <http://bit.ly/NuowGG>. The item was also picked up by News 1130 <http://bit.ly/Oho4bb>.

Martin Antony, Psychology, spoke to CityNews Toronto about overcoming back-to-school anxiety <http://bit.ly/R4QOCB>.

CityNews Toronto reported on back-to-school tips for international students and their parents <http://bit.ly/NuowGG>. The item was also picked up by News 1130 <http://bit.ly/Oho4bb>. Ryerson international student **Mohammed Mahmood** appeared on CBC Radio's Metro Morning, with tips to help international students adapt to their new surroundings. Listen here: <http://bit.ly/SSoUhp>.

The Brandon Sun also published back-to-school tips by Ryerson experts <http://bit.ly/Ru8jk1>. J-Source.ca published tips for journalism students by Ryerson student **Angelina Irinici** <http://bit.ly/NMQ4ai>. The item was also picked up by Yahoo! News, The Street, Digital Journal, The Sacramento Bee and WALB News 10 <http://bit.ly/Qchsik>. CBC News spoke to DMZ-based entrepreneur and student **Brennan McEachran** about 10 back-to-school mobile apps for university students <http://bit.ly/OX0dOA>. The item also appeared in MSN News and IT Business.

The Toronto Star published an extensive profile of Ryerson coaches **Roy Rana** and **Carly Clarke** <http://bit.ly/QpO08J>. They were also mentioned in another article about Canadian basketball talent <http://bit.ly/OFdYRU>. Coach Rana was quoted in a Star article about the "perfect storm" of Canadian basketball talent coming together <http://bit.ly/RSMIEa>. Breakfast Television and CityNews Toronto spoke with **Ivan Joseph**, athletics director, at the Mattamy Athletic Centre.

Adam Kahan, vice president, university advancement spoke to the Eyeopener about the time capsule to be buried at the Mattamy Athletic Centre <http://bit.ly/OVlibU>.

Share News reported that **Denise O'Neil Green** was appointed Ryerson's new assistant vice president/vice provost equity, diversity and inclusion; quoting **Julia Hanigsberg**, vice president, administration and finance and Prof. **Grace-Edward Galabuzi** <http://bit.ly/Lsp1yA>. The item was pitched by Public Affairs.

CBC's The Lang & O'Leary Exchange interviewed alumnus and DMZ research director **Hossein Rahnama**, after he was named to MIT's top 35 under 35 list, a news item pitched by Public Affairs. He was also profiled in the Globe and Mail, on TMCnet.com <http://bit.ly/Q2VEVB>, World Journal <http://bit.ly/NKwmYi>, the Toronto Star <http://bit.ly/Ovs3RY>, IT Canada <http://bit.ly/Nexmll>, Technology Review, Info51.ca, Electronic Products & Technology and Heise Online <http://bit.ly/TN5vz4>.

The Toronto Star reported that journalism alumna **Sue Gardner** was the only Canadian to appear on Forbes' list of the world's most powerful women <http://bit.ly/PKlpXY>. The news was carried by Global Toronto and Thunder Bay, Global's The Morning Show, the Waterloo Region Record, Moneyville.ca, and the Record.

Broadcaster magazine reported that 30 RTA students travelled to Los Angeles for a two-week intensive course on writing and producing for the U.S. market, an item pitched by Public Affairs <http://bit.ly/Po98uW>. Playback magazine also reported on the trip <http://bit.ly/PrkFGn>.

The Toronto Star quoted **Julia Hanigsberg**, vice president, administration and finance, on the topic of Ryerson exploring the purchase of the site of the former Empress Hotel <http://bit.ly/PazMFo>. The news was reported by the Globe and Mail <http://bit.ly/QdkjXC>, Academica.ca, Breakfast Television and CP24.

The Calgary Herald quoted **Chris Daniels**, Centre for the Study of Commercial Activity (CSCA), on the topic of U.S. retailers headed north of the border <http://bit.ly/Pb33PU>. **Tony Hernandez**, director, CSCA, was quoted in the Financial Post about the hype surrounding the arrival to Canada of U.S. premium outlets <http://natpo.st/P1aBRV>.

IT World Canada reported on the new IT security program, quoting director **Alex Ferworn** <http://bit.ly/P5Rtpe>.

A New York Times blog on Toronto nightlife profiled the "capacious auditorium on the campus of Ryerson University" <http://nyti.ms/QF2pf3>.

The Toronto Star quoted **Wendy Cukier**, vice president, research and innovation, in an article about the long-gun registry <http://bit.ly/OIRtEJ>. The item also appeared in Yahoo! News <http://yhoo.it/PYYMy6>.

Usha George, dean of community services, spoke to CityNews about immigration issues. She also spoke to CBC.ca about tourism ads rebranding the U.S. from militaristic to multicultural <http://bit.ly/Nwm1Tk>.

ITbusiness.ca profiled the DMZ <http://bit.ly/S5WYDJ> and MoneyControl.com profiled the DMZ fellowship program, quoting executive director **Valerie Fox** <http://bit.ly/Nn8RCY>. Outlook Business (India) profiled the DMZ's international fellows from India <http://bit.ly/P7vVZB>. **Sharanya Haridas**, a DMZ International Fellow, was interviewed by CBC Radio's Metro Morning, an item pitched by Public Affairs. **President Levy** and DMZ executive director **Valerie Fox** appeared on OMNI News: South Asian Edition and Punjabi National Edition (CHNM-TV Vancouver) discussing the fellowship program.

Valerie Fox also spoke to the Vancouver Sun about turning tech into social enterprise, an item pitched by Public Affairs <http://bit.ly/MEdgjT>. The item also appeared in the Calgary Herald.

IT Business reported that the DMZ took on its first foreign start-up <http://bit.ly/OrEVGF>. Backbone magazine profiled technologists from the DMZ and Computing and Communications Services <http://bit.ly/SMY7Dc>. Mediacaster profiled the DMZ, an item pitched by Public Affairs <http://bit.ly/PI77Je>.

DMZ-based entrepreneur **Brennan McEachran** spoke to CTV News Express about the iPhone 5, an expert pitched by Public Affairs <http://bit.ly/PbFy9D>.

The Toronto Star profiled **Winnie Ng**, chair in Social Justice and Democracy. <http://bit.ly/Qy49a0>

Patrice Dutil, Politics, spoke to Radio Canada about by-elections in Ontario <http://bit.ly/NYQjJG>. The item also appeared on MSN News <http://on-msn.com/S1NkRR>.

Steve Tissenbaum, TRSM, spoke to the Toronto Star about selling vintage clothes online <http://bit.ly/P1fYnA>.

Kamal Al-Solaylee, Journalism, spoke to CTV News: Express about the Democratic and Republican National Convention in the U.S.

Chad Nuttal, manager of student housing service, spoke to CBC Radio's Metro Morning about helicopter parents and the university years. The item also aired on Ontario Morning and Information Morning.

A Maclean's On Campus article on mental health on university campuses quoted **Su-Ting Teo**, director of student health and wellness <http://bit.ly/TnBt4v>. Dr. Teo also spoke to the Current on the topic.

A Toronto Star article on MBA programs profiled TRSM alumna **Noura Sakkijha** and the DMZ <http://bit.ly/P1Nc82>.

A Canadian Press article on time management for students quoted **Sarah Gaikwad**, peer development facilitator at the Learning Success Centre, appeared in the Calgary Herald <http://bit.ly/PYZQ56>, Brandon Sun, Cape Breton Post, and Canada.com. The article was pitched by Public Affairs.

The Toronto Sun (<http://bit.ly/QOtPuU>), the Caledon Enterprise and Caledon Citizen profiled a study by Ryerson urban and regional planning students. The Caledon Enterprise later published a response to coverage of the report, by urban and regional planning **Jason De Luca**, in a piece also quoting Prof. **David Amborski** <http://bit.ly/PlcbTQ>.

A Toronto Star article about the Toronto International Film Festival (TIFF) short film offerings profiled alumnus **Stephen Dunn** and his film *Life Doesn't Frighten Me* <http://bit.ly/UuhP6J>. The Grid coverage of TIFF profiled Ryerson alumnus **Kazik Radwanski** <http://bit.ly/NUI4hC>. In a segment on the TIFF, Global Toronto profiled Canada's top celebrity photographer, alumnus **George Pimentel** <http://bit.ly/QrwR8e>. KTLA.com (Los Angeles) profiled the Ryerson Theatre in its TIFF coverage <http://bit.ly/OIWW5X>, as did the Huffington Post <http://huff.to/Pmi1jo>, The Grid <http://bit.ly/Mbp0eg>, and Fox Pennsylvania <http://bit.ly/PrrYMr>.

Myer Siemiatycki, Politics, was quoted in the Toronto Star about the impact of a conflict of interest case on Mayor Rob Ford's career <http://bit.ly/OVF0o6>. The item also ran in Metro News. He also spoke to the Globe and Mail in reaction to the Toronto police chief imploring Mayor Ford to get a driver <http://bit.ly/NH0Vgm> and to University Affairs about curbing classroom disruptions <http://bit.ly/PjInYY>.

The Toronto Star quoted **Sean Wise**, TRSM, on the topic of bartering and small business <http://bit.ly/QfL38v>.

The Huffington Post published a feature by journalism student **Siobhan McClelland** on the topic of the cachet of law degrees <http://huff.to/PZ6Xgy>.

Brynn Winegard, TRSM, spoke to CityNews Toronto in reaction to the new CRTC rule banning loud television ads.

Murtaza Haider, TRSM, commented on the condo bubble in Toronto on AM640. He also spoke to the Globe and Mail about a "Doing business in India" course at the TRSM.

Food Services & Hospitality quoted **Pamela Palmater**, Politics, on the topic of insensitive names for restaurant menu items <http://bit.ly/PFSUbm>. She also appeared on APTN National News discussing the topic and was quoted in Yahoo! News <http://yhoo.it/Nzvavj>, Digital Journal <http://bit.ly/OMp1sp> and Metro News <http://bit.ly/NzFu6p>. She spoke to Postmedia News about the property ownership bill worrying First Nations leaders, an item picked up by the Ottawa Citizen <http://bit.ly/PsBZuH>, Calgary Herald, Edmonton Journal, Regina Leader Post, Montreal Gazette, and Star Phoenix (Saskatoon). She was profiled extensively in print and broadcast media outlets across the country during her bid for leadership of the Assembly of First Nations, including CBC National, CTV News, the Globe and Mail, Winnipeg Sun, Ottawa Citizen, Macleans.ca, Telegraph Journal, CBC Radio and 680 News.

Chang School Dean **Gervan Fearon** spoke to Media in Canada about the school's fall ad campaign <http://bit.ly/P34VYn>. The item also appeared in Ad News <http://bit.ly/PLU6ym>. Dean Fearon also spoke to Metro News about tips for back-to-school.

Andrew Furman, Interior Design, spoke to Open File about crosswalks and safety <http://bit.ly/OsmKEj>.

Kimberley Wahl, Fashion, spoke to Yahoo! Canada about the world premiere of a TVO-commissioned documentary on body size and beauty <http://yhoo.it/UaL3Y9>. The item also appeared in Digital Journal.

Mining.com profiled Ryerson's post-graduate Certificate in Mining Management at the Chang School. <http://bit.ly/NYeeL6>

Colleen Carney, Psychology, spoke to Newstalk 980 (Regina) about ways to ease kids back into a regular sleep schedule for the school year. Listen here: <http://bit.ly/OtXLx2>.

Sandeep Agrawal, Urban and Regional Planning, was quoted in the Toronto Star <http://bit.ly/MUXTnt> and Metro News about the condo boom and hospital overcrowding. He also spoke to 680 News on the topic <http://bit.ly/OopkGK>. He appeared on OMNI News: South Asian Edition discussing 15 proposed new federal ridings, including 11 in the GTA.

India Education Diary reported on Ryerson's International Student Merit Scholarship, quoting **Michelle Beaton**, manager, international student recruitment <http://bit.ly/TePSNx>. A similar item appeared in APN News <http://bit.ly/NLbrEg>.

Lori Beckstead, RTA, spoke to the Toronto Star about rural radio <http://bit.ly/RUZS8C>.

The Caledon Enterprise profiled Ryerson student **Alessandra Cannito** who made the top 20 cut to play Dorothy in the Toronto production of Andrew Lloyd Webber's The Wizard of Oz <http://bit.ly/OsrOs8>.

The National Post profiled alumna **Amanda Lew Kee** as she headed to New York Fashion Week <http://bit.ly/U7RQIm>. The item also appeared in the Edmonton Journal, Vancouver Sun, Calgary Herald, Chronicle Herald, Brandon Sun, Record and Examiner.com.

The Chicago Tribune published safety tips for parents by **Kathryn Woodcock**, Occupational and Public Health, <http://trib.in/NqUWSn>, an item pitched by Public Affairs.

Yahoo! Canada profiled the Ted Rogers School of Business Management in an article about housing built on top of shopping malls <http://bit.ly/PlqCPI>.

The National Post profiled Ryerson's fashion program, and the importance of designing for diversity <http://bit.ly/PHjrti>.

The Toronto Star profiled alumna **Stacy Clark**, an acrobatic coach with the Cirque du Soleil <http://bit.ly/OcfYAA>

Vaughan Today profiled researcher **John Enright**, Aerospace Engineering, and a project helping guide spacecraft using the stars <http://bit.ly/O8xdRC>.

The Toronto Star quoted Ryerson students **Mayuri Patel** and **Kyla Thurston** in an article about electronic versus print textbooks, an item pitched by Public Affairs <http://bit.ly/Od42k0>.

The Toronto Star profiled alumna **Cheryl Torrenueva**, a designer on such shows as Home Heist and Restaurant Makeover, who has worked with Toronto chef Massimo Capra and U.S. First Lady Michelle Obama <http://bit.ly/MQebmX>. The item also appeared in <http://bit.ly/PBRyCN>.

Canadian Press quoted **Christopher Evans**, associate provost, in an article about university professors encouraging in-class use of gadgets to assist learning, a story idea pitched by Public Affairs. The article appeared in the Montreal Gazette, Ottawa Citizen <http://bit.ly/R6sctd>, MSN News, The Star Phoenix, Canada.com, Vancouver Sun, Regina Leader Post, Calgary Herald, The Province, Winnipeg Free Press, Guardian, Huffington Post <http://huff.to/PlwkCH>, CP24 News <http://bit.ly/Oy8JDy>, Cape Breton Post, PA Herald, MSN News and Brandon Sun.

