

**RYERSON UNIVERSITY**  
**AGENDA**  
**ACADEMIC COUNCIL MEETING**  
**Wednesday, April 4, 2007**

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**5:30 p.m.** Dinner will be served in The Commons, Jorgenson Hall, Room POD-250.

**6:00 p.m.** Meeting in The Commons.

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Pages 5-11

**1. President's Report**

  - 1.1 President's Update
  - 1.2 Ryerson Achievement Report
- 2. Report of the Secretary of Academic Council**
- 3. The Good of the University**
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**4. Minutes:**

  - 4.1 Minutes of the March 6, 2007 meeting
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**5. Business Arising from the Minutes**

  - 5.1 Report to the President of the Ad Hoc Committee to discuss the "Good of the University" session of Academic Council
- 6. Correspondence**
- Pages 18-35

**7. Reports of Actions and Recommendations of Departmental and Divisional Councils**

  - 7.1 From Continuing Education:  
Course changes in various certificates: Child and Youth Care; Design for Arts & Entertainment; Facility Management; Fashion Coordination and Styling; Film Studies; Human Resources; Information Systems Management; Telecommunications Management; Photography; and Psychology (Mental Health & Addictions Certificate)
  - 7.2 From Engineering, Architecture and Science:  
Course changes from the Department of Mathematics
- 8. Reports of Committees**
- Pages 36-42  
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**9. New Business**

  - 9.1 Tripartite Curriculum Review (for discussion)
  - 9.2 Recommendations of the Joint Committee to review the Faculty Course Survey (FCS) [for information and discussion]
- 10. Adjournment**

Ryerson University  
Academic Council

## President's Update March 20, 2007

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**Announcement of New Provost and Vice-President Academic** – On March 12<sup>th</sup>, 2007 we announced the appointment of Dr. Alan Shepard as the next Provost and Vice President Academic of Ryerson University, effective July 1, 2007. Dr. Shepard is a distinguished academic and a seasoned administrator, currently Associate Vice President (Academic) and Professor of English and Theatre Studies at the University of Guelph. Dr. Shepard holds a PhD in English from the University of Virginia, with research interests in the relationship of early literary culture to science, the teaching of writing, and the challenges facing the contemporary university. He is a Fellow of the Centre for Reformation and Renaissance Studies at the University of Toronto, editor of the Canadian journal *Renaissance and Reformation/Renaissance et Réforme*, and a member of the executive committee of the Newberry Library Renaissance Studies Center in Chicago. On behalf of all of us, I have expressed my gratitude and appreciation to the members of the Search Committee, who served the university with exemplary commitment in this process. [See [http://www.ryerson.ca/news/news/General\\_Public/20070312\\_as.html](http://www.ryerson.ca/news/news/General_Public/20070312_as.html).]

**Graduate Application Statistics Fall 2007** – As of March 13<sup>th</sup>, Ryerson has experienced a 21% increase in applications for graduate programs – a total of 2,364 applications, compared with 1,955 applications for 2006. This Fall, 7 additional programs are being added to the 19 already established, an excellent advance on our priority for growth. There are 2,238 applications for Masters programs; and 126 PhD applicants are vying for 35 places. Student demand shows an appreciation of the distinctive nature of Ryerson graduate learning, with the program list offering an education of exceptional quality and a clear career connection.

**Student-led Initiatives** – This is an impressive area where I am proud to see growing interest and activity. The following few examples (recognizing there are others) illustrate how students are helping build Ryerson's reputation for distinctive academic strength. Just recently, the 2<sup>nd</sup> annual ConnectIT conference on global innovation, the only student-run technology conference of its kind in Canada, featured the opportunity to interact with industry leaders from companies like Research In Motion, Siemens Business Services Canada Inc., and Microsoft Canada. As part of National Engineering Week, Ryerson students hosted a roomful of grade IX students and their teachers at an event at the Delta Chelsea, to provide an overview of opportunities at Ryerson. I have also just met with students from the Ryerson University branch of AIESEC, the world's largest student-run organization, about an upcoming conference being planned. These ventures are being run at a high level of academic and organizational professionalism, thanks to the ingenuity and energy of the students developing and implementing these experiences. As mentioned in my update last month, I am pleased to be working with Dr. Zouheir Fawaz, Vice-Provost Students, to encourage and support student initiatives.

**Master Plan** – Two recent events have provided opportunities for input and learning exchange, as discussions on the Master Plan continue. A three-day Virtual Town Hall called “*talkRyerson*” invited all members of the Ryerson community to log on to a discussion board from 8 a.m. on March 6<sup>th</sup> to 10 p.m. on March 8<sup>th</sup> to have their say. On March 15<sup>th</sup>, the Department of Architectural Science hosted *The University and the City: Tapping the Potential of Ryerson's Master Plan*, a roundtable free and open to the public featuring a panel of international experts – architects, urban designers, planners, and theorists from Amsterdam, Harvard, Montreal and Toronto – who provided insight on innovative strategies (physical, economic, social, political, and environmental) for overlapping campus and city life. The keynote address was delivered by Detlef Mertins, Chair of the Department of Architecture at the University of Pennsylvania, which has experienced the transformation that Ryerson is working to achieve. Further details about these two events can be provided by Dr. Linda Grayson, Vice President Administration and Finance.

**Government Relations –**

**Ministry of Training, Colleges and Universities** – On March 6<sup>th</sup> the Ministry released a comparative summary of 2006 Ontario Student Loan Default Rates, along with an announcement of default reduction measures. For Ontario universities overall, default rates (reflecting the number of loans in default as a percentage of the number of loans issued) have dropped by nearly half, from a provincial average of 10.6% in 2005 to 5.7% in 2006. These negative numbers reflect the positive news that students appear increasingly able to handle their student loans with a range of assistance. The numbers for all universities are provided in the table below.

ONTARIO STUDENT LOAN DEFAULT RATES FOR ONTARIO UNIVERSITIES								
University	2005	2006	% Chg	Ontario Average	% Chg	2006	2005	University
Lakehead	9.6%	8.3%	-13.5%	<b>2005</b> <b>10.6%</b>	-46.6%	3.9%	7.3%	Waterloo
Laurentian	17.1%	12.3%	-28.1%		-47.4%	6.2%	11.8%	Brock
WLU	8.1%	5.8%	-28.4%	<b>2006</b> <b>5.7%</b>	-47.7%	4.6%	8.8%	Western
Ottawa	10.8%	7.3%	-32.4%		-48.0%	9.1%	17.5%	OCAD
<b>RYERSON</b>	<b>9.3%</b>	<b>5.9%</b>	<b>-36.6%</b>	<b>% Chg</b> <b>-46.2%</b>	-51.1%	4.5%	9.2%	Toronto
Carleton	13.0%	7.4%	-43.1%		-57.3%	4.7%	11.0%	Nipissing
Windsor	13.5%	7.5%	-44.4%	-58.4%	6.7%	16.1%	Trent	
York	14.0%	7.7%	-45.0%	-63.1%	3.1%	8.4%	McMaster	
				-67.4%	3.1%	9.5%	Guelph	
				-70.8%	2.1%	7.2%	Queen's	

Among government measures cited as contributing to this reduction in loan defaults are the Ontario Student Opportunity Grant, Millennium Ontario Access Grants (MOAG) for first and second year students from low-income families, and interest relief provisions. Universities are credited with helping by providing students with financial support, job placement assistance, and graduate employment rates.

