

**RYERSON UNIVERSITY**  
**SENATE MEETING AGENDA**

**Tuesday, December 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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**8. Reports of Committees**

- 8.1 Report #F2007-1 of the Senate Awards & Ceremonials Committee
- 8.2 Report #F2007-1 of the Senate Learning & Teaching Committee
- 8.3 Report #F2007-3 of the Senate Academic Standards Committee
  - 8.3.1 **Motion:** *That Senate approve the revised academic standing variations in the **Post-Diploma Degree Completion Nursing program.***

**9. New Business**

- 9.1 Motion regarding Examination Scheduling

**10. Adjournment**

### President's Update

**Ted Rogers School of Management** – Two wonderful events happened this month: the official opening of the TRSM on November 12<sup>th</sup>, and the naming of the Harry Rosen Lecture Theatre on November 20<sup>th</sup>. Both occasions represented a very special celebration of partnership, and support for leading education and research. Congratulations to Dr. Ken Jones and everyone involved in organizing these events. At the opening, we were pleased to welcome Dr. John Milloy, the new Minister of Training, Colleges and Universities, and his Parliamentary Assistant, Dr. Reza Moridi, and followed up with letters outlining the ways that Ryerson programs, research, and city building will help advance government priorities. Dr. Moridi is a member of the Advisory Council for the Ryerson Medical Physics program.

**MaRS** – Ryerson has become one of fourteen members of the MaRS discovery district, along with the University of Toronto and a group of Toronto hospitals. We made a conscious decision to become an active MaRS participant as a means of strengthening our research enterprise in the service of our Quality Agenda priorities. While MaRS started out representing 'medical and related sciences' the name now stands for a broader evolving mission of promoting Canadian innovation by connecting the communities of science, business and capital, with engineering and digital media gaining momentum as areas of concentration. On November 14<sup>th</sup> I joined University of Toronto President David Naylor, University Health Network President and CEO Dr. Robert Bell, CEO of MaRS Dr. Ilse Treurnicht, and MaRS Board member Dr. John Evans as part of a delegation that went to Ottawa to make a presentation promoting MaRS for consideration as a National Centre of Excellence. The decision is expected in January 2008.

**Government Relations:** We are beginning to brief Dr. John Milloy, the new Minister of Training, Colleges and Universities on transitional issues from the last Minister and new initiatives. At the same time, a growing strategic focus of our government relations is advocacy at the federal level, to position Ryerson to take competitive advantage of funding opportunities. These efforts will primarily advance our priority in research, but all of our Quality Agenda objectives – the undergraduate and graduate student experience, and the Ryerson reputation – stand to benefit from greater success at the federal level.

**Achievements** – *I am proud to acknowledge Ryerson achievements shared with me since my last update, and I continue to encourage everyone to let me know about accomplishments by our community.*

- ❖ *July 07/October 07 – April Mullen and Tim Doiron (both Theatre Arts-Acting, '04) won Audience Top Pick at the Cambridge U.K. Film Festival, and Audience Choice Best Canadian Film at the Edmonton International Film Festival, for their 'mockumentary' The Way of the Tosser.*
- ❖ *Fall 2007 – Dr. Vanessa Magness, Ted Rogers School of Business Management, is featured in the 2007-08 edition of Career Insider Accounting as 'one of Canada's premier environmental accountants.'*

- ❖ *September 2007 – The Applied Arts magazine Student Awards competition included four winners from the Ryerson Image Arts program.*
- ❖ *September 28, 2007 – Nicole Bridger (Fashion '03) was chosen the recipient of the British Columbia Fashion Week 'Generation Next' Award.*
- ❖ *October 4-25, 2007 – Prof. Lila Pine, School of Image Arts, presented the interactive installation The Higher Men as part of the Evolving Stories series funded by SSHRC, CFI and OIT.*
- ❖ *October 25, 2007 – James Vandewater (Image Arts-Film Studies '07) was awarded Best Student Film in the Air Canada enRoute Student Film Festival for his film Upside-Down Girl.*
- ❖ *October 25-29, 2007 – Lucian Matis (Fashion '03) was invited to participate in the Belgrade Autumn Fashion Week in the Republic of Serbia and Montenegro.*
- ❖ *October 27, 2007 – A team of Ryerson MBA students won 2<sup>nd</sup> place in the Tata-Schulich Cup competition that also included teams from Queen's, the University of Western Ontario, and York.*
- ❖ *October 28, 2007 – Zarqa Nawaz (Journalism '92) won the Canada Award at the 2007 Gemini Awards as part of the team behind her successful television series Little Mosque on the Prairie.*
- ❖ *November 2007 – The Ryerson School of Fashion was featured in a Fashion Magazine 2-page spread of 'international style incubators' alongside schools in Paris, Antwerp, London, and New York.*
- ❖ *November 3, 2007 – Kurtis Baute, 1<sup>st</sup> year Image Arts, won 1<sup>st</sup> prize at the Small Town Film Festival Student Competition in the music video category for his film Maybe I'm Dreaming. In April, Baute and his partner won the Gertrude Löwengren Award for Best Film Grades 10-12 in the Toronto Sprockets Film Festival for their film Eyelid Sky.*
- ❖ *November 5, 2007 – Emily Bellavy (Journalism '07) is the recipient of the 2007 Alliance Atlantis Diversity In Broadcasting Internship presented by Women in Film and Television-Toronto (WIFT-T).*
- ❖ *November 9, 2007 – Dominic Nahr, 4<sup>th</sup> year Photography, is the Runner-up College Photographer of the Year in the annual competition judged at the University of Missouri. In 2006, Nahr was awarded gold in the International Picture Story category; this year he again won gold in the International Picture Story category, as well as silver in the Portfolio category, bronze in the Portrait category, and another bronze plus an Award of Excellence in the Spot News category, and 2<sup>nd</sup> place overall.*
- ❖ *November 15, 2007 – Black Moss Press launched the 9<sup>th</sup> book of poetry by Dr. Karen Mulhallen, Department of English. Sea Horses was inspired by her 2005 journey to Sable Island, Nova Scotia.*
- ❖ *November 16, 2007 – Dr. Ling Guan and Dr. Bin Wu were named to the IEEE Fellows Class of 2008. Of the 295 Fellows named from institutions and industry around the world, Guan and Wu were among only 12 Canadians, and only the University of Waterloo (3 Fellows) and Ryerson (2 Fellows) have more than one Fellow. There were*

*two Canadian Fellows from industry, and one Fellow each at the University of Alberta, McGill University, École Polytechnique (Montreal), University of Ottawa, and the University of Toronto. The IEEE is the world's leading professional association for the advancement of technology.*

- ❖ *March 24-30, 2008 – Prof. Filiz Klassen, School of Interior Design, will be part of Digifest 2008 at Harbourfront. Her installation, Snow, rain, light, wind combines architecture, design and performance art. Prof. Klassen's research is funded by SSHRC.*

# **RYERSON ACHIEVEMENT REPORT**

A sampling of achievements and appearances in the media by members of the Ryerson Community for the December 2007 meeting of Senate

## **Events**

Business and government leaders came together on November 12 to honour Ted and Loretta Rogers and mark the official opening of Ryerson University's **Ted Rogers School of Management**. Newly-appointed Minister of Training, Colleges and Universities, the Honourable John Milloy was in attendance, along with his Parliamentary Assistant Dr. Reza Moridi. Councillor Kyle Rae represented the City of Toronto.

A celebration of the remarkable progress of the School of Fashion, *From Home Ec to High Tech: 60 Years of Ryerson Fashion* is a student-produced exhibition currently showing at the Design Exchange in Toronto, until November 30, 2007.

**Dr. Bin Wu** from the Department of Electrical and Computer Engineering has been appointed the NSERC / Rockwell Automation Industrial Research Chair in Power Electronics and Electric Drives, a highly prestigious award. Professor Wu, Ryerson University's first NSERC Industrial Research Chair, has been deemed a Senior Chairholder, reserved exclusively for researchers of international stature.

**The Department of Politics and Public Administration** celebrated its 45<sup>th</sup> anniversary. Former faculty members Jack Layton and David Crombie returned to Ryerson to take part in a panel of political and academic leaders discussing the art and science of the teaching public administration.

More than 1,000 students were graduated at **Fall 2007 Convocation**. Joint honorary doctorates were awarded activist-power couple Stephen Lewis and Michele Landsberg. Dr. Shirley Tilghman, President of Princeton University was also honoured. Gerard Kennedy, Ryerson's first Distinguished Visiting Professor also gave a Convocation Address. Reporters from the *Toronto Star*, CBC-TV, the *Ottawa Citizen* and 24-Hours covered the event. The *Toronto Star* and 680 News also ran advance stories about Stephen Lewis and Michele Landsberg would receiving honorary doctorates. The *Toronto Star* also carried a profile story on Cara Sanders, one of the first Aboriginal students at Ryerson to receive a graduate degree.