The Vancouver Sun reported that **Wayne Clark** was named the first distinguished designer-in-residence at Ryerson <http://bit.ly/NlJYHL>. The item also appeared in the Brandon Sun.

CBC News reported that Image Arts alumna and instructor **Annie MacDonell** was among four finalists in the prestigious Grange photography award created by the Art Gallery of Ontario <http://bit.ly/O7aB7r>.

Metro News profiled Ryerson's digital specialization program.

The Hamilton Spectator profiled research on advertising by **Ben Barry**, Fashion <http://bit.ly/SyPCbY>. He also spoke to the Ottawa Citizen on the topic of fitting bathing suits <http://bit.ly/OihiAW> and to the Toronto Star about the fashion industry using older models <http://bit.ly/NkHZmA>.

The Toronto Star profiled the Urban Agriculture Summit at Ryerson University <http://bit.ly/OIWBFJ>.

Dave Valliere, TRSM, spoke to CBC News about the Facebook lock-up, an item pitched by Public Affairs <http://bit.ly/Nlolly>. The item also appeared on MSN News, Sympatico News, Huffington Post, Northern Business Ontario, Yahoo! News and Proactive Investors.

Brynn Winegard, TRSM, spoke to the Toronto Star about a One Direction pop-up store in Toronto <http://bit.ly/Oly3g3>.

Paul Moore, Sociology, spoke to CBC News about Toronto's last adult theatre <http://bit.ly/NFYheq>. The item also appeared in MSN News and Sympatico News. He was also quoted in National Post article about costumed picnickers at Centre Island <http://natpo.st/PNadXO>.

Lori Schindel Martin, Daphne Cockwell School of Nursing, spoke to the Hamilton Spectator about working with dementia patients <http://bit.ly/SvAyM6>.

The Toronto Star profiled Ryerson's Act 2 Studio for Seniors at the Chang School <http://bit.ly/RZpQBK> as well as the Food Security program at the Chang School <http://bit.ly/QEEcSl>.

The Canadian Press profiled a study by **Candice Monson**, Psychology, on couples' therapy for PTSD sufferers, an item pitched by Public Affairs. The item was picked up by the Canadian Press, CityNews Toronto <http://bit.ly/PbmOZe>, Metro News, Canada.com, Windsor Star, Edmonton Journal, Victoria Times Colonist, Vancouver Province, Regina Leader Post, Saskatoon Star Phoenix, Vancouver Sun, Ottawa Citizen, Calgary Herald, Cape Breton Post, Medicine Hat News, Brandon Sun; Global News in Toronto, Winnipeg, BC, Montreal, Edmonton, Saskatoon, and Regina; Cape Breton Post, MSN News, CTV News <http://bit.ly/PiwWZ3>, ABC News <http://abcn.ws/ROL7MP>, U.S. News & World Report <http://bit.ly/N2XCj9>, Boston Globe <http://bo.st/OXrAGE>, Web MD <http://bit.ly/O80E5k>, Journal of American Medical Association <http://bit.ly/PhYTGT>, Vancouver Sun, Calgary Herald, Montreal Gazette, Examiner.com, Time.com <http://ti.me/OZqIHc>, LA Times <http://lat.ms/NqMZME>, TakePart.com, RTTNews.com, News Medical.net, Medical Daily.com, Fayetteville Observer (blog), kbps.org, MedPage Today, KMBZ Radio, KBOI-AM, Boise, Idaho, KGO-AM San Francisco <http://bit.ly/PqgELI>, WTMA-AM Charleston, South Carolina, KARN News Radio, Little Rock, Arkansas, KVOR-AM Colorado Springs, Colorado, PsychCentral.com, CTV Saskatoon News, Doctors Lounge, HealthDay, WUSA-TV, Washington, DC, Clinical Psychiatry News Digital Network, WLS- AM Chicago, Science Codex, JAMA <http://bit.ly/R3tbyj>, Medical Xpress, CTV News, National, CBS Radio News <http://bit.ly/NgxV4A>, the

Huffington Post <http://huff.to/N8yGXv>, East Idaho News, Medscape Today, Times Colonist, Medical News Today, Kenya Star <http://bit.ly/OErZ54> and Your Tango.

The Toronto Star reported on the Balzac coffee shop on campus <http://bit.ly/PivAEe>, as did CBC Television's Dragon's Den and blogTO <http://bit.ly/Lsmi8A>.

The Toronto Star profiled fashion alumna **Roslyn Griffith Hall** <http://bit.ly/MZBDzp>.

Share News reported that Ryerson named **Frank Walwyn** a distinguished visiting scholar at the G. Raymond Chang School of Continuing Education, an item pitched by Public Affairs <http://bit.ly/SdVrva>. The news was also reported in the Law Times <http://bit.ly/Oe7dac>.

The Council of Ontario Universities profiled Undergraduate Research Opportunities Scholar Fraser McDonald, an item pitched by Public Affairs <http://bit.ly/QWoVAC>.

Bloomberg Businessweek profiled alumna **Milena Donovan** <http://buswk.co/PQBJU6>.

Bryan Evans, Politics, spoke to Canadian Press about public figures being entitled to their privacy relating to health matters. The item appeared on CBC News <http://bit.ly/NrVNy0>, MSN News, CTV News <http://bit.ly/P7C34C>, CP24 News <http://bit.ly/P7sOS3>, Global Regina, CKLQ880 News (Brandon, Manitoba) and the Chronicle Herald <http://bit.ly/Pa4TBp>. Canadian Press also quoted Prof. Evans on the topic of contract legislation possibly triggering an Ontario election. The item was picked up by CTV News <http://bit.ly/O70spM>, Montreal Gazette, CBC News <http://bit.ly/QM8erw>, CityNews Toronto <http://bit.ly/PILfc1>, Vancouver Sun, Huffington Post, Hamilton Spectator, Yahoo! News, MSN News, Kitchener Record, Guelph Mercury, and Metro News. The item, pitched by Public Affairs, was also picked up by 680 News, Newstalk 1290 (London), 570 News (Kitchener) and Fox 105.3 (Fredericton).

Cincinnati City Beat profiled an exhibition by **Henry Navarro**, Fashion <http://bit.ly/N1r3nl>.

CBC News reported that Toronto's new chief planner **Jennifer Keesmaat** "guest-lectured at Ryerson University" <http://bit.ly/N8SDNW>. The item also appeared in MSN News and Sympatico News.

ESPN reported on an upcoming Wake Forest Demons men's basketball exhibition game at Ryerson on Oct. 20 <http://es.pn/QjuVIW>. The item was also picked up by Sports Illustrated <http://bit.ly/QYakRK>, Fox Sports <http://on-msn.com/MRj1RL>, Manmademag.com <http://bit.ly/MiFxTE>, News 2 <http://bit.ly/MblvV3>, Daily Reporter Indiana <http://bit.ly/MblyQQ>, Fox Carolina <http://bit.ly/NamYMe>, Fort Mill Times North Carolina <http://bit.ly/OCCNQz>, Enquirer Herald <http://bit.ly/QowT4I>, AL.com Alabama <http://bit.ly/Qox28e> and Yahoo! Sports.

Tammy Landau, Criminal Justice and Criminology, spoke to CBC Radio's World at Six and World Report, as well as Radio Canada and CBC.ca about a surge in crime rates for women being misleading <http://bit.ly/M8k2EW>. The item was also picked up by the Huffington Post.

Ian Ingles, manager of employer services at the Career Development and Employment Centre, spoke to the Toronto Star about the inappropriateness of strip clubs recruiting at career fairs <http://bit.ly/OGpHfU>. The item also appeared in Metro News.

The Toronto Star profiled Ryerson alumna **Hilary Dean**, winner of the CBC Creative Nonfiction Prize, and the MFA in Documentary Media program <http://bit.ly/PBvk3B>. She also profiled in Tandem Magazine <http://bit.ly/PxP6hI> and the Rocky Mountain Outlook, which also featured the MFA in Documentary Media program.

Nation Talk picked up a Ryerson Today story on transgender Mohawk student **Kiel Longboat** <http://bit.ly/PatKoz>.

Gabor Forgacs, Hospitality and Tourism Management, spoke to CityNews about how shootings in Toronto were unlikely to hurt the city's image <http://bit.ly/NR5m79>. The item also appeared in the Kingston Whig-Standard and Global Regina.

Ryerson student **Jai Garcha** was quoted in the Trail Daily Times on the topic of apps for dating.

Maclean's On Campus profiled the Geography and Communication and Media Studies programs. <http://bit.ly/LtwpFk>

BlogTO reported on an exhibition co-produced by Ryerson's Diversity Institute and School of Image Arts <http://bit.ly/SJo8Cr>.

Mehrunnisa Ali, ECE, spoke to OMNI News: Italian Edition, the Ottawa Citizen <http://bit.ly/M94U5G>, St. Catharines Standard <http://bit.ly/NEDQyX>, the Tribune <http://bit.ly/OFW1PJ> and the Niagara Falls Review <http://bit.ly/LZYyKp> about her study on settlement services.

IT World Canada profiled the mainframe computing program at Ryerson University <http://bit.ly/MEpedi>.

Prepared by Marketing and Communications

Senate Report

The Ryerson University Alumni Association

Christine Demetriades – Liaison to Senate.

The following report is to inform the Senate on the recent activities of the Ryerson University Alumni Association (“RUAA”). The RUAA held its most recent meeting on Monday, June 5th, 2012, from which the following matters were discussed.

1. The RUAA’s Executive Goals Update

Among the RUAA’s principal objectives is the continuous expansion of and promotional outreach to prospective members of the Ryerson alumni community. Consistent with this key objective, RUAA Board Members and Members of the Executive have been in attendance at the following Ryerson events, as representatives of the RUAA:

- Ryerson University Business Alumni Association (‘RUBAA’) Golf Tournament
- The new Ryerson Image Arts Building opening
- Ryerson Mother’s day High Tea at the Windsor Arms
- The Ryerson Planning Association’s Spring Reception

The RUAA will continue its representation at forthcoming events; some of which include Spring Convocation ceremonies, Alumni Weekend in September of 2012, and the Mattamy Athletic Centre’s Grand Opening, which is scheduled for early September, 2012.

2. Ryerson University Board of Governors Elections: Alumni Candidates

The Ryerson Board of Governors will be holding elections for the upcoming 2012 to 2013 academic year. There are 7 Ryerson alumni who are running for the 3 alumni positions on the board.

The voting period, for the alumni candidates, commences on June 18th, 2012 and concludes on June 29th, 2012.

3. Regional Alumni Branches

Board Director, Ross Mutton, *Regional Branches Director*, has continued broadening the extension of the RUAA’s presence both nationally and in other parts of the world.

The RUAA is currently in the process of re-establishing its membership with the Ryerson Alumni Branch in Trinidad, and will continue to work on this development until progress is made.

There are two additional regional branches that the RUAA is currently attempting to establish connections to: Edmonton and London, England. More information will be provided as connections are made and as events become scheduled and announced.

4. Upcoming Ryerson Alumni Events

A number of upcoming events are scheduled between June 2012 to September 2012, where representatives from the RUAA will be present.

Significantly, the RUAA anticipates participation in the following:

Convocation Ceremonies: Spring 2012

June 6th to June 15th Ryerson will host its spring Convocation ceremonies for the class of 2012. RUAA members will be delivering convocation speeches, and speaking to the newly admitted group of Ryerson alumni about the benefits of being a Ryerson alumni, and how to stay in touch with Ryerson after their convocation ceremonies conclude.

Mattamy Athletic Centre: Official Opening

The RUAA has purchased a seat in the new centre, from the 'Name your Seat' campaign. The RUAA will be present at the grand opening of the centre, which is expected to take place in early September.

Alumni Weekend: Alumni Day and The Ryerson Dinner

Alumni weekend is the major event that the RUAA has been preparing for and looking forward to. Alumni weekend is scheduled for September 22nd this year, and will include an alumni dinner with alumni speakers and RUAA representatives throughout the event.

As the preparation for this event draws near, further information will be extended to Senate.

5. Social Media Update

The RUAA's social media presence has increased since the last RUAA Senate Report in April, 2012. The RUAA's online presence has seen an increase in the number of members in all 4 of its online forums:

Linked In: 8580

Facebook: 2992

RU Online: 4600

Twitter: 657

The increasing numbers show consistency with the RUAA's Executive goals, as well as with the Students and Young Alumni goals, in promoting awareness of the RUAA and increasing membership into the alumni community by varying modes of communication.

The next RUAA meeting is scheduled to take place in September of 2012. A 3rd RUAA report for the 2012 academic year will be prepared and sent to Senate subsequent to that September board meeting.

**Report #F2012-1 of the Senate Priorities Committee
September 20, 2012**

1. TRSM Corporate Social Responsibility Oath (attached)
2. Policy Review Process (memo attached)
3. Learning and Teaching Committee (memo attached)

Respectfully submitted,

Sheldon Levy, Chair, for the Committee:

D. Checkland, R. Diverlus, M. Dionne, J. Isbister, Md. Sirajul Islam, K. Jones,
M. Lefebvre, M. Lovewell, D. Mason, A. Pejovic-Milic, P. Stenton, N. Walton

Ted Rogers School of Management CSR Pledge

Developed by Ted Rogers School of Management MBA/MTI, MMSc and Undergraduate student body 2012-2013

Purpose of the CSR Pledge

The purpose of the CSR Pledge is to create student awareness and a commitment to learning throughout the Ryerson business education experience about corporate social responsibility (CSR) issues (taken here as encompassing environment/social/governance (ESG) issues, sustainability issues and business ethics issues). This stems from recognition that the social responsibility dimensions of business affects all Canadians at multiple levels (including as individuals, students, consumers, citizens, taxpayers, members of communities, workers, managers, owners, and in other capacities). The CSR Pledge differs from the CSR Oath in that the Pledge is a commitment to learn, provided early in the business education process, whereas the Oath is a commitment to adhere to CSR values in the business world, provided at the end of academic studies. By making the Pledge at the beginning of studies, students are indicating their desire to understand and incorporate CSR values in their educational pursuits, with a view to committing to the CSR Pledge as students leave their educational journey and begin their business careers.