**Prime Minister’s announcement on transit** – The March 6<sup>th</sup> announcement that the federal government will partner with the Province of Ontario and five municipalities in a combined investment of close to \$4.5 billion in public transit and highway infrastructure projects in the GTA was good news for Ryerson. While the investment is designed “to reduce gridlock, improve the environment and increase economic growth in one of the fastest growing areas in Canada” a clear outcome for Ryerson will be enhanced opportunities for commuter students to reach campus more efficiently. The President’s Commission on Student Engagement and Experience revealed that about half of Ryerson students face a commute to campus that is longer than 30 minutes, with a number of students reporting longer traveling times.

**Premier Dalton McGuinty’s Business Mission to India** – As a follow-up to our participation in the Premier's India trip, Vice President Adam Kahan arranged a meeting on February 27<sup>th</sup> with selected mission participants, a number of leaders in the Indo-Canadian community, and members of Ryerson University faculty and staff. I am grateful to Board member Ravi Seethapathy for his leadership role in co-hosting the meeting, and helping guide the discussion on potential strategies and approaches for moving forward. The outcome of the meeting was to constitute a working group that will focus on areas where Ryerson can contribute its particular strengths to partnering initiatives. As we develop this agenda, we will rely on the expertise and connections of Board members to advance international relationships.

**Toronto Summit 2007: Making Big Things Happen** – Ryerson University was well represented at this workshop at the end of February, along with about 400 civic leaders from government, business, labour, and the non-profit sector. Roundtable discussions were held on topics such as Toronto's cultural renaissance, a decent standard of living for Ontarians, closing the fiscal gap, developing the waterfront, housing, diversity, a green Toronto, transportation, strong neighbourhoods, and improving our global competitiveness. The Toronto City Summit Alliance continues to channel great ideas and an extraordinary amount of good will. At the same time, there is a sense of built-up energy and shared frustration that we cannot just get on with it and take the risks needed to really move Toronto forward.

**Achievements** – I am proud to acknowledge and celebrate Ryerson achievements, and encourage everyone to let me know about wonderful accomplishments by members of our community. Congratulations to:

- ❖ Ryerson's Sustainable Urbanism Initiative (SUI) team, chosen as one of the winning teams in the Canada Mortgage and Housing Corporation (CMHC) Equilibrium sustainable housing competition for their 'Davenport Townhouses' proposal;
- ❖ Saron Ghebressellassie, Radio and Television Arts, YWCA Young Woman of Distinction 2007;
- ❖ Talia Schlanger, Radio and Television Arts, appearing as a cast member in *We Will Rock You* at Toronto's Canon Theatre;
- ❖ Mechanical and Industrial Engineering students Nilesh Dahata, Francesco D'Elia, Abdallah Elsayed, Kenneth Lee, and Adam Tomaszewski, recipients of 7 scholarships at the American Foundry Society Ontario Chapter 6th Annual Canadian Casting Industry Education Conference (CCIEC) and Scholarship Awards;
- ❖ Civil Engineering students placing 3 teams in the top 5 at the National Popsicle Bridge Building Competition at Concordia University: 2<sup>nd</sup> place – Reza Jamalirad and Chris Mauro, 3<sup>rd</sup> place – Mohammed Tawfiq, Brian Liu and Kin Fung; 5<sup>th</sup> place – Domenic Valle; with thanks to faculty advisor Dr. Medhat Shehata;
- ❖ Taras Koulik, Business Management, one of 25 recipients of the Export Development Canada (EDC) International Business Scholarships from among 252 applicants across Canada;
- ❖ Joycelyn Ko, Varsity Badminton, double gold medal winner in women's singles and women's doubles at the 2007 Canada Winter Games in Whitehorse,;
- ❖ Kevin Li, Varsity Badminton, gold medal winner in mixed doubles, Ontario Provincial 'B' Championship;
- ❖ Boris Bakovic, Varsity Men's Basketball, OUA East Division Rookie of the Year, and named to the Canadian Interuniversity Sport (CIS) All-Rookie Team;
- ❖ Horia Puscas, Varsity Fencing, bronze in the men's saber, OUA Fencing Championships;
- ❖ Michelle Zenger, Varsity Figure Skating, bronze in the senior silver solo dance event, OUA Figure Skating Championships;
- ❖ Kristina Bliakharsky, Varsity Rowing, silver in the women's novice 1000-metre event at the Canadian Indoor Rowing Championships;
- ❖ Peter Bulski, Varsity Rowing, bronze in the men's novice event at the Canadian Indoor Rowing Championships;
- ❖ Lisa Greig, Varsity Women's Basketball, winner of the OUA East Division Joy Bellinger Award for outstanding service to the sport and advancement of university athletics;
- ❖ Lisa Goldring, Varsity Women's Basketball, OUA East Division All-Rookie team;
- ❖ Mike Kavanagh, Varsity Hockey, OUA East Division All-Rookie team;
- ❖ Ryan Vandenburg, Varsity Men's Volleyball, 1st team OUA All-Star, 2nd team CIS All-Canadian;
- ❖ Cameron Bartlett and Chris McLaughlin, Varsity Men's Volleyball, OUA East Division All-Rookie team;
- ❖ Jennifer Williams, Varsity Women's Volleyball, OUA East Division 2<sup>nd</sup> team All-Stars;
- ❖ Valerie Pringle (Radio and Television Arts '74), appointed a Member of the Order of Canada;
- ❖ Janick Hebert (Ryerson Theatre School '06), critically acclaimed in *Scorched* at Tarragon Theatre;
- ❖ John McKay (Radio and Television Arts '65), honoured with the 2007 Radio Television News Directors Association (RTNDA) Canada Lifetime Achievement Award.

# **RYERSON ACHIEVEMENT REPORT**

*A sampling of achievements and appearances in the media by members of the Ryerson Community for the April 2007 meeting of Academic Council*

## **Events**

Professor R. Bruce Elder is the recipient of the 2007 Governor General's Media Arts Award for career achievement in independent film and video. The winners of the 2007 Governor General's Awards in Visual and Media Arts were announced by the Canada Council at a news conference held at Ryerson. The decision to hold this prestigious event at the University reflects the impact of Ryerson's Scholarly Research and Creative Activity. It also reflects the high international regard in which Ryerson's School of Image Arts and its faculty are held.

A Virtual Town Hall was held March 6-8 to give all members of the Ryerson Community a chance to participate in an online discussion about the Master Plan. The discussion board, one of the first of its kind for the University, fostered dialogue in the eight theme areas identified by the master planners. Moderators of the sessions included **Chris Drew, VP Finance and Services for the Ryerson Students' Union**, as well as Ryerson faculty and staff. The discussion was wide-ranging, with students particularly interested in ideas proposed such as the closing of Gould Street, the future of Kerr Hall, connecting the campus directly to the subway, and student housing. A summary will be posted on the Master Plan Web site.

Approximately 200 members of the Ryerson Community attended the international round table, *The University and the City: Tapping the Potential of Ryerson's Master Plan*, presented by the Department of Architectural Science. Opening remarks were delivered by **Linda Grayson, Vice-President of Administration and Finance**. Speakers included Ken Greenberg and Bruce Kuwabara from Ryerson's Master Planning Team, Ted Tyndorf, alumnus and Chief Planner and Executive Director of the City of Toronto's City Planning Team, Detlef Mertins, Chair of the University of Pennsylvania's Department of Architecture and Margaret Crawford, Professor of Urban Design and Planning Theory, Graduate School of Design, Harvard University. Discussion was moderated by Ryerson University **professors Marco Polo and Colin Ripley**. The Round Table was organized by **Professor Ian MacBurnie**.