Ryerson University hosted a special **Tribute to Nelson Mandela** in concert with the Nelson Mandela Children's Fund (Canada). The centrepiece of the celebration was the Canadian premiere of the Academy Award-nominated documentary *Mandela: Son of Africa, Father of a Nation* at the Ryerson Theatre. Students from the Toronto and Catholic District School Boards and Ryerson attended a special matinee screening. CFRB-AM's *News at Noon*, the *Toronto Star* and *Now* reported on the fundraiser. The Chief Executive Officer of the Nelson Mandela Children's Fund in South Africa also addressed students in the School of Social Work.

Noted columnist, author and public speaker **Diane Francis** has been appointed as Distinguished Visiting Professor at the Ted Rogers School of Management for a one-year term.

## Media appearances

Prof. **Judith Bernhard**, Early Childhood Education, commented in the *Ottawa Citizen* and *Vancouver Province* about a study reporting that kids who start school knowing some math do better in class.

The *Winnipeg Free Press* reported that Journalism alumna **Megan Hurley**, now a reporter at the Winnipeg newspaper, would receive the School of Journalism award for top print journalist in her graduating class.

U.S.-based *Popular Photography Magazine* highlighted Image Arts student **Dominic Nahr** as one of the gold-medal winners in the portfolio category of the annual College Photography of the Year competition.

The *Toronto Star's* regular Deep Thoughts column, which profiles unique student research, featured **Izabella Pruska-Oldenhof**, a PhD candidate in the joint graduation program in communications and culture, and her research on multi-media.

Prof. **Mary Han**, Ted Rogers School of Management, commented in the *Globe and Mail* on effective succession-planning by retiring executives.

A *Windsor Star* article made mention of Ryerson's program in medical physics, the first of its kind in Canada.

Prof. **Duncan MacLellan**, Department of Politics and Public Administration, spoke to Global News about Toronto Mayor David Miller's performance. He also appeared on CBC Radio's *Here and Now* discussing the City of Mississauga hiking property taxes.

**Paul Knox**, Chair, School of Journalism, spoke to the *New York Times* in reaction to the CBC pulling a show off the air after viewer complaints.

The *Globe and Mail* profiled the Ted Rogers School of Management's MBA in the Management of Technology and Innovation, quoting Prof. **Wendy Cukier**, Associate Dean, TRSM, and **Chris Smyth**, a part-time MBA student specializing in media management.

OMNI News interviewed students from Ryerson's Pakistani Students' Association regarding the reaction of the Toronto Pakistani community to the events in their home country.

The *Toronto Star* spoke to **Keith Burlton**, an instructor in visual merchandising, about the Bay's return to old fashioned style.

*Chatham Daily News* and *Chatham This Week* reported that Ryerson student **Kurtis Baute** was among the winners of local student film competition.

*The National Post* and *Toronto Sun* reported that Ryerson students from the Ted Rogers

School of Retail Management teamed up with members of the Downtown Yonge Business Improvement Association to decorate store windows on Elm St.

*Canadian HR Reporter* profiled a recent study on RBC bank employees with disabilities published by Prof. **Kathryn Church**, Prof. **Catherine Frazee** and **Melanie Panitch**, Director, School of Disability Studies. The article quoted Prof. Church.

*Canadian Architect* reported on the Peace Route Ramla exhibit by Prof. **Masha Etkind**, Department of Architectural Science.

Prof. **Dana Lee**, Radio and Television Arts, commented in the *National Post* on the television viewing habits of Canadians.

A *Globe and Mail* article on the First Nations Technical Institute/Ryerson University Social Work joint degree program quoted **Bill Hill**, one of the program's 13 inaugural graduates; **Brenda Thomas**, a current student in the program; and Program Coordinator Prof. **Ben Carniol**, Social Work.

A *Toronto Sun* article on how the City of Toronto should spend its money quoted **David Amborski**, Director, School of Urban and Regional Planning.

Global TV and CBC.ca spoke to Prof. **Tariq Amin-Khan**, Department of Politics and Public Administration, in reaction to Pakistan declaring a state of emergency. He also discussed the situation in Pakistan on CBC Newsworld's *Morning Weekend* and CTV Newsnet.

The *Globe and Mail* reported that a billboard in Toronto Life Square will feature a rotation of video art, including works by Ryerson Image Arts students. The article also mentioned that Ryerson will use the AMC theatres as classrooms when the cinemas open next April.

The *Port Hope Evening Guide* profiled a collection by Prof. **Zoran Dobric**, Fashion, that was showcased during L'Oreal Fashion Week

Prof. **Patrice Dutil**, Department of Politics and Public Administration, spoke to CBON-FM (Sudbury) regarding the new provincial Cabinet. Prof. She also appeared on CJBC-AM's Y A Pas 2 Matins discussing the first meeting of the Ontario Conservative Party since the provincial election.

A Canadian Press article on the provincial Liberals squandering their chance to increase the number of women in Cabinet quoted Prof. **Tracey Raney**, Department of Politics and Public Administration and appeared in the *London Free Press*, *Sudbury Star* and *Cornwall Standard-Freeholder*.

Prof. **Wendy Cukier** appeared on a TVO's *The Agenda* panel on reducing crime rates in Canada.

Prof. **Greg Inwood**, Department of Politics and Public Administration, was quoted in a Canadian Press article on the new provincial cabinet. The article was carried by the *Niagara Falls Review*, *Orillia Packet and Times*, *Belleville Intelligencer*, *Cornwall Standard-Freeholder*, *Sudbury Star*, *St. Catharines Standard*, *Barrie Examiner*, *Peterborough Examiner*, *London Free Press*, *St. Thomas Times-Journal*, *Brockville*

*Recorder and Times*, and *Toronto Star*.

The *Toronto Star* and RCI-Radio's *The Link* profiled research by Prof. **Sandeep Agrawal**, School of Urban and Regional Planning, on barriers some ethnic groups face when preparing funeral arrangements.

The *Toronto Star* quoted Prof. **Murtaza Haider**, Director, Institute of Housing and Mobility, and Professor, Ted Rogers School of Retail Management, in an article on retail prices being driven up by import duties.

The *Globe and Mail* spoke to both Prof. **Murtaza Haider**, and Prof. **David Amborski**, Director, School of Regional and Urban Planning, about factors that bode well for a neighbourhood and its property values.

Prof. **Randy Boyagoda**, Department of English, published a review of Philip Roth's novel *Exit Ghost* in the *National Post*.

*Oprah Magazine* quoted Prof. **Martin Antony**, Department of Psychology, on the topic of facing your fears, in an article on maintaining good mental health. The *Niagara Falls Review* spoke to Prof. Antony about a local landmark that is the source of a scary urban legend. He also appeared on CBC Radio's *The Current* and CBC.ca on Halloween Day discussing common fears. The *Kitchener, Cambridge and Waterloo Record* spoke to Prof. Antony about fears and phobias for an article on why people enjoy a good scare.

The *Toronto Sun* spoke to **Melanie Panitch**, Director, School of Disability Studies and co-curator of the exhibit "Out from Under: Disability, History and Things to Remember," as well as exhibit participant and Disability Studies student **Sarah May Glyn-Williams**. Prof. Panitch also appeared on CBC Radio's *Here and Now*.

**John Sewell**, an instructor in the Department of Criminal Justice and Criminology, commented on a *Toronto Star* article on the Police Services Board Chair's review of expenses in its bid to cut costs.

The *National Post's* MBA Report listed the Ted Rogers School of Management and its program offerings.

Prof. **Jane Sprott**, Department of Criminal Justice and Criminology, spoke to CBCS-FM (Sudbury) and CBO-FM (Thunder Bay) about the drop in court cases involving youth.

**Neil Thomlinson**, Chair, Department of Politics and Public Administration, appeared on CJBC-AM discussing the City of Toronto's deficit woes.

**Paul Knox**, Chair, School of Journalism, appeared on a CBC Radio *The Current* panel discussing a *Globe and Mail* article reporting that the U.S. has kept Maher Arar on a no-fly list.

Canadian filmmaker **Bruce Macdonald** mentioned his Ryerson studies during an interview with CBC-TV's *The Hour*.

**Elizabeth Evans**, Director, Ted Rogers School of Retail Management, was quoted in a Canadian Press article on the Canadian dollar's parity and its impact on retail prices. The

article was carried by the *Cape Breton Post*, *Halifax Daily News*, *Calgary Sun*, *The Record* (Kitchener, Cambridge and Waterloo), *London Free Press*, and *Hamilton Spectator*.