Promotion and Distribution

MBA, MTI & MMSc Program

A presentation facilitated by the MBA Student Association and Professor Kernaghan Webb will be scheduled during the Fall 2012 Orientation weekend for the MBA, MTI and MMSc program. Students will be introduced to the TRSM culture of social responsibility and the TRSM Pledge. At the end of the presentation, students will be given the opportunity of voluntarily taking the pledge before their peers, colleagues and faculty.

B. Comm Program

The Corporate Social Responsibility Student Association (CSRSA) will first introduce the pledge to incoming students during Frosh Week 2012. CSRSA in collaboration with Prof. Webb and the faculty teaching BUS100 will facilitate a presentation to the greater student body in the mandatory BUS100 first year course. Students enrolled in second, third and fourth year of their studies will have the opportunity to learn about the pledge in law classes taught by Prof. Webb. CSRSA in collaboration with Ryerson Commerce Society will endorse the pledge to all students (enrolled or not in law classes) via online and in-person promotional material and the information kiosk located in the lobby of the TRSM building. All students will be given the opportunity of voluntarily taking the pledge before their peers, colleagues and faculty.

Ted Rogers School of Management CSR Pledge

2012-2013 TRSM Corporate Social Responsibility Pledge

As a student in the Ted Rogers School of Management, for the duration of my studies, I will strive to commit myself to continuous learning and development concerning:

- the ways that I, as an individual student, can recognize corporate social responsibility (CSR) issues in my courses and throughout my educational experience at TRSM;
- the evolving meaning of CSR and related terms such as sustainability and business ethics, and their inter-connections;
- the ways in which ideas about CSR can be integrated into strategic business decision making to create value for businesses and affected stakeholders;
- the ways that sustainability and CSR relate to risk and wealth creation in business;
- the ways that workforce diversity relates to CSR and overall business performance;
- the ways that CSR can help to prevent business corruption; and
- the ways that my awareness of the importance of CSR to business performance can enhance professional development and personal growth.

Acknowledging these points, I pledge to be persistent in my pursuit of knowledge and hold myself to the highest ethical standards in a manner that aligns with the underlying values of CSR.

Ryerson University Ted Rogers School of Management Corporate Social Responsibility Oath with Preamble for Bachelor of Commerce Students

Preamble

- Whereas the Supreme Court of Canada has held that directors of public corporations owe a duty to act in the best interests of the corporation, which includes a duty to treat individual stakeholders affected by corporate actions equitably and fairly in keeping with the corporation's duties as a responsible corporate citizen;
- Whereas the Supreme Court of Canada has held that, in determining whether they are acting with a view to the best interests of a corporation, directors are entitled to consider the interests of communities, the environment, workers and other stakeholders, and not just shareholders where the circumstances warrant;
- Whereas Canadian law embodies the values of honesty and integrity, and the importance of keeping commitments, in all business activity;
- Whereas the objects of the University, as stated in the Ryerson University Act include the advancement of learning, and the intellectual, social, moral development of the University's students and the betterment of society and the advancement of applied knowledge and research in response to existing and emerging societal needs;
- Whereas a stated learning goal of the Ryerson University's Ted Rogers School of Management is that students will be able to "recognize and analyze ethical problems in order to choose and defend appropriate resolutions";
- Whereas a failure of Ryerson TRSM graduates to uphold Canadian law and to meet the values enshrined in this preamble and oath would be damaging to the reputation of the individual student, the business for which the individual operates, the Ryerson Ted Rogers School of Management, its Bachelor of Commerce and MBA/MMSc programs, and Ryerson University as a whole,

therefore Ryerson TRSM graduates agree to the following Corporate Social Responsibility Oath.

The Ryerson University TRSM Corporate Social Responsibility Oath for Bachelor of Commerce Students

As a graduate of the Ted Rogers School of Management Bachelor of Commerce program, in the eyes of my peers and community, I make this Ryerson University TRSM CSR Oath, to help guide my future decisions in my business career:

- I recognize that through my activities in the business world I have the ability to be a force of societal good.
- I recognize that through my activities in the business world I will have the opportunity to lead or work with people and manage resources to create value that no single individual can create alone.
- I recognize that the decisions I make in my activities in the business world can affect the well-being of individuals inside and outside the enterprise where I work, today and tomorrow.

Therefore, I promise that, in my activities in the business world, to the best of my abilities and bearing in mind my role:

- I will act with loyalty and care within the enterprise that I work, and will not advance my personal interests at the expense of the enterprise where I work or society.
- I will ensure that the pursuit of shareholder growth at the enterprise where I work is done in a socially responsible way, taking into account the interests of other stakeholders.
- I will understand and uphold in letter and spirit, the laws and contracts governing my conduct and that of the enterprise where I work.
- I will refrain from corruption, unfair competition, or business practices harmful to society.
- I will respect the human rights and dignity of all people affected by my enterprise, and I will oppose discrimination and exploitation.
- I will respect the right of future generations to advance their standard of living and enjoy a healthy planet.
- I will accurately and honestly report the performance and risks of the enterprise where I work.
- I will invest in developing myself and others, helping to advance and create sustainable and inclusive prosperity.

In exercising my duties according to these principles, I recognize that my behavior must set an example of integrity, eliciting trust and esteem from those I serve. I will remain accountable to my peers and to society for my actions and for upholding these standards.

This oath I make freely, and upon my honor.

Ryerson University Ted Rogers School of Management Corporate Social Responsibility Oath with Preamble

Preamble

- Whereas the Supreme Court of Canada has held that directors of public corporations owe a duty to act in the best interest of the corporations as good corporate citizens, and not just a duty to maximize the wealth of shareholders;
- Whereas the Supreme Court of Canada has held that directors, in determining whether they are acting with a view to the best interests of a corporation, are entitled to consider the interests of communities, the environment, workers and other stakeholders, and not just shareholders, where the circumstances warrant;
- Whereas Canadian law embodies the values of honesty and integrity, and the importance of keeping commitments, in all business activity;
- Whereas the objects of the University, as stated in the Ryerson University Act include the advancement of learning, and the intellectual, social, moral development of the University's students and the betterment of society and the advancement of applied knowledge and research in response to existing and emerging societal needs;
- Whereas a stated learning goal of the Ryerson University's Ted Rogers School of Management is that students will be able to "recognize and analyze ethical problems in order to choose and defend appropriate resolutions;
- Whereas a failure of Ryerson TRSM graduates to uphold Canadian law and to meet the values enshrined in this preamble and oath would be damaging to the reputation of the individual student, the business for which the individual operates, the Ryerson Ted Rogers School of Management, its Bachelor of Commerce and MBA/MMSc programs, and Ryerson university as a whole,

therefore Ryerson TRSM graduates agree to the following Corporate Social Responsibility Oath.

The Ryerson University TRSM Corporate Social Responsibility Oath

As a graduate of the Ted Rogers School of Management Master of Business Administration or Master of Management Science program, in the eyes of my peers and community, I make this Ryerson University TRSM CSR Oath, which is aligned with the Harvard MBA Oath, to help guide my future decisions:

- as a business leader I recognize my role in society.
- my purpose is to lead people and manage resources to create value that no single individual can create alone.
- my decisions affect the well-being of individuals inside and outside my enterprise, today and tomorrow.

Therefore, I promise that:

- I will manage my enterprise with loyalty and care, and will not advance my personal interests at the expense of my enterprise or society.
- I will ensure to the best of my abilities that the pursuit of shareholder growth is done in a socially responsible way, taking into account the interests of other stakeholders.
- I will understand and uphold, in letter and spirit, the laws and contracts governing my conduct and that of my enterprise.
- I will refrain from corruption, unfair competition, or business practices harmful to society.
- I will protect the human rights and dignity of all people affected by my enterprise, and I will oppose discrimination and exploitation.
- I will protect the right of future generations to advance their standard of living and enjoy a healthy planet.
- I will report the performance and risks of my enterprise accurately and honestly.
- I will invest in developing myself and others, helping the management profession continue to advance and create sustainable and inclusive prosperity.

In exercising my professional duties according to these principles, I recognize that my behavior must set an example of integrity, eliciting trust and esteem from those I serve. I will remain accountable to my peers and to society for my actions and for upholding these standards.

This oath I make freely, and upon my honor.

MEMORANDUM

TO: Senate Priorities Committee
FROM: Rona Abramovitch
DATE: September 17, 2012
SUBJECT: Policy Review Process

In 2012-13, a committee was struck to review Policy 60, Student Code of Academic Conduct. The work of the review committee resulted in a policy framework passed by Senate at the June 5, 2012 meeting. The committee is now working on turning the framework into policy, and the proposed revised policy will come to Senate some time in 2013. The process has been a very positive one thus far and we are now planning something similar for three other academic policies: Policy 134, Undergraduate Academic consideration and Appeals; Policy 135, Examination Policy; and Policy 145, Course Management. (It should be noted that issues related to these policies arose in the discussion of the framework for Policy 60.)

The process will start not with a committee, but first with a series of discussions and consultations with students, faculty and staff to get input on how the current policies are viewed with respect to strengths and weaknesses. The consultations will be overseen by Mark Lovewell, Chris Evans, and Rona Abramovitch.

Once the consultations have been completed a committee will be struck to establish either an overall policy framework or separate frameworks for each policy, whichever turns out to be most appropriate. The framework(s) will be brought to Senate for approval, after which the revisions to the policies will be worked on and then brought to Senate.

This process is a departure from the way we have done policy review in the past. We think it will provide useful insights into the ways in which the Ryerson community experiences our policies, and we expect that it will lead to a thoughtful and more integrated approach to some of our most central and important academic policies.

To: Sheldon Levy, President and Chair, Senate Priorities Committee; Nancy Walton, Vice Chair, Senate Priorities Committee; John Isbister, Interim Provost and Vice President Academic

From: Chris Evans, Vice Provost Academic; Maureen Reed, Director, Learning and Teaching Office; Mark Lovewell, Interim Secretary of Senate

Re: The Senate Learning and Teaching Committee – Moving Forward

September 20, 2012

Purpose of this Memo: The current memo is to inform SPC of a revised purpose for the Senate Learning and Teaching Committee (SLT) and a modified approach to its mandate that flows from this revised purpose. It is a follow up to the earlier memo reviewed by SPC dated March 30, 2012.

Purpose of the SLT: The SLT is a standing committee of Ryerson's Senate. We are recommending that the purpose of the SLT be revised to allow it to play an advisory role to Senate. In particular, we suggest the following revised purpose:

The SLT advises Senate on select university-wide issues through the lens of learning and teaching. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate, where appropriate.

The select university-wide issues may be items brought forward from Senate itself, from the SPC, from the Provost's Office or from other relevant bodies such as the Learning and Teaching Office (LTO).

In essence, the SLT would act as an advisory body. This would happen in two ways:

1) Its membership would be asked to provide commentary and advice on topics such as policy, processes, and activities that impact the educational environment at Ryerson. Feedback from the SLT would help to inform the University on these topics and ensure that the best possible practices are adopted by the institution. One advantage of this approach is that it provides a voice to a diverse, grassroots but focussed group of faculty and staff and it ensures that their voice is heard in the public forum of Senate (see Reporting section, below).

2) When needed, small working groups from the broader SLT membership would be asked to consider a very focused issue (e.g. methods to increase faculty-student engagement, methods to improve student retention and provide a report summarizing relevant literature and providing an analysis of the issue for Senate).

Frequency of Meetings: Normally one meeting will be held per semester. Additional meetings can be convened at the request of the SLT committee Chair.

Membership: We suggest that the SLT's membership remain unchanged but that a flexible system be introduced to allow addition of members as needed for specific purposes.¹ We suggest that additional interested members of the Ryerson community can request to participate in the discussions of the SLT on particular topics which may be of interest to them. The registration of these additional members would be administered through the LTO.

Reporting to Senate: The SLT will still be required to report annually to Senate on its activities. Given the revised purpose of the SLT, the report will contain a summary of the deliberations, analysis and recommendations of the SLT on the topics of interest in a given Senate year.

Suggested Topics for 2012 – 2013:

1) Consultations will be taking place on several academic policies this year, as part of the regular review process. Once the review committees involved have a detailed set of revisions/recommendations in hand, the SLT would comment and advise on the proposed changes to these policies.

2) Experiential Learning (EL). A committee of the Provost's Office has worked through the summer and prepared a draft report on the Experiential Learning Office (ELO) which contains a number of recommendations about the Office structure as well as about EL more broadly. The Provost asked for this review as he recognized the deep integration of EL at Ryerson, as well as, the ever increasing focus of EL in the post-secondary sector in Ontario and in North America more widely.

During the fall of 2012 the ELO will work to develop these recommendations into a priorities document for EL at Ryerson, including suggestions for new directions (e.g., "Zone" experiential learning opportunities). We believe that the SLT would be an excellent sounding board for this priorities document. It is anticipated that this SLT activity would occur in early 2013.

¹ Currently, the committee is chaired by the Vice Provost Academic and has about 30 members including faculty, Teaching Chairs, representatives of the Learning and Teaching Office (LTO), student support staff, and students. The Director of the LTO and the Secretary of Senate are ex officio non-voting members. The Director of the LTO acts as the *de facto* vice Chair of the SLT.

YEATES SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, OCTOBER 2, 2012

1. *Master's in Digital Media*

Motion:

"That Senate approve and forward the proposal for a *Master's in Digital Media* to the Quality Council for approval.

2. *MSc in Applied Mathematics - Addition of Major Research Paper Option (for approval)*

Motion:

"That Senate approve the *Major Research Paper Option addition to the MSc In Applied Mathematics*, as approved by YSGS Council at its September 11, 2012 meeting."

3. *Professional Master's Diplomas Framework (for approval)*

Motion:

"That Senate approve in principle the Proposal for a Framework for Professional Master's Diplomas as presented in the YSGS report dated September 18, 2012."

Submitted by:



Jennifer Mactavish, Dean
Chair, Yeates School of Graduate Studies Council

1. MASTER'S IN DIGITAL MEDIA:

The Yeates School of Graduate Studies submits the proposal for a *Master's in Digital Media* to Senate for its approval and subsequent submission to the Quality Council for approval. The proposal was developed in compliance with Senate policies 110 (Institutional Quality Assurance Process) and 112 (Development of New Graduate and Undergraduate Programs). The program brief is available for review in the office of the Secretary of Senate or in the office of the Dean of the Yeates School of Graduate Studies (YDI-1109, 1 Dundas Street West).