**Lynn Brewer, the former Enron executive and whistleblower, was the keynote speaker at the 20th annual Ryerson Business Forum themed "Unwritten Rules: Corporate Governance and Accountability."** Approximately 500 Ryerson University students and industry professionals attended. *The Globe and Mail* interviewed Ms. Brewer.

**The Honourable Steve Peters, Ontario Minister of Labour, announced the Musculoskeletal Disorder Prevention Guideline for Ontario, at a news conference held at Ryerson. Attended by senior students from the School of Occupational and Public Health, Minister Peters presented a copy of the Guidelines to each.**

Mayor David Miller, City Councillor Adam Giambrone, President Sheldon Levy, Adam Kahan, Vice-President, University Advancement, Errol Aspevig, Provost and Vice-President Academic, Linda Grayson, Vice-President Administration and Finance, Tas Venetsanopolous, Vice-President Research and Innovation, Kamran Behdinan, Interim Associate Dean of the Faculty of

Engineering and Architectural Science, Nora Loreto, Incoming President of the RSU and Yetunde Villasa, Industrial Director of the Ryerson Engineering Student Society (RESS) got the fifth annual 24-hour VW bug push off to a great start. More \$10,000 has been raised by RESS since the push began. City-TV's Breakfast Television, CFTO, Global TV, reported on the event.

Ryerson University recently hosted the first [Podcamp Toronto](#), a two-day "unconference" aimed at teaching people how to plan, produce and publish a podcast, a web-based audio or video broadcast. Over 300 people - some from as far away as Boston – gathered at the Rogers Communications Centre to share knowledge, interact and learn in an open environment.

## MEDIA APPEARANCES

The Toronto Star profiled third-year Radio and Television Arts student **Saron Ghebressellaisie**, one of seven recipients of the 2007 YWCA Women of Distinction Awards.

**Perry Schneiderman**, Chair of the Theatre School, published an essay in the *Globe and Mail* on the life of war hero and internationally renowned theatre mentor Pierre Lefevre.

The Toronto Star's Richard Ouzounian interviewed theatre student **Jannick Hebert** and described her talent as "scorching". Hebert is currently starring in a production of *Scorched* at a local Toronto theatre.

*University Affairs*' March edition profiled **Usha George**, Dean, Faculty of Community Services. "Usha George has lived the immigrant experience, but never really left that community behind, devoting much of her professional career to addressing the special needs of newcomers to Canada."

The *Toronto Star* profiled the Graduate Program in Communication and Culture. Programme Director **Bruce Elder**, was quoted in the article.

*Mediacaster* magazine reported that Radio and Television Arts alumni **Mark Bishop** and **Matt Hornburg** of marbledmedia have teamed with Corus Entertainment to establish an award for students in Ryerson's new Masters of Arts in Media Production program. The Innovative Storytellers Award is a \$20,000 contribution over a five-year period intended for an outstanding Ryerson graduate student whose thesis explores how content creators can best use new technologies to connect to audiences. The article also quoted RTA Chair **David Tucker**.

The *Toronto Star* profiled award-winning journalist **Kathy Gannon**, who spoke as part of the annual Atkinson lecture at Ryerson.

Professor **Martin Antony**, Department of Psychology, was quoted in two *Pittsburgh Post-Gazette* online articles on spider and snake phobias, and how creature phobias can be broken.

*Award Magazine* profiled Ryerson's Heaslip House and quoted **Ian Hamilton**, Campus Planning and Facilities.

The *Toronto Star* spoke to Professor **Rena Mendelson**, School of Nutrition, for an article on meal programs at schools.

Professor **Duncan MacLellan**, Politics and Public Administration, was quoted in the *National Post* on the transit funding promised by the federal government.

CBC Radio's *Metro Morning* interviewed **Neil Thomlinson**, Chair, Department of Politics and Public Administration, on the topic of election promises and federal transit funds for the GTA.

A Canadian Press article on the federal government's \$1.5-billion investment in public transit across the province quoted Professor **James Mars**, Urban and Regional Planning.

Professor **Myer Siemiatycki**, Politics and Public Administration, appeared on CBC Radio's *World At Six*, discussing the new transit funding. He also spoke to CBC Radio's *Here and Now* regarding the City of Toronto's capital budget.

The *Toronto Star* profiled, Darcy Kejick, winner of the Project Beyshick business plan competition sponsored by the POA Foundation. Project Beyshick is an intensive program held each summer at Ryerson for members of Canada's aboriginal communities seeking held at sharpen their entrepreneurial skills. **Aditya Jha**, chairman of the POA Foundation, announced plans to raise \$5 million to establish an "incubation centre" at Ryerson University to foster Aboriginal entrepreneurship at the business plan award presentation.

The *Toronto Star* reported that Ryerson student **Preetha Stephen** would receive the Flag of Hope award from the Schizophrenia Society of Canada for her dedication to raising awareness of the disorder.

CBC.CA quoted Professor **Jennifer Brayton**, Department of Sociology, in an item about social networking and online connections.

The *Halifax Daily News* reported that student **Allison White** is competing in a MuchMusic contest to provide some of the station's content.

The *North York Mirror* and *Toronto Star* reported on the annual International Women's Day March, which ended at the Ryerson Student Campus Centre.

CBC Radio's *Ontario Today* interviewed Professor **John Miller**, School of Journalism, on the topic of media coverage of the Ipperwash protest and the shooting death of protester Dudley George. Prof. Miller spoke to CBCS-FM's *Morning North* (Sudbury) about the Osprey media review and potential company sell-off.

A Canadian Press article on the CN Tower's ice threat, carried by 15 daily newspapers across Canada, from the *Charlottetown Guardian*, PEI, to the *Prince George Citizen*, BC, quoted Professor **Carl Kumaradas**, Department of Physics.

Professor **Avner Levin**, Business Management, was quoted in a *Toronto Star* article on alleged spying by NHL union leaders, and another *Star* article on rules governing online behaviour. An article on employee privacy on *itbusiness.ca* mentioned a privacy study by Professor Levin. **Professor Levin** also spoke as an expert on workplace privacy issues on CBC Radio News.

The *Toronto Star* quoted Professor **Maria Gurevich**, Department of Psychology, in an article on jobs where death is part of the workday, from medical personnel to funeral directors.

The *Toronto Star's* weekly student research column, Deep Thoughts, profiled Management

Science graduate student **Carmen Branje** and her research, Live Describe, a software program that scans for pauses in movie and television show dialogue to assist sound technicians who insert narration and audio commentary.

CJBC-AM's *Infos Regionales* interviewed Professor **Mitchell Kosny**, Urban and Regional Planning, for a segment on the federal government's investment of more than \$700 million to modernize public transit in the GTA.

**Tariq Amin-Khan**, Politics and Public Administration, published a letter to the editor in the *Toronto Star*, on the topic of the Taliban's power.

Professor **Arne Kislenko**, Department of History, appeared on CBC Radio's *Fresh Air* to talk about a new travel website, [www.backpACS.ca](http://www.backpACS.ca), which he launched with Arts and Contemporary Studies student **Tracey Haug**.

Dean **Ken Jones**, Faculty of Business, was quoted in a *Financial Post* article on MBA programs.

The *Toronto Star* profiled an art project by fourth-year film student **Ryan Hughes**.