The *Toronto Sun* published photos of a mock-disaster relief exercise, showcasing the work of Prof. **Alex Ferworn**, Department of Computer Science, members of the OPP and dogs involved in canine rescue research work.

The *National Post* profiled recent Information Technology Management graduate **Chris Nguyen**, one of the founders of JobLoft.com.

Prof. **John Miller**, School of Journalism, commented in the *Montreal Gazette* on the need for newspaper reporters to multi-task in the age of media convergence.

Prof. **Myer Siemiatycki**, Graduate Program in Immigration and Settlement Studies, Department of Politics and Public Administration, appeared on a number of radio stations during National Citizenship Week, discussing the Canada's point system for immigrants. His comments aired on CBCK-FM (Kingston), CBCS-FM (Sudbury), and CBCL-FM (London). He also appeared on Sirius Satellite Radio discussing the Conservatives' attempt to target specific ethnic groups in a bid to bolster their party's popularity.

**Isabelle Ekwa-Ekoko**, Graduate Program in Immigration and Settlement Studies, appeared on CBC Radio's *Ontario Today* discussing her studies and the program, which is unique in Canada. She also spoke about her experience immigrating to Canada from Cameroon.

Prof. **Daniel Rubenson**, Department of Politics and Public Administration, appeared on a TVO's *The Agenda* panel discussing politics.

*Prepared by the Office of Public Affairs.*

*(Note: Media Appearances revised February 22, 2008)*

**MINUTES OF SENATE MEETING  
TUESDAY, NOVEMBER 6, 2007**

<b>Members Present:</b>			
<b><u>Ex-Officio:</u></b>	<b><u>Faculty:</u></b>		<b><u>Students:</u></b>
K. Alwick	P. Albanese	D. Mason	S. Abdelgadir
S. Boctor	D. Androutsos	A. Matthews David	G. Alivio
C. Cassidy	M. Antony	A. Mitchell	A. Bahadur
G. R. Chang	I. Baitz	Z. Murphy	O. Falou
M. Dewson	D. Checkland	J. Norrie	T. Hassan
Z. Fawaz	T. Dewan	D. Rose	H. Kere
U. George	D. Elder	S. Rosen	M. Levine
L. Grayson	P. Goldman	C. Stuart	S. Omer
K. Jones	M. Greig	D. Sydor	H. Otieno
S. Levy	R. Hudyma	D. Tucker	R. Rose
A. Shepard	R. Keeble		R. Sadjadi
A. Shilton	J. Lassaline		M. Stanton
P. Stenton	D. Lee		T. Schwerdtfeger
M. Yeates			T. Whitfield
<b><u>Regrets:</u></b>	<b><u>Absent:</u></b>		<b><u>Alumni:</u></b>
J. P. Boudreau	A. Aseltine		A. Walker
V. Chan			S. Dhebar
P. Corson			
D. Doz			
C. Farrell			
S. Ghebresslassie			
A. Kahan			
M. Lefebvre			
M. McAllister			
M. Panitch			
R. Ravindran			
A. Singh			
F. Song			
A. Venetsanopoulos			

1. **President's Report** – The President thanked everyone for their participation at Convocation, which went very well. He welcomed and thanked Chancellor Chang. As reported last meeting, there was a Board retreat in October and there will be a special meeting of Senate on January 15 to present the same information and for a discussion of academic planning. The President also reported on a successful Nelson Mandela Children's Fund event and asked the Secretary to read a letter from Nelson Mandela.
2. **Report of the Secretary of Senate:** D. Schulman informed Senate that, in the future, all materials to be distributed to Senate should be given to the Secretary in advance to be left at the front table, and not distributed during the meeting.
3. **Good of the University:** A. Mitchell chaired.  
D. Mason stated that a number of years ago, an issue was raised about timetabling. A committee was struck which reported to Senate, and another committee was created to actualize the report. He has spoken to the chair of that committee today and the report will hopefully be submitted by the December meeting. He will be presenting a motion in December with respect to exam period and the marking times.

H. Kere commented that over half of the student residents on campus voted in the October election. She also reported that the educational issues committee of RSU is working on an oppressive textbook content project. Instead of students making complaints on an individual basis, there will be a survey about oppressive content in textbooks, and a list will be assembled. An informal report will be presented to the next Senate meeting.

L. Janzen spoke from the floor. She raised the issue of accessibility particularly related to the elevator in the Podium building that gives access to disabled persons and to the library. The sign asks that the elevator be solely for the use of the disabled, but this is not being honoured. This has caused considerable pain to a disabled faculty member who relies on the elevator as she has to wait to use the elevator, and she is subjected to comments when she points out the sign. L. Janzen hopes that there can be an educational program to point out these inequities. The President stated that he will discuss creative ways to address this issue with L. Grayson.

#### 4. **Minutes**

**Motion: That Senate approve the minutes of the October 2, 2007 meeting.**

D. Mason moved, G. Alivio seconded.

**Minutes approved.**

5. **Business arising from the minutes** – The President had asked that the Provost set up a process to review the Senate. A. Shepard reported that D. Checkland agreed to chair an *ad hoc* committee to review the Senate, and A. Mitchell has also agreed to serve. There will be student representatives on the committee He invites suggestions on others who should serve to be sent to him by next week. The report would be due to Senate by June.

6. **Correspondence** – No correspondence.
7. **Reports of Actions and Recommendations of Departmental and Divisional Councils**  
- No reports
8. **Reports of Committees**
  - 8.1 Nominating Committee Report (#F2007-2)
    - 8.1.1 **Motion: That Senate approve the list of representatives to the Senate Standing Committees as presented.**

I. Baitz moved, J. Norrie seconded.

It was noted that Gregory Murray is a student in Retail Management.

**Motion approved.**

**8.2 Academic Standards Committee Report (#F2007-2)**

A. Shepard moved all of the following, and P. Goldman seconded. The Provost commended the Academic Standards Committee for its work, and stated that he was impressed with its thoughtful and careful work.

**All of the following motions were approved:**

**8.2.1 Motion #1: That Senate approve the proposed curriculum changes in the Politics and Governance program.**

**8.2.2 Motion #2: That Senate approve the proposed revisions to the Minor in Politics.**

**8.2.3 Motion #3: That Senate approve the proposed curriculum changes in the Information Technology Management program.**

**8.2.4 Motion #4: That Senate approve the discontinuation of the Minor in Information Systems and the Minor in Management of Information Systems and Telecommunications.**

**8.2.5 Motion #5: That Senate approve the new Minor in Information Technology Management.**

**8.2.6 Motion #6: That Senate approve changes to curriculum requirements of the ITM Advanced Standing programs.**

**8.2.7 Motion #7: That Senate approve the proposed curriculum changes in the Aerospace Engineering program.**

**8.2.8 Motion #8: That Senate approve the proposed curriculum changes in the Chemical Engineering program.**

**8.2.9 Motion #9: That Senate approve the proposed curriculum changes in the Civil Engineering program.**

**8.2.10 Motion #10: That Senate approve the proposed curriculum changes in the Computer Engineering program.**

**8.2.11 Motion #11: That Senate approve the proposed curriculum changes in the Electrical Engineering program.**

**8.2.12 Motion #12: That Senate approve the proposed curriculum changes in the Industrial Engineering program.**

**8.2.13 Motion #13: That Senate approve the proposed curriculum changes in the Mechanical Engineering program.**

**8.2.14 Motion #14: That Senate approve the proposed curriculum changes in the Biology program.**

**8.2.15 Motion #15: That Senate approve the proposed curriculum changes in the Chemistry program.**

**8.2.16 Motion #16: That Senate approve the proposed curriculum changes in the Medical Physics program.**

**8.2.17 Motion #17: That Senate approve the proposed curriculum changes in the International Economics and Finance program.**

**8.2.18 Motion #18: That Senate approve the proposed revisions to admission requirements for the Direct Entry (full- and part-time) program in Early Childhood Education.**

**8.2.19 Motion #19: That Senate approve the proposed curriculum changes in the Early Childhood Education program with the condition stated in the ASC Evaluation section.**

The President commented that the confidence that Senate has in the quality of the work of the Academic Standards Committee is what allows its recommendations to be approved so quickly.

- 8. New Business** – A motion was presented in the agenda regarding the Accommodation of Student Religious Observance Obligations policy. R. Rose presented a new version of the Resolutions in the motion.

T. Whitfield seconded.

The President stated that there is already a scheduled review of the Policy in the Fall, and that what is being proposed is that there be a task force to do some background research.