Motion

That Senate approve and forward the proposal for a *Master's in Digital Media* to the Quality Council for approval.

Note: The Provost has final authority to determine whether a program may proceed.

RYERSON UNIVERSITY
MASTER'S IN DIGITAL MEDIA

EXECUTIVE SUMMARY

Digital media is most broadly defined as the digital production of multimedia content and tools. Many traditional sectors – in art, education, science, health, engineering, and design – now collaborate using these emerging digital media technologies. Digital media sectors offer Canadians new and well-paid jobs in programming, game design, mobile applications, special effects, 3-D animation, sound design, computer graphics, and many other fields. Digital media professionals are in great demand, and many digital media companies show robust health, at a time when manufacturing industries falter.

The Honourable Tony Clement, Minister for Industry Canada, claims “few areas offer [Canada] greater reason for optimism than the digital economy.”¹ Canadian past and present success stories like RIM, Corus Entertainment, and marbledmedia show potential for remarkable growth and global competitive edge.

The Ontario Ministry of Education’s elementary and secondary school curricula (2009/10) reflect the belief that *all* Canadians will gain from a higher usage of digital media, while the question of “equal access” (to bandwidth, for instance) is now firmly embedded in political thinking. The guiding vision for higher education in Ontario emphasizes, among other outcomes, the need for transformative change to ensure high quality and internationally competitive preparation that maximizes engagement in the creative economy. Digital media is core to this economy in its linking of the technical, creative, industry and business know how necessary in today’s economic, social and cultural contexts.

While recognizing the importance of these trends nationally, Canada continues to lag behind most peer countries in productivity and innovation measures (Report Card on Canada, 2012), yet, somewhat paradoxically, has among the most well educated populations in the world. The Conference Board of Canada recommends that Canadian universities graduate more students in disciplines that support innovation.²

Ryerson’s Master’s in Digital Media (MDM) program is designed to address these demands – to incubate transformative ideas, to increase development, and to prepare highly qualified personnel for a growth industry. This is envisioned as a starting point for launching a broader platform of

¹ Speech, November 2010, www.ic.gc.ca/eic/site/ic1.nsf/eng/06098.html

² “A Report Card on Canada: 2009/10,” Conference Board of Canada: www.conferenceboard.ca/HCP/Details/Education.aspx

future graduate program offerings in digital entrepreneurship and innovation that will produce the talent needed in the global creative economy.

Ryerson has a critical mass of research laboratories and resources in the digital media arena. These include the Ryerson Multimedia Lab; Ubiquitous Computing Lab; Digital Cinema and Advanced Visualization Lab; Experiential Design and Gaming Lab; AccessFabrik Lab; Infoscape Research Lab; Human Factors Lab; Robotics and Manufacturing Automation Lab; Digital Value Lab; and the Sound, Mind, Applied Research & Technology (SMART) Lab; the Centre for Learning Technologies (CLT), at the TRSM; and the Experiential Design and Gaming Environment (EDGE) Lab.

Four of Ryerson's six faculties – the Faculty of Communication and Design (FCAD), the Faculty of Engineering and Architectural Science (FEAS), the Faculty of Science (FOS), and the Ted Rogers School of Management (TRSM) along with the Digital Media Zone (DMZ) and the Yeates School of Graduate Studies (YSGS) – are part of an MDM program that represents vital areas of digital media: user experience/design, technology, media arts, and business/management.

Ryerson holds several digital industry-focused research chairs, and Ryerson faculty typically combines academic credentials with business and professional experience. The typical Ryerson MDM faculty member is familiar with industry and has a deep knowledge of content in such areas as computer science, nanotechnology, wireless broadband networks, online identity construction, politics, film studies, rehabilitation engineering, privacy laws, e-commerce, etc. Ryerson is therefore able to draw on deep and broad faculty expertise in each of the three contributing areas (design, technology, and business) with the necessary connections to industry. Teaching resources will allow for 8 new courses to be offered as part of the program; existing courses offer added breadth of elective choices. Ryerson also has sufficient links with industry partners to ensure a supply of diverse, highly interesting and relevant adjunct instructors and project co-supervisors.

The Ryerson MDM will admit 25-35 students in the first year with steady state enrolment expected by the third year. The proposed program will be offered as a 12 month, project focused, professional Master's degree.

In the first semester, 5 core graduate courses will cover: Foundations, Digital Media Environments, Interaction Design for Digital Media, Digital Media Entrepreneurship, and Interdisciplinary Improvisation. Students will choose one of three project streams: Industrial Focus, Entrepreneurial Focus, or Art/Design Focus. This choice will determine options for electives and projects in the second and third semesters. For the second and third semester 2 elective credits are available. Students in the Art/Design and Industrial streams will take two freely chosen elective credits from a list of approved courses; while students in the Entrepreneurial stream will take one prescribed and one freely chosen elective credit.

There are two project modules: Project 1 (Intensive Introduction to Project Management/Team Collaboration, 8 weeks) and Project 2 (6 month long project with a focus on either Industrial, Entrepreneurial or Art/Design). Students will enrol in both Project 1 and 2 at the beginning of the 2nd semester but will complete Project 1 prior to starting Project 2.

TOTAL DEGREE CREDITS = 9

The Ryerson MDM graduate, while demonstrating expertise in one area, will be able to work effectively within all three strands – art/design, technology, and entrepreneurship/business – and speak the language of each. Additionally, graduates will become: multi-disciplinary, team-focused and collaborative, industry-facing, highly-qualified personnel able to prototype and innovate. They will be passionate, confident and disciplined, and able to leverage their real-world experience.

These outcomes complement Ryerson's Academic Plan (2008-13) and reputation for educating students who excel in highly skilled jobs, generate companies, expand Ryerson's culture of innovation, strengthen Ryerson's position among leaders in digital media innovation, act as a research hub, and as a nexus of industry collaboration.

2. MAJOR RESEARCH PAPER OPTION ADDITION TO THE MSc IN APPLIED MATHEMATICS.

Motion

That Senate approve the *Major Research Paper Option addition to the MSc In Applied Mathematics*, as approved by YSGS Council at its September 11, 2012 meeting.

RYERSON UNIVERSITY
MAJOR RESEARCH PAPER OPTION ADDITION TO THE MSc IN APPLIED MATHEMATICS
DEPARTMENT OF MATHEMATICS
6/11/2012

ABSTRACT

The Department of Mathematics proposes to re-organize the current curricular structure of the MSc in Applied Mathematics. The new program will contain two options: a Thesis Option and a Major Research Paper Option. The proposed changes will address the needs of those students who are interested in taking more courses to broaden their knowledge in Applied Mathematics. The changes will provide students with more flexibility as they will be able to choose, at their will, which of the two options best suits their interests.

This document describes an option addition to the MSc Program in Applied Mathematics. Presently, the program requires all its students to complete a thesis in order to obtain their degree.

The Department proposes that the current MSc Program in Applied Mathematics be modified so that it features the following two options:

Thesis Option (TO) which retains its current structure of five courses and a thesis.

Major Research Paper Option (MRPO) which requires nine courses and a major research paper.

Rationale for new Program Option:

The current MSc program allocates about four academic terms for students to complete their thesis work; the result is a high quality and in depth work in Applied Mathematics. Given our past experience with the program, consultation with colleagues at other universities we find the need to allow the students, if they wish to do so, to take more courses and replace the thesis requirement by a major research paper. The present single option (MSc Thesis based option), is heavily slanted towards research and requires a strong background in order to successfully complete a high quality thesis in advanced mathematics. Some students would prefer to opt for a research paper based MSc as this will solidify their mathematical background by allowing them to take more courses and, in so doing, consolidating their overall knowledge in Applied Mathematics. Moreover, it will better prepare them for the workforce as the extra courses they take will allow them to pick up new techniques and tools valuable to industry. The proposed new MSc option requires a *Major Research Paper* which will introduce students to independent research but without the advanced mathematical expectations placed on the TO's thesis requirement.

It should be noted that the proposed MSc option, along the associated changes to our overall MSc in Applied Mathematics, will bring our program more in line with the norm across Ontario and Canada. At the same time the proposed changes maintain the current distinctive program characteristics and enhance course variety and overall quality. We provide examples of similar program options at other universities in an Appendix to this document.

General Comments:

The program option's structure, as well as the expected time line for the two options, is detailed in a separate document. The Major Research Paper work is spread over two terms, one of them the Spring-Summer term as this makes the deployment of the program more efficient (few, if any, courses are offered over this term).

In order to make the two program options academically equivalent, students pursuing the MRPO will need to complete a larger number of courses to graduate; this will require the Department of Mathematics to alternate the elective courses offered in order to supply the required diversity. Students taking the Major Research Paper Option will also have available graduate courses being offered at Ryerson by other departments. There are a number of such courses that complement and enhance very well the applied nature of the MSc program in Applied Mathematics.

The financial impact related to offering the proposed Major Research Paper Option is minimal. Given that the Department will have the ability to alternate the offering of elective courses, the resulting financial burden will be the addition of one or at most two additional graduate courses being offered per academic year. It is relevant to indicate that in the academic year 2012-2013, the Department will run three courses in the Fall term and four courses in the Winter term.

Relation between both Program Options:

In general, students will enter into the MSc program without having made a decision about what option to pursue. Students will be required to opt for one of the two program options by no later than their second term of studies (which should be the Winter term after their Fall term admission). This will allow students to make an informed decision as, at that time, they will have a good appreciation of the research opportunities available to them in the Department of Mathematics. Students will also be counselled by their prospective Supervisors and the Graduate Program Director as per what Program Option may be more suitable for them.

There may be some unforeseeable circumstances under which students may request to be transferred, before completing their degree requirements, from the MRPO to the TO or vice versa. These requests will be considered, on a case-by-case basis, by the Graduate Program Committee that will make a final decision on the matter.

As detailed in a companion document (which provides in a table format the Curriculum and suggested Timeline), students in both program options are required to take the two technique courses (AM8101 and AM8102: Principles and Techniques in Applied Mathematics I and II, respectively) as well as at least one of the two foundation courses (AM8001- Analysis and Probability, AM8002- Discrete Mathematics and Its Applications). At the same time, the Department will strongly encourage students to take the two foundation courses during their first term of study. In this way, students will have access to a wider set of elective courses; this move will also improve their mathematical breadth. It will also provide to all graduate students from the program a more solid foundation to pursue PhD studies.

As suggested above, the proposed MSc options are fully compatible as both set of students will be obtaining credits from the same collection of courses. Both program options are structured so that the first two terms are common and a decision is postponed, as of what option the student should elect to pursue, until the end of the second term.

For convenience we briefly summarize below the requirements for both program options; a separate document, included along this proposal, provides full details on curriculum requirements.

Summary of Major Research Paper Option Requirements:

Students are required to complete nine credit courses, with at most one of them being a directed studies course, and a Major Research Paper. The Major Research Paper work spreads over two terms and requires the supervision of a Departmental faculty member. A separate document, included along the present proposal, indicates the curricular requirements and procedures applicable to the Major Research Paper Option.

Summary of Thesis Option Requirements:

Students are required to complete five credit courses, with at most one of them being a directed studies course, and a research thesis. A separate document, included along the present proposal, indicates the curricular requirements and procedures applicable to the Thesis Option. This Option retains exactly the same curriculum than the current MSc in Applied Mathematics.

Implications for External Recognition:

The changes will bring the MSc Program in Applied Mathematics more in line with similar programs across Canada. The proposed changes will allow students to channel their academic strengths in a natural way and, in so doing, the research developed in the major research paper will be more in tune with their capabilities.

Implementation of Changes:

It is the intention of the Department of Mathematics to apply the proposed changes to the students entering into the program in September 2013.

Appendix:**Information on Related MSc Programs in Canada**

Most MSc programs in Ontario, and elsewhere in Canada, have a program structure that allows for a thesis option or the equivalent of a major research paper option. We provide brief descriptions for two examples from Ontario Universities and another one from the University of British Columbia:

UWO: MSc in Applied Mathematics at the University of Western Ontario:

<http://www.apmaths.uwo.ca/gradprogram.shtml>

The program at Western provides two options:

- 1) A thesis-option which consists of four courses plus a thesis.
- 2) A course work-option that requires the completion of eight courses, of which at least six are at the graduate level, and the students should prepare and present a review paper under the direction of one of the members of the Department.

UW: MSc in Applied Mathematics at the University of Waterloo.

http://www.math.uwaterloo.ca/AM_Dept/grad/master.shtml

The Waterloo program offers two options:

- 1) A thesis-option which requires four courses, including a breadth requirement plus a thesis.
- 2) A course work -option that requires eight courses, of which at most three could be cross-listed undergraduate or offered by other departments, and a Master's research paper which is essentially a one-term review paper and is usually 25-35 pages in length. The Master's research paper is read by the research supervisor and one other faculty member.

UBC: MSc in Mathematics at the University of British Columbia.

<http://www.math.ubc.ca/Grad/gradRequirements.shtml#ma>

To complete the Master's (M.A. or M.Sc.) program, a student must:

- 1) Satisfy a set of prerequisites (described in above web page).
- 2) Earn at least 30 credits in one of this two ways:

Option One:

- a) earn 27 or more credits from MATH courses numbered 400 or higher, at most 6 credits of which can come from MATH courses numbered 400-499;
- b) earn 3 credits for MATH 589 (M.Sc. Major Essay);
- c) pass the qualifying examination described below.

Option Two:

- a) earn 24 or more credits from MATH courses numbered 400 or higher, at most 6 credits of which can come from MATH courses numbered 400-499;
- b) earn 6 credits for MATH 549 (Thesis for Master's Degree).

Applied Mathematics Proposal:

Timeline and Curriculum.