Professor **Tara Burke**, Department of Psychology, was quoted in an *Ottawa Citizen* article on the influence of celebrity advice.

**Glen Wepler**, Manager of Student Housing Services, spoke to the *Toronto Star* about the constant need for student housing and the City of Vancouver's initiative of creating rental suites within condo buildings.

Canadian Press profiled a research study on voter turnout led by Professor **Daniel Rubenson**, Politics and Public Administration. The article was picked up from the February Research News release sent out by Public Affairs.

English Professor **Randy Boyagoda** appeared on CBC Radio's *Sounds Like Canada*, discussing as pressure on students to excel, as well as student plagiarism and cheating.

Associate Dean of Business **Wendy Cukier** was quoted in a *Toronto Star* article about a Ryerson study on professional immigrants. The article also quoted student **Khurram Raja**. Similar articles appeared in Canadian Press, CanWest News Service, *Vancouver Province*, *Montreal Gazette*, *Vancouver Sun*, *Calgary Herald*, *Edmonton Journal*, *Kenora Daily Miner & News*, and *Windsor Star*, as well as on CBC Newsworld, CHQR-AM's *The World Tonight* (Calgary), CBC Radio's *Ontario Today* and *Here and Now*, CHYM-FM (Kitchener), CKTB-AM (St. Catharines), CBO-FM's *All in a Day*, CFMT-TV's *Studio Aperto*, and Sirius Satellite Radio's The Link #2.

A *York Guardian* article on personal information and safety issues quoted Marketing Professor **Carlyle Farrell**.

The Welland *Tribune* profiled alumnus and journalist **John McKay**, who, after 40 years of service to Broadcast News and Canadian Press, will receive the honour of a Radio-Television News Directors Association of Canada lifetime achievement award at a banquet in June.

Business Professor **Margaret Yap** commented on job satisfaction among immigrants and minorities on OMNI News' Cantonese Edition.

The *Toronto Sun* profiled Business alumnus **Ian Ball**, who at age 22 was one of the youngest-ever vice-presidents of a publicly traded Canadian company and today is vice-president of corporate development for McEwen Capital/ Lexam Explorations.

The *Ottawa Citizen* and *Kingston Whig-Standard* reported that student-athlete **Boris Bakovic** was among those named to the Ontario University Athletics East Division all-rookie basketball team. Boris was OUA East rookie of the year, and ranked fifth in league scoring and second in rebounding.

The *Ottawa Citizen* reported that student-athlete **Chris McLaughlin** had been named to the Ontario University Athletics men's second all-star volleyball team.

A *Toronto Star* article on the Toronto Summit 2007 quoted Politics Professor **Myer Siemiatycki** and Master Planner **Ken Greenberg**.

The *Toronto Star's* Deep Thoughts section profiled Communication and Culture student **Yukari Seko** and her research on people who blog about suicide.

The *Toronto Star* profiled Communication and Culture graduate student **Chris Cachia** and his master's thesis on Canadian identity in hip-hop. The article also quoted Sociology Professor **Jennifer Brayton**, his academic supervisor. The article also featured student **Tok Olaleye** who created a photoblog website as part of his Communication and Culture studies. Further, the article reported on five New Media undergraduate students who formed Rubber Band Media, a group that designs CD covers and shoots music videos for local indie artists.

The Regina *Leader-Post* profiled Fashion student **Matt Donnelly**.

Politics Professor **John Shields** appeared on CBC Radio's *World Report* discussing the new urban Canada and immigrant professionals working in minimum wage jobs. The segment was carried by CBC Radio affiliates across the Maritimes.

A *Toronto Star* article on cricket World Cup competitor Ashish Bagai quoted his mother, **Rita Bagai**, who teaches at Ryerson.

**Jacqui Gingras**, Assistant Professor in the School of Nutrition, was quoted in a *Toronto Star* article on the pressure to be thin on the Oscars' red carpet.

Professor **Murray Pomerance**, Department of Sociology, appeared on CHML-AM to discuss the media's interest in celebrity stories. He also appeared on CHML-AM's *Roy Green Show*, discussing the Oscars, and on another occasion discussing weekend box-office hits.

The *Lindsay Daily Post* profiled six individuals selected for bursaries through the TD Canada Trust Grant in Medical Excellence, including Ryerson Nursing students **Bonnie Patterson** and **Terri Readman**.

**Don Snyder**, Chair, School of Image Arts, was quoted in a *Toronto Sun* profile of photography schools, including Ryerson's photography program.

The *Star* also profiled the School of Image Arts' Master of Fine Arts in Documentary Media.

The *Toronto Star* spoke to Image Arts student **Kire Paputts**, who has produced and directed an award-winning documentary and is now guest director on the sequel to the Canadian cult classic *The Last Pogo*. His documentary, *Only I Know*, was screened last fall at England's Raindance Film Festival, appeared at the New York Independent Film and Video Festival, and won Best Documentary at Toronto's First Take International Student Film Festival in 2005.

*Chatham Daily News* reported that **Brianne Koning** was named Ryerson University's female athlete of the week.

The *National Post*, *24 Hours* and the *Toronto Sun* profiled Retail Management student **Amber Kelly**, winner of the Ivanhoe Cambridge Retail Evolution Program Award.

**Paul Knox**, Chair, School of Journalism, commented on student leaders posing as reporters in order to attend a news conference by Minister of Training, Colleges and Universities Chris Bentley.

Professor **Alice Chu**, School of Fashion, commented in the *National Post* on the popularity of the colour electric blue for luxury goods and corporate logos, as well as in pop culture.

CBC Radio's *Metro Morning* made mention of student **Nico Ovide**, who travelled to Paris to take photos of the riots there.

Professor **Lixia Yang** of Psychology appeared on CFRB-AM's *Toronto at Noon* discussing Chinese New Year customs and traditions.

Associate Chair **Suanne Kelman**, School of Journalism, appeared on TVO's *The Agenda*, discussing the Michael Coren television show.

Chancellor **Raymond Chang** was quoted in a *Toronto Star* article on the Hakka's fight to maintain their culture. The Hakka are an offshoot of the Han majority group in China.

The *Toronto Star* quoted **Diana Ning**, Coordinator, International Student Services, in an article on the reputation of Canada's private colleges taking a hit.

The *Toronto Star* profiled Ryerson fashion graduate **Todd Lynn's** new fashion collection, presented during London Fashion Week.

The *Ottawa Citizen* published an editorial by Associate Dean **Wendy Cukier**, Faculty of Business, on the need to regulate all guns in order to eliminate loopholes for assault weapons.

**Aradhana Choudhuri**, a fourth-year Aerospace Engineering student, and **Dean Kelly**, fourth-year Business student, were quoted in a *Toronto Star* article on the rigours of a university education.

Prepared by the Office of Public Affairs.