R. Rose stated that at the last meeting there was a discussion of blocking off time on Fridays for Juma prayer. The current motion grew out of that motion following a meeting of students with Z. Fawaz. There was a lot of consultation with students and administration and the proposed motion was announced at the Multi-Faith Council meeting where it was supported. The composition of the task force is to be determined by the President. Muslim students are specifically stated as these are the cases with which she is most familiar. She is not aware of the conflicts with other religions, and the task force would explore all religions. She also understands that there are friendly amendments that will be made by other students on Senate.

S. Abdelgabir stated that he recommends an *ad hoc* committee be established instead of a task force and that the President establish the membership of the committee. He asked that there be one student from each religion, but the President stated that this would be difficult and that he would have as broad a representation as possible.

It was clarified that there would be members from outside Senate. The committee that will be struck to look at the policy in the Fall will not be the same as the *ad hoc* committee. It was suggested that perhaps they should be the same committee.

The President noted that the original issue was about one particular religion, but the current motion is about research for all religions that will go to the committee that will review the policy. R. Rose noted that this motion will speed the review process as the research will be done this year.

Based on friendly amendments, the final motion was as follows:

**Be it resolved that the Senate strike an *ad hoc* committee to look at the issues and needs of students from all religious groups in relation to the Accommodation of Student Religious Observance Obligations policy, and that this committee present a report to the Secretary of Senate by the May Senate meeting; and**

**Be it further resolved that the President appoint members of the *ad hoc* committee who will include a broad representation of students; and**

**Be it further resolved that the report of the *ad hoc* committee be forwarded by the Secretary to the committee struck in Fall 2008 to review the Accommodation of Student Religious Observance Obligations policy.**

Z. Fawaz commended the students on their consultation and work on this motion.

D. Mason asked why the review of the policy cannot be moved up a year. The President responded that the *ad hoc* committee will be one that provides a broad range of research to the committee. The Secretary commented that the number of people and the large student representation on the *ad hoc* committee would not be a normal policy review committee.

D. Mason asked that the committee be more broadly constituted to review the policy and not just serve to get the research. There was discussion of the size of the task force that would review the policy.

There was no seconder for the revised motion.

A. Mitchell stated that her notion is to commission the committee as part of its work, and move that the main committee be moved forward. She moved that the normal review process be moved up a year. There was no seconder.

**Motion approved.**

**9. Adjournment**

The meeting adjourned at 7:05 p.m.

Respectfully submitted,

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

**SCHOOL OF GRADUATE STUDIES**

***REPORT TO SENATE, DECEMBER 4, 2007***

1. Review of Status of New Graduate Programs

New Programs Planned for 2008 or 2009

2. ***Master of Planning (MPI) in Urban Development***

Motion

That the Senate approve the submission of the proposal for a ***Master of Planning (MPI) in Urban Development*** to the Graduate Studies for Standard Appraisal.

3. ***PhD in Policy Studies***

Motion

That the Senate approve the submission of the proposal for a ***PhD in Policy Studies*** to the Ontario Council on Graduate Appraisal.

4. ***PhD/MA in Psychology***

Motion

That the Senate approve the proposed complex changes to the ***PhD/MA Psychology*** graduate program.

Submitted by:

\_\_\_\_\_  
Maurice Yeates, Dean  
Chair, School of Graduate Studies Council

Status of New Programs in Graduate Review Process (programs planned for September, 2008 or 2009)									
Approval or Action by	Responsibility	MSc Applied Mathematics	PhD Policy Studies	MBSc/MASc Building Sc.	MA Lit of Mod	MPI Urban Devpt	Fi		
<b>Ryerson Review</b>									
Dean - SGS	Letter of Intent (LoI) – including initial analysis of financial viability	X	X	X	X	X			
SGS Program & Planning Comm	Reviews LOI to determine if program appears feasible.	X	X	X	X	X			
Provost	Decides to proceed based on responses to LoI. Instructs sponsors to prepare OCGS program proposal.	X	X	X	X	X			
Internal/External Consultant	An expert in the field from another university reviews the proposal. Sponsors re-draft if necessary.	Seco U of T	Carroll McMaster	Straube, Waterloo	Srerbnik, Calgary	Qadeer Queen's	D:		
Provost	Discusses proposal with Dean, sponsor.	X	X	X	X	X			
P&P of SGS	Reviews draft OCGS brief in light of I/E report – recommends to Council SGS based on academic quality	X	X	X	X	X			
Council, SGS	Reviews proposal	X	X	X	X	X			
Senate	Reviews program proposal for academic quality and moves to proceed to OCGS	X	Dec 4	X	X	Dec 4			
<b>Ontario Council on Graduate Studies Review</b>									
Appraisal Committee	7 senior faculty from across Ontario + Exec. Dir read brief and comment to Ryerson. Univ can advertise program.	X Bona, Illinois Bland, Toronto		Cons selected	Cons selected				
External Consultants	2 or 3 selected, visit Ryerson for a two day period. Prepare reports for submission to OCGS, which sends reports to Ryerson.	X							
Ryerson	Responds to report(s)	Draft							
Appraisal Committee	Reviews report and response and presents recommendation to OCGS (All graduate Deans in Ontario)								
OCGS Executive Director	Informs Ryerson of decision, provides letter required by Ministry for funding claim. <b>OCGS meeting.</b>								
<b>Further Procedures</b>									
Board of Governors	Program is presented to Board of Governors for approval of financial viability.								
Ministry	The Program is presented to the Ministry for approval								
Provost	Provost decides about implementation								

2. The School of Graduate Studies has reviewed the proposal for a ***Master of Planning (MPI) in Urban Development*** listed below, and submits it to Senate for its approval for it to be sent to the Ontario Council on Graduate Studies for external review ('standard appraisal'). Vol. I of the brief ('The Program') is available for review in the office of the Secretary of Senate, and Volumes I & II ('The Program', and 'Curricula Vitae') are available for review in the office of the Dean of the School of Graduate Studies (YDI-1109). Vol. I of the brief ('The Program') is also available for review at [www.ryerson.ca/graduate/temp](http://www.ryerson.ca/graduate/temp).  
Username: gradstudies Password: 4ryerson

### **Motion**

That the Senate approve the submission of the proposal for a ***Master of Planning (MPI) in Urban Development*** to the Ontario Council on Graduate Studies for Standard Appraisal.

*Note: Once a program is approved by OCGS, it is presented to the Board of Governors for approval.*

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

**Ryerson University**  
***Master of Planning (MPl) in Urban Development***

**EXECUTIVE SUMMARY**

This OCGS brief from the School of Urban and Regional Planning proposes a graduate planning program in Urban Development. The proposed program will be an advanced, study program centred around a core sequence of design studios, core courses on issues of culture and nature in planning, electives plus a major research paper or project.

The program would offer a *Master of Planning* (M.Pl.) with a focus on urban development concentrating on design approaches for contemporary metropolitan regions. The program is unique in its two dimensions: 1) the domain of urban development, here defined as the “restructuring, regeneration and revitalization of the existing metropolitan areas” --- a very contemporary concern of accommodating growth in already built-up areas and avoiding further sprawl, 2) an innovative integration of ‘culture’ and ‘nature’, i.e. a combined multicultural and ecological framework facilitating sustainable urban development. These two elements differentiate the program from other Master’s degrees offered by various Canadian universities, and position it at the leading edge of contemporary urban design and planning.

The need for the program emerges from both global and local trends of rapid urbanization, mass migration, economic disparity, environmental degradation, ecological impoverishment, cultural homogenization and globalization. These structural and societal shifts affect planning practice in significant ways. The program will prepare students to understand the current global and local dynamics. From this understanding, the program will ground students in emerging approaches to effectively respond to new planning challenges arising out of rapidly growing urban populations, complex demands from culturally diverse groups and deteriorating environmental and ecological conditions, coupled with constrained local government resources.

Within this context, the program offers a new holistic process for addressing the design and development in contemporary cities and regions. It combines an examination and analysis of economic, socio- cultural, political, ecological and spatial elements in refitting urban areas with attention to urban *culture* and *nature*--through addressing explicitly the principles of inclusivity and sustainability in designing for development.

The proposed *Master of Planning* in Urban Development builds on School’s reputation as a long-established and well-regarded institution, strong faculty and alumni, and unique studio-based pedagogy. The studio is a forum for experiential “hands-on” critical inquiry into a complex planning problem that may be physical, spatial, cultural, ecological and/or economic in nature, as well as the physical space in which such applied scholarship and practice takes place. The program will be an in-depth, well-rounded, professionally-accredited urban planning degree that allows advanced study of the relevant contemporary urban foci through a diverse combination of research, study and experiential learning modes.