Suggested Timelines

THESIS OPTION (6 Terms)

Fall #1	Winter #1	S/S #1
AM8101 (Princ. & Tech 1)	AM8102 (Princ. & Tech 2)	
AM8001 (Foundation)	Elective	Thesis Work
AM8002 (Foundation)	AM8000 (Seminar)	
AM8000 (Seminar)		
Fall #2	Winter #2	S/S #2
Thesis Work	Thesis Work	
AM8000 (Seminar)	AM8000 (Seminar)	Thesis Work

MAJOR RESEARCH PAPER OPTION (5 Terms)

Fall #1	Winter #1	S/S #1
AM8101 (Princ & tech 1)	AM8102 (Princ & Tech 2)	
AM8001 (Foundation)	Elective	Major Research Paper
AM8002 (Foundation)	AM8000 (Seminar)	Elective
AM8000 (Seminar)		
Fall #2	Winter #2	
Major Research Paper	Elective	
Elective	Elective	
AM8000 (Seminar)	AM8000 (Seminar)	

Detailed Description of Program Options: Curriculum Requirements and Comparison with Current Curriculum

CURRENT CURRICULUM

Master of Science		
DEGREE REQUIREMENTS		Credits
Master's Thesis		(Milestone)
AM8000	Master's Seminar	Pass/Fail
AM8101	Principles and Techniques in Applied Mathematics Part I	1
AM8102	Principles and Techniques in Applied Mathematics Part II	1
One Foundation Course		1
Two credits from Elective list or remaining Foundation Course		2
Foundation Courses		Credits
AM8001	Analysis and Probability	1
AM8002	Discrete Mathematics and its Applications	1
Electives		Credits
AM8201	Financial Mathematics	1
AM8202	Digital Signals and Wavelets	1
AM8203	Topics in Functional Analysis	1
AM8204	Topics in Discrete Mathematics	1
AM8205	Applied Statistical Methods	1
AM8206	Partial Differential Equations	1
AM8207	Topics in Biomathematics	1
AM8208	Topics in Mathematics	1
AM8209	Directed Studies in Math	1

PROPOSED CURRICULUM

Master of Science		
COMMON DEGREE REQUIREMENTS		Credits
AM8000	Master's Seminar	Pass/Fail
AM8101	Principles and Techniques Part I	1
AM8102	Principles and Techniques Part II	1
One Foundation Course		1
In addition to the above common degree requirements, the following are further requirements applicable to each of the two options.		
Thesis Option*		Credits
Master's Thesis		(Milestone)
Minimum of two credits from Elective list, remaining Foundation course or other approved graduate courses **		2
Major Research Paper Option*		Credits
Major Research Paper		(Milestone)

Minimum of six credits from Elective list, remaining Foundation course or other approved graduate courses **		6
Foundation Courses		
AM8001	Analysis and Probability	1
AM8002	Discrete Mathematics and its Applications	1
Electives		Credits
AM8201	Financial Mathematics	1
AM8202	Digital Signals and Wavelets	1
AM8203	Topics in Functional Analysis	1
AM8204	Topics in Discrete Mathematics	1
AM8205	Applied Statistical Methods	1
AM8206	Partial Differential Equations	1
AM8207	Topics in Biomathematics	1
AM8208	Topics in Mathematics	1
AM8209	Directed Studies in Math	1

*Students may only take at most one Directed Studies course during their academic career

**Other “approved graduate courses” refers to suitable graduate courses at Ryerson or other Ontario Universities, requiring approval from Graduate Program Director.

Remarks:

-The Thesis Option then requires the completion of five credit courses, the Seminar and the Thesis.

-The Major Research Paper Option then requires the completion of nine credit courses, the Seminar and the Major Research Paper.

**Ryerson University
Yeates School of Graduate Studies
Master of Science in Applied Mathematics**

Milestone: Major Research Paper**Calendar Description:**

The Major Research Paper requires the completion of a research paper; the project selected must have the consent of the supervisor who will have the responsibility of guiding the student throughout the project. The paper should present a substantial amount of work reflecting a detailed understanding of the material. The student must submit the completed work to an Examination Committee who will evaluate the written work and an oral presentation in a Departmental seminar.

The Major Research Paper is a “milestone”, and, hence, is graded as pass/fail.

1. General Objectives

Students pursuing the Major Research Paper Option in the MSc Program in Applied Mathematics must complete a research paper based upon research in a topic within the scope of the MSc Program in Applied Mathematics at Ryerson.

2. Course Objectives

- Students will familiarize themselves with techniques and concepts in a specific research area of Applied Mathematics.
- To introduce students to independent research.
- To further develop students oral and written research presentation abilities.

3. Supervisor

The student will be assigned a research paper supervisor by or in consultation with the Graduate Program Director.

4. Procedures

- The student will select a project in consultation with the supervisor. The project selected must have the consent of the supervisor, who will have the responsibility of guiding the student throughout the research project resulting on a major research paper (for example, through regular meetings with the student).
- The student must complete a research paper on the topic chosen. The student and supervisor together must agree on the organization of the paper. Normally the paper will have an introduction, conclusion, and references and should present a substantial amount of work reflecting a detailed understanding of the material. The research paper should be written in such a way to be understandable to a general mathematical audience. While there is no expectation that original work will be included in the paper, it may be included where appropriate.
- The research paper will be evaluated by an Examination Committee selected by the Graduate Coordinator in consultation with the supervisor, which will normally consist of two faculty members including the supervisor. The student will present the research paper in a Departmental Seminar and make sure the written document is available well

before the presentation for people to peruse. The Examination Committee's responsibility is to evaluate the research paper on the basis of both the oral and written presentations resulting in a pass/fail grade.

- The examination Committee will provide feedback to the student on the corrections required to the research paper.
- The major research paper completion is recorded in a student's academic record (in RAMSS) when the student has submitted to the Program Administrator:
 - An electronic version of the corrected research paper.
 - The supervisor's verification of the major research paper completion.

3. PROFESSIONAL MASTER'S DIPLOMAS FRAMEWORK.

Motion

That Senate approve in principle the Proposal for a Framework for Professional Master's Diplomas as presented in the YSGS report dated September 18, 2012.

RYERSON UNIVERSITY
PROPOSAL FOR
A FRAMEWORK FOR
PROFESSIONAL MASTER'S DIPLOMAS
September 18, 2012

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Appendices

- Appendix 1: Policy on Graduate Diplomas and Post-Secondary Certificates at the University of Toronto
- Appendix 2: Graduate Diplomas at York University
- Appendix 3: More Information on Comparator Programs

Sponsoring Deans

- Dr. Jennifer Mactavish, Dean, the Yeates School of Graduate Studies
- Dr. Jean-Paul Boudreau, Dean, Faculty of Arts
- Dr. Gervan Fearon, Dean, the G. Raymond Chang School of Continuing Education
- Dr. Usha George, Dean, Faculty of Community Services
- Dr. Gerd Hauck, Dean, Faculty of Communication and Design
- Dr. Ken Jones, Dean, Ted Rogers School of Management
- Dr. Mohamed Lachemi, Dean, Faculty of Engineering, Architecture and Science

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- Dr. Anne-Marie Brinsmead, Program Director for Engineering, Architecture and Science, The G. Raymond Chang School of Continuing Education
- Desmond Glynn, Vice Chair of the Chang School Council and Program Director for Business Management
- Dr. Elaine Lam, Director, Business Development and Strategic Planning at The G. Raymond Chang School of Continuing Education
- Dijana Praskac, Research Analyst, The G. Raymond Chang School of Continuing Education
- Dr. Dagmar Rajagopal, Professor Emerita of Economics and former Academic Coordinator for Economics at The G. Raymond Chang School of Continuing Education
- Farheen Rashid, Graduate Programs Officer at The Yeates School of Graduate Studies

* Please Note TOC page numbers correspond to the original document

1. Executive Summary

This document outlines a proposed framework for professional master's diplomas to be offered by the Yeates School of Graduate Studies at Ryerson University. This proposal is focused on stand-alone diplomas and this framework will serve as a **guiding document** for future proposals for these diplomas. Individual diploma proposals will be developed in accordance with the administrative and governance framework of the University and will involve collaboration between the Yeates School of Graduate Studies and the relevant home Faculty and department(s)/program(s), with administrative support through the G. Raymond Chang School of Continuing Education (Chang School). Such proposals will be approved at the discretion of the Yeates School of Graduate Studies Council, the Chang School Council and Senate.

The designation "diploma" is used to ensure consistency with nomenclature of the Ontario Council of Graduate Studies, and the Ontario Universities Council on Quality Assurance (OUCQA). Moreover, the term differentiates the proposed offering from "graduate certificates," which are currently offered by a number of Ontario community colleges.

The framework is motivated by renewed interest amongst Ontario universities to establish Graduate Diploma Programs and to support the interest expressed by a number of faculty members to establish Graduate Diploma Programs here at Ryerson University. Recently, Deans of Graduate Studies across Ontario endorsed the importance of Graduate Diploma Programs in meeting demands—student driven, societal, and economic—for relevant, responsive, and accessible options in graduate education.

2. Introduction

How are graduate diplomas positioned within Canadian graduate education? A typical definition is found in York University's guidelines:

Graduate diploma is the term applied to a for-credit program of study at the graduate level, which is not itself a master's or doctoral program, in a specific area, topic or skill, and may be of a disciplinary or interdisciplinary character.¹

Such programs are incorporated in the governance framework for Ontario graduate programs. In line with the bylaws of the Ontario Council on Graduate Studies (OCGS), the Quality Assurance Framework for Ontario Graduate Programs developed by the new OUCQA states: "Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level."²

The OUCQA framework document goes on to define three types of graduate diplomas:³

- Type 1 diplomas are "awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs."
- Type 2 diplomas are "offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification."

¹ Appendix 2, page 2

² Ontario Universities Council on Quality Assurance, Quality Assurance Framework, 2011, <http://www.cou.on.ca/related-sites/the-ontario-universities-council-on-quality-assura.aspx>, page 4.

³ Ibid, pages 4-5.

- Type 3 diplomas are “a stand-alone, direct entry program, generally developed by a unit already offering a related master’s (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.”

Type 1 and 2 graduate diplomas may be characterized as inward facing and type 3 diplomas as outward facing. The proposed professional master’s diploma programs to be developed by the Yeates School of Graduate Studies and the relevant teaching department(s), with administrative support through the Chang School, will be outward facing, stand-alone type 3 diplomas.

Type 3 diploma programs do not require admission to a graduate degree program and may involve fewer than four full courses as a basis for the granting of a graduate diploma. They typically require the completion of an undergraduate degree prior to admission. Based on research undertaken on adult learners, there is a growing student demand for graduate diploma programs involving Faculties of Graduate Studies, and it is this type of structure we wish to pursue.

The OUCQA framework allows for the establishment of both master’s and PhD diploma programs, the framework we are proposing focuses on what will be referred to as “Professional Master’s Diplomas”.

Ryerson’s professional master’s diploma programs will be specifically oriented towards individuals who already possess an undergraduate degree and who are aiming to continue their education and professional development.⁴

The prospect of master’s diploma programs attracted considerable interest among Ryerson undergraduate program alumni.

3. Curriculum Model, Admission and Completion Requirements

The proposed curriculum model for graduate professional diplomas at Ryerson University is as follows:

3.1 Admission Requirements

- a. Students will be required to have completed an undergraduate degree to be admitted to a professional master’s diploma program.
- b. The admission grade point average (GPA) will normally be set at 3.0. The Yeates School of Graduate Studies may vary the GPA requirements in consultation with the home Faculty and department(s)/program(s).
- c. Students may be required to submit a portfolio, letter(s) of support, and/or a letter seeking exception as determined by the Yeates School of Graduate Studies in consultation with the home Faculty and department(s)/program(s).

⁴ In 2010, 56% of Ryerson’s certificate and returning students enrolled in classroom courses held a bachelor’s degree or higher; and this proportion rose to 63% in 2011. Furthermore, in 2011 only 4% of students enrolled in certificates were high school graduates or less (8% in the 2010 survey). Considering distance education students, 70% of respondents enrolled in a certificate program hold a bachelor’s, master’s or doctoral degree, a marked increase from 61% in 2010.

3.2 Professional Master's Diploma Structure

The professional master's diploma programs may be structured according to one of two options⁵.

Option 1:

- I. No less than four graduate courses (1 semester each).
- II. A practicum, placement or major paper.

Option 2:

- I.
 - a. No less than 2 graduate level courses (1 semester each)
 - b. No less than 2 senior level undergraduate courses (1 semester each)
- II. A practicum, placement; major paper and/or creative activity.

3.3 Transfer Credits

Successfully completed graduate courses in the diploma (to a maximum of two semester courses) may be considered eligible for credit transfer at the discretion of the Yeates School of Graduate Studies, if students subsequently apply for, and are admitted into, a related graduate degree program at Ryerson.

3.4 Professional Master's Diploma Delivery

Professional master's diplomas will be offered in a variety of formats:

- a. in-class format (using a combination of day, evening and weekend scheduling),
- b. hybrid format (blended delivery of in-class and online components), and
- c. online format.

3.5 Completion Requirements

The academic requirements for the completion of specific professional master's diplomas shall be determined by the Yeates School of Graduate Studies in consultation with the home Faculty and relevant department(s)/program(s).

4. Academic Governance

Professional master's diplomas will be governed by Ryerson's Institutional Quality Assurance policies and the collaborative governance model. These policies include, among others, 110, 112, 126, 127 and 142.

⁵ Graduate courses will be taught by faculty and/or instructors approved by the Yeates School of Graduate Studies and the associated Academic Faculty.

4.1 Diploma Proposal Development Process

4.1.1 Levels of Consultation

Proposed professional master's diploma letter of intent is presented to the Dean of the Yeates School of Graduate Studies, relevant Deans, including the designated Dean of Record for the proposal, School Director/Department Chair, and Graduate Program Director.

4.1.2 Diploma Curriculum Development

An Academic Coordination Committee, based in the home school/department, will oversee the development of the curriculum of the professional master's diplomas, as well as establish standards regarding the teaching and learning outcomes. The Academic Coordination Committee for each proposed professional master's diploma will comprise representatives from the Yeates School of Graduate Studies (at least two members of the School's Programs and Planning Committee) and the relevant Faculty or Faculties who are subject area experts. The administrative support and coordination for the Academic Coordination Committee will be provided by the Chang School. The relevant teaching department(s) will be requested to confirm in writing that the courses taught by the departments are available for inclusion in the diploma.

4.1.3 Yeates School of Graduate Studies Programs & Planning Committee (PPC)

Proposals for diploma programs as developed by the Academic Coordination Committee, with letters of support, will be presented to the Dean of the Yeates School of Graduate Studies, Dean of Record, and School Director/Department Chair, and Graduate Program Director for review. The proposal will then go to the PPC for consultation and review. Any recommendations will then go back to the Academic Coordination Committee for consideration.