**MINUTES OF ACADEMIC COUNCIL MEETING**

**Tuesday, March 6, 2007**

<b>Members Present:</b>			
<b><u>Ex-Officio:</u></b>	<b><u>Faculty:</u></b>		<b><u>Students:</u></b>
K. Alnwick	P. Albanese	C. Katsanis	G. Alivio
E. Aspevig	I. Baitz	J. Lassaline	A. Ashraf
L. Bishop	C. Baskin	R. Keeble	R. Castelino
S. Boctor	J. P. Boudreau	D. Lee	O. Falou
G. R. Chang	V. Chan	D. Mason	T. Haug
D. Doz	P. Corson	A. Mitchell	N. Loreto
Z. Fawaz	M. Dionne	M. Panitch	B. McIlroy
U. George	S. Edwards	S. Rosen	S. Omer
S. Giles	D. Elder	P. Schneiderman	J. Pierce
L. Grayson	C. Evans	A. Singh	R. Rose
K. Jones	E. Evans	C. Stuart	A. Warnick
A. Kahan	M. Greig		
S. Levy	R. Hudyma		
A. Shilton	G. Hunt		<b><u>Alumni:</u></b>
P. Stenton	D. Johnston		A. Ganuelas
			A. Walker
<b><u>Regrets:</u></b>	<b><u>Absent:</u></b>		
L. Brown	D. Androustos		
C. Cassidy	T. Koulik		
T. Dewan	A. Lyn		
M. Dewson			
C. Farrell			
R. Gherman			
J. Morgan			
R. Ravindran			
D. Sydor			
A. Venetsanopoulos			
M. Yeates			
L. Yung			

1. **President's Update** – In addition to his written report, the President commented that generally Ryerson does a very good job of maintaining personal privacy, but that there have been a few incidents of postings on websites and emails which contain student names and numbers. He asked that all members be diligent and that they pass on the need for diligence to their colleagues.

The signed multi-year agreement has been returned by the province and there have been no changes made.

The President passed the floor to the Provost to announce new Faculty Awards. He acknowledged Judy Britnell and Gosha Zywno for their work, along with the task force, on developing these teaching awards. There have been Faculty specific teaching awards for decades, and a proposal has been accepted by the President and the Provost for the following additional awards each of which will carry a stipend of \$2000: Educational Innovation; Educational Leadership, Experiential Teaching; Interdisciplinary Teaching. There will also be a President's Award for Excellence in teaching, which will carry a stipend of \$3000 and a Chancellor's Award of Distinction, which will carry a \$5000 award. As this award is for extraordinary accomplishments, it does not need to be presented each year. When it is awarded, it will be presented at Convocation. The President will host an awards dinner for all award recipients and their partners.

P. Stenton presented the results of the 2006 Graduating Student Survey. He asked that any detailed questions be directed to him by email. The graduating student survey is of all students who apply for graduation. The survey has been done three times in the past, and there is a peer group of institutions. The response rate was 48%, which is very good. He briefly discussed several items in the survey. Compared to the previous survey there are several areas where there is significant improvement, and a few areas where there was a drop. It is clear from the survey that there is an issue around teaching assistants. Ryerson does better than its peers in some significant areas. Overall satisfaction with the university remains unchanged over time and is high.

N. Loreto asked if, in the future, the materials could be distributed sooner. The President replied that members can feel free to ask questions at the next meeting, or to email P. Stenton with questions. N. Loreto commented on the figures on student debt, asking if that level of debt is reasonable. She noted that some students at Ryerson have less debt as they live at home.

J.P. Boudreau commented on the concern about recommended readings and asked for a clarification on the item. P. Stenton replied that the item asks about student perception of whether recommended readings contribute to their growth and development. Ryerson is at the median for this item. JP Boudreau further commented that it is important to consider these items carefully, comparing the responses on required and recommended readings. He further asked about whether the concerns about TAs were broken down any further to whether they were lab TAs or other types of TAs and it was responded that it was not. It was agreed that the TA issue needs to be addressed more carefully.

R. Hudyma noted that the survey was sent to potential graduates, and asked how many of these students actually did graduate. P. Stenton responded that this number will be made available and that the data on individual Faculties will be reported later.

J. Pierce noted, and asked why, there were not many responses in Figure 5 on items at the bottom of the survey. It was responded that not everyone responded to each item.

The President stated that questions on the survey will be addressed at the next Academic Council meeting, or they can be emailed to P. Stenton.

**2. Report of the Secretary of Academic Council** - D. Schulman reported that a revised election report had been circulated, and that elections for CE representatives and an alumni representative had not yet been held.

R. Rose asked if there were any rules about acclamation, as there were only two student nominees in Communication and Design. D. Schulman responded that there is nothing in the By Laws about acclamation.

**3. Good of the University** – The President reported that the *ad hoc* committee established to consider the Good of the University session has met and hopes to have a report to Council at the next meeting.

L. Evans chaired the session.

N. Loreto reported that there was an excellent turnout of students at the Day of Action, but a poor turnout of faculty and administrators and there were faculty who would not allow students to participate. There will be a Day of Anger on March 8.

D. Elder reported that the issue around the eighteen CUPE instructors who were not paid has been resolved, and he thanked the Dean and the University for that. He commended the instructors who continued to teach while not being paid. E. Aspevig commented that as soon as HR was informed of the problem, it did all it could to alleviate the situation and four of the instructors received financial assistance. HR was not the source of the problem.

A. Ganuelas, who is currently a student teacher, commented that he is impressed with Ryerson's reputation with high school students. He asked that everyone work to improve that reputation.

#### **4. Minutes**

Motion: That Academic Council approve the minutes of the January 30, 2007 meeting.

D. Mason moved, N. Loreto seconded

N. Loreto asked that the minutes reflect that she stated that she commented on the amount of time that students work *to pay their tuition*. D. Schulman commented that she did not say that. The President accepted that that was what she meant, as an amendment to the minutes.

**Minutes approved.**

**5. Business Arising**

**6. Correspondence** - The President read a letter from the Premier Dalton McGuinty to Mayor David Miller, in response to the letter on Ryerson's master plan, circulated at the last meeting. The Premier stated that the Ontario government is proud to be part of the proposed expansion, and that he looks forward to working with the city and with Ryerson to ensure the project's success.

**7. Reports of Actions and Recommendations of Departmental and Divisional Councils**  
Course changes were submitted for information only.

**8. Reports of Committees**

8.1 Report of the Composition and By Laws Committee - W2007-2

**Motion: That Academic Council approve the School By-Laws submitted by the School of Journalism**

N. Loreto moved, G. Alivio seconded

The President stated that these By Laws meet the requirements of Policy 45.

**Motion approved.**

8.2 Report of the Nominating Committee W2007-2

The first three names are replacements to Academic Council, appointed by the Deans, and are for information only. Approval is needed for the member of the Research Ethics Board.

**Motion: That Academic Council approve the nominee for the Research Ethics Board.**

M. Dionne moved, D. Doz seconded

In answer to a question from J.P. Boudreau regarding membership on the Research Ethics Board, D. Schulman clarified that there was a replacement for an FCAD member.

**Motion approved**

**9. New Business**

9.1 Amendment to Policy 157: Establishment of Student E-Mail Accounts for Official University Communication

**Motion: That Academic Council approve the amendment of Policy 157: Establishment of Student E-Mail Accounts for Official University Communication**

C. Stewart moved, D. Mason seconded

D. Schulman reported that continuing education students will now have Ryerson email accounts. They are now being included in the policy. Other changes to the policy are administrative.

M. Dionne asked a question of clarification on how this fits with other academic council policies such as the requirement to notify students for academic misconduct. D. Schulman responded that students are required to monitor their Ryerson accounts for such e-mail notices and that this is considered official communication. Students are given a choice on all appeals forms about how they wish to receive decisions.

N. Loreto commented on the change of name to VP Administration and Finance, and asked if this will be changed throughout all policies, etc. She also asked if students keep their e-mail address when they graduate.

A. Kahan replied that a survey showed that a very small percentage of students who were allowed to keep e-mail addresses as alumni used them (<1%), and that, given the cost, the decision to keep them did not make sense.