The proposed program would complement Ryerson University's mandate and reputation as an institution known for its "professionally related programs of study" and "educational experience based on the creative integration of theoretical and applied learning". It would significantly advance the School's vision to improve cities and regions through preparing its graduates to become leaders in the community and the profession.

In addition to providing a rigorous, two-year (6 term) advanced-level education for the new planner, the program will offer returning professional planners and recent planning graduates the opportunity to upgrade and hone their planning knowledge and skills--for interest and/or professional advancement. The program will do this efficiently, offering one-year (3 term) advanced standing for those with undergraduate planning experience. *Currently, no university in Canada offers this combination of a professionally accredited, studio-based program with a fast-track option in a downtown, major metropolitan setting.*

The initial cohort will consist of 30 FFTE students. The number of FTEs at steady state would be 50. The normal stream of the program will have 20 FFTE students, while the accelerated stream will accommodate another 10 full-time students.

The curriculum is based on 8 courses (6 mandatory and 2 electives) and a research paper for the one-year accelerated program. The two-year normal stream has 13 courses (10 mandatory and 3 elective), a field placement, and a research paper or project.

#### List of courses

Physical Planning and Design Fundamentals **MPL 100**  
Multicultural Cities and Planning Policies **MPL 101**  
Institutional and Legal Context of Planning **MPL 102**  
Finance and Local Governance **MPL 103**  
Advanced Research Methods and Analysis **MPL 200**  
Planning for Sustainability **MPL 201**  
Professional Planning Practice and Ethics **MPL 202**  
Advanced Theories of Planning and Design **MPL301**  
Planning Studio **MPL 300**  
Advanced Planning Studio **MPL 400**  
Master's Research Paper or Project **MPL 401**  
Field Placement **MPL 203**

Students may choose from ten internal electives and many other electives offered by other graduate programs at Ryerson such as Public Policy and Administration, Architecture, and Immigration and Settlement Studies.

The program builds on the School's experienced faculty. There are 9 full-time faculty members, all assigned to teaching various fields of urban planning. Historically, the School faculty has concentrated on professional practice, community service and advocacy and has distinguished itself on these scores in the Toronto area. The process is already underway to hire two new faculty who will complement the current faculty resources and bring the total up to 11. In addition to the School's faculty, 5 faculty

members in related departments, listed as category 3 Faculty, will add to the academic resources of the School through their course offerings, advice and research supervision.

The School has just moved into a newly-renovated building at 105 Bond Street, in the heart of downtown Toronto. The new School has 22000 sq.ft of learning labs, computing, and studio space, which is plentiful for both the Master's and Bachelor programs.

In sum, this new program is unique, needed, and viable: it is a natural evolution of the Planning School at Ryerson University, fuelled by significant successes of the planning faculty and growing societal need for urban planners who have a deeper understanding of cultural diversity and the environment in growing contemporary metropolitan regions.

3. The School of Graduate Studies has reviewed the proposal for a *PhD in Policy Studies* listed below, and submits it to Senate for its approval for it to be sent to the Ontario Council on Graduate Studies for external review ('standard appraisal'). Vol. I of the brief ('The Program') is available for review in the office of the Secretary of Senate, and Volumes I & II ('The Program', and 'Curricula Vitae') are available for review in the office of the Dean of the School of Graduate Studies (YDI-1109). Vol. I of the brief ('The Program') is also available for review at [www.ryerson.ca/graduate/temp](http://www.ryerson.ca/graduate/temp). Username: gradstudies Password: 4ryerson

### **Motion**

That the Senate approve the submission of the proposal for a *PhD in Policy Studies* to the Ontario Council on Graduate Studies for Standard Appraisal.

*Note: Once a program is approved by OCGS, it is presented to the Board of Governors for approval.*

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

**Ryerson University**  
***PhD in Policy Studies***

### **EXUCUTIVE SUMMARY**

#### **Introduction:**

Societal need for policy research has grown in all sectors reflecting the realities of the knowledge economy and the complex policy challenges facing communities, cities, regions, nations and the world. While historically policy studies as an area of study has found its disciplinary home in political science, policy research is not solely informed by any single discipline. Interdisciplinary based programs in policy studies have been part of policy studies for some time and require an understanding of the historical, cultural, political, institutional, geographic and economic aspects that frame policy fields which increasingly overlap. Traditional policy fields are increasingly interconnected, have domestic and international dimensions and involve policy actors from the public, non-

profit and private sectors. These innate features of public policy require interdisciplinary knowledge and research collaboration across disciplinary boundaries.

The proposed program in policy studies detailed in this proposal is an interdisciplinary program that builds on Ryerson's highly successful graduate programs and research expertise in the areas of public policy, public administration, immigration and social policy. It is lead by the Faculty of Arts and involves 57 faculty members from 14 departments and 3 faculties.

The proposed interdisciplinary program is designed to prepare candidates for careers in research, teaching or public service in three fields: public policy and administration, immigration policy and social policy. It builds on Ryerson's highly successful graduate programs and research expertise in these areas and reflects the interdisciplinary, policy-related research expertise of the core faculty involved with the proposed program.

The uniqueness and rationale of the PhD in Policy Studies flows in the first instance from the mission of Ryerson University - the advancement of applied knowledge and research to address societal need, the provision of programs of study that provide a balance between theory and practice and preparation of students for careers in a variety of fields. The PhD program in Policy Studies shares the "common denominator of Ryerson's program of learning for a purpose", has "an intentional curriculum with societal relevance" and meets the objectives outlined in Ryerson's 2003-08 academic plan for graduate studies. This program would be the first interdisciplinary PhD program in policy studies in Canada.

**Mission:**

The mission of the interdisciplinary PhD program in Policy Studies is to provide a high quality, doctoral program that recognizes the significance of policy knowledge and its role in social development and democratic governance at all levels from the local to the global.

**Fields:**

In order achieve the mission and program goals, the program curriculum is designed to build on existing graduate program and research expertise at Ryerson. It consists of a core curriculum and three fields: public policy and administration; immigration policy and social policy. These fields build on the success of existing Master's level programs at Ryerson in the areas of public policy, public administration and immigration studies and a broad base of expertise in social policy. The fields also reflect the interdisciplinary, policy-related research expertise of the core faculty involved with the proposed program. In any of the three fields students can focus on policy studies in Canada (local, sub-national, national) or internationally.

**Admissions:**

Applicants must meet normal requirements for admission to the Ryerson School of Graduate Studies. The PhD in Policy Studies will admit 10 students in 2009 across the three fields and reach a steady state of 36-40 PhD students by 2013.

**Program Requirements:**

The requirements for successful completion of the PhD program in Policy Studies are 6 one-semester courses (consisting of: 2 required core courses, 1 required foundation course in their chosen field of study and 3 elective courses), a comprehensive exam and a doctoral dissertation. The curriculum is based on a four year program of study.

<b>Required Core</b>	<b>Electives</b>
Policy Theories & Approaches	From other field foundation courses
Research Methods for Policy Studies	New PhD electives (developed for 2010-2013)
Required Field Foundation Course from: Public Policy & Administration Immigration Policy Social Policy	Existing Policy-related Graduate Courses
	Specialized readings course in dissertation related theory or research methods.
Comprehensive/Qualifying Exam	
Doctoral Dissertation	

**Interdisciplinary Approach:**

In addition to the program involving 57 faculty members engaged in policy-related teaching and research from a wide range of disciplines, an interdisciplinary approach will be used for curriculum development, course delivery and in structuring supervisory committees. The proposed governance, implementation and administrative structure outlined in the proposal is also designed to enhance these features of the program.

#### 4. *PhD/MA in Psychology*

##### Motion:

That the Senate approve the proposed complex changes to the *PhD/MA Psychology* graduate program.

##### **Complex Course Changes – Clinical Psychology Field**

1. Add required course PS8103 (Clinical Research Methods) at the MA level
2. Delete PS8302 (Introduction to Psychological Assessment). The content will be split into two new required courses: PS8309 (Psychological Assessment I) and PS8310 (Psychological Assessment II)
3. Make PS8305 (Cognitive and Behavioural Therapy) a clinical psychology elective instead of a required course
4. Add required course PS9101 (History of Psychology) at the Ph.D. level
5. Drop one of the required electives at the Ph.D. level

##### **Complex Course Changes – Psychological Science Field**

1. Add required course PS9101 (History of Psychology) at the Ph.D. level
2. Drop one of the required electives at the Ph.D. level

Awards & Ceremonials Committee  
December 4, 2007  
Report #F2007-1

The criteria for Ryerson's highest academic award, the Ryerson University Gold Medal, were reviewed by an *ad hoc* committee of the ACC and were amended to remove self-nomination and to include Graduate Studies students. The following substantive changes were made:

- Students will no longer be able to nominate themselves for the award. The Convocation and Awards Office will send Chairs and Directors a listing of their CGPA eligible full- and part-time students who have applied to graduate in addition to nomination forms so the Program Department can nominate students. This eliminates the issue of a student self-nominating with no Program department support and the issue of Program departments not being aware of CGPA eligible, graduating students.
- Governed by the same criteria as Undergraduate and Continuing Education Certificate students, Graduate Studies students can now be considered for the award.