4.1.4 Chang School Council

Once the proposal has been recommended by the Yeates School of Graduate Studies Programs and Planning Committee, a joint letter endorsement by the Dean of the Yeates School of Graduate Studies, Dean of Record, and Dean of the Chang School will accompany the proposal and be submitted to the Chang School Council for review and recommendations.

The minuted discussion by the Chang School Council regarding the proposal must be communicated to the Chair of the Yeates School of Graduate Studies Council.

4.1.5 The Yeates School of Graduate Studies Council

From the Chang School Council, the proposal will be submitted to the Yeates School of Graduate Studies Council for review and approval prior to being forwarded to the University's Senate. No master's diploma program will be forwarded to Senate without approval from the Yeates School of Graduate Studies Council and consultation with the Dean of Record, the Chang School, the relevant program Department Chair/School Director and the Graduate Program Director.

4.1.6 Ryerson University's Senate

All professional master's diploma proposals will be submitted to the University's Senate for review and approval.

4.2 Senate Approved Professional Master's Diplomas

All professional master's diplomas will require endorsement/approval from the Dean(s) of any Faculty or Faculties for which there are curriculum and/or resource implications.

All the courses of the professional master's diplomas will be the responsibility of the relevant teaching department(s) in coordination with the Yeates School of Graduate Studies and the Chang School. The relevant teaching department(s) will be requested to confirm in writing that (i) the courses taught by the departments are approved for inclusion in the diploma, and (ii) the courses which comprise the professional master's diploma will be taught regularly in coordination with the Yeates School of Graduate Studies and the Chang School.

The Quality Assurance Framework for Ontario Graduate Programs of OUCQA stipulates that proposals for new professional master's diplomas are subject to an expedited approval process which requires only their submission to the Appraisal Committee of the OUCQA, without the need for an external review. The Appraisal Committee will then report on the proposals to the OUCQA.⁷

5. Societal Need and Context

The Yeates School of Graduate Studies currently has no professional master's diploma program, even though these are available across many universities in Ontario and in other jurisdictions across Canada and the United States.

The proposed professional master's diploma programs will enable students to pursue significant employment opportunities by adding to the value of their degree and augmenting their professional knowledge and competencies. Students who already have a university degree look towards master's diploma programs as an appropriate and feasible way of continuing their education while often maintaining their professional career activities.

The main advantages of the proposed new professional master's diplomas are private (or individual), cultural and wider economic benefits. The economic benefits include the contribution such programming would make to the success of foreign trained professionals in the Canadian economy. Moreover, introducing a new credential ensures that Ryerson maintains its competitive position in the continuing education market. The rationale is further explained below.

The relationship between education and social well-being is clearly demonstrated in numerous studies. By and large, the impacts of education extend beyond private benefits to include social benefits as well. Higher education increases well-being, affects civic involvement and increases overall economic growth through the creation of knowledge. For example, the literature shows that post-secondary education is of great importance for explaining growth in OECD countries. Furthermore, higher education is associated with longer life expectancy, better health and reduced participation in crime (Riddell, 2004, pg 5).⁸

⁷ See op. cit. in footnote 1, pages 5 and 16.

⁸ Riddell, W. Craig, (November 2004). Social Benefits of Education: New Evidence on an Old Question. Paper prepared for the conference "Taking Public Universities Seriously", University of Toronto, December 3-4, 2004. Retrieved on 2 February 2012. Accessed at: <http://www.utoronto.ca/president/04conference/downloads/Riddell.pdf>

A study by Rauch (1993) found evidence that a higher average education level in cities is correlated with both higher wages of workers (even after controlling for the individual's own education) and higher housing prices.

The quantitatively most important effect [of education] is the impact of higher lifetime earnings on government tax receipts. In Canada, the modal marginal tax rate on university graduates - taking into account sales, excise and income taxes - is in excess of 50%. Thus each additional \$1,000 in earnings generates more than an additional \$500 in tax revenue. The tax revenue associated with higher earnings adds approximately two percentage points to the social benefits of higher education (Riddell, 2004, pg 46).

According to the report "Projections of Job and Education Requirements Through 2018"⁹ (US data shown for illustrative purposes), by 2018 the U.S. economy will create 46.8 million openings — 13.8 million brand-new jobs and 33 million "replacement jobs," — and about 33% will require a bachelor's degree or better.

Societal need is further demonstrated in the case of foreign trained professionals seeking routes to new or better suited credentials.

Ferrer and Riddell (2008)¹⁰ found that *for recent immigrants the increase in earnings associated with completing educational programs is generally higher than that of comparable other people. University degrees increased the earnings of recent immigrants by 27%, compared to 20% for others. Furthermore, degrees seem to greatly influence the assimilation process of recent immigrants. However, anecdotal evidence indicates that recent immigrants are often at a disadvantage compared to others who are similarly educated.* Both results suggest that the human capital of recent immigrants may be underutilized.

Over 280,000 people immigrated to Canada in 2010, of whom nearly 187,000 were economic immigrants. Individuals who arrived in 2010 as economic immigrants were highly educated — 71% held a bachelor's, master's or doctoral degree (Facts and Figures 2010, pg 43).¹¹ These findings indicate that the higher education and training options for this segment of the population need to match the level of the segment's prior educational attainments.

A recent report "Protecting our Most Valuable Resource", published by the Ontario Chamber of Commerce (2011), states: *Economists now conclude that human capital - the ideas, skills, and expertise of people - is a fundamental driver of economic growth. Demand for employees that possess a mix of both "hard" and "soft" skills is rising as companies respond to intensified global economic competition. In response to the emergence of knowledge as a key factor of economic growth, employers have begun to place a greater emphasis on the skills and education of the workforce.*

In other words, future economic growth and innovation in the province have to be driven by a highly trained workforce.

Finally, it has to be stressed that over time, occupations in general are steadily requiring more advanced levels of education. Statistics Canada's Fact Sheet, "Educational Attainment and

⁹ Accessed on 2 February, 2012 at: <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

Ferrer, Ana and Riddell, W. Craig (February 2008). Education, Credentials, and Immigrant Earnings. Canadian Journal of Economics, Vol. 41, Issue 1, pages 186-216, February 2008. Available at SSRN: <http://ssrn.com/abstract=1082606> or doi:10.1111/j.1365-2966.2008.00460.x

¹⁰ Ferrer, Ana and Riddell, W. Craig (February 2008). Education, Credentials, and Immigrant Earnings. Canadian Journal of Economics, Vol. 41, Issue 1, pages 186-216, February 2008. Available at SSRN: <http://ssrn.com/abstract=1082606> or doi:10.1111/j.1365-2966.2008.00460.x

¹¹ Canada Facts and Figures. Immigration Overview Permanent and Temporary Residences 2010. Citizenship and Immigration Canada. Available at: <http://www.cic.gc.ca/english/resources/statistics/facts2010/index.asp>

Employment”, reports that between 1999 and 2009, the proportion of adults aged 25 to 64 with tertiary education in Canada increased from 39% to 50%. The 2009 data show that one quarter (28% in Ontario) of all individuals aged 25 to 64 in Canada hold a university degree (bachelor’s, master’s or PhD). Over 80% of continuing education students at Ryerson already have some post-secondary education, and 56% have a bachelor’s or higher degree. In Canada, approximately one quarter of 25 to 64 year-olds participate in some form of non-formal job-related continuing education training (OECD, 2007). A study by Adamuti-Trache and Schuetze (2008)¹² examined a cohort of 97,250 graduates of whom about 30% were above 25 years of age at the time of their graduation. More than two thirds of the ‘under 25’ (68%) and 56% of the ‘over 25’ graduates had engaged in some organized continuing education activity.

With 56% of its population holding a college or university credential, Ontario was the leader in terms of post-secondary attainment among the provinces and territories, as well as in comparison with the 12 OECD countries examined in this report.

Ideally, Canadian educational institutions need to adjust their programming in view of the population’s demographic shifts and create a market-driven competitive offer in terms of academic content and the level of study. Undergraduate-level certificates, although still high in demand within some demographic groups, are increasingly diminishing in value for highly educated professionals.

Currently, a number of certificate programs at Ryerson require students to have an undergraduate degree for admission. Several departments offering such certificates wish to offer graduate diplomas instead of advanced undergraduate certificates, since the label “graduate diploma” is received as a more favorable credential by students and employers.

6. Comparator Programs

Graduate diploma programs are common across universities in Canada and the USA to support students who have obtained their bachelor’s degrees and wish to obtain an additional credential. Many are typically structured to support specialized learning independent of other graduate programs, often in professional or career-oriented areas which offer skills-based courses, provide advanced disciplinary background, high-level skills development and knowledge in specific areas, e.g., legal, regulatory, policy, management, etc. Such career-oriented graduate level programs have assumed an increasingly prominent role in preparing students to secure professional positions that offer career entry and advancement potential. The professional master’s diploma envisioned in this framework proposal will be consistent with Ryerson’s mission to provide continuing professional education, career preparation and accessibility and to do so predominantly at the graduate level, rather than post-secondary degree level.

A sample of Ontario universities reveals that the University of Guelph has eight graduate diplomas, McMaster University seven, the University of Toronto six (with some additional programs offered through faculties as opposed to Graduate Studies), and Waterloo seven. Outside of Ontario, McGill University has about 33, the University of Wisconsin at Madison has 21, and New York University (NYU) has 12. Graduate diplomas are offered through or in conjunction with Continuing Education Departments at McGill, Wisconsin-Madison, and NYU.

Universities in Canada and the USA have established graduate diploma programs that are offered to students already admitted to a graduate program (i.e., type 1 and type 2 inward facing

¹² Adamuti-Trache, M. and Schuetze, H.G. (2008). Demand for University Continuing Education by University Graduates. Prepared for: Canadian Association for University Continuing Education. Retrieved at: http://www.cauce-aepuc.ca/documents/Research%20report_Schuetze_Jan%2009.pdf

graduate diplomas), or stand-alone, direct-entry programs offered to students with at least an undergraduate degree (i.e., type 3 outward facing graduate diplomas). An example of the latter type of program is Queen's University's Graduate Diploma in Accounting, which does not require admission to the graduate degree program in accounting.

The University of Toronto's Policy on Graduate Diplomas and Post-Secondary Certificates stipulates that graduate diploma programs "require completion of an undergraduate or graduate degree for admission, comprise a coherent sequence of courses, provide for a mechanism of assessment of student performance", ... and "may include courses offered for credit in a graduate degree program, for which credit may be transferred if the student enrolls in the degree program."¹³ For a list of graduate diplomas at the University of Toronto and more information about them, please see Appendix 1.

At York University, "the minimum requirement for the diploma will normally be the equivalent of two full graduate courses,"¹⁴ or four half graduate courses. Appendix 2 provides more information about graduate diplomas at York University. Additional information on comparator programs is given in Appendix 3.

The University of Ontario Institute of Technology's administrative framework for Graduate Diploma programs also provides a structure for the programs. It is included in Appendix 4.

In assessing the draft framework for graduate diplomas in relationship to these comparator graduate diploma programs, the proposed curricular structure for graduate professional diplomas at Ryerson University provides academic depth and breadth, as well as flexibility with respect to the mix of graduate and undergraduate courses that the Yeates School of Graduate Studies and the home Faculty and department(s)/program(s) may prefer for any future graduate diplomas.

7. Conclusion

This proposed framework for professional master's diplomas to be offered collaboratively at Ryerson University has as its primary focus the development and implementation of type 3 outward facing, stand-alone diplomas.

¹³ Please see Appendix 1.

¹⁴ Please see Appendix 2, page 2.

APPENDIX 1
Policy on Graduate Diplomas and
Post-Secondary Certificates at the
University of Toronto

University of Toronto, Policy on Graduate Diplomas and Postsecondary Certificates

UNIVERSITY OF TORONTO

Policy on Diploma and Certificate Programs

1. Objective:

- a) to ensure consistency in the use of the terms “diploma program” and “certificate program” across the divisions of the University of Toronto, in order that their meaning be clear to students, employers and the general public.
- b) to ensure appropriate standards of quality in diploma and certificate programs.
- c) to ensure that the resource implications of diploma and certificate programs are appropriately addressed.
- d) to establish a categorization of diploma and certificate programs, and an approval process appropriate to each category.

2. Application:

This policy applies to all courses of study leading to the conferral of a form of certification other than a degree.

3. Categories:

a) Diploma programs:

- require completion of an undergraduate or graduate degree for admission¹.
- comprise a coherent sequence of courses.
- provide for a mechanism of assessment of student performance.
- students are registered as University of Toronto students, and receive diplomas at Convocation.
- may include courses offered for credit in a graduate degree program, for which credit may be transferred if the student enrolls in the degree program.

b) Post-secondary certificate programs²:

- require completion of secondary school as a condition of admission.
- comprise a coherent sequence of courses.
- provide for a mechanism of assessment of student performance.
- students are registered as University of Toronto students, and receive diplomas at Convocation.
- may include courses offered for credit in an undergraduate degree program, for which credit may be transferred if the student enrolls in the degree program.

¹ Diploma programs are typically offered in specialized professional areas, with content different than that expected in a graduate degree program. A list of diploma programs currently offered is appended to this policy.

² Several such certificate programs are currently offered at the University, as indicated in the attached list. The University does not anticipate a significant expansion of this type of academic programming.

c) Diploma and Certificate programs offered in conjunction with degree programs:

- Diploma programs may be offered in conjunction with a graduate degree. Students must be admitted to the graduate degree program in order to qualify for such diploma programs.
- Certificate programs may be offered in conjunction with an undergraduate degree. Students must be admitted to the undergraduate degree program in order to qualify for such diploma programs.
- The content of the diploma or certificate program should complement that of the respective degree program.
- Completion of such diploma and certificate programs is to be recognized through an appropriate form of attestation by the division offering the program; students do not receive diplomas at Convocation.

d) Certificate programs in continuing education:

- open admission, but may be targeted to particular professional and quasi-professional areas³.
- comprise a coherent sequence of courses.
- credit may not be transferred to degree programs.
- students are not registered as University of Toronto students, and do not receive diplomas at Convocation.