S. Levy responded that he would get back to Council on the name of the VP position.

J.P. Boudreau commented that as the first point of contact in the appeals process, he appreciates the box on the appeals form indicating the manner in which decisions are to be sent. He asked that the form indicate that the address should be a Ryerson e-mail address.

C. Stuart noted that the implementation date of the policy should be September 2007, not 2008.

**Motion approved**

## **10. Adjournment**

The meeting was adjourned at 6:55 p.m.

Respectfully Submitted,

Diane R. Schulman, Ph.D.  
Secretary of Academic Council

Report to the President  
of the *Ad Hoc* Committee to Discuss  
The “Good of the University” session of Academic Council  
March 21, 2007

At the January 30, 2007 meeting of Academic Council, President Levy called for an *ad hoc* committee to be established to discuss the role and format of the “Good of the University” session of Academic Council, in the general context of the Academic Council agenda. The goal of the Committee was to determine how Academic Council could engage in open dialogue while addressing the important academic matters of the University in an effective manner.

The Committee consists of: Errol Aspevig, Provost and Vice President Academic; Carla Cassidy, Dean of Arts; Elizabeth Evans, Director, School of Retail Management and Vice Chair of Academic Council; Diane Schulman, Secretary of Academic Council and Director of the Provost’s Office; Nora Loreto, Vice President, Education, RSU (Note: Did not attend two scheduled meetings but sent an email reaction to the suggestions.)

Observations:

1. The Good of University is not operating as originally intended. When first proposed, the time for this session was to be limited to 30 minutes. It was intended not to be a question period, but rather a time when members could bring to the attention of Council announcements or matters of interest or importance to the community.
2. A survey of the minutes shows that over the last few years, the number of people raising issues at the Good of the University session is limited.
3. There are no parameters or focus for the session, and it is very difficult to chair. It is not clear if there is to be a response to issues raised, or any further discussion.

The committee discussed ways to create a forum for meaningful participation and to ensure that matters of academic significance are given due consideration. The committee presents the following ideas for further discussion, perhaps by the Composition and By-Laws Committee:

1. The Good of the University should be left in its current position on the Academic Council agenda, but, as recommended in the original report establishing this session, be limited to 30 minutes.
2. The rules regarding the number of times and length of time that an individual may speak, must be applied, as outline in the By-Laws of Academic Council.
3. Guidelines should be established which clearly state the purpose of the session, and these guidelines should be noted in the By-Laws. The purpose of the session might include:
  - a. announcements and information pertinent to Academic Council; and
  - b. possible pre-announced topics of discussion.
4. If members have issues or questions they should address the appropriate parties in advance, outside of the Academic Council meeting, to seek resolutions and answers.

**INITIATING SCHOOL/DEPARTMENT:** The Chang School

**DATE of SUBMISSION:** March 16, 2006

Is this the Teaching School/Department, Program School/Department, or both? **Certificate in Human Resources Management**

\_\_\_\_\_  
Provost and Vice-President Academic

\_\_\_\_\_  
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Nature of Change										Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓								
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective					
CMHR 505	Organizational Behaviour II	Lect 3hrs	N			X	X						Need to bring certificate in line with CHRP requirements		Fall 2007
CMHR 505	Organizational Behaviour II	Lect 3hrs	N		X				X				Same		Fall 2007
CMHR 522	Industrial Relations	Lect 3hrs	N			X	X						Same		Fall 2007
CMHR 522	Industrial Relations	Lect 3hrs	N		X				X				Same		Fall 2007
CCMN 279	Introduction to Contemporary Business Communication	Lect 3hrs	N			X			X				Same		Fall 2007
CECN 104	Introductory Microeconomics	Lect 3hrs	N			X			X				Same		Fall 2007

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s) / Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective				
CFIN 300	Managerial Finance I	Lect 3hrs	N			X		X				Same		Fall 2007
COHS 208	Occupational Health and Safety Law	Lect 3hrs	N			X		X				Same		Fall 2007
CQMS 102	Business Statistics I	Lect 3hrs	N			X		X				Same		Fall 2007
CMHR 711	Occupational Health and Safety	Lect 3hrs	N		X			X				Same		Fall 2007
CMHR 749	Compensation Management	Lect 3hrs	N		X			X				Same		Fall 2007
CMHR 849	Human Resources Planning	Lect 3hrs	N		X			X				Same		Fall 2007

Is this the Teaching School/Department, Program School/Department, or both? **Certificate in Information Systems Development**

\_\_\_\_\_  
Provost and Vice-President Academic

\_\_\_\_\_  
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s) / Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally-Related Elective				
CITM 405	Internet Applications Development	Lab 3hrs	N			X	X					These changes are the result of changes made to courses in the degree program which will impact on CE Certificates.		Fall 2007
CITM 405	Internet Applications Development	Lab 3hrs	N		X				X			Same		Fall 2007
CITM 605	Client Server Applications	Lect 2hrs Lab 1hr	N			X			X			Same		Fall 2007
CITM 605	Client Server Applications	Lect 2hrs Lab 1hr	N		X		X					Same		Fall 2007

Is this the Teaching School/Department, Program School/Department, or both? **Certificate in Information Systems Management**

\_\_\_\_\_  
Provost and Vice-President Academic

\_\_\_\_\_  
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s)/ Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective				
CITM 310	Introduction to Network Technology	Lect 2hrs Lab 1hr	N			X			X			These changes are the result of changes made to courses in the degree program which will impact on CE Certificates.		Fall 2007
CITM 320	Database Applications	Lab 3hrs	N			X			X			Same		Fall 2007
CITM 400	Telecommunications Tech and Applications	Lect 3hrs	N			X			X			Same		Fall 2007
CITM 405	Internet Applications Development	Lect 3hrs	N			X			X			Same		Fall 2007

**INITIATING SCHOOL/DEPARTMENT:** The Chang School

**DATE of SUBMISSION:** March 16, 2006

Is this the Teaching School/Department, Program School/Department, or both? Certificate in Information Systems Management

\_\_\_\_\_  
Provost and Vice-President Academic

\_\_\_\_\_  
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Nature of Change									Program(s) / School(s) / Department(s) / Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date	
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓								
				Re-position	Addition	Deletion	Required	Elective	Professional Elective	Professionally- Related Elective					
CITM 301	Introduction to IT Infrastructure	Lect 2hrs Lab 1hr	N		X					X			These changes are the result of changes made to courses in the degree program which will impact on CE Certificates.		Fall 2007
CITM 500	Database Analysis and Design	Lect 2hrs Lab 1hr	N		X					X			Same		Fall 2007
CITM 407	Info Tech, Ethics, and Society	Lect 3hrs	N		X					X			Same		Fall 2007
CITM 750	Project Management of IT & T	Lect 3hrs	N		X					X			Same		Fall 2007

**INITIATING SCHOOL/DEPARTMENT:** The Chang School

**DATE of SUBMISSION:** March 16, 2007.

Is this the Teaching School/Department, Program School/Department, or both?

**Certificate in Telecommunications Management**

\_\_\_\_\_  
Provost and Vice-President Academic

\_\_\_\_\_  
Date

Please add extra rows as needed if more courses are involved.