Respectfully submitted,

Alan Shepard, Chair

For the committee:

Keith Alnwick, Ashley Aseltine, Ian Baitz, Carla Cassidy, Kamran Behdinin, Usha George, Martin Greig, Janet Hercz, Sri Krishnan, Rena Mendelson, James Norrie, Reza Sadjadi, Diane Schulman, Anita Shilton, David Tucker, Kernaghan Webb, Maurice Yeates

**Senate Learning and Teaching Committee  
Report #F2007-1  
November 20, 2007**

The Senate Learning and Teaching Committee (SLTC) is pleased to submit a report on its activities to November, 2007. The SLTC meets on a monthly basis throughout the academic year, has a standing membership of 21 and 12 regular observers.

The SLTC meets to discuss and debate the multifaceted issues related to teaching and learning with a view to making recommendations to the Senate or other University bodies as appropriate. Its objective is to enhance and improve the quality of the educational environment for all who are engaged in the educational process. As such, its mandate is broad and discussions wide ranging. The SLTC in the past has considered and made recommendations on such topics as: collaborative group work, suspended student issues, academic policy related to teaching and learning reviews and recommendations, and academic integrity to name a few.

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In November, 2005, an *ad hoc* committee was struck to examine University 101 from the perspectives of the Ryerson experience and a literature review of best practices. The report from this committee was presented to the Academic Planning Group (APG) in the Spring of 2007 (Appendix A).

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In December, 2006, a working group of the SLTC met to consider a new process that would increase the participation of the SLTC members and provide better ways to discuss and address issues. It was proposed by this working group that the overall theme of the work of the SLTC would be *New Realities: Effective Teaching and Learning Environments in the 21<sup>st</sup> Century*. Sub-groups of the SLTC would choose to work on one particular theme and propose how each theme would be considered throughout the University. The sub-groups would report their ideas to the whole committee at the regularly scheduled Monday meetings. In this way the themes could be integrated.

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This approach was adopted by the SLTC as a whole and the following themes are currently being addressed:

- o **Ethical and Effective Use of Technology**
- o **Academic Integrity**
- o **Inclusive Learning Environment**
- o **Respectful and Civil Learning**

The reports from these sub-groups are appended (Appendix B).

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The SLTC also continues to address issues that need to be considered by the committee as a whole. Current issues being addressed include: the GPA Policy review, the National Survey of Student Engagement Faculty initiatives, and academic writing.

The SLTC is using Blackboard as a communication tool for the sub-groups and also the committee as a whole. Meeting agendas, minutes and on-going discussions in each of the sub-groups are being posted on Blackboard

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Respectfully submitted,

Michael Dewson, Chair    Maureen Reed  
   Tetyana Antimirova  
Zouheir Fawaz             Diana Brecher  
Judy Britnell                Dalia Hanna  
Don Kinder                  Katherine Penny  
Marion Creery  
Gretchen Bingham  
Restiani Andriati  
Diane Schulman             Robert Roseberry  
Vappu Tyyskä                Lucie Moussu  
Frances Gunn  
Jean Tong

Gillian Mothersill  
Elaine Frankel  
Raja Nagendra  
Linda Kowal  
Kasia Bulgarski  
Mahmood Sayed  
Maame Twum-Barima  
Samih Abdelgadir  
Omar Falou  
Rebecca Rose

**Observers**

Donna Bell  
Matt Feagan  
Gosha Zywno  
Anne Johnson  
Rona Abramovitch

## Appendix A

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### U101 Sub-group Report

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Submitted by Anne Johnson on behalf of Maureen Reed, Don Kinder, Tanya Lewis, Maurice Mazerolle, Diane Schulman, and Tina West.

The University 101 sub-group mandate was to review the literature on University 101 type courses, to determine both within the Ryerson community and the wider Canadian University experience, the goals, concerns and successes of programs that have included University 101 courses, and to make recommendations for best practices in University 101 courses.

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To meet these objectives, the sub-group conducted a literature review, surveyed Ryerson faculty and staff who have been involved with University 101, conducted a web-based review to determine the nature of University 101 courses offered across Canada, and also surveyed staff and faculty involved with University 101 courses at other Canadian Universities.

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University 101 courses are quite common in the Canadian University experience, and include elements of both academic and social integration. Academic content should include information literacy, research skills, writing, critical thinking, test/study skills, and other program-specific skills. Social integration topics should include conflict management, stress management, time management, locating and using University services, extra-curricular opportunities, group work opportunities, leadership, communication skills, self-direction (careers, learning needs), and opportunities to go into the broader community.

The major finding of the sub-group's research was that when the University 101 content was offered in isolation from the other courses in the student's academic program, students often failed to make the connection to their other courses and therefore did not take the University 101 course seriously.

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Furthermore, when these courses are optional, those that need them most tend not to seek them out. Therefore, we recommend that transition material be fully integrated into the academic program courses, and reinforced in all introductory level courses and beyond. University 101 content must be coordinated among the instructors of core courses at the first-year level.

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The sub-group's work was summarized in a report submitted to the APG in the Spring of 2007. Please see the appended executive summary of this report.

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## UNIVERSITY 101 TASK FORCE REPORT

In March 2002, members of the Task Force on Student Success and Retention identified and developed strategies to improve the level of student academic success at Ryerson. As part of the report on success and retention, a ~~sub-group~~ of the Task Force (*Don Kinder, Maureen Reed, Allan Gillis, Safiah Arooz, Jagg Carr-Locke*) conducted research in the areas of Retention Theory, Social and Academic Integration, Mentoring, and Student Success Programs. This original research can be found on Ryerson's web site at [www.ryerson.ca/it/projects/studentsuccessretention/appendixA.pdf](http://www.ryerson.ca/it/projects/studentsuccessretention/appendixA.pdf). A section of that report discussed and identified best practices in Student Success Programs (University 101).

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Field Code Changed

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The mandate of the University 101 Task Force was threefold. First, the current Task Force was to review recent literature in the area of University 101 type courses and add additional information to that previously published in the original success and retention report. To meet this mandate, committee members updated the literature review to determine if there has been a change in the direction of these programs over the last four years. Our second mandate was to determine within the Ryerson University community the goals, concerns and successes different programmes have had with University 101 courses. To meet this mandate, an internal survey was designed and sent to stakeholder groups (those involved in the development and implementation of University 101 programs). Our third mandate was to examine the greater Canadian University Community's experience with University 101. To meet this mandate, searches of websites at thirty-eight Canadian Universities were conducted. In addition, a survey was sent to individuals at Canadian Universities to determine their attitudes, successes and concerns about these programs. Our fourth mandate was to make recommendations for best practices in University 101 courses. These practice recommendations are based on research and experiences of community members.

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*Respectfully submitted by, Maureen Reed, Ann Johnson, Don Kinder, Tanya Lewis, Maurice Mazerolle, Diane Schulman, and Tina West, June, 2006.*

## Executive Summary

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The Learning and Teaching Committee of Ryerson University struck a sub-committee to examine the viability of University 101 type courses. The general mandate of this committee was to:

- Update a literature review on University 101 which was reported on in 2002
- Review experiences with such courses
- Determine best practices for University 101 and Success data

To meet these objectives the sub-committee:

- Conducted a brief literature review to determine further findings
- Surveyed Ryerson staff and faculty who have experience in University 101
- Ran a web-based review of universities across Canada to determine the extent to which such courses are run
- Surveyed staff and faculty at other universities where transition courses are offered
- Examined recent internal data on student engagement

### Executive Summary General Results

#### 1. Goals: Summary and Conclusions

All sources reviewed emphasize two important facts. First, transition courses are quite common. Second, both academic and social integration goals are seen as important within these courses. However, researchers do emphasize that the goals developed for the course depend on its purpose. Some researchers suggest that the course goals should be tied to program content. In addition, researchers emphasize that often it is non-academic stressors and not poor academic skills that result in lack of persistence. Thus these courses need to develop goals that will maintain academic rigor while still integrating the student socially and emotionally into the environment. Finally, it is possible that students have a differing idea of their needs than do professors' impression of student need and these student needs should be considered in goal development.