4. Program Nomenclature:

a) Divisions wishing to offer a form of certification to recognize the completion of a course of study other than a degree program shall normally use the following terms:

- “diploma” for programs as defined in 3(a) and 3(c).
- “certificate” for programs as defined in 3(b) and 3(c).
- “certificate in continuing studies” or “certificate in continuing education” for programs as defined in 3(d).
- with the approval of the Provost, terms such as “certificate in professional development” or “certificate in executive development” for programs as defined in 3(d) as consistent with program content and clientele.

b) In exceptional circumstances, the terminology prescribed in 4(a) may be varied to align program nomenclature at the University of Toronto with that in peer institutions offering similar programs, or with that in common use in a given professional or quasi-professional area.

³ In some cases these programs may be designed to fulfill the requirements of external professional, quasi-professional or other organizations.

5. Approval criteria:

Programs must meet the following criteria:

a) quality control:

- for programs in categories 3(a), 3(b) and 3(c) curriculum and instructors must be approved through an established process involving full-time faculty at the divisional 4 level; and a process for periodic review must be in place. Programs in category 3(c) should be reviewed in conjunction with the relevant degree program.
- for programs in category 3(d), curriculum and instructors must be approved by the academic head of the division.

b) institutional fit: the program should draw upon established strengths of the sponsoring unit.

c) student demand: the program should respond to an identified student demand.

d) resource implications: certificate programs in continuing education (category 3d) must be self-funding.

6. Level of approval by University governance:

a) programs in categories 3(a), 3(b) and 3(c) require approval by the relevant divisional council⁴ and by the Committee on Academic Policy and Programs. For programs without resource implications for the University's operating budget, no further approval is required.

b) programs in category 3(d) must be approved by the relevant divisional council and reported for information to the Committee on Academic Policy and Programs.

c) for programs in categories 3(a), 3(b) and 3(c) any resource implications for the University's operating budget must be reviewed by the Planning and Budget Committee and approved by Governing Council as necessary.

7. Other academic activities:

a) Auditing of courses may be allowed by a division as provided for in the University's Policy on Auditing of Courses. Certificates of Attendance may be issued by the division as provided by that Policy.

b) Certificates of Attendance or Certificates of Completion may be issued by divisions to recognize other continuing education activities, provided that the certificate makes it clear what is being signified – for example, attendance at a course or workshop (specifying the length), passing of an examination, etc.

c) Credit for audited courses or other continuing education activities may not be transferred to degree programs.

November, 2003

⁴ For diploma programs, the relevant division is the School of Graduate Studies.

Current Graduate Diplomas and Certificates at UofT

Faculty of Applied Science and Engineering

Professional Pilot and Aviation Management Diploma - Dip.P.P.A.M.

Faculty of Information Studies

Graduate Diploma of Advanced Study in Information Studies - G.Dip.ISt.

Faculty of Medicine

Diploma in Child Psychiatry - D. Child Psych.

Diploma in Clinical Chemistry - D. Cl. Chem.

Diploma in Clinical Epidemiology - D.C.E.

Diploma in Community Health

Diploma in Health Administration - D.H.Ad.

Diploma in Industrial Health - D.I.H.

Diploma in Ophthalmic Science - D.Oph.Sci.

Faculty of Music

Advanced Certificate in Performance - Adv. Cert. Perf.

Diploma in Operatic Performance - Dip. Op. Perf.

(Operatic Repetiteur)

(Stage Director)

Faculty of Nursing

Post Master's Nurse Practitioner Diploma - Dip.N.P.

OISE/UT

Diploma Program in Holocaust & Genocide Education - D.H.G.E.

Joseph L. Rotman School of Management

Diploma in Investigative & Forensic Accounting - D.I.F.A.

January 2004

Current Undergraduate and First Professional Diplomas and Certificates at UofT

Faculty of Dentistry

Certificate of Qualification in Dentistry - Cert.Q.P.Dent.

Faculty of Music

Artist Diploma - Art. Dip. Mus.

Faculty of Nursing

Certificate as a Nurse Practitioner (Primary Health Care) - Cert. N.P. (PHC)

OISE/UT

Diploma in Technical Education - Dip. T. Ed.

University of Toronto at Scarborough

Certificate in Business - Cert. Bus.

Woodsworth College

Certificate in Human Resource Management - C.H.R.M.

Certificate in Teaching English as a Second Language - C.T.E.S.L.

January 2004

APPENDIX 2
Graduate Diplomas at York University

Graduate Diplomas Definition, Categories and Proposal Template

Definition

Graduate diploma is the term applied to a for-credit program of study at the graduate level, which is not itself a master's or doctoral degree program, in a specific area, topic or skill, and may be of a disciplinary or interdisciplinary character.

To be eligible for admission to a graduate diploma taken concurrently with a graduate degree program, candidates must meet or surpass the minimum requirements for the degree type stipulated by the Faculty of Graduate Studies as well as any other requirements specified by the program and graduate diploma to which they are applying.

To be eligible for admission to a stand-alone, direct-entry graduate diploma, candidates must meet or surpass the minimum requirements for admission to master's programs in the Faculty of Graduate Studies as well as any other requirements specified by the graduate diploma to which they are applying.

The minimum requirements for the graduate diploma will normally be the equivalent of two full graduate courses.

Types of Graduate Diplomas

There are three types of graduate diplomas:

Type 1: Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.

Type 2: Offered in conjunction with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification. Courses taken in fulfilment of degree requirements may count towards the graduate diploma, but some part of the graduate diploma requirements shall be additional to degree requirements. All the requirements for the degree as well as for the graduate diploma must be fulfilled before the graduate diploma is awarded. Normally, the graduate diploma will be awarded at the convocation at which the degree is awarded. However, students may be permitted by Graduate Diploma Coordinators to complete requirements in one additional term following the award of the degree, and receive the graduate diploma at the next convocation.

Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

(Note: Type 3 defined above incorporates both Types 3 and 4 as defined in previous OCGS procedures.)

Graduate Diploma Proposal Guidelines

1. Introduction

- 1.1** Provide a brief statement of the graduate diploma being proposed, including type, and indicate the parent program and/or unit in which the graduate diploma will be administratively housed.
- 1.2** Comment on the appropriateness and consistency of the graduate diploma name with current usage in the discipline or area of study, as appropriate.
- 1.3** For Type 1 graduate diplomas, identify the master's program to which a student must have been admitted to and registered in order to be awarded the graduate diploma. For Type 2 graduate diplomas, identify the master's and PhD programs the graduate diploma may be awarded in conjunction with.

2. General Objectives of the Graduate Diploma

- 2.1** Provide a brief description of the general objectives of the graduate diploma.
- 2.2** Describe how the general objectives of the graduate diploma align with University and Faculty missions and academic plans.
- 2.3** For Type 1 and Type 2 graduate diplomas, describe the relevance of the graduate diploma to the degree program(s) involved.

3. Need and Demand

- 3.1** Comment on similar graduate diplomas offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed graduate diploma.
- 3.2** Provide brief description of the need and demand for the proposed graduate diploma, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.
- 3.3** Comment on the projected in-take into the graduate diploma, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

4. Curriculum, Structure and Learning Outcomes

- 4.1** Describe the graduate diploma requirements and associated learning outcomes, including explicit reference to how the diploma curriculum and structure supports achievement of the learning outcomes. For Type 2 graduate diplomas, identify and describe the graduate diploma requirements that are additional to the degree program requirements, and comment on the appropriateness of the graduate diploma as an additional qualification. For Type 3 graduate diplomas, explain how the curriculum and learning outcomes are consistent with master's degree level expectations.
- 4.2** Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the diploma learning outcomes.
- 4.3** Provide a list of courses that will be offered in support of the graduate diploma. The list of courses must indicate the unit responsible for offering the course (including cross-lists and

integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the diploma learning outcomes.

5. Admission Requirements

5.1 For Type 1 and Type 2 graduate diplomas, identify the graduate program(s) students must be admitted to and registered in order to pursue the proposed diploma. If appropriate, indicate any admission requirements for the graduate diploma that are additional to those of the relevant graduate program(s). For Type 3 graduate diplomas, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the diploma learning outcomes.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the graduate diploma, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the graduate diploma. Provide a Table of Faculty, as follows:

Faculty Member & Rank	Home Unit	Primary Graduate Program	Area(s) of Specialization

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate diploma must be included as an appendix.

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the graduate diploma.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the graduate diploma.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma
- from the University Librarian confirming the adequacy of library holdings and support

- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed graduate diploma, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed graduate diploma, as appropriate

APPENDIX 3
More Information on Comparator Programs

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
University of Guelph*	Bioinformatics	D	Each diploma program requires a minimum of 2 credits (4 courses) to complete	The cost of the programs vary, but averaging around \$3000 for the entire diploma	Each program has a brochure. Each program offers various financial aid and scholarship options	Various. Min. Req.: Applicants must be have B- to honours average in the last 2 years of undergraduate from fields selected by the department at least 28 credits	http://www.uoguelph.ca/registrar/graduatestudies/index.cfm?app=programs
	Clinical Studies	D					
	Engineering of Sustainable Water Resource Systems	D					
	Environmental Studies	D					
	Food Safety & Quality Assurance	D					
	Market Research	D					
	Modelling Applications in Water Resources Engineering	D					
*there are about 90 graduate program, 8 of which are diplomas	Pathobiology	D					

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
McMaster University*	Advanced Neonatal Nursing	D	Each diploma program requires 3-4 courses to complete. The diplomas mostly require for students to be enrolled in graduate program already.	Most programs have either no additional cost for registration or very minimal addition to the cost of graduate tuition. The tuition for graduate programs are around 3-4000	Graduate diplomas are supplementary to a graduate degree at McMaster, they act as an specializations	admission to graduate program with letters of recommendations	http://graduate.mcmaster.ca/prospect-ive-students/programs-offered/diplomas
	Gender Studies and Feminist Research	D					
	Health Services and Policy Research	D					
	Management of Innovation & New Technology	D					
	Nuclear Technology	D					
	Spatial Analysis and GIS	D					
*there are 7 graduate diplomas offers in different departments	Steel Processing and Manufacturing	D					
	Water Without Borders	D					

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
University of Toronto*	Advanced Study in Information Studies	D	8 courses 6 from master's of information	Regular graduate studies fees apply \$6885	majority of program require a master's degree and professional experience for admission	MI, MISt, MIS or MLS required with B- average	http://www.gradschool.utoronto.ca/programs/Diploma_Programs.htm
	Community Health	D	3.5 courses			70% completion of MScCH program	
	Diploma in Anesthesia Care	D	4 courses			Must hold a Master's of Nursing, must be registered or able to register to college of nurses of Ontario	
	Investigative & Forensic Accounting	D	10 courses primarily on Distance ed and 2 weeks of residency	10-12K per academic year		bachelor degree with B average, 2 years of experience and 2 letters of rec.	
*there are 6 graduate diplomas offered through the graduate studies department	Post Master's Nurse Practitioner	D	4 courses	Regular graduate studies fees apply \$6885	master's degree in nursing, 2 years of experience		
	Social Services Administration	D	6 courses		master's degree in social work, 3 years of experience		

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
Waterloo University*	Electric Power Engineering	D	6 courses in e-learning	Regular graduate program tuitions apply \$1364	industry oriented	Bachelors with B+ average in the final 2 years of study	http://www.grad.uwaterloo.ca/students/prospective/programs.asp
	Advanced Management	D	6 Courses				
	Social Innovation	D	4 in-person modules	\$15000 per participant	There is bursary option available for the first year of the program that is max of 12,000 also this program requires 3 years of experience for admission		
	Software Engineering	C	2 compulsory and 3 electives	Regular graduate program tuitions apply \$1364	As part of the MEng degree, students can also enrol and obtain graduate certificates		
*There are 3 diploma programs and 4 certificate programs available, if participants fail to finish diploma programs, a certificate of completions for the completed courses is issued.	Computer Networking and Security	C	3 compulsory and 2 electives				
	Sustainable Energy	C	2 compulsory and 3 electives				
	Management Sciences	C	3 Electives				

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
McGill University*	Accounting	C	Certificates are typically 15- 16 credits, which translates to about 4 to 5 courses delivered in variety of methods Diplomas are typically 30 credits which translates to about 10 courses	Certificates typically cost about \$1600 based on a \$325 cost per course	Variety of certificates and diplomas. Programs are mostly taught by industry professionals with use of real life cases and experiences, They are designed to give an edge to the graduating student	The admission requirements for programs offered through the School of Continuing Studies vary. Please consult the appropriate academic area for the admission requirements for the program to which you would like to apply.	http://www.mcgill.ca/study/2011-2012/programs/search/?filters=language%3Aen%20ss_faculty%3ACE
	Public Relations Management	C					
	Chronic Pain Management	C					
	Operations Management	C					
	Taxation	C					
	Educational Leadership 2	C					
	Marketing	C					
	Leadership	C					
	Counselling Applied to teaching	C					
	Internet Business	C					
	International Business	C					
	Health Care Management	C					
	Entrepreneurship	C					
	Comparative Law	C					
	Theory in Neonatology	C					
	Human Resource Management	C					
Air and Space Law	C						
Theory in Primary Care	C						

	Teaching English as a Second Language	C				
	Educational Leadership 1	C				
	Library and Information Studies	C				
	Biotechnology	C				
	Assessing Driving Capabilities	C				
	Bioinformatics	C				
	Professional Communication - Spanish	C				
	Treasury	C				
	Bioresource engineering - Integrated water resources Management	C				
	Primary Nurse Practioner	D				
	Library and Information Studies	D				
	Translation - Spanish to English	D				
	Translation - Spanish to French	D				
*There are many graduate certificate programs and several diplomas	Translation - English to French	D				
	Translation - French to English	D				
			Diplomas work on the same cost as a certificate and costs about \$325 per course			