Course Code/ Number	Course Title	Nature of Change								Program(s) / School(s) / Department(s) / Continuing Education affected and informed of change	Purpose of Change	Minors Affected	Implementation Date	
		Hours and Mode	New Course (Y/N)	Check one ✓			Check one ✓							
				Re-position	Addition	Deletion	Required	Elective	Professional Elective					Professionally-Related Elective
CITM 400	Telecommunications Tech and Applications	Lect 3hrs	N			X	X					These changes are the result of changes made to courses in the degree program which will impact on CE Certificates.		Fall 2007
CITM 301	Introduction to IT Infrastructure	Lect 2hrs Lab 1hr	N		X		X					Same		Fall 2007
CITM 310	Introduction to Network Technology	Lect 2hrs Lab 1hr	N			X		X				Same		Fall 2007

# Recommendations of the Joint Committee to Review the Faculty Course Survey (FCS)

*For discussion and information at Academic Council, April 4, 2007*

## Background:

It has been at least a decade since the last comprehensive review of the FCS and there was a need to consider the utility and effectiveness of the instrument as it stands currently. The mandate and process of this review flow from MOU 7 of the collective agreement between the RFA and Ryerson University. The joint committee began with two main questions emerging: (1) if, and how, the items of the FCS would be modified, and (2) if the survey could migrate from a paper and pencil version to online. With the new collective agreement in the late summer of 2005 we took on the additional responsibility of considering the uses to which the survey results would be put as indicated in the revised MOU 7.

*Committee membership as it currently stands:*

For the administration: Diane Schulman, Michael Dewson, Judy Britnell

For the RFA: Michelle Dionne, Tarun Dewan and Klaas Kraay (although Mike Burke, Bob Rinkoff and Donald MacKay have all been members of the committee at one time or another).

## In a Nutshell: The Proposed FCS

**Format:** The content of the proposed FCS is found in Appendix A. It will consist of a common 14 items and the aggregate results of these items will be distributed as they are now. Individual faculty members can also choose up to 16 additional (optional) items from drop-down menus. The aggregate results from these items will only be distributed to the individual faculty member. Students will also be encouraged to provide written (qualitative) comments. These will also be only for the use of the individual faculty member and will not be more widely distributed.

**Procedures:** The survey will be delivered online via a link on Blackboard. The survey will be available for completion for a seven-day window, in weeks 10, 11 or 12. (This is mandated by the current collective agreement.) The default is week 12, but if a faculty member would like to have the survey available in weeks 10 or 11, this can be easily modified in Blackboard by an individual faculty member. Note that for courses taught in an alternate mode (e.g., intensive mode) these timelines will be modified.

# Rationale for the Proposed FCS & Issues of Concern with the Current Survey

## 1. Specific Items Included in the FCS:

### A) Summative vs Formative Items:

Clearly (and as outlined in MOU 7) the FCS has a role in employment-related matters, including its inclusion in annual reports, and its part in decisions about tenure, promotion, and merit. However, depending on the content of the FCS, in addition to being used as one evaluation of teaching effectiveness (a summative measure), it has the potential to provide useful feedback to professors to improve performance (a formative measure). We wanted to emphasize items that would have relatively greater consequence for the improvement of teaching at Ryerson as compared to the simple measurement of performance. Therefore, certain items were deleted (e.g., “the course was worthwhile” and “the faculty member was effective” that did not provide “value added” information to instructors. Additional items were added to the “standard” list, and even more “optional” items were made available for instructors to ask according to their own needs. (See Appendix A for the full list of items).

**B) The Quality of the Items Included at Present.** It was felt that there was some redundancy, and “staleness”, as well as some important absences in existing items. For example, there are two questions (“*treats the students with respect*”; “*deals fairly with students*”) that we felt were tapping the same issue, so we combined these items into “*Students are treated with fairness and respect*”. The original item on office hours was created at a time where face-to-face communication was standard for such interaction outside of class, but might not reflect the current reality where professors are available for consultation, but are now communicating with electronic bulletin boards, instant messenger, email and other electronic means in addition to the traditional, face-to-face methods. This item now asks not about attendance at office hours per se, but if the “*instructor is available for consultation*”, accessing the myriad possibilities for communication in the modern teaching and learning environment.

**C) Current Absence of Important Items.** Although there is a danger of including too many items in a survey and therefore reducing potential response rates due to the length, we felt that nonetheless there may be items that professors and students believe are important that are not currently being asked. In general, we felt that there should be more emphasis on items that, to the extent possible, rate concrete and objective aspects of teaching. These issues should be based on tenets of good pedagogy that are consistently named as being necessary for good teaching and learning yet many of these issues are missing from the original measure. The new proposed items reflect such strategies and actions as providing both timely and useful feedback to students; setting clear expectations to students about the class and the methods of evaluation; and simply being organized and punctual. Some feedback to our committee indicated that individual professors wanted to ask even more specific questions about their course, or some aspect of its delivery. We wanted to find a

way to balance the desire for more individualized questions without making the length of the survey unruly for every single professor who implements it. To address these concerns, appropriate additional items were included in both the university standard and optional components of the FCS.

**D) Qualitative vs (only) Quantitative Data:** Students and faculty have long wanted to incorporate written comments as feedback to professors and have not been able to do so. While numerical feedback may be useful to provide an overview of effectiveness, it is felt that qualitative data can provide a richer source of formative information for professors. Since the cost of gathering this data is insignificant (especially with an online version of the survey) and the benefit is great, this was immediately supported. Space will be provided on the FCS for students to provide such written feedback. Further, if there are certain issues that instructors particularly want feedback on, this can be communicated to the class in advance and students can focus on those issues should they choose to. Note that these written comments, as the results of the optional questions, are not distributed to anyone other than the individual instructor.

## **2. Concerns regarding the collection and coding of data:**

**A) Cost - Financial and Time:** Currently, the financial cost to run the FCS for each academic year is significant. Further, the logistics of organizing, distributing, collecting and storing the paper forms for the increasing number of courses taught at Ryerson is becoming unwieldy. The time required to complete the surveys in class also takes away from time that could be spent on teaching and learning itself. A smaller yet significant consideration was that distance courses currently have no means of faculty or course evaluation, as it is not tenable to distribute paper surveys when the class room is a 'virtual' one. With other aspects of teaching, research and general university operation going 'paperless', we felt it was time to consider the online administration of the surveys.

Given that Blackboard is already in use for course management and registration at Ryerson, the online surveys can be seamlessly integrated within this portal. With the help of CCS and DMP a pilot of an online survey was set up for four courses in the Fall of 2006 and for eight courses in the Winter of 2007, and it is currently being tested (with the clear cooperation and consent of the instructors in question). The preliminary feedback on this new method is clearly positive.

While there are initial set-up costs to create the platform for the surveys, this is a one-time cost, compared to the ongoing costs of the paper version currently in use. This also provides much more flexibility for instructors to customize their own optional questions. Finally, the time required to return the results of the survey to instructors will be greatly reduced. The submission of annual reports for RFA members will no longer be delayed because FCS results are not available, as has been the case in the past. Further benefits of online surveys are described below.

**B) Potential Security Issues.** There are concerns regarding the potential for tampering with the surveys as they are conducted at present. It seems paradoxical that the subject of an assessment should be exactly the same person who administers it, yet professors are expected to collect evaluation data themselves. Professors are currently in charge of the integrity of the data collection process and the security of the data, from being present in the room when surveys are completed, to delivering the completed surveys to a designated drop-off point in their department. Anecdotal reports suggest that there is wide variability in the way that these data are collected and maintained before they are returned to the Office of the Provost.