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#### 2. Type and Content of Course: Summary and Conclusions

Overall, University 101 courses fall into four categories, Orientation, Seminars/Workshops, Semester courses and Discipline-based courses. Content between courses is varied but most emphasize academic skills. Some courses do include social integration and this social integration is important to students. It is important that students see the value in these courses and thus faculty and staff should be afforded enough time to make these courses meaningful. Content offered should be helpful in full university integration and integration within university programs. When content is offered in isolation of other course in the student programme, students may not transfer content to other learning situations. For example, one transition course instructor noted that while APA citation system was taught, other professors complained that a few students seemed unaware of it. Such examples emphasize that curriculum needs to be structured around programme need and that the course should not be viewed by other professors as completed skill delivery. Students often need to be reminded of success curriculum in their core courses.

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#### 3. Implementation and Difficulties: Summary and Conclusions

Research and experience from stakeholders suggest that course implementation depends on course goals, target audiences, and perceived student need. University 101 is seen as a vehicle for students to 'catch up' on skills they lack upon entrance. As such, the course needs to be front loaded in the first semester. In addition, stakeholders and researchers suggest that these courses provide opportunities for students to socialize, meet faculty, learn resources, etc. These issues are as important to student success as academic issues. Both internal and external course developers/supervisors did note some problems with the implementation of these programs. Students often do not take them seriously and do not realize their need until they are in trouble.

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In addition, when these courses are not required those that need the course most do not seek them out. Further, students often do not connect course content to their other courses, in part due to the fact that materials from other courses are not necessarily brought into the University 101 class. Since no standards for design of these courses have been set, it is difficult to determine the quality of the programming. One method to deal with some problems cited above is to offer these courses for credit with graded assignments. The grading system and credit make these courses more legitimate. However, a review of content is also in order to ensure the courses fit with the higher level university content required for credit. Finally, the quality of the instructor is an issue that should be addressed. Success courses need to be taught by faculty that have an understanding of learning, memory, critical thinking, etc. and faculty who are willing to design activities related to social integration.

4. Evaluation and Success Markers: Summary and Conclusions

Understanding the success of University 101 courses is difficult. Success can be measured in many ways. Data providing success rates in terms of retention and GPA is difficult to interpret because of the many factors that influence first-year students. In addition, it is not clear that retention and GPA get at the true value of a University 101 course. Those offering such courses suggest that these courses are valuable in social integration. Success is considered when students feel part of the institution and engage with it. Thus, success is measured by student satisfaction with their university experience. However, once again many factors will influence this satisfaction. What University 101 can provide is the first step towards that satisfaction. These courses offer a unique opportunity to engage students with faculty, one another, services and academics.

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5. Recommendations for Best Practices:

1. Both academic and social integration should be considered as goals for University 101 courses.
2. Goals should be decided by program departments and explicitly stressed since one size does not fit all.
3. Student opinion of need should be considered in goal development.
4. Course goals should show academic rigor in order to improve student and faculty respect for the course.
5. The type of course offered (full semester, seminars, orientation level) should be determined by the programme instituting the course.
6. The course content should consider both academic and social integration.
7. Consider a credit and grading system to increase student motivation and interest.
8. Content should be meaningful to students.
9. Content should be reinforced in other first-level classes and thus the course should be coordinated amongst first-level instructors.
10. Content should be tied to program goals.
11. Academic content should include information literacy, program specific research skills, writing, critical thinking, test/study skills, programme specific skills.
12. Social integration content should include conflict management, stress management, time management, locating and using university services, extra-curricular opportunities, group work opportunities, leadership, communication skills, opportunities to go into the community, self direction (e.g. Where am I going?, careers) and understanding the self (e.g. What are my learning needs?).
13. The course should offer opportunities for students to socialize, meet faculty, and learn resources.
14. Faculty teachers should be qualified in teaching the content.
15. Experienced faculty should teach.
16. Classes should offer opportunities for students to learn in smaller sections (break-out groups).
17. The course should be taught in the first semester.

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18. The program should determine whether the course is required or elective based on programme need (e.g. proportion of students who seem to be lacking skills).
19. The programme should decide how success of the course will be determined while keeping in mind the course cannot be responsible for all university success, and markers such as retention and GPA are affected by many factors.
20. The programme should consider the course for all high-risk (probation and suspension) students
21. Consider student satisfaction with university and student engagement as part of the course's success.

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## Appendix B

### Ethical and Effective Use of Technology Sub-group Report Submitted by Restiani Andriati, Chair

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Sub-group members: Omar Falou, Frances Gunn, Raj Nagendra, Don Kinder, Anne Johnson, Gosha Zwyno

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The mandate of this sub-group is to provide recommendations to the Senate related to the ethical and effective use of technology.

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#### Raise awareness of the technology policy at Ryerson University

1. Invite different units to participate in raising awareness.
2. Post the policy on a prominent web location – easily found on Ryerson website. This includes the “Acceptable Use” chapter in the CCS’ User’s Guide to Academic Computing and the Internet (<http://www.ryerson.ca/acs/usersguide/>).
3. my.ryerson.ca (Blackboard) online course announcement template any instructor can make available/unavailable.
4. Campaign, e.g. poster campaign:
  - o Departments and Schools
  - o The Hub, Library, Student Services, Student Centre and other common areas
  - o Include in student agenda
5. Encourage instructors to include the policy (or link to it) in their course syllabus and mention it in the first class meeting.

#### Example for Email:

“E-MAIL POLICY AND INSTRUCTOR AVAILABILITY: I will endeavour to answer any e-mails during the work week within 48 hours. If you have any course-related issues that need to be dealt with come and see me in my office (Office Location / Hours: \*\*). Due to the volume of e-mail I get, I cannot guarantee a timely response to e-mails and would prefer a personal meeting. The best guaranteed means for contacting me will be in person, during my office hours, as well as before and after classes.”

Other examples are being planned (i.e. For Laptop Use in Class, Public Web Spaces (e.g. blogs, Facebook, myspace, YouTube), Others – e.g. cell phone use and my.ryerson online course content.

#### Recommendations for instructors upon adopting technology in their courses

1. Careful consideration before an instructor decides to use a particular technology in his/her course, by answering the following questions:
  - o What is the objective of using technology; will the chosen technology meet course/learning objectives?
  - o If yes, what technology would best support this learning objective and how should it be implemented?
  - o Is there any cost? If yes, how much? Who is paying?
  - o How much time and effort will the instructor be willing to put into preparing course material in regard to this technology? Is there any support mechanism available, who, where, when?
2. Examples and best practices of the use of technologies are available on the Digital Media Projects websites.

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**Academic Integrity Sub-Group Report**  
**Submitted by: Donna Bell, Chair**

Sub-group members: Don Kinder, Matt Feagan, Linda Kowal, Robert Roseberry, Diane Schulman, Restiani Andriati, Omar Falou, Mahmood Sayed

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**Access to Information:**

Website: Continuously updated with new episodes, revamped quizzes and up-to-date content for faculty and students (undergraduate and graduate). All faculty resources related to academic integrity can now be found on their my.ryerson.ca portal. This includes template letters.

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Student focus groups for academic integrity: starting to build a student led pro-active approach. Aim is to develop a strong peer-led AI approach empowering students to take a role (in orientations with new students, in-class presentations etc...).

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**Education:**

AI presentations in orientations with students, faculty, Chairs, and Teaching Assistants (TA's).

Two TAGA Workshops with AI office and Learning & Teaching Office. Workshop involved informing on policy #60 and skill development through group scenario.

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Appeals training for Faculty Appeals Committee and Senate Appeals Committee.

Development of 28 skills based workshops for all Ryerson students. Four areas within Ryerson collaborated to bring forward these 28 workshops: Learning Success Centre, English Language Support, the Writing Centre and the Library. A temporary on-line registration system was developed for all students to register for these workshops. A custom made on-line registration system will be launched in January, 2008.

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A mandatory on-line workshop entitled "Fundamentals of Academic Integrity" was created for those students who are charged with academic misconduct.

**Procedural Improvements:**

Facilitated discussions: provided a new option to faculty to have their discussions with students. This option has proven to be a popular and effective choice. Not only does it ensure that the communication remains respectful and civil between the student and faculty, it also saves the faculty time and requires no paperwork on their part. There are currently 11 trained facilitators made up of Ryerson staff and faculty.

**Respectful and Civil Learning Sub-group Report**  
**Submitted by: Diana Brecher, Chair**

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Sub-group members: Zouheir Fawaz, Linda Kowal, Maame Twum-Barima

Deleted: Sub Group

The Respectful and Civil Learning sub-group met in March and April, 2007 to explore an educational campaign to be rolled out in Fall 2007 regarding rights and responsibilities of students identified in the current Student Code of Non-academic Conduct. We discussed logistics including a poster campaign to reaffirm and confirm the basic message of the rights and responsibilities section of the Code. Issues related to the diverse nature of our campus were discussed at length and the committee's message was that we are an inclusive campus that does not tolerate discrimination. The group preferred terms such as respect and inclusive over civility.