Institution	Program		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
	Diploma/ Certificate						
Queen's University	Accounting	D	4 courses taken over 12 week period	\$150 per course or \$500 for entire program	The program is designed to deepen knowledge of accounting and taxation	A bachelor's degree with emphasis in accounting is requires	http://business.queensu.ca/grad_studies/ggda/index.php
University of Wisconsin - Madison	African Studies	C	Typically 12-13 credit curriculum which translates to about 3-4 courses	Typically for 12-13 credit program, students should expect about \$4000 tuition as resident and \$10,000 as non resident in the state of Wisconsin	2 types – one for those already enrolled in the University at a graduate level and those who are new students who want to 'cap-off' their undergrad studies and take something more specialized	Bachelor degree is required for new students who are interested in the certificate and enrolment in a bachelor program is required for those who look to specialize in particular field in their studies	http://www.grad.wisc.edu/education/academicprograms/index.html
	Air Resources Management	C					
	Bioinformatics	C					
	Consumer Health Advocacy	C					
	Culture, History and Environment Educational Leadership and Policy Analysis	C					
	Energy Analysis and Policy European Studies	C					
	Gerontology	C					
	Global Health	C					
	Library and Information Studies	C					
	Human and the Global Environment	C					
	Material Culture Studies	C					

Medieval Studies	C				
Patient Safety Prevention and Intervention Science	C				
Russian East European, and Central Asian Studies	C				
Southeast Asian Studies	C				
Teaching and Learning Scholarship in Higher Education	C				
Teaching English to Speaker of Other Languages	C				
Technical Communication	C				
Transportation Management and Policy	C				
Type 2 Translational Research	C				
Women's Studies at Graduate Level	C				

Institution	Program Diploma/ Certificate		Duration/Format	Cost	Features/ Distinction	Admission Requirements	Website
New York University*	Benefits and Compensation	C	Different certificates and diplomas have a variety of requirement for completion, including the number of courses and credits to be completed. Typically around 5-6 courses of 3 credits each. Some courses and programs can be taken fully through distance ed. There is also an in-class and hybrid format as well.	Costs for each program are variable depending on the required courses for graduation. Tuition is about \$4500 per 3 credits	With a wide variety of programs, NYU distinguishing factor is its wide niche and customer base. NYU calls its programs certificates in general	admissions require a personal statement, resume, GRE score and previous academic records GPA of 3.0 is recommended	http://www.scps.nyu.edu/academic-programs/graduate-programs/
	Core Business Competencies	C					
	Enterprise Risk Mgmt	C					
	Human Resource Management	C					
	information Technologies	C					
	Organizational and Executive Coaching	C					
	Strategy and Leadership	C					
	Hospitality Industry Studies	C					
	Sports Business	C					
	Tourism Mgmt	C					
*There are about 12 graduate certificate programs	Construction Management	C					
	Real Estate	C					

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2012–1; October 2012

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

- A new Minor in Film (Cinema) Studies from the School of Image Arts
- A new Minor in Photographic Studies from the School of Image Arts
- A new Minor in Curatorial Studies from the School of Image Arts
- A new Minor in Visual Studies from the School of Image Arts
- A new Minor in Tourism from the Ted Rogers School of Hospitality and Tourism Management

A. MINOR IN FILM (CINEMA) STUDIES

Proposal: The School of Image Arts is proposing a new six-course Minor in Film (Cinema) Studies. The Film Studies Minor will provide students with lectures and screenings aimed at developing an overview of the cinema. The Film Studies Minor is intended to be available to all students at Ryerson except those already enrolled in the School's Film Studies Program. The Minor is comprised of lecture-based courses focused on providing students with critical rather than practice-related skills; therefore, no portfolio is required.

Rationale for the Minor: The Minor is intended for students who wish to understand the various aesthetic and historical components of the cinema. Required courses focus on the history and critical reception of the cinema, including technological innovations and alternative production arrangements that have engendered independent, artistic and commercial aspects of the medium.

Objectives of the Minor: Upon successful completion of the Film Studies Minor students will:

- Understand the development, production practices and history of cinema from its beginnings to the present
- Attain a broad understanding of significant historical, social, cultural issues in contemporary film studies
- Develop research skills aimed at the critical analysis of the cinema

Structure of the Proposed Minor: The Minor consists of two required courses and four electives. Up to two of the four electives may come from a list of Liberal Studies electives. Existing courses within the School of Image Arts will comprise the majority of the Film Studies Minor.

Consistency with the Ryerson policy on Minors: The minor is consistent with Policy 148.

Curriculum: The proposed curriculum is presented below.

REQUIRED COURSES (2):

MPF 290: Introduction to Film Studies

NPF 565: Canadian Cinema

ELECTIVES (Any 4 from this list):

MPF 327: Film History and Criticism to 1945

MPF 427: Film History and Criticism after 1945

NPF 505: Independent Cinema I

NPF 557: Topics in Film

NPF 560: Advanced Topics Film History and Theory

NPF 563: Directors and Composers - 1940 to Present

NPF 564: Contemporary World Cinema

NPF 566: History of Animation

NPF 605: Independent Cinema II

Up to 2 of the 4 electives may come from this list of Liberal Studies electives (one each from Lower Level and Upper Level Liberal Studies):

NPF 188: Masterpieces of Literature on Film (LL)

HST 119: Fact and Fiction: History Through Film I (LL)

HST 219: Fact and Fiction: History Through Film II (LL)

POL 128: Politics and Film (LL)

PHL 710: Philosophy and Film (UL)

Recommendation: Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Film (Cinema) Studies.*

B. MINOR IN PHOTOGRAPHIC STUDIES

Proposal: The School of Image Arts is proposing a new six-course Minor in Photographic Studies. The Minor provides students with a primarily lecture-based overview of the history and theory of photographic practices. It is intended for students not enrolled in the Photography option in the School of Image Arts. The Minor is comprised of lecture-based courses focused on providing students with critical rather than practice-related skills; therefore, no portfolio is required.

Rationale for the Minor: The Minor in Photographic Studies will attract students who wish to complement their major area of study with knowledge of the history and analysis of photography. The required courses focus on the history and critical reception of photography while electives enable students to pursue special topics in greater depth, such as the relationship between photography and other arts, the photographic image and historic events and contemporary theories of photography.

Objectives of the Minor: Photographic Studies Minor students will:

- Become knowledgeable in the development, production practices and history of photography from its beginnings to the present
- Gain a broad understanding of significant historical, social, and contemporary cultural issues in photographic studies
- Develop analytical skills for the photographic image

Structure of the Proposed Minor: The Minor in Photographic Studies consists of two (2) required courses and four (4) electives. All courses required for the Photography Minor are available in the School of Image Arts.

Consistency with the Ryerson policy on Minors: The minor is consistent with Policy 148.

Curriculum: The proposed curriculum is presented below.

REQUIRED COURSES (2):

MPS 301: History of Photography I

NPF 548: Modern Movements: Issues In Photo

ELECTIVES (Any 4 of the following):

MPS 306: The Idea of Photography

MPS 401: History of Photography II

MPS 508: Concepts and Theory I

NPF 549: Theory of Photography: Contemporary Topics

NPF 553: Modern Movements in the Arts I

NPF 554: Modern Movements in Arts II

NPF 559: Advanced Topics: Photo History/Theory

NPF 568: Analogue as Meaning

MPS 608: Concepts and Theory II

Recommendation: Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Photographic Studies.*

C. MINOR IN CURATORIAL STUDIES

Proposal: The School of Image Arts is proposing a new six-course Minor in Curatorial Studies. This Minor offers an overview of curatorial and exhibitions practices, principally but not exclusively, as they relate to photography. Students' course of study can range from the museum as a public history archive to contemporary exhibition practices in Toronto. The Minor is offered to students in the School of Image Arts and students from all other Ryerson Faculties interested in the specialized knowledge of curatorial practices within museums and galleries. The Minor is comprised of lecture-based courses focused on providing students with critical rather than practice-related skills; therefore, no portfolio is required.

Rationale for the Minor: A strong demand is anticipated for the Minor in Curatorial Studies. Curatorial skills are becoming increasingly important across disciplines. Also, the introduction of the Ryerson Image Centre to the Ryerson campus will draw students to the study of exhibition practices, their history and the contemporary curatorial process itself.

Objectives of the Minor: Upon successful completion of the Minor in Curatorial Studies students will:

- Understand key concepts, vocabulary and research skills associated with exhibition curation
- Achieve a broad understanding of significant contemporary art practices and curatorial strategies
- Gain insight into the field of curatorial activity through interaction with visiting artists, curators, gallery directors and scholars

Structure of the Proposed Minor: The Curatorial Studies Minor consists of two (2) required courses and four (4) electives. Required courses will provide a survey of modern art history and will introduce students to the study of museums and galleries. Existing courses within the School of Image Arts will compose the majority of the Curatorial Studies Minor. There is one new course proposed; After Images: Topics in Contemporary Art.

Consistency with the Ryerson policy on Minors: The minor is consistent with Policy 148.

Curriculum: The proposed curriculum is presented below.

REQUIRED (2):

MPC 203: Art in the Modern World,

NPF 571: Introduction to Museum & Gallery Studies

ELECTIVES (4):

MPC 103: Art and the Classical Tradition

NPF 553: Modern Movements in the Arts I

NPF 554: Modern Movements in the Arts II

NPF 559: Advanced Topics in Photo History and Theory (new title: Advanced Topics in Curatorial Practice)

NPF 567: Exhibition Practices in Contemporary Art

NPF 606: Contemporary Art Theory

NPF 572: Curatorial Practices in Toronto

FPN XXX: After Images: Topics in Contemporary Art (NEW)

HIS 510: Museology and Public History

HIS 610: Curating the Past

Recommendation: Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Curatorial Studies.*

D. MINOR IN VISUAL STUDIES

Proposal: The School of Image Arts is proposing a new six-course Minor in Visual Studies. The Visual Studies Minor is intended to be available to all students in the university wishing to attain knowledge of the history and analysis of image cultures, such as film, photography and new media. Students will explore the social, economic and cultural dimensions of the image-based world that surrounds us. The Minor is comprised of lecture-based courses focused on providing students with critical rather than practice-related skills; therefore, no portfolio is required.

Rationale for the Minor: The Visual Studies Minor will provide students with an overview of the interdisciplinary field of visual studies. It will teach students how to analyze and understand images and screen-based culture, as well as how to contextualize the larger cultural meanings that have been assigned to the visual. The Minor includes courses that address the work of image-makers, as well as the history and critical reception of visual images in various formats and contexts.

Objectives of the Minor: Upon successful completion of the Visual Studies Minor students will:

- Understand the history and cultural development of visual culture from its beginnings to the present
- Develop strong visual literacy and attain a broad understanding of the significant interrelationship among image cultures
- Become adept at the critical analysis and research skills of visual culture

Structure of the Proposed Minor: The Visual Studies Minor will consist of two (2) required courses and four (4) electives. The required courses will provide an interdisciplinary survey of the history of visual culture. Existing courses within the School of Image Arts will compose the majority of the Visual Studies Minor with one new course, Introduction to Visual Culture.

Consistency with the Ryerson policy on Minors: The minor is consistent with Policy 148.

Curriculum: The proposed curriculum is presented below.

REQUIRED COURSES (2):

MPF XXX: (New) Introduction to Visual Culture

NPF 504: Technology, Culture and Communication I

ELECTIVES (4):

NPF 507: Critical Theory

NPF 562: Media and Communication

NPF 552: Political Economy of Culture

NPF 553: Modern Movements in the Arts I

NPF 562: Media and Communication

NPF 569: Disaster Images

NPF 604: Tech, Culture and Communication II

NPF 606: Contemporary Art Theory

NPF 607: Cultural Studies

NPF 570: Advertising and Consumer Culture

ACS XXX: Visual Semiotics

1 of the 4 electives may be the Liberal Studies course:

NPF 188: Masterpieces of Literature on Film

Recommendation: Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Visual Studies.*

E. MINOR IN TOURISM

Proposal: The School of Hospitality and Tourism Management is proposing a new six-course Minor in Tourism. This minor would be widely available across Ryerson programs, with the exception of students in Hospitality and Tourism Management.

Rationale for the Minor: The Tourism Minor is intended to provide a complementary area of study for students who wish to understand the nature, content and structure of tourism experiences and operations. The operating sectors of tourism are typically listed as attractions, events, travel trade, accommodation, transportation, adventure recreation, entertainment, food services and tourism services. The multi-disciplinary character of tourism and its multi-sectorial delivery system (i.e. public, not-for profit, private) will attract students to the Tourism Minor from a variety of disciplines across the campus.

Objectives of the Minor: The Tourism Minor will enable students to study tourism from micro or macro perspectives and diverse theoretical groundings, to gain understanding of individual and societal influences, as well as tourism's range of economic, socio-cultural and environmental impacts on people and places throughout the world. Students will gain exposure to the transdisciplinary nature of tourism.

Structure of the Proposed Minor: The Tourism Minor consists of one (1) required foundational course plus five (5) electives. The structure of the minor provides a required overview in Tourism Concepts as a foundation and then allows more specialized course options to provide an additional knowledge that in some cases may complement the student's major area of study. The Tourism Minor is comprised of existing courses at Ryerson.

Consistency with the Ryerson policy on Minors: The minor is consistent with Policy 148.

Curriculum: The proposed curriculum is presented below.

REQUIRED COURSE (1):

HTT 202 Tourism Concepts

ELECTIVES: (select 5)

HTT 303 Travel Production Distribution

HTT 501 Introduction to Gaming Industry

HTL 503 Meeting and Convention Management

HTT 509 Issues/Policies in Hospitality/Tourism

HTT 510 Sustainable Tourism Development

HTT 605 Business Aspects of Incentive Travel

HTT 607 Event Management

HTT 622 Destination Management and Marketing

HTH 700 Professional Ethics in Hospitality and Tourism

HTI 746 Destination Management Systems

GEO 631 Exploration in Travel & Tourism

CRB 100 Introduction to the Caribbean

Recommendation: Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Tourism.*

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Keith Alnwick, Registrar

Mark Lovewell, Interim Secretary of Senate

Chris Evans, Vice-Chair and Vice Provost Academic

John Turtle, Faculty of Arts, Psychology

Andrew Hunter, Faculty of Arts, Philosophy

Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism

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

Jean Bruce, Faculty of Communication & Design, Image Arts

Jennifer Poole, Faculty of Community Services, Social Work

Nick Bellissimo, Faculty of Community Services, Nutrition

Jason Lassaline, Faculty of Engineering and Architectural Science, Aerospace Engineering

Noel George, Faculty of Science, Chemistry and Biology

Trina Grovr, Library

Des Glynn, Chang School of Continuing Education

Eszteella Vezer, Faculty of Arts, Psychology

Melissa Palermo, Faculty of Communication & Design, Image Arts – New Media