From a student's perspective, it may seem that professors are being unduly vigilant as their class completes the surveys (even though professors are simply following instructions provided to them). This may lead to the unfortunate perception that students are being pressured to answer in a positive direction, or to the impression that responses are not in fact anonymous, as they must be to ensure an unbiased result. Quite apart from any actual or alleged tampering with the results of the survey, the optics of such a system that is so openly vulnerable to misuse is clearly undesirable. It goes without saying that surveys need to be conducted without any hint of outside influence, while still maintaining appropriate checks and balances on the quality and impartiality of the data that are collected. The university, students, as well as individual faculty members being evaluated are all equally invested in the integrity of this system.

While no system is foolproof, the online administration of the survey presents a clear security advantage over the current system. Students' responses are anonymous. The instructor is not part of the process of data collection once the survey is set up in Blackboard. Results can be easily, securely, and confidentially sent to the appropriate end users.

**C) Numerical Coding of Responses:** The numbering system for responses could be made more intuitive. Under the current system, 1's are the "best" and 5's are the "worst". We are out of sync with most other systems, which fairly consistently use higher numbers to indicate better teaching. This is a simple but significant change, but higher scores on the future FCS will indicate a greater level of agreement, and superior performance. See coding in Appendix A.

**D) Response Rates:** Currently, the average university-wide response rate for these surveys is around 60%. There is no clear consensus on how response rates are affected by moving to online formats, with some studies indicating an increase and others indicating a slight decrease in responding. Likely there is no real effect. In addition to publicizing the new format of the FCS, other methods of increasing response rates can be considered, including providing incentives for participation as has been done at other universities, including draws for ipods, etc. Note that published studies of potential response biases that come with online surveys (e.g., the fear that only technological savvy students will respond) have indicated that this is not the concern that some believe. Studies have concluded that there is no clear pattern of bias in responding when comparing paper to online formats. We should also keep in mind the ubiquitous nature of such surveys for the generation of students that we teach. What may have presented barriers in responding to students (and faculty) even five years ago, no longer exist. In general, that we believe the advantages of online administration outweigh the disadvantages, this is clearly an issue that we will revisit once we have data.

### **3. The use and distribution of the data collected:**

**A) Making Surveys Public:** Recently there have been questions raised about making the results of the surveys public. While a FIPPA request has led to the posting of survey results by department/school and Faculty, the public distribution of individual results is not provided for under the current RFA collective agreement. There will be no change to the distribution of results of the FCS at this time.

**B) Over Reliance on a Single Item as a Measure of Effectiveness:** Many have voiced concerns about the potential misuse of the FCS for merit, tenure and promotion purposes. Given that effective teaching is a difficult concept to define, let alone quantify, there is the risk placing undue emphasis on a single item in an attempt to measure it. In particular, there may have been a temptation for DACs and FPCs to depend on a single item measure of teaching effectiveness (current item # 7; formerly item # 10) in their deliberations. We believe the use of such a limited measure of teaching is misguided and clearly undesirable. To ensure that a single item of effectiveness is not misused for evaluation purposes, item 7 (formerly item 10) has been dropped from the proposed FCS. While there may be some desire to instead creatively amalgamate the remaining items of the FCS to create a numerical measure of teaching effectiveness, it should be clear that this is not appropriate. The joint committee wishes to reiterate that the FCS should be used as only one of many different tools to track teaching performance. As is described in the Collective Agreement, teaching performance must be based on not just FCS results, but other information in annual reports, the results of peer-review (in class assessments) and importantly, the diverse and comprehensive contents of a teaching dossier.

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#### Appendix A: UNIVERSITY STANDARD QUESTIONS

**Scale: Disagree (1), Somewhat disagree (2), Neither agree nor disagree (3), Somewhat agree (4), Agree (5) + Does not apply/No opinion**

- 1. The instructor is knowledgeable about the course material.**
- 2. The course material is presented with enthusiasm.**
- 3. The instructor stimulates my interest in this subject.**
- 4. Concepts are clearly explained with appropriate use of examples.**
- 5. I get constructive feedback on my assignments.**
- 6. The course outline contains all of the information I needed about this course.**
- 7. I get timely feedback on my assignments.**
- 8. The assessment methods, including tests, provide a fair evaluation of my learning.**
- 9. Students are treated with fairness and respect.**
- 10. The instructor is available for consultation.**
- 11. The class meets as scheduled and on time.**
- 12. The course is well organized and managed.**

13. I learned something valuable from this course.
14. The way this course is taught helps me to learn.

### **OPTIONAL COURSE SPECIFIC QUESTIONS**

**(Instructors may choose up to 16 additional questions. Note that headings are for organizational purposes only—instructors can choose any of the items)**

#### **Laboratory courses**

1. Procedures are clearly explained.
2. The instructor adapts to student abilities, interests and needs.
3. I feel free to ask for assistance and to ask questions.
4. The instructor accepts opinions different from his/her own.
5. I get useful feedback on my lab assignments.
6. Labs are well organized
7. Labs assist me in learning the course material.
8. Lab assignments are interesting and stimulating.
9. Lab assignments stimulate independent thought.
10. Labs are of a reasonable length and complexity.
11. The lab helps me understand things I am learning in lecture.

#### **Discussion/tutorials/seminars**

1. Discussions are managed so that they help me learn.
2. Discussions are well organized.
3. Discussions clarify the lecture material well.
4. Discussion in this course is stimulating.
5. The instructor raises challenging questions for discussion.
6. The instructor is skillful in developing classroom discussion.
7. I feel encouraged to participate in the discussions.
8. The amount of time dedicated to discussion is adequate.
9. The seminar approach is effectively used in this course.
10. This seminar encourages students to learn from one another.

#### **Clinical/Field Placements**

1. Prior course work prepared me to handle clinical tasks.
2. I have responsibility commensurate with my abilities.
3. There is good rapport between my clinical instructor and me.
4. My instructor offers constructive criticism away from others.
5. My instructor identifies specific areas in which I need improvement.
6. My instructor helps me to improve my skills.
7. My instructor demonstrates the techniques I am expected to develop.
8. The amount of supervision is adequate.
9. I received adequate information on health and safety issues.
10. My field experience is well coordinated with my course work.
11. I receive adequate supervision at the field site.
12. University and field site personnel work well with each other.

**Performance and Studio Courses**

1. I am exposed to a variety of performance/art techniques.
2. Performance/art projects are extremely valuable in understanding the course.
3. Performance/art projects are appropriate to the level of the course.
4. My instructor's demonstrations of techniques are clear and concise.
5. My instructor values my creativity and/or originality.
6. Evaluations of my performance/artistic products are constructive.
7. The instructor is sensitive to students when giving critiques.
8. My instructor is able to diagnose technical problems..
9. Performances provided me the opportunity to show my learning.

**OTHER OPTIONAL COURSE SPECIFIC QUESTIONS****Instructional Technology**

1. The technology used in this course provides high quality instruction.
2. Instructional technology is well coordinated with course materials.
3. The instructor uses technology in ways that helped my learning of concepts and principles.
4. My instructor's use of new technology increases my overall learning in this course
5. More uses of instructional technology would enhance learning in this course.

**Other Course Elements**

1. Group work is used effectively in this course.
2. I am evaluated for my individual contribution to group work in this course.
3. Student presentations contribute significantly to this course.
4. Developing the term project is a good learning experience.
5. Guest speakers contribute significantly to this course.
6. Field trips offer insights that class materials do not.
7. Overall, I would rate the textbook/readings as excellent.
8. Team teaching provides insights a single instructor could not.
9. Instruction is well coordinated among the team teachers.