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We ultimately decided that since a separate committee was newly formed by Dr. Fawaz to update the current Student Code of Non-academic Conduct, last revised in 2000, the Respectful and Civil Learning sub-group needed to wait until the Code was revised before we continued our work. The reason behind this decision was that we needed a full understanding of the new scope of the Code in order to better reflect the message of respectful and civil learning, in addition to identifying a broader scope of consequences should a student choose to violate the Code. The timeline for completion of the new Student Code of Non-academic Conduct is expected to be early in the new year. Once approved, the Respectful and Civil Learning sub-group will resume our work.

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## **Inclusive Learning Environment Sub-group Report** **Submitted by: Gretchen Bingham, Chair**

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Sub-group Members: Samih Abdelgadir, Rona Abramovitch, Judy Britnell, Elaine Frankel  
Vappu Tyyskä

Deleted: Sub Group

Purpose: to explore what is meant by an inclusive learning environment; to examine potential factors that impact students' inclusion in the process of learning; to animate the factors that contribute to an inclusive learning environment.

The group met several times over the course of two terms and discussed what was meant by an inclusive learning environment, and to share stories some had gathered across the university, suggestive of positive inclusive experience and points of marginalization or exclusion.

Some challenges surfaced as a result of our discussion:

- o How to create a climate for learning in which a wide variety of learners will thrive.
- o How to create a heightened awareness of 'difference'.
- o How to discover and make explicit, the invisible and unknown barriers to learning of students.
- o In what ways might we address the diverse assumptions and perceptions that operate in any learning environment?

What is meant by an "inclusive learning environment"?

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From our discussions and our familiarity with the literature, inclusive learning environments are more likely to show that:

- o The diversity of the learning group present is reflected in the curriculum, activities, approaches and methods used.
- o What is taken into account is wider context in which the learning group lives and works (their societal, cultural, and institutional experiences).
- o The immediate and historic contexts of the learning group, as well as their changing world are addressed in the learning process and content.

One of the major points of our discussion centered around the reality that we are often unaware of the impact of our experiences and perceptions in a learning environment, and how those may exclude or marginalize a learner – often unintentionally and without knowledge.

### **Stories**

Group members relayed stories of their own, and those of others in response to the statement: Tell me about a time when you felt very included in the classroom; tell me a time when you felt excluded or marginalized in a classroom. Realizations about how learners were included or marginalized in different ways, led to the idea of creating a simulation in which participants could observe, comment, reflect, and gain more insight into the elements of inclusive learning. The group felt that the visceral experience of a simulation would provide the best opportunity to gain more insight, as the stories spoke to the emotional devastation of excluded or marginalized learners.

### **The Simulation**

In October, our group approached Interpersonal Skills Teaching Centre to explore the idea of the simulation. We relayed our stories and experiences, highlights from our conversations, and they responded with a proposal that is in consideration for funding.

The group asked that the simulation be written with flexibility as a key characteristic so that the simulation can be used in various settings and with a variety of audience.

Settings considered: conferences, faculty or TA orientations, Chairs' meetings, professional development sessions offered within a department or faculty.

Audiences considered: faculty, sessional instructors, Chairs, graduate and undergraduate students, student leadership groups, and a mix of any of those audiences.

### Next Steps

Submit a more robust group of stories to the writers	Group members	November 30, 2007
Writers create the simulation	in consultation with the group members	January, 2008
Pilot the simulation; receive feedback to be incorporated	at a special session of the SLTC	February or March 2008
Introduce the simulation to Ryerson community	Spring Faculty Conference at Ryerson	May, 2008
Evaluate the experiences so far; seek opportunities for future use	SLTC members, Learning & Teaching Office	ongoing

# REPORT OF THE ACADEMIC STANDARDS COMMITTEE

## Report #F2007-3; December 2007

In this report Academic Standard Committee (ASC) presents its evaluation and recommendation on the proposed changes to academic standing variations for the Post-Diploma Degree Completion Program in Nursing.

Further documentation on the items addressed in this and all other ASC reports is available for review through the Secretary of Senate.

### **Post-Diploma Degree Completion Program in Nursing: Academic Standing Variations**

The *School of Nursing* has determined that the use of letter grades is preferable to the current Pass/Fail grading system for the nursing practice courses (NCL 700 and NCL 800) in the Post-Diploma Degree Completion Program. The proposed changes to the academic standing variations are a consequence of this change and otherwise do not alter the intent of the current academic standing variations. The complete text of the revised academic standing variations is as follows.

All students enrolled in the Post Diploma Degree Completion Program in Nursing must have valid or pending registration with the College of Nurses of Ontario (CNO). Students are required to notify the School of Nursing of any change in CNO registration status. Failure to attain/maintain CNO registration will result in WITHDRAWAL from the Nursing course(s) and the program. The exception to the policy of CNO registration is those students from an approved bridging program.

1. Students must achieve a grade of C or above in all nursing theory and practice courses in order to be eligible to enroll in nursing courses in subsequent semesters.
2. Students who earn a grade of C- or below in any nursing theory or practice course will be given a PROBATIONARY standing regardless of their overall GPA.
3. Students will remain on PROBATION until they receive a grade of C or above in all nursing theory and practice courses.
4. Students who receive a PROBATIONARY standing and who have a GPA of 1.50 or lower may not continue into the subsequent nursing practice course (s).
5. Students on PROBATION who earn a grade of C- or below in a nursing theory or practice course other than the nursing theory course(s) in which they previously obtained a grade of C- or below will be given a SUSPENDED status.
6. Students who receive a second grade of C- or below in the same nursing theory or practice course (either a repeated or subsequent practice course) will result in a WITHDRAWN standing. This variation will be enacted even when the student has taken less than three courses and has not acquired a cumulative grade point average.

At any point during the academic year, the School of Nursing reserves the right to terminate a student's experience in a nursing practice setting when patterns of behaviour place self, clients or others at risk. This will result in the student receiving an 'F' grade for the course. In this circumstance, students shall have established rights of appeal; however, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect students' rights.

The student may be WITHDRAWN from the Nursing program for reasons of unprofessional behaviour or professional misconduct.

All nursing theory courses must be completed within five years of the prerequisite professional course. (For example, no more than five years can elapse between completion of Year 1 professional courses and enrollment in Year 2 professional courses.)

## Recommendation

Having satisfied itself of the academic merit of these proposals, ASC recommends:

*That Senate approve the revised academic standing variations in the Post-Diploma Degree Completion Nursing program.*

Respectfully submitted by

Alan Shepard,  
for the 2007/2008 Academic Standards Committee

K. Alwick (Registrar)	L. McCarthy (Chemistry and Biology)
D. Androustos (Electrical & Computer Eng.)	A. Mitchell (Interior Design)
J. Dianda (Philosophy)	G. Murray (Student, Retail Management)
E. Evans (Retail Management)	D. Schulman (Secretary of Senate; ex-officio)
D. Glynn (Continuing Education)	J. Smith (Journalism)
D. Granfield (Library)	R. Stagg (History)
P. Hadian (Student, Sociology)	J. Waddell (Nursing)
G. Hunt (Business Management)	M. Zeytinoglu (Electrical & Computer Eng.)
R. Keeble (Urban & Regional Planning)	

## **MOTION RE EXAMINATION SCHEDULING**

WHEREAS: Faculty, students and Senate have made repeated pleas, requests, and demands for a more reasonable time period and schedule for exams and deadlines for providing grades; and

WHEREAS: Current examination practices at Ryerson mean students often have 2 and 3 exams in a 2-day period leading to stress and inadequate preparation; and

WHEREAS: The faculty involved in marking late-schedule exams in time for the grade deadlines find it so arduous that some of them have changed the form of their exams or even eliminated exams against their better academic judgement; and

WHEREAS: The continuation of the unacceptable scheduling implies that administrators are unable or unwilling to remedy the situation; and

WHEREAS: The current examination situation is at risk of putting the entire examination process into disrepute; and

WHEREAS: The foregoing necessarily lead one to conclude that there are structural, systemic, or other extraordinary causes for this situation;

BE IT RESOLVED THAT: Senate strike an *ad hoc* committee composed of the Registrar, the Provost or Vice-Provost, Faculty Affairs, four faculty, and one student, to examine the assumptions, issues, and problems that lead to the current unfortunate examination situation, and report back to the March Senate meeting with recommendations to resolve the problem.

Moved by: Dave Mason

November 28, 